

1958

Chicago Teachers College Bulletin, General Announcements, Undergraduate Catalog, 1958-1959

Chicago Teachers College

Follow this and additional works at: <https://neiudc.neiu.edu/catalogs>

Recommended Citation

Chicago Teachers College, "Chicago Teachers College Bulletin, General Announcements, Undergraduate Catalog, 1958-1959" (1958). *Course Catalogs*. 3.
<https://neiudc.neiu.edu/catalogs/3>

This Book is brought to you for free and open access by the NEIU Archives at NEIU Digital Commons. It has been accepted for inclusion in Course Catalogs by an authorized administrator of NEIU Digital Commons. For more information, please contact neiudc@neiu.edu.

V.B.

Chicago Teachers College Bulletin

(L. E. 159 $\sqrt{2.5}$) C.T.C.
reg 1 $\sqrt{1}$
30 hrs - must $\sqrt{2.5}$ XT



General Announcements
Undergraduate Catalog
1958-1959

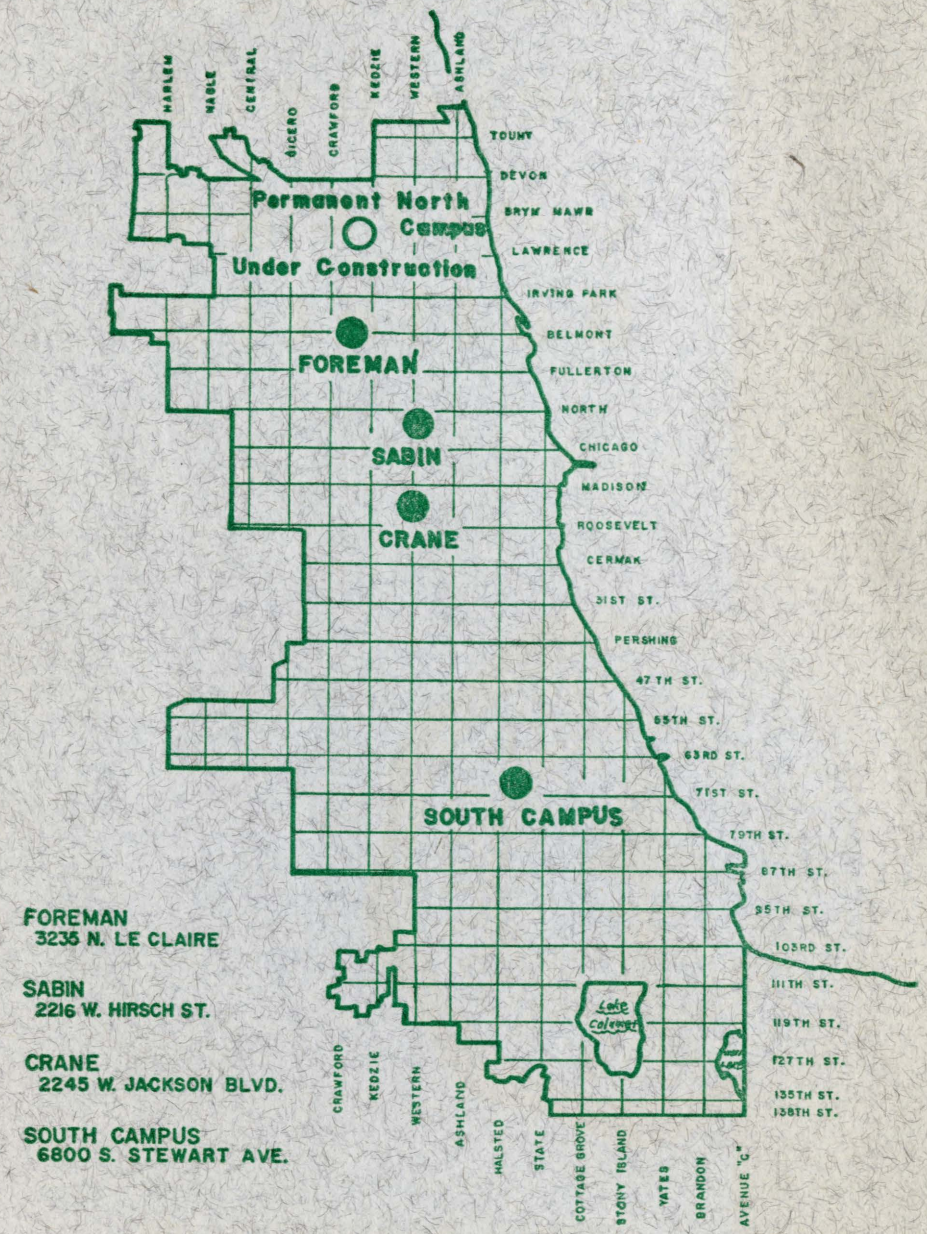
900⁰⁰ per yr (Tuition for non-residents) 1-30-59 MW Haas

CHICAGO TEACHERS COLLEGE BULLETIN

Chicago Teachers College

Offering Tuition-Free
Teacher Training Since 1869

General Announcements
Undergraduate Catalog
1958-1959



MAIN CAMPUS:
6800 SOUTH STEWART AVENUE
Chicago 21, Illinois • AB erdeen 4-3900

This number of the Chicago Teachers College Bulletin includes general announcements and the undergraduate catalog for the academic year 1958-59. However, the College reserves the right to make whatever changes in policy may be necessary from time to time. For information regarding course offerings and class hours, see the class schedules published by the College before the opening of each semester and summer session. Programs in graduate studies and special education are described in *The Graduate Catalog*, available from the Registrar.

CHICAGO TEACHERS COLLEGE BULLETIN
Volume IV, Number 3; July, 1958

Published quarterly by the Chicago Teachers College
at 6800 South Stewart Avenue, Chicago 21, Illinois.
Entered as second class matter in the post office at
Chicago, Illinois.

BOARD OF EDUCATION
PRINTING PLANT



Foreword

THE CHICAGO TEACHERS COLLEGE is a single purpose institution, since all of its curricula lead to public school teaching. *Nevertheless, all who graduate must have a well rounded general education.*

THE CHICAGO TEACHERS COLLEGE is, by midwestern standards, a venerable institution, since it has operated continuously in its present location from 1869. *Nevertheless, it has retained its place at the forefront in the evaluation and demonstration of the newest methods of teaching.*

THE CHICAGO TEACHERS COLLEGE is a metropolitan institution, set down in the midst of one of the great cities of the world. *Nevertheless, it recognizes its obligations to state and nation; and its graduates are prepared for successful teaching anywhere.*

THE CHICAGO TEACHERS COLLEGE is an institution of high standards, since its graduates must successfully meet exacting professional requirements. *Nevertheless, with effort and willingness to follow sound counsel, nearly all who enter can succeed.*

THE CHICAGO TEACHERS COLLEGE is a minimum cost institution, since fees are held to twenty dollars a semester. *Nevertheless, students may enjoy an extensive program of extracurricular activities.*

THE CHICAGO TEACHERS COLLEGE is an institution primarily concerned with preparing young men and women to become teachers. *Nevertheless, since a good teacher recognizes the need for further study, thousands of teachers already in service register for additional graduate and undergraduate courses.*

Calendar 1958-59

Spring Semester, 1958

February 3, Monday.....	Orientation and Testing begins
February 7, Friday.....	Registration ends
February 10, Monday.....	Classes begin
February 12, Wednesday.....	Lincoln's Birthday Holiday
April 4, Friday.....	Good Friday
April 26 to May 4, inclusive.....	Spring vacation
May 30, Friday.....	Memorial Day
June 27, Friday.....	Semester ends

Summer Session, 1958 (8 weeks)

June 30, Monday.....	Registration ends
July 1, Tuesday.....	Classes begin
July 4, Friday.....	Independence Day Holiday
August 22, Friday.....	Session closes

Fall Semester, 1958

September 3, Wednesday.....	Orientation and Testing begins
September 10, Wednesday.....	Registration ends
September 11, Thursday.....	Classes begin
October 13, Monday.....	Columbus Day Observance
November 4, Tuesday.....	Election Day Holiday
November 11, Tuesday.....	Veterans Day Holiday
November 27, 28, Thursday and Friday.....	Thanksgiving Day Holiday
December 20 to January 4, inclusive.....	Christmas vacation
January 30, Friday.....	Semester ends

Spring Semester, 1959

February 2, Monday.....	Orientation and Testing begins
February 6, Friday.....	Registration ends
February 9, Monday.....	Classes begin
February 12, Thursday.....	Lincoln's Birthday Holiday
February 23, Monday.....	Washington's Birthday Observance
March 27, Friday.....	Good Friday Holiday
April 25 to May 3, inclusive.....	Spring vacation
June 26, Friday.....	Semester ends

Summer Session, 1959 (8 weeks)

June 29, Monday.....	Registration ends
June 30, Tuesday.....	Classes begin
August 21, Friday.....	Session closes

(Subject to change by the Board of Education of the City of Chicago)

Table of Contents

Foreword	3
Calendar	4
Administrative Control	6
College Administration	7
Instructional Staff	9
Emeritus Faculty	15
General Information	17
Admission	25
Tuition, Fees, and Expenses.....	28
Scholastic Regulations	30
Programs of Instruction	37-50
Requirements for Degrees	37
Numbering of Courses	37
Elementary Curricula	38
Curricula for Junior College Graduates	43
High School Teaching Curricula.....	45
Acceleration	50
Descriptions of Courses	51-105
Art	51
Business	54
Education	57-67
Elementary and Secondary Education.....	57
Kindergarten-Primary Education	62
Student Teaching	64
English and Speech	68
Home Economics	74
Industrial Arts	76
Industrial Education	78
Library Science	81
Mathematics	83
Music	87
Natural Sciences	90-94
Biological Science	90
Botany	91
Chemistry	92
Physical Science	92
Physics	93
Physiology	93
Science	93
Zoology	93
Physical Education	95
Psychology	98
Social Sciences	101-105
Economics	101
Geography	102
History	103
Political Science	104
Social Science	105
Sociology	105
Index	106

Administrative Control

Board of Education

City of Chicago

ROBERT SARGENT SHRIVER, JR.President
THOMAS L. MARSHALL.....Vice-President
HAROLD H. BUCK.....Secretary
FRANK R. SCHNEBERGER.....Attorney

MRS. JOHN B. ALLEN	MR. RAYMOND W. PASNICK
MR. WILLIAM G. CAPLES	MR. JOSEPH POIS
MRS. WENDELL E. GREEN	DR. LESTER REICHERT
MR. THOMAS J. MURRAY	MR. EDWARD S. SCHEFFLER
MR. FRANK M. WHISTON	

General Superintendent of Schools

BENJAMIN C. WILLIS, ED. D., L. L. D.

Associate Superintendents

ALFRED E. BOLT
EDWIN A. LEDERER, PH. D., ED. D.
THADDEUS J. LUBERA, PH. D.
DON C. ROGERS, PH. D.
JAMES H. SMITH, ED. D., SC. D.

College Administration

RAYMOND M. COOK (1936)¹, Dean of the College
Eastern Illinois State Normal School; B. S., University of Illinois; A. M.,
University of Chicago; University of Chicago; University of Texas.

Main Campus

WILLIAM LESLIE KAISER (1931), Assistant Dean in Charge and Bursar
A. B., Wabash College; M. A., Northwestern University; Indiana University.

JAMES I. SWEARINGEN (1935), Assistant Dean, Instruction and
Evening Program
B. S., M. S. in Ed., University of Illinois; University of Chicago.

EMMA FLEER MULLER (1924), Director of Personnel and Registrar
Mus. B., Marquette University; S. B., University of Chicago; Univer-
sity of Chicago.

MARIE G. TRUAX (1951), Director of Activities
B. S., M. A., University of Minnesota.

FRITZ VEIT (1949), Director of Libraries
Dr. Jur., University of Freiburg; University of Berlin; University of
Heidelberg; B. S. in L. S., Peabody Library School; Ph. D., University
of Chicago.

DAVID KOPEL (1938), Director of the Graduate School
B. S., M. S., Ph. D., Northwestern University; University of Chicago;
Diplomate in Clinical Psychology, American Board of Examiners in Pro-
fessional Psychology.

R. BRUCE KIRK (1953), Director of Examinations
B. Ed., University of British Columbia; M. S., Ph. D., Purdue University.

IRWIN J. SULOWAY (1951), Director of Publications and Managing
Editor, *Chicago Schools Journal*
B. Ed., Chicago Teachers College; M. A., Ph. D., Northwestern University.

GEORGE W. BOYLE (1938),² Director of Athletics
B. P. E., American College of Physical Education; B. E., DePaul
University; M. A., Northwestern University; Northwestern University.

JOHN J. HANLEY, Engineer-Custodian

ESTHER HENDRICKS, Manager of College Cafeteria

¹Figures in parentheses indicate year of first assignment to Chicago Teachers
College.

²On leave, first semester, 1958-59.

Sabin Campus

RAOUL R. HAAS (1940), Assistant Dean in Charge
B. A., Lake Forest; M. A., Northwestern University.

LOUISE CHRISTENSEN (1950), Registrar
B. Ed., Chicago Teachers College; M. A., Northwestern University.

VASO PAPADOPULOS (1956), Director of Activities
B. Ed., Chicago Teachers College; M. A., Northwestern University.

LUCIEN E. PALMIERI (1956), Librarian
B. S., M. S., M. S. in L. S., Ph. D., University of Wisconsin.

Crane Campus

DAVID H. HELLER (1952), Assistant Dean in Charge
B. Ed., Chicago Teachers College; S. M., Ph. D., University of Chicago.

MINNIE R. BOWLES (1958), Librarian
B. A., Fisk University; B. Lib. Sci., Atlanta University; M. A., University of Chicago.

Foreman Campus

JOHN M. PFAU (1951), Assistant Dean in Charge
A. B., A. M., Ph. D., University of Chicago.

WILLIAM BRACE (1957), Librarian
B. A., Brigham Young University; A. M., University of Chicago.

Instructional Staff

Main Campus

FRED O. ANDERSON (1953),¹ Industrial Arts
B. S. in Ed., M. A. in Ed., De Paul University.

PAULINE ATHERTON (1956), Library Science
A. B., Illinois College; M. A., Rosary College.

CHARLOTTE A. BARR (1957), Kindergarten Primary Education
Ph. B., M. A., DePaul University.

*JOHN M. BECK (1953), Education
B. S. in Ed., Pennsylvania State Teachers College; A. M., Ph. D., University of Chicago.

FREDERIC C. BEREZIN (1953), Social Sciences
A. B., A. M., University of Chicago; Ph. D., Syracuse University.

MURIEL BEUSCHLEIN (1951), Natural Sciences
B. Ed., Chicago Teachers College; M. S., Northwestern University; Northwestern University.

JOHN J. BOWEN (1956), Natural Sciences
B. Ed., Chicago Teachers College; M. S., Northwestern University.

*GEORGE W. BOYLE (1938),² Physical Education
B. P. E., American College of Physical Education; B. E., DePaul University; M. A., Northwestern University; Northwestern University.

VERNON W. BROCKMANN (1950), Social Sciences
B. S., Northeast Missouri State Teachers College; M. S., Oklahoma State College; Ph. D., Northwestern University.

*GEORGE E. BUTLER (1952), Library Science
B. S. in Ed., Northwestern University; A. M., University of Chicago.

GERTRUDE BYRNE (1924), Physical Education
S. B., University of Chicago; M. S. in Ed., Northwestern University; Northwestern University; University of Chicago; Indiana University.

WILLIAM CARD (1939), English
A. B., University of Nebraska; Ph. D., University of Wisconsin; Cornell University; University of Michigan.

JOHN S. CARTER (1941), English
B. A., Northwestern University; A. M., Ph. D., University of Chicago.

*JOSEPH CHADA (1943), Social Sciences
Ph. B., University of Chicago; University of Prague; Ph. D., University of Chicago; LL. D. (Honorary), St. Procopius College.

*Denotes chairman or acting chairman of department indicated.

¹Figures in parentheses indicate year of first assignment to Chicago Teachers College.

²On leave, first semester, 1958-59.

Instructional Staff

- *CARL A. CLARK (1954), Psychology
A. B., M. A., Colorado College; Ph. D., University of Iowa.
- *CHARLES T. CORKERY (1956), Business Education
B. A., St. Mary's College; M. B. A., DePaul University.
- THOMAS J. CRESWELL (1958), English
B. Ed., Chicago Teachers College; M. A., University of Chicago.
- ESTHER DACOSTA (1955), Natural Sciences
B. S., M. S., Ph. D., University of Chicago; University of Chicago.
- C. WALLACE DIERICKX (1955), Social Sciences
B. A., St. Johns University; M. A., University of Florida; Ph. D., Northwestern University.
- LOUISE DIETERLE (1954), Student Teaching
B. Ed., M. Ed., Chicago Teachers College; M. A., Loyola University; Loyola University.
- ORIE J. EIGSTI (1955), Natural Sciences
B. A., Goshen College; M. A., Ph. D., University of Illinois.
- HENRIETTA H. FERNITZ (1940), Social Sciences
Chicago Teachers College; B. S., M. A., Ph. D., Northwestern University.
- EARL F. FORNACIARI (1957), Mathematics
B. Ed., Chicago Teachers College; M. A., DePaul University.
- MARCELLA F. FRIEDMAN (1957), Education
B. Ed., Chicago Teachers College; M. S., University of Chicago; Northwestern University.
- MARIANNE GARBEL (1956), Student Teaching
B. Ed., Chicago Teachers College; M. A., Northwestern University.
- ELIZA GLEASON (1954), Library Science
A. B., Fisk University; B. S. in L. S., University of Illinois; M. A., University of California; Ph. D., University of Chicago.
- MADELYN G. GORMAN (1955), Home Economics
B. A., University of Illinois; M. A., Columbia University; Art Institute of Chicago; Columbia University.
- CLARICE LEE HALLBERG (1958), Art
B. S., M. A., Northwestern University.
- ELIZABETH R. HENNESSEY (1937), Music
M. Mus., Balatka Musical College; Chicago Musical College; Northwestern University.
- *COLEMAN HEWITT (1939), Industrial Arts
B. S., The Stout Institute; M. A., Northwestern University; Northwestern University.
- LEWIS L. HORTON (1955), Industrial Arts
B. S., M. S., University of Michigan.

*Denotes chairman or acting chairman of department indicated.

Instructional Staff

- MARGRETHE G. ISAACS (1958), Education
B. Ed., Chicago Teachers College; M. A., Northwestern University.
- LOUISE M. JACOBS (1929), English
Chicago Teachers College; Ph. B., A. M., University of Chicago; Northwestern University; Columbia College of Expression.
- LOUISE C. JOHNSON (1958), Education
B. S., Nebraska State College; M. S., Butler University.
- EDMUND W. KEARNEY (1958), Social Sciences
B. Ed., Chicago Teachers College; A. M., Ph. D., Loyola University.
- R. BRUCE KIRK (1953), Psychology
B. Ed., University of British Columbia; M. S., Ph. D., Purdue University.
- DAVID KOPEL (1938), Education
B. S., M. S., Ph. D., Northwestern University; University of Chicago; Diplomate in Clinical Psychology, American Board of Examiners in Professional Psychology.
- DOROTHY G. KOZELUH (1955), Physical Education
B. Ed., Chicago Teachers College; M. A., Northwestern University; University of Chicago.
- *HERBERT F. LAMP (1950), Natural Sciences
B. Ed., Chicago Teachers College; S. M., Ph. D., University of Chicago.
- CARY B. LEWIS (1957), Business Education
A. B., University of Illinois; M. B. A., University of Chicago; C. P. A., University of Illinois.
- WENDELL C. LANTON (1956), Psychology
B. Ed., Southern Illinois University; M. A., Ph. D., Northwestern University.
- RUTHERFORD E. LOCKETTE (1957), Industrial Education
B. S., Georgia State College; M. A., New York University; Ph. D., University of Illinois.
- VIOLA LYNCH (1949), Kindergarten-Primary Education
Chicago Teachers College; Ph. B., University of Chicago; M. A., Columbia University.
- MATT L. MCBRIDE (1955), Physical Education
B. S., University of Illinois; M. A., New York University; D. Ed., New York University.
- CHARLES E. MCGUCKIN (1957), Student Teaching
B. Ed., Chicago Teachers College; M. A., DePaul University; University of Chicago.
- *HENRIETTA H. MCMILLAN (1949), English and Speech
A. B., Butler University; M. A., Radcliffe College; Ph. D., University of Chicago.
- FRANK N. MOORE (1958), Industrial Arts
Chicago Teachers College; B. S., University of Chicago; M. A., Northwestern University.
- PETER J. MULDER (1958), Natural Sciences
A. B., Hope College; M. S., University of Michigan; Ph. D., University of Pennsylvania.

*Denotes chairman or acting chairman of department indicated.

- JANE B. NEALE (1957), Art
B. A., University of Chicago; M. A., Columbia University.
- WILLIAM J. PURCELL (1952), Mathematics
A. B., Middlebury College; M. A., Columbia University; University of Grenoble, France.
- RUTH B. RASMUSEN (1953), Mathematics
B. A., Concordia College; M. S., Ph. D., University of Chicago.
- CONCETTA V. ROMANOW (1956), Psychology
B. A., Queens College; M. A., University of Illinois; Ph. D., Northwestern University.
- JAMES M. SANDERS (1939), Natural Sciences
A. B., William Jewell College; A. M., Ph. D., University of Illinois.
- MARGARET SANDINE (1955), Library Sciences
B. Ed., Northwestern University; M. Ed., Chicago Teachers College.
- FLORENCE D. SCHWARTZ (1956), Business Education
Ph. B., University of Chicago; M. A., Northwestern University.
- LEONARD J. SIMUTIS (1951), Music
B. Mus. Ed., M. Mus., DePaul University; DePaul University; University of Ottawa.
- PAUL SMITH (1954), English
B. A., University of Maine; M. A., Ph. D., Columbia University.
- ELLA MARTH SNADER (1956), Mathematics
A. B., Harris Teachers College; M. S., Ph. D., St. Louis University.
- GEORGE J. STEINER (1937), English
Ph. B., Loyola University; A. M., University of Chicago; University of Chicago.
- WILLIAM H. STRAWN (1957), Social Sciences
B. S., Albright College; A. M., Temple University.
- IRWIN J. SULOWAY (1951), English
B. Ed., Chicago Teachers College; M. A., Ph. D., Northwestern University.
- PHYLLIS R. SWANSON (1958), Physical Education
B. Ed., Chicago Teachers College; M. A., Northwestern University.
- MARION W. TAYLOR (1956), Library Science
B. Ed., M. Ed., Chicago Teachers College, Northwestern University.
- ELOISE S. THETFORD (1943), English
A. B., Southern Methodist University; A. M., University of Chicago; University of Chicago.
- *MARIE L. TIERNEY (1939), Student Teaching
Ph. B., University of Chicago; M. Ed., Loyola University; University of Chicago; Loyola University.

*Denotes chairman or acting chairman of department indicated.

- PAUL W. TITMAN (1955), Natural Sciences
B. S., Belmont Abbey Junior College; B. A., M. A., University of North Carolina; Ph. D., Harvard University; University of Wisconsin.
- FRANCESCO B. TRAMA (1957), Natural Sciences
B. A., M. A., Temple University; Ph. D., University of Michigan.
- CYRIL TRAYFORD (1954), Physical Education
B. S., M. S., University of Wisconsin; Ph. D., University of Chicago.
- LOUISE TYLER (1949), Education
A. M., Ph. D., University of Chicago.
- *JOSEPH J. URBANCEK (1940), Mathematics
B. S., University of Illinois; M. A., Northwestern University; M. S., DePaul University; University of Chicago.
- FRITZ VEIT (1949), Library Science
Dr. Jur., University of Freiburg; University of Berlin; University of Heidelberg; B. S. in L. S., Peabody Library School; Ph. D., University of Chicago.
- OSCAR WALCHIRK (1948),¹ Education
B. E., Illinois State Normal University; A. M., University of Chicago; University of Chicago.
- ROBERT J. WALKER (1951), Speech
B. S. in Ed., University of Illinois; M. A., Northwestern University; Northwestern University.
- *SYLVAN D. WARD (1949), Music
B. Mus., M. Mus., Chicago Musical College; M. S., M. Ed., Northwestern University; D. Mus. Ed., Chicago Musical College.
- WILLIAM WATSON (1955), Psychology
M. A., University of Chicago; University of Chicago.
- HORACE WILLISTON (1951), English
A. B., Reed College; A. M., University of Pennsylvania; Ph. D., University of Chicago.
- MAURICE YOCHIM (1953), Art
B. of Art Ed., M. of Art Ed., Art Institute of Chicago; University of Chicago; DePaul University.

Sabin, Foreman, and Crane Campuses

- BERNICE J. AUSTRHEIM (1957), Natural Sciences
B. S., M. A., University of Chicago.
- CLARA M. BERGHOFER (1950), Education
B. S., University of Chicago; M. Ed., Graduate Teachers College of Winnetka; Ph. D., University of Chicago.
- DOROTHY S. BETTS (1957), Education
B. Ed., Chicago Teachers College; Ph. B., University of Chicago; M. A., Northwestern University.
- ROBERT F. BETZ (1955), Natural Sciences
B. S., M. S., Ph. D., Illinois Institute of Technology.

*Denotes chairman or acting chairman of department indicated.

¹On leave, 1958-59.

Instructional Staff

- MINNIE R. BOWLES (1958), Library Science
B. A., Fisk University; B. Lib. Sci., Atlanta University; M. A. University of Chicago.
- WILLIAM BRACE (1957), Library Science
B. A., Brigham Young University; A. M., University of Chicago.
- LOUIS J. BROUSSARD (1956), Psychology
B. A., M. A., Ph. D., University of Texas.
- LOUISE CHRISTENSEN (1950), Physical Education
B. Ed., Chicago Teachers College; M. A., Northwestern University.
- LILLIAN MAE DIMITROFF (1958), Student Teaching
A. B., Denison University; M. A., University of Chicago; Ph. D., Northwestern University.
- DENA FAIRES (1954), Speech
A. B., Iowa State Teachers College; M. A., Ph. D., Northwestern University.
- *ELLSWORTH FARIS, JR. (1950), Social Sciences
A. M., Ph. D., University of Chicago.
- THOMAS FARR (1957), Social Sciences
A. A. Iberia Junior College; A. B., Drury College; Ph. D., University of Chicago.
- C. CLAYTON FOX (1955), Music
B. Mus. Ed., Columbia School of Music; M. Mus. Ed., DePaul University.
- DUKE FREDERICK (1956), Social Science
M. A., University of Chicago.
- PERI P. GEORGIU (1957), Kindergarten-Primary Education
M. A., Northwestern University.
- *ROBERT J. GOLDBERG (1954), Natural Sciences
A. B., University of Illinois; Ph. D., Illinois Institute of Technology.
- WILLIS L. GROENIER (1954), Natural Sciences
S. B., S. M., Ph. D., University of Chicago.
- M. LUCILLE GROGAN (1957), Student Teaching
B. E., National College of Education; M. A., Ph. D., Northwestern University.
- MAURICE G. GUYSER (1957), Social Studies
B. Ed., Chicago Teachers College; M. A., Ph. D., Northwestern University.
- MABEL G. HEMINGTON (1951), Education
Ph. B., University of Chicago; M. Ed., Chicago Teachers College.
- MARCELLA G. KRUEGER (1955), Education
Ph. B., University of Chicago; M. A., Columbia University; M. Ed., Chicago Teachers College; Northwestern University; University of Chicago.
- *JACQUELINE M. KRUMP (1950), English
B. Ed., Chicago Teachers College; Ph. B., Loyola University; M. A., Ph. D., Northwestern University.
- ANNA M. KUMMER (1951), Natural Sciences
Ph. B., S. M., Ph. D., University of Chicago.

*Denotes chairman or acting chairman of department indicated.

Instructional Staff

- COURTNEY B. LAWSON (1955), English
B. A., Alfred University; M. A., University of Chicago.
- BENJAMIN LEASE (1954), English
B. A., Indiana University; A. M., Ph. D., University of Chicago.
- MARIAM D. LEASE (1957), English
B. A., M. A., University of Chicago.
- CARL A. LEFEVRE (1955), English
B. A., Western Michigan College of Education; M. A., University of Michigan; Ph. D., University of Minnesota.
- ELY M. LIEBOW (1955), English
B. A., American University; A. M., University of Chicago; Rutgers University.
- GORDON MARKWART (1957), Art
B. A., University of Chicago; M. F. A., B. F. A., B. A. E., Art Institute.
- CHARLES W. MORAN (1954), Mathematics
B. S., Illinois Institute of Technology; M. A., Loyola University; Ph. D., University of Illinois.
- JOHN P. O'DONNELL (1956), Student Teaching
B. S., John Carroll University; M. A., University of Chicago.
- LUCIEN E. PALMIERI (1956), Library Science
B. S., M. S., in L. S., Ph. D., University of Wisconsin.
- VASO PAPADOPULOS (1956), Education
B. Ed., Chicago Teachers College; M. A., Northwestern University.
- DAVID RAPPAPORT (1957), Mathematics
Ed. D., Chicago Teachers College; B. S., University of Chicago; M. A., Northwestern University.
- ARTHUR A. SCHARF (1953), Natural Sciences
B. S., M. S., Ph. D., Northwestern University.
- LEOPOLD B. SEGEDIN (1955), Art
B. S. A., M. F. A., University of Illinois.
- LAVANCHA STALMOK (1954), Art
A. B., A. M., University of Chicago.
- *FLOYD R. SMITH (1955), Education
B. S. Ed., Central Missouri State College; M. E., Ed. D., University of Missouri.
- *DAVID TEMKIN (1949), Psychology
B. Ed., Chicago Teachers College; M. A., University of Chicago; University of Chicago.
- ANTHONY VASIS (1957), Industrial Arts
B. E., Platteville State Teachers College; M. S., Stout Institute.
- *RICHARD D. WENZLAFF (1954), Fine and Applied Arts
B. S. E., M. M., University of Nebraska; D. F. A. Chicago Musical College.
- GUS ZIAGOS (1956), Physical Education
B. Ed., Chicago Teachers College; M. A., DePaul University.
- BERNIECE M. ZIMMERMAN (1956), Education
B. A., University of Chicago; M. A., Northwestern University.

*Denotes chairman or acting chairman of department indicated.

Emeritus Faculty

- MARY P. BLOUNT (1912-1935), Natural Sciences
FRED K. BRANOM (1919-1956), Chairman, Department of Social Sciences
EDVIN BRYE (1930-1956), Chairman, Department of Psychology
SOPHIA C. CAMENISCH (1923-1945), English
EDWARD C. COLIN (1939-1955), Chairman, Department of Natural Sciences
HOMER J. COPPOCK (1943-1946), Social Science
MARY E. FREEMAN (1921-1951; 1953-1955), Chairman, Department of Home Economics
BEALS E. L. FRENCH (1924-1955), Natural Sciences
HENRY G. GEILEN (1920-1953), Chairman, Department of Art
DENTON L. GEYER (1918-1949), Chairman, Department of Art
W. WILBUR HATFIELD (1915-1947), Chairman, Department of English
JEAN HUTCHISON (1909-1936), Art
JOHN T. JOHNSON (1923-1946), Chairman, Department of Mathematics
JOSEPH KRIPNER (1926-1955), Chairman, Department of Physical Education
LUISE LANGE (1955-1956), Mathematics
ORION M. MILLER (1924-1938), Mathematics
ELMER A. MORROW (1906-1949), Art
ELLEN M. OLSON (1928-1958), Chairman, Department of Kindergarten-Primary Education
FRANCES PEICKERT (1924-1947), Chairman, Department of Music
LOUISE C. ROBINSON (1924-1956), Chairman, Department of Physical Education
EARL E. SHERFF (1923-1951; 1954-1955), Chairman, Department of Natural Sciences
GRANT SMITH (1904-1935), Natural Sciences
CATHERINE M. TAHENY (1932-1958), Chairman, Department of Music

*Denotes chairman or acting chairman of department indicated.

General Information

The Chicago Teachers College is a co-educational, degree-granting institution for the education of teachers. Operated by the Chicago Board of Education and supported by the State of Illinois, in 1957 it enters its eighty-eighth year of continuous service to Chicago, Cook County, and surrounding areas.

Complete facilities for the preparation of teachers in all elementary school areas and some secondary school areas are provided. The College also offers follow-up service for newly assigned teachers and a varied program of in-service education through late afternoon and evening classes and the summer session. The school year consists of fall and spring semesters of twenty weeks each and an eight-week summer session.

Locations

The Main Campus of the College is located on the South Side of Chicago in an area known as Englewood. The campus centers around Stewart Avenue and Sixty-eighth Street, one block south of Marquette Road.

Sabin Campus, located at Oakley Boulevard and Hirsch Street offers four-year general programs for elementary school teaching as well as senior college level transfer programs.

The Crane Campus at 2240 West Van Buren Street and the Foreman Campus at 3235 North LeClaire Street are intended to serve the west and northwest sections of the city. They currently offer programs for students with two or more years of college credit.

Planned for early completion is a new and permanent headquarters for a public teacher education on the North Side. By 1959 or 1960 it is expected that a new campus will be completed which will supplant the Sabin and Foreman branches now in operation. Chicago voters on June 3, 1957, approved a bond issue for Board of Education school buildings. The one specifically designated item was \$5,500,000 for the new North Side Chicago Teachers College. Tentative location is at Bryn Mawr and St. Louis Avenues, on land already owned by the School Board. The new campus will provide for all authorized four-year and transfer curriculums.

Accreditation

The Chicago Teachers College is fully accredited on both the undergraduate and graduate levels by the North Central Association of Colleges and Secondary Schools and the National Council for Accreditation of Teacher Education. The College is officially recognized by the State of Illinois Department of Public Instruction and is approved for veterans' training under the provisions of the various Federal laws providing educational benefits to former members of the Armed Forces.

Faculty

The College faculty is a highly trained and accomplished group of men and women elected to their positions because of their ability to contribute to the general education and professional training of their students. Many have the firsthand knowledge that comes from experience in the public schools of Chicago and Illinois; others have taught in colleges and universities throughout the country.

Faculty participation in the operation of the College is achieved through faculty meetings, an elected faculty council, and various standing and special committees.

The Student Body

The student body consists of young men and women who meet the requirements set up by the College and the Chicago Board of Education. During attendance at the College students must meet increasingly rigorous standards of scholarship and demonstrate possession of those qualities of personality and character which make for success in teaching. Throughout the past years graduates of the College have distinguished themselves both as teachers and administrators at all levels of education.

Programs of Instruction

Four-Year Programs

There are four general curricula: the Kindergarten-Primary Curriculum, the General Elementary (3 through 8) Curriculum, and the curricula for high school shop and commercial teachers. Students in the General Elementary Curriculum may, if they desire, select a departmental major. In addition to the courses required in the different curricula, many students will be able to take electives and thus either add to their general background or build up minors in subjects in which they may wish to concentrate their efforts. At all stages, the personal staff and chairmen of the various departments offer the student a complete guidance program.

Although most of the first two years of work is devoted to general education, a few professional courses prepare the student for the specialization in educational theory, techniques, and practice which follows in the junior and senior years. There is one semester of student teaching and a student teaching seminar in the fourth year, with close co-operation among supervisors, principals, classroom teachers, and stu-

dents. During the semester of student teaching the students spend one full day and four mornings in the public schools of Chicago in the various activities of student teaching. A college instructor acts as advisor and meets the students in the seminars.

Transfer Programs

Transfer students from fully accredited colleges are now accepted at the beginning of any semester or summer session. Transfer is made most easily from the Chicago City Junior College to special two-year curricula set up for graduates of that institution. On page 43 of this catalog are descriptions of the recommended junior college curriculum to be followed by those who contemplate transferring to the Chicago Teachers College.

Extended Day and Summer Programs

The "extended day program" of the Chicago Teachers College includes many late afternoon, evening, and Saturday classes offered during both semesters of the regular academic year. They are held at all four campusus, at 228 North LaSalle Street (the Central Office of the Board of Education), and at occasional other locations. These classes are for teachers in service desiring graduate work (see the *Graduate Catalog* for details); for substitute teachers needing additional courses to enable them to qualify for permanent certificates; for teachers wishing to fulfill requirements for degrees; for teachers assigned on one certificate desiring to qualify for an additional certificate or special assignment. In general, teachers in service who meet the prerequisites are welcome to register for the extended day classes for any reason which appeals to them. Repetition of courses already taken is not encouraged, and registration for credit is required; "auditing" is not permitted.

The eight-week summer session attracts both undergraduate and graduate students. The session is financed on the same basis as the regular academic session. Teachers in service register for the summer session for all the reasons mentioned in the preceding paragraph. Transfer students and undergraduates make up deficiencies, add to their mastery of special fields, lighten their load for the regular session, or accelerate their progress toward graduation.

Buildings and Equipment

The Main Campus of twenty acres is landscaped and so arranged as to be both functional and esthetically attractive. It contains, in

addition to the various buildings, an extensive lawn area, athletic fields, tennis courts, and parking facilities.

The Main College, or Dome, Building was erected on the site of the old Cook County Normal School building in 1905. All that remains of the old building is the weather-worn cornerstone, with the date 1869, which was set under glass in the supporting wall of the new building. The Francis W. Parker Elementary School Building, built in 1898 as a practice school for the College, is located to the east of the Dome Building. In 1914 The Arts Building was erected on the site of Students Hall, an old and no longer needed dormitory. The Botany Building with its classrooms and greenhouses was completed in 1924. In the same year a sizable addition to The Arts Building added complete facilities for physical education and athletics. The Parker High School Building, located on the east edge of the campus, was completed in 1930.

The various College buildings contain well-equipped libraries, classrooms, laboratories, studios, social rooms, an auditorium with a capacity of 1,000, a spacious gymnasium with an indoor running track, two smaller gymnasiums, and a full-sized swimming pool.

Because of its close connection with the Chicago Public Schools, the College has the unparalleled advantage of using such of their facilities as will assist in the training of teachers. Use is currently made of almost one hundred schools of the Chicago school system, which serve as centers for observation and student teaching.

Libraries

The Chicago Teachers College Library has had an unbroken development for three quarters of a century. Since the Wilson Branch of the City Junior College was established on the campus, the library has served the Junior College also. The joint college library maintains a carefully selected collection of approximately 72,000 books and bound periodicals. The collection is re-evaluated periodically and a continuous effort is made to keep it up to date and suited to the needs of the faculty and students.

The Reference Department includes, in addition to book resources, a specialized pamphlet collection. The Periodical Department receives regularly some 430 periodicals relating to varied fields of study and current interest. The Materials Center maintains an unusually complete collection of contemporary and standard children's books, a large textbook collection, and rich and diversified holdings of pamphlets on the elementary level. The Audio-Visual Center operates as a demonstration area and a service organization in all areas of audio-visual interest.

A separate library is maintained at the other campuses. Students have further access to library resources at the Board of Education Library, the John Crerar Library, the Newberry Library, the Chicago Public Library and its branches, the Library of International Relations, and the Chicago Art Institute Library.

Chicago Schools Journal

The *Chicago Schools Journal*, published by the Board of Education, is edited at the College by a staff appointed from the College faculty. It is an educational journal furnished to the 15,000 members of the Chicago Public School System; to approximately 1,000 colleges, universities, and libraries in the United States and abroad; and to the students of the Chicago Teachers College. It has been an important part of the professional equipment of students and teachers since 1906.

History of the College

In 1869 the General Assembly of the State of Illinois authorized the establishment of a normal school in any county of the state. The Cook County Board of Supervisors had already been operating some experimental normal school classes at Blue Island. With its legal right to maintain a normal school now verified, the County of Cook promptly established its normal school in the village of Englewood. Generous donations of land by residents of this Chicago suburb were a factor in determining the permanent location.

Soon after Englewood was annexed to Chicago, a movement began for the transfer of ownership, control, and support of the normal school to the city of Chicago. A formal agreement was reached in 1896 by which the school system of Chicago was obligated forever to maintain teacher education on the site. Thereafter until 1951, support and control of the school were solely the concern of the Chicago Board of Education. Three other Chicago public schools were eventually established on the site, and it became possible to go from kindergarten to graduate school on the same campus.

The College has had the good fortune to secure successively some distinguished educators to direct it. Daniel S. Wentworth, Francis W. Parker, Ella Flagg Young, and William Bishop Owen, former administrators of the College, are important figures in the development of the American public school and in teacher education.

The name of the institution has been changed many times. It was founded in 1867 as Cook County Normal School; it became Chicago Normal School in 1896, Chicago Teachers College in 1910, Chicago Normal College in 1913, and again Chicago Teachers College in 1938.

The length of the curriculum has grown from the original six-month term to one year in 1895-1896; to two years in 1899; to three

years in 1926; and finally to four years in 1938, with a Bachelor of Education degree for all graduates. In 1938 graduate study was inaugurated, with a Master of Education degree granted.

In 1951 the General Assembly of the State of Illinois passed legislation providing for state support of Chicago Teachers College. This is in the form of reimbursement to the Board of Education for the operating expense of the school. Title to the site and physical plant remains with the Board, and all needed capital expenditures are expected to be an obligation of the local Board. The Assembly appropriated \$3,956,241 for the biennium 1957-59, which is adequate for the operating expenses of the College on the present scale.

The College remains an integral part of the local school system, but rules and policies have been changed in several respects. Residents of Chicago who complete a College curriculum are no longer given automatic, permanent certificates to teach in Chicago. Students from any part of the state are admitted on precisely the same basis with respect to requirements and tuition. All curricula are so fashioned that graduates will meet State of Illinois requirements for certification as well as Chicago requirements for certificate examination.

Personnel Services

The Personnel Staff of the College is interested in the student as an individual as well as in his relation to the group. It acts as a clearing house and avails itself of the various facilities of the College for the best interests of the students. It aims to develop well-adjusted individuals who will be useful citizens and leaders in their communities.

Continuous guidance is given the student from the day he enters the College. During the freshman orientation period he receives information concerning extracurricular and academic activities, and he attends various social affairs. The Personnel Staff maintains contact with the student through the orientation course, which meets during the first semester of the freshman year. The course is concerned with the interpretation of the results of guidance tests given early in the first semester, with fundamental habits of adjustment, and with personal and professional problems that arise in the new environment.

Individual conferences are an integral part of the general program of guidance. Information gained through appraisal of students' capacities and abilities as revealed by standardized psychological and subject matter tests is used at these conferences. The student is encouraged to evaluate his own performance and to consider means of continuous improvement.

While the greatest need for such guidance is manifested during the freshman year, the Personnel Staff is alert to be of assistance to the students both in educational and personal matters during all of their undergraduate years. If special help is needed in subject matter areas or remedial reading, direction is offered to develop the student's potentialities.

Students on probation are counseled frequently by the members of the Personnel Staff. Before Friday of the ninth week students who are doing failing work are so advised by their instructors and are invited to confer with them. The Personnel Office is also notified at this time. If it is deemed advisable, the student is further counseled by the members of the Personnel Staff. Before and after this time, whenever a student is found to need additional assistance, the Personnel Staff seeks the co-operation of the pertinent individual, department, service, or agency concerning appropriate remedial procedures, corrective measures, and broadening of interests. On the other hand, students who meet their obligations to the best of their abilities are commended for their efforts and encouraged to work and improve themselves up to the limits of their capacity. Every effort is made to have the students feel that the counseling services are available to all students at all times.

A cumulative folder, which is on file for every student, contains records of previous schools attended, academic accomplishment, medical history, personal data, conferences, and extra-curricular activities.

Student Activities

The College views student activities both as a valuable means of personality development and as an integral part of teacher preparation. The program of extracurricular activities is student-operated under the co-ordination of the Director of Activities and various faculty advisors. The range of activities is as broad as the student body, catering to a wide variety of interests and aptitudes.

The Student Council, an elected group including representatives of the different classes and activities in the College, is the student governing body. It functions to improve the conditions and character of student life and to make recommendations to the administration. Committees appointed by the Student Council meet with the Faculty Council to consider joint problems.

Interscholastic and intramural athletics for men have a long tradition of success and support at Chicago Teachers College. Nearby colleges and universities testify annually to the quality of the College's basketball and baseball teams. A full program of intramural athletics is under the direction of the Men's Athletic Association. A similar schedule for women is supervised by the Women's Athletic Association.

General Information

Student publications include *Tempo* and the *Examiner*, student newspapers, and *Chalkdust*, a magazine of student writings. Interested students may receive training in scholastic journalism by joining staffs of these publications. College credit may be earned through work on newspapers.

Theatre Workshop, the Choir, and the Orchestra provide opportunities for those with dramatic or musical interests and aptitudes to acquire skills useful to the teacher. College credit may be accumulated through participation in these activities.

A large number of local and national service groups and special interest organizations round out the program of activities. They make it possible for students with particular interests to meet with like-minded students for social, cultural, and intellectual growth.

More detailed information concerning the nature and operation of student activities appears in the *Student Handbook*.

Admission to Chicago Teachers College

Persons interested in applying for admission to Chicago Teachers College may request an Application for Admission blank from the Admissions Counselor, Chicago Teachers College, 6800 South Stewart Avenue, Chicago 21, Illinois; or from the registrar of the Sabin Campus, 2216 West Hirsch Street, the Foreman Campus, 3235 North Le Claire Avenue, or the Crane Campus, 2240 West Van Buren Street, Chicago, Illinois. Application blanks are also ordinarily available in the appropriate counselor's office in all high schools and junior colleges of Cook County.

Students may enter the College at the opening of either semester or of the summer session.

General Admission Requirements

Admission to Chicago Teachers College shall be limited to those graduates of recognized high schools who signify an intention to teach in the public schools of Illinois and who meet proficiency standards approved by the General Superintendent of Schools and administered by the Chicago Teachers College — Section 6-5, "Rules of the Board of Education."

Only those individuals who meet the following general requirements are eligible for admission to Chicago Teachers College:

1. United States citizenship. (This requirement may be waived in the case of applicants who are in the process of attaining citizenship and who may be expected to gain it before graduation.)
2. Graduation from a four-year high school recognized by the Superintendent of Public Instruction.
3. Legal residence in the State of Illinois for a period of at least one year immediately preceding the expected date of admission to Chicago Teachers College. (Non-residents of Illinois may currently be admitted only on payment of full cost tuition. See Schedule of Fees.)
4. Certification of intention to teach in the public schools of the State of Illinois.

Physical Examination

A physical examination is required of all entering students. Students must be able to pursue all the required courses in the curriculum, including physical education activity courses. If a student is unable to do so, he will be asked to withdraw from the College at the end of the first semester.

Admission to the Four-Year Curricula

All applicants for admission to the four-year curricula must meet the *General Admission Requirements*.

No special pattern of high school courses is required for admission to the Chicago Teachers College. Only women students are encouraged to elect the kindergarten-primary curriculum. They will be required to show, sometime during the first year as Chicago Teachers College students, some proficiency in music. The test is designed to demonstrate ability to play a simple rhythmical melody and sing songs suitable for kindergarten children.

Men and women interested in the physical education sequence will take an appropriate qualifying examination during their freshman year to demonstrate aptitude in that area.

Students interested in the curriculum in high school industrial education have a distinct advantage if they have taken some shop courses and three years of mathematics in high school. If they enter the College without advanced algebra and solid geometry, they must make up these deficiencies during the freshman year. Only men students are encouraged to elect this curriculum.

Students choosing the high school business education curriculum have an advantage if they have demonstrated interest and proficiency in commercial subjects in high school. Some of the beginning courses required in the curriculum may be waived, and electives substituted therefor, if proficiency is shown in a qualifying examination administered by the College. Both men and women students are admitted to this curriculum.

Entering students who have attended an accredited college or university may be granted advanced standing for courses completed that are applicable to Chicago Teachers College curricula.

Admission to the Senior College Level Curricula

Individuals interested in the general elementary school curricula who have completed a minimum of 60 semester hours of college credit, not including physical education, may be eligible for admission to the two-year, intensive Senior College Level Intermediate and Upper Grade Curriculum or the Senior College Level Kindergarten-Primary Curriculum. (See pages 43 and 44.)

Applicants for admission to these curricula must meet the General Admission Requirements.

The minimum of sixty semester hours of college work must be taken at an accredited college. If an applicant has been graduated from a non-accredited high school but has attended an accredited college or university, his application for admission will be considered.

Estimated Expenses

Inasmuch as almost all students live at home and commute to the campus, the total cost of attending the College is unusually low. It is estimated that \$400 per year will cover the cost of fees, books, supplies, carfare, lunches, and incidental College expenses. No other college in the state offers an equivalent education at so small a cost.

Non-residents of Illinois

Tuition at the Chicago Teachers College is calculated on a full-cost basis from year to year for non-residents of Illinois. During the school year 1957-58 it was \$740 for the academic year for a full-time student and proportionately less for a part-time student. In the summer session of 1958 non-residents were charged \$27.50 per semester hour. In addition to tuition non-residents pay all the fees listed for residents of Illinois.

*900⁰⁰ per year for
per semester 74 1-30-59*

Scholastic Regulations

Unit of Credit

The unit of credit is the credit hour. A credit hour consists of the equivalent of one fifty-minute lecture or discussion period, or two laboratory periods, per week for twenty weeks.

Marking System

Letter grades are given; their values in grade points are:

Letter Grade	Grade Points Per Credit Hour
A	6
B	4
C	2
D	0
F (failure)	-2

Given in lieu of letter grades under certain circumstances are: Withdraw, Withdraw/Passing, Withdraw/Failing, and Deferred Credit. (See pages 31 and 32.)

The Student's Program

An advisor assists each student to arrange his program and to decide what courses to take. Normally a student's advisor is the counsellor for the department in which that student intends to take most of his electives.

A student who is deficient in one or more areas of basic skill and knowledge will frequently be required to complete non-credit remedial coursework before he may register for certain courses in his curriculum.

The credit-hour load for each semester is determined by the curriculum the student has chosen. No student whose average is below the grade of "B" shall be allowed to carry more than 17 credit hours per semester, including physical education, unless required to by his curriculum or unless given the written approval of the Director of Personnel. In order to make up deficiencies Senior College Level Curriculum students may carry 18 credit hours per semester, except during their student teaching semester.

A student who is employed while attending the College should lighten his credit-hour load accordingly. Responsibility for doing so rests with the student. If a student is on scholastic probation, he must adjust his academic load in accordance with the terms of his probation.

During the early weeks of enrollment in the principles of teaching courses (Education 240Kgp, 242Elem. or equivalent) students will be required to take achievement tests in English, speech, and arithmetic administered under the supervision of the departments concerned.

Effective February, 1959, no student may register for student teaching if he is on scholastic probation or has not achieved a minimum grade of "C" in professional courses prerequisite to student teaching. Effective September, 1959, a 2.5 minimum cumulative average for work undertaken at Chicago Teachers College shall also be required before student teaching may be undertaken.

Permission will be granted, upon written request, for a student to re-register for a professional course in which he has received a grade of "D".

Attendance

Attendance in class is compulsory. The responsibility for enforcement of attendance rests with each faculty member, at whose discretion a student may be dropped from class for absence.

In event of return following extended absence due to illness, a student is required to present a statement signed by a physician, concerning the nature and duration of that illness.

A student must attend the class and section *for which he is registered*. The instructor is not permitted to allow a student to attend a class other than the one for which he is registered, except in the case of an occasional absence.

A student may not attend meetings of a class without first registering for the course. However, a student dropping a course within the first seven weeks of a semester may remain in attendance without possibility of credit, provided he has the consent of the instructor and continues in residence at the College.

Students are required to be present at the opening of the semester and remain until the work of the semester is finished.

Dropping of Courses

A student who wishes to drop a course during the first seven weeks of instruction must fill out a Change of Registration card with the Director of Instruction.

Before the end of the seventh week of the semester, upon recommendation of the instructor, a student may be dropped from class for absence as well as for other reasons. The student will be asked to see a member of the Personnel Staff, who will discuss with the student the situation as reported by the instructor.

During the first seven weeks, any student who withdraws or is dropped from a class receives a "W" (Withdraw). Beginning with the 8th week, official withdrawal from any class is no longer possible; unofficial withdrawal results in an "F". Special circumstances, such as extended serious illness, may make it necessary or advisable for a student to drop one or more courses after the seventh week of a semester. In that event, at the discretion of the instructor and subject to the approval of the Director of Personnel, a grade of "W/P" (Withdraw/Passing) or "W/F" (Withdraw/Failing), depending upon student's status in courses, may be given instead of "F".

Academic Requirements

Students who fail to achieve the following minimum semester grade point averages may be asked to withdraw from the College:

1. For 20 or fewer previously attempted semester hours, a 1.0 grade point average must be attained.
2. For 21-35 previously attempted semester hours, a 1.5 grade point average must be attained.
3. For 36 or more previously attempted semester hours, a 2.0 grade point average must be attained for each semester's work.

Attempted hours are based on the total of all attempted hours regardless of whether they were taken at Chicago Teachers College or other institutions.

A student may be placed in a special considerations status if he has a speech defect, health problem, or sub-standard scholarship. When circumstances warrant it, permission to remain in attendance at the College, to undertake student teaching, or to be graduated from the College may be withheld from students in special considerations status. Policies concerning special considerations status are administered by the faculty committee on readmissions.

Withdrawal from the College

A student who wishes to withdraw from the College must apply in person or in writing, giving reason, to the Director of Personnel.

Scholastic Regulations

Beginning with the 8th week and until one month before the end of the semester, any student who withdraws from the College receives "W/P" (Withdraw/Passing) or "W/F" (Withdraw/Failing), depending upon his status in each course. Students who withdraw during the final school month of a semester receive a grade of "F" in each course, except that under special circumstances a grade of "W/P" or "W/F" may be given.

Upon presentation to the Personnel Office of orders to report for active duty in the Armed Forces, credit is granted to a student in each subject in which he has a grade of "C" or better, provided that he has completed at least 15 school weeks from the first day of the semester. No partial credit is granted. In the event that a student does not have a "C" average for a given course at the end of the 15th week or leaves the College after the seventh but before the end of the 15th week, his grade card is marked Withdraw/Passing or Withdraw/Failing as the case may be. For those students entering the Armed Forces who have attended less than seven weeks all grade cards are marked Withdraw.

A student who withdraws from the College must return all borrowed books to the library, pay any fines due, turn in library card, and clear all outstanding accounts.

Readmission

Following Withdrawal in Good Standing: A student who withdrew in good standing should apply for readmission to the Director of Personnel.

Following Withdrawal Not in Good Standing: A student who has been dropped for poor scholarship and who desires to be readmitted to the College must petition, in writing, the Committee on Readmissions. This petition must reach the Committee at least one month prior to the beginning of the new term for which the student wishes to enroll. A student dropped from the College in June or August may petition for readmission between October 15th and January 1st; those dropped in January, between March 15th and June 1st.

Policies governing readmission are determined and prescribed by the faculty committee on readmissions.

Deferred Credit

Deferred credit is given only as a result of a student's being absent from the final examination because of unavoidable circumstances, such as illness, accident, etcetera. Unless the instructor has been notified as to the cause of absence not later than twenty-four hours after the time scheduled for the examination, a final grade of "F" will normally be given. Proof of the necessity of such absence may be required. An examination to remove deferred credit is given during the seventh week of the following semester. If, after deferred credit examinations, the student's grade point average does not meet the requirements as outlined in the section "Academic Requirements", he may be dropped for poor scholarship.

Additional Regulations

Regulations other than those which appear in the catalog are published from time to time. It is the responsibility of each student to inform himself concerning all regulations of the College which affect him wherever they may be published, whether printed or posted on the bulletin boards.



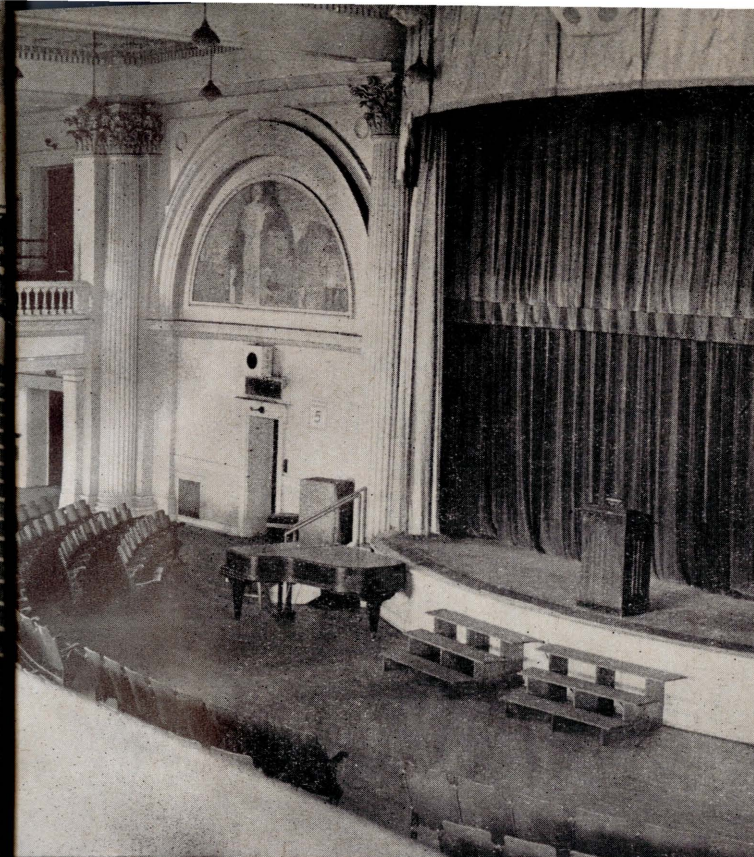
Main Foyer
Dome Building



A Corner of the
Main Gymnasium



Auditorium
Dome Building

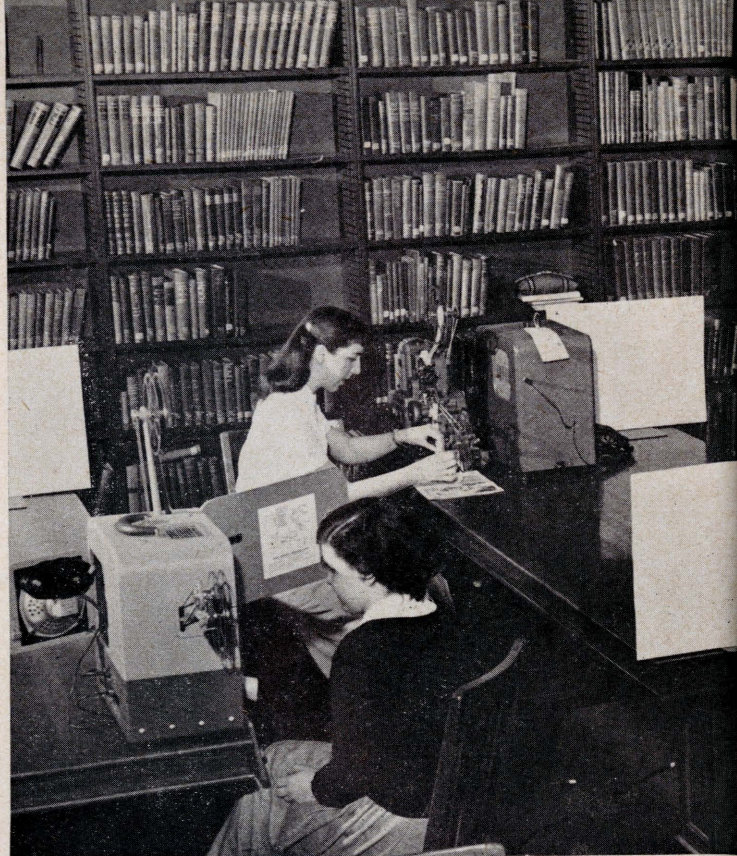


A Corner of the
Co-Ed Lounge



Audio-Visual Center
of the Library

Industrial Arts
Laboratory



Programs of Instruction

Requirements for the Degree of Bachelor of Education

The degree of Bachelor of Education is conferred upon the recommendation of the faculty of the College, subject to the following provisions:

1. Successful completion of one of the authorized curricula (see pages 41-49). The total number of credit hours required for graduation depends on the particular curriculum.

2. At least 30 credit hours, normally the last 30 hours, must have been taken at the Chicago Teachers College. Transfer credits must have been earned at an institution accredited by the regional association or at an institution to which the State University grants full transfer credit. Courses taken at a junior college in excess of a total of sixty-six credit hours may not be transferred to the Chicago Teachers College. Credit for student teaching received elsewhere may not be transferred; it must be earned in the regular academic session at the Chicago Teachers College in order to be counted for degree purposes. Exceptions to this rule may be made only by vote of the faculty of the College.

3. A minimum cumulative grade point average of 2.0 is required for work accepted from other accredited colleges and for work attempted at Chicago Teachers College, and also a cumulative grade point average of 2.0 for all work attempted at Chicago Teachers College.

4. Passing of the test required by statute on the Constitutions of the United States and Illinois.

Application for the degree must be filed in the Personnel Office six months in advance of the date on which the degree is to be conferred. A candidate must have met the general requirements of the Chicago Teachers College, including financial obligations.

Requirements for the Degree of Master of Education

Requirements for the degree of Master of Education are to be found in the Graduate Catalog.

Numbering of Courses

1-100 Courses numbered from 1 to 100 are remedial courses and do not carry college credit.

101-199 Courses numbered from 101 to 199 are junior college level.

201-299 Courses numbered from 201 to 299 are of senior college level.

301-399 Courses numbered from 301 to 399 are of senior college and graduate school level.

401-499 Courses numbered from 401 to 499 are of the graduate level.

Admission to these courses is restricted to students who have been admitted to graduate degree programs or to those students who have a baccalaureate degree and the preparation deemed necessary by the department concerned.

Elementary Teaching Curricula

The General Curricula

The College offers three general curricula for the elementary level. These are the General Elementary Curriculum and the Teaching Major Elementary Curriculum for grades 3 through 8, and the Kindergarten-Primary Curriculum for kindergarten and grades 1 through 3.

Graduation from either of the Chicago Teachers College two elementary curricula prepares a student for an examination for a Chicago teaching certificate in grades 3-8, and for certification by the State of Illinois without further examination with a "limited state elementary school certificate" valid "for teaching in the kindergarten and the lower nine grades of the common schools" outside Chicago. Graduation from the Kindergarten-Primary Curriculum prepares a student for an examination for a Chicago kindergarten-primary teaching certificate, and for certification by the State of Illinois without further examination with a "limited state elementary school certificate" valid "for teaching in the kindergarten and the lower nine grades of the common schools" outside Chicago.

Specialization

Two specialized sequences have long been offered at the intermediate and upper-grade level, in home mechanics and in physical education. Graduates in these fields have been eagerly sought to fill vacancies in departmentalized teaching positions in the elementary schools. The certificate on which they teach, however, is a general one, and they have the option of accepting an assignment in, or transferring to, a "regular" classroom.

"Majors" in physical education and in home mechanics will be continued. In addition, students entering the four-year Teaching Major Elementary Curriculum in September, 1957, and thereafter may be allowed to choose majors in art, English, mathematics, music, biology, or social sciences. With very few exceptions, the freshman year of this curriculum is uniform for all students. The freshman year serves not only to help the student find his special talents and interests but assists the various departments of the College in finding students with special aptitudes. Each department offering a major has the privilege of setting up standards of proficiency before accepting a student as a "major student."

After accepting a major student, the department then has a special responsibility toward that student in guidance and counseling. The list of courses which a major student will take in his field of concentration is printed in the Departmental Course Offerings section of this catalog following the appropriate departmental faculty list.

Students in the General Elementary Curriculum and in the Kindergarten-Primary Curriculum do not choose a major. Their curricula have eighteen and fifteen credit hours respectively of "free" electives, which may be chosen without regard to a fixed pattern; however, physical fitness and activity courses as well as business skills courses are not acceptable as elective courses. In some cases a student will choose electives in those fields in which he is especially strong;

in others a student will be well advised to choose electives with a view to overcoming a weakness in his or her preparation as a teacher. Students with special interest and competence in library science will take all 18 credit hours of electives in that field and thus qualify for assignment as teacher-librarians. Students with special interest and competence in psychology may wish to take all 18 credit hours of electives to assist them in qualifying as adjustment teachers, school psychologists, or teachers in special classes and schools.

Students and prospective students are advised (1) that home mechanics and physical education majors are currently offered only on the Main campus, (2) that students expecting to pursue a major of any sort should plan to attend either the Main Campus or the Sabin Branch for the full four years because of specialized requirements, and (3) that elective classes, including courses listed as necessary for a major, may be withdrawn if too few (less than fifteen students) register for them.

Departmentalized teaching begins as low as the fourth grade in physical education in the Chicago elementary schools, and as low as the sixth grade in home mechanics. The primary purpose of the new departmental "teaching majors" at the Chicago Teachers College is to prepare graduates for departmental teaching in the rapidly expanding "upper grade centers" of the city school system. The 27 semester hours of concentrated electives in a special field, added to the required courses in that field, permit a major student to graduate with from 32 to 46 semester hours in an area of special competence. This is sufficient depth of preparation to enable the graduate to give excellent service in a 7th or 8th grade departmentalized teaching situation (or to perform adequately even in grades 9 through 12). On the other hand majors in the General Elementary Curriculum are given sufficient breadth of preparation to qualify them for teaching on a general certificate in a self-contained classroom in grades 3-8.

General Elementary Curriculum

FIRST YEAR

FIRST SEMESTER	17 HOURS	SECOND SEMESTER	17 HOURS
Art 123, Basic Visual Design.....	2	Art 124, Advanced Visual Design.....	3
Bi. Sci. 107, Biological Science I.....	3	Bi. Sci. 108, Biological Science II.....	3
Eng. 119, Composition I.....	3	Eng. 120, Composition II ¹	3
Geog. 104, World Regional Geography	3	I. A. 106, Elem. Industrial Arts.....	2
Music 110, Fundamentals of Music.....	3	Math. 103, College Mathematics.....	5
Psych. 115, Problems of Personal Adj....	0	P. E. 113, Physical Fitness II.....	1
Speech 101, Fundamentals of Speech or 102, Voice and Articulation.....	2		
P. E. 112, Physical Fitness I.....	1		

SECOND YEAR

FIRST SEMESTER	17 HOURS	SECOND SEMESTER	17 HOURS
Eng. 123, Intro. to Literature.....	3	Bi. Sci. 201, Microbiology and Human Physiology	4
History 103, Western Civilization, 1600-4		Eng. 124, Readings in Literature or 116, American Literature.....	3
Phys. Sci. 101, Physical Science I.....	3	Phys. Sci. 102, Physical Science II.....	3
Psych. 110, General Psychology.....	3	Psych. 205, Intro. to Child Development..	3
Elective	3	Elective	3
Physical Education Activity ²	1	P. E. 206, First Aid and Safety.....	1

THIRD YEAR

FIRST SEMESTER	15 HOURS	SECOND SEMESTER	16 HOURS
Ed. 238, Philosophy and Organization of American Public Education.....	4	Econ. 151 or 152, Principles of Econom- ics or Soc. 201, Social Dynamics.....	3
Hist. 203, American History, 1865.....	3	Ed. 242, Principles of Teaching.....	4
Music 109, Repertoire and Conducting....	2	Eng. 202, Children's Literature.....	3
Psych. 206, Educational Psychology.....	3	Pol. Sci. 203, American National Government	3
Elective	3	Music 206, Understanding and Appreciation	2
		P. E. 204, Health Education.....	1

FOURTH YEAR

FIRST SEMESTER	14 HOURS	SECOND SEMESTER	15 HOURS
Art 205, Art Education in the Elementary School.....	2	Ed. 223 Elem, Student Teaching.....	6
Eng. 206, Teaching of Language Arts in the Elementary School.....	3	Ed. 224 Elem, Student Teaching Seminar	3
Math. 205, Teaching of Arithmetic in the Elementary School.....	2	Electives	6
Sci. 209, The Teaching of Elementary Science, Grades 3-8.....	2		
Music 202, Teaching Music, Grades 3, 4, and 5.....	2		
Elective	3		

TOTAL CREDIT HOURS 128

¹Qualified students may substitute English 154 for English 120.

²One of the following courses to be taken during sophomore year: Physical Education 115, 116, 117, 118, 119, 120, 127.

Teaching Major Elementary Curriculum¹

FIRST YEAR

FIRST SEMESTER	17 HOURS	SECOND SEMESTER	17 HOURS
Art 123, Basic Visual Design.....	2	Art 124, Advanced Visual Design.....	3
Bi. Sci. 107, Biological Science I.....	3	Bi. Sci. 108, Biological Science II.....	3
Eng. 119, Composition I.....	3	Eng. 120, Composition II ²	3
Geog. 104, World Regional Geography..	3	I. A. 106, Elem. Industrial Arts.....	2
Music 110, Fundamentals of Music.....	3	Math. 103, College Mathematics.....	5
Psych. 115, Problems of Personal Adj....	0	P. E. 113, Physical Fitness II.....	1
Speech 101, Fundamentals of Speech or 102, Voice and Articulation.....	2		
P. E. 112, Physical Fitness I.....	1		

SECOND YEAR

FIRST SEMESTER	17 HOURS	SECOND SEMESTER	17 HOURS
Eng. 123, Intro. to Literature.....	3	Bi. Sci. 201, Microbiology and Human Physiology	4
Hist. 103, Western Civilization, 1600....	4	Eng. 124, Readings in Literature or 116, American Literature.....	3
Phys. Sci. 101, Physical Science I.....	3	Phys. Sci. 102, Physical Science II.....	3
Psych. 110, General Psychology.....	3	Psych. 205, Intro. to Child Development..	3
Elective	3	Elective	3
Physical Education Activity ³	1	P. E. 206, First Aid and Safety.....	1

THIRD YEAR

FIRST SEMESTER	15 HOURS	SECOND SEMESTER	16 HOURS
Ed. 238, Philosophy and Organization of American Public Education.....	4	Econ. 151 or 152, Prin. of Economics or Sociol. 201, Social Dynamics.....	3
History 203, American History, 1865.....	3	Ed. 242, Principles of Teaching.....	4
Music 206, Understanding and Appreciation	2	Eng. 202, Children's Literature.....	3
Psych. 206, Educational Psychology.....	3	Pol. Sci. 203, American National Government	3
Elective	3	Elective	3

FOURTH YEAR

FIRST SEMESTER	14 HOURS	SECOND SEMESTER	15 HOURS
Eng. 206, Teaching of Language Arts in the Elementary School.....	3	Ed. 244 Elem, Student Teaching and Seminar	6
Math. 205, Teaching of Arithmetic in the Elementary School.....	2	Electives	9
Sci. 209, The Teaching of Elementary Science, Grade 3-8.....	2		
Electives	6		
P. E. 204, Health Education.....	1		

TOTAL CREDIT HOURS 128

¹In general this is the basic curriculum followed by students pursuing teaching majors in art, biology, English, history, home mechanics, mathematics, music, and physical education. The basic curriculum for some teaching major students will vary slightly from this pattern. For these variations and a statement as to what courses constitute a teaching major consult the course descriptions of the departments concerned.

²Qualified students may substitute English 154 for English 120.

³One of the following courses to be taken during sophomore year: Physical Education 115, 116, 117, 118, 119, 120, 127.

Kindergarten-Primary Curriculum

FIRST YEAR

FIRST SEMESTER	17 HOURS	SECOND SEMESTER	17 HOURS
Art 123, Basic Visual Design.....	2	Art 124, Advanced Visual Design.....	3
Bi. Sci. 107, Biological Science I.....	3	Bi. Sci. 108, Biological Science II.....	3
Eng. 119, Composition I.....	3	Eng. 120 ¹ , Composition II.....	3
Geog. 104, World Regional Geography 3		I. A. 106, Elementary Ind. Arts.....	2
Music 110, Fundamentals of Music.....	3	Math. 103, College Mathematics.....	5
Psych. 115, Problems of Personal Adj.....	0	P. E. 113, Physical Fitness II.....	1
Speech 101, Fundamentals of Speech or 102, Voice and Articulation.....	2		
P. E. 112, Physical Fitness I.....	1		

SECOND YEAR

FIRST SEMESTER	17 HOURS	SECOND SEMESTER	17 HOURS
English 123, Intro. to Literature.....	3	Bi. Sci. 201, Microbiology and Human Physiology	4
Hist. 103, Western Civilization, 1600-....	4	Eng. 124, Readings in Literature or 116, American Literature.....	3
Phys. Sci. 101, Physical Science I.....	3	Phys. Sci. 102, Physical Science II.....	3
Psych. 110, General Psychology.....	3	Psych. 205, Intro. to Child Development..	3
Elective	3	Elective	3
Physical Education Activity ²	1	P. E. 206, First Aid and Safety.....	1

THIRD YEAR

FIRST SEMESTER	15 HOURS	SECOND SEMESTER	15 HOURS
Ed. 238, Philosophy and Organization of American Public Education.....	4	Ed. 239KgP, Language Arts in the KgP Grades.....	3
Hist. 203, American History, 1865-.....	3	Pol. Sci. 203, American National Government	3
Music 206, Understanding and Appreciation	2	Sociol. 201, Social Dynamics.....	3
Psych. 206, Educational Psychology.....	3	Ed. 227KgP, Teaching Reading in the Primary Grades.....	3
Elective	3	Ed. 240KgP, Orientation to Teaching.....	2
		P. E. 204, Health Education.....	1

FOURTH YEAR

FIRST SEMESTER	15 HOURS	SECOND SEMESTER	15 HOURS
Ed. 228KgP, Play and Rhythmic Expression	2	Ed. 223KgP, Student Teaching.....	6
Ed. 229KgP, Arts and Crafts in KgP Grades	2	Ed. 224KgP, Student Teaching Seminar	3
Ed. 241KgP, Social Studies, Science and Numbers in KgP Grades.....	6	Electives	6
Elective	3		
Eng. 209, Literature for Children in Primary Grades	2		

TOTAL CREDIT HOURS 128

¹Qualified students may substitute English 154 for English 120.

²One of the following courses to be taken during sophomore year: Physical Education 115, 116, 117, 118, 119, 120, 127.

Elementary Curricula for Junior College Graduates

For the benefit of persons who find it convenient to complete a substantial portion of their College work at another accredited institution, for example, at the Chicago City Junior College branch nearest their homes, the Chicago Teachers College has instituted two-year, senior college level programs which prepare students for elementary school teaching. Students may elect to take these programs at any Campus of the Chicago Teachers College.

Students wishing to take the Senior College Level Programs at the Chicago Teachers College may take their freshman and sophomore years at any fully accredited college. They are advised, however, to pursue as closely as possible the curriculum outlined below, which is given in terms of the course titles and numbers used in the Chicago City Junior College; otherwise a transferring student may have deficiencies to remove after entering the Chicago Teachers College.

Students interested in teaching special subjects, such as Home Mechanics or Physical Education, are advised to enroll at the main campus of Chicago Teachers College after completing one year of the pre-teaching curriculum indicated below.

Those students interested in teaching Business Education or Industrial Education in the Chicago Public High Schools who desire to enroll later at Chicago Teachers College for such preparation are advised to consult the Admissions Counselor at Chicago Teachers College before registering for courses at the Chicago City Junior College.

Suggested Curriculum at Junior College Level

FIRST YEAR

FIRST SEMESTER	16 OR 17 HOURS	SECOND SEMESTER	17 HOURS
Eng. 101	3	Eng. 102	3
Soc. Sci. 101.....	3	Soc. Sci. 102	3
Biol. 111	4	Biol. 112	4
Art 141 or 150.....	2	Music 111	3
Couns. 101 or Psych. 115.....	1 or 2	Geog. 101	3
Speech 141	2	Physical Education	1
Physical Education	1		

SECOND YEAR

FIRST SEMESTER	16 HOURS	SECOND SEMESTER	16 HOURS
Humanities 201.....	3	Humanities 202	3
Phys. Sci. 101.....	3	Phys. Sci. 102.....	3
Elective	3	Literature 117	3
Math. 101	3	Hist. 112	3
Psych. 201	3	Math. 102.....	3
Physical Education	1	Physical Education	1

Senior College Level Curricula

Two curricula are offered to transfer students at the Senior College Level: the General Elementary Curriculum (Grades 3-8) and the Kindergarten-Primary Curriculum (Kindergarten and Grades 1-3). These curricula follow.

Senior College Level Programs¹

General Elementary Curriculum

THIRD YEAR			
FIRST SEMESTER	17 HOURS	SECOND SEMESTER	15 HOURS
Ed. 238, Philosophy and Organization of American Public Education.....	4	Ed. 242, Principles of Teaching.....	4
Psych. 205, Intro. to Child Development..	3	Eng. 202, Children's Literature.....	3
Electives	10	P. E. 206, First Aid and Safety.....	1
		P. E. 204, Health Education.....	1
		Psych. 206, Educational Psychology.....	3
		Electives	3

FOURTH YEAR			
FIRST SEMESTER	15 HOURS	SECOND SEMESTER	15 HOURS
Eng. 206, Teaching of Language Arts in the Elementary School.....	3	Ed. 223Elem, Student Teaching.....	6
Math. 205, Teaching of Arithmetic in the Elementary School.....	2	Ed. 224Elem, Student Teaching Seminar	3
Sci. 209, Teaching of Elementary Science, Grade 3-8.....	2	Electives	6
Electives	8		

Kindergarten-Primary Curriculum

THIRD YEAR			
FIRST SEMESTER	17 HOURS	SECOND SEMESTER	15 HOURS
Ed. 238, Philosophy and Organization of American Public Education.....	4	Ed. 239KgP, Language Arts in the KgP Grades	3
Psych. 205, Intro. to Child Development..	3	Ed. 227KgP, Teaching Reading in the Primary Grades.....	3
Electives	8	Ed. 240KgP, Orientation to Teaching.....	2
P. E. 204, Health Education.....	1	Psych. 206, Educational Psychology.....	3
P. E. 206, First Aid and Safety.....	1	Electives	4

FOURTH YEAR			
FIRST SEMESTER	15 HOURS	SECOND SEMESTER	15 HOURS
Eng. 209, Literature for Children in the KgP Grades.....	2	Ed. 223KgP, Student Teaching.....	6
Ed. 228KgP, Play and Rhythmic Expression	2	Ed. 224KgP, Student Teaching Seminar	3
Ed. 229KgP, Arts and Crafts in the KgP Grades	2	Electives	6
Ed. 241KgP, Social Studies, Science, and Numbers in the KgP Grades.....	6		
Electives	3		

¹These programs are effective September, 1959.

High School Teaching Curricula

Two kinds of high school teacher training curricula are offered, one in the field of shop teaching, one in commercial teaching. In both these fields a Bachelor's degree only is required for teaching in the accredited metropolitan high schools.

Business Education

All students in the Business Education Curriculum take the same courses during the freshman year. Thereafter, a choice is normally made among the accounting sequence, the stenography sequence, and the business training sequence. Students successfully completing either the stenography or accounting sequence, in addition to being qualified for the Chicago Certification Examination in their specialty, are ordinarily qualified also to teach business training. Students completing any of the three sequences are qualified for a state of Illinois Limited Certificate as a commercial teacher.

Both Gregg and Pitman shorthand system are taught in the public high schools of Chicago. New students in the stenography sequence, however, will be offered training only in Pitman.

Industrial Education

Men students who successfully complete the curriculum in industrial education are qualified to (1) take the examination for a Chicago high school certificate to teach one of the common shop subjects, i.e. wood shop, metal shop, electric shop, auto mechanics, print shop, or mechanical drawing; (2) take the Chicago high school certificate examination for teaching industrial arts laboratory; (3) meet requirements for State of Illinois limited high school certificate in industrial education with a general science minor; (4) meet requirements for a limited state special certificate in industrial arts for grades 1-12.

All students in the Industrial Education Curriculum take the same subjects until the sixth semester, when specialization begins. Students are expected to work at least one summer for wages in a production shop before graduation. This will normally be the summer before the senior year and should be in the type of shop in which the student is specializing.

Some use is made of the facilities of the Wilson Junior College in such courses as mechanical drawing. Some specialized shop courses are taken at one of the Chicago public vocational or trade schools. Student teaching is done in the academic or technical high schools of the city.

High School Business Education Curriculum Accounting Sequence

FIRST YEAR

FIRST SEMESTER	15 HOURS	SECOND SEMESTER	16 HOURS
Bi. Sci. 107, Biological Science I.....	3	Bi. Sci. 108, Biological Science II.....	3
Bus. 164, Fund. of Accounting.....	3	Bus. 165, Principles of Accounting.....	3
Bus. 166, Business Computations.....	3	Eng. 120, ¹ Composition II.....	3
Eng. 119, Composition I.....	3	Geog. 102, Economic Geography.....	3
Psych. 115, Problems of Personal Adj.....	0	Hist. 154, Economic History of the United States.....	3
Speech 101, Fundamentals of Speech or 102, Voice and Articulation.....	2	Physical Education Activity ²	1
Physical Education Activity ²	1		

SECOND YEAR

FIRST SEMESTER	17 HOURS	SECOND SEMESTER	16 HOURS
Bus. 159, Introductory Cost Accounting....	3	Bus. 169, Intermediate Accounting.....	3
Econ. 152, Principles of Economics I.....	3	Econ. 153, Principles of Economics II.....	3
Eng. 123, Intro. to Literature.....	3	Econ. 154, Elements of Statistics.....	3
Psych. 110, General Psychology.....	3	Eng. 116, American Literature.....	3
Hist. 103, Western Civilization, 1600.....	4	Hist. 203, American History, 1865.....	3
Physical Education Activity ²	1	P. E. 206, First Aid and Safety.....	1

THIRD YEAR

FIRST SEMESTER	16 HOURS	SECOND SEMESTER	17 HOURS
Bus. 155, Beginning Typewriting.....	2	Bus. 156, Intermediate Typewriting.....	2
Bus. 266, Advanced Accounting.....	3	Bus. 259, Salesmanship.....	3
Bus. 271, Business Law I.....	3	Bus. 260, Office Machines.....	3
Bus. 265, Marketing.....	3	Bus. 272, Business Law II.....	3
Ed. 238, Philosophy and Organization of American Public Education.....	4	Bus. 273, Federal Income Tax.....	3
Elective	1	Ed. 245, Principles of Secondary Education	3

FOURTH YEAR

FIRST SEMESTER	15 HOURS	SECOND SEMESTER	16 HOURS
Bus. 280, Auditing.....	3	Ed. 235BE, Student Teaching.....	6
Bus. 283, Methods of Teaching Business Subjects	3	Ed. 246BE, Student Teaching Seminar	1
Eng. 312, American English.....	3	Bus. 282, Industrial Organization and Management	3
Pol. Sci. 203, American National Government	3	Sociol. 201, Social Dynamics.....	3
Psych. 259, Psychology of Adolescence....	3	Elective	3

TOTAL CREDIT HOURS 128

¹Qualified students may substitute English 154 for English 120.

²Three of the following courses to be taken during Freshman and Sophomore years: 115, 116, 117, 118, 119, 120, 127.

High School Business Education Curriculum Stenography Sequence

FIRST YEAR

FIRST SEMESTER	15 HOURS	SECOND SEMESTER	16 HOURS
Bi. Sci. 107, Biological Science I.....	3	Bi. Sci. 108, Biological Science II.....	3
Bus. 164, Fund. of Accounting.....	3	Bus. 165, Principles of Accounting.....	3
Bus. 166, Business Computations.....	3	Eng. 120 ² , Composition II.....	3
Eng. 119, Composition I.....	3	Geog. 102, Economic Geography.....	3
Psych. 115, Problems of Personal Adjustment	0	Hist. 154, Economic History of U. S.....	3
Speech 101, Fund. of Speech or 102, Voice and Articulation.....	2	Physical Education Activity ¹	1
Physical Education Activity ¹	1		

SECOND YEAR

FIRST SEMESTER	16 HOURS	SECOND SEMESTER	17 HOURS
Bus. 155, Beginning Typewriting.....	2	Bus. 156, Intermediate Typewriting.....	2
Econ. 152, Principles of Economics I.....	3	Bus. 167, Beginning Shorthand.....	3
Eng. 123, Intro. to Literature.....	3	Bus. 158, Records Management.....	2
Hist. 103, Western Civilization, 1600.....	4	Econ. 153, Principles of Economics II.....	3
Psych. 110, General Psychology.....	3	Eng. 116, American Literature.....	3
Physical Education Activity ¹	1	Hist. 203, American History 1865.....	3
		P. E. 206, First Aid and Safety.....	1

THIRD YEAR

FIRST SEMESTER	16 HOURS	SECOND SEMESTER	17 HOURS
Bus. 253, Advanced Typewriting.....	2	Bus. 257, Advanced Shorthand.....	3
Bus. 256, Intermediate Shorthand.....	3	Bus. 259, Salesmanship.....	3
Bus. 271, Business Law I.....	3	Bus. 260, Office Machines.....	3
Bus. 265, Marketing.....	3	Bus. 272, Business Law II.....	3
Ed. 238, Philosophy and Organization of American Public Education.....	4	Ed. 245, Principles of Secondary Education	3
Elective	1	Eng. 278, Business Letter Writing.....	2

FOURTH YEAR

FIRST SEMESTER	15 HOURS	SECOND SEMESTER	16 HOURS
Bus. 258, Advanced Secretarial Practice..	3	Bus. 282, Industrial Organization and Management	3
Bus. 270, Methods of Teaching Commercial Subjects.....	3	Ed. 235BE, Student Teaching.....	6
Eng. 312, American English.....	3	Ed. 246BE, Student Teaching Seminar	1
Psych. 259, Psychology of Adolescence....	3	Sociol. 201, Social Dynamics	3
Pol. Sci. 203, American National Government	3	Elective	3

TOTAL CREDIT HOURS 128

¹Three of the following courses to be taken during Freshman and Sophomore years: 115, 116, 117, 118, 119, 120, 127.

²Qualified students may substitute English 154 for English 120.

High School Business Education Curriculum Business Training Sequence

FIRST YEAR

FIRST SEMESTER	15 HOURS	SECOND SEMESTER	16 HOURS
Bi. Sci. 107, Biological Science I.....	3	Bi. Sci. 108, Biological Science II.....	3
Bus. 164, Fund. of Accounting.....	3	Bus. 165, Principles of Accounting.....	3
Bus. 166, Business Computations.....	3	Eng. 120 ² , Composition II.....	3
Eng. 119, Composition I.....	3	Geog. 102, Economic Geography.....	3
Psych. 115, Problems of Personal Adj.....	0	Hist. 154, Economic History of U. S.....	3
Speech 101, Fund. of Speech or 102, Voice and Articulation.....	2	Physical Education Activity ¹	1
Physical Education Activity ¹	1		

SECOND YEAR

FIRST SEMESTER	16 HOURS	SECOND SEMESTER	16 HOURS
Bus. 155, Beginning Typewriting.....	2	Bus. 156, Intermediate Typewriting.....	2
Econ. 152, Principles of Economics I.....	3	Bus. 158, Records Management.....	2
Eng. 123, Intro. to Literature.....	3	Econ. 153, Principles of Economics II.....	3
Hist. 103, Western Civilization, 1600.....	4	Eng. 116, American Literature.....	3
Psych. 110, General Psychology.....	3	Hist. 203, American History, 1865.....	3
Physical Education Activity ¹	1	Elective	3

THIRD YEAR

FIRST SEMESTER	17 HOURS	SECOND SEMESTER	17 HOURS
Bus. 253, Advanced Typewriting.....	2	Bus. 259, Salesmanship.....	3
Bus. 265, Marketing.....	3	Bus. 260, Office Machines.....	3
Bus. 271, Business Law I.....	3	Bus. 272, Business Law II.....	3
Ed. 238, Philosophy and Organization of American Public Education.....	4	Ed. 245, Principles of Secondary Education	3
Elective	4	Bus. 273, Federal Income Tax.....	3
P. E. 206, First Aid and Safety.....	1	Eng. 278, Business Letter Writing.....	2

FOURTH YEAR

FIRST SEMESTER	15 HOURS	SECOND SEMESTER	16 HOURS
Bus. 283, Methods of Teaching Business Subjects	3	Bus. 282, Industrial Organization and Management	3
Eng. 312, American English.....	3	Ed. 235BE, Student Teaching.....	6
Pol. Sci. 203, American National Government	3	Ed. 246BE, Student Teaching Seminar	1
Psych. 259, Psychology of Adolescence....	3	Geog. 256, Conservation of Natural Resources	3
Elective	3	Sociol. 201, Social Dynamics.....	3

TOTAL CREDIT HOURS 128

¹Three of the following courses to be taken during Freshman and Sophomore years: 115, 116, 117, 118, 119, 120, 127.

²Qualified students may substitute English 154 for English 120.

High School Industrial Education Curriculum

FIRST YEAR

FIRST SEMESTER	15 HOURS	SECOND SEMESTER	16 HOURS
Bi. Sci. 107, Biological Science I.....	3	Bi. Sci. 108, Biological Science II.....	3
Eng. 119, Composition I.....	3	Eng. 120 ³ , Composition II.....	3
Math. 99 ¹ , Advanced Algebra.....	0	Econ. 151, Prin. of Economics.....	3
Psych. 115, Problems of Personal Adj. ..	0	Math. 98 ¹ , Solid Geometry.....	0
Speech 101, Fund. of Speech or 102, Voice and Articulation.....	2	Ind. Ed. 157, Design for Shop Prod.	3
Ind. Ed. 265, Metal Shop.....	3	Ind. Ed. 270, Print Shop.....	3
Ind. Ed. 205, General Drafting.....	3	Physical Education Activity ²	1
Physical Education Activity ²	1		

SECOND YEAR

FIRST SEMESTER	16 HOURS	SECOND SEMESTER	15 HOURS
Math. 151, College Algebra.....	3	Eng. 123, Introduction to Literature.....	3
Phys. Sci. 101 ⁴ , Physical Science I.....	3	Math. 156, The Slide Rule.....	1
Psych. 110, General Psychology.....	3	Math. 158, Trigonometry.....	2
Ind. Ed. 260, Electric Shop.....	3	Phys. Sci. 102 ⁴ , Physical Science II.....	3
I. A. 270, Plastics.....	3	Ind. Ed. 155, Adv. Eng. Drawing.....	3
Physical Education Activity ²	1	Ind. Ed. 275, Wood Shop.....	3

THIRD YEAR

FIRST SEMESTER	16 HOURS	SECOND SEMESTER	17 HOURS
Eng. 116, American Literature.....	3	Ed. 232, Problems in Industrial Education	3
Ed. 238, Philosophy and Organization of American Public Education.....	4	Psych. 206, Educational Psychology.....	3
Psych. 259, Psychology of Adolescence..	3	Ind. Ed. ⁵ , Advanced Shop I.....	9
I. A. 272, Ceramics.....	3	Ind. Ed. 298, Industrial Safety.....	2
I. A. 358, Leather Craft.....	3		

FOURTH YEAR

FIRST SEMESTER	18 HOURS	SECOND SEMESTER	15 HOURS
Ed. 234, Vocational Guidance.....	3	Ed. 235IE, Student Teaching.....	6
Ed. 233, Methods of Teaching Industrial Education	3	Ed. 249IE, Student Teaching Seminar....	2
Ind. Ed. ⁶ , Advanced Shop II.....	9	Hist. 203, American History, 1865.....	3
Elective	3	Pol. Sci. 203, American National Government	3
		P. E. 206, First Aid and Safety.....	1

TOTAL CREDIT HOURS 128

¹To be taken only by those who have not had equivalent courses in High School.

²Three of the following to be taken during the Freshman and Sophomore Years: P. E. 115, 116, 117, 118, 119, 120, 127.

³Qualified students may substitute English 154 for English 120.

⁴If facilities are available, students will be required to substitute Chemistry 153 and Physics 151, each four credit hours, for Physical Science 101 and 102.

⁵Select one of the following nine credit hour courses: Ind. Ed. 283, 287, 289, 296 or three appropriate 3 credit hour courses.

⁶Continue shop begun in sixth semester: Ind. Ed. 284, 286, 288, 290, 292, 297 or three appropriate 3 credit hour courses.

Acceleration

Because of the continuing shortage of qualified teachers, the Chicago Teachers College has encouraged capable undergraduate students to complete the requirements for the Bachelor's degree in less than the normal period of eight semesters. The eight weeks summer session is so organized that it is possible for most students to secure a half semester of usable credit during the school months of July and August. Beginning in 1953, the summer session was restored to a non-tuition basis. Students with excellent records may carry an extra course during the first semester of the junior and senior years and may take as many as nine semester hours in a summer session. Some students use this privilege to strengthen their command of an area of specialization, and graduate with many extra hours of credit. Others take the opportunity to shorten their undergraduate course by one or even two semesters.

The fact that immediate employment is then available at attractive salaries is the incentive that has induced a number of Chicago Teachers College students successfully to attempt graduation in three years, although the less strenuous pace of three and one-half years is much more usual. It should be noted that failure in a single semester hour of work in this schedule will delay graduation and that the College permits extra courses to be taken concurrently with student teaching only under the most extraordinary circumstances.

Not all curricula offered by the College lend themselves to acceleration with equal readiness. The many required specialized courses in the physical education and home mechanics major sequences are normally offered only in one instead of in both semesters. Students entering the four-year curricula in these fields in February commonly attend two summer sessions and thus get "in step" with classes that had entered in the previous September.

Students who are required to take a remedial non-credit course, such as English 100, are not encouraged to attempt any amount of acceleration. Such students may be counseled to use summer session attendance for the purpose of lightening the load during the regular academic year. If their scholastic record is particularly poor, they may be advised from the outset to plan to spend the equivalent of nine or more semesters before graduation.

Departmental Course Offerings

Department of Art

MRS. CLARICE L. HALLBERG

MR. GORDON MARKWART

MRS. JANE B. NEALE

MR. LEOPOLD B. SEGEDIN

MRS. LAVANCHA STALMOK

MR. MAURICE YOCHIM

Requirements for the Art Sequence, Teaching Major Elementary Curriculum.

1. Completion of the basic Teaching Major Elementary Curriculum, page 41.
2. Completion of the following elective courses, a total of twenty-seven credit hours:

Art 287, 288, 289, 290, 307, 310

Any four of the following: Art 283, 284, 285, 286, 308, 309

Art

123 BASIC VISUAL DESIGN 4 PERIODS; 2 CREDIT HOURS

A comprehensive workshop course in which students learn and apply governing principles and basic vocabulary of design. Emphasis on the development of creative habits of thought and action. Essential art experiences as a foundation for teacher preparation include introductory activities in a variety of basic design processes.

124 ADVANCED VISUAL DESIGN 6 PERIODS; 3 CREDIT HOURS

Prerequisite: Art 123.

An intensified workshop course in which students develop to relatively advanced levels in two- and three-dimensional design. Course uses as a foundation the basic concepts and knowledges acquired in Art 123. Students are guided toward independent thinking and working in most major design processes. Course provides advanced art experiences uniquely adapted to teacher preparation.

205 ART EDUCATION IN THE ELEMENTARY SCHOOL 4 PERIODS; 2 CREDIT HOURS

Prerequisite: Art 124.

Development of solutions to the problems of teaching art in the elementary schools. Special emphasis on the many functions of the classroom teacher in organizing and guiding a sequential creative art program. Visitations to elementary schools are an integral part of the course. Required only of students attempting the General Elementary curriculum.

283 CERAMICS STUDIO 5 PERIODS; 3 CREDIT HOURS

Prerequisite: Art 123.

An intensified studio course in the creation of ceramic sculpture, jewelry and pottery. Various methods of clay construction. Surface treatments. Practice on the potter's wheel. One period per week devoted to discussion, evaluation, and new technical and design information. Visits required.

Department of Art

Art

- 284 DRAWING AND PAINTING STUDIO 5 PERIODS; 3 CREDIT HOURS
Prerequisite: Art 123.
An intensified studio course in the study of form and its expression in two-dimensional media. Characteristics of various wet and dry media are analyzed for their influence on design and expression. One period per week devoted to evaluation, discussion, and new technical and design information. Visits required.
- 285 JEWELRY STUDIO 5 PERIODS; 3 CREDIT HOURS
Prerequisite: Art 123.
An intensified studio course in the designing and creation of jewelry forms in a variety of adaptable materials. One period per week devoted to evaluation, discussion, and new technical and design information. Visits required.
- 286 WEAVING STUDIO 5 PERIODS; 3 CREDIT HOURS
Prerequisite: Art 123.
An intensified studio course in which students learn basic weaves, develop warp and weft variations, and become familiar with various types of simple hand and table looms. One period per week devoted to evaluation, discussion, and new technical and design information. Visits required.
- 287 HISTORY OF WORLD ART TO 1860 5 PERIODS; 3 CREDIT HOURS
Prerequisite: Art 123.
A survey of developments in art from prehistory to the advent of Impressionism. Emphasizes a laboratory approach to art history, in which students probe for solutions to universal design problems. One period per week devoted to lecture, slides and films. Text and visits required.
- 288 HISTORY OF MODERN ART, 1860 - 3 PERIODS; 2 CREDIT HOURS
Prerequisite: Art 123.
A survey of contemporary developments in art from the advent of Impressionism to the present. Emphasizes a laboratory approach to art history, in which students probe for solutions to contemporary design problems. One period per week devoted to lecture, slides and films. Text and visits required.
- 289 ART EDUCATION IN THE UPPER GRADES 5 PERIODS; 3 CREDIT HOURS
Prerequisite: Art 124.
Development of solutions to the special problems of teaching art in the upper grades. Emphasis on the many functions of the special art teacher in organizing and guiding a sequential creative art program. Visitations to elementary school art departments are an integral part of the course. To be taken before Student Teaching.
- 290 ART SEMINAR 1 PERIOD; 1 CREDIT HOUR
Prerequisite: Consent of instructor.
Individualized counseling leading toward solutions of classroom problems encountered by students practicing teaching in art. To be taken concurrently with Student Teaching.

Department of Art

Art

- 307 DESIGN FOR LAYOUT AND DISPLAY 5 PERIODS; 3 CREDIT HOURS
Prerequisite: Art 123.
Application of design principles to practical problems of selecting and arranging visual material for purposes commonly encountered in the elementary school. Includes lettering forms and application. One period per week devoted to evaluation, discussion, and new technical and design information. Visits required.
- 308 PRINT-MAKING STUDIO 5 PERIODS; 3 CREDIT HOURS
Prerequisite: Art 123.
An intensified studio course in various print processes, with special emphasis on development of individual student projects in print editions and textiles. One period per week devoted to evaluation, discussion and new technical and design information. Visits required.
- 309 SCULPTURE STUDIO 5 PERIODS; 3 CREDIT HOURS
Prerequisite: Art 123.
An intensified studio course in the creation of well-designed form in three dimensions. Emphasis on individual projects in modeling, carving, constructing and investment casting. One period per week devoted to evaluation, discussion and new design and technical information. Visits required.
- 310 ART APPRECIATION 5 PERIODS; 3 CREDIT HOURS
Prerequisite: Art 123.
Application of creative habits and design knowledge in selecting, arranging and creating objects for daily living. Emphasis on workshop activities. One period per week devoted to evaluation, discussion and new design and technical information. Visits required.

Department of Business

MR. CHARLES T. CORKERY MR. CARY B. LEWIS
MISS FLORENCE D. SCHWARTZ

Business

- 155 BEGINNING TYPEWRITING 5 PERIODS; 2 CREDIT HOURS
The technique of touch typewriting and sufficient facility to type personal and business letters with timed-writing speed of 25 net words a minute for five minutes. Credit toward graduation is granted only to those in the business education curriculum.
- 156 INTERMEDIATE TYPEWRITING 5 PERIODS; 2 CREDIT HOURS
Prerequisite: Business 155 or passing of a proficiency examination.
A course in intermediate typewriting, including business letters and forms, tabulations, rough drafts, telegrams, stencils and master copies with timed-writing speed of approximately 45 net words a minute. Credit toward graduation is granted only to those in the business education curriculum.
- 158 RECORDS MANAGEMENT 2 PERIODS; 2 CREDIT HOURS
Prerequisite: Sophomore standing in business education curriculum.
The need for a records department in business; its role and authority; methods for the efficient handling of various business records.
- 159 INTRODUCTORY COST ACCOUNTING 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Business 165.
The general principles of accounting applied to factory operations; emphasis placed upon methods of finding costs of specific order, lots, and processes, and bases of allocating overhead expenses; attention given to methods of costing for such special problems as joint-products and by-products; estimated costs and standard costs, the essentials of bookkeeping procedure necessary to obtain correct costs, and the forms more commonly utilized in cost accounting.
- 164 FUNDAMENTALS OF ACCOUNTING 4 PERIODS; 3 CREDIT HOURS
Introduction to accounting, includes bookkeeping for single proprietorship with special journals and subsidiary ledgers.
- 165 PRINCIPLES OF ACCOUNTING 4 PERIODS; 3 CREDIT HOURS
Prerequisite: Business 164.
Accounting records for partnerships and corporations, payroll accounting, departmental accounting, manufacturing accounting, and financial statement analysis.
- 166 BUSINESS COMPUTATIONS 3 PERIODS; 3 CREDIT HOURS
Prerequisite: One year of high school algebra and one year of plane geometry.
A course designed to develop understanding and effective use of formulas dealing with simple and compound interest, annuities, life insurance, stocks, bond valuations, installment buying, mark-ups and mark-downs; applications of graphs, logarithms, the metric system, and simple algebraic computations.
- 167 BEGINNING SHORTHAND 5 PERIODS; 3 CREDIT HOURS
Prerequisite: Business 155.
A beginning course in Pitman Shorthand, the principles of the system and dictation. Credit toward graduation is granted only to those in the business education curriculum.

Business

- 169 INTERMEDIATE ACCOUNTING 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Business 165.
An intensive study of the principles of accounting in regard to each of the items appearing on the balance sheet, worksheets and financial statements, corporation records and accounting, statement of application of funds.
- 253 ADVANCED TYPEWRITING 5 PERIODS; 2 CREDIT HOURS
Prerequisite: Business 156 or passing of proficiency examination.
This course is designed to improve the production rate of typists in planning and executing typical office jobs, such as letters, rough drafts, tabulations, business reports, program, legal documents, cards, envelopes, and bills. Credit toward graduation is granted only to those in the business education curriculum.
- 256 INTERMEDIATE SHORTHAND 5 PERIODS; 3 CREDIT HOURS
Prerequisite: Business 167 or passing of proficiency examination.
An intermediate course in Gregg or Pitman Shorthand to develop the ability to take dictation at a minimum of 85 words a minute and to transcribe accurately. Credit toward graduation is granted only to those in the business education curriculum.
- 257 ADVANCED SHORTHAND 5 PERIODS; 3 CREDIT HOURS
Prerequisite: Business 256 or satisfactory performance on placement tests in shorthand and typing.
Development of the ability to take dictation at a minimum of 100 words a minute and to produce mailable transcripts. Either Gregg or Pitman shorthand may be used in the course. Credit toward graduation is granted only to those in the business curriculum.
- 258 ADVANCED SECRETARIAL PRACTICE 5 PERIODS; 3 CREDIT HOURS
Prerequisite: Business 257.
Developing ability to take dictation at high rates of speed and study of practical work situations in offices and efficient work habits.
- 259 SALESMANSHIP 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Business 265.
An historical review of selling; fundamentals and techniques of salesmanship today.
- 260 OFFICE MACHINES 5 PERIODS; 3 CREDIT HOURS
Prerequisite: Junior standing in business education curriculum and Business 155 or its equivalent.
A course designed to teach the operation of office equipment and to help in the planning of courses in the subject, with some emphasis on the operation techniques.
- 265 MARKETING 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Junior standing and a course in economics.
An analysis of the various marketing functions and the institutions performing them; together, with an examination of major marketing policies with emphasis on the business, economic and social implications of such policies.
- 266 ADVANCED ACCOUNTING 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Business 159 and 169 with an average of "C" or better in all the preceding accounting courses taken.
Study at an advanced level of accounting for partnership; corporation consolidations; fiduciary accounting; and governmental accounting.

Department of Business

Business

- 270 METHODS OF TEACHING COMMERCIAL SUBJECTS 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Senior standing in business education curriculum, Stenography sequence.
A course designed for teachers of stenography in high schools; the aims and purposes of the various business courses, preferred methods, techniques of holding students' interest, effective ways of presenting particular topics, testing devices and provisions for individual differences.
- 271 BUSINESS LAW I 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Junior standing.
A general survey of law, with special emphasis on fundamental terminology, contracts, agency, bailments, and negotiable instruments.
- 272 BUSINESS LAW II 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Business 271 or consent of instructor.
Consideration of various legal topics including real property, partnerships, and corporations.
- 273 FEDERAL INCOME TAX 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Junior standing in business education.
Basic discussion of the history, theory, and broad outlines of federal income taxation, together with the more important problems of a less advanced nature in complying with the Code, from the standpoint of the individual, partnership, corporation, and fiduciary, the emphasis of the course being on the individual taxpayer.
- 280 AUDITING 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Business 266.
Professional ethics; auditing standards and procedures; construction and indexing of working papers; and report writing.
- 282 INDUSTRIAL ORGANIZATION AND MANAGEMENT 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Junior standing and a course in economics.
Organization plans, administrative policies, and management problems with special attention to manufacturing units.
- 283 METHODS OF TEACHING BUSINESS SUBJECTS 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Senior standing in business education curriculum.
A course designed for teachers of bookkeeping and business training in high schools: the aims and purposes of the various business courses, preferred methods and techniques of holding the high school students' interest, effective ways of presenting particular topics, test measurement and evaluation devices, provisions for individual differences.
- 358 IMPROVEMENT OF INSTRUCTION IN OFFICE MACHINES AND OFFICE PRACTICE 6 PERIODS; 3 CREDIT HOURS
The practical operation of adding, calculating, posting, duplicating, and transcribing machines; study of the use of printed instructional materials, visual aids, tests and classroom procedure in the teaching of the fundamental processes on each machine, familiarization with latest developments in office equipment.

Department of Education¹

DR. JOHN M. BECK	MISS LOUISE C. JOHNSON
DR. CLARA M. BERGHOEFER	MRS. MARCELLA G. KRUEGER
MRS. DOROTHY S. BETTS	DR. DAVID KOPEL
MISS MARCELLA F. FRIEDMAN	MRS. VASO PAPADOPULOS
MRS. MABEL G. HEMINGTON	DR. LOUISE TYLER
MISS MARGRETHE G. ISAACS	MR. OSCAR WALCHIRK
MRS. BERNIECE M. ZIMMERMAN	

Education

- 232 PROBLEMS IN INDUSTRIAL EDUCATION 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Education 238.
This course is designed to acquaint the student with the problems and practices of the several phases of industrial education. Methods of organization of subject matter for the general shop and the unit shop are considered.
- 233 METHODS OF TEACHING INDUSTRIAL EDUCATION 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Education 238.
Teaching techniques in the field of industrial education; preparation for student teaching; the making of teaching plans; tests and other evaluation procedures; shop safety; management and control of shop and classroom.
- 234 VOCATIONAL GUIDANCE 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Junior standing in the Industrial Education Curriculum.
Basic concepts and practices of vocational guidance in public schools, with emphasis on the secondary school and the role of the industrial education instructor.
- 238 PHILOSOPHY AND ORGANIZATION OF AMERICAN PUBLIC EDUCATION 4 PERIODS; 4 CREDIT HOURS
A course considering the contemporary philosophies of education which influence current school practice in America. Issues affecting the school program; its purposes, content, methods, and organization. Relation to the structure and curriculum of the school system to social, economic, and political purposes and organizations. Ethical and professional obligations of teachers in achieving the social purposes of the American school. This course meets the Illinois State Teacher Certification Board requirements for Philosophy of Education, 2 semester hours, and American Public Education, 2 semester hours.
- 242 PRINCIPLES OF TEACHING 4 PERIODS; 4 CREDIT HOURS
Prerequisites: Education 238 and Psychology 206.
A course concerned with the planning and conduct of classroom instruction. Development of unit plans, daily lesson plans, and selection of materials of instruction to satisfy individual and group needs will be included along with consideration of classroom techniques, group dynamics, discipline, and management. Periods of observation to be arranged where they will be of greatest value in providing insight into the problems under discussion.

¹See also Department of Kindergarten-Primary Education (Page 62) and Department of Student Teaching (Page 64). Courses in the methodology of teaching specific subjects are listed in the offerings of the various departments.

Education

- 245 PRINCIPLES OF SECONDARY EDUCATION 3 PERIODS; 3 CREDIT HOURS
Treats the development of the high school, its organization and purposes, functions and practices, and its relationship to other community institutions. Attention is given to major issues in determining educational goals and curricula, and current trends in instruction.
- 263 HISTORY OF AMERICAN EDUCATION 3 PERIODS; 3 CREDIT HOURS
A course tracing the development of a unique system of education in the United States: beginning in the colonies; education under the new republic; European influences; effects of industrialization; types of curriculum evolved to meet recognized needs; changes in methods of teaching; expansion of the schools; the education of women; major developments since 1900.
- 264 PHILOSOPHY OF EDUCATION 3 PERIODS; 3 CREDIT HOURS
Prerequisite: At least Junior standing.
Educational objectives advocated by outstanding representatives of social and ethical movements; related problems of curriculum construction and classroom procedure; historical and philosophical origins of current educational issues; critical appraisal as a preparation for dealing with other educational problems.
- 268 ELEMENTARY SCHOOL CLASSROOM MANAGEMENT 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Consent of instructor.
A course dealing with the philosophy and objectives of elementary education: purposes and scope of curriculum of the elementary school; significant characteristics of the elementary school child; climate for effective learning; techniques of classroom control; planning for teaching; techniques of instruction; evaluation of learning; record-keeping and interpretation.
- 269 ORIENTATION TO TEACHING IN CHICAGO 2 PERIODS; 2 CREDIT HOURS
A course dealing with the constitutional and legal basis of the Chicago public school system; relation of Chicago's school system to the federal, state, and municipal government; financing Chicago's schools; structure; scope; rules and regulations for teachers; rights and privileges of the Chicago teacher; professional and welfare organizations for Chicago teachers; Chicago's educational resources outside the school system.
- 271 AMERICAN PUBLIC EDUCATION 2 PERIODS; 2 CREDIT HOURS
An overview of the school in the American social order, designed to acquaint the prospective teacher with the development and character of the American public school system, its purposes, organization and function, its relations to community institutions, and the ethical and professional obligations of its teachers in achieving the purposes of American education. This course meets the Illinois State Teacher Certification Board requirements for American Public Education.
- 317EMH SPECIAL CLASS METHODS FOR EDUCABLE MENTALLY HANDICAPPED 2 PERIODS; 2 CREDIT HOURS
Prerequisite: Psychology 305 or consent of instructor.
A course dealing with teaching methods and techniques adapted to slow learning groups; curriculum; materials; physical setup of ungraded classes.

Education

- 320 METHODS AND MATERIALS FOR SIGHT SAVING CLASS 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Consent of instructor.
A course designed to give training in the special skills needed by sight saving teachers; proficiency in the use of the bulletin typewriter and in manuscript writing, oral reading, poster making, and certain handicrafts adapted to the limitations of visually handicapped children; the need for special lighting and the use of suitable printed materials and maps; special studies of unique problems of teaching reading, writing, spelling.
- 323 EDUCATIONAL RESEARCH AND EVALUATION 3 PERIODS; 3 CREDIT HOURS
The thinking underlying the principles and techniques of educational research as a basis for producing and using research in education.
- 324 PRINCIPLES OF CURRICULUM CONSTRUCTION 3 PERIODS; 3 CREDIT HOURS
Concerned largely with general concepts and principles underlying curriculum construction. The role of research as it applies to the curriculum.
- 325 SEMINAR: SPECIAL PROBLEMS IN AUDIO-VISUAL EDUCATION 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Education 357 or Library Science 351.
Problems in audio-visual education selected on the basis of special needs and interests of the students. Includes problems relating to the planning and development of new or adapted techniques for effective instruction in connection with teaching materials.
- 326 PRINCIPLES OF MODERN SECONDARY EDUCATION 3 PERIODS; 3 CREDIT HOURS
Functions and practices of the American high school. Major issues in determining educational goals and curricula, and current trends in instruction with their psychological bases.
- 327 COMPARATIVE EDUCATION FIELD; 3 CREDIT HOURS
Prerequisite: Consent of the instructor.
A field course providing opportunities to obtain a multi-cultural perspective for understanding and appraising American education through first-hand observation of school practices in other countries.
- 338 INTRODUCTION TO GROUP DYNAMICS 3 PERIODS; 3 CREDIT HOURS
Basic principles of group methods in educational settings. Special attention given to development of leadership skills by means of these methods.
- 339 EVALUATION OF INSTRUCTION 3 PERIODS; 3 CREDIT HOURS
Theory of measurement as applied to achievement tests. Principles of item construction and selection, validity, and reliability. Use of evaluation to improve instruction.
- 340 PRINCIPLES AND ORGANIZATION OF VOCATIONAL EDUCATION 3 PERIODS; 3 CREDIT HOURS
Theory and practice in vocational education, including historical and legislative background, principles and organization of programs and contemporary issues and trends. Emphasis on the public vocational school in the urban milieu.

Education

- 343 TELEVISION FOR TEACHERS 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Education 357 or Library Science 351.
A course designed to provide the classroom teacher with the background necessary to utilize educational television as an effective instructional resource, and to qualify in addition, as a possible contributor to the production of original telecasts. Closed-circuit as well as broadcast arrangements are considered.
- 344 EDUCATION OF THE GIFTED CHILD 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Psychology 205 and 206 or equivalents; two years of teaching experience.
A general course for teachers, administrators and personnel workers in the nature and organization of a program for children gifted intellectually and otherwise, methods of identifying their needs, curriculum adaptations, guidance practices, and the evaluation of progress.
- 352 HISTORY OF EDUCATIONAL THOUGHT 3 PERIODS; 3 CREDIT HOURS
Discussion of some of the basic ideas of such educational pioneers of past and present as Aristotle, Plato, Aquinas, Rousseau, Pestalozzi, Froebel, and Dewey. A few selected texts will be read extensively and analyzed. An elective course.
- 354 SURVEY OF SPECIAL EDUCATION 2 PERIODS; 2 CREDIT HOURS
Prerequisite: Psychology 110 or equivalent.
An introduction to the education of exceptional children: state and local financial support; procedures and facilities for the education of the socially maladjusted, crippled, partially seeing, blind, hard-of-hearing, deaf, slow-learning, and mentally gifted; identifying characteristics of atypical children and a consideration of their needs.
- 357 AUDIO-VISUAL EDUCATION 4 PERIODS; 3 CREDIT HOURS
A survey of multi-sensory devices and materials of instruction: chalkboards, tackboards, bulletin display, maps, charts, graphs, field trips, models, slides, filmstrips, 16 mm silent and sound motion pictures, overhead projection, tachistoscopic techniques, micro-film, radio, and television, with emphasis on informational sources, utilization, evaluation; skills and techniques of operating equipment. Also listed as Library Science 351.
- 365 PSYCHOLOGY OF ELEMENTARY SCHOOL SUBJECTS 3 PERIODS; 3 CREDIT HOURS
Overview of the principles of organization; practice; motivation; psychological factors underlying the teaching of the following: reading, language, spelling, handwriting, arithmetic, the social studies, geography, elementary science, health, and physical education.
- 371 SPECIAL TECHNIQUES AND APPLIANCES USED IN TEACHING THE BLIND 5 PERIODS; 3 CREDIT HOURS
Mastery of standard English Braille; operation and care of the Braille writer; use of the Taylor and Brannan arithmetic slates, the Talking Book, square handwriting, writing boards and grilles, Braille maps, models, and specimens.

Education

- 372 METHODS AND MATERIALS IN THE EDUCATION OF THE BLIND 5 PERIODS; 3 CREDIT HOURS
Methods which have been adapted or devised for the more efficient instruction of elementary level blind pupils in oral and silent reading, writing, spelling, arithmetic, geography, nature study, health, typing, music, manual training, and home economics. Storytelling, dramatic arts, modeling, class projects, and programs demonstrated.
- 376 HUMAN RELATIONS IN THE ELEMENTARY SCHOOL 3 PERIODS; 3 CREDIT HOURS
A study of the factors affecting intergroup and interpersonal relations. Emphasis focused on the individual: features he has in common with all men; those culturally shared; and those uniquely his. Utilization of this knowledge in application of techniques for improving human relations in the classroom.
- 386 METHODS OF TEACHING THE DEAF I 3 PERIODS; 3 CREDIT HOURS
Techniques of teaching school subjects to the deaf: social studies, science, arithmetic, writing, with special attention to the teaching of reading and its integration with language development.
- 387 METHODS OF TEACHING THE DEAF II 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Education 386.
Continuation of Education 386.
- 388 OVERVIEW OF HUMAN RELATIONS PROBLEMS 2 PERIODS; 2 CREDIT HOURS
A broad overview course to provide a comprehensive understanding of problems and progress on the national scene, and their international implications.
- 389 PROBLEMS IN HUMAN RELATIONS: SOCIOLOGICAL INSIGHTS 3 PERIODS; 3 CREDIT HOURS
A course to provide the sociological background of human relations.
- 390 PROBLEMS IN HUMAN RELATIONS: PSYCHOLOGICAL INSIGHTS 3 PERIODS; 3 CREDIT HOURS
A course to provide a comprehensive understanding of the psychological and emotional factors which have their impact upon the classroom situation.
- 391 PROBLEMS IN HUMAN RELATIONS: CURRICULAR APPROACHES 3 PERIODS; 3 CREDIT HOURS
A course to provide an understanding of the curricular approaches to human relations problems.

Department of Kindergarten-Primary Education

MRS. CHARLOTTE A. BARR

MRS. PERI P. GEORGIU

MISS VIOLA M. LYNCH

Education

- 227KgP TEACHING READING IN THE PRIMARY GRADES 3 PERIODS; 3 CREDIT HOURS

Prerequisite: Concurrent registration in Education 239KgP.

A course concerning itself with the developmental reading program: the place of reading in the total development of the child; the nature of the reading process; the necessity for considering the individual needs and abilities of the child; methods, techniques, and materials in teaching primary reading.

- 228KgP PLAY AND RHYTHMIC EXPRESSION 4 PERIODS; 2 CREDIT HOURS

Prerequisites: Education 239KgP and the consent of the instructor.

A course which gives consideration to the value, content, and anticipated outcomes of play and rhythmic expression in the kindergarten-primary grades; the materials, equipment, and techniques needed; the evaluation of this program after a consideration of the developmental needs of children. Students are required to play suitable piano accompaniment for games and rhythms.

- 229KgP ART AND CRAFTS IN THE KINDERGARTEN-PRIMARY GRADES 4 PERIODS; 2 CREDIT HOURS

Prerequisite: Education 239KgP.

A course organized to develop understanding and appreciation of young children's creative art and crafts: the importance of creative expression; developmental sequences in creative abilities; appropriate materials, methods, and techniques; observation of children working with various media; opportunities for working with materials on the child's level.

- 239KgP LANGUAGE ARTS IN THE KINDERGARTEN-PRIMARY GRADES 4 PERIODS; 3 CREDIT HOURS

Prerequisites: Psychology 206.

A course dealing with the language arts program in the kindergarten-primary grades: the function of language in the life of the child; the relationship of language to other areas of learning; the content, activities, and classroom environment which foster language growth; the skills necessary for implementing this program. Observation of kindergarten-primary children.

- 240KgP ORIENTATION TO TEACHING 3 PERIODS; 2 CREDIT HOURS

Prerequisites: Psychology 206 and concurrent registration in Education 227KgP and Education 239KgP.

A lecture and laboratory course planned to orient the student to the kindergarten-primary situation: understanding what constitutes a good school day; recognizing the relationship between the school program and discipline; planning for centers of interest; handling routine activities; developing abilities and preparing materials to be used in special methods courses; observing in kindergarten-primary classrooms; participation-teaching in kindergarten-primary classrooms; evaluating and planning for the improvement of teaching skills.

Education

- 241KgP SOCIAL STUDIES, SCIENCE, AND NUMBERS IN THE KINDERGARTEN-PRIMARY GRADES 8 PERIODS; 6 CREDIT HOUR

Prerequisites: Psychology 206 and Education 239KgP.

A lecture and laboratory course which presents the experience unit as the most desirable way of integrating the social studies, science, and number activities in the kindergarten-primary grades; opportunities for selecting developing, carrying out, and evaluating units of work suitable for use with kindergarten-primary children; planning for social studies, science, and number experiences which are not a part of this integrated program; developing materials for use in the classroom.

- 266KgP PRINCIPLES AND METHODS OF KINDERGARTEN-PRIMARY EDUCATION I 3 PERIODS; 3 CREDIT HOURS

The course includes the major techniques for organization of instruction and criteria for evaluating educational outcomes. Study is made of areas covered in an integrated kindergarten-primary curriculum with special emphasis on language experiences.

- 267KgP PRINCIPLES AND METHODS OF KINDERGARTEN-PRIMARY EDUCATION II 3 PERIODS; 3 CREDIT HOURS

A study of techniques of teaching, including the use of research results in improving instruction. Special emphasis is placed on social studies, science, and arithmetic. Utilization is made of community resources and home-school co-operation.

Department of Student Teaching

MISS LOUISE M. DIETERLE
DR. LILLIAN MAE DIMITROFF
MISS MARIANNE GARBEL
DR. M. LUCILLE GROGAN

MR. CHARLES E. MCGUCKIN
MR. JOHN P. O'DONNELL
DR. FLOYD R. SMITH
MISS MARIE L. TIERNEY

Education

223Elem STUDENT TEACHING

1 DAY AND 4 HALF-DAYS;
6 CREDIT HOURS

Prerequisites: Education 242, English 206, Mathematics 205, Science 209, or consent of instructor; and a minimum over-all grade point average 2.0.

A program whereby students learn to teach by teaching; designed to induct students gradually into the many activities and responsibilities of the classroom teacher. Students are assigned to two grade levels in off-campus elementary schools for a semester of the senior year; provided with observation at all levels of the schools and opportunities for experience in the areas of special services; supplied with guidance and supervision by a college counselor and by critic teachers and principals of co-operating schools; and given further assistance through a seminar held two afternoons weekly during student teaching semester; in addition to teaching, students are encouraged to participate in many professional activities, typical of which are parent-teacher-pupil conferences and faculty meetings.

223KgP STUDENT TEACHING

1 DAY AND 4 HALF-DAYS;
6 CREDIT HOURS

Prerequisites: Education 240KgP, 228KgP, 229KgP, 241KgP, or consent of instructor and a minimum over-all grade point average 2.0.

A program whereby students learn to teach by teaching; designed to induct students gradually into the many activities and responsibilities of the classroom teacher. Students are assigned to two kindergarten-primary grade levels in off-campus elementary schools; provided with observation at all levels of the schools and opportunities for experience in the areas of special services; supplied with guidance and supervision by a college counselor and by critic teachers and principals of co-operating schools; and given further assistance through a seminar held two afternoons weekly during student teaching semester. In addition to teaching, students are encouraged to participate in many professional activities, typical of which are parent-teacher-pupil conferences and faculty meetings.

224Elem STUDENT TEACHING SEMINAR

3 PERIODS; 3 CREDIT HOURS

Prerequisite: Education 242, English 206, Mathematics 205, Science 209, or consent of instructor; and a minimum over-all grade point average 2.0.

A seminar designed as an integral part of the student teaching program taken concurrently with Education 223Elem; conducted as a forum in which students and counselor analyze situations encountered in student teaching: systematic attention is given to common concerns of inexperienced teachers such as evaluation, pupil behavior, classroom management and routine, methods of instruction, the role of the substitute teacher, ethical and legal aspects of teacher conduct, co-operation with parents and colleagues, etcetera; seminar activities include discussions, panel and round table presentations, special lectures, participation in workshops, field trips, reading and evaluating selected references.

Education

224KgP STUDENT TEACHING SEMINAR

3 PERIODS; 3 CREDIT HOURS

Prerequisites: Education 240KgP, 228KgP, 229KgP, 241KgP, or consent of instructor and a minimum over-all grade point average 2.0.

A seminar designed as an integral part of the student teaching program and taken concurrently with Education 223KgP; conducted as a forum in which students and counselor analyze situations encountered in student teaching; attention is given to common concerns of inexperienced teachers such as evaluation, pupil behavior, classroom management and routine, methods of instruction, the role of the substitute teacher, ethical and legal aspects of teacher conduct, co-operation with parents and colleagues; seminar activities include discussions, panel and round table presentations, special lectures, participation in workshops, field trips, reading and evaluating selected references. Taken concurrently with Education 223KgP.

235BE STUDENT TEACHING, BUSINESS EDUCATION

5 HALF-DAYS; 6 CREDIT HOURS

Prerequisites: Business 270 or 283, Education 238, or consent of instructor and minimum over-all point average 2.0.

A program whereby students learn to teach by teaching; designed to induct students gradually into the many activities and responsibilities of the commercial teacher. Students are assigned to off-campus high schools for a semester of the senior year; provided with observation in commercial subjects; supplied with guidance and supervision by college counselors and by critic teachers and principals of cooperating schools; given further assistance through a seminar held one afternoon weekly during the student teaching semester. In addition to teaching, students are encouraged to participate in many professional activities, typical of which are parent-pupil conferences and faculty meetings.

235IE STUDENT TEACHING, INDUSTRIAL EDUCATION

5 HALF-DAYS; 6 CREDIT HOURS

Prerequisites: Education 233 and minimum over-all grade point average 2.0.

A program whereby students learn to teach by teaching; designed to induct students gradually into the many activities and responsibilities of the shop teacher. Students are assigned to off-campus high schools for a semester of the senior year; provided with observation in shop subjects; supplied with guidance and supervision by college counselors and by critic teachers and principals of co-operating schools; given further assistance through a seminar held two afternoons weekly during the student teaching semester. In addition to teaching, students are encouraged to participate in many professional activities, typical of which are parent-pupil conferences and faculty meetings.

243EMH STUDENT TEACHING OF EDUCABLE MENTALLY HANDICAPPED CHILDREN

130 CLOCK HOURS; 3 CREDIT HOURS

Prerequisites: Education 242, Psychology 110, and a minimum over-all grade point average of 2.0.

Assignment of students to educable mentally handicapped classes in schools of the Chicago Public School System; supervision of students by a counselor through visits to the classrooms and by individual conferences.

244Elem STUDENT TEACHING AND SEMINAR

1 DAY AND 4 QUARTER DAYS,
3 PERIODS FOR SEMINAR; 6 CREDIT HOURS

Prerequisites: Education 242, English 206, Mathematics 205, Science

Education

209, or consent of instructor, and a minimum over-all grade point average of 2.0.

For students following the teaching major curriculum, a program whereby students learn to teach by teaching; designed to induct students gradually into the many activities and responsibilities of the classroom teacher. Students are assigned to teach one class of pupils in off-campus elementary schools for a semester of the senior year, provided with observation at all levels of the elementary school and opportunities for experience in the areas of special services, supplied with guidance and supervision by a college counselor and by critic teachers and principal of cooperating schools; and given further assistance through a seminar held two afternoons weekly during the student teaching semester; in addition to teaching, students are encouraged to participate in many professional activities, typical of which are parent-teacher-pupil conferences and faculty meetings.

246BE STUDENT TEACHING SEMINAR 1 PERIOD; 1 CREDIT HOUR
BUSINESS EDUCATION

Prerequisites: Business 270 or 283, Education 238 or consent of instructor, and a minimum over-all grade point average of 2.0.

A seminar that is integrated and taken concurrently with the business education student teaching program in the secondary schools, in which students and counselor analyze situations encountered in student teaching. Systematic attention is given to such common concerns of inexperienced teachers as classroom management and routines, pupil behavior, evaluation, methods of instruction, role of the substitute teacher, ethical and legal aspects of teacher conduct, and cooperation with parents and colleagues.

246IE STUDENT TEACHING SEMINAR, 1 PERIOD; 1 CREDIT HOUR
INDUSTRIAL EDUCATION

Prerequisites: Education 233 and minimum over-all grade point average of 2.0.

A seminar designed as an integral part of the student teaching program taken concurrently with student teaching in a secondary school; conducted as a forum in which students and counselor analyze situations encountered in student teaching; systematic attention is given to common concerns of inexperienced teachers such as evaluation, pupil behavior, classroom management and routines, methods of instruction, the role of the substitute teacher, ethical and legal aspects of teacher conduct, cooperation with parents and colleagues.

248B1 STUDENT TEACHING BLIND 80 CLOCK HOURS; 2 CREDIT
CHILDREN HOURS

Prerequisites: Education 242, Psychology 110, and a minimum over-all grade point average of 2.0.

Assignment of students to sight-saving classes in schools of the Chicago Public School System; supervision of students by a counselor through visits to the classrooms and by individual conferences.

248PS STUDENT TEACHING OF PARTIALLY 80 CLOCK HOURS; 2 CREDIT
SEEING CHILDREN HOURS

Prerequisites: Education 242, Psychology 110, and a minimum over-all grade point average of 2.0.

Assignment of students to sight-saving classes in schools of the Chicago Public School System; supervision of students by a counselor through visits to the classroom and by individual conferences.

Education

249DO STUDENT TEACHING OF DEAF AND 120 CLOCK HOURS; 5 CREDIT
HARD-OF-HEARING CHILDREN HOURS

Prerequisites: Education 242, Psychology 110, and a minimum over-all grade point average of 2.0.

Assignment of students to deaf-oral classes in schools of the Chicago Public School System; supervision of students by a counselor through visits to the classrooms and by individual conferences.

265B1 STUDENT TEACHING SEMINAR, 1 PERIOD; 1 CREDIT HOUR
BLIND CHILDREN

Prerequisites: Education 242, Psychology 110, and a minimum over-all grade point average of 2.0.

A course taken concurrently with Education 220 B1 or 248B1, and dealing with special problems of teaching the blind child. Students discuss and evaluate specific techniques used during student teaching.

265DO STUDENT TEACHING SEMINAR, 1 PERIOD; 1 CREDIT HOUR
DEAF AND HARD-OF-HEARING CHILDREN

Prerequisites: Education 242, Psychology 110, and a minimum over-all grade point average of 2.0.

Continuance of the work begun the previous semester in the deaf-oral special methods courses, relating discussion closely to the students' experiences in either Education 220DO or 249DO, Student Teaching, which is given concurrently with Education 265DO. Study of the following topics: specific methods and devices in handling the speech reading, language, reading, speech and auditory training programs; instructional materials; research in the fields of psychophysics, psychology, and experimental methodology; social and vocational adjustment of the child with a hearing handicap; related literature; problems of a professional and social nature.

265EMH STUDENT TEACHING SEMINAR, 1 PERIOD; 1 CREDIT HOUR
EDUCABLE MENTALLY HANDICAPPED CHILDREN

Prerequisites: Education 242, Psychology 110, and a minimum over-all grade point average of 2.0.

A course taken concurrently with student teaching and dealing with the special problems of teaching the slow learning child.

265PS STUDENT TEACHING SEMINAR, 1 PERIOD; 1 CREDIT HOUR
PARTIALLY SEEING CHILDREN

Prerequisites: Education 242, Psychology 110, and a minimum over-all grade point average of 2.0.

A course taken concurrently with Education 220B1, 248PS, and dealing with special problems of teaching the partially-seeing child. Students discuss and evaluate specific techniques used during student teaching.

295Elem STUDENT TEACHING AND SEMINAR 5 MORNINGS AND 2 AFTER-
NOONS; 6 CREDIT HOURS

Prerequisite: Consent of Director of Student Teaching.

Assignment of students to elementary classes of the Chicago Public School System five mornings (seventeen clock hours) each week. Supervision of students by a counselor through visits to the classrooms, by individual conferences, and in seminar meetings. Offered during Summer Session only for graduates of accredited colleges.

Department of English and Speech

DR. WILLIAM CARD	DR. CARL A. LEFEVRE
DR. JOHN S. CARTER	MR. ELY M. LIEBOW
MR. THOMAS J. CRESWELL	DR. HENRIETTA H. McMILLAN
DR. DENA FAIRES	DR. PAUL SMITH
MISS LOUISE M. JACOBS	MR. GEORGE J. STEINER
DR. JACQUELINE M. KRUMP	DR. IRWIN J. SULOWAY
MR. COURTNEY B. LAWSON	MISS ELOISE S. THETFORD
DR. BENJAMIN LEASE	MR. ROBERT J. WALKER
MRS. MARIAM D. LEASE	DR. HORACE WILLISTON

Requirements for the English Sequence, Teaching Major Elementary Curriculum.

1. Completion of the basic Teaching Major Elementary Curriculum, page 41.
2. Completion of the following elective courses, a total of twenty-seven credit hours:

English 271, 311, 319, 320, 321
 English 269 or Speech 261
 English 307 or 313
 Library Science 302 or 251
 Speech 310

English

98	IMPROVING READING COMPETENCE	PERIODS ARRANGED; 0 CREDIT HOURS
	Group instruction and individual counseling to increase competence in all areas of reading and study skills. Students admitted to classes by written permission of the instructor; performances on standardized tests and recommendation by faculty members are basis of student referral.	
100	REVIEW OF FUNDAMENTALS	3 PERIODS; 0 CREDIT HOURS
	A review of the fundamentals of English expression, designed to raise the level of student writing to the competence required for English 119. Much of the writing to be done under laboratory conditions with attention to the particular needs of the individual student. Required of students whose mastery of written expression, as shown by entrance and placement examinations, is below the level for successful college work. Students who fail in the course are required to repeat it.	
116	AMERICAN LITERATURE	3 PERIODS; 3 CREDIT HOURS
	Prerequisite: English 123. The main stream of American ideas, ideals, and customs as revealed through our literature. Reading and discussion of selected works, with attention to the development of special skills in understanding literature.	

English

119	COMPOSITION I	3 PERIODS; 3 CREDIT HOURS
	Prerequisite: English 100 or passing of placement tests in English. A course to improve the student's ability to write clearly and correctly at an adult level; emphasis upon informational rather than personal writing; instruction as necessary in grammar, syntax, diction, idiom, punctuation, sentence structure, paragraphing, and organization; instruction in use of the library and other means of acquiring information.	
120	COMPOSITION II	3 PERIODS; 3 CREDIT HOURS
	Prerequisite: English 119. A continuation of English 119, advancing the training in formal elements of writing but with increased emphasis upon information and thought; elementary techniques of library research; evaluating sources of information critically; distinguishing fact and opinion; detecting colored or slanted writing, prejudice, and conclusions built on inadequate evidence. English 154 may be substituted for English 120 as a graduation requirement.	
123	INTRODUCTION TO LITERATURE	3 PERIODS; 3 CREDIT HOURS
	Prerequisites: English 120 or 154; or concurrent registration in English 120 or 154 and a grade of "B" in English 119. A course to improve the student's knowledge of imaginative literature through reading, analysis, and discussion of a representative selection of poetic and prose works of the past and present.	
124	READINGS IN LITERATURE	3 PERIODS; 3 CREDIT HOURS
	Prerequisite: English 123. A continuation of English 123, with main attention given to English literature and some to ancient and modern foreign literature in translation.	
154	WRITING FOR PUBLICATION	3 PERIODS; 3 CREDIT HOURS
	Prerequisites: English 119 and consent of instructor. The study of the standards and techniques of journalism in general and school journalism in particular. Instruction in the principles of news writing, editing, and make-up, supplemented by practice in writing news stories, features, articles, and editorials for possible publication. Attention devoted to the problems of supervising elementary school newspapers, to the role of the classroom newspaper and to school public relations. May be substituted for English 120 as a graduation requirement.	
155	THE ROMANTIC PERIOD	3 PERIODS; 3 CREDIT HOURS
	Prerequisite: English 123. A study of the poetry and prose of the period (1785-1832) with special attention to the major figures: Burns, Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats.	
202	CHILDREN'S LITERATURE	3 PERIODS; 3 CREDIT HOURS
	Prerequisite: English 123. Preparation for the teaching of literature in the intermediate and upper grades; wide reading of children's books as a background for the guidance of children's reading; acquaintance with appropriate book lists and indexes; investigation of children's interests, classroom methods of handling individual reading, group reading of the same selection, creative expression stimulated by literary experience, and choral reading of poetry; acquaintance with outstanding authors and illustrators of children's books.	

English

- 206 TEACHING OF THE LANGUAGE ARTS 3 PERIODS; 3 CREDIT HOURS
IN THE ELEMENTARY SCHOOL
Prerequisites: English 120 or 154, and 202.
A study of the methods and skills in teaching the arts of communication with emphasis on the teaching of reading: the sources of ideas and material, methods of discovering the individual needs of children, and the interdependence of reading and other forms of communication.
- 209 LITERATURE FOR CHILDREN IN 2 PERIODS; 2 CREDIT HOURS
THE PRIMARY GRADES
Prerequisite: Concurrent registration in, or prerequisite of, Education 239KgP.
Preparation for effective teaching of literature in the kindergarten and primary grades: wide reading of books for young children; guided practice in story selection and storytelling; classroom methods in the management of creative expression based on literary experience; guidance of individual reading; investigation of children's interests; classroom methods in the presentation of poems, including choral reading; acquaintance with outstanding authors and illustrators of children's books; the study of appropriate book lists and indexes.
- 269 DRAMA 3 PERIODS; 3 CREDIT HOURS
Prerequisite: English 123.
A study of the drama as a type with much practice in reading plays of varying technique and spirit; consideration of the ethical, social, and esthetic values of the plays read; study by each student of the chief dramatic works of one important playwright.
- 271 PUBLIC DISCUSSION 3 PERIODS; 3 CREDIT HOURS
Prerequisite: English 120 with a grade of "C" or better.
Participation in public discussion which aims at truth rather than at partisan success: the significance of discussion in a democracy; the nature, value, and limitation of discussion; forms of reasoning; fact and expert opinion; fundamental techniques of preparation, participation, and leadership; the pattern of discussion; modes of evaluation; panel, symposium, and forum techniques; evaluation of radio forums and symposiums; individual speech problems; experience in the discussion of contemporary problems.
- 272 PROBLEMS IN SCHOOL 2 PERIODS; 1 CREDIT HOUR
JOURNALISM I
Prerequisite: Consent of instructor.
Designed for members of the *Tempo* staff. A seminar providing an opportunity for working as a group in the production of a school newspaper: problems of policy, planning, editorial judgment, proof reading, finance, and staff operations. Students are encouraged to work out their own criteria of value and suitability.
- 273 PROBLEMS IN SCHOOL 2 PERIODS; 1 CREDIT HOUR
JOURNALISM II
Prerequisites: English 272 and consent of instructor.
Continuation of English 272.
- 274 PROBLEMS IN SCHOOL 2 PERIODS; 1 CREDIT HOUR
JOURNALISM III
Prerequisites: English 272, 273, and consent of instructor.
Continuation of English 273.

English

- 278 BUSINESS LETTER WRITING 2 PERIODS; 2 CREDIT HOURS
Prerequisite: English 120.
The techniques of clear, coherent, and effective written communication applied to the business letter and other forms of business correspondence.
- 303 READING METHODS AND MATERIALS 2 PERIODS; 2 CREDIT HOURS
FOR EDUCABLE MENTALLY HANDICAPPED
Prerequisite: Possession of a valid certificate in Chicago Public Schools.
A study of reading instruction adapted to the needs of the slow-learning child; pre-reading activities; special reading projects in accordance with pupils' interests; preparation of material for individualized techniques; phonics; growth in work-type reading; free reading activities.
- 307 READINGS IN CONTEMPORARY 3 PERIODS; 3 CREDIT HOURS
LITERATURE
Prerequisite: English 124.
Study of major movements and extensive reading of contemporary poets, novelists, and dramatists.
- 311 SHAKESPEARE 3 PERIODS; 3 CREDIT HOURS
Prerequisite: English 124.
Shakespeare as a poet and dramatist, realized through the study of representative sonnets, comedies, histories, and tragedies, with consideration of the Elizabethan theatre and of Shakespeare's fellow dramatists.
- 312 AMERICAN ENGLISH 3 PERIODS; 3 CREDIT HOURS
Prerequisite: English 123.
A language course for teachers: an examination of the pronunciation, grammar, and vocabulary of standard American English, with attention to social and regional variants, the relationship between speech and writing, and the problems of standards of usage.
- 313 MASTERPIECES IN TRANSLATION 3 PERIODS; 3 CREDIT HOURS
Prerequisite: English 124.
A study of selected masterpieces from the literatures of ancient Greece, Rome, the Middle Ages, modern Europe, and South America; sufficient attention to background to reveal the significance of each selection; consideration of ethical and social values, and of esthetic values exclusive of style.
- 319 STUDIES IN AMERICAN LITERATURE 3 PERIODS; 3 CREDIT HOURS
Prerequisite: English 116.
Individual authors selected for intensive study.
- 320 MAJOR ENGLISH WRITERS 3 PERIODS; 3 CREDIT HOURS
BEFORE 1800
Prerequisite: English 124.
Major English writers and works considered in their relationships to each other and to the literary and social climates of their times.
- 321 MAJOR ENGLISH WRITERS 3 PERIODS; 3 CREDIT HOURS
SINCE 1800
Prerequisite: English 124.
Continuation of English 320. English 320 and 321 need not be taken in sequence.

English

- 322 EXPOSITORY WRITING 3 PERIODS; 3 CREDIT HOURS
Prerequisite: English 120 or 154.
A review of basic principles of composition with special emphasis on mechanics, grammar, and organization of material.

Speech

- 100 REMEDIAL SPEECH 3 PERIODS; 0 CREDIT HOURS
A course designed to correct defective or substandard speech. Required of freshmen whose deficiencies, as noted in speech test, appear so marked that Speech 101 will not suffice to correct them. Required of advanced students whose classroom speech is below standard.
- 101 FUNDAMENTALS OF SPEECH 2 PERIODS; 2 CREDIT HOURS
A course in the fundamentals of good oral communication; emphasis upon information, perception, and reason rather than the special skills of salesmanship, oratory, or drama; practice in reading verse and prose aloud; short talks, reports, and panel or group discussions; special coaching and exercises, as required, to improve pronunciation and the intonation, modulation, and projection of the voice; use of tape recorder for self criticism.
- 102 VOICE AND ARTICULATION 2 CLASS MEETINGS; 2 CREDIT HOURS
Designed for students whose speech is characterized by substandard dialect, minor voice problems, and errors in articulation and/or pronunciation. May be recommended for students in any year.
- 152 FUNDAMENTALS OF THEATRE PRACTICE I 2 PERIODS; 1 CREDIT HOUR
A lecture-laboratory course in the basic techniques of play production: student participation in the organization and production of Theatre Workshop's one-act and three-act plays, school assemblies, and public performances of diverse types.
- 153 FUNDAMENTALS OF THEATRE PRACTICE II 2 PERIODS; 1 CREDIT HOUR
Prerequisite: Speech 152.
Continuation of Speech 152.
- 154 FUNDAMENTALS OF THEATRE PRACTICE III 2 PERIODS; 1 CREDIT HOUR
Prerequisites: Speech 152 and 153.
Continuation of Speech 153.
- 261 ORAL INTERPRETATION OF LITERATURE 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Speech 101 or the equivalent.
A skills course designed for the development of adequate mental and emotional responsiveness to literature and of the power to read aloud so that this appreciation is communicated to others. Analysis and criticism applied to prose, poetry, and drama. Opportunities for public presentations will be provided.

Speech

- 310 METHODS OF TEACHING SPEECH IN THE ELEMENTARY SCHOOL 3 PERIODS; 3 CREDIT HOURS
A study of methods in the teaching of speech in the elementary school; analysis of speech needs of children; emphasis on speech improvement; informal speech, basic skills, discussion, and oral reading with demonstrations of choric speaking, radio, creative dramatics, children's theatre, and assembly programs; analysis and development of materials for classroom use.
- 311 CREATIVE DRAMATICS FOR CHILDREN 2 CLASS MEETINGS; 2 CREDIT HOURS
Studies in the principles and methods of creative dramatizations with children; survey of source materials for various age levels, motivation, characterization, improvization, diction, movement, and evaluation.
- 352 SPEECH IMPROVEMENT IN THE CLASSROOM 2 PERIODS; 2 CREDIT HOURS
Basic speech principles and pertinent physiological, psychological, and emotional factors; planning of a program of speech improvement; demonstrations of procedures; discussion of speech problems, survey of professional literature concerning them, and measures for their prevention or amelioration; co-operation with the speech therapist in the speech correction program.
- 353 SPEECH CORRECTION AND THE CLASSROOM TEACHER 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Speech 101 or equivalent, or Junior standing.
Training in the diagnosis, prevention, and correction of minor speech defects, and consideration of the proper classroom handling of major speech difficulties. Demonstrations and lectures place emphasis on the specific speech problems which the classroom teacher encounters.

Department of Home Economics

MRS. MADELYN G. GORMAN

Requirements for the Home Mechanics Sequence, Teaching Major Elementary Curriculum.

1. Completion of the basic Teaching Major Elementary Curriculum, page 41, except for the substitution of Industrial Arts 275 for Physical Science 101.
2. Required courses in the basic curriculum are not taken in the usual sequence. A special sequence to be followed by Home Mechanics Majors is available from the Department Advisors.
3. Completion of the following courses, a total of twenty-seven credit hours:

Home Economics 155, 251, 267

Industrial Arts 264, 273, 274

Home Economics 266 or Industrial Arts 270

Home Economics 268 or Industrial Arts 272

Home Mechanics 251

Home Economics

- 155 CLOTHING AND TEXTILES I 5 PERIODS; 3 CREDIT HOURS

A course introducing the students to clothing and textile problems as a background for the clothing and textile units in the home mechanics course for the elementary school, including a study of the fundamental materials and methods used in clothing construction, the care and use of the sewing machine, the interpretation and use of commercial patterns, and the construction of garments; a study of textile fibers used in making yarns and cloth; cloth construction, textile design, and cloth finishes; simple tests for fabric identification; factors influencing the purchase of textiles for home and personal use. An analysis of the clothing and textile units in the home mechanics courses for the elementary school; methods and techniques in their presentation.

- 251 FOODS I 5 PERIODS; 3 CREDIT HOURS

An introductory lecture and laboratory course to develop a knowledge of food selection for maintenance of health; meal planning; scientific principles of food preparation; standards of food preparation and service; food marketing problems; care of food in the home. Experience in preparation and service of breakfasts, lunches, and afternoon teas. Analysis of the home mechanics food units; experience in laboratory methods and organization for the elementary school.

- 266 FOODS II 5 PERIODS; 3 CREDIT HOURS

Prerequisite: Home Economics 251 or consent of instructor.

A continuation of Foods I. Experience in the preparation and service of lunches and dinners and of food for special occasions. Emphasis on standards of food preparation and service, and on economy of time, money, and materials in meal management for the family. Food preservation on the basis of current needs.

Home Economics

- 267 HOME FURNISHINGS AND EQUIPMENT 5 PERIODS; 3 CREDIT HOURS

A laboratory and lecture course in the study of furnishings and equipment for the average home; development of appreciation of beauty and simplicity in furnishings for the house; application of basic art principles in the selection and arrangement of furnishings; study of historical developments of furniture, rugs, china, silver, and their adaptability to the modern home; care of equipment; analyses of time and energy expenditures in housekeeping and the study of time and labor saving devices; consideration of the types of contributions which the elementary school child may make to the comfort and beauty of the home; construction of sample projects which are within the ability of the elementary school child to make or renovate; use of slides, films, and other visual aids together with conducted tours to develop appreciation of beauty in furnishings for the home.

- 268 CLOTHING AND TEXTILES II 5 PERIODS; 3 CREDIT HOURS

Prerequisite: Home Economics 155 or consent of instructor.

A continuation of Clothing I with further experience in clothing construction and with continued emphasis on textiles as a factor in family welfare. Analyses throughout the course of individual clothing costs and interpretation of them in terms of family incomes. A study of line, color, fabric, and style as related to individual type and as applied to garment making. Further analysis of clothing and textile units in the home mechanics courses for the elementary school; development of methods and techniques in their presentation.

- 301 IMPROVEMENT OF INSTRUCTION IN CLOTHING 5 PERIODS; 3 CREDIT HOURS

Prerequisites: Teaching experience in the elementary or secondary school, the bachelor's degree, and two courses in clothing, or consent of instructor.

A study of the history, principles and practices of classroom instruction in clothing, including evaluation of literature, research, and methods of teaching in the high school. Supervised practice is provided in the application of the unit and other approved methods of garment construction, leading to the production of illustrative materials and models that can be used in teaching children. Attention is directed to meeting pupil needs also through selection and care of clothing.

Home Mechanics

- 251 PREPARATION FOR TEACHING HOME MECHANICS 5 PERIODS; 3 CREDIT HOURS

Prerequisites: 2 home economics and 2 industrial arts courses from the home mechanics sequence.

This course deals with the objectives and organization of the home mechanics laboratory in the elementary schools of Chicago, presented by members of both the Home Economics Department and the Industrial Arts Department. Section A—The objectives and content of the food, clothing, textile, and home furnishings units. Classroom procedures in handling the units. Section B—The objectives and content of the units on electricity in the home, plumbing and heating, household utensils and appliances, and care of house and grounds. Demonstration of typical teaching materials; exposition of classroom procedures; lesson plans.

Department of Industrial Arts

MR. FRED O. ANDERSON
MR. COLEMAN HEWITT
MR. LEWIS L. HORTON

DR. RUTHERFORD E. LOCKETTE
MR. FRANK N. MOORE
MR. ANTHONY VASIS

Requirements for the Home Mechanics Sequence, Teaching Major Elementary Curriculum.

1. Completion of the basic Teaching Major Elementary Curriculum, page 41, except for the substitution of Industrial Arts 275 for Physical Science 101.
2. Required courses in the basic curriculum are not taken in the usual sequence. A special sequence to be followed by Home Mechanics Majors is available from the Department of Industrial Arts.
3. Completion of the following elective courses, a total of twenty-seven credit hours:

Home Economics 155, 251, 267

Industrial Arts 264, 273, 274

Home Economics 266 or Industrial Arts 270

Home Economics 268 or Industrial Arts 272

Home Mechanics 251

Industrial Arts

- 106 **ELEMENTARY INDUSTRIAL ARTS** 4 PERIODS; 2 CREDIT HOURS
A laboratory course concerned with the tools, materials, processes, and products of industry and with those who produce and consume these products; largely manipulative, providing experience in working with wood, metal, plastics, ceramics, graphic arts, and electricity; emphasis placed on the social results to be gained by working with groups, by the planning and execution of well designed projects, and by organization and administration of material.
- 264 **CRAFTS** 5 PERIODS; 3 CREDIT HOURS
Prerequisite: Industrial Arts 106.
A laboratory and lecture course dealing with organizing and teaching certain craft clubs in the elementary school. Fabrication, coloration, and decorating of thermoplastics; shaping and surfacing woods and metals; laminated, framed, and box constructions; coloring and repoussé; stains, paints, and enamels; clays, cements, and plasters.
- 270 **PLASTICS** 5 PERIODS; 3 CREDIT HOURS
A laboratory course dealing with forming and finishing of plastic materials, and their application to articles of use: natural and synthetic plastics; plastic forms of commerce; physical properties of plastic materials; thermo-plastics; cements and colorants; decorative employment of plastics; projects for home mechanics and Industrial Arts laboratories.
- 272 **CERAMICS** 5 PERIODS; 3 CREDIT HOURS
A laboratory and demonstration course having to do with shaping, casting, glazing, and firing clay projects; the making and use of plaster of Paris and flexible molds; the design, construction, and use of press molds; the use of the potter's wheel and the making of glazes.

Industrial Arts

- 273 **METAL** 5 PERIODS; 3 CREDIT HOURS
A laboratory and demonstration course in which the major emphasis is on metal concerned with the kinds and characteristics; methods of refining and manufacturing; tools and machines used in fabricating; the processes of forming, etching, finishing, enameling, fastening, and sharpening; and the design and construction of a series of metal projects in which various processes and techniques are used.
- 274 **WOOD** 5 PERIODS; 3 CREDIT HOURS
A laboratory and demonstration course in which the major emphasis is on wood concerned with the kinds and characteristics; methods of processing and manufacture; tools and machines used in fabricating; the processes of jointing and finishing; the various wood products; wood and its use as a home construction material; the general maintenance of the home and garden; and the design and construction of a series of projects in which various materials, processes, and techniques are used.
- 275 **ELECTRICITY** 5 PERIODS; 3 CREDIT HOURS
A laboratory and demonstration course in which the major emphasis is on electricity: the history of production and development; the use of simple home circuits; the materials, tools, and processes used in the electrical field; the safe use of electricity; the use of electricity as a source of heat, light, power, and magnetism; the operation and maintenance of home appliances; and the design and construction of a series of projects for home and school.
- 358 **LEATHERCRAFT** 5 PERIODS; 3 CREDIT HOURS
Prerequisites: Industrial Arts 106, 264, or a course in Art Design.
A laboratory and lecture course in the field of leathercraft: history; sources of the various kinds of hides used in the making of leather articles; consumer information; various techniques in the fundamental operations involved in leathercraft, such as designing, making of patterns, layout, cutting of leather, tooling stamping, carving, punching, lacing, attaching fasteners, dyeing; construction of a variety of projects which fall within the scope of time and pupils' abilities.

Department of Industrial Education

FACULTY OF THE DEPARTMENT OF INDUSTRIAL ARTS

Industrial Education

- 154 ELEMENTS OF ENGINEERING DRAWING 5 PERIODS; 3 CREDIT HOURS
Prerequisite: High school plane geometry or equivalent.
A survey course including geometrical methods; orthographic projections; isometric, oblique, and perspective projections; charts, diagrams, and technical sketching; drafting room practices in tracing and methods of reproduction.
- 155 ADVANCED ENGINEERING DRAWING 5 PERIODS; 3 CREDIT HOURS
Prerequisite: Two years of high school mechanical drawing or equivalent.
A study of commercial practice, including sketching and working drawings of machine parts; structural steel and architectural detail drawings; pictorial projections; aeronautical, patent office, map, and topographical drawing; charts, diagrams, and tabulation of data.
- 156 DESCRIPTIVE GEOMETRY 5 PERIODS; 3 CREDIT HOURS
Prerequisite: High school solid geometry or equivalent or Mathematics 98 and 99 or Industrial Education 154 or 155.
The solution by graphical methods of problems having to do with the relation of points, lines, planes, and surfaces. Intersections and developments, shades and shadows, practical applications, construction of models.
- 157 DESIGN FOR SHOP PRODUCTION 5 PERIODS; 3 CREDIT HOURS
Analysis of contemporary approaches to the design of objects to be produced in wood, metal, plastics, such as furniture, interior furnishings, industrial art forms, and other machine arts. Objects designed in terms of material, construction and function; working and descriptive drawings developed; outside research and field trips required. For students registered in the High School Industrial Education Curriculum.
- 205 GENERAL DRAFTING 5 PERIODS; 3 CREDIT HOURS
General drafting is a basic course concerned with developing an understanding and appreciation of the tools and techniques of graphic presentation. Applications of pictorial views, charts, auxiliary views, will be the basis of providing a general experience in drafting. High school drafting is desirable but is not a prerequisite for this course.
- 260 ELECTRIC SHOP 5 PERIODS; 3 CREDIT HOURS
A course designed to give students a working knowledge of electricity, and its common uses in house wiring, communications, household appliances, motors, and generators.
- 265 METAL SHOP 5 PERIODS; 3 CREDIT HOURS
A course designed to acquaint the student with various tools, processes, products, and problems of the metal industry. Bench metal work, foundry, introductory gas and arc welding.
- 78

Department of Industrial Education

Industrial Education

- 270 PRINT SHOP 5 PERIODS; 3 CREDIT HOURS
An introductory course in the graphic arts. The development and importance of printing. Hand-composition, proof-reading, make-up, and presswork, together with other processes involved in letterpress printing.
- 275 WOOD SHOP 5 PERIODS; 3 CREDIT HOURS
A course giving an overview of the woods industry. Characteristics, costs, and appropriate use of woods in furniture, housing, etcetera. Use, care, and repair of woodworking hand tools. A suitable project is completed.
- 283 ADVANCED AUTO SHOP I 15 PERIODS; 9 CREDIT HOURS
A study of the thermal, electrical, and mechanical principles involved in the modern automobile. Principal emphasis is on the power plant.
- 284 ADVANCED AUTO SHOP II 15 PERIODS; 9 CREDIT HOURS
Prerequisite: Industrial Education 283.
A continuation on an advanced level of Industrial Education 283.
- 285 ADVANCED ELECTRIC SHOP I 15 PERIODS; 9 CREDIT HOURS
Prerequisite: Industrial Education 260.
A continuation on an advanced level of Industrial Education 260.
- 286 ADVANCED ELECTRIC SHOP II 15 PERIODS; 9 CREDIT HOURS
Prerequisites: Industrial Education 260 and 285.
A continuation on an advanced level of Industrial Education 285.
- 287 ADVANCED METAL SHOP I 15 PERIODS; 9 CREDIT HOURS
Prerequisite: Industrial Education 265.
A continuation on an advanced level of Industrial Education 265.
- 288 ADVANCED METAL SHOP II 15 PERIODS; 9 CREDIT HOURS
Prerequisites: Industrial Education 265 and 287.
A continuation on an advanced level of Industrial Education 287.
- 289 ADVANCED PRINT SHOP I 15 PERIODS; 9 CREDIT HOURS
Prerequisite: Industrial Education 270.
A continuation on an advanced level of Industrial Education 270.
- 290 ADVANCED PRINT SHOP II 15 PERIODS; 9 CREDIT HOURS
Prerequisites: Industrial Education 270 and 289.
A continuation on an advanced level of Industrial Education 289.
- 291 ADVANCED WOOD SHOP I 15 PERIODS; 9 CREDIT HOURS
Prerequisite: Industrial Education 275.
A continuation on an advanced level of Industrial Education 275.
- 292 ADVANCED WOOD SHOP II 15 PERIODS; 9 CREDIT HOURS
Prerequisites: Industrial Education 275 and 291.
A continuation on an advanced level of Industrial Education 291.

Department of Industrial Education

Industrial Education

- 293 ADVANCED MACHINE AND ARCHITECTURAL DRAWING 15 PERIODS; 9 CREDIT HOURS
Prerequisites: Industrial Education 151 or 152, and 153.
A course designed to acquaint the student with drafting room procedures.
- 294 ADVANCED MACHINE AND ARCHITECTURAL DRAWING II 15 PERIODS; 9 CREDIT HOURS
Prerequisite: Industrial Education 293.
A continuation on and advanced level of Industrial Education 293.
- 296 ADVANCED FOUNDRY I 15 PERIODS; 9 CREDIT HOURS
Prerequisite: Industrial Education 265.
A course designed to acquaint the student with foundry practice.
- 297 ADVANCED FOUNDRY II 15 PERIODS; 9 CREDIT HOURS
Prerequisite: Industrial Education 296.
A continuation on an advanced level of Industrial Education 296.
- 298 INDUSTRIAL SAFETY 2 PERIODS; 2 CREDIT HOURS
A course designed to acquaint the student with the moral conditions and practices in specific unit shop situations; safety emphasized through the study of legal liability, shop layout, color dynamics, accident report forms, safety tests, and audio-visual aids.

Department of Library Science

- | | |
|-----------------------|------------------------|
| MRS. PAULINE ATHERTON | DR. ELIZA GLEASON |
| MRS. MINNIE R. BOWLES | DR. LUCIEN E. PALMIERI |
| MR. WILLIAM BRACE | MRS. MARGARET SANDINE |
| MR. GEORGE E. BUTLER | MISS MARION W. TAYLOR |
| DR. FRITZ VEIT | |

Library Science

- 251 PROCESSING OF LIBRARY MATERIALS 3 PERIODS; 3 CREDIT HOURS
A practical presentation of the basic rudiments of library procedures for the school librarian. Simplified methods of classification; assignment of appropriate subject headings; preparation of books for circulation; shelf listing, cataloging, shelving and filing for the school library.
- 253 READING GUIDANCE FOR THE PRIMARY AND INTERMEDIATE GRADES 3 PERIODS; 3 CREDIT HOURS
Reading and evaluation of a wide variety of children's books according to literary style, content, format, and illustrations; a consideration of their uses for supplementing the curriculum, and for leisure time reading. Attention is given to the reading interests and abilities of the child through the middle grade levels and to the use of approved book selection aids. The history of children's books, with emphasis on the seventeenth and eighteenth centuries.
- 258 THE LIBRARY AS AN INFORMATION CENTER 3 PERIODS; 3 CREDIT HOURS
Philosophy of reference work and a thorough study of reference tools used in the school library, including dictionaries, encyclopedias, bibliographies, yearbooks, indexes, special reference books. The evaluation, preparation, use, and care of periodicals, picture collections, and pamphlet files. Formerly Library Science 252.
- 302 PRINCIPLES OF LIBRARY SCIENCE FOR HIGH SCHOOL TEACHERS OF ENGLISH 3 PERIODS; 3 CREDIT HOURS
Prerequisite: 18 hours of credit in English or consent of instructor.
A course designed to provide the teacher of English at the high school level with a fundamental knowledge of the philosophy and practical aspects of school librarianship. For prospective candidates for high school English examination. This course may not be applied toward the Master's Degree in Library Science.
- 351 AUDIO-VISUAL EDUCATION 4 PERIODS; 3 CREDIT HOURS
A survey of multi-sensory devices and materials of instruction: chalkboards, tackboards, bulletin display, maps, charts, graphs, field trips, models, slides, filmstrips, 16 mm silent and sound motion pictures, over-head projection, tachistoscopic techniques, micro-film, radio and television with emphasis on informational sources, utilization, evaluation; skills and techniques of operation. Also listed as Education 357.
- 352 READING GUIDANCE FOR THE UPPER GRADES 3 PERIODS; 3 CREDIT HOURS
Book selection for pupils in the upper grades. The evaluation and extensive reading of books suitable for these grades. Planning of sequences, bibliographies, and the making of comparative studies, cor-

Department of Library Science

Library Science

related with the actual guidance of children in the use of books. The history of children's books, with emphasis on the nineteenth and twentieth centuries. Formerly Library Science 254. An additional project is required of graduate students.

359

FUNCTIONS OF THE SCHOOL LIBRARY

3 PERIODS; 3 CREDIT HOURS

The role of the library in serving the pupils, the teachers, the principal, and the community. Evaluation of library housing, materials, personnel, and programs. The planning of lessons to instruct pupils in the use of library resources. Consideration of library publicity, circulation of books, and business methods. Extensive reading of professional literature. Formerly Library Science 255. An additional project is required of graduate students.

Department of Mathematics

MR. EARL F. FORNACIARI

DR. CHARLES W. MORAN

MR. WILLIAM J. PURCELL

MR. JOSEPH J. URBANCEK

DR. DAVID RAPPAPORT

DR. RUTH B. RASMUSEN

DR. ELLA MARTH SNADER

Requirements for the Mathematics Sequence, Teaching Major Elementary Curriculum.

1. Completion of the basic Teaching Major Elementary Curriculum, page 41, except for the substitution of Mathematics 151 and 152 for Mathematics 103.
2. Completion of the following elective courses, a total of twenty-six credit hours:

Mathematics 153, 254, 255, 301, 311, and 321.

Mathematics 265 or 316 or 326 or 327.

A two-credit-hour elective

Mathematics

96 HIGH SCHOOL ALGEBRA 5 PERIODS; 0 CREDIT HOURS
A course designed for students who enter college without credit in high school algebra or its equivalent.

97 PLANE GEOMETRY 5 PERIODS; 0 CREDIT HOURS
A course planned for those students who enter college lacking credit in high school plane geometry or its equivalent.

98 SOLID GEOMETRY 3 PERIODS; 0 CREDIT HOURS
Prerequisites: 1 year of high school algebra and 1 year of plane geometry, or the equivalent.
A course designed to fulfill the usual requirements of the subject for those students who lack high school credit in it.

99 ADVANCED ALGEBRA 3 PERIODS; 0 CREDIT HOURS
Prerequisites: 1 year of high school algebra and 1 year of plane geometry, or the equivalent.
A course dealing in the content ordinarily found in a third semester of high school algebra for students who lack credit in such a course.

103 COLLEGE MATHEMATICS 5 PERIODS; 5 CREDIT HOURS
Prerequisites: 1 year of high school algebra and 1 year of plane geometry, or the equivalent.
A review of the fundamentals of basic mathematics with emphasis on number relationships, applications, and graphic representations; an extension of manipulative algebra; an investigation of the number system; an introduction to logic; special topics drawn from trigonometry, geometry, calculus, group theory, and topology.

151 COLLEGE ALGEBRA 3 PERIODS; 3 CREDIT HOURS
Prerequisites: 1½ years of high school algebra and 1 year of plane geometry or Mathematics 103.
A course dealing with the processes of algebra: the laws of exponents and logarithms; functional relationships and their graphs; linear and quadratic equations; progressions; the binomial theorem

Mathematics

and applications; permutations, combinations, and probability; proportion and variation; theory of equations; partial fractions; determinants; complex numbers; inequalities; infinite series; introduction to other specially related topics.

- 152 TRIGONOMETRY 3 PERIODS; 3 CREDIT HOURS
Prerequisites: 1½ years of high school algebra and 1 year of plane geometry or Mathematics 103.
A study of trigonometric functions: ratios and their applications; functions of angles of any size; radian and angular measure; solutions of oblique and right triangles; relationship of vector analysis to trigonometric functions; logarithms and their applications; relations of the trigonometric functions, equations, and identities; derivation and application of DeMoivre's Formula; roots of complex numbers; examination of other formulas related to trigonometry.
- 153 ANALYTIC GEOMETRY 3 PERIODS; 3 CREDIT HOURS
Prerequisites: Mathematics 151 and 152.
Applying and extending the co-ordinate system; equations and loci; the straight line; the circle; the parabola; the ellipse; the hyperbola; transformation of co-ordinates; polar co-ordinates; tangents and normals; transcendental and algebraic curves; poles, polars, and diameters.
- 156 THE SLIDE RULE 1 PERIOD; 1 CREDIT HOUR
Prerequisite: Minimum of two units in high school mathematics.
A course designed to supplement and enrich the background of students in mathematics: familiarity with various scales employed on slide rules; various kinds of slide rules; applications of the slide rule to multiplication, roots, division, powers, logarithms, trigonometric functions, and their use in numerous problems.
- 205 TEACHING OF ARITHMETIC IN THE ELEMENTARY SCHOOL 2 PERIODS; 2 CREDIT HOURS
Prerequisites: Mathematics 103, senior college standing and the passing of an arithmetic competence test; minimum over-all grade point average, 2.0.
A course designed for teachers of arithmetic in grades 3-8. The student is made familiar with preferred methods, techniques, and research-supported theories of teaching the number system; the four fundamental operations with whole numbers, fractions, decimals; per cents; effective ways of problem-solving which give a better understanding of the meanings that lead children to more retention, to clearer quantitative thinking, and to greater effectiveness in social and economic situations.
- 254 DIFFERENTIAL CALCULUS 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Mathematics 153.
An introduction to calculus: variables, functions, and limits; differentiation of algebraic and transcendental functions; differentials; applications to physics, chemistry, mechanics, geometry; approximations; differentiations of parametric equations; polar derivatives; Rolle's Theorem and Theorems of Mean Value; evaluation of indeterminate forms; the integral as an anti-derivative.

Mathematics

- 255 INTEGRAL CALCULUS 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Mathematics 254.
A continuation of calculus: indefinite and definite integrals; rules for integrating standard elementary forms; trigonometric differentials; significance of the constant of integration; the definite integral as the limit of a sum; lengths, areas, and volumes; applications to physics, mechanics, chemistry, geometry; centroids; fluid pressure; work.
- 265 MATHEMATICS OF FINANCE 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Mathematics 151 or consent of Department Chairman.
A course dealing with the mathematical development of formulas used to compute simple and compound interest, present value of annuities, deferred annuities, sinking funds and amortization, bonds, depreciation and replacement, life annuities, life insurance, death benefits, etcetera. The problems will involve the applications of these formulas.
- 301 THEORY OF EQUATIONS 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Mathematics 254.
A course dealing with advanced topics in algebra: solution of binomial equations; properties of polynomials; theorems on the roots of equations; transformations; Descartes' rule; Budan's theorem; Sturm's theorem; solution of numerical equations by the methods of Newton, Horner, Graeffe; solutions of linear systems; determinants and matrices; symmetric functions; resultants; discriminants and eliminants; introduction to modern algebraic theories.
- 306 ANALYTIC GEOMETRY OF SPACE 3 PERIODS; 3 CREDIT HOURS
Prerequisites: Mathematics 254 or consent of Department Chairman.
A study of three dimensional co-ordinate geometry; direction cosines; equations of lines and planes; angle between lines, planes; distance from point to line, plane surface, etcetera; areas and volumes; transformation of co-ordinates; quadric surfaces; invariants, principal planes, reduction of the general equation of the quadric to standard form; classification of quadric surfaces; properties of quadric surfaces.
- 311 DIFFERENTIAL EQUATIONS 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Mathematics 255.
A study of the more common types of ordinary differential equations; solutions of differential equations; linear differential equations; differential equations of higher degree than the first; system of simultaneous equations; integration in series; applications to geometry, physics, chemistry, mechanics, partial differential equations, etcetera.
- 316 MATHEMATICS OF STATISTICS 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Consent of Department Chairman.
A course dealing with the mathematical bases and applications of statistics; frequency distributions; measures of central tendency; methods of moments; measures of dispersion; reliability and significance of measures of central tendency and dispersion; characteristic function of normal law; fitting frequency curves; goodness of fit; evaluation of statistical procedures; probability and least squares; correlation analysis; sampling techniques; statistical inference.

Department of Mathematics

Mathematics

- 321 CALCULUS III 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Mathematics 255.
A continuation of the course in Integral Calculus: formal integration by various devices, reduction formulas, and the use of a table of integrals; series, MacLaurin's and Taylor's expansions; partial differentiation, space geometry, geometric interpretation, applications of partial derivatives; maxima and minima; multiple integrals and applications.
- 326 COLLEGE GEOMETRY 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Mathematics 153.
An extension of the traditional Euclidean geometry designed to present such modern topics as constructions and loci; similar and homothetic figures; recent discoveries in the geometry of triangles; the Simson Line; harmonic section and the harmonic properties of circles; inversion; homogeneous co-ordinates; projective co-ordinate systems; finite geometries.
- 327 ELEMENTARY NUMBER THEORY AND ITS HISTORY 3 PERIODS; 3 CREDIT HOURS
Prerequisite: A course in calculus or consent of Department Chairman.
A course for teachers of arithmetic or for other students who are not planning to become specialists in mathematics: the number system and number bases; elementary properties of integers, divisibility and factorization, prime numbers; topics from the theory of numbers; common divisors and common multiples; congruences; Diophantine equations; Pythagorean triangles; theory of decimal expansions.

Department of Music

MR. CLAYTON C. FOX MR. LEONARD J. SIMUTIS
MRS. ELIZABETH R. HENNESSEY DR. SYLVAN D. WARD
DR. RICHARD D. WENZLAFF

Requirements for the Music Sequence, Teaching Major Elementary Curriculum.

1. Completion of the basic Teaching Major Elementary Curriculum, page 41.
2. Completion of the following elective courses, a total of twenty-seven credit hours:
Music 109, 202, 270, 153, 162, 278, 281
Music 275 or 276
Music 166 or 282
Three credit hours in Music 161 and/or 152

Music

- 109 REPERTOIRE AND CONDUCTING 2 PERIODS; 2 CREDIT HOURS
Prerequisite: Music 110.
A course which fosters music appreciation through individual and group performance of unison, part, folk, and art songs; experience in sight reading and conducting. Required of students in the General Elementary Curriculum.
- 110 FUNDAMENTALS OF MUSIC 3 PERIODS; 3 CREDIT HOURS
A study of the basic principles of musicianship dealing with the mechanics of music: clefs, notation, scales, intervals, melody, meter, rhythms, and transpositions. Application of these principles in beginning sight-singing; ear-training; and practice at the keyboard.
- 152 ORCHESTRA 3 PERIODS; 1 CREDIT HOUR
Open to all students with previous instrumental music experience; opportunities for public performance. May be taken three semesters for credit.
- 153 EAR TRAINING AND SIGHT SINGING I 3 PERIODS; 3 CREDIT HOURS
Prerequisites: Music 109 or 110 and consent of instructor.
The writing and singing of various types of intervals, cadences, modulatory chords in major and minor; singing and reading of unison and part songs.
- 161 CHOIR 3 PERIODS; 1 CREDIT HOUR
Prerequisite: Consent of instructor.
A class devoted to the study of a cappella literature with opportunities for school and public performance.
- 162 HARMONY I 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Music 110.
A study of the basic rules for writing music with emphasis on functional harmony using triads, dominant seventh chords, non-harmonic tones, and simple modulation.

Music

- 164 MUSIC IN PHYSICAL EDUCATION 2 PERIODS; 2 CREDIT HOURS
Prerequisite: Music 109 or 110.
Emphasis is placed on the playing of folk dances and rhythmic forms; the singing, playing, and conducting of assembly and community songs; a study of rhythm instruments.
- 166 VOCAL ENSEMBLE 2 PERIODS; 1 CREDIT HOUR
Prerequisite: Consent of instructor.
Experience in performing duets, trios, quartets, quintets, and madrigals. May be taken three semesters for credit.
- 202 TEACHING MUSIC IN GRADES 3, 4, AND 5 3 PERIODS; 2 CREDIT HOURS
Prerequisite: Music 206.
A study of the principles and methods of procedure involved in teaching music in the intermediate grades; a study of the child voice and remedial treatment of out-of-tune singers; simulated classroom situations to apply the techniques of teaching rote, note reading, and two-part songs; use of instruments to enrich vocal experience.
- 206 UNDERSTANDING AND APPRECIATION 2 PERIODS; 2 CREDIT HOURS
Prerequisite: Music 110 (Music 110 and 109 for students in the General Elementary Curriculum).
A culmination of previous musical experiences with emphasis placed upon listening to music of all kinds. Designed to widen the student's musical horizon, develop more discriminative listening and aesthetic sensitivity through lectures, discussions, readings, recordings, and attendance at musical performances.
- 270 TEACHING OF VOCAL MUSIC IN GRADES 6, 7, AND 8 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Music 202.
A continuation of Music 202, with emphasis on the aims and objectives of the upper grades. A study of voice development with stress on adolescent voices and their individual differences; voice classification; method and materials used in presenting part music; organization of curricular activities.
- 275 VOICE TECHNIQUES 3 PERIODS; 3 CREDIT HOURS
Prerequisites: Music 109 or 110 and consent of instructor.
Development of vocal techniques through the study and performance of the music of various schools, including folk and art songs, arias from operas and oratorios; representative songs in English, German, Italian, and French; recording of voices; criticism.
- 276 ORGANIZATION OF INSTRUMENTAL MUSIC IN THE ELEMENTARY SCHOOL 3 PERIODS; 3 CREDIT HOURS
A discussion and laboratory course dealing with the organization of instrumental music; training in instrumental class teaching techniques.
- 278 KEYBOARD EXPERIENCE 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Music 110 and consent of instructor.
A practical course dealing with the problems of musical accompaniment on piano and autoharp; harmonization, improvisation, and transposition techniques included.

Music

- 281 HISTORY OF MUSIC 4 PERIODS; 4 CREDIT HOURS
Prerequisite: Music 206.
Music literature, its history and identification: a consideration of the different periods of music in their relationship to other existing conventions of life and to historical background; evaluation of the music of the past and present.
- 282 CONDUCTING 2 PERIODS; 1 CREDIT HOUR
Prerequisites: Music 206 and consent of instructor.
Experience in the elements of conducting: vocal and instrumental score reading and interpretation.
- 283 TEACHING MUSIC IN THE KINDERGARTEN AND PRIMARY GRADES 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Education 228KgP.
A study of the musical aims and objectives of the kindergarten and primary grades; development of the child voice and remedial treatment of the out-of-tune singer; consideration of the problems of teaching free and directed rhythmic expression, rote singing, and song study; creative activity.

Department of Natural Sciences

MISS BERNICE J. AUSTRHEIM	DR. WILLIS L. GROENIER
MRS. MURIEL BEUSCHLEIN	DR. ANNA M. KUMMER
DR. ROBERT F. BETZ	DR. HERBERT F. LAMP
MR. JOHN J. BOWEN	DR. PETER J. MULDER
DR. ESTHER DAcOSTA	DR. JAMES M. SANDERS
DR. ORIE J. EIGSTI	DR. ARTHUR A. SCHARF
DR. ROBERT J. GOLDBERG	DR. PAUL W. TITMAN
DR. FRANCESCO B. TRAMA	

Requirements for the Biology Sequence, Teaching Major Elementary Curriculum.

1. Completion of the basic Teaching Major Elementary Curriculum, Curriculum, page 41. Three hours of chemistry and three hours of physics may be substituted for Physical Science 101 and 102.
2. Completion of the following elective courses, a total of twenty-seven credit hours:
 - Botany 151, 351
 - Botany 352 or Biol. Sci. 361
 - Biol. Sci. 360
 - Biol. Sci. 362 or Botany 356
 - Physiology 301 or Biol. Sci. 364
 - Zoology 151
 - Zoology 252 or 353
 - Zoology 351 or 354

Biological Science

- 107 BIOLOGICAL SCIENCE I 4 PERIODS; 3 CREDIT HOURS
A study of the basic problems of classification, reproduction, food synthesis, food use, ecological relationships, and economic importance of plants, with particular attention to living local forms among the higher seed plants; the fundamental laws of heredity as illustrated in plants, animals, and man.
- 108 BIOLOGICAL SCIENCE II 4 PERIODS; 3 CREDIT HOURS
A study of the fundamental problems of self-preservation, reproduction, and evolutionary change in animals, with special emphasis on the cell as the unit of structure and function; the evolution of integrating mechanisms in the individual and the social group in successive classes of animals from the protozoa to the vertebrates.
- 201 MICROBIOLOGY AND HUMAN PHYSIOLOGY 6 PERIODS; 4 CREDIT HOURS
Prerequisites: Biological Science 107 and 108.
A general course on the principles underlying the growth and activities of the bacteria, viruses, and other micro-organisms; practical applications of the principles to agriculture, industry, and the control of infectious diseases; study of the fundamentals of human anatomy and physiology basic to an understanding of the normal functioning of the individual.

Biological Science

- 255 FIELD BIOLOGY 5 CLOCK HOURS PER WEEK,
6 WEEKS; 1 CREDIT HOUR
Prerequisites: Biological Science 107 and 108.
A field study of animal and plant communities in the Chicago Region, with special consideration of the natural history resources of the Cook County Forest Preserves: animals and plants native to this region in their natural habitats; emphasis on the identification, classification, life histories, adaptations, ecological interrelationships, distribution, and economic importance of endemic species; habitats investigated: open prairies, swamps, ponds, streams, lakes, and forests; collection and study of the fossil remains of former life in this region; opportunities for individual collecting.
- 360 GENETICS 4 PERIODS; 3 CREDIT HOURS
Prerequisites: Biological Science 107 and 108.
A study of the principles of Mendelian heredity in plants and animals and of the roles played by heredity and environment in the development of the individual; special emphasis upon the application of the principles to man. Lecture and laboratory.
- 361 EVOLUTION 3 PERIODS; 3 CREDIT HOURS
Prerequisites: Biological Science 107 and 108.
A reading-lecture-discussion course on the facts, theories, and principles of organic evolution.
- 362 ECOLOGY 2 PERIODS PLUS 6 FIELD TRIPS;
3 CREDIT HOURS
Prerequisites: Biological Science 107 and 108.
A study of the interrelations between organisms and the various factors in their physical and biotic environments, adaptation, biotic communities, population rhythms, migrations, geographic distribution, successions, aggregations, and societies. Lecture and field.
- 364 GENERAL MICROBIOLOGY 5 PERIODS; 3 CREDIT HOURS
Prerequisites: Biological Science 107 and 108.
A study of microorganisms, including bacteria, molds, yeasts, actinomycetes, viruses, rickettsias, and protozoans; their cultivation and laboratory study; methods of control; their importance in soils, industry, disposal of sewage, and spoilage of foods; production of disease and immunity. Lecture and laboratory.
- ### Botany
- 151 PLANT MORPHOLOGY 5 PERIODS; 3 CREDIT HOURS
Prerequisites: Biological Science 107 and 108.
A survey of the plant kingdom including the morphology, reproduction, physiology, ecology, economic importance, evolution, and life histories of representative forms of the major plant groups.
- 301 HORTICULTURAL BOTANY 3 PERIODS; 2 CREDIT HOURS
Prerequisite: Biological Science 107 and 108.
A laboratory and field study of the methods of growing plants in the city, with special reference to nature study; window gardening, including soil study, the growing of plants from seeds, bulbs, cuttings, and other vegetative parts; cultivated and wild flowers adapted to city conditions; ornamental trees and shrubs, and their management in gardens, parks and school grounds.

Botany

- 351 LOCAL FLORA 5 PERIODS; 3 CREDIT HOURS
Prerequisites: Biological Science 107 and 108.
A laboratory-discussion-lecture course in the collection, identification, and classification of seed plants and ferns, with special emphasis on forms native to the Chicago region; experience in the use of manuals and other references and in herbarium techniques; a study of the general principles of taxonomy and phylogeny in plants.
- 352 PLANT PHYSIOLOGY 5 PERIODS; 3 CREDIT HOURS
Prerequisite: Biological Science 107 and 108.
A study of the general physiological processes in plants, including water relations, photosynthesis, digestion, respiration, assimilation, germination of seeds, growth and development; consideration of the regulatory roles of hormones, vitamins, enzymes, mineral nutrients, water, light, temperature, aeration, and other environmental factors. Lecture and laboratory.
- 354 ECONOMIC BOTANY 3 PERIODS 3 CREDIT HOURS
Prerequisites: Biological Science 107 and 108 or equivalents.
A survey of plants and plant products of importance in human economy. Lecture and discussion.
- 355 PLANT ANATOMY 5 PERIODS; 3 CREDIT HOURS
Prerequisites: Biological Science 107 and 108 or equivalents.
A study of the origin, development, and maturation of the structures of vascular plants, with some attention given to the function and evolutionary history of these structures. Lecture and laboratory.
- 356 PLANT ECOLOGY 2 PERIODS PLUS 6 FIELD TRIPS; 3 CREDIT HOURS
Prerequisites: One year of botany or consent of instructor.
The study of ecological principles illustrated by environmental and successional relationships in selected plant communities of the Chicago area. Lecture and field.

Chemistry

- 153 GENERAL CHEMISTRY I 6 PERIODS; 4 CREDIT HOURS
Prerequisite: Mathematics 103 or equivalent.
A course in the fundamental laws and concepts of chemistry: molecular, atomic, and electronic theories of matter as related to chemical change; the descriptive chemistry of important elements organized around the periodic system; the principles of reaction rate and chemical equilibria; solutions; oxidations; oxidation-reduction; and a brief introduction to organic chemistry.. Lecture and laboratory.

Physical Science

- 101 PHYSICAL SCIENCE I 4 PERIODS; 3 CREDIT HOURS
Prerequisite: Mathematics 103 or consent of instructor.
A study of the physical universe with emphasis on the solar system; origin and geological evolution of the earth; study of the instruments and methods of meteorology; an introduction to the concept and use of energy in the modern world.

Physical Science

- 102 PHYSICAL SCIENCE II 4 PERIODS; 3 CREDIT HOURS
Prerequisite: Physical Science 101 or consent of instructor.
A continuation of Physical Science 101 with special attention to the manifestations of energy in mechanics, heat, atomic energy, chemistry, electricity, sound, and light.
- 301 ASTRONOMY 3 PERIODS; 3 CREDIT HOURS
Prerequisites: Mathematics 103 and Physical Science 101 and 102.
A study of the structure and evolution of the universe, with special attention to the solar system, stars, and galaxies; emphasis on the mathematical and physical methods through which scientists have arrived at present-day views of the universe.

Physics

- 151 GENERAL PHYSICS I: MECHANICS AND HEAT 6 PERIODS; 4 CREDIT HOURS
Prerequisite: Mathematics 103 or equivalent.
An introduction to Newton's Laws and energetics. A treatment of thermal measurements and elementary thermodynamics. Lecture and laboratory.

Physiology

- 301 ADVANCED HUMAN PHYSIOLOGY 5 PERIODS; 3 CREDIT HOURS
Prerequisite: Biological Science 201.
A course designed for students who plan to teach elementary science, general science, biology, or health and physical education: a detailed study of normal human physiological processes along with significant material dealing with various vertebrates; the relationship of physiology to disease; factors which influence bodily processes and human behavior.

Science

- 209 THE TEACHING OF ELEMENTARY SCIENCE, GRADES 3 TO 8 3 PERIODS; 2 CREDIT HOURS
Prerequisites: Biological Science 201 and Physical Science 102.
A course dealing with the objectives of science teaching in the intermediate and upper grades and the materials and methods best suited to accomplish these objectives; student preparations and demonstrations of materials and techniques adapted to develop understanding in science among elementary school children.

Zoology

- 151 GENERAL ZOOLOGY 5 PERIODS; 3 CREDIT HOURS
Prerequisites: Biological Science 107 and 108.
A lecture-laboratory-discussion course dealing with the anatomy, physiology, embryology, classification, phylogeny, and behavior of animals; individual macroscopic and microscopic study of living and preserved specimens representing the vertebrates and the principal phyla of invertebrates.

Department of Natural Sciences

Zoology

- 251 FUNCTIONAL ANATOMY 6 PERIODS; 3 CREDIT HOURS
Prerequisite: Biological Science 201.

A course somewhat similar to Vertebrate Zoology but offered primarily for students specializing in physical education: special attention to human anatomy, including the skeleton; muscular system—its action, also the origin and insertion of the larger components; structure of internal organs; study of animate and inanimate models; study of charts and mammalian anatomy and its relation to human anatomy.

- 252 VERTEBRATE ZOOLOGY 6 PERIODS; 3 CREDIT HOURS
Prerequisites: Biological Science 201 and Zoology 151.

A comparative study of the anatomy of the vertebrates: principally laboratory work, supplemented by lectures, demonstrations, and tests; a detailed dissection of the cat; mammalian anatomy and its relation to human anatomy; form briefly related to function.

- 351 ENTOMOLOGY 5 PERIODS; 3 CREDIT HOURS
Prerequisites: Biological Science 107 and 108.

A course in the collection, identification, classification, and general study of insects, with special emphasis on those found in the Chicago area; minor consideration of arachnids, crustaceans, and other arthropods. Lecture and laboratory.

- 352 ORNITHOLOGY 5 PERIODS; 3 CREDIT HOURS
Prerequisites: Biological Science 107 and 108.

A study of birds from the points of view of their identification, classification, adaptation, speciation, and ecological relationships, with special emphasis upon the families and species of the Chicago area as well as those observed by visiting local museums and zoological parks. Lecture and laboratory.

- 353 EMBRYOLOGY 5 PERIODS; 3 CREDIT HOURS
Prerequisite: Zoology 151.

A course dealing with the principles of animal development, with special emphasis on the early embryology of the vertebrates as illustrated in the frog, the chick, the pig, and man. Lecture and laboratory.

- 354 INVERTEBRATE ZOOLOGY 5 PERIODS; 3 CREDIT HOURS

The taxonomy and comparative morphology of the major phyla of invertebrate animals; the interrelationship of form and function, the application of biological principles to origin, development, and life histories of representative forms. Lecture and laboratory.

Department of Physical Education

- | | |
|-------------------------|----------------------|
| MR. GEORGE W. BOYLE | DR. MATT L. MCBRIDE |
| MISS GERTRUDE BYRNE | MISS PHYLLIS SWANSON |
| MISS LOUISE CHRISTENSEN | DR. CYRIL TRAYFORD |
| MISS DOROTHY G. KOZELUH | MR. GUS ZIAGOS |

Requirements for the Physical Education Sequence,
Teaching Major Elementary Curriculum.

1. Completion of the basic Teaching Major Elementary Curriculum, page 41, except for the omission of Mathematics 205, Music 206, one Physical Education Activity course, Physical Education 204, 206, and Physical Science 101.
2. Completion of the following courses, a total of thirty-seven credit hours, ten of which substitute for the courses omitted under (1) above:

Physical Education 156, 152, 256, 254, 262, 272, 273, 257, 274, 268, 267
Music 164
Zoology 251

Physical Education

- | | | |
|--|------------------------|--------------------------|
| 112 | PHYSICAL FITNESS I | 2 PERIODS; 1 CREDIT HOUR |
| Social games for recreation: a presentation of games sometimes called party games; activities suitable for large groups participating in community center programs as well as small informal gatherings. Folk dancing: emphasis on the American Country Dance. | | |
| 113 | PHYSICAL FITNESS II | 2 PERIODS; 1 CREDIT HOUR |
| Self testing and conditioning activities. Social dancing: a study of basic patterns and routines—the fox trot, waltz and tango; discussion of appropriate social behavior. | | |
| 115 | BADMINTON | 2 PERIODS; 1 CREDIT HOUR |
| Instruction and practice in the fundamental skills: study of rules and equipment. | | |
| 116 | GOLF | 2 PERIODS; 1 CREDIT HOUR |
| Instruction and practice in the fundamental skills; study of rules and equipment. | | |
| 117 | TENNIS | 2 PERIODS; 1 CREDIT HOUR |
| Instruction and practice in the fundamental skills; study of rules and equipment. | | |
| 118 | LATIN-AMERICAN RHYTHMS | 2 PERIODS; 1 CREDIT HOUR |
| Practice in basic patterns and routines of the current dances which reflect the influence of Central and South America. | | |
| 119 | SQUARE DANCING | 2 PERIODS; 1 CREDIT HOUR |
| Development of skill in the steps and calls of the popular dances; introduction to new and less familiar routines. | | |

Physical Education

- 120 SWIMMING 2 PERIODS; 1 CREDIT HOUR
A fundamental course with progressions as set forth by the American Red Cross tests.
- 127 RECREATIONAL GAMES 2 PERIODS; 1 CREDIT HOUR
Instruction and practice in individual, dual, and group games which have carry over value for leisure time.
- 152 SKILLS AND METHODS II 6 PERIODS; 3 CREDIT HOURS
Prerequisite: Physical Education 156 or consent of instructors.
Physical education activities suitable for the various age groups at the elementary school level: includes A) folk dancing; B) self-testing activities in tumbling and stunts; squads and ability grouping; safety measures; C) lead-ups and modified team games; appropriate fall sports (soccer, touch football, speedball, fieldball and captain basketball) or spring sports (basketball, volleyball and softball) depending on semester taken. Student coaching and officiating.
- 156 SKILLS AND METHODS I 6 PERIODS; 3 CREDIT HOURS
A group of three motor skills given to students entering physical education minor sequence: A) fundamental games, skills and their use in simple group games which appeal to elementary school children; B) warm-up exercises and self-testing activities in tumbling and stunts; C) rhythms.
- 204 HEALTH EDUCATION 1 PERIOD; 1 CREDIT HOUR
A course designed to familiarize students with the various aspects of the health program in the elementary schools, and to develop the necessary knowledge, attitudes and skills which will enable them to participate effectively in that program.
- 205 FIRST AID 1 PERIOD; 1 CREDIT HOUR
The American Red Cross standard course: lectures, discussions, demonstrations, and practical work as suggested by the American Red Cross first aid text; civilian defense for emergencies; examination for certification.
- 206 FIRST AID AND SAFETY 1 PERIOD; 1 CREDIT HOUR
The American Red Cross standard course; lectures, discussions, demonstrations and practical work as suggested by the American Red Cross first aid text; civilian defense for emergencies; examination for certification. Safety Education pertaining to the elementary schools.
- 254 BODY MECHANICS 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Zoology 251.
A course planned to give the student of physical education a more thorough knowledge of body mechanics. Study of muscle structure and action: types of faulty body mechanics; activities that prevent, counteract or alleviate these conditions. Correct sitting and standing posture and posture tests.
- 256 FIRST AID AND SAFETY EDUCATION 3 PERIODS; 3 CREDIT HOURS
The American Red Cross standard and advanced courses: examination for certification. Safety education in elementary schools; sources of material; co-ordination with agencies furthering safety within and without the school.

Physical Education

- 257 PRINCIPLES AND METHODS IN PHYSICAL EDUCATION 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Physical Education 272.
A course dealing with principles, methods, aims, and objectives of physical education: the place of physical education in the elementary school curriculum; general and specific objectives; general techniques in teaching; principles of selecting content; progression, building curricula to fit varying candidates (large and small unit schools); lesson planning; leadership and squad organization; forms of controlled recess activities; cooperation with teachers, supervisors, and administrators.
- 262 METHODS AND MATERIALS IN HEALTH EDUCATION 3 PERIODS; 3 CREDIT HOURS
A study of subject matter selection and organization for teaching purposes; development of laboratory methods of presentation; educational principles guiding health instruction; development of health habits and attitudes in children; health examinations; cooperation of outside agencies with the school.
- 267 PHYSICAL EDUCATION SEMINAR 2 PERIODS; 2 CREDIT HOURS
Discussion of topics suggested by the students as problems during student teaching: conferences and counseling concerning individual teacher's problems with a staff member. Taken concurrently with student teaching.
- 268 PROBLEMS IN PHYSICAL EDUCATION 3 PERIODS; 3 CREDIT HOURS
A course given the last semester with lectures and discussions by members of the Physical Education supervisory staff. To be taken concurrently with student teaching.
- 272 SKILLS AND METHODS III 6 PERIODS; 3 CREDIT HOURS
Prerequisite: Physical Education 152.
Additional skills and advanced techniques in: A) self-testing activities in apparatus and modified track and field; B) lead-ups and modified team games in appropriate fall sports (soccer, touch football, and captain basketball) or spring sports (basketball, volleyball and softball) depending upon the semester taken. Student coaching and officiating. C) swimming: students required to pass the American Red Cross swimmers test.
- 273 SKILLS AND METHODS IV 6 PERIODS; 3 CREDIT HOURS
Prerequisite: Physical Education 272.
Advanced skills and techniques in physical activities for the upper grades, including: A) self-testing activities in apparatus, tumbling, modified field and track; B) practice of basic steps embodied in simple character and clog dances suitable for elementary grades; interpretation of standard dance material from various sources; C) swimming, including the American Red Cross life saving course.
- 274 SKILLS AND METHODS V 6 PERIODS; 3 CREDIT HOURS
Prerequisite: Physical Education 273 or consent of instructor.
A final series of advanced skills and techniques to round out the training of physical education students; includes A) projects in physical education; B) social dancing; C) combative group activities.

Department of Psychology

DR. LOUIS J. BROUSSARD
DR. CARL A. CLARK
DR. R. BRUCE KIRK
MR. WILLIAM C. WATSON

DR. WENDELL C. LANTON
DR. CONCETTA V. ROMANOW
MR. DAVID TEMKIN

Psychology

- 110 GENERAL PSYCHOLOGY 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Psychology 115 or consent of department.
A course in the fundamental facts and principles basic to further study in psychology: the scope and methods of psychology; factors in general development; intelligence; motivation; emotions; the special senses; attention and perception; thinking; personality and individual differences; normal and abnormal reactions to conflicts and frustration; the functioning of the nervous system.
- 115 PROBLEMS OF PERSONAL ADJUSTMENT 1 PERIOD; 0 CREDIT HOURS
An orientation course for entering freshmen: getting acquainted with the college and its facilities; adjustment problems in college life; self-appraisal and guidance in terms of tests and personality inventories; intensive discussion of how to study.
- 205 INTRODUCTION TO CHILD DEVELOPMENT 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Psychology 110.
A presentation of basic theories, concepts, principles, and research data in the field dealing with children's growth and development. Physical, intellectual, emotional, and social aspects at the various developmental levels will be included.
- 206 EDUCATIONAL PSYCHOLOGY 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Psychology 205.
An application of psychology to education: the nature of the learning process; procedures in problem solving; guidance in learning; measurement of intelligence and personality traits; measurement of the outcomes of learning; standardized and teacher-made tests; statistical concepts and research design in educational psychology; pupil guidance and adjustment; mental health in the school program.
- 252 PSYCHOLOGY OF BEHAVIOR DIFFICULTIES 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Psychology 205.
An intensive study of the dynamics of behavior difficulties of children in school situations: the objective approach and the importance of adequate and reliable information leading to the discovery of the motivating conditions of the child's conduct; the study of individual problem children; a survey of present methods of dealing with maladjusted children in school.
- 259 PSYCHOLOGY OF ADOLESCENCE 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Psychology 110.
A course dealing with psychological development during the adolescent period of growth: physical, intellectual, social, and emotional growth aspects; development of values; educational development; emerging vocational orientation; the development of self-reliance; the development of emotional maturity.

Psychology

- 260 MENTAL HYGIENE
Prerequisite: Psychology 206 or consent of instructor.
An intensive study of human behavior from the mental hygiene viewpoint; concepts of normality; the nature of emotions; motivational aspects of behavior; personality theories; attitudes; mechanisms of adjustment; dynamic psychological concepts; mental deficiency; delinquency; neurotic behavior; psychotic behavior; emotional maturity; preventing mental illness.
- 263 SOCIAL PSYCHOLOGY 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Psychology 110.
A study of the psychological processes in the social behavior of individuals and groups: culture and personality; social interaction and resulting norms; social motives; class status; leadership; communication; cooperation and competition in group behavior; attitudes and attitude measurement.
- 305 PSYCHOLOGY OF EXCEPTIONAL CHILDREN 2 PERIODS; 2 CREDIT HOURS
Prerequisite: Psychology 205 or consent of instructor.
A presentation and interpretation of the psychological facts concerning exceptional children: procedure followed in the study and identification of the various degrees and types of mental deviation; psychological examinations used; visual and auditory abnormalities and deficiencies; emotional and social maladjustment; delinquency; special aptitudes and abilities; problems of the physically handicapped child; traits of the gifted child.
- 306 MENTAL HYGIENE 2 PERIODS; 2 CREDIT HOURS
Prerequisite: Psychology 206 or consent of instructor.
A survey of human behavior from the mental hygiene viewpoint; concepts of normality; the nature of emotions; motivational aspects of behavior; personality theories; attitudes; mechanisms of adjustment; dynamic psychological concepts; mental deficiency; delinquency; neurotic behavior; psychotic behavior; emotional maturity; preventing mental illness.
- 307 PSYCHOLOGY OF BEHAVIOR DIFFICULTIES 2 PERIODS; 2 CREDIT HOURS
Prerequisite: Psychology 205 or consent of instructor.
A study of the dynamics of behavior difficulties of school children: the objective approach to behavior problems; discovery of the motivating conditions in child conduct; assembling and discussion of the necessary data for the adequate study of problem children; basic factors in delinquency; a survey of present methods of dealing with maladjusted children in the school.
- 308 PSYCHOLOGY OF ADOLESCENCE 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Psychology 110 or consent of instructor.
A course dealing with the nature of adolescent development: physical, intellectual, emotional, and social aspects; adolescent adjustment problems; understanding the individual adolescent.

Department of Psychology

Psychology

- 309 MENTAL MEASUREMENT 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Psychology 206 or equivalent.
Theory of measurement and the nature of a measuring instrument; statistical concepts in measurement including validity and reliability; principles of item construction; item validation; role of construction and validation procedures in the interpretation of intelligence, personality, interest, and attitude tests; implications for teaching; fitting the test to the purpose.
- 313 PSYCHOLOGY OF LEARNING 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Psychology 206 or consent of instructor.
Need for understanding learning; brief review of systematic learning theory; survey of pertinent literature on the following problems: limits of learning; role of practice; importance of reward, punishment, and motivation; role of understanding and insight; teaching for concept formation and transfer; teaching for permanence in learning.
- 316 PSYCHOLOGY OF EXCEPTIONAL CHILDREN 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Psychology 205.
A study of psychological facts and theories concerning exceptional children: identification, etiology, and characteristics of intellectual, physical, emotional, social, and educational deviates.
- 318 PSYCHOLOGY OF PERSONALITY 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Psychology 205.
A systematic investigation of factors which affect the development, control, and unification of individual behavior: contemporary theories of dynamics; structured and unstructured approaches to personality assessment.
- 319 EXPERIMENTAL PSYCHOLOGY 5 PERIODS; 3 CREDIT HOURS
Prerequisite: 9 hours credit in psychology or consent of instructor.
A study of experimental methods in psychology: devising, performing, and interpreting experiments, with emphasis on experiments in learning.
- 320 SYSTEMS IN PSYCHOLOGY 3 PERIODS; 3 CREDIT HOURS
Prerequisite: 9 hours credit or consent of instructor.
A seminar in psychological theory. Emphasis will be upon the nature of current theoretical systems in psychology, but will include their historical antecedents and present trends.
- 354 INTRODUCTION TO STATISTICAL METHODS 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Psychology 206 or consent of instructor.
A course dealing with the fundamental statistical concepts in psychology and education: frequency distributions; measures of central tendency; cumulative frequency curves; graphic representation of data; measures of variability; comparable scores; the normal distribution curve; sampling; reliability of statistical measures; correlation.

Department of Social Sciences

- | | |
|--------------------------|--------------------------|
| DR. FREDERIC C. BEREZIN | DR. THOMAS FARR |
| DR. VERNON W. BROCKMANN | DR. HENRIETTA H. FERNITZ |
| DR. JOSEPH CHADA | MR. DUKE FREDERICK |
| DR. C. WALLACE DIERICKX | DR. MAURICE GUYSENIR |
| DR. ELLSWORTH FARIS, JR. | DR. EDMUND W. KEARNEY |
| MR. WILLIAM H. STRAWN | |

Requirements for the History Sequence, Teaching Major Elementary Curriculum.

1. Completion of the basic Teaching Major Elementary Curriculum, page 41, except that either Economics 151 or 152 and Sociology 201 must be chosen.
2. Completion of the following elective courses, a total of twenty-seven credit hours:
 - History 269, 268, 305, 310, 311
 - Political Science 254 and 304
 - Social Science 203
 - Sociology 201

Economics

- 151 PRINCIPLES OF ECONOMICS 3 PERIODS; 3 CREDIT HOURS
A study of contemporary economic life with emphasis directed toward an understanding of basic economic relationships: production and consumption; business organization and the distribution of economic goods; money, banking, and credit; price and value; labor, capital and government; farmer and consumer; government and business; problems of economic change; competition; customs, international trade, and finance; public and private enterprise; monopolies, corporations, and cartels; co-operative movements; consumer education; the place of government in the American economy.
- 152 PRINCIPLES OF ECONOMICS I 3 PERIODS; 3 CREDIT HOURS
Prerequisite: One year of college work.
Principles of production, supply, demand, value, price, distribution.
- 153 PRINCIPLES OF ECONOMICS II 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Economics 152.
Principles of economics as applied to exchange, money, banking, price changes, governmental finance, etcetera.
- 154 ELEMENTS OF STATISTICS 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Economics 152, Business 166, or consent of instructor.
A course dealing with methods of collection, presentation, and interpretation of quantitative economic data; averages; dispersion; index numbers; reliability of statistics; time series analysis; simple correlation; prediction; and statistical inferences.

Geography

- 100 REVIEW OF FUNDAMENTALS 3 PERIODS; 0 CREDIT HOURS
A review of the fundamentals of Geography designed to raise the level of student understanding of Geography to the competence required for Geography 104. The following topics are included: basic earth-sun relationships, place locations, maps and globes, climates of the world, landforms, water bodies, soils, vegetation, mineral resources, and population distribution. Those who fail in the course are required to repeat it.
- 102 ECONOMIC GEOGRAPHY 3 PERIODS; 3 CREDIT HOURS
A study of the production, distribution, and consumption of the principal commercial products of the farm, range, forest, mine, and sea; a comparison of countries, regions, and continents with reference to natural resources and productive power; the major commercial routes with respect to geographic conditions and the relations of nations and interdependence of peoples; the chief problems concerned with human and natural resources, raw and synthetic materials, manufacturing, agriculture, and the mighty changes that modern chemistry is bringing about; the location and reasons for airways, air bases, trade routes, rail terminals, and ship ports in cities; economic exchange and the speed of modern communication as affected by radio, radar, and advances made in all types of communication and transportation.
- 104 WORLD REGIONAL GEOGRAPHY 3 PERIODS; 3 CREDIT HOURS
A study of the major geographic regions of the world with particular emphasis upon the relationships existing between the physical and cultural elements of the environment and the activities of man; world transportation and trade routes; the interdependence of peoples; and the contributions of the major regions to world commerce.
- 256 CONSERVATION OF NATURAL RESOURCES 3 PERIODS; 3 CREDIT HOURS
A survey of the major resources of the United States; especially water, minerals, soils, forests, grasses, and wildlife; original resources, methods of use, rate of exhaustion, and their influence on the development of our country; problems of conservation and restoration.
- 303 GEOGRAPHY OF EUROPE 3 PERIODS; 3 CREDIT HOURS
The underlying factors of the geography of the several regions and countries; the relation that historic, political, economic, and social changes have had to the geography of the continent; the migrations and present day distribution of peoples; their characteristics; the technological changes in the utilization of natural resources; the localization of industries.
- 304 GEOGRAPHY OF NORTH AMERICA 3 PERIODS; 3 CREDIT HOURS
A general survey of the physical, economic, and political features of the continent from the standpoint of distribution of population and human use. Study of current problems connected with the conservation of resources; occupations of various groups of people; interregional relations on the continent and the contribution each region makes to the American economy and to the world.

History

- 103 WESTERN CIVILIZATION, 1600 - 4 PERIODS; 4 CREDIT HOURS
Covers the era from the Renaissance to the present in Europe. The five revolutions—intellectual, economic, religious, political, and industrial—which create the age of modern man are the core of the course. Facets of Far Eastern history which impinge on the development of the West receive consideration.
- 154 ECONOMIC HISTORY OF THE UNITED STATES 3 PERIODS; 3 CREDIT HOURS
Main events and leading personalities in the economic development of the United States as seen in the westward movement, the growth of industry, agriculture, commerce, finance, transportation, the trust movement, and labor from 1790 to the present.
- 203 AMERICAN HISTORY, 1865 - 3 PERIODS; 3 CREDIT HOURS
The United States from 1865 to the present. The Reconstruction, "Gilded Age," rural and urban problems, growth of "big business," the "Progressive Era," overseas expansion, World War I and II, and the "Atomic Age," are analyzed through basic source materials.
- 256 HISTORY OF AMERICAN FOREIGN POLICY 3 PERIODS; 3 CREDIT HOURS
A history of the United States in foreign affairs: English, French, and Spanish colonial rivalry in North America; neutrality and freedom of the seas; the Monroe Doctrine; Civil War diplomacy; Isthmian policies; the countries of the New World and the evolution of co-operative action within the Americas; European and Far Eastern problems; isolation versus co-operation; contemporary international problems dealing with the war and its issues; the place of America in the world setting.
- 268 AMERICAN HISTORY, 1607-1865 3 PERIODS; 3 CREDIT HOURS
The United States from the founding of the New World to 1865. Special emphasis is laid on the political foundations of the American people, the development of democracy and nationalism, origins of the American industrial revolution, and the political implications bringing on the War of the States.
- 269 WESTERN CIVILIZATION, 3000 B. C. - 1600 A. D. 4 PERIODS; 4 CREDIT HOURS
Surveys briefly the life of the primitive man, particularly those facets of it which lead to the rise of early civilizations. Ancient Egypt, Mesopotamia, China, and India are studied. A large portion of the semester is devoted to Greek and Roman cultures. A study of the Middle Ages in Europe concludes the course.
- 301 THE ERA OF THE FRENCH REVOLUTION 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Consent of instructor.
A study of the background and forces which contributed to and culminated in the French Revolution. Interpretation of the changing phases of the Revolution to the time of Napoleon.
- 303 PROBLEMS IN THE RENAISSANCE AND REFORMATION 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Consent of instructor.
Analysis of certain significant aspects of European political and cultural history of the fifteenth and sixteenth centuries.

History

- 305 RECENT EUROPEAN HISTORY 3 PERIODS; 3 CREDIT HOURS
Prerequisite: One year of college history.
A study of the major political, social, and economic problems of Europe from 1914 to the present.
- 309 THE UNITED STATES AS A WORLD POWER, 1914- 3 PERIODS; 3 CREDIT HOURS
Prerequisite: One year of college history.
A study of the United States as a leading power in world affairs: the expansion into the Caribbean and Pacific; the entry into World War I; the return to isolationism; the roaring twenties; the resurgence of Progressivism; America's role in world affairs; World War II; the Cold War.
- 310 HISTORY OF ILLINOIS AND CHICAGO 3 PERIODS; 3 CREDIT HOURS
The Illinois country under colonial rule, early settlement and statehood, development of agrarian and urban life, and the position of the State in its national setting. The growth of Chicago as a metropolis in the state and nation.
- 311 SOCIAL HISTORY OF THE UNITED STATES 3 PERIODS; 3 CREDIT HOURS
The social backgrounds of American life from Colonial times to the present. Social factors in American urban and rural life shaping the course of the nation. History of American social institutions.

Political Science

- 203 AMERICAN NATIONAL GOVERNMENT 3 PERIODS; 3 CREDIT HOURS
A study of the nature and function of our national system of government in relation to its historical development in the domestic and international fields.
- 254 STATE AND LOCAL GOVERNMENT 3 PERIODS; 3 CREDIT HOURS
A study of the legal structure, organization, and operation of state and local governments in the United States with particular reference to the government of Illinois including county, township and municipal charters; taxation; public health, safety and welfare; commerce and business; education; public works; utilities; city planning; elections; and the state constitution.
- 255 COMPARATIVE GOVERNMENT 3 PERIODS; 3 CREDIT HOURS
A comparative study of the political systems of some of the principal foreign governments.
- 301 POLITICAL PARTIES AND POLITICS 3 PERIODS; 3 CREDIT HOURS
A study of political behavior in relation to the development, organization, functioning, and significance of political parties.
- 304 CONTEMPORARY INTERNATIONAL RELATIONS 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Political Science 203.
A study of the basic principles of international politics and the tools and techniques used in analyzing diplomatic procedures, propaganda techniques, foreign aid programs, alliances, and military forces.

Social Science

- 203 METHODS OF TEACHING THE SOCIAL STUDIES 2 PERIODS; 2 CREDIT HOURS
A course dealing with the place of the social studies in American education; the curriculum in the social studies; methods of teaching; activities; reading materials; audio-visual materials, maps, and globes; community resources; current events; evaluation of the social studies program and the place of pupils and teachers in the social studies program; assistance in planning large units of learning and in organizing the work for the different grades.

Sociology

- 201 SOCIAL DYNAMICS 3 PERIODS; 3 CREDIT HOURS
A study of the interaction of human personality with some of the cultural processes and groups in the American society. Special attention is given to democratic values, social roles, group dynamics, human relations, the class structure, and social tensions as related to our economic and social institutions.
- 302 THE URBAN COMMUNITY 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Sociology 201.
Study of the distributional patterns of human life and social forms in space and time and of the factors determining the distribution. Designed to cover factors and define principles that explain the changing spatial pattern of peoples and institutions in Chicago. Problems arising from shifting populations and changing neighborhoods are examined in particular reference to their impact on the school system.

Index

Academic Requirements	31	Curricula (continued)	
Acceleration	50	For Junior College	
Accreditation	17	Graduates	43
Additional Regulations	32	High School Business	
Administration, College	7	Education	45-48
Administrative Control	6	Accounting Sequence ..	46
Admission	25-27	Stenography Sequence..	47
Applications	25	Business Training	
Extended Day Classes	27	Sequence	48
Four-Year Curricula	26	High School Industrial	
Senior College Level	26	Education	45, 49
Summer Session	27	Kindergarten-Primary ...	42
Veterans	27	Kinds of	18
Art, Courses in	51	Senior College Level	43-44
Athletics	23	General Elementary ...	44
Attendance	30	Kindergarten-Primary .	44
Biological Science,		Deferred Credit	32
Courses in	90	Degrees, Requirements for..	37
Board of Education	6	Department Chairmen	9-15
Botany, Courses in	91	Dropping Courses	31
Branch Campuses	17	Economics, Courses in	101
Buildings and Equipment ..	19	Education, Courses in	57
Business, Courses in	54	Elementary Curricula	38
Business Education		Elementary Curricula for	
Curricula	46	Junior College Graduates .	44
Calendar	4	English, Courses in	68
Campuses, Locations		Equipment	19
of.....Inside Front Cover		Evening Classes	19
Certificate Requirements		Expenses, Estimated	29
Met	38, 45	Extended Day Program	19
Chairmen of Departments...	9-15	Faculty	9-16
Chemistry, Courses in	92	Emeritus	15
Chicago Schools Journal....	21	Members of	9
Choir	24	Fees	28
College Administration	7	Foreword	3
Contents, Table of	5	General Admission	
Course Descriptions	51-105	Requirements	25
Course Load	30	General Information	17
Course Numbering	37	Geography, Courses in	102
Credit, Unit of	30	Grading System	30
Curricula	38-49	High School Curricula	45
Elementary	38-41		
General	40		
Teaching Major	41		

History, Courses in	103	Physical Education,	
History of College	21	Courses in	95
Home Economics,		Physical Science,	
Courses in	74	Courses in	92
Home Mechanics,		Physics, Courses in	93
Courses in	75	Physiology, Courses in	93
Industrial Arts,		Political Science,	
Courses in	76	Courses in	104
Industrial Education,		Program Advisors	30
Courses in	78	Program, the Student's	30
Information, General	17	Programs of Instruction ...	37-50
In-Service Classes	19	Psychology, Courses in	98
Instructional Staff	9	Publications, Student	24
Journalism, Courses in	69, 70	Readmission	32
Kindergarten-Primary		Regulations, Additional	32
Curriculum	42	Scholastic Regulations	30
Kindergarten-Primary		Science, Courses in	93
Education, Courses in	62	Social Sciences, Courses in..	101
Late Afternoon Classes	19	Sociology, Courses in	105
Libraries	20	Specialization	38
Library Science,		Speech, Courses in	72
Courses in	81	Student Activities	23
Map of Campus		Student Body	18
LocationsInside Front Cover		Student Teaching,	
Marking System	30	Courses in	64
Mathematics, Courses in ...	83	Summer Program	19
Music, Courses in	87	Table of Contents	5
Natural Sciences,		Theatre, Courses in	72
Courses in	90	Theatre Workshop	24
North Side Branches	17	Transfer Programs	19, 43
Numbering of Courses	38	Transcripts of Credit	27
Orchestra	24	Tuition Costs	29
Personnel Services	22	Unit of Credit	30
		Veterans Training	27
		West Side Branch	17
		Withdrawal	31
		Zoology, Courses in	93