

1963

Chicago Teachers College South Bulletin, General Announcements, Undergraduate Catalog, 1963-1965

Chicago Teachers College North

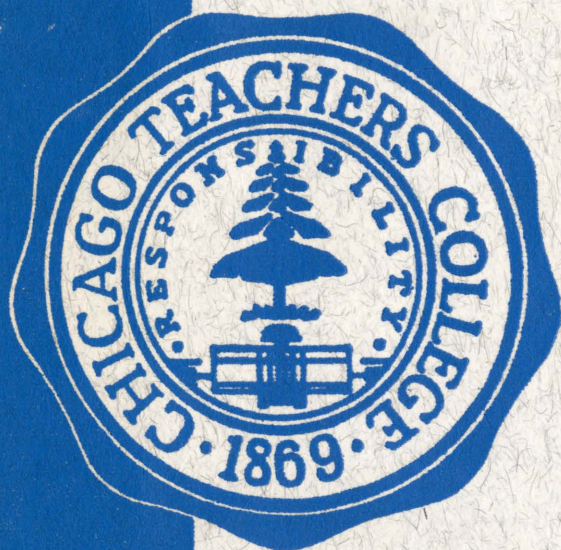
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Chicago Teachers College Bulletin



General Announcements
Undergraduate Catalog
1963-1965

OFFERING TUITION-FREE TEACHER TRAINING SINCE 1869

Chicago Teachers College South

General Announcements Undergraduate Catalog 1963-1965

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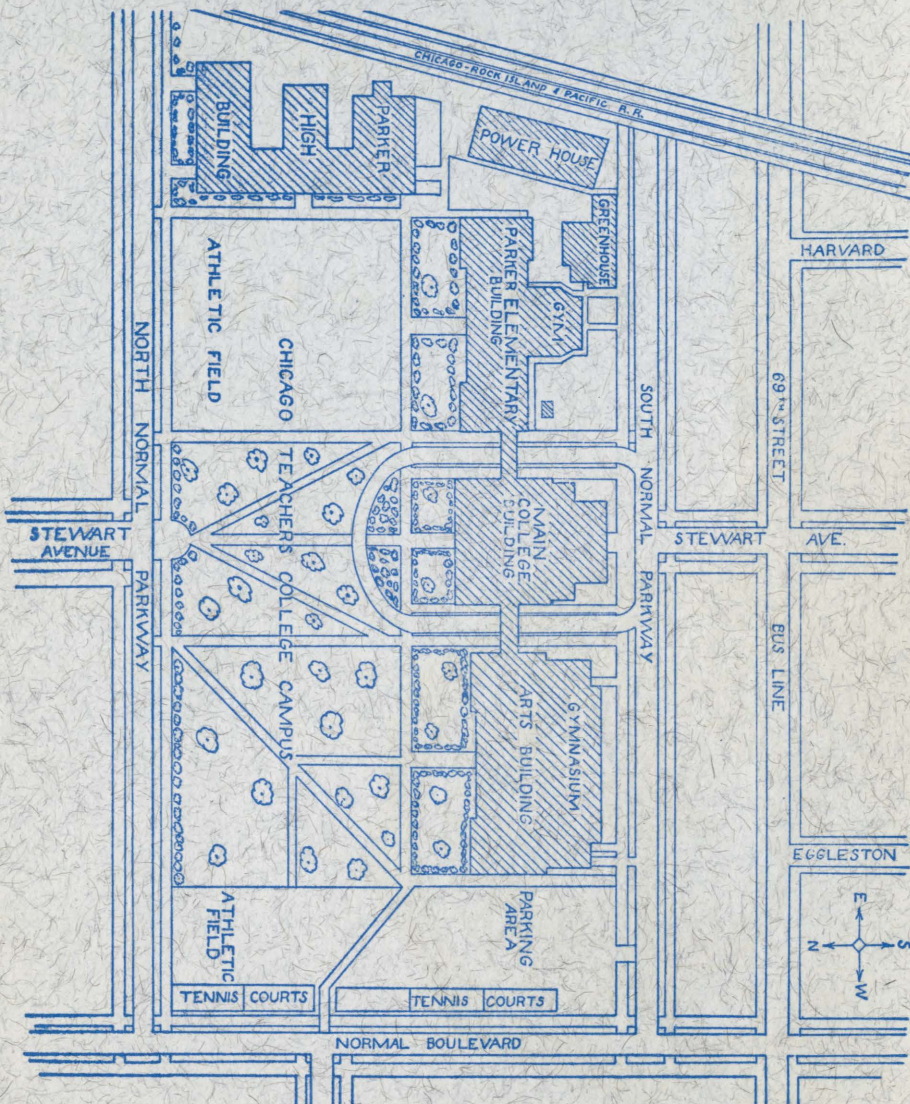
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2240 WEST VAN BUREN STREET

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This number of the Chicago Teachers College Bulletin includes general announcements and the undergraduate catalog for Chicago Teachers College South for the academic years 1963-1965. However, the College reserves the right to make whatever changes 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 trimester and summer term.

Programs in graduate studies and special education are described in *The Graduate Catalog*, available from the Director of the Graduate School.

Chicago Teachers College North publishes separate bulletins concerning its offerings.

CHICAGO TEACHERS COLLEGE BULLETIN
Volume IX, Number 3; July, 1963

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Chicago, Illinois

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 trimester. *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 1963-1965

NOTE: Registration for classes precedes the start of each trimester. Write to the Director of Instruction for further information.

Fall Trimester, 1963

September 2, Monday	Labor Day Holiday
September 3, Tuesday	Fall trimester begins
November 28 and 29, Thursday and Friday	Thanksgiving Holiday
December 20, Friday	Fall trimester ends
December 21 to January 5, inclusive	Christmas recess

Winter Trimester, 1964

January 6, Monday	Winter trimester begins
February 3, Monday	Short term for midyear high-school graduates begins
February 12, Wednesday	Lincoln's Birthday Holiday
March 27, Friday	Good Friday Holiday
April 24, Friday	Winter trimester and short term end
April 25 to May 3, inclusive	Spring recess

Spring Trimester, Summer Term, 1964

May 4, Monday	Spring trimester and eight-week term begin
June 26, Friday	Spring eight-week term ends
June 29, Monday	Summer eight-week term begins
August 21, Friday	Spring trimester and summer term end

Fall Trimester, 1964

September 7, Monday	Labor Day Holiday
September 8, Tuesday	Fall trimester begins
November 26 and 27, Thursday and Friday	Thanksgiving Holiday
December 18, Friday	Fall trimester ends
December 19 to January 3, inclusive	Christmas recess

Winter Trimester, 1965

January 4, Monday	Winter trimester begins
February 12, Friday	Lincoln's Birthday Holiday
April 16, Friday	Good Friday Holiday
April 23, Friday	Winter trimester ends
April 24 to May 2, inclusive	Spring recess

Spring Trimester, Summer Term, 1965

May 3, Monday	Spring trimester and eight-week term begin
May 31, Monday	Memorial Day Observance
June 25, Friday	Spring eight-week term ends
June 28, Monday	Summer eight-week term begins
July 5, Monday	Independence Day Observance
August 20, Friday	Spring trimester and summer term end

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Administrative Control

Board of Education City of Chicago

CLAIR M. RODDEWIG *President*
HAROLD H. BUCK *Secretary*
JAMES W. COFFEY *Attorney*

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MRS. WENDELL E. GREEN	MR. FRANK M. WHISTON

General Superintendent of Schools

BENJAMIN C. WILLIS, Ed. D., LL.D., D.H.L., LL.D.

Deputy Superintendent of Schools

JAMES H. SMITH, Ed. D., Sc.D.

Associate Superintendent, Higher Education

EILEEN C. STACK, Ph. 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

JOHN M. BECK (1953), Assistant Dean in Charge and Bursar
B. S. in Ed., Pennsylvania State Teachers College; A. M., Ph. D.,
University of Chicago.

THEODORE J. STOLARZ (1958), Assistant Dean and Director of the
Graduate School
B. S., M. A., Ph. D., Northwestern University.

IRWIN J. SULOWAY (1951), Assistant Dean in Charge of Publica-
tions and Managing Editor, *Chicago Schools Journal*²
B. Ed., Chicago Teachers College; M. A., Ph. D., Northwestern University.

OSCAR WALCHIRK (1948), Director of Admissions and Records
B. E., Illinois State Normal University; Northwestern University; A. M.,
University of Chicago; University of Chicago.

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.

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

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

HERBERT J. WALBERG (1962), Acting Director of Examinations
B. Ed., Chicago Teachers College; M. Ed., University of Illinois.

WALTER J. HEINZEL (1958), Administrative Assistant
B. Ed., M. Ed., Chicago Teachers College; Loyola University.

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

LAUREL D. COOKE (1960), Admissions Counselor
Ph. B., M. A., 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, 1963-1964.

Crane Campus

- DAVID H. HELLER (1952), Assistant Dean in Charge
B. Ed., Chicago Teachers College; S. M., Ph. D., University of Chicago.
- FLOYD R. SMITH (1955), Director of Guidance Research Center
B. S. in Ed., Central Missouri State College; M. E., Ed. D., University of Missouri.
- DOROTHY DIERICKX (1959), Director of Activities¹
B. Ed., Chicago Teachers College; M. A., DePaul University; M. A., University of Chicago.
- MINNIE R. JOHNSON (1958), Librarian
B. A., Fisk University; B. Lib. Sci., Atlanta University; M. A., University of Chicago.

¹On leave, 1963-1964.

Instructional Staff, 1962-63

- FRED O. ANDERSON (1953)¹, Assistant Professor of Education
B. S. in Ed., M. A. in Ed., DePaul University.
- BERNICE J. AUSTRHEIM (1957), Assistant Professor of Biology
B. S., M. A., University of Chicago; Northwestern University; University of Oslo.
- FRANK W. BAINBRIDGE (1961), Associate Professor of Education
B. S., M. A., Washington and Jefferson College; Ph. D., Indiana University.
- MAE M. BANKS (1960), Instructor in Art
B. S., Northwestern University; M. A. E., Illinois Institute of Technology.
- CHARLOTTE A. BARR (1957), Assistant Professor of Education
Ph. B., M. A., DePaul University.
- JOHN M. BECK (1953), Professor of Education
B. S. in Ed., Pennsylvania State Teachers College; A. M., Ph. D., University of Chicago.
- PAUL E. BENNETT (1962), Associate Professor of English
B. A., University of Akron; M. A., Ph. D., University of Pennsylvania.
- FREDERIC C. BEREZIN (1953), Associate Professor of Sociology
A. B., A. M., University of Chicago; Ph. D., Syracuse University.
- CLARA M. BERGHOFER (1950), Associate Professor of Education
S. B., University of Chicago; M. Ed., Graduate Teachers College of Winnetka; Ph. D., University of Chicago.
- MURIEL BEUSCHLEIN (1951), Professor of Biology
B. Ed., Chicago Teachers College; M. S., Ph. D., Northwestern University.
- FREDRICK BLUM (1960), Instructor in Geography
B. A., University of Denver; M. A., University of Chicago.
- JOHN J. BOWEN (1956), Assistant Professor of Chemistry
B. Ed., Chicago Teachers College; M. S., Northwestern University; University of Chicago.
- GEORGE W. BOYLE (1938), Assistant Professor of Physical Education*
B. P. E., American College of Physical Education; B. E., DePaul University; M. A., Northwestern University; Northwestern University.
- VERNON W. BROCKMANN (1950), Professor of Geography (Social Sciences*)
B. S., Northeast Missouri State Teachers College; M. S., Oklahoma State College; Ph. D., Northwestern University.
- MARVIN A. BROTTMAN (1960), Assistant Professor of Education
B. S., Roosevelt University; M. S., University of Illinois; Ph. D., University of Chicago.
- GEORGE E. BUTLER (1952), Assistant Professor of Library Science*
B. S. in Ed., Northwestern University; A. M., University of Chicago.

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

*Denotes chairman or acting chairman of department indicated.

- GERTRUDE BYRNE (1924), Assistant Professor of Physical Education
S. B., University of Chicago; M. S. in Ed., Northwestern University;
Northwestern University; University of Chicago; Indiana University.
- MARY LOU CALDWELL (1962), Instructor in Mathematics
B. A., Notre Dame of Maryland College; M. A., Northwestern University.
- WILLIAM CARD (1939), Professor of English
A. B., University of Nebraska; Ph. D., University of Wisconsin; Cornell
University; University of Michigan; University of Chicago.
- JOHN S. CARTER (1941), Professor of English
B. A., Northwestern University; A. M., Ph. D., University of Chicago.
- PATRICIA S. CHARLIER (1961), Associate Professor of Education
B. S., M. S., Ph. D., University of Minnesota.
- CARL A. CLARK (1954), Professor of Psychology
A. B., M. A., Colorado College; Ph. D., University of Iowa.
- MERLIN CLARK (1960), Instructor in Social Science
A. B., Laverne College; B. D., Bethany Seminary; M. A., College of
the Pacific; University of Chicago.
- ROBERT A. CLAUS (1962), Instructor in Botany
B. S., Northwestern University; M. S., University of Illinois.
- LAUREL D. COOKE (1961), Instructor in Education
Ph. B., M. A., Northwestern University.
- JANIS COOLEY (1960), Instructor in English
B. S. Ohio Central State College; M. A., University of Chicago; Roosevelt
University.
- CHARLES T. CORKERY (1956), Assistant Professor of Business
Administration (Business Education*)
B. A., St. Mary's College; M. B. A., DePaul University.
- THOMAS J. CRESWELL (1958), Assistant Professor of English
B. Ed., Chicago Teachers College; M. A., University of Chicago; University
of Chicago.
- IRVING H. CUTLER (1961), Assistant Professor of Geography
M. A., University of Chicago; Northwestern University.
- ESTHER DACOSTA (1955), Associate Professor of Physiology
B. S., M. S., Ph. D., University of Chicago; University of Chicago.
- WILLIAM A. DAUGHERTY (1960), Assistant Professor of Psychology
B. A., Morris Brown College; University of Colorado; University of
Minnesota; M. A., University of Chicago.
- CHARLES S. DEWEY (1961), Associate Professor of Psychology*
B. S., Washington State College; M. S., University of Washington; Ed. D.,
Stanford University.

*Denotes chairman or acting chairman of department indicated.

- DOROTHY DIERICKX (1959), Assistant Professor of Mathematics¹
B. Ed., Chicago Teachers College; M. A., DePaul University; M. A.,
University of Chicago.
- LOUISE E. DIETERLE (1954), Associate Professor of Education
B. Ed., M. Ed., Chicago Teachers College; M. A., Ed. D., Loyola
University.
- LILLIAN DIMITROFF (1958), Associate Professor of Education
A. B., Denison University; M. A., University of Chicago; Ph. D., North-
western University.
- JAMES W. DRESEN (1960), Instructor in Speech
B. S., Xavier University; M. A., Northwestern University.
- ORIE J. EIGSTI (1955), Professor of Botany¹
B. A., Goshen College; M. A., Ph. D., University of Illinois.
- DON B. FEATHER (1961), Associate Professor of Education
A. B., Western Michigan; M. A., Ph. D., University of Michigan.
- HENRIETTA H. FERNITZ (1940), Professor of Political Science
Chicago Teachers College; B. S., M. A., Ph. D., Northwestern University.
- JACK FOODEN (1962), Assistant Professor of Zoology
B. S., University of Chicago; M. Ed., Chicago Teachers College; M. A.,
Ph. D., University of Chicago.
- MARIE M. FOOTE (1958), Assistant Professor of Education
Ph. B., Loyola University; M. A., DePaul University; University of
Chicago; Loyola University.
- JAMES FRIEND (1962), Assistant Professor of English
A. B., University of Illinois; M. A., University of Connecticut.
- MARIANNE GARBEL (1956), Assistant Professor of Education
B. Ed., Chicago Teachers College; M. A., Northwestern University.
- JEAN E. GILLETTE (1961), Assistant Professor of Library Science
Ph. B., University of Chicago; M. Ed., Chicago Teachers College; Uni-
versity of Chicago.
- ELIZA GLEASON (1954), Associate Professor of Library Science
A. B., Fisk University; B. S. in L. S., University of Illinois; M. A.,
University of California; Ph. D., University of Chicago.
- JOSEPH M. GOODMAN (1962), Associate Professor of Accounting
B. Ed., Chicago Teachers College; M. B. A., University of Chicago;
C. P. A., University of Illinois.
- MADelyn G. GORMAN (1955), Assistant Professor of Home
Economics
B. A., University of Illinois; M. A., Columbia University; Art Institute of
Chicago; Columbia University; University of Chicago; University of
Rhode Island.
- ALFRED H. GRAS (1959), Assistant Professor of Music
B. S. in Ed., Concordia Teachers College; M. Mus., Northwestern
University; University of Chicago.

¹On leave, 1963-1964.

- HELENE C. GROSSENBACHER (1958), Assistant Professor of Speech
B. A., M. A., Northwestern University.
- G. LAMAR HARRISON (1961), Professor of Education
A. B., Howard University; B. E., M. A., University of Cincinnati; Ph. D., Ohio State University; D. C. L., University of Liberia.
- WALTER J. HEINZEL (1958), Instructor in Industrial Education
B. Ed., M. Ed., Chicago Teachers College; Loyola University.
- DAVID H. HELLER (1952), Professor of Science Education
B. Ed., Chicago Teachers College; S. M., Ph. D., University of Chicago.
- COLEMAN HEWITT (1939), Assistant Professor of Industrial Arts*
B. S., Stout State College; M. A., Northwestern University; Northwestern University.
- ARMIN C. HOESCH (1960), Assistant Professor of Education
A. B., North Central College; B. D., Evangelical Theological Seminary;
M. A., Trinity University; University of London; University of Chicago.
- LEWIS L. HORTON (1955), Assistant Professor of Industrial Arts
B. S., M. S., University of Michigan.
- WILLIAM J. HURLEY, JR. (1961), Assistant Professor of English
B. A., M. A., DePaul University; Loyola University.
- MINNIE R. JOHNSON (1958), Assistant Professor of Library Science
B. A., Fisk University; B. Lib. Sci., Atlanta University; M. A., University of Chicago.
- MELVIN R. KARPAS (1962), Professor of Education
B. S., B. A., Ed. M., Ed. D., Boston University.
- EDMUND W. KEARNEY (1958), Associate Professor of History
B. Ed., Chicago Teachers College; A. M., Ph. D., Loyola University.
- ROSE KLOWDEN (1959), Assistant Professor of Music
M. Mus., DePaul University; M. Ed., University of Chicago.
- CHARLOTTE KNIAZZEH (1961), Assistant Professor of Modern Languages*
Ph. B., University of Chicago; M. A., Columbia University; University of Chicago.
- DAVID KOPEL (1938), Professor of 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), Assistant Professor of Physical Education
B. Ed., Chicago Teachers College; M. A., Northwestern University; University of Chicago.
- JANICE KYPTA (1962), Assistant Professor of Psychology
B. S., M. S., Western Illinois State University; M. A., Roosevelt University.

*Denotes chairman or acting chairman of department indicated.

- HERBERT F. LAMP (1950), Professor of Biology (Natural Sciences*)
B. Ed., Chicago Teachers College; S. M., Ph. D., University of Chicago;
Arizona State University.
- NANCY LASHER (1950), Assistant Professor of Biology
B. A., B. S., Ph. D., University of Chicago.
- MILTON LEPKIN (1958), Associate Professor of Psychology
B. S., The College of the City of New York; M. A., Ph. D., Syracuse University.
- CARY B. LEWIS (1957), Associate Professor of Accounting
A. B., University of Illinois; M. B. A., University of Chicago; C. P. A., University of Illinois.
- VIOLA LYNCH (1949), Assistant Professor of Education (Kindergarten-Primary Education*)
Chicago Teachers College; Ph. B., University of Chicago; M. A., Columbia University.
- GORDON MARKWART (1957), Instructor in Art
B. A., University of Chicago; B. F. A., B. A. E., M. F. A., Art Institute of Chicago.
- VIRGINIA McDAVID (1957), Associate Professor of English
B. A., M. A., Ph. D., University of Minnesota.
- HENRIETTA H. McMILLAN (1949), Professor of English*
A. B., Butler University; M. A., Radcliffe College; Ph. D., University of Chicago.
- MORRIS MELLINGER (1959), Assistant Professor of Business Education
B. S., M. S., College of the City of New York; M. B. A., Ph. D., University of Chicago.
- ROBERT C. MEREDITH (1962), Associate Professor of English
B. A., Oberlin College; M. A., Ph. D., University of Wisconsin.
- FRANK N. MOORE (1958), Instructor in Industrial Arts
Chicago Teachers College; B. S., University of Chicago; M. A., Northwestern University.
- LUCILLE M. MOZZI (1961), Assistant Professor of English
B. A., Roosevelt University; M. A., University of Chicago.
- AUGUSTA A. MYLROIE (1961), Assistant Professor of Chemistry
B. S., M. S., Ph. D., University of Illinois.
- JANE B. NEALE (1957), Instructor in Art*
B. A., University of Chicago; M. A., Columbia University; New York University.
- KENNETH W. NELSON (1961), Assistant Professor of Chemistry
B. S., M. S., Ph. D., Notre Dame University.

*Denotes chairman or acting chairman of department indicated.

- EDWARD WARREN NOEL (1962), Assistant Professor of Education
A. B., A. M., University of Chicago.
- FLOYD E. OVERLY (1961), Associate Professor of English
B. A., Central Michigan University; M. A., Ph. D., University of Chicago.
- ROBERT N. PAINE (1961), Associate Professor of English
B. S., Central Connecticut State College; M. A., Ph. D., Peabody College;
University of Connecticut; Harvard University.
- VASO K. PAPADOPULOS (1956), Instructor in Education
B. Ed., Chicago Teachers College; M. A., Northwestern University;
Northwestern University.
- LOTTIE C. PATARINI (1961), Assistant Professor of Physical
Education
B. Ed., Chicago Teachers College; M. A., Northwestern University;
University of Illinois; Chicago Teachers College.
- HENRY A. PATIN (1961), Associate Professor of Education*
A. B., A. M., Louisiana State University; S. M., Ph. D., University of
Chicago.
- BEVERLY A. POWERS (1961), Instructor in Mathematics
B. Ed., Chicago Teachers College; M. S., University of Illinois; Illinois
Institute of Technology; Northwestern University.
- MARSHALL K. POWERS (1961), Associate Professor of History
A. B., Marietta College; M. A., University of Colorado; Ph. D., Uni-
versity of Florida.
- WILLIAM J. PURCELL (1952), Assistant Professor of Mathematics
A. B., Middlebury College; M. A., Columbia University; University of
Grenoble.
- MARIA N. RAISYS (1962), Instructor in Biology
B. S., M. S., University of Illinois.
- LEE L. RANDOLPH (1959), Instructor in Art
B. S., Tillotson College; B. A. E., M. A. E., Art Institute of Chicago;
Roosevelt University; Art Institute of Chicago.
- RUTH B. RASMUSEN (1953), Professor of Mathematics
B. A., Concordia College (Moorhead); M. S., Ph. D., University of
Chicago.
- ROY A. RAUSCHENBERG (1961), Assistant Professor of History
B. A., M. A., Ph. D., University of Illinois.
- JESSE B. RHINEHART (1961), Associate Professor of Psychology
B. S. Ed., Geneva College; M. A., Ph. D., University of Pittsburgh.
- CONCETTA V. ROMANOW (1956), Associate Professor of Psychology
B. A., Queens College; M. A., University of Illinois; Ph. D., Northwestern
University.

*Denotes chairman or acting chairman of department indicated.

- ISADORE SALARIO (1960), Associate Professor of Physical Education
B. Ed., Chicago Teachers College; M. A., Northwestern University;
Ph. D., University of Wisconsin.
- JAMES M. SANDERS (1939), Professor of Zoology
A. B., William Jewell College; A. M., Ph. D., University of Illinois.
- EDWIN H. SAUER (1962), Professor of English
B. S., in Ed., M. A., Miami University; Ph. D., University of Cincinnati;
M. A., (Hon.) Harvard University.
- FLORENCE D. SCHWARTZ (1956), Assistant Professor of Education
Ph. B., University of Chicago; M. A., Northwestern University.
- EMMY M. SCHREINER (1962), Associate Professor of German
B. S., M. A., Ph. D., Northwestern University.
- LEONARD J. SIMUTIS (1951), Associate Professor of Music
B. Mus. Ed., M. Mus., DePaul University; DePaul University; Ph. D.,
University of Ottawa.
- LOUISE S. SINDERSON (1962), Instructor in Education
B. S., M. Ed., University of Illinois.
- FLOYD R. SMITH (1955), Associate Professor of Education
B. S. Ed., Central Missouri State College; M. E., Ed. D., University of
Missouri.
- PAUL SMITH (1954), Associate Professor of English
B. A., University of Maine; M. A., Ph. D., Columbia University.
- CHARLENE M. SPRANKEL (1961), Instructor in Mathematics
B. S., Southern Illinois University; M. S., University of Illinois; North-
western University.
- GEORGE J. STEINER (1937), Assistant Professor of English
Ph. B., Loyola University; A. M., University of Chicago; University of
Chicago.
- THEODORE J. STOLARZ (1958), Associate Professor of Psychology
B. S., M. A., Ph. D., Northwestern University.
- WILLIAM H. STRAWN (1957), Assistant Professor of Economics
B. S., Albright College; A. M., Temple University.
- ARVARH E. STRICKLAND (1962), Assistant Professor of History
A. B., Tougaloo College; M. A., Ph. D., University of Illinois.
- IRWIN J. SULOWAY (1951), Professor of English¹
B. Ed., Chicago Teachers College; M. A., Ph. D., Northwestern University.
- PHYLLIS R. SWANSON (1958), Assistant Professor of Physical
Education
B. Ed., Chicago Teachers College; M. A., Northwestern University;
Chicago Teachers College; University of Chicago.

¹On leave, 1963-1964.

Instructional Staff

- MARION W. TAYLOR** (1956), Assistant Professor of Library Science
B. Ed., M. Ed., Chicago Teachers College, Northwestern University.
- MARIE L. TIERNEY** (1939), Assistant Professor of Education
(Student Teaching*)
Ph. B., University of Chicago; M. Ed., Loyola University; University of Chicago; Loyola University.
- PAUL W. TITMAN** (1955), Professor of Botany
B. S., Belmont Abbey Junior College; B. A., M. A., University of North Carolina; Ph. D., Harvard University; University of Wisconsin.
- CYRIL TRAYFORD** (1954), Professor of Physical Education
B. S., M. S., University of Wisconsin; Ph. D., University of Chicago.
- MARIE G. TRUAX** (1951), Instructor in Political Science
B. S., M. A., University of Minnesota.
- JOSEPH J. URBANCEK** (1940), Professor of Mathematics*
B. S., University of Illinois; M. A., Northwestern University; M. S., DePaul University; University of Chicago.
- ANTHONY C. VASIS, JR.** (1957), Assistant Professor of Education
B. S., Wisconsin State College; M. S., Stout State College; Loyola University.
- Fritz VEIT** (1949), Professor of 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.
- HERBERT J. WALBERG** (1962), Instructor in Education
B. Ed., Chicago Teachers College; M. Ed., University of Illinois.
- OSCAR WALCHIRK** (1948), Assistant Professor of Education
B. E., Illinois State Normal University; Northwestern University; A. M., University of Chicago; University of Chicago.
- DORETTE WALNER** (1962), Instructor in French¹
B. M., M. M., DePaul University.
- SYLVAN D. WARD** (1949), Professor of Music*
B. Mus., M. Mus., Chicago Musical College; M. S., M. Ed., Northwestern University; D. Mus. Ed., Chicago Musical College.
- WILLIAM C. WATSON** (1955), Assistant Professor of Psychology
M. A., University of Chicago; University of Chicago.
- WILLIAM WOODS** (1960), Instructor in Library Science
B. Ed., M. Ed., Chicago Teachers College; University of Chicago.
- W. WAYNE WORICK** (1961), Associate Professor of Physical Education
B. S., M. S., H. S. D., Indiana University.
- NAHUM ZACHAI** (1962), Associate Professor of Russian
Ph. B., University of Chicago; M. A., Ph. D., Northwestern University.

*Denotes chairman or acting chairman of department indicated.

¹On leave, 1963-1964.

Emeritus Faculty

- FRED K. BRANOM** (1919-1956), Chairman, Department of Social Sciences ³⁷
- EDVIN BRYE** (1930-1956), Chairman, Department of Psychology ²⁶
- SOPHIA C. CAMENISCH** (1923-1945), English ²²
- JOSEPH CHADA** (1943-1961), Chairman, Department of Social Sciences ¹⁸
- MARY E. FREEMAN** (1921-1951; 1953-1955), Chairman, Department of Home Economics ³²
- BEALS E. L. FRENCH** (1924-1955), Natural Sciences ³⁴
- HENRY G. GEILEN** (1920-1953), Chairman, Department of Art ³³
- W. WILBUR HATFIELD** (1915-1947), Professor Emeritus and Chairman, Department of English ³²
- ELIZABETH R. HENNESSEY** (1937-1959), Music ²²
- LOUISE M. JACOBS** (1929-1961), Speech ³²
- JOHN T. JOHNSON** (1923-1946), Chairman, Department of Mathematics ²³
- WILLIAM LESLIE KAISER** (1931-1960), Assistant Dean in Charge ²⁴
- JOSEPH KRIPNER** (1926-1955), Chairman, Department of Physical Education ²⁹
- LUISE LANGE** (1955-1956), Mathematics ¹⁹
- ORION M. MILLER** (1924-1938), Mathematics ¹⁶
- ELMER A. MORROW** (1906-1949), Art ²³
- EMMA FLEER MULLER** (1924-1961), Director of Student Personnel and Registrar ³⁷
- ELLEN M. OLSON** (1928-1958), Chairman, Department of Kindergarten-Primary Education ³⁰
- FRANCES PEICKERT** (1924-1947), Chairman, Department of Music ²⁵
- LOUISE C. ROBINSON** (1924-1956), Chairman, Department of Physical Education ³²
- EARL E. SHERFF** (1923-1951; 1954-1955), Chairman, Department of Natural Sciences ²⁹
- JAMES I. SWEARINGEN** (1935-1963), Assistant Dean, Instruction and Evening Program ²⁸
- CATHERINE M. TAHENY** (1932-1958), Chairman, Department of Music ²⁶
- HORACE WILLISTON** (1951-1962), English ¹¹

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 1963 its South Campus entered its ninety-fifth year of continuous service to Chicago, Cook County, and surrounding areas.

Complete facilities for the preparation of teachers in all elementary school areas and several 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 college year consists of three sixteen-week trimesters. The third trimester of each academic year, extending from early May through mid-August, is divided into two eight-week terms. Each trimester is the equivalent of one half-year under the semester plan; each eight-week term is the equivalent of a half-semester.

Locations

The Main Campus of the Chicago Teachers College South 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, a unit in the city boulevard system.

The Crane Campus at 2240 West Van Buren Street is intended to serve the west section of the city and the west suburbs. It offers programs for students with approximately two or more years of college credit. It is a branch of Chicago Teachers College South.

The North Campus of the Chicago Teachers College opened its doors in September of 1961. It is located at 5500 N. St. Louis Avenue. The North Campus, operating under a separate administration, offers a five-year program for the training of elementary school teachers and a program of in-service education in the late afternoon and evenings. The programs of the North Campus appear in a separate catalog available from that campus.

Accreditation

The Chicago Teachers College South is 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.

The College is a member in good standing of the American Association of Colleges for Teacher Education, an association of teacher education institutions, and the Association of State Colleges and Universities. It is also affiliated with the American Council on Education.

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, a faculty committee on promotions, and various other standing and special committees.

The Student Body

The student body consists of young men and women who meet the admission 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 years graduates of the College have distinguished themselves as teachers and administrators at all levels of education.

Programs of Instruction

Four-Year Programs

There are six general curricula: Kindergarten-Primary Curriculum, Intermediate Grade Curriculum (Grades 3-8), Upper Grade Teaching Major Curriculum (Grades 7-12), Business Education Curriculum (Grades 9-12), Industrial Education Curriculum (Grades 9-12), Home Economics Curriculum (Grades 9-12).

Students in the Upper Grade Teaching Major Curriculum choose to major in one of the following departments: art, English, geography, history, mathematics, music, natural sciences, or physical education.

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 personnel 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, some professional courses prepare the student for the specialization in content, educational theory, techniques, and practice which follows in the junior and senior years. There is one term of student teaching and a student teaching seminar in the senior year, with close co-operation among supervisors, principals, classroom teachers, and students. During the term of student teaching the students spend five days each week in the public schools of Chicago in the various activities of student teaching. A member of the College faculty acts as advisor and meets the students in the seminars.

Transfer Programs

Transfer students from fully accredited colleges are accepted at the beginning of any trimester or summer term. Transfer is made most easily from the Chicago City Junior College to a two-year sequence in the kindergarten-primary or intermediate grade curriculum. On page 46 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 the Fall and Winter trimesters and during the eight-week term occurring in May and June. They are held at all campuses, at 228 North LaSalle Street (the central office of the Board of Education), and at other announced 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 of courses is not permitted.

The eight-week summer term attracts both undergraduate and graduate students. This session is financed on the same basis as regular academic sessions. Teachers in service register for the summer session for all the reasons mentioned in the preceding paragraph. Transfer students and regular 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 South Campus of twenty-six 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. The Parker High School Building, located on the east edge of the campus, was completed in 1930.

Approximately six acres of land to the south of the campus have recently been cleared and added to the present campus, providing additional space for parking and for a future building program.

The various College buildings contain well-equipped libraries, classrooms, laboratories, studios, lounges, 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. The Crane Campus of the College shares the use of a building occupied by other units of the Chicago Public Schools. Use is also made of almost one hundred other 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 nearly a century. Since the Wilson Branch of the City Junior College was established on the South Side campus, the library has served the Junior College also. This joint college library maintains a carefully selected collection of approximately 85,000 books and bound periodicals. The collection is re-evaluated periodically and a continuous effort is made to keep it up to date and geared 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 approximately 500 periodicals relating to varied fields of study and current interest. Periodicals of permanent interest are preserved in bound form. In recent years the Library has also added some early runs of periodicals on microfilm. This collection has already grown to 1200 rolls. The Materials Center consists of 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 and service organization in all areas of audio-visual interest.

Students have further access to library resources at the Board of Education Library, the Chicago Public Library and its branches, and for specialized needs at the Art Institute Library, the Library of International Relations, the John Crerar Library, and the Newberry Library.

Chicago Schools Journal

The *Chicago Schools Journal*, published monthly by the Board of Education, is edited at the College by a staff appointed from the College faculty. It is an educational journal distributed to the 19,000 members of the Chicago Public School System; to approximately 1,500 colleges, universities, and school systems 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. Articles appearing in the *Chicago Schools Journal* are indexed in the *Education Index*.

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 through 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 increased 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 offered. In 1961 work leading to the degree of Master of Arts was inaugurated.

In 1962 the College adopted a trimester plan of operation which permits the completion of one and one-half years of college work within a calendar year. Under this plan students can, by attending school forty-eight weeks per year, complete work for the bachelor's degree in two and two-thirds years.

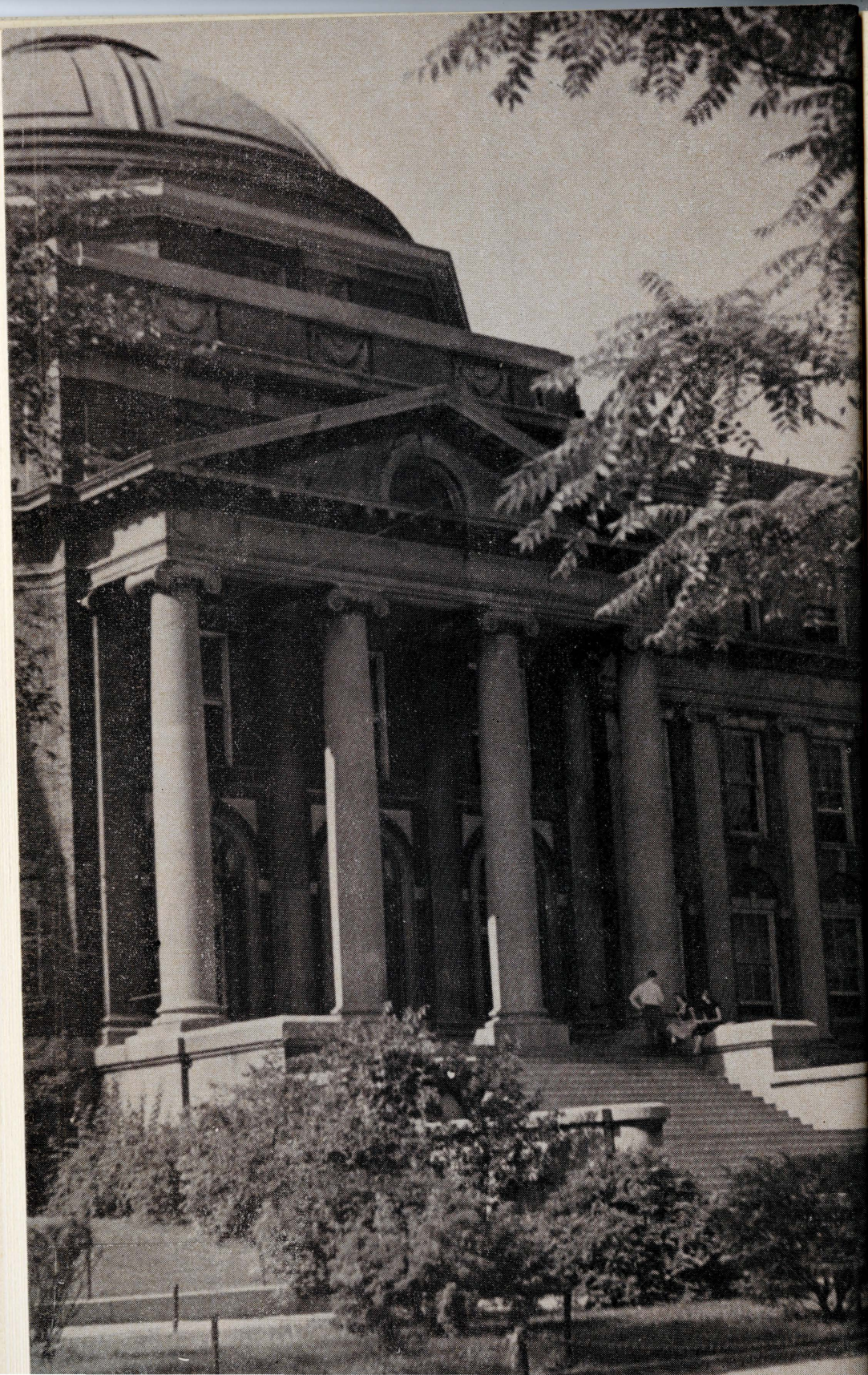
In 1951 the General Assembly of the State of Illinois passed legislation providing for state support of Chicago Teachers College. This is in the form of reimbursement to the Board of Education for the operating expense of the school. Title to the site and physical plant remains with the Board, and all needed capital expenditures are expected to be an obligation of the local Board. For the biennium 1961-63 the Assembly appropriated the sum of \$5,186,174 to meet the operating expenses of all branches of the College.

To meet the growing demand for accessible teacher training facilities, and to relieve overcrowding on the Main Campus, one or more branches of the College have been maintained in various locations since 1949. This policy led to the decision in 1957 to establish and build a permanent North Campus, which opened in 1961.

The College remains an integral part of the local school system, but students from any part of the state are admitted on 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's general wellbeing as an individual and in his relation to the group. It aims to assist students in all phases of their growth and development.



General Information

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.

Intercollegiate 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 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.

Student publications at the various campuses include *Tempo*, and the *Cranium*, student newspapers, and 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 the newspapers.

Theatre Workshop, the choir, the glee club, 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 South may request an application for admission from the Admissions Counselor, Chicago Teachers College South, 6800 South Stewart Avenue, Chicago 21, Illinois, from the Registrar of the Crane Campus, 2240 West Van Buren Street, Chicago, Illinois, or from the counselor's offices of high schools and junior colleges.

Students may enter the College at the opening of any trimester or term. Special procedures have been developed for mid-year high school graduates to enable them to enter the College during the second trimester.

General Requirements for Admission

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 South:

1. Graduation from a four-year high school recognized by the State Superintendent of Public Instruction.
2. Successful completion of a test of college aptitude.
3. 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.)
4. 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 be admitted only on payment of full cost tuition. See Schedule of Fees.)
5. 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. A student who is unable to do so will not be admitted to the College.

Admission to the Various Curricula

All applicants for admission to the regular curricula must meet the *General Requirements for Admission*.

An application from a person who has graduated from an un-accredited high school will be considered provided that such individual has attended an accredited college or university and earned thirty or more hours of acceptable college credit.

No special pattern of high school courses is currently required for admission to the Chicago Teachers College South.

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. They will be given a test 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 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 a regionally accredited college or university or who have participated in an Advanced Placement Program and who have a grade point average of 2.5 (C = 2.0, B = 4.0) or better for all college work previously attempted may be granted advanced standing for courses completed with a grade of C or better provided they are applicable to Chicago Teachers College South curricula.

Admission

Admission to the Senior College Level Programs

Individuals interested in teaching in the elementary schools who have completed a minimum of 60 hours of college credit (not including physical education) may be eligible for admission to the two-year intensive Senior College Level Intermediate Grade Program or the Senior College Level Kindergarten-Primary Program.

Applicants for admission to these curricula must meet the General Admission Requirements and must have a grade point average of 2.5 (C=2.0, B=4.0) or better for all college work previously attempted at a regionally accredited college. Courses completed with a grade of C or better are transferable providing they are applicable to the Chicago Teachers College South curriculum selected by the student.

Transcripts

Applicants for admission should arrange to have transcripts of their high school credits and transcripts from all institutions at which college level work was completed or attempted sent to the Admissions Office of the appropriate campus of the College. Such transcripts should list courses in which individuals may be currently registered as well as those completed. Supplementary transcripts for courses in progress should be sent to the same office immediately upon completion of such courses; receipt of a complete record of high school and college work is a condition to be met before formal admission is granted. Entire responsibility for having transcripts sent rests with the applicant. All transcripts become a part of the permanent records of the College.

Admission to Extended Day Classes

Admission to late afternoon, evening, and Saturday classes is normally granted to in-service teachers merely upon proof of certification and employment. Students admitted on this basis are not considered regular students unless they have been admitted to one of the graduate or undergraduate curricula. (See the *Graduate Catalog* regarding admission to the Graduate School.) Credit received as an extended day student may in some instances later be applied toward a degree, but the College assumes no responsibility in this regard.

Veterans

Chicago Teachers College is approved for the training of Korean War veterans and World War II veterans. An applicant desiring to use his rights as a veteran while at the Chicago Teachers College South should request a Certificate of Eligibility from the Veterans Administration and submit a photostatic copy of his discharge papers with his application for admission. Veterans may be granted credit for certain physical education activity courses and in some instances, upon faculty approval, may take proficiency examinations for course credit.

Tuition, Fees, and Expenses

Residents of Illinois

Because the State of Illinois reimburses the Chicago Board of Education in full for the operating costs of the Chicago Teachers College, legal residents of the state pay no tuition; other applicable fees are paid uniformly by all students. Attention is called to the fact that all students admitted to the College must indicate an intention to teach in the public schools of Illinois.

Schedule of Fees

General Service Fee

The general service fee, based on the number of credit hours carried, must be paid by all students at the time of registration.

9 or more credit hours	\$20.00
4 through 8 credit hours	10.00
3 credit hours or less	5.00

The general service fee, required of all students, usually covers the following services and privileges: student newspaper and handbook; admission to interscholastic athletic events; intramural and individual physical education activities; library; student personnel services; registration; and miscellaneous educational and recreational services.

Refund of general service fee: In case a student withdraws voluntarily from the College during the first five days of instruction (two days in summer session) one half the full time enrollment fee is refunded. Thereafter no rebate will be made. No rebate is made of fees paid by students registering for a part time program or who reduce the number of hours carried to a part time program unless classes registered for are cancelled by the College.

Late Registration Fee	\$ 3.00
Charged for registration after scheduled registration periods.	
Late Examination Fee	\$ 5.00
Charged for each final examination taken at other than scheduled times. In cases of severe illness or death in the immediate family a total fee of \$10.00 will cover all examinations required.	
Change of Registration Fee	\$ 2.00
Charged for each change of program initiated by the student after regular registration has been completed.	
Graduation Fee	\$12.50
Required of all students receiving a bachelor's degree from the College.	
Transcript Fee	\$ 1.00
Each student is entitled to one transcript free. The fee is charged for each additional transcript furnished.	

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 \$170 per trimester will cover the cost of fees, books, supplies, bus fare, lunches, and incidental College expenses. No other college in the state offers an equivalent education at so small a cost.

Scholarships and Loans

A limited number of scholarships are available to defray the cost of attending the College. Substantial loan funds are available to students under the provision of the National Defense Education Act. Scholarships. Such loans are usually granted only after an individual has completed one or more trimesters at the College. Applications for scholarships should be made to the Chairman of the Scholarship and Loan Committee. Loans are administered through the Office of the Bursar.

Among the scholarships currently available are those granted annually from funds donated by Scott, Foresman and Company, the Chicago Drug and Chemical Association, and the Illinois Congress of Parents and Teachers. The amounts of the grants vary depending upon the needs of students and the funds available.

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 1963-64 it was \$1050 for the academic year for a full-time student and proportionately less for a part-time student. In the summer session of 1963 non-residents were charged \$23.45 per credit hour. In addition to tuition non-residents pay all the fees listed for residents of Illinois.

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 sixteen 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: Withdrawn, Withdrew/Passing, Withdrew/Failing, and Deferred Credit. (See page 32).

The Student's Program

An advisor assists each student to arrange his program and to decide what courses to take. A student's advisor is the counselor 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 may be required to complete non-credit remedial coursework before he may register for certain courses in his curriculum.

The normal credit-hour load for each trimester is sixteen credit hours. A student who is employed while attending the College should lighten his credit-hour load accordingly. Responsibility for doing so rests with the student. Written permission must be obtained to carry additional hours.

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

No student may register for Principles of Teaching or Student Teaching unless he has a cumulative grade point average of at least 2.5 for work taken at Chicago Teachers College and has passed achievement tests in English composition, speech, and mathematics.

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 six weeks of a session 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 classes and remain until the work of the term is finished.

Dropping of Courses

A student who wishes to drop a course during the first six weeks (3 weeks of an 8 week term) of instruction must fill out a Change of Registration card and pay a Change of Registration fee.

Before the end of the sixth week of the trimester, (3rd week of an 8 week term) 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 six weeks, (3 weeks of an 8 week term) any student who withdraws or is dropped from a class receives a W (Withdrawn). Beginning with the seventh week, (4th week of an 8 week term) 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 sixth week of a trimester (3rd week of an 8 week term). In that event, at the discretion of the instructor and subject to the approval of the Registrar, a grade of W/P (Withdrawn/Passing) or W/F (Withdrawn/Failing), depending upon student's status in courses, may be given instead of F.

Academic Requirements

All students must maintain at least a 2.0 cumulative average to remain in good standing academically.

1. Any student whose trimester average drops below 1.0 will be dropped for poor scholarship.
2. Any student whose cumulative average drops below 2.0 will be placed on scholastic probation (Exception: see 1 above).
3. Any student who has been on scholastic probation or whose cumulative average is below 2.0 must earn a cumulative 2.0 average during each trimester or he will be asked to withdraw from the College.

The faculty Committee on Academic Standing administers the policy and has the privilege of waiving the above requirements if available evidence justifies such a decision.

Extended Day Session students and Unclassified Day Session students who, upon the completion of fifteen credit hours, have an average of less than C will be dropped permanently from the College.

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 Admissions and Records.

Beginning with the seventh week (4th week of an 8 week term) and until one month (2 weeks of an 8 week term) before the end of the trimester, any student who withdraws from the College receives W/P (Withdrawn/Passing) or W/F (Withdrawn/Failing), depending upon his status in each course. Students who withdraw during the final school month of a trimester (last 2 weeks of an 8 week term) 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 Office of Admissions and Records 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 twelve school weeks (6 weeks of an 8 week term) from the first day of the trimester. 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 fifteenth week (7th week of an 8 week term) or leaves the College after the sixth (3rd week of an 8 week term) but before the end of the twelfth week, (6th week of an 8 week term) his grade card is marked Withdrawn/Passing or Withdrawn/Failing as the case may be. For those students entering the Armed Forces who have attended less than six weeks (3 weeks of an 8 week term) all grade cards are marked Withdrawn.

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 Admissions and Records at least one month prior to the beginning of the trimester for which the student wishes to enroll.

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 trimester for which the student wishes to enroll.

Policies governing readmission are determined and prescribed by the Faculty Committee on Academic Standing and administered by the 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 sixth week of the following trimester. 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.

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 37-45). The total number of credit hours required for graduation depends on the particular curriculum, typically 128 credit hours.

2. At least 30 credit hours of course work, normally the last 30 hours, must have been taken at the Chicago Teachers College South or its Crane Campus. Transfer credits must have been earned at an institution accredited by a regional accrediting association or at an institution to which the appropriate 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 all work attempted at Chicago Teachers College South. Courses with a grade of C, or better, earned at a regionally accredited college and applicable to the Chicago Teachers College curriculum selected by the student, may be used to meet graduation requirements within the limits stated in paragraph two (2) above.

4. Passing of a test on the constitutions of the United States and Illinois is required by statute.

Application for the degree must be filed in the Office of Admissions and Records 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 South, including financial obligations.

Requirements for the Degrees of Master of Arts and Master of Education

Requirements for the degrees of Master of Arts and 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 of 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 level.
- 401-499 Courses numbered from 401 to 499 are of the graduate level. Admission to courses bearing 400 numbers 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.

Curricula

The College offers curricula designed primarily to prepare teachers for three levels of instruction: the kindergarten and primary grades, the intermediate grades, and the upper or secondary grades. For these purposes it has developed a special curriculum for each of the first two levels and several curricula for grades seven through twelve. These are:

- Kindergarten-Primary Curriculum
- Intermediate Grade Curriculum
- Upper Grade Teaching Major Curriculum
- Business Education Curriculum
- Home Economics Curriculum
- Industrial Education Curriculum

Within the upper grade, business education, home economics, and industrial education curricula are differentiated sequences which permit students to prepare for the teaching of particular subjects in the upper grades and high school.

Kindergarten-Primary Curriculum

Graduation from the Kindergarten-Primary Curriculum (page 37) prepares a student for an examination for a Chicago kindergarten-primary teaching certificate (kindergarten and grades 1-3), and for certification by the State of Illinois without further examination with an "elementary school certificate" valid "for teaching in the kindergarten through grade nine of the common schools" outside Chicago.

Students in the Kindergarten-Primary Curriculum do not major in a particular subject area. They have twelve hours of electives, six hours of which must be chosen from the offerings of a single department. In some cases the student will choose electives from those fields in which she is especially strong; in others she will be well advised to choose electives with a view to overcoming weaknesses in her general preparation as a teacher. Physical fitness, activity courses, business skill courses, and methods courses are not acceptable as elective courses.

Intermediate Grade Curriculum

Graduation from the Intermediate Grade Curriculum (page 38) 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 an "elementary school certificate" valid "for teaching in the kindergarten through grade nine of the common schools" outside Chicago.

Students in the intermediate grade curriculum do not choose a formal major in a particular subject area. Of their twenty-one credit hours of electives, however, twelve hours must be chosen from the offerings of a single department. Physical fitness, activity courses, business skill courses, and methods courses are not acceptable as elective courses. In some cases a student will choose elective courses in which he is especially strong; in others he will be well advised to overcome weaknesses in particular areas.

Students with special interest in library science may take fifteen credit hours of electives in that field and thus qualify for assignments as teacher-librarians. Students with special interest and competence in psychology may wish to use all electives to assist them in qualifying as adjustment teachers, school psychologists, or teachers in special classes and schools.

Upper Grade Teaching Major Curriculum

Graduation from the Upper Grade Teaching Major Curriculum, designed primarily for teachers of departmentalized classes in grades seven and above, prepares a student for an examination for a Chicago teaching certificate in grades 3-8, and provides the necessary coursework for admission to an examination for a Chicago certificate to teach the major subject in grades 7-12 or 9-12. Physical education majors are qualified also to take an examination for a Chicago physical education teaching certificate in grades 4-8. Graduates of

the Upper Grade Teaching Major Curriculum also meet requirements for certification by the State of Illinois without examination for an "elementary certificate" valid for "teaching in the kindergarten through grade nine of the common schools" and for State of Illinois secondary or special teaching certificates in the subject of their majors.

Students entering the Upper Grade Teaching Major Curriculum (page 39) are permitted to choose majors in art, English, history, geography, mathematics, modern language, music, natural sciences, physical education or teaching the mentally handicapped. With 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 interest but to assist 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 an individual as a "major student."

After accepting a major student, the department 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 and prospective students are advised (1) that the teaching major curriculum is currently offered only on the South Campus, (2) that students expecting to pursue a major of any sort should plan to attend the South Campus from the start of their college work, because of specialized requirements, and (3) that elective classes may be withdrawn if too few (less than fifteen students) register for them.

Business Education Curriculum

All students in the Business Education Curriculum (page 40) take the same courses during the first and second trimesters. Thereafter, a choice is normally made between the accounting sequence and the stenography sequence. A business training sequence, available only to juniors selected by the department, is also offered. Students successfully completing either the stenography or accounting sequence, in addition to being qualified for the Chicago certification examination in their specialty, are qualified also to teach business training. Students completing any of the sequences are qualified for a State of Illinois secondary or special certificate as a commercial teacher.

Home Economics Curriculum

All students in the Home Economics curriculum take the courses listed on page 43. Students successfully completing this curriculum are qualified for the Chicago certification examination to teach Homemaking Arts in grades 7-12, and the State of Illinois secondary or special teaching certificate.

Industrial Education Curriculum

All students in the Industrial Education Curriculum (page 44) take the same courses during the first three trimesters. Thereafter, a choice is normally made between the shop sequence and the drafting sequence. During the sixth trimester, students following the shop sequence will choose one shop in which to specialize. They are expected to work for wages at least one summer 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.

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 drafting or one of the common shop subjects, i.e. wood shop, metal shop, electric shop, auto mechanics or print shop; (2) take the Chicago certificate examination for teaching industrial arts laboratory in grades 7-12; (3) secure a State of Illinois secondary or special teaching certificate.

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.

Kindergarten-Primary Curriculum

FIRST TRIMESTER	16 HOURS	SECOND TRIMESTER	16 HOURS
Bi. Sci. 109, Biological Science I.....	4	Art 125, Hist. and Appreciation of Art.....	3
Eng. 119, Composition I.....	3	Bi. Sci. 110, Biological Science II.....	4
Hist. 107, Western Civilization, 1789-	4	Econ. 151, Prin. of Economics or Geog. 104, World Regional Geography.....	3
Math. 107, College Mathematics I.....	3	Eng. 120, Composition II ¹	3
P. E. 112, Physical Fitness I.....	1	Math. 108, College Mathematics II.....	3
P. E. 113, Physical Fitness II.....	1		
Psych. 115, Problems of Personal Adj.....	0		
THIRD TRIMESTER	16 HOURS	FOURTH TRIMESTER	16 HOURS
Art 126, Art Fundamentals.....	3	Eng. 124, Readings in Literature.....	3
Eng. 123, Intro. to Literature.....	3	Foreign Language.....	3
Foreign Language.....	3	Music 133, History and Appreciation of Music I	3
Music 110, Fundamentals of Music.....	3	Phys. Sci. 104, Physical Science II or Physics 151, General Physics I.....	4
Phys. Sci. 103, Physical Science I or Chem. 153, General Chemistry I.....	4	Psych. 110, General Psychology.....	3
FIFTH TRIMESTER	16 HOURS	SIXTH TRIMESTER	16 HOURS
Ed. 238, Phil. & Organ. of American Public Education.....	4	Ed. 227KgP, Teaching Reading in the Primary Grades.....	3
Ed. 272KgP, Language Arts in the KgP Grades	3	Ed. 228KgP, Play and Rhythmic Expression	2
Eng. 216, American Literature.....	3	Ed. 273KgP, Soc. Studies, Science, and Numbers in the KgP Grades.....	6
Psych. 205, Intro. to Child Development	3	Hist. 203, American History, 1865-	3
Speech 202, Fundamentals of Oral Communication	2	P. E. 204, Health Education.....	1
P. E. Activity ²	1	P. E. 206, First Aid & Safety.....	1
SEVENTH TRIMESTER	16 HOURS	EIGHTH TRIMESTER	16 HOURS
Anthro. 201, Intro. to Anthropology or Sociol. 201, Social Dynamics.....	3	Ed. 298KgP, Student Teaching and Seminar	7
Ed. 229KgP, Arts and Crafts in the KgP Grades	2	Pol. Sci. 203, American National Government	3
Eng. 208, Literature for Children in the Primary Grades.....	3	Electives ³	6
Ed. 240.1KgP, Orientation to Teaching..	2		
Electives ³	6		

TOTAL CREDIT HOURS 128

¹Qualified students may substitute English 154 for English 120.

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

³Six credit hours of electives must be taken in one of the following departments: Art, English and speech, mathematics, music, natural science or social science. Business skills, physical education, or methods courses are not acceptable as electives.

Intermediate Grade Curriculum

FIRST TRIMESTER	16 HOURS	SECOND TRIMESTER	16 HOURS
Bi. Sci. 109, Biological Science I.....	4	Art 125, Hist. and Appreciation of Art.....	3
Eng. 119, Composition I.....	3	Bi. Sci. 110, Biological Science II.....	4
Hist. 107, Western Civilization, 1789- ..	4	Econ. 151, Prin. of Economics or Geog. 104, World Regional Geography.....	3
Math. 107, College Mathematics I.....	3	Eng. 120, Composition II ¹	3
P. E. 112, Physical Fitness I.....	1	Math. 108, College Mathematics II.....	3
P. E. 113, Physical Fitness II.....	1		
Psych. 115, Problems of Personal Adj.....	0		
THIRD TRIMESTER	16 HOURS	FOURTH TRIMESTER	16 HOURS
Art 126, Art Fundamentals.....	3	Eng. 124, Readings in Literature.....	3
Eng. 123, Intro. to Literature.....	3	Foreign Language.....	3
Foreign Language.....	3	Music 133, Hist. and Appreciation of Music I	3
Music 110, Fundamentals of Music.....	3	Phys. Sci. 104, Physical Science II or Physics 151, General Physics I.....	4
Phys. Sci. 103, Physical Science I or Chem. 153, General Chemistry I.....	4	Psych. 110, General Psychology.....	3
FIFTH TRIMESTER	16 HOURS	SIXTH TRIMESTER	16 HOURS
Ed. 238, Phil. and Organ. of American Public Education.....	4	Ed. 242.1, Principles of Teaching.....	2
Phil. 202, Intro. to Philosophy or Psych. 263, Social Psychology.....	3	Eng. 216, American Literature.....	3
Psych. 205, Intro. to Child Dev. or Psych. 206, Educational Psychology.....	3	Hist. 203, American History, 1865-	3
Speech 202, Fundamentals of Oral Communication	2	P. E. 204, Health Education.....	1
P. E. Activity ²	1	P. E. 206, First Aid and Safety.....	1
Elective ³	3	Electives ³	6
SEVENTH TRIMESTER	16 HOURS	EIGHTH TRIMESTER	16 HOURS
Anthro. 201, Intro. to Anthropology or Sociol. 201, Social Dynamics.....	3	Ed. 298Elem., Student Teaching and Seminar	7
Eng. 206, Teaching of the Language Arts in the Elementary School.....	3	Pol. Sci. 203, American National Government	3
Math. 205, Teaching of Arithmetic in the Elementary School.....	2	Electives ³	6
Sci. 209, The Teaching of Elementary Science	2		
Electives ³	6		
		TOTAL CREDIT HOURS 128	

¹ Qualified students may substitute English 154 for English 120.

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

³ Twelve credit hours of electives must be taken within a single department. Business skills, physical education, or methods courses are not acceptable as electives.

Upper Grade Teaching Major Curriculum¹

FIRST TRIMESTER	16 HOURS	SECOND TRIMESTER	16 HOURS
Bi. Sci. 109, Biological Science I.....	4	Art 125, Hist. and Appreciation of Art..	3
Eng. 119, Composition I.....	3	Bi. Sci. 110, Biological Science II.....	4
Hist. 107, Western Civilization, 1789-	4	Econ. 151, Prin. of Economics or Geog. 104, World Regional Geography.....	3
Math. 107, College Mathematics I.....	3	Eng. 120, Composition II ²	3
P. E. 112, Physical Fitness I.....	1	Math. 108, College Mathematics II.....	3
P. E. 113, Physical Fitness II.....	1		
Psych. 115, Problems of Personal Adj.....	0		
THIRD TRIMESTER	16 HOURS	FOURTH TRIMESTER	16 HOURS
Eng. 123, Intro. to Literature.....	3	Eng. 124, Readings in Literature.....	3
Foreign Language.....	3	Foreign Language.....	3
Music 133, Hist. and Appreciation of Music I	3	Phys. Sci. 104, Physical Science II or Physics 151, General Physics I.....	4
Phys. Sci. 103, Physical Science I or Chem. 153, General Chemistry I.....	4	Psych. 110, General Psychology.....	3
Elective	3	Elective	3
FIFTH TRIMESTER	16 HOURS	SIXTH TRIMESTER	16 HOURS
Ed. 238, Phil. and Organ. of American Public Education.....	4	Ed. 242.1, Principles of Teaching.....	2
Psych. 205, Intro. to Child Dev. or Psych. 206, Educational Psychology.....	3	Eng. 216, American Literature.....	3
Speech 202, Fundamentals of Oral Communication	2	Hist. 203, American History, 1865-	3
P. E. Activity ²	1	P. E. 204, Health Education.....	1
Electives	6	P. E. 206, First Aid and Safety.....	1
		Electives	6
SEVENTH TRIMESTER	16 HOURS	EIGHTH TRIMESTER	16 HOURS
Anthro. 201, Intro. to Anthropology or Sociol. 201, Social Dynamics.....	3	Ed. 298UG, Student Teaching and Seminar	7
Eng. 206, Teaching of the Language Arts in the Elementary School.....	3	Pol. Sci. 203, American National Government	3
Math. 205, Teaching of Arithmetic in the Elementary School.....	2	Electives	6
Sci. 209, The Teaching of Elementary Science	2		
Electives	6		
		TOTAL CREDIT HOURS 128	

¹ In general this is the basic curriculum followed by students pursuing teaching majors in art, English, geography, history, mathematics, modern language, music, natural sciences, physical education, teaching the mentally handicapped. 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 in this catalog of the departments concerned. Students may enter this curriculum only upon the written recommendation of the chairman of the department concerned. The curriculum will normally prepare a student to teach his major subject in grades seven through twelve.

² Qualified students may substitute English 154 for English 120.

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

Business Education Curriculum

Accounting Sequence

FIRST TRIMESTER	16 HOURS	SECOND TRIMESTER	16 HOURS
Bi. Sci. 109, Biological Science I or Phys. Sci. 103, Physical Science I	4	Art 125, History and Appreciation of Art or Music 133, History and Appreciation of Music I	3
Bus. 164, Fund. of Accounting.....	3	Bi. Sci. 110, Biological Science II or Phys. Sci. 104, Physical Science II	4
Eng. 119, Composition I.....	3	Bus. 165, Principles of Accounting.....	3
Geog. 102, Economic Geography	3	Eng. 120, Composition II ²	3
Math. 109, Business Computations.....	3	Physical Education Activity ¹	1
Psych. 115, Problems of Personal Adj.....	0	Speech 202, Fundamentals of Oral Communication	2
THIRD TRIMESTER	16 HOURS	FOURTH TRIMESTER	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
Hist. 107, Western Civilization, 1789-....	4	Eng. 216, American Literature.....	3
Psych. 110, General Psychology.....	3	Hist. 203, American History, 1865-.....	3
		P. E. 206, First Aid and Safety	1
FIFTH TRIMESTER	16 HOURS	SIXTH TRIMESTER	16 HOURS
Bus. 155, Beginning Typewriting.....	2	Bus. 156, Intermediate Typewriting.....	2
Bus. 265, Marketing.....	3	Bus. 259, Salesmanship.....	3
Bus. 266, Advanced Accounting.....	3	Bus. 272, Business Law II.....	3
Bus. 271, Business Law I.....	3	Bus. 273, Federal Income Tax.....	3
Ed. 238, Philosophy and Organization of American Public Education.....	4	Bus. 275, Office Machines	3
Physical Education Activity ¹	1	Ed. 242.1, Principles of Teaching	2
SEVENTH TRIMESTER	16 HOURS	EIGHTH TRIMESTER	16 HOURS
Bus. 280, Auditing.....	3	Anthro. 201, Intro. to Anthropology or Sociol. 201, Social Dynamics.....	3
Bus. 283, Methods of Teaching Business Subjects	3	Ed. 235BE, Student Teaching, Business Education	6
Eng. 211, Teaching Reading in the Secondary Schools	2	Ed. 246BE, Student Teaching Seminar, Business Education	1
Pol. Sci. 203, American National Government	3	Bus. 286, Business Organization and Management	3
Physical Education Activity ¹	1	Econ. 252, Consumer Economics.....	3
Psych. 206, Educational Psychology	3		
Elective	1		
		TOTAL CREDIT HOURS	128

¹Three of the following courses to be taken: 115, 116, 117, 118, 119, 120, 127.

²Qualified students may substitute English 154 for English 120.

Business Education Curriculum

Stenography Sequence

FIRST TRIMESTER	16 HOURS	SECOND TRIMESTER	16 HOURS
Bi. Sci. 109, Biological Science I or Phys. Sci. 103, Physical Science I	4	Art 125, History and Appreciation of Art or Music 133, History and Appreciation of Music I	3
Bus. 164, Fund. of Accounting.....	3	Bi. Sci. 110, Biological Science II or Phys. Sci. 104, Physical Science II	4
Eng. 119, Composition I.....	3	Bus. 155, Beginning Typewriting	2
Geog. 102, Economic Geography	3	Bus. 165, Principles of Accounting.....	3
Math. 109, Business Computations	3	Eng. 120, Composition II ²	3
Psych. 115, Problems of Personal Adjustment	0	Physical Education Activity ¹	1
THIRD TRIMESTER	16 HOURS	FOURTH TRIMESTER	16 HOURS
Bus. 156, Intermediate Typewriting	2	Bus. 167, Beginning Shorthand.....	3
Econ. 152, Principles of Economics I.....	3	Econ. 153, Principles of Economics II.....	3
Eng. 123, Intro. to Literature.....	3	Eng. 216, American Literature.....	3
Hist. 107, Western Civilization, 1789-....	4	Hist. 203, American History, 1865-.....	3
Psych. 110, General Psychology.....	3	P. E. 206, First Aid and Safety	1
Physical Education Activity ¹	1	Psych. 206, Educational Psychology	3
FIFTH TRIMESTER	16 HOURS	SIXTH TRIMESTER	16 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. 272, Business Law II	3
Ed. 238, Philosophy and Organization of American Public Education.....	4	Bus. 275, Office Machines	3
Speech 202, Fundamentals of Oral Communication	2	Ed. 242.1, Principles of Teaching	2
Elective	2	Eng. 278, Business Letter Writing.....	2
SEVENTH TRIMESTER	16 HOURS	EIGHTH TRIMESTER	16 HOURS
Bus. 258, Advanced Secretarial Practice..	3	Anthro. 201, Intro. to Anthropology or Sociol. 201, Social Dynamics	3
Bus. 265, Marketing.....	3	Bus. 286, Business Organization and Management	3
Bus. 270, Methods of Teaching Commercial Subjects	3	Econ. 252, Consumer Economics	3
Eng. 211, Teaching Reading in the Secondary Schools	2	Ed. 235BE, Student Teaching, Business Education	6
Physical Education Activity	1	Ed. 246BE, Student Teaching Seminar, Business Education	1
Pol. Sci. 203, American National Government	3		
Elective	1		
		TOTAL CREDIT HOURS	128

¹Three of the following courses to be taken: 115, 116, 117, 118, 119, 120, 127.

²Qualified students may substitute English 154 for English 120.

Business Education Curriculum Business Training Sequence¹

FIRST TRIMESTER 16 HOURS		SECOND TRIMESTER 16 HOURS	
Bi. Sci. 109, Biological Science I or Phys. Sci. 103, Physical Science I	4	Bi. Sci. 110, Biological Science II or Phys. Sci. 104, Physical Science II	4
Bus. 164, Fund. of Accounting	3	Bus. 155, Beginning Typewriting	2
Eng. 119, Composition I	3	Bus. 165, Principles of Accounting	3
Geog. 102, Economic Geography	3	Eng. 120, Composition II ²	3
Math. 109, Business Computations	3	Art 125, History and Appreciation of Art or Music 123, History and Appreciation of Music I	3
Psych. 115, Problems of Personal Adjustment	0	Physical Education Activity ²	1
THIRD TRIMESTER 16 HOURS		FOURTH TRIMESTER 16 HOURS	
Bus. 156, Intermediate Typewriting	2	Anthro. 201, Intro. to Anthropology or Sociol. 201, Social Dynamics	3
Econ. 152, Principles of Economics I	3	Bus. 167, Beginning Shorthand	3
Eng. 123, Intro. to Literature	3	Econ. 153, Principles of Economics II	3
Hist. 107, Western Civilization, 1789-	4	Econ. 154, Elements of Statistics	3
Psych. 110, General Psychology	3	Eng. 216, American Literature	3
Physical Education Activity ²	1	P. E. 206, First Aid and Safety	1
FIFTH TRIMESTER 16 HOURS		SIXTH TRIMESTER 16 HOURS	
Bus. 253, Advanced Typewriting	2	Bus. 259, Salesmanship	3
Bus. 265, Marketing	3	Bus. 272, Business Law II	3
Bus. 271, Business Law I	3	Bus. 273, Federal Income Tax	3
Ed. 238, Philosophy and Organization of American Public Education	4	Bus. 275, Office Machines	3
Eng. 278, Business Letter Writing	2	Ed. 242.1, Principles of Teaching	2
Elective	2	Speech 202, Fundamentals of Oral Communication	2
SEVENTH TRIMESTER 16 HOURS		EIGHTH TRIMESTER 16 HOURS	
Bus. 283, Methods of Teaching Business Subjects	3	Bus. 286, Business Organization and Management	3
Eng. 211, Teaching Reading in the Secondary Schools	2	Econ. 252, Consumer Economics	3
Hist. 203, American History, 1865-	3	Ed. 235BE, Student Teaching, Business Education	6
Pol. Sci. 203, American National Government	3	Ed. 246BE, Student Teaching Seminar, Business Education	1
Physical Education Activity ²	1	Elective (Distrib. Ed.)	3
Psych. 206, Educational Psychology	3		
Elective	1		

TOTAL CREDIT HOURS 128

¹The Business Training Sequence may be taken with departmental permission only — not available to entering freshmen.

²Three of the following courses to be taken: 115, 116, 117, 118, 119, 120, 127.

³Qualified students may substitute English 154 for English 120.

Home Economics Curriculum

FIRST TRIMESTER 16 HOURS		SECOND TRIMESTER 16 HOURS	
Art 126, Fundamentals of Art	3	Art 280, Design Problems	3
Bi. Sci. 109, Biological Science I	4	Bi. Sci. 110, Biological Science II	4
Eng. 119, Composition I	3	Eng. 120, Composition II ²	3
Home Ec. 140, Clothing Selection	2	Home Ec. 158, Textiles	3
Math. 107, College Mathematics I	3	Math. 108, College Mathematics II	3
Psych. 115, Problems of Personal Adj.	0		
P. E. Activity ¹	1		
THIRD TRIMESTER 16 HOURS		FOURTH TRIMESTER 16 HOURS	
Chem. 153, General Chemistry I	4	Eng. 216, American Literature or Eng. 124, Readings in Literature	3
Eng. 123, Intro. to Literature	3	Home Ec. 157, Clothing II	3
Home Ec. 156, Clothing I	3	Home Ec. 206, Child Care	3
P. E. 206, First Aid and Safety	1	Physics 151, General Physics I or Phys. Sci. 103, Physical Science I	4
Speech 202, Fundamentals of Oral Communication	2	Psych. 259, Psychology of Adolescence....	3
Psych. 110, General Psychology	3		
FIFTH TRIMESTER 16 HOURS		SIXTH TRIMESTER 16 HOURS	
Ed. 238, Phil. and Org. of American Public Education	4	Econ. 151, Principles of Economics	3
Home Ec. 271, Foods I	3	Ed. 242.1, Principles of Teaching	2
Home Ec. 274, Home Management	3	Home Ec. 272, Foods II	3
Hist. 203, American History, 1865-	3	Home Ec. 273, Nutrition	3
Physiol. 201, Human Physiology	3	Hist. 107, Western Civilization, 1789-	4
		P. E. Activity ¹	1
SEVENTH TRIMESTER 16 HOURS		EIGHTH TRIMESTER 16 HOURS	
Eng. 211, Teaching Reading in the Secondary Schools	2	Ed. 298HE, Student Teaching and Seminar 7	
Home Ec. 275, Family Living	3	Home Ec. 290, The Home and Its Furnishings	3
Home Ec. 277, Teaching of Home Economics	2	Music 133, History and Appreciation of Music I	3
Home Ec. 280, Experimental Cookery	2	Sociology 201, Social Dynamics	3
Elective, Natural Science	3		
Pol. Sci. 203, American National Government	3		
P. E. Activity ¹	1		

¹Three of the following courses to be taken: 115, 116, 117, 118, 119, 120, 127.

²Qualified students may substitute English 154 for English 120.

Industrial Education Curriculum

Drafting Sequence

FIRST TRIMESTER	16 HOURS	SECOND TRIMESTER	16 HOURS
Bi. Sci. 109, Biological Science I	4	Bi. Sci. 110, Biological Science II	4
Eng. 119, Composition I	3	Econ. 151, Prin. of Economics or Geog. 104, World Regional Geography	3
Hist. 107, Western Civilization, 1789-	4	Eng. 120, Composition II ²	3
Ind. Ed. 205, General Drafting	3	Ind. Ed. 270, Print Shop	3
Psych. 115, Problems of Personal Adj.	0	Math. 151, College Algebra	3
P. E. 206, First Aid and Safety	1		
Ind. Ed. 295, Industrial Safety	1		
THIRD TRIMESTER	16 HOURS	FOURTH TRIMESTER	16 HOURS
Eng. 123, Intro. to Literature	3	Chem. 153, General Chemistry I	4
Ind. Ed. 260, Electric Shop	3	Eng. 216, American Literature or Eng. 124, Readings in Literature	3
Ind. Ed. 265, Metal Shop	3	Hist. 203, American History, 1865-	3
Math. 152, Trigonometry	3	Ind. Ed. 155, Adv. Eng. Drawing	3
Psych. 110, General Psychology	3	Ind. Ed. 157, Design for Shop Prod.	3
P. E. Activity ¹	1		
FIFTH TRIMESTER	16 HOURS	SIXTH TRIMESTER	16 HOURS
Ed. 238, Phil. and Org. of American Public Education	4	Ed. 232, Problems in Industrial Education	3
Ind. Ed. 275, Wood Shop	3	Ind. Ed. 210, Developmental Drawing.....	3
Physics 151, General Physics	4	Ind. Ed. 213, Graphic Techniques and Representation	3
Psych. 206, Educational Psychology	3	Ind. Ed. 211, Architectural Drafting	3
Speech 202, Fundamentals of Oral Communication	2	Ind. Ed. 212, Architectural Design	3
		P. E. Activity ¹	1
SEVENTH TRIMESTER	16 HOURS	EIGHTH TRIMESTER	16 HOURS
Ed. 233, Methods of Teaching Industrial Education	3	Ed. 234, Vocational Guidance	3
Eng. 211, Teaching Reading in the Secondary Schools	2	Ed. 298IE, Student Teaching and Seminar 7	
Ind. Ed. 156, Descriptive Geometry	3	Ind. Ed. 311, Tests and Measurements....	3
Ind. Ed. 206, Machine Drafting	3	Pol. Sci. 203, American National Government	3
Ind. Ed. 207, Machine Design	3		
Math. 156, Slide Rule	1		
P. E. Activity ¹	1		

¹Three of the following courses to be taken: 115, 116, 117, 118, 119, 120, 127.

²Qualified students may substitute English 154 for English 120.

Industrial Education Curriculum

Shop Sequence

FIRST TRIMESTER	16 HOURS	SECOND TRIMESTER	16 HOURS
Bi. Sci. 109, Biological Science I	4	Bi. Sci. 110, Biological Science II	4
Eng. 119, Composition I	3	Econ. 151, Prin. of Economics or Geog. 104, World Regional Geography	3
Hist. 107, Western Civilization, 1789-	4	Eng. 120, Composition II ²	3
Ind. Ed. 205, General Drafting	3	Ind. Ed. 270, Print Shop	3
Psych. 115, Problems of Personal Adj.	0	Math. 151, College Algebra	3
P. E. Activity ¹	1		
P. E. 206, First Aid and Safety	1		
THIRD TRIMESTER	16 HOURS	FOURTH TRIMESTER	16 HOURS
Eng. 123, Intro. to Literature	3	Eng. 124, Readings in Literature or Eng. 216, American Literature	3
Ind. Ed. 260, Electric Shop	3	Chem. 153, General Chemistry I	4
Ind. Ed. 265, Metal Shop	3	Ind. Arts 270, Plastics	3
Math. 152, Trigonometry	3	Ind. Ed. 155, Adv. Eng. Drawing	3
Psych. 110, General Psychology	3	Ind. Ed. 157, Design for Shop Prod.	3
P. E. Activity ¹	1		
FIFTH TRIMESTER	16 HOURS	SIXTH TRIMESTER	16 HOURS
Advanced Shop Courses ³	9	Ed. 232, Prob. in Industrial Education.....	3
Ind. Ed. 275, Wood Shop	3	Ed. 238, Phil. and Org. of American Public Education	4
Physics 151, General Physics	4	History 203, American History, 1865-	3
		Ind. Ed. 214, Leather	3
		Psych. 206, Educational Psychology	3
SEVENTH TRIMESTER	16 HOURS	EIGHTH TRIMESTER	16 HOURS
Ed. 233, Methods of Teaching Industrial Education	3	Ed. 298IE, Student Teaching and Seminar 7	
Ed. 234, Vocational Guidance	3	Ind. Arts 272, Ceramics	3
Speech 202, Fundamentals of Oral Communication	2	Pol. Sci. 203, American National Government	3
Geog. 256, Conservation of Natural Resources	3	Eng. 211, Teaching Reading in the Secondary Schools	2
Ind. Ed. 295, Industrial Safety	1	P. E. Activity ¹	1
Psych. 259, Psychology of Adolescence....	3		
Math. 156, Slide Rule	1		

¹Three of the following courses to be taken: 115, 116, 117, 118, 119, 120, 127.

²Qualified students may substitute English 154 for English 120.

³Select advanced shop courses with departmental approval.

Special Programs 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 South has instituted senior college level programs which prepare students for elementary school teaching at the kindergarten-primary or intermediate grade levels. Students may elect to take these programs at either the South or Crane 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, rather than general elementary classes, are advised to enroll at the Main campus of Chicago Teachers College South after completing one year of the pre-teaching curriculum indicated below. Those students interested in teaching business education, home economics, or industrial education in Chicago high schools are advised to consult the Admissions Counselor at Chicago Teachers College before registering for courses at the Chicago City Junior College.

Suggested Courses to be Taken at Junior College

(Courses are described in Chicago City Junior College Catalog)

FIRST TRIMESTER	16 HOURS	SECOND TRIMESTER	16 HOURS
Eng. 101, Composition.....	3	Eng. 102, Composition.....	3
Soc. Sci. 101, Survey.....	3	Soc. Sci. 102, Survey.....	3
Biol. 111, General Course and Lab.	4	Biol. 112, General Course and Lab.	4
Math. 101, Fund. of Math.	3	Math. 102, Fund. of Math.	3
Speech 101, Fund of Speech	2	Geog. 101, World Geography.....	3
Physical Education	1		
THIRD TRIMESTER	16 HOURS	FOURTH TRIMESTER	16 HOURS
Humanities 201, Survey.....	3	Humanities 202, Survey.....	3
Chem. 200, General Chemistry I	4	Physics 221, Mechanics and Heat	4
Elective	3	Literature 116, 118, or 119	3
Mus. 111, Fund. of Music	3	Hist. 112, American History.....	3
Psych. 201, General Psychology	3	Fine Arts 101, History of Painting, Sculpture and Architecture	2
		Physical Education	1

Departmental Course Offerings

Department of Art

MRS. MAE M. BANKS
MR. GORDON MARKWART

MRS. JANE B. NEALE
MR. LEE L. RANDOLPH

Requirements for the Art Sequence, Upper Grade Teaching Major Curriculum.

1. Completion of the basic Upper Grade Teaching Major Curriculum, page 39.
2. Completion of the following elective courses, a total of thirty credit hours:

Art 126, 283 (or 309), 284, 290, 307, 308, 312, 313, and 350.

Two of the following:

Art 280, 283, 285, 286, 309, or 311.

Art

- 125 HISTORY AND APPRECIATION OF ART 3 PERIODS; (2 LECTURES 1 QUIZ) 3 CREDIT HOURS
A critical study of the visual arts based on historical research and contemporary practices. Theories of the nature of art and its function for mankind. Designed to develop an appreciation of art forms. Visits required.
- 126 FUNDAMENTALS OF ART 6 PERIODS; (3 DOUBLE) 3 CREDIT HOURS
Prerequisite: Art 125
A comprehensive workshop course in which students learn and apply governing principles of design. Emphasis on the development of creative habits of thought and action. Students are guided toward independent thinking and working in major design processes.
- 205 ART EDUCATION IN THE ELEMENTARY SCHOOL 4 PERIODS; 2 CREDIT HOURS
Prerequisite: Art 126.
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.
- 280 DESIGN PROBLEMS 6 PERIODS; 3 CREDIT HOURS
Prerequisite: Art 126.
Resolving design problems with emphasis on the elements and principles of art in all the major art processes.

Art

- 283 CERAMICS STUDIO 6 PERIODS; 3 CREDIT HOURS
Prerequisite: Art 126.
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.
- 284 DRAWING AND PAINTING STUDIO 6 PERIODS; 3 CREDIT HOURS
Prerequisite: Art 126.
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 6 PERIODS; 3 CREDIT HOURS
Prerequisite: Art 126.
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 6 PERIODS; 3 CREDIT HOURS
Prerequisite: Art 126.
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.
- 290 ART SEMINAR 1 PERIOD; 1 CREDIT HOUR
Prerequisite: Consent of department.
Individualized counseling leading toward solutions of classroom problems encountered by students practicing teaching in art. To be taken concurrently with Student Teaching.
- 307 DESIGN FOR LAYOUT AND DISPLAY 5 PERIODS; 3 CREDIT HOURS
Prerequisite: Art 126.
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 126.
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.

Art

- 309 SCULPTURE STUDIO 5 PERIODS; 3 CREDIT HOURS
Prerequisite: Art 126.
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.
- 311 HISTORY OF WORLD ART TO 1860 5 PERIODS; 3 CREDIT HOURS
Prerequisite: Art 125.
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.
- 312 HISTORY OF MODERN ART, 1860- 3 PERIODS; 2 CREDIT HOURS
Prerequisite: Art 125.
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.
- 313 ADVANCED DRAWING AND PAINTING 5 PERIODS; 3 CREDIT HOURS
Prerequisite: Art 284 or consent of department.
Special problems in varied media to further explore individual interests. Continued emphasis on personal expression.
- 350 ART EDUCATION IN GRADES 7-12. 5 PERIODS; 3 CREDIT HOURS
Prerequisite: Art 126.
Development of solutions to the special problems of teaching art in grades seven through twelve. Emphasis on the many functions of the special art teacher in organizing and guiding a sequential creative art program. Visitations to school art departments are an integral part of the course.

Department of Business Education

MR. CHARLES T. CORKERY
MR. JOSEPH M. GOODMAN

MR. CARY B. LEWIS
DR. MORRIS MELLINGER
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.
- 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 accounting 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 accounting 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.
- 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.
- 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.

Business

- 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: Junior standing and a course in economics.
The fundamentals and techniques of modern salesmanship; methods of teaching salesmanship in the high schools.
- 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 principles and 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; joint ventures, branch-home office accounting; installment and consignment sales.
- 270 METHODS OF TEACHING COMMERCIAL SUBJECTS 3 PERIODS; 3 CREDIT HOURS**
Prerequisite: Senior standing in stenography sequence or consent of department.
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 department.
Consideration of various legal topics including real property, partnerships, corporations, insurance and employment.

Department of Business Education

Business

- 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.
- 275 OFFICE MACHINES** 4 PERIODS; 3 CREDIT HOURS
Prerequisite: Junior standing in business education and Business 155 or its equivalent.
A course designed for prospective teachers of office machines, and office or secretarial practice in the high schools, includes operation of office equipment, filing of office records, instructions on the planning of courses in the subject.
- 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.
- 283 METHODS OF TEACHING BUSINESS SUBJECTS** 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Senior standing in business education curriculum or consent of department.
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.
- 286 BUSINESS ORGANIZATION AND MANAGEMENT** 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Junior standing and a course in economics
Organization plans, administrative policies, and such management problems as personnel, physical facilities, records control, and automation.
- 371 PRINCIPLES AND PROBLEMS OF RETAILING** 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Business 265 or its equivalent.
Organization, operation and management of retail stores, including the problems of location, layout, financing, buying, pricing, credits and collections, stock control, personnel work, business forecasting, and some consideration of the relationship of retailing principles and problems to the high school distributive education program.
- 375 DATA PROCESSING FOR TEACHERS OF BUSINESS** 5 PERIODS; 3 CREDIT HOURS
Prerequisite: Mathematics 340.
A course which develops understandings and skills in the operation of punched-card equipment. Activities will include the operation of all standard Tab Room equipment and will include basic control panel wiring principles for these machines. Stress will be upon techniques of teaching students to use these machines. Approximately half the class time will be involved in machine operation.

Department of Education¹

DR. JOHN M. BECK	MR. ARMIN C. HOESCH
DR. CLARA M. BERGHOFER	DR. MELVIN R. KARPAS
DR. MARVIN A. BROTTMAN	DR. DAVID KOPEL
MRS. LAUREL D. COOKE	MR. EDWARD WARREN NOEL
DR. DON B. FEATHER	DR. HENRY A. PATIN
DR. G. LAMAR HARRISON	MR. OSCAR WALCHIRK

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.
- 242.1 PRINCIPLES OF TEACHING** 2 PERIODS; 2 CREDIT HOURS
Prerequisites: Ed. 238, Psych. 206, and a 2.5 cumulative average.
An introduction to fundamental processes related to special courses in methods. 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.

¹See also Department of Kindergarten-Primary Education (Page 58), and Department of Student Teaching (Page 60). 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 department.
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.
- 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.
- 297 PHILOSOPHICAL ISSUES IN AMERICAN EDUCATION** 2 PERIODS; 2 CREDIT HOURS
An examination of aims, objectives, and goals of American education. elected problems and trends are interpreted in the light of basic philosophical viewpoints.
- 317 SPECIAL CLASS METHODS FOR EDUCABLE MENTALLY HANDICAPPED** 2 PERIODS; 2 CREDIT HOURS
Prerequisite: Psychology 305 or consent of department.
A course dealing with teaching methods and techniques adapted to slow learning groups; curriculum; materials; physical setup of ungraded classes.

Education

- 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.
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 department.
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.
- 336 CURRICULUM MATERIALS AND PRACTICES** 3 PERIODS; 3 CREDIT HOURS
The development of classroom competencies related to the selection and planning of learning experiences for pupils. Provides an opportunity for the study and evaluation of textbooks, work books, and other instructional materials.
- 336.1 EDUCATING THE CULTURALLY DEPRIVED CHILD** 2 PERIODS; 2 CREDIT HOURS
The development of classroom competencies related to the selection and planning of learning experiences for culturally deprived pupils. Provides opportunity for the study of behavior and the evaluation of instructional practices and materials.
- 336.3 THE CULTURALLY DEPRIVED CHILD** 3 PERIODS; 3 CREDIT HOURS
Prerequisites: Education 238 and 242.1.
A study of the educational effects of such factors as language barriers, poverty, group hostilities, value differences, and unconscious rejection by the teacher. Typical classroom practices are considered and an assessment is made of their relative worth in teaching the children of disadvantaged minorities. Not open to students having credit in Education 336.1.

Education

- 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.
- 343 TELEVISION FOR TEACHERS 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Education 357.
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.

Education

- 362.1 SEMINAR FOR SUPERVISING TEACHERS 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Consent of department.
A course designed to assist classroom teachers who cooperate in student teaching programs by guiding and supervising student teachers. Consideration will be given to such problems as developing professional attitudes; improving procedures during periods of observation; developing better units of instruction and work activities for children; more effective uses of classroom management techniques, evaluation devices, class records, and parent interviews.
- 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.
- 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.
- 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

MISS VIOLA M. LYNCH

MRS. VASO K. PAPADOPULOS

Education

- 108KgP CHILDHOOD EDUCATION** 3 PERIODS; 3 CREDIT HOURS
A study of the kindergarten-primary child; characteristics appearing most frequently at the ages of five, six, seven and eight; observation of and participation with children, individually and in groups; field work and observation of classroom activities.
- 227KgP TEACHING READING IN THE PRIMARY GRADES** 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Education 272KgP.
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
Prerequisite: Consent of department.
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: Consent of department.
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.
- 240.1KgP ORIENTATION TO TEACHING** 2 PERIODS; 2 CREDIT HOURS
Prerequisites: Psychology 205, Education 227KgP, Education 272KgP, and 273gP and cumulative average of 2.5.
A 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.
- 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.

Department of Education (Kindergarten-Primary)

Education

- 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.
- 272KgP LANGUAGE ARTS IN THE KINDERGARTEN-PRIMARY GRADES** 3 PERIODS; 3 CREDIT HOURS
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.
- 273KgP SOCIAL STUDIES, SCIENCE, AND NUMBERS IN THE KINDERGARTEN-PRIMARY GRADES** 6 PERIODS; 6 CREDIT HOURS
Prerequisite: Education 272KgP.
A 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.
- 274KgP BASIC ELEMENTS OF TEACHING IN THE KGP GRADES** 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Consent of department.
Preparation for effective teaching in the Kindergarten-Primary Grades; integrating professional understandings and abilities; recognition of the value of a school program that grows out of and is designed to meet the needs of the young child; planning the school day; providing for individual and group needs; handling routine activities; organizing and developing a unit of work; evaluating and planning for the improvement of teaching skills: Not open to students working for Bachelors Degree at Chicago Teachers College.

Department of Student Teaching

DR. LOUISE E. DIETERLE
DR. LILLIAN DIMITROFF

MISS MARIE M. FOOTE
MISS MARIANNE GARBEL

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 department, a minimum over-all CTC grade point average 2.5, and passing grades on achievement tests in English composition, speech, and arithmetic.

See Education 298 Elem. for course description.

223KgP STUDENT TEACHING

1 DAY AND 4 HALF-DAYS;
6 CREDIT HOURS

Prerequisites: Education 240KgP, 228KgP, 229KgP, 273KgP, or consent of department, a minimum over-all CTC grade point average 2.5, and passing grades on achievement tests in English composition, speech, and arithmetic.

See Education 298KgP for course description.

224Elem STUDENT TEACHING SEMINAR

3 PERIODS; 3 CREDIT HOURS

Prerequisites: Education 242, English 206, Mathematics 205, Science 209, or consent of department; and a minimum over-all CTC grade point average 2.5.

See Education 298 Elem. for course description.

224KgP STUDENT TEACHING SEMINAR

3 PERIODS; 3 CREDIT HOURS

Prerequisites: Education 240KgP, 228KgP, 229KgP, 273KgP, or consent of department and a minimum over-all CTC grade point average 2.5.

See Education 298KgP for course description.

235BE STUDENT TEACHING, BUSINESS EDUCATION

5 HALF-DAYS; 6 CREDIT HOURS

Prerequisites: Business 270 or 283, Education 238, or consent of department, a minimum over-all grade point average 2.5, and passing grades on achievement tests in English composition, speech, and arithmetic.

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 trimester 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 trimester. In addition to teaching, students are encouraged to participate in many professional activities, typical of which are parent-pupil conferences and faculty meetings.

Education

235IE STUDENT TEACHING, INDUSTRIAL EDUCATION

5 HALF-DAYS; 6 CREDIT HOURS

Prerequisites: Education 233, a minimum over-all grade point average 2.5, and passing grades on achievement tests in English composition, speech, and arithmetic.

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 trimester 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 trimester. In addition to teaching, students are encouraged to participate in many professional activities, typical of which are parent-pupil conferences and faculty meetings.

246BE STUDENT TEACHING SEMINAR BUSINESS EDUCATION

1 PERIOD; 1 CREDIT HOUR

Prerequisites: Business 270 or 283, Education 238 or consent of department, and a minimum over-all grade point average of 2.5.

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.

249IE STUDENT TEACHING SEMINAR, INDUSTRIAL EDUCATION

2 PERIODS; 2 CREDIT HOURS

Prerequisites: Education 233 and minimum over-all grade point average of 2.5.

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.

265EMH STUDENT TEACHING SEMINAR, EDUCABLE MENTALLY HANDICAPPED CHILDREN

1 PERIOD; 1 CREDIT HOUR

Prerequisites: Education 242, Psychology 110, and a minimum over-all grade point average of 2.5.

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

Education

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 each week. Supervision of students by a counselor and by critic teachers and principals of cooperating schools. Offered during summer session only for graduates of accredited colleges.

298Elem STUDENT TEACHING AND SEMINAR 5 HALF DAYS; 2 PERIODS FOR SEMINAR 7 CREDIT HOURS

Prerequisites: Education 242, English 206, Mathematics 205, Science 209 or consent of department, a minimum over-all CTC grade point average of 2.5 and passing grades on achievement tests in English composition, speech, and arithmetic.

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 trimester of the senior year; provided with observation at all levels of the 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 principals of cooperating schools and given further assistance through a seminar held weekly during the student teaching trimester. In addition to teaching, students are encouraged to participate in many professional activities, typical of which are parent-teacher-pupil conferences and faculty meetings.

298HE STUDENT TEACHING AND SEMINAR 5 HALF DAYS; 2 PERIODS SEMINAR 7 CREDIT HOURS

Prerequisites: Education 242.1, Home Economics 277 or consent of department, a minimum over-all grade of 2.5 and passing grades on achievement tests in English composition, speech, and arithmetic.

A course in student teaching to meet certification requirements for teaching in secondary schools. Students are assigned to off-campus high schools for a semester of the senior year, under supervision by college counselors and principals of cooperating schools, and given further assistance through a seminar held weekly during the semester.

298IE STUDENT TEACHING AND SEMINAR 5 HALF DAYS; 2 PERIODS FOR SEMINAR; 7 CREDIT HOURS

Prerequisites: Education 232 and 233 or consent of department and a minimum accumulative grade point average of 2.5.

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 trimester 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 and designed as an integral part of the student teaching program. In addition to teaching, students are encouraged to participate in many professional activities, typical of which are parent-pupil conferences and faculty meetings.

Education

298KgP STUDENT TEACHING AND SEMINAR 5 HALF DAYS; 2 PERIODS SEMINAR 7 CREDIT HOURS

Prerequisites: Education 240.1KgP, 228KgP, 229KgP, 273KgP, consent of department and a minimum over-all CTC grade point average of 2.5, and passing grades on achievement tests in English composition, speech, and arithmetic.

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 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 principals of co-operating schools and given further assistance through a seminar held two afternoons weekly during the student teaching term. In addition to teaching, students are encouraged to participate in many professional activities, typical of which are parent-teacher-pupil conferences and faculty meetings.

298UG STUDENT TEACHING AND SEMINAR 5 HALF DAYS; 2 PERIODS SEMINAR 7 CREDIT HOURS

Prerequisites: Education 242, English 206, Mathematics 205, Science 209, fulfillment of major field requirements, a minimum over-all CTC grade point average of 2.5, and passing grades on achievement tests in English composition, speech, and arithmetic.

For students following the teaching major curriculum, a course similar to Education 298Elem. except that students do all their student teaching in the upper grades in the subject field of their teaching major. For students in all teaching major curricula except Physical Education, 298UG is the preferred course.

394 PRACTICUM IN TEACHING EDUCABLE MENTALLY HANDICAPPED CHILDREN 6 PERIODS; 3 CREDIT HOURS

A laboratory course in which the student observes an experienced teacher conduct a class of moderately retarded children, and participates in various classroom projects in the teaching of these children. This course is taken concurrently with Education 317.

Department of English and Speech

DR. PAUL E. BENNETT	DR. VIRGINIA McDAVID
DR. WILLIAM CARD	DR. HENRIETTA H. McMILLAN
DR. JOHN S. CARTER	DR. ROBERT C. MEREDITH
MRS. JANIS COOLEY	MISS LUCILLE M. MOZZI
MR. THOMAS J. CRESWELL	DR. FLOYD E. OVERLY
MR. JAMES W. DRESEN	DR. ROBERT N. PAINE
MR. JAMES FRIEND	DR. EDWIN H. SAUER
MISS HELENE GROSSENACHER	DR. PAUL SMITH
MR. WILLIAM J. HURLEY, JR.	MR. GEORGE J. STEINER
DR. IRWIN J. SULOWAY	

Requirements for the English Sequence Upper Grade Teaching Major Curriculum

1. Completion of the basic Upper Grade Teaching Major Curriculum, page 39, substituting English 332 for English 206.
2. Completion of the following elective courses, a total of thirty credit hours as indicated below:
 - a. Fifteen hours from the following:
English 311, 318, and 341
English 335 or 336
Library Science 303
 - b. Fifteen hours to be chosen from English 215, 269, 272, 273, 274, 313, 314, 315, 320, 321, 326, 329, 330, 331, 335, 336, 340, 344, 345, 346, 352, 353, 354, Speech 261, or a three-hour elective in another department. (If English 335 and 336 are both taken, one will count toward this requirement; the other fills a requirement in paragraph 2a above.)

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.		
119	COMPOSITION I	3 PERIODS; 3 CREDIT HOURS
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.		

English

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 historical survey of English literature.		
154	WRITING FOR PUBLICATION	3 PERIODS; 3 CREDIT HOURS
Prerequisites: English 119 and consent of department. 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.		
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.		
206	TEACHING OF THE LANGUAGE ARTS IN THE ELEMENTARY SCHOOL	3 PERIODS; 3 CREDIT HOURS
Prerequisites: English 120 or 154. 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.		
208	LITERATURE FOR CHILDREN THE PRIMARY GRADES	3 PERIODS; 3 CREDIT HOURS
Prerequisite: Education 272KgP. Preparation for effective teaching of literature in the kindergarten and primary grades: wide reading of books for young children;		

English

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.

- 209 LITERATURE FOR CHILDREN IN THE PRIMARY GRADES 3 PERIODS; 2 CREDIT HOURS

Prerequisite: Education 272KGP.

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.

- 211 TEACHING OF READING IN THE SECONDARY SCHOOLS 2 PERIODS; 2 CREDIT HOURS

Prerequisite: English 124 or English 216.

Principles and practices in the teaching of developmental reading to students in grades 7-12.

- 215 PROSE FICTION 3 PERIODS; 3 CREDIT HOURS

Prerequisite: English 123 or concurrent registration.

Study of selected short stories and novels.

- 216 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.

- 222 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.

- 269 DRAMA 3 PERIODS; 3 CREDIT HOURS

Prerequisite: English 123 or concurrent registration.

A study of the drama as a type, with much practice in reading plays of varying techniques 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, participa-

English

tion, 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 JOURNALISM I 2 PERIODS; 1 CREDIT HOUR

Prerequisite: Consent of department.

Designed for members of the college newspaper staff. A seminar providing an opportunity to work 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 JOURNALISM II 2 PERIODS; 1 CREDIT HOUR

Prerequisites: English 272 and consent of department.

Continuation of English 272.

- 274 PROBLEMS IN SCHOOL JOURNALISM III 2 PERIODS; 1 CREDIT HOUR

Prerequisites: English 272, 273, and consent of department.

Continuation of English 273.

- 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.

- 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.

- 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, and modern Europe; sufficient attention to background to reveal the significance of each selection; consideration of ethical and social values, and of esthetic values exclusive of style.

- 314 VICTORIAN LITERATURE 3 PERIODS; 3 CREDIT HOURS

Prerequisite: English 124.

A study of Victorian literature in relation to the main currents of Victorian culture; the effects of the industrial revolution, of scientific advance, and of the growth of political democracy upon British writers with emphasis upon Tennyson, Browning, Arnold, Carlyle, Ruskin, Dickens, Thackeray, Eliot, and Hardy.

English

- 315 CHAUCER 3 PERIODS; 3 CREDIT HOURS
Prerequisite: English 124.
Studies in *The Canterbury Tales*, *Troilus and Criseyde*, and a few of the minor poems.
- 318 DIAGNOSIS AND REMEDIATION IN CASES OF READING DISABILITY 3 PERIODS; 3 CREDIT HOURS
Consideration of the incidence of reading disability and its causes. Discussion of basic problems in correcting reading difficulties and methods of remedial instruction.
- 320 MAJOR ENGLISH WRITERS BEFORE 1800 3 PERIODS; 3 CREDIT HOURS
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 SINCE 1800 3 PERIODS; 3 CREDIT HOURS
Prerequisite: English 124.
Continuation of English 320. English 320 and 321 need not be taken in sequence.
- 326 STUDIES IN ROMANTIC LITERATURE 3 PERIODS; 3 CREDIT HOURS
Prerequisite: English 124.
Individual authors are chosen from the Romantic Period (1785-1832) for intensive study.
- 328 READING METHODS AND MATERIALS FOR EDUCABLE MENTALLY HANDICAPPED 2 PERIODS; 2 CREDIT HOURS
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. Not acceptable for credit toward the M. A. in English.
- 329 STUDIES IN THE NOVEL 3 PERIODS; 3 CREDIT HOURS
Prerequisite: English 124.
Consideration of the novel as a genre in literature with particular emphasis upon one or a few novelists and their works.
- 330 ADVANCED RHETORIC 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Consent of department.
Study of rhetorical devices in contemporary writing, coupled with practice in composition, including some practice in narrative writing.
- 331 LITERARY CRITICISM
Prerequisite: English 124.
Study of some contemporary and some older essays on the principles of literary criticism; practice in criticism of poems and short stories of varying merit and at least one longer work.

English

- 332 TEACHING ENGLISH IN GRADES 7-12 3 PERIODS; 3 CREDIT HOURS
Prerequisite: English major or Bachelor's degree.
Consideration of the background, materials, and methods of teaching language, reading, and literature. May be substituted for English 206 by English majors.
- 335 DEVELOPMENT OF MODERN ENGLISH 3 PERIODS; 3 CREDIT HOURS
An introduction to the historical study of the English language; its sounds, inflections, syntax, and vocabulary; the relationships of American to British English; the problem of standards of usage; regional and class dialects of American English.
- 336 AMERICAN ENGLISH GRAMMAR 3 PERIODS; 3 CREDIT HOURS
Study of traditional grammar and of grammar based on recently developed descriptive techniques.
- 340 CONTEMPORARY LITERATURE IN TRANSLATION 3 PERIODS; 3 CREDIT HOURS
Prerequisite: English 124.
Study of a selection of significant works written in languages other than English.
- 341 READING IN TWENTIETH CENTURY AMERICAN LITERATURE 3 PERIODS; 3 CREDIT HOURS
Prerequisite: English 216.
Study of significant poetry, prose, and drama.
- 344 AMERICAN LITERATURE BEFORE 1820 3 PERIODS; 3 CREDIT HOURS
Prerequisite: English 216 or consent of department.
A study of writers of the Colonial and Revolutionary periods.
- 345 AMERICAN LITERATURE 1820-1865 3 PERIODS; 3 CREDIT HOURS
Prerequisite: English 216 or consent of department.
Study of selected works of such writers as Emerson, Hawthorne, Longfellow, Poe, Thoreau, Melville, and Whitman.
- 346 AMERICAN LITERATURE 1865-1918 3 PERIODS; 3 CREDIT HOURS
Prerequisite: English 216 or consent of department.
Study of selected works of such writers as Twain, Howells, James, Crane, Emily Dickenson, E. A. Robinson, Norris, and Dreiser.
- 352 ENGLISH LITERATURE FROM 1509-1603 3 PERIODS; 3 CREDIT HOURS
Prerequisite: English 124.
Study of such writers as More, Wyatt, Surrey, Sidney, Spenser, and Marlowe.
- 353 ENGLISH LITERATURE FROM 1603-1660 3 PERIODS; 3 CREDIT HOURS
Prerequisite: English 124.
Study of such writers as Jonson, Donne, Bacon, Herrick, Webster, Browne, and Milton.

English

- 354 ENGLISH LITERATURE FROM 1660-1785 3 PERIODS; 3 CREDIT HOURS
Prerequisite: English 124.
Study of such writers as Dryden, Pepys, Congreve, Defoe, Swift, Pope, Fielding, and Johnson.

Speech

- 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 PERIODS; 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.
- 202 FUNDAMENTALS OF ORAL COMMUNICATION 3 PERIODS; 2 CREDIT HOURS
Opportunity to participate in carefully structured public speaking situations. Designed to develop self-confidence, organization of content, logic and the skills of voice and articulation for the ultimate purpose of effective oral communication.
- 261 ORAL INTERPRETATION OF LITERATURE 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Speech 202 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 PERIODS; 2 CREDIT HOURS
Studies in the principles and methods of creative dramatizations with children; survey of source materials for various age levels, motivation, characterization, improvisation, 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 202 or equivalent.
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

Home Economics

- 140 CLOTHING SELECTION 2 PERIODS; 2 CREDIT HOURS
A presentation of basic art principles applied to clothing selection; consideration given to esthetic and economic problems and to consumer factors.
- 156 CLOTHING I 6 PERIODS; 3 CREDIT HOURS
A course in consumer problems of selection and care of clothing; fundamental sewing processes, with emphasis on selection of pattern and fabric; unit construction.
- 157 CLOTHING II 6 PERIODS; 3 CREDIT HOURS
Prerequisite: Clothing I.
A continuation of Clothing I, with emphasis on variety of fabrics and patterns, including a simple, tailored project.
- 158 TEXTILES 3 PERIODS; 3 CREDIT HOURS
A study of fibers; of construction and finish of fabrics as a basis for selection, care and use; the manufacture of fabrics and garments; and the economics of clothing, with emphasis on quality and suitability.
- 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 development levels will be included.
- 206 CHILD CARE 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Psychology 110.
A study of the child in relation to the family and community; growth, and care of the infant and pre-school child.
- 271 FOODS I 6 PERIODS; 3 CREDIT HOURS
Prerequisite: Chemistry 153 or consent of department.
Introductory lecture and laboratory course designed to develop a knowledge of food selection for health maintenance, meal planning, scientific principles of food preparation, standards of food preparation and service; food marketing problems, care of food in the home.
- 272 FOODS II 6 PERIODS; 3 CREDIT HOURS
Prerequisite: Foods I.
A continuation of Foods I: Experience in preparation and service of more advanced meal planning, and emphasis on managerial and manipulative skills.
- 273 NUTRITION 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Home Economics 272.
The relationships of food and nutrition to the maintenance of health; scientific principles of human nutrition and their application to adequate normal diets for the family.

Home Economics

- 274 HOME MANAGEMENT 3 PERIODS; 3 CREDIT HOURS
A study of the use of time, money, energy, and equipment in the home. Special attention is given to the use of time and money; and to consumer problems.
- 275 FAMILY LIVING 3 PERIODS; 3 CREDIT HOURS
A study of problems in family living; child care and development, human relationships, and family income.
- 276 HOME FURNISHING AND EQUIPMENT 6 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 the furnishings for the house; selection and cost of furnishings and equipment.
- 277 TEACHING OF HOME ECONOMICS 3 PERIODS; 3 CREDIT HOURS
Problems of teaching home economics in grades 7 through 12: planning units, evaluations, demonstrations, methods and materials.
- 278 HOME ECONOMICS SEMINAR 3 PERIODS; 3 CREDIT HOURS
A course dealing with the current literature in the field emphasizing the latest scientific findings in nutrition, textiles, and equipment; problems concerned with student teaching. Taken concurrently with student teaching.
- 280 EXPERIMENTAL COOKERY 4 PERIODS; 2 CREDIT HOURS
A study of experimental methods in cookery; consideration of the relationship of ingredients, proportions, techniques to quality of product.
- 290 THE HOME AND ITS FURNISHINGS 4 PERIODS; 3 CREDIT HOURS
A laboratory and lecture course in the study of house plans, furnishings and equipment for the home; development of appreciation of beauty and simplicity in the furnishings for the home; selection and cost of furnishings.
- 301 IMPROVEMENT OF INSTRUCTION IN CLOTHING 5 PERIODS; 3 CREDIT HOURS
Prerequisites: Teaching experience in the elementary or secondary school, a Bachelor's degree, and two courses in clothing, or consent of department.
A study of the 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; the production of illustrative materials and models that can be used in teaching children. Attention is devoted to meeting pupil needs through selection and care of clothing.
- 302 IMPROVEMENT OF INSTRUCTION IN FOODS 5 PERIODS; 3 CREDIT HOURS
Prerequisites: Teaching experience in foods and nutrition, a Bachelor's degree and two courses in foods; or consent of department.
A study of principles and practices of classroom instruction in foods, including socio-economic changes, evaluation of literature, research and methods of teaching in the high school. Teaching materials that can be used in teaching will be developed and produced.

Department of Industrial Arts and Industrial Education

MR. FRED O. ANDERSON
MR. WALTER J. HEINZEL
MR. COLEMAN HEWITT

MR. LEWIS L. HORTON
MR. FRANK N. MOORE
MR. ANTHONY C. VASIS, JR.

Industrial Arts

- 201 EXPLORATORY INDUSTRIAL ARTS** 6 PERIODS; 3 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.
- 202 TEACHING AIDS** 6 PERIODS; 3 CREDIT HOURS
A laboratory course concerned with the development, understanding, construction and use of teaching aids and devices useful in the several subject areas such as art, language arts, mathematics, music, physical education, science, shop subjects and social science. These teaching aids and devices would be of value to teachers in all grades from kindergarten-primary through the secondary school.
- 264 CRAFTS** 6 PERIODS; 3 CREDIT HOURS
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** 6 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** 6 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.
- 310 INDUSTRIAL ARTS FOR THE EDUCABLE MENTALLY HANDICAPPED** 6 PERIODS; 3 CREDIT HOURS
A laboratory course to develop skills and techniques in teaching handwork to educable mentally handicapped children, using materials such as wood, metal, clay, and plastic, with major emphasis on sources of materials, care and repair of tools, the organization of instructional materials, the construction of teaching aids, and the influence of shop organization.

Industrial Education

- 155 ADVANCED ENGINEERING DRAWING** 6 PERIODS; 3 CREDIT HOURS
Prerequisite: Industrial Education 205.
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** 6 PERIODS; 3 CREDIT HOURS
Prerequisite: High school solid geometry or equivalent or Industrial Education 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** 6 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.
- 201 MACHINE WOODWORKING** 6 PERIODS; 3 CREDIT HOURS
Prerequisite: Industrial Education 275.
The various machines employed to reduce, work or shape the timber, as cut in the forests, into lumber, shingles, doors, sashes, mouldings, veneers, barrels, buckets, and other wooden objects by modern society.
- 202 CABINETMAKING** 6 PERIODS; 3 CREDIT HOURS
Prerequisite: Industrial Education 201.
The making of fine wood products along with the adjuncts of finishing and polishing.
- 203 WOOD PATTERN MAKING** 6 PERIODS; 3 CREDIT HOURS
Prerequisite: Industrial Education 202.
The design, construction and use of wooden forms or patterns used in foundries to provide the cavity into which molten metal is poured to make castings.
- 204 ELECTRICAL POWER** 6 PERIODS; 3 CREDIT HOURS
Prerequisite: Industrial Education 260.
Fundamental principles of electricity as they apply to the making, distribution and use of electric power. Consideration is given to the installation, repair, and upkeep of residential and industrial equipment.
- 205 GENERAL DRAFTING** 6 PERIODS; 3 CREDIT HOURS
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.

Industrial Education

- 206 MACHINE DRAFTING 6 PERIODS; 3 CREDIT HOURS
Prerequisites: Industrial Education 155 and 205.
A course in practical drafting transitional between mechanical drawing and machine design. The description and drawings of machinery and machine parts. A good preparation in mechanical drawing is assumed.
- 207 MACHINE DESIGN 6 PERIODS; 3 CREDIT HOURS
Prerequisite: Industrial Education 206.
A course concerned with the designing of machinery and machine parts. A working knowledge of machine drafting is assumed.
- 208 ELECTRICAL COMMUNICATIONS 6 PERIODS; 3 CREDIT HOURS
Prerequisite: Industrial Education 204.
The basic principles which underlie radio and television transmission, reception and repair. Consideration is given to the testing, installation and repair of components of radio and television receivers.
- 209 INDUSTRIAL ELECTRONICS 6 PERIODS; 3 CREDIT HOURS
Prerequisite: Industrial Education 208.
Fundamentals of electron-tube operation and its application in the basic circuits used in present-day industrial electronic controls.
- 210 DEVELOPMENTAL DRAWING 6 PERIODS; 3 CREDIT HOURS
Prerequisites: Industrial Education 155 and 205.
Layout in sheet metal including cartons, cases and ductwork, intersections and truncated figures. Models to be executed.
- 211 ARCHITECTURAL DRAFTING 6 PERIODS; 3 CREDIT HOURS
Prerequisites: Industrial Education 155 and 205.
Designed to familiarize students with processes of visualization by drawing plan arrangements, elevations, sections, and reflected views.
- 212 ARCHITECTURAL DESIGN 6 PERIODS; 3 CREDIT HOURS
Prerequisites: Industrial Education 155 and 205.
A study and execution of contemporary moderately priced dwellings. Shop layout given preliminary consideration. Treatments in pencil, ink and wash are rendered.
- 213 GRAPHIC TECHNIQUES AND REPRESENTATION 6 PERIODS; 3 CREDIT HOURS
Prerequisites: Industrial Education 155 and 205.
A general survey of the graphic techniques most often employed in technical fields. It includes a study of the principles and practices involved in proper interpretation of the drawings used in industry, freehand representation of machine parts and structures in simple line technique, and pictorial representation.
- 214 LEATHER 6 PERIODS; 3 CREDIT HOURS
A laboratory and demonstration course in the design and making of useful leather articles. A variety of skins and hides are used to promote a general knowledge of the material in order that the future teacher may include such teaching in the classroom, shop, or laboratory. Fundamental processes, tool techniques and skill thoroughly stressed to establish proper foundations for advanced work.

Industrial Education

- 215 SHEET METAL 6 PERIODS; 3 CREDIT HOURS
Prerequisite: Industrial Education 265.
A shop course in fundamental processes of forming, bending, and fabricating light gauge metal comparable to practices in industry.
- 216 ORNAMENTAL METALS 6 PERIODS; 3 CREDIT HOURS
Prerequisite: Industrial Education 265.
A shop course involving an artistic approach to surface treating and ornamenting forms of wrought iron, copper, brass, and aluminum.
- 217 GENERAL METALS 6 PERIODS; 3 CREDIT HOURS
Prerequisite: Industrial Education 265.
A shop course featuring methods of soft and hard soldering, welding, casting, forging, application of enamels, the use of the machine lathe and other metal working machines.
- 218 ADVANCED TYPE COMPOSITION AND LETTERPRESS 6 PERIODS; 3 CREDIT HOURS
Prerequisite: Industrial Education 270.
Includes instruction and practice in letterpress process. Offers basic proficiency in copy preparation, layout, hand composition, lockup, presswork and binding, and finishing.
- 219 OFFSET LITHOGRAPHY 6 PERIODS; 3 CREDIT HOURS
Prerequisite: Industrial Education 270.
Instruction and practice in the offset process. Includes copy preparation, layout, finished art, platemaking, presswork, and binding and finishing.
- 220 GENERAL GRAPHIC ARTS 6 PERIODS; 3 CREDIT HOURS
Prerequisite: Industrial Education 270.
Advanced study and practice in related processes of the graphic arts including photographic silk screen, duplicating, intaglio, multigraph, photo and paste-up typesetting, rubber stamp, binding and finishing operations.
- 221 FUNDAMENTALS OF INDUSTRIAL ELECTRONICS 6 PERIODS; 3 CREDIT HOURS
Prerequisites: Physics 151 and Industrial Education 260.
A study of electronic circuits as applied to the control of industrial and commercial processes. Construction of electronic equipment will be undertaken.
- 222 ADVANCED ELECTRIC SHOP 12 PERIODS; 6 CREDIT HOURS
Prerequisite: Industrial Education 260.
Application of fundamental principles of electricity to such areas as residential wiring, fractional horsepower motors, communications and electric circuits.
- 223 ADVANCED METAL SHOP 12 PERIODS; 6 CREDIT HOURS
Prerequisite: Industrial Education 265.
Metal shop operation having to do with lathe, milling machine, grinding, shaping and boring operations and their relation to industrial processes.

Industrial Education

- 224 ADVANCED PRINT SHOP 12 PERIODS; 6 CREDIT HOURS
Prerequisite: Industrial Education 270.
Problems in composition, stonework, press work, commercial jobs and typographical design.
- 225 ADVANCED WOOD SHOP 12 PERIODS; 6 CREDIT HOURS
Prerequisite: Industrial Education 275.
Machine woodwork, cabinet making and finishing as it applies to advanced projects and wood technology that is involved.
- 260 ELECTRIC SHOP 6 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 6 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.
- 270 PRINT SHOP 6 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 6 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 18 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.
- 285 ADVANCED ELECTRIC SHOP 18 PERIODS; 9 CREDIT HOURS
Prerequisite: Industrial Education 260.
A continuation on an advanced level of Industrial Education 260.
- 287 ADVANCED METAL SHOP 18 PERIODS; 9 CREDIT HOURS
Prerequisite: Industrial Education 265.
A continuation on an advanced level of Industrial Education 265.
- 289 ADVANCED PRINT SHOP 18 PERIODS; 9 CREDIT HOURS
Prerequisite: Industrial Education 270.
A continuation on an advanced level of Industrial Education 270.
- 291 ADVANCED WOOD SHOP 18 PERIODS; 9 CREDIT HOURS
Prerequisite: Industrial Education 275.
A continuation on an advanced level of Industrial Education 275.

Industrial Education

- 295 INDUSTRIAL SAFETY 1 PERIOD; 1 CREDIT HOUR
A course designed to acquaint the student with the moral and legal aspects of safety. The integration of safe 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.
- 296 ADVANCED FOUNDRY 18 PERIODS; 9 CREDIT HOURS
Prerequisite: Industrial Education 265.
A course designed to acquaint the student with foundry practice.
- 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.
- 311 TESTS AND MEASUREMENTS IN TECHNICAL DRAWING 3 PERIODS; 3 CREDIT HOURS
Prerequisites: Completion of all courses in the drafting sequence, or a valid Chicago Drafting certificate, or 24 hours of college drafting credit.
A course designed to acquaint drafting majors with sources, selection, and design of laboratory problems in technical drawing, study of various methods of testing in graphics with emphasis on objective type tests; construction of tests, evaluation and interpretation of results, and statistical treatment of test data.

Department of Library Science

MR. GEORGE E. BUTLER
MISS JEAN E. GILLETTE
DR. ELIZA GLEASON

MRS. MINNIE R. JOHNSON
MISS MARION W. TAYLOR
DR. FRITZ VEIT

MR. WILLIAM WOODS

Library Science

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| 201 | FUNCTIONS OF THE SCHOOL LIBRARY
The role of the library in the school, its development, organization, services, and administration. | 3 PERIODS; 3 CREDIT HOURS |
| 202 | TECHNICAL PROCESSES IN SCHOOL LIBRARIES
Basic objectives and principles of organizing library materials. Simplified rules and procedures for the cataloging, subject analysis, and classification of all types of library materials. Preparation of library materials for circulation. Maintenance of library collection and card catalog. | 3 PERIODS; 3 CREDIT HOURS |
| 203 | READING GUIDANCE FOR THE ELEMENTARY GRADES
Reading, evaluation and use of children's books, with emphasis on imaginative literature. Attention is given to the problems and techniques of reading guidance in kindergarten through the eighth grade. | 3 PERIODS; 3 CREDIT HOURS |
| 303 | LIBRARY MATERIALS FOR THE LANGUAGE AND CREATIVE ARTS
Evaluation, selection and use of library materials for the language and creative arts, including informational and reference books, other printed matter and audio-visual materials. | 3 PERIODS; 3 CREDIT HOURS |
| 304 | LIBRARY MATERIALS FOR THE SOCIAL STUDIES
Evaluation, selection and use of library materials for the social studies, including informational and reference books, other printed matter and audio-visual materials. | 3 PERIODS; 3 CREDIT HOURS |
| 305 | LIBRARY MATERIALS FOR THE SCIENCES AND MATHEMATICS
Evaluation, selection and use of library materials for the sciences and mathematics, including informational and reference books, other printed matter and audio-visual materials. | 3 PERIODS; 3 CREDIT HOURS |

Department of Mathematics

MRS. MARY LOU CALDWELL
MISS DOROTHY DIERICKX
MRS. BEVERLY A. POWERS

MR. WILLIAM J. PURCELL
DR. RUTH B. RASMUSEN
MISS CHARLENE M. SPRANKEL
MR. JOSEPH J. URBANCEK

Requirements for the Mathematics Sequence, Upper Grade Teaching Major Curriculum.

1. Completion of the basic Upper Grade Teaching Major Curriculum, page 39, except for the substitution of Mathematics 267 for Mathematics 205 and the substitution of Mathematics 151 and 152 for Mathematics 107 and 108.
2. Completion of the following elective courses, a total of twenty-six credit hours:
Mathematics 153, 254, 255, 301 or 324, 311, and 321.
Eight credit hours to be chosen from: Mathematics 156, 265, 301, 306, 307, 308, 316, 320, 322, 323, 324, 326, 327, 332.

Mathematics

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| 107 | COLLEGE MATHEMATICS I
Prerequisites: One year of high school algebra and one year of plane geometry, or the equivalent.
A review of the fundamentals of basic mathematics with emphasis on: mathematics and logical systems, arithmetic, number bases and groups, applications of arithmetic, algebra, two variables, graphing and functions, and algebraic techniques and positive integral exponents. | 3 PERIODS; 3 CREDIT HOURS |
| 108 | COLLEGE MATHEMATICS II
Prerequisites: Math 107, or consent of department.
A continuation of Math 107 extended to cover additional topics in: fractional and negative exponents, algebra, geometry, statistics, and selected assorted topics. | 3 PERIODS; 3 CREDIT HOURS |
| 109 | BUSINESS COMPUTATIONS
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. | 3 PERIODS; 3 CREDIT HOURS |
| 151 | COLLEGE ALGEBRA
Prerequisites: One and one half years of high school algebra and one year of plane geometry or Mathematics 107 and 108.
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 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. | 3 PERIODS; 3 CREDIT HOURS |

Mathematics

- 152 TRIGONOMETRY** 3 PERIODS; 3 CREDIT HOURS
Prerequisites: One and one half years of high school algebra and one year of plane geometry or Mathematics 107 and 108.
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.
Application and extension of 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 107 and 108, senior college standing and the passing of an arithmetic proficiency test; minimum over-all grade point average 2.5.
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.
- 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;

Mathematics

- 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.
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.
- 267 TEACHING MATHEMATICS IN THE UPPER GRADES** 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Twelve credit hours in mathematics or consent of department.
A course designed to develop a thorough understanding of the methods and materials for the teaching of upper grade mathematics that place emphasis on sound teaching and latest trends.
- 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.
- 302 RECENT TRENDS IN MATHEMATICS** 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Consent of department.
Mathematics as a major branch of human endeavor; a study of changes in the basic philosophy underlying the teaching of pre-college mathematics, and its effect on course content. An in-service course.
- 306 ANALYTIC GEOMETRY OF SPACE** 3 PERIODS; 3 CREDIT HOURS
Prerequisites: Mathematics 254 or consent of department.
A study of three dimensional co-ordinate geometry; direction cosines; equations of lines and planes; angle between lines, planes; distance of a point from a 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.
- 307 SYNTHETIC PROJECTIVE GEOMETRY** 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Consent of department.
A course designed to teach understanding of primitive forms, principle of duality, harmonic forms, cross ratio, pencils of rays, Pascal's and Brianchon's theorems, ruled surfaces, poles and polars, diameters and axes, forms of the second order, involution, imaginary elements, and inversion.

Mathematics

- 308 MATRICES AND LINEAR TRANSFORMATIONS 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Consent of department.
A course designed to teach matrices, linear equations and determinants, inverse of a matrix, rank and equivalence, linear equations and linear dependence, vector spaces and linear transformations; and the characteristic equation of a matrix.
- 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; solution 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.
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.
- 320 HISTORY OF MATHEMATICS 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Mathematics 254 or consent of department.
A course which deals with outstanding contributions to the field of mathematics through a chronological survey of the growth of 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.
- 322 FUNDAMENTAL CONCEPTS OF ALGEBRA AND GEOMETRY 3 PERIODS; 3 CREDIT HOURS
Prerequisites: Mathematics 255 and consent of department.
A study of the mathematics before Euclid; Euclid's Elements; Non-Euclidean geometry; Hilbert's Grundlagen; algebraic structure, the modern mathematical method; the real number system; sets; logic; and philosophy.
- 323 ABSTRACT ALGEBRA 3 PERIODS; 3 CREDIT HOURS
Prerequisites: Mathematics 255 and consent of department.
A course dealing with topics selected from the following: theory of numbers, equivalence relations, equivalence classes, Boolean algebra, elementary groups, matrices, linear systems, determinants, fields, rings and ideals.

Mathematics

- 324 SELECTED TOPICS IN ALGEBRA 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Mathematics 153.
A course dealing with topics selected from the following: matrices; determinants and systems of equations; permutations, combinations and probability; progressions; summation of series; scales of notation; continued fractions; miscellaneous and indeterminate equations; theory of equations; theory of numbers; and complex numbers.
- 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.
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.
- 332 METHODS OF TEACHING SECONDARY MATHEMATICS 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Mathematics 254 or consent of department.
The place and function of mathematics in the secondary school; problems, techniques, and practices in secondary school mathematics instruction.

Department of Modern Languages

MRS. CHARLOTTE KNIAZZEH
DR. EMMY M. SCHREINER

MRS. DORETTE WALNER
DR. NAHUM ZACKAI

Classes in French, German, Russian, and Spanish are offered as courses designed to improve the general education of teachers. The teaching major in French or Spanish will prepare the student to teach a foreign language at the elementary or secondary level. Teaching majors in German and Russian are currently in the process of development.

Requirements for the French Sequence, Upper Grade Teaching Major Curriculum.

1. Completion of the basic Upper Grade Teaching Major Curriculum, page 39.
2. Completion of the following elective courses, a total of twenty-seven credit hours:
French 105, 106, 109, 110, 203, 204, 205, 206, 207, 208, and 209.

Requirements for the Spanish Sequence, Upper Grade Teaching Major Curriculum.

1. Completion of the basic Upper Grade Teaching Major Curriculum, page 39.
2. Completion of the following elective courses, a total of twenty-seven credit hours:
Spanish 105, 106, 109, 110, 203, 204, 205, 206, 207, 208, and 209.

French

- 105 FRENCH CONVERSATION I 1 PERIOD; 1 CREDIT HOUR
Prerequisite: French 108 or grade of C in French 108 proficiency examination.
Listening practice with tape and records; development of skills to enable students to produce original conversational material. Normally taken concurrently with French 109.
- 106 FRENCH CONVERSATION II 1 PERIOD; 1 CREDIT HOUR
Prerequisite: French 105 and 109 or grade of C in proficiency examination of these courses.
A continuation of French 105. Normally taken concurrently with French 110.
- 107 ELEMENTARY FRENCH I 4 PERIODS; 3 CREDIT HOURS
A study of the elements of French to gain oral-aural mastery of basic grammar and vocabulary, with the reading of simple French texts as a secondary objective. One period weekly is devoted to laboratory. No credit given for French 107 unless followed by French 108.
- 108 ELEMENTARY FRENCH II 4 PERIODS; 3 CREDIT HOURS
Prerequisite: French 107 or grade of C in French 107 proficiency examination.
A continuation of French 107.

French

- 109 INTERMEDIATE FRENCH I 4 PERIODS; 3 CREDIT HOURS
Prerequisite: French 108 or grade of C in French 108 proficiency examination.
A more detailed study of French grammar through oral drill and recitation; practice in reading and writing French on an intermediate level.
- 110 INTERMEDIATE FRENCH II 4 PERIODS; 3 CREDIT HOURS
Prerequisite: French 109 or grade of C in French 109 proficiency test.
A continuation of French 109.
- 111 CULTURE OF FRANCE 1 PERIOD; 1 CREDIT HOUR
A brief survey of the culture and customs of France through readings, art, and music.
- 203 SURVEY OF FRENCH LITERATURE I 3 PERIODS; 3 CREDIT HOURS
Prerequisite: French 110 or grade of C in French 110 proficiency examination.
A presentation of the development of French literature from its beginnings to the eighteenth century; readings in French of principal literary masterpieces. Conducted in French.
- 204 SURVEY OF FRENCH LITERATURE II 3 PERIODS; 3 CREDIT HOURS
Prerequisite: French 203 or grade of C in French 203 proficiency examination or consent of department.
A continuation of the development of French literature from the eighteenth century to the early nineteenth century; readings of principal masterpieces; lectures and recitations in French; written and oral reports on assigned readings.
- 205 SURVEY OF FRENCH LITERATURE III 3 PERIODS; 3 CREDIT HOURS
Prerequisite: French 203, 204 or grade of C in French 203, 204 proficiency examinations or consent of department.
The development of French literature in the nineteenth and twentieth centuries; readings of principal masterpieces; lectures and recitations in French; written and oral reports on assigned readings.
- 206 ADVANCED COMPOSITION AND CONVERSATION 2 PERIODS; 2 CREDIT HOURS
Prerequisite: French 110 and 105 or 106 or grade of C in proficiency examination of French 110 and 105 or 106.
Practice in writing original compositions in French and in translating literary material from English to French; conversation on an advanced level.
- 207 METHODS OF TEACHING FRENCH 2 PERIODS; 2 CREDIT HOURS
Prerequisite: 20 credit hours in French.
A study of materials, techniques, and methods of teaching French, with practical application to actual classroom situations.
- 208 FRENCH NOVEL OF THE NINETEENTH CENTURY 3 PERIODS; 3 CREDIT HOURS
Prerequisite: French 203, 204, 205.
A presentation of the nineteenth century novel; selections from representative authors are read and discussed. Conducted in French.

French

- 209 CONTEMPORARY FRENCH LITERATURE 3 PERIODS; 3 CREDIT HOURS
Prerequisite: French 208.
Reading and discussion of representative authors of twentieth century France. Conducted in French.
- 216 STUDIES IN FRENCH STYLE 2 PERIODS; 2 CREDIT HOURS
Prerequisite: French 206 or grade of C in proficiency examination of French 206.
Studies of the style of representative French writers; practice in translations from English to French; free composition.

German

- 105 GERMAN CONVERSATION I 1 PERIOD; 1 CREDIT HOUR
Prerequisite: German 108 or grade of C in German 108 proficiency examination.
Listening practice with tapes and records; development of skills to enable students to produce original conversational material. Usually taken concurrently with German 109.
- 107 ELEMENTARY GERMAN I 4 PERIODS; 3 CREDIT HOURS
A study of the elements of German to gain oral-aural mastery of basic grammar and vocabulary, with the reading of simple German texts as a secondary objective. One period weekly is devoted to laboratory. No credit given for German 107 unless followed by German 108.
- 108 ELEMENTARY GERMAN II 4 PERIODS; 3 CREDIT HOURS
Prerequisite: German 107 or grade of C in German 107 proficiency examination.
A continuation of German 107.
- 109 INTERMEDIATE GERMAN I 4 PERIODS; 3 CREDIT HOURS
Prerequisite: German 108 or grade of C in German 108 proficiency examination.
A more detailed study of German grammar through oral drill and recitation; practice in reading and writing German on an intermediate level.
- 110 INTERMEDIATE GERMAN II 4 PERIODS; 3 CREDIT HOURS
Prerequisite: German 109 or grade of C in German 109 proficiency examination.
A continuation of German 109.

Russian

- 107 ELEMENTARY RUSSIAN I 4 PERIODS; 3 CREDIT HOURS
A study of the elements of Russian to gain oral-aural mastery of basic grammar and vocabulary, with the reading of simple Russian texts as a secondary objective. One period weekly is devoted to laboratory. No credit given for Russian 107 unless followed by Russian 108.

Russian

- 108 ELEMENTARY RUSSIAN II 4 PERIODS; 3 CREDIT HOURS
Prerequisite: Russian 107 or grade of C in Russian 107 proficiency examination.
A continuation of Russian 107.
- 109 INTERMEDIATE RUSSIAN I 4 PERIODS; 3 CREDIT HOURS
Prerequisite: Russian 108 or grade of C in Russian 108 proficiency examination.
A more detailed study of Russian grammar through oral drill and recitation; practice in reading and writing Russian on an intermediate level.
- 110 INTERMEDIATE RUSSIAN II 4 PERIODS; 3 CREDIT HOURS
Prerequisite: Russian 109 or grade of C in Russian 109 proficiency examination.
A continuation of Russian 109.

Spanish

- 105 SPANISH CONVERSATION I 1 PERIOD; 1 CREDIT HOUR
Prerequisite: Spanish 108 or grade of C in Spanish 108 proficiency examination.
Listening practice with tapes and records; development of skills to enable students to produce original conversational material. Usually taken concurrently with Spanish 109.
- 106 SPANISH CONVERSATION II 1 PERIOD; 1 CREDIT HOUR
Prerequisite: Spanish 109 and 105 or grade of C in proficiency examination of these courses.
A continuation of Spanish 105. Usually taken concurrently with Spanish 110.
- 107 ELEMENTARY SPANISH I 4 PERIODS; 3 CREDIT HOURS
A study of the elements of Spanish to gain oral-aural mastery of basic grammar and vocabulary, with the reading of simple Spanish texts as a secondary objective. One period weekly is devoted to laboratory. No credit given for Spanish 107 unless followed by Spanish 108.
- 108 ELEMENTARY SPANISH II 4 PERIODS; 3 CREDIT HOURS
Prerequisite: Spanish 107 or grade of C in Spanish 107 proficiency examination.
A continuation of Spanish 107.
- 109 INTERMEDIATE SPANISH I 4 PERIODS; 3 CREDIT HOURS
Prerequisite: Spanish 108 or grade of C in Spanish 108 proficiency examination.
A more detailed study of Spanish grammar through oral drill and recitation; practice in reading, translating, and writing Spanish on an intermediate level.

Spanish

- 110 **INTERMEDIATE SPANISH II** 4 PERIODS; 3 CREDIT HOURS
Prerequisite: Spanish 109 or grade of C in Spanish 109 proficiency examination.
A continuation of Spanish 109.
- 111 **CULTURE OF SPAIN** 1 PERIOD; 1 CREDIT HOUR
A brief survey of the culture and customs of Spain and of Spanish America through readings, art, and music.
- 203 **SURVEY OF SPANISH LITERATURE I** 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Spanish 110 or grade of C in Spanish 110 proficiency examination.
A presentation of the development of the literature of Spain from its beginnings to the eighteenth century; readings in Spanish of principal literary masterpieces. Conducted in Spanish.
- 204 **SURVEY OF SPANISH LITERATURE II** 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Spanish 203 or grade of C in Spanish 203 proficiency examination or consent of department.
A continuation of the development of the study of the literature of Spain in the eighteenth and nineteenth centuries; readings of principal masterpieces; lectures and recitations in Spanish; written and oral reports on assigned readings.
- 205 **SURVEY OF SPANISH LITERATURE III** 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Spanish 203, 204 or grade of C in Spanish 203, 204 proficiency examinations or consent of department.
A presentation of the development of Spanish literature in Latin America from the time of the conquest to the twentieth century; readings from principal masterpieces; lectures and recitations in Spanish; written and oral reports on assigned readings.
- 206 **ADVANCED COMPOSITION AND CONVERSATION** 2 PERIODS; 2 CREDIT HOURS
Prerequisite: Spanish 110 and 105 or 106 or grade of C in proficiency examination of Spanish 110 and 105 or 106.
Practice in writing original compositions in Spanish and in translating literary material from English to Spanish; conversation on an advanced level.
- 207 **METHODS OF TEACHING SPANISH** 2 PERIODS; 2 CREDIT HOURS
Prerequisite: 20 credit hours in Spanish.
A study of materials, techniques, and methods of teaching Spanish, with practical application to actual classroom situations.

Spanish

- 208 **SPANISH LITERATURE OF THE GOLDEN AGE** 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Spanish 203, 204, 205 or consent of department.
Reading in the literature of Spain of the sixteenth and seventeenth centuries with emphasis on Cervantes and the novel and on Lope de Vega and the theater. Conducted in Spanish.
- 209 **CONTEMPORARY LITERATURE OF SPAIN AND SPANISH AMERICA** 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Spanish 208 or consent of department.
Readings in contemporary literature of Spain and Spanish America from the latter part of the nineteenth century to the present.
- 216 **STUDIES IN SPANISH STYLE** 2 PERIODS; 2 CREDIT HOURS
Prerequisite: Spanish 206 or grade of C in proficiency examination of Spanish 206.
Studies of the style of representative Spanish writers; practice in translations from English to Spanish; free composition.

Department of Music

MR. ALFRED GRAS
MRS. ROSE KLOWDEN

DR. LEONARD J. SIMUTIS
DR. SYLVAN D. WARD

Requirements for the Vocal Music Sequence, Upper Grade Teaching Major Curriculum.

1. Completion of the basic Upper Grade Teaching Major Curriculum, page 39, except for the foreign language requirements.
2. Completion of the following courses, a total of thirty-six credit hours:
Music 153, 169, 170, 284, 285, 286, 288, 307, 308, 309 or 316, 313, and 314, and three hours credit in performing groups.

Requirements for the Instrumental Music Sequence, Upper Grade Teaching Major Curriculum.

1. Completion of the basic Upper Grade Teaching Major Curriculum, page 39, except for the foreign language requirements.
2. Completion of the following courses, a total of thirty-six credit hours:
Music 153, 169, 171, 172, 173, 174, 285, 286, 287, 310, 311, 312 or 316, 314, and three hours credit in performing groups.

Proficiency in Music Performance.

The music requirements in the vocal and instrumental sequences are at an absolute minimum. If they are completed successfully along with other subjects in the basic curriculum, there is assurance of graduation from the College but no guarantee can be given that the student will pass the proficiency tests in music performance as administered by certifying authorities.

A student majoring in vocal music must be proficient in voice and piano. A student majoring in instrumental music must play at least one instrument very well. One of the means by which examiners judge the musicianship of a candidate is a test of performing skills on voice or instrument. The Music Department therefore recommends that each music major student continue private instruction on chosen instruments to insure a high proficiency rating on qualifying examinations.

Participation in Performing Groups.

Students in the vocal and instrumental music sequences are required to program a performing group in six different trimesters (minimum), and must earn at least three hours of such credit toward graduation.

Music

- | | | |
|-----|---|---------------------------|
| 109 | REPERTOIRE AND CONDUCTING
Prerequisite: Music 110.
A course which gives students opportunities to participate in 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. | 2 PERIODS; 2 CREDIT HOURS |
| 110 | FUNDAMENTALS OF MUSIC
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. | 3 PERIODS; 3 CREDIT HOURS |

Music

- | | | |
|-----|---|---------------------------|
| 133 | HISTORY AND APPRECIATION
OF MUSIC I
An introduction to the elements of music as expressed through the written language of music and the media affording listening experience. | 4 PERIODS; 3 CREDIT HOURS |
| 140 | BAND
Open to students with previous instrumental music experience; opportunities for public performance. May be taken three trimesters for credit. | 3 PERIODS; 1 CREDIT HOUR |
| 152 | ORCHESTRA
Open to all students with previous instrumental music experience; opportunities for public performance. May be taken three trimesters for credit. | 3 PERIODS; 1 CREDIT HOUR |
| 153 | EAR TRAINING AND SIGHT
SINGING I
Prerequisite: Any of the following: Music 109, 110, 169, or consent of department.
The writing and singing of various types of intervals, cadences, modulatory chords in major and minor; singing and reading of unison and part songs. | 3 PERIODS; 3 CREDIT HOURS |
| 161 | CHOIR
Prerequisite: Consent of director.
A class devoted to the study of a cappella literature with opportunities for school and public performance. | 3 PERIODS; 1 CREDIT HOUR |
| 164 | MUSIC IN PHYSICAL EDUCATION
Prerequisite: Consent of Physical Education Department.
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. | 2 PERIODS; 2 CREDIT HOURS |
| 168 | COLLEGE WOMEN'S GLEE CLUB
Open to women students by audition. May be taken three trimesters for credit. | 2 PERIODS; 1 CREDIT HOUR |
| 169 | THEORY AND HARMONY I
A study of the techniques and skills required in the development of basic musicianship and creative writing. | 3 PERIODS; 3 CREDIT HOURS |
| 170 | VOICE I
Prerequisite: Consent of department.
The development of the voice through practical instruction and performance. | 3 PERIODS; 3 CREDIT HOURS |
| 171 | STRING INSTRUMENTS I
Prerequisite: Consent of department.
Practical instruction on violin, viola, cello and string bass. | 3 PERIODS; 2 CREDIT HOURS |
| 172 | WOODWIND INSTRUMENTS
Prerequisite: Consent of department.
Practical instruction on flute, clarinet, and other woodwind instruments. | 3 PERIODS; 2 CREDIT HOURS |

Music

- 173 **BRASS INSTRUMENTS** 3 PERIODS; 2 CREDIT HOURS
Prerequisite: Consent of department.
Practical instruction on trumpet, trombone, and other brass instruments.
- 174 **PERCUSSION INSTRUMENTS** 3 PERIODS; 2 CREDIT HOURS
Prerequisite: Consent of department.
Practical instruction on snare drum, bass drum, tympani, and other instruments of the battery.
- 202 **TEACHING MUSIC IN GRADES 3, 4, AND 5** 3 PERIODS; 2 CREDIT HOURS
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.
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
Emphasis is 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.
- 281 **HISTORY OF MUSIC** 4 PERIODS; 4 CREDIT HOURS
Prerequisite: Consent of department.
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.
- 283 **TEACHING MUSIC IN THE KINDERGARTEN AND PRIMARY GRADES** 3 PERIODS; 3 CREDIT HOURS
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.
- 284 **VOICE II** 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Music 170.
The development of the voice through practical instruction and performance. A continuation of Music 170.

Music

- 285 **HISTORY AND APPRECIATION OF MUSIC II** 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Music 133.
A study of the background, music literature, and form developed in the Baroque and Classic Periods.
- 286 **THEORY AND HARMONY II** 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Music 169.
A study of the techniques and skills required in the development of basic musicianship and creative writing. A continuation of Music 169.
- 287 **STRING INSTRUMENTS II** 3 PERIODS; 2 CREDIT HOURS
Prerequisite: Consent of department.
Practical instruction on violin, viola, cello, and string bass. A continuation of Music 171.
- 288 **VOCAL MUSIC PRACTICES IN THE ELEMENTARY SCHOOL** 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Music 110 or 169 and consent of department.
A course designed to meet the needs of a teacher who has the responsibility of teaching music in the lower and intermediate grades. Basic skills, techniques, and materials are studied and used.
- 301 **MUSIC BEFORE THE SEVENTEENTH CENTURY** 3 PERIODS; 3 CREDIT HOURS
A study of music of the Romanesque, Gothic, and Renaissance periods by means of lecture, discussion, readings, and music recordings.
- 302 **MUSIC OF THE BAROQUE PERIOD** 3 PERIODS; 3 CREDIT HOURS
A study of the music of the Baroque period by means of lecture, discussion, readings, and music recordings.
- 303 **MUSIC OF THE CLASSIC PERIOD** 3 PERIODS; 3 CREDIT HOURS
A study of the music of the Classic period, with emphasis on the works of Haydn, Mozart, and Beethoven, by means of lecture, discussion, readings, and music recordings.
- 304 **MUSIC OF THE ROMANTIC PERIOD** 3 PERIODS; 3 CREDIT HOURS
A study of music of the nineteenth century beginning with the late classicists and ending with the impressionists, by means of lecture, discussion, readings, and music recordings.
- 305 **MUSIC OF THE TWENTIETH CENTURY** 3 PERIODS; 3 CREDIT HOURS
A study of the music of the twentieth century by means of lecture, discussion, readings, and music recordings.
- 306 **MUSIC OF AMERICA** 3 PERIODS; 3 CREDIT HOURS
A study of music and composers from the time of the Pilgrims to the present.

Department of Music

Music

- 307 VOCAL MUSIC PRACTICES IN GRADES 7-12** 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Consent of department.
A course designed to meet the needs of the teacher who plans to teach music in the upper grades and high school. Skills, techniques, and materials are studied and used.
- 308 KEYBOARD EXPERIENCE** 2 PERIODS; 1 CREDIT HOUR
Prerequisite: Music 110 and consent of department.
Improvisational technique and accompaniment skills are developed.
- 309 CONDUCTING VOCAL MUSIC** 3 PERIODS; 2 CREDIT HOURS
Prerequisite: Consent of department.
Experience in the elements of choral conducting; voice testing; blending; organizational routine.
- 310 INSTRUMENTAL MUSIC PRACTICES IN THE PUBLIC SCHOOL** 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Consent of department.
A course for the teacher who plans to organize and train an instrumental music group in the elementary school or high school. Skills, techniques, and materials are studied and used.
- 311 ARRANGING INSTRUMENTAL MUSIC** 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Music 286.
Practical experience is given in arranging music for small instrumental groups and in learning orchestration techniques for large groups.
- 312 CONDUCTING INSTRUMENTAL MUSIC** 3 PERIODS; 2 CREDIT HOURS
Prerequisite: Music 286.
Experience in the elements of conducting; study and interpretation of the music score.
- 313 VOICE III** 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Music 284.
The development of the voice through practical instruction and performance. A continuation of Music 284.
- 314 HISTORY AND APPRECIATION OF MUSIC III** 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Music 285.
A study of the contribution to music in the Romantic and Contemporary Periods.
- 316 CONDUCTING** 3 PERIODS; 2 CREDIT HOURS
Prerequisite: Music 286 or consent of department.
Experience in the techniques of conducting; study and interpretation of the music score.

Department of Natural Sciences

MISS BERNICE J. AUSTRHEIM	DR. DAVID H. HELLER
DR. MURIEL BEUSCHLEIN	DR. HERBERT F. LAMP
MR. JOHN J. BOWEN	DR. NANCY LASHER
MR. ROBERT A. CLAUS	DR. AUGUSTA A. MYLROIE
DR. ESTHER DAcOSTA	DR. KENNETH W. NELSON
DR. ORIE J. EIGSTI	MRS. MARIA RAISYS
DR. JACK FOODEN	DR. JAMES M. SANDERS

DR. PAUL W. TITMAN

Requirements for the Natural Science Sequence, Upper Grade Teaching Major Curriculum.

1. Completion of the basic Upper Grade Teaching Major Curriculum, page 39. Chemistry 153 and Physics 151 are required in lieu of Physical Science 103 and 104. Science 301 may be taken in lieu of Science 209.
2. Completion of the following elective courses, a total of thirty credit hours:
 - Botany 152
 - Biol. Sci. 259
 - Chem. 154
 - Physics 152
 - Physical Science 251
 - Physiology 201
 - Science 210
 - Zoology 152
 - Either Botany 356, Biol. Science 362, Ecology, Geology or Meteorology, Physical Science 155, or 156
 - A free elective of two credit hours (science, mathematics, or geography).

Biological Science

- 109 BIOLOGICAL SCIENCE I** 6 PERIODS; 4 CREDIT HOURS
An introduction to the biological sciences with special emphasis on plant biology; a consideration of the nature of biology and biological research, general cellular biology, heredity and evolution, plant form and function, and an introduction to the major groups of the plant kingdom. Lecture, discussion, and laboratory.
- 110 BIOLOGICAL SCIENCE II** 6 PERIODS; 4 CREDIT HOURS
Prerequisite: Biological Science 109 or equivalent.
An introduction to animal biology; the major phyla of the animal kingdom with respect to development, structure, ecological adaptation, physiology, and evolution; the general anatomy and physiology of organ systems of man; conservation of biological resources in relation to human welfare. Lecture, discussion, and laboratory.

Biological Science

- 255 FIELD BIOLOGY 6 FIELD TRIPS;
1 CREDIT HOUR

Prerequisite: Biological Science 109 or 110.

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.

- 259 INTRODUCTORY MICROBIOLOGY 5 PERIODS; 3 CREDIT HOURS

Prerequisite: Biological Science 109 or 110.

A study of the principles underlying the growth and activities of micro-organisms; application of these principles to agriculture, industry, and medicine. Lecture and laboratory.

- 360 GENETICS 4 PERIODS; 3 CREDIT HOURS

Prerequisite: Biological Science 109 or 110.

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 these principles to man. Lecture and laboratory.

- 361 EVOLUTION 3 PERIODS; 3 CREDIT HOURS

Prerequisite: Biological Science 109 or 110.

A reading-lecture-discussion course on the facts, theories, and principles of organic evolution.

- 362 ECOLOGY 6 FIELD TRIPS;
2 PERIODS; 3 CREDIT HOURS

Prerequisite: Biological Science 109 or 110.

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

Prerequisite: Biological Science 109 or 110.

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.

- 365 GENERAL PHYSIOLOGY 5 PERIODS; 3 CREDIT HOURS

Prerequisites: Biological Science 109 and 110 and Physical Science 104.

A consideration of the physical, chemical, and mathematical principles basic to an understanding of the vital activities of micro-organisms, plants, and animals. Major emphasis is placed on interpretation of basic life processes at the protoplasmic or cellular level, with development and integration. Lecture and laboratory.

Biological Science

- 366 BIOGEOGRAPHY 3 PERIODS; 3 CREDIT HOURS

Prerequisites: Biological Science 109 and 110.

A study of the geographic distribution of living organisms with emphasis on geological, evolutionary, and ecological factors responsible for present distribution. Visits to local zoos, conservatories, museums, and aquariums required. Lecture and discussion.

Botany

- 152 THE PLANT KINGDOM 5 PERIODS; 3 CREDIT HOURS

Prerequisite: Biological Science 109 or 110.

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. Lecture and laboratory.

- 351 LOCAL FLORA 5 PERIODS; 3 CREDIT HOURS

Prerequisites: Biological Science 109 and 110.

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

Prerequisites: Biological Science 109 and 110.

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 109 and 110.

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 109 and 110.

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

Prerequisite: One year of botany or consent of department.

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
Prerequisites: Mathematics 107 and 108.
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.
- 154 **ORGANIC CHEMISTRY** 6 PERIODS; 4 CREDIT HOURS
Prerequisite: Chemistry 153.
A study of the chemistry of aliphatic and aromatic compounds with some consideration of the practical applications in medicine, biology, and nutrition. Lecture and laboratory.

Physical Science

- 103 **PHYSICAL SCIENCE I** 5 PERIODS; 4 CREDIT HOURS
Prerequisites: Mathematics 107 and 108 or consent of department.
A study of the fundamental concepts of mechanics, heat, electricity, magnetism, light, and sound; the physical universe with emphasis on the solar system. Lecture, discussion, and laboratory.
- 104 **PHYSICAL SCIENCE II** 5 PERIODS; 4 CREDIT HOURS
Prerequisites: Mathematics 107 and 108 and Physical Science 103.
A study of atomic structure and nuclear reactions; the fundamental laws of chemistry and modern applications; an introduction to geology, including both physical and historical aspects; the instrumentation and methods of meteorology. Lecture, discussion and laboratory.
- 155 **PHYSICAL GEOLOGY** 4 PERIODS; 3 CREDIT HOURS
Prerequisite: One course in the physical sciences.
A study of earth materials (rocks and minerals), the basic geologic processes responsible for near surface structures and land forms, and the theories of geology that attempt a synthesis of observed facts. Lecture and laboratory.
- 156 **INTRODUCTORY METEOROLOGY** 4 PERIODS; 3 CREDIT HOURS
Prerequisite: One course in the physical sciences.
The atmosphere: its response to insolation, circulation, composition and functions in the production of weather types. Dynamics of air masses: origin, progress, application to the various factors that contribute to climatic types. Lecture and laboratory.
- 251 **INTRODUCTORY ASTRONOMY** 4 PERIODS; 3 CREDIT HOURS
Prerequisites: Mathematics 107 and 108 and one course in the physical sciences.
An introduction to general astronomy with consideration of the motions of the earth and the solar system utilizing elementary quantitative concepts; outdoor measuring of celestial positions using simple instruments. Lecture and laboratory.

Physical Science

- 301 **ASTRONOMY** 3 PERIODS; 3 CREDIT HOURS
Prerequisites: Mathematics 107 and 108 and Physical Science 103 or 104.
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.
- 310 **GEOLOGY OF THE CHICAGO REGION** 2 PERIODS PLUS 6 FIELD TRIPS; 3 CREDIT HOURS
Prerequisites: Mathematics 107 and 108 and Physical Science 103 and 104.
A study of the origin and relative location of surface and sub-surface features to be observed in the Chicago area. Emphasis on the physical geology of these features and on post-glacial events. Lecture and field.

Physics

- 151 **GENERAL PHYSICS I: MECHANICS, HEAT, AND SOUND** 6 PERIODS; 4 CREDIT HOURS
Prerequisites: Mathematics 107 and 108.
An introduction to Newton's Laws and energetics. A treatment of thermal measurements and elementary thermodynamics. Sound. Lecture and laboratory.
- 152 **GENERAL PHYSICS II: ELECTRICITY, MAGNETISM, LIGHT, AND MODERN PHYSICS** 6 PERIODS; 4 CREDIT HOURS
Prerequisite: Physics 151 or consent of department.
The study of electricity, magnetism, light, and an introduction to developments in physics since 1895, including x-rays, radioactivity, and atomic structure. Lecture and laboratory.

Physiology

- 201 **HUMAN PHYSIOLOGY** 5 PERIODS; 3 CREDIT HOURS
Prerequisites: Biological Science 109 and 110.
An introduction to human physiology dealing with the systems of circulation, digestion, respiration, reproduction, excretion, nervous, and endocrine functions. Lecture, demonstration, and laboratory.
- 301 **ADVANCED HUMAN PHYSIOLOGY** 5 PERIODS; 3 CREDIT HOURS
Prerequisite: Physiology 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

- 208 **THE TEACHING OF ELEMENTARY SCIENCE, GRADES 3-8** 4 PERIODS; 3 CREDIT HOURS
 Prerequisite: 15 credits in science, including at least 6 in biology and 6 in physical science.
 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 understandings in science among elementary school children.
- 209 **THE TEACHING OF ELEMENTARY SCIENCE, GRADES 3-8** 3 PERIODS; 2 CREDIT HOURS
 Prerequisites: 16 credit hours in science, including 8 in biology and 8 in physical science.
 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.
- 210 **SEMINAR IN THE TEACHING OF SCIENCE** 2 PERIODS; 2 CREDIT HOURS
 Prerequisite: Registration in student teaching as a science major.
 A seminar designed for science teaching majors taken concurrently with student teaching of science in grades 7 and up. Materials, methods, and problems of science instruction as related to student experiences in practice teaching.
- 301 **MATERIALS AND METHODS IN THE TEACHING OF HIGH SCHOOL SCIENCE** 4 PERIODS; 3 CREDIT HOURS
 Prerequisites: Credit of at least ten hours in the biological sciences and six hours in the physical sciences and consent of the department.
 A course dealing with the objectives, selection, organization, and evaluation of materials and methods for the teaching of science in the high school; including lectures, discussions, reports of research, student preparations and demonstrations.
- 302 **HISTORY OF SCIENCE** 3 PERIODS; 3 CREDIT HOURS
 Prerequisites: Biological Science 109 and 110 and Physical Science 103 and 104.
 A survey of the principal stages in the growth of scientific method, of major discoveries and theories in the key natural sciences, and of the reciprocal influences between scientific and social development. Brief consideration is given to the ancient and medieval periods; the main emphasis is on modern times.

Zoology

- 152 **STRUCTURE AND DEVELOPMENT OF THE VERTEBRATES** 5 PERIODS; 3 CREDIT HOURS
 Prerequisites: Biological Science 109 and 110.
 An integrated study of comparative development and anatomy of vertebrates; dissection of type forms; mammalian anatomy in relation to human anatomy; form as related to function; developmental changes and factors influencing them. Lecture and laboratory.

Zoology

- 251 **FUNCTIONAL ANATOMY** 6 PERIODS; 3 CREDIT HOURS
 Prerequisite: Physiology 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: Physiology 201 and Zoology 151 or 152.
 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 109 and 110.
 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 109 and 110.
 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 or 152.
 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
 Prerequisites: Biological Science 109 and 110.
 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.
- 355 **COMPARATIVE VERTEBRATE ANATOMY** 6 PERIODS; 3 CREDIT HOURS
 Prerequisites: One year general zoology and consent of department.
 An advanced course in the comparative study of the anatomy of vertebrates, with emphasis on adaptive changes of systems and structures throughout vertebrates including man. Lecture, laboratory and demonstration.
- 356 **ANIMAL BEHAVIOR** 3 PERIODS; 3 CREDIT HOURS
 Prerequisites: Biological Science 109 and 110 and Physiology 201.
 Comparative ethology in the animal kingdom and its adaptive significance based upon the evolution of form and function of the nervous system, sense organs, and effector organs. Topics include instinct, learning, intelligence, social organization, and their physiological integrating mechanisms. Lecture, discussion, and demonstration.

Department of Physical Education

MR. GEORGE W. BOYLE
MISS GERTRUDE BYRNE
MISS DOROTHY G. KOZELUH
MISS LOTTIE PATARINI

DR. ISADORE SALARIO
MISS PHYLLIS SWANSON
DR. CYRIL TRAYFORD
DR. W. WAYNE WORICK

Requirements for the Physical Education Sequence, Upper Grade Teaching Major Curriculum.

1. Completion of the basic Upper Grade Teaching Major Curriculum, page 39, except for the omission of foreign language requirements, one Physical Education Activity course, Physical Education 204, 206, and Physical Science 104.
2. Completion of the following courses, a total of forty-three credit hours, ten of which substitute for the courses omitted under (1) above:

Physical Education 156.1, 156.2, 156.3, 152.1, 152.2, 152.3, 256, 254, 262, 272.1, 272.2, 272.3, 273.1, 273.2, 273.3, 257, 274.1, 274.2, 274.3, 267, and 280.

Music 164, 110

Physiology 201

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.

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Department of Physical Education

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.
- 152.1 SELF-TESTING ACTIVITIES I 2 PERIODS; 1 CREDIT HOUR
Prerequisite: Physical Education 156 or consent of department.
Self-testing activities in tumbling and stunts; squads and ability grouping; safety measures.
- 152.2 MODIFIED TEAM GAMES 2 PERIODS; 1 CREDIT HOUR
Prerequisite: Physical Education 156 or consent of department.
Lead-ups and modified games; appropriate fall sports (soccer, touch football, speedball, field ball and captain basketball) or spring sports (basketball, volleyball and softball). Student coaching and officiating.
- 152.3 FOLK DANCING 2 PERIODS; 1 CREDIT HOUR
Prerequisite: Physical Education 156 or consent of department.
Fundamental skills and a variety of folk, round, and square dances applicable for use in the elementary school.
- 156.1 SELF-TESTING ACTIVITIES II 2 PERIODS; 1 CREDIT HOUR
Prerequisite: Consent of department.
Warm-up exercises and self-testing activities in tumbling and stunts.
- 156.2 FUNDAMENTAL GAMES 2 PERIODS; 1 CREDIT HOUR
Prerequisite: Consent of department.
Fundamental games and skills and their use in simple group games which appeal to elementary school children.
- 156.3 RHYTHMS 2 PERIODS; 1 CREDIT HOUR
Prerequisite: Consent of department.
Fundamentals of rhythms and basic movement skills; a practical approach to all forms of dancing.
- 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.
- 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.

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Physical Education

- 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.
- 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 with a staff member concerning individual teacher's problems. Taken concurrently with student teaching.
- 272.1 **SELF-TESTING ACTIVITIES III** 2 PERIODS; 1 CREDIT HOUR
Prerequisite: Physical Education 152.
Self-testing activities in apparatus and marching techniques.
- 272.2 **TEAM GAMES** 2 PERIODS; 1 CREDIT HOUR
Prerequisite: Physical Education 152.
Lead-up modified team games in appropriate fall sports (soccer, touch football, and captain basketball) or spring sports (basketball, volleyball and softball). Student coaching and officiating. Practice in track and field for elementary students.

Physical Education

- 272.3 **SWIMMING I** 2 PERIODS; 1 CREDIT HOUR
Prerequisite: Physical Education 152.
Students required to pass the American Red Cross swimmers' test.
- 273.1 **SELF-TESTING ACTIVITIES IV** 2 PERIODS; 1 CREDIT HOUR
Prerequisite: Physical Education 272.
Advanced self-testing activities in apparatus, tumbling, and marching tactics.
- 273.2 **SWIMMING II** 2 PERIODS; 1 CREDIT HOUR
Prerequisite: Physical Education 272.
Including the American Red Cross Senior Life Saving and Water Safety Certificate.
- 273.3 **CHARACTER DANCING** 2 PERIODS; 1 CREDIT HOUR
Prerequisite: Physical Education 272 or consent of department.
Practice of basic steps embodied in simple character and tap dances; interpretations of standard dance materials from various sources, suitable for elementary grades.
- 274.1 **COMBATIVE ACTIVITIES** 2 PERIODS; 1 CREDIT HOUR
Prerequisite: Physical Education 273 or consent of department.
Combative activities for the individual and group; geared for the elementary school student.
- 274.2 **PROJECTS** 2 PERIODS; 1 CREDIT HOUR
Prerequisite: Physical Education 273 or consent of department.
Utilization of methods and materials for special events in the total physical education program.
- 274.3 **BALLROOM DANCING** 2 PERIODS; 1 CREDIT HOUR
Prerequisite: Physical Education 273 or consent of department.
The basic elements and creative routines for the foxtrot, waltz, and various South American dances.
- 280 **PROBLEMS IN PHYSICAL EDUCATION IN GRADES 7-12** 3 PERIODS; 3 CREDIT HOURS
Lectures and discussions by members of the Physical Education supervisory staff. Consideration is given to materials and methods at both upper elementary and secondary levels. To be taken concurrently with student teaching.

Department of Psychology

DR. FRANK W. BAINBRIDGE
DR. PATRICIA S. CHARLIER
DR. CARL A. CLARK
MR. WILLIAM A. DAUGHERTY
DR. CHARLES S. DEWEY
DR. MILTON LEPKIN
MRS. JANICE KYPTA

DR. JESSE B. RHINEHART
DR. CONCETTA V. ROMANOW
MRS. LOUISE S. SINDERSON
DR. FLOYD R. SMITH
DR. THEODORE J. STOLARZ
MR. HERBERT J. WALBERG
MR. WILLIAM C. WATSON

Requirements for Sequence in Teaching the Mentally Handicapped, Upper Grade Teaching Major Curriculum.

1. Completion of the basic Upper Grade Teaching Major Curriculum, page 39, except that Education 272KgP is substituted for English 206.
2. Completion of the following elective courses, a total of thirty credit hours:
 - Education 265 EMH, 317, 357, 394
 - Industrial Arts 310
 - Psychology 206, 260, 309, 316, 317
 - Speech 353

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 110.
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.

Department of Psychology

Psychology

- 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 mal-adjusted 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.
- 260 MENTAL HYGIENE 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Psychology 206 or consent of department.
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 department.
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 department.
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.

Psychology

- 307 PSYCHOLOGY OF BEHAVIOR DIFFICULTIES** 2 PERIODS; 2 CREDIT HOURS
Prerequisite: Psychology 205 or consent of department.
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 department.
A course dealing with the nature of adolescent development: physical, intellectual, emotional, and social aspects; adolescent adjustment problems; understanding the individual adolescent.
- 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 department.
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.
- 317 PSYCHOLOGY OF THE MENTALLY HANDICAPPED** 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Psychology 305 or consent of department.
An advanced study of mental retardation: criteria of mental deficiency; etiology; case studies; guidance; counseling; parental attitudes.
- 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.

Psychology

- 319 EXPERIMENTAL PSYCHOLOGY** 5 PERIODS; 3 CREDIT HOURS
Prerequisite: 9 hours credit in psychology or consent of department.
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 department.
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 department.
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
MR. FREDRICK BLUM
DR. VERNON W. BROCKMANN
MR. MERLIN CLARK
MR. IRVING H. CUTLER
DR. HENRIETTA H. FERNITZ

DR. EDMUND W. KEARNEY
DR. MARSHALL K. POWERS
DR. ROY A. RAUSCHENBERG
MR. WILLIAM H. STRAWN
DR. ARVARH E. STRICKLAND
MRS. MARIE G. TRUAX

Requirements for the Geography Sequence, Upper Grade Teaching Major Curriculum.

1. Completion of the basic Upper Grade Teaching Major Curriculum, page 39, except that Economics 151 and Geography 104 must be chosen.
2. Completion of nine of the following elective courses to make a total of thirty-two credit hours in Geography and related fields. A student must total at least nine credit hours each in Regional Geography, Physical Geography, and Topical or Human Geography. The balance of the thirty-two credit hours may be in any geography the student may choose.

Geography 102, 201, 256, 306, 307, 308, 311, 313, 321, 326
Physical Science 155

Requirements for the History Sequence, Upper Grade Teaching Major Elementary Curriculum.

1. Completion of the basic Upper Grade Teaching Major Curriculum, page 39, except that Anthropology 201 and Sociology 201 must be chosen.
2. Completion of History 106 and History 268.
3. Completion of five of the following elective courses to make a total of thirty-two credit hours in History and Political Science. A student must total at least nine credit hours each in American History, European History, and Political Science. The balance of the thirty-two credit hours may be in any history the student may choose.

History 256, 301, 303, 305, 309, 310, 311, 312
Political Science 254, 255, 301, 304

Anthropology

- 201 INTRODUCTION TO ANTHROPOLOGY 3 PERIODS; 3 CREDIT HOURS
A survey of the standpoint and method of modern anthropology in analyzing culture, society, language, and their influence on personality. The principal emphasis is on non-Western societies.

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.

Department of Social Sciences

Economics

- 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 department.
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.
- 252 CONSUMER ECONOMICS 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Sophomore standing in business education.
The cycle of personal and family finance is covered in its phases of budgeting, home ownership, investments, insurance, social security, pensions, and wills.

Geography

- 102 ECONOMIC GEOGRAPHY 3 PERIODS; 3 CREDIT HOURS
A world-wide survey of the production, distribution, and consumption of the principal commercial products of the farm, range, forest, mine, and sea.
- 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.
- 201 PHYSICAL GEOGRAPHY 3 PERIODS; 3 CREDIT HOURS
World survey of the natural environment; landforms, earth materials, soils, water, vegetation, and climate.
- 256 CONSERVATION OF NATURAL RESOURCES 3 PERIODS; 3 CREDIT HOURS
A study of the major resources of the United States of America; especially water, minerals, soils, forests, grasses, and wildlife; the extent of the original resources, the rates of exhaustion, and the problems of wise utilization and restoration.
- 306 GEOGRAPHY OF AFRICA 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Geography 104 or consent of department.
The peoples, resources, regions and political divisions, and problems of Africa south of the Sahara Desert.

Geography

- 307 **GEOGRAPHY OF ANGLO-AMERICA** 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Geography 104 or consent of department.
A survey of the physical, economic, and political features of the United States and Canada. Studies of resource utilization, resource conservation, and the distribution of occupational output. Special emphasis upon interregional relationships and the contributions of each region to local and national economy and to world trade.
- 308 **GEOGRAPHY OF ASIA** 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Geography 104 or consent of department.
A regional study of Asia; its development of industries and the utilization of resources; its contributions to world trade; and its significance in present world affairs. Special emphasis on China, India, and the U. S. S. R.
- 311 **GEOGRAPHY OF EUROPE** 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Geography 104 or consent of department.
The economic, political, and social geography of European countries.
- 313 **GEOGRAPHY OF SOUTH AMERICA** 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Geography 104 or consent of department.
Regional and political geography of South America; an appraisal of its industries, resources, and world trade; its relationships to the economy of the United States and to the world.
- 321 **POLITICAL GEOGRAPHY** 3 PERIODS; 3 CREDIT HOURS
Prerequisite: History 103 or its equivalent or consent of department.
The differences in territorial control which exist from place to place in relation to such factors as landforms, population distribution and economic activities. Emphasis on areas of current frictions between nations.
- 326 **FUNDAMENTALS OF CLIMATOLOGY** 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Geography 104 or 201.
An introductory of the distribution, characteristics, and control of the climates of the world. Special studies on the climate of Chicago.

History

- 106 **WESTERN CIVILIZATION** 4 PERIODS; 4 CREDIT HOURS
3000 B.C. — 1789 A.D.
Surveys briefly the life of the primitive man, particularly those facets of it which lead to the rise of early civilization. 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, the Renaissance, Reformation, and Counter-Reformation concludes the course.
- 107 **WESTERN CIVILIZATION** 4 PERIODS; 4 CREDIT HOURS
1789-
Covers the era from the French Revolution to the present in Europe. The political, economic, social, intellectual, and religious currents of the revolutionary era of the past two centuries — currents which have created the modern era — are the core of the course. Facets of non-Western History which impinge on the development of the West receive consideration.

History

- 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 department.
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 department.
Analysis of certain significant aspects of European political and cultural history of the fifteenth and sixteenth centuries.
- 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.

History

- 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.
- 312 THE NINETEENTH CENTURY IN EUROPE 3 PERIODS; 3 CREDIT HOURS
A study of effects of the French and Industrial Revolutions on European Nations from 1815 to 1914. German and Italian unification. Development of "new" imperialism and colonialism from 1870 to 1914. The nineteenth century social movements.

Philosophy

- 202 INTRODUCTION TO PHILOSOPHY 3 PERIODS; 3 CREDIT HOURS
Prerequisite: Psychology 110.
An investigation, based on psychological insights, into the philosophical aspects of what is good, how goodness is achieved, how knowledge is achieved, the forms of judgment, and the forms of values. An overview of some major philosophical systems.

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.

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.
- 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.

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.

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