

1959

## Chicago Teachers College Bulletin, General Announcements, Undergraduate Catalog, 1959-1961

Chicago Teachers College

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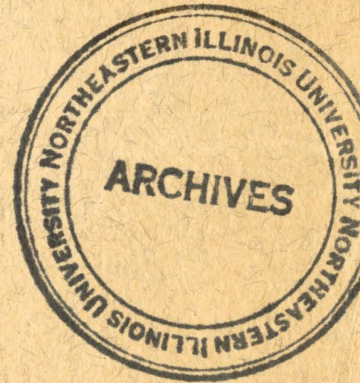
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### Recommended Citation

Chicago Teachers College, "Chicago Teachers College Bulletin, General Announcements, Undergraduate Catalog, 1959-1961" (1959). *Course Catalogs*. 4.  
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Chicago  
Teachers  
College  
Bulletin



General Announcements  
Undergraduate Catalog  
1959-1961



# Chicago Teachers College

*Offering Tuition-Free*

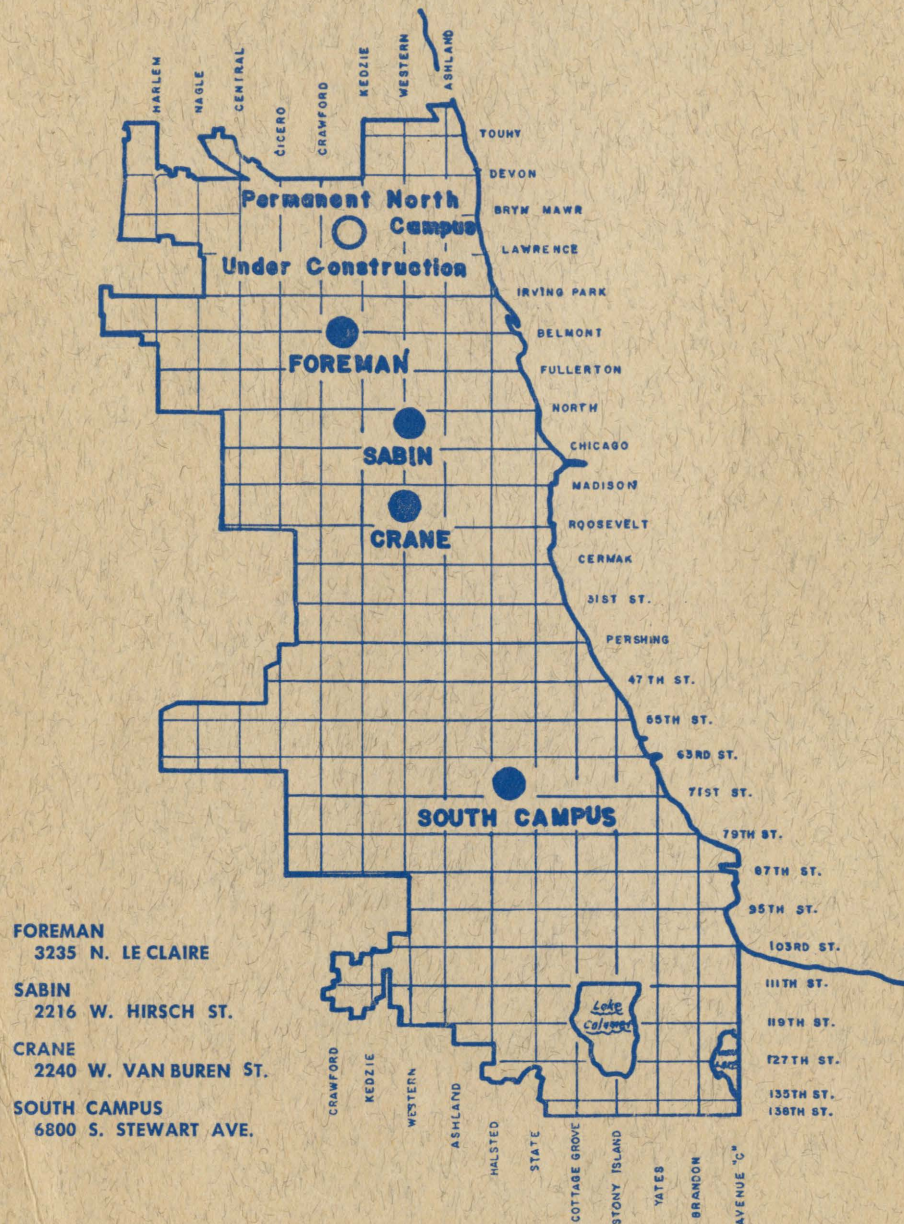
*Teacher Training Since 1869*

**General Announcements  
Undergraduate Catalog  
1959-1961**

MAIN CAMPUS:

**6800 SOUTH STEWART AVENUE**

**Chicago 21, Illinois • AB erdeen 4-3900**





This number of the Chicago Teachers College Bulletin includes general announcements and the undergraduate catalog for the academic years 1959-1961. However, the College reserves the right to make whatever changes in policy may be necessary from time to time. For information regarding course offerings and class hours, see the class schedules published by the College before the opening of each semester and summer session. Programs in graduate studies and special education are described in *The Graduate Catalog*, available from the Registrar.

**CHICAGO TEACHERS COLLEGE BULLETIN**  
Volume V, Number 3; July, 1959

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

## Foreword

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

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

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

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

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

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



## Calendar 1959-61

### Fall Semester, 1959

|                                      |                                |
|--------------------------------------|--------------------------------|
| September 9, Wednesday               | Orientation and Testing begins |
| September 16, Wednesday              | Registration ends              |
| September 17, Thursday               | Classes begin                  |
| October 12, Monday                   | Columbus Day Holiday           |
| November 11, Wednesday               | Veterans Day Holiday           |
| November 26, 27, Thursday and Friday | Thanksgiving Day Holiday       |
| December 24 to January 3, inclusive  | Christmas vacation             |
| January 29, Friday                   | Semester ends                  |

### Spring Semester, 1960

|                              |                                |
|------------------------------|--------------------------------|
| February 1, Monday           | Orientation and Testing begins |
| February 5, Friday           | Registration ends              |
| February 8, Monday           | Classes begin                  |
| February 12, Friday          | Lincoln's Birthday Holiday     |
| February 22, Monday          | Washington's Birthday Holiday  |
| April 15, Friday             | Good Friday Holiday            |
| April 23 to May 1, inclusive | Spring vacation                |
| May 30, Monday               | Memorial Day Holiday           |
| June 24, Friday              | Semester ends                  |

### Summer Session, 1960 (8 weeks)

|                   |                          |
|-------------------|--------------------------|
| June 27, Monday   | Registration ends        |
| June 28, Tuesday  | Classes begin            |
| July 4, Monday    | Independence Day Holiday |
| August 19, Friday | Session closes           |

### Fall Semester, 1960

|   |                                |
|---|--------------------------------|
| September 7, Wednesday                  | Orientation and Testing begins |
| September 14, Wednesday                 | Registration ends              |
| September 15, Thursday                  | Classes begin                  |
| October 12, Wednesday                   | Columbus Day Holiday           |
| November 8, Tuesday                     | Election Day Holiday           |
| November 11, Friday                     | Veterans Day Holiday           |
| November 24 and 25, Thursday and Friday | Thanksgiving Day Holiday       |
| December 24 to January 8, inclusive     | Christmas vacation             |
| January 27, Friday                      | Semester ends                  |

### Spring Semester, 1961

|                              |                                |
|------------------------------|--------------------------------|
| January 30, Monday           | Orientation and Testing begins |
| February 3, Friday           | Registration ends              |
| February 6, Monday           | Classes begin                  |
| February 13, Monday          | Lincoln's Birthday Observance  |
| February 22, Wednesday       | Washington's Birthday Holiday  |
| March 31, Friday             | Good Friday Holiday            |
| April 29 to May 7, inclusive | Spring vacation                |
| May 30, Tuesday              | Memorial Day Holiday           |
| June 30, Friday              | Semester ends                  |

### Summer Session, 1961

|                   |                          |
|-------------------|--------------------------|
| July 3, Monday    | Registration ends        |
| July 4, Tuesday   | Independence Day Holiday |
| July 5, Wednesday | Classes begin            |
| August 25, Friday | Session closes           |

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

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## Administrative Control

### Board of Education

#### City of Chicago

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### General Superintendent of Schools

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

### Associate Superintendents

EDWIN A. LEDERER, ED. D.  
THADDEUS J. LUBERA, PH. D.  
LESTER J. SCHLOERB, M. ED.  
JAMES H. SMITH, ED. D., SC. D.

## College Administration

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

### Main Campus

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

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

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

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

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

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.

THEODORE J. STOLARZ (1958), Director of Examinations  
B. S., M. A., Ph. D., Northwestern University

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.

JOHN J. HANLEY, Engineer-Custodian

ESTHER HENDRICKS, Manager of College Cafeteria

<sup>1</sup>Figures in parentheses indicate year of first assignment to Chicago Teachers  
College.



*College Administration*

**Sabin Campus**

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

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

BERNIECE M. ZIMMERMAN (1956), Director of Activities  
B. A., University of Chicago; M. A., Northwestern University.

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

**Crane Campus**

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

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

**Foreman Campus**

MAURICE G. GUYSENIR (1957), Assistant Dean in Charge  
B. Ed., Chicago Teachers College; M. A., Ph. D., Northwestern University.

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

**Instructional Staff**

**Main Campus**

FRED O. ANDERSON (1953),<sup>1</sup> Assistant Professor of Education  
B. S. in Ed., M. A. in Ed., De Paul University.

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

CHARLOTTE A. BARR (1957), Assistant Professor of Education  
Ph. B., M. A., DePaul University.

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

FREDERIC C. BEREZIN (1953), Associate Professor of Sociology  
A. B., A. M., University of Chicago; Ph. D., Syracuse University.

MURIEL BEUSCHLEIN (1951), Assistant Professor of Biology  
B. Ed., Chicago Teachers College; M. S., Northwestern University;  
Northwestern University.

JOHN J. BOWEN (1956), Assistant Professor of Chemistry  
B. Ed., Chicago Teachers College; M. S., Northwestern University.

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), Associate Professor of Geography  
B. S., Northeast Missouri State Teachers College; M. S., Oklahoma State College; Ph. D., Northwestern University.

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

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.

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

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

\*Denotes chairman or acting chairman of department indicated.

<sup>1</sup>Figures in parentheses indicate year of first assignment to Chicago Teachers College.



*Instructional Staff*

- JOSEPH CHADA (1943), Professor of History (Social Sciences\*)  
Ph. B., University of Chicago; University of Prague; Ph. D., University of Chicago; LL. D. (Honorary), St. Procopius College.
- CARL A. CLARK (1954), Associate Professor of Psychology\*  
A. B., M. A., Colorado College; Ph. D., University of Iowa.
- 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), Instructor in English  
B. Ed., Chicago Teachers College; M. A., University of Chicago.
- HAMILTON R. CROSS (1958), Instructor in Industrial Arts  
B. S., Northwestern University; M. S., Colorado State College.
- ESTHER DAcOSTA (1955), Assistant Professor of Physiology  
B. S., M. S., Ph. D., University of Chicago; University of Chicago.
- C. WALLACE DIERICKX (1955), Associate Professor of Geography  
B. A., St. Johns University; M. A., University of Florida; Ph. D., Northwestern University.
- LOUISE E. DIETERLE (1954), Assistant Professor of Education  
B. Ed., M. Ed., Chicago Teachers College; M. A., Loyola University; Loyola University.
- ORIE J. EIGSTI (1955), Professor of Botany  
B. A., Goshen College; M. A., Ph. D., University of Illinois.
- HENRIETTA H. FERNITZ (1940), Professor of Political Science  
Chicago Teachers College; B. S., M. A., Ph. D., Northwestern University.
- MARIE M. FOOTE (1958), Instructor in Education  
Ph. B., Loyola University; M. A., DePaul University; University of Chicago; Loyola University.
- MARCELLA F. FRIEDMAN (1957), Assistant Professor of Education  
B. Ed., Chicago Teachers College; M. S., University of Chicago; University of Chicago.
- MARLANNE GARBEL (1956), Assistant Professor of Education  
B. Ed., Chicago Teachers College; M. A., Northwestern University.
- 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.
- MADELYN G. GORMAN (1955), Instructor in Home Economics  
B. A., University of Illinois; M. A., Columbia University; Art Institute of Chicago; Columbia University.
- ALFRED GRAS (1959), Instructor in Music  
B. S. in Ed., Concordia Teachers College; M. Mus., Northwestern University; University of Chicago.

\*Denotes chairman or acting chairman of department indicated.

*Instructional Staff*

- HELENE C. GROSSENBACHER (1958), Instructor in Speech  
B. A., M. A., Northwestern University.
- CLARICE LEE HALLBERG (1958), Instructor in Art  
B. S., M. A., Northwestern University.
- WALTER HEINZEL (1958), Instructor in Industrial Education  
B. Ed., M. Ed., Chicago Teachers College.
- COLEMAN HEWITT (1939), Assistant Professor of Industrial Arts\*  
B. S., The Stout Institute; M. A., Northwestern University; Northwestern University.
- LEWIS L. HORTON (1955), Assistant Professor of Industrial Arts  
B. S., M. S., University of Michigan.
- MARGRETHE G. ISAAC (1958), Instructor in Education  
B. Ed., Chicago Teachers College; M. A., Northwestern University.
- LOUISE M. JACOBS (1929), Assistant Professor of Speech  
Chicago Teachers College; Ph. B., A. M., University of Chicago; Northwestern University; Columbia College of Expression.
- LOUISE C. JOHNSON (1958), Assistant Professor of Education; Admissions Counselor  
B. S., Nebraska State Teachers College; M. S., Butler University; Butler University.
- WILLIAM LESLIE KAISER (1931), Assistant Professor of History  
A. B., Wabash College; M. A., Northwestern University; Indiana University.
- EDMUND W. KEARNEY (1958), Assistant Professor of History  
B. Ed., Chicago Teachers College; A. M., Ph. D., Loyola University.
- LEROY E. KENNEL (1958), Instructor in Speech  
B. A., Goshen College; M. A., State University of Iowa.
- ROSE KLOWDEN (1959), Assistant Professor of Music  
M. Mus., De Paul University; M. Ed., 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.
- HERBERT F. LAMP (1950), Associate Professor of Biology (Natural Sciences\*)  
B. Ed., Chicago Teachers College; S. M., Ph. D., University of Chicago.
- MARIAM D. LEASE (1957), Instructor in English  
B. A., M. A., University of Chicago.

\*Denotes chairman or acting chairman of department indicated.



*Instructional Staff*

- CARY B. LEWIS (1957), Assistant 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 (Kinder-  
Primary Education\*)  
Chicago Teachers College; Ph. B., University of Chicago; M. A., Co-  
lumbia University.
- MATT L. McBRIDE (1955), Associate Professor of Physical  
Education  
B. S., University of Illinois; M. A., New York University; D. Ed., New  
York University.
- VIRGINIA McDAVID (1957), Assistant Professor of English  
B. A., M. A., Ph. D., University of Minnesota.
- DOROTHY MCGOVERN (1959), Assistant Professor of Mathematics  
B. Ed., Chicago Teachers College; M. A., DePaul University; M. A.,  
University of Chicago.
- HENRIETTA H. McMILLAN (1949), Professor of English (English  
and Speech\*)  
A. B., Butler University; M. A., Radcliffe College; Ph. D., University of  
Chicago.
- FRANK N. MOORE (1958), Instructor in Industrial Arts  
Chicago Teachers College; B. S., University of Chicago; M. A., North-  
western University.
- PETER J. MULDER (1958), Assistant Professor of Physics  
A. B., Hope College; M. S., University of Michigan; Ph. D., University  
of Pennsylvania.
- EMMA FLEER MULLER (1924), Assistant Professor of Physiology  
Mus. B., Marquette University; S. B., University of Chicago; Univer-  
sity of Chicago.
- JANE B. NEALE (1957), Instructor in Art\*  
B. A., University of Chicago; M. A., Columbia University.
- WILLIAM J. PURCELL (1952), Assistant Professor of Mathematics  
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Grenoble, France.
- DONALD J. RACKY (1959), Assistant Professor of Industrial Arts  
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B. A., Concordia College (Moorhead); M. S., Ph. D., University of  
Chicago.
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B. A., Queens College; M. A., University of Illinois; Ph. D., Northwestern  
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\*Denotes chairman or acting chairman of department indicated.

*Instructional Staff*

- JOHN B. RUST (1959), Professor of Modern Languages  
Ph. B., University of Chicago; M. A., D. M. L., Middleburg College.
- JEROME M. SACHS (1948), Professor of Mathematics  
S. B., S. M., Ph. D., University of Chicago.
- JAMES M. SANDERS (1939), Professor of Zoology  
A. B., William Jewell College; A. M., Ph. D., University of Illinois.
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B. Ed., Northwestern University; M. Ed., Chicago Teachers College.
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B. Mus. Ed., M. Mus., DePaul University; DePaul University; University  
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- PAUL SMITH (1954), Associate Professor of English  
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- ELLA MARTH SNADER (1956), <sup>2</sup>Assistant Professor of Mathematics  
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- LAVANCHA STALMOK (1954), Instructor in Art  
A. B., A. M., University of Chicago; University of Chicago.
- GEORGE J. STEINER (1937), Assistant Professor of English  
Ph. B., Loyola University; A. M., University of Chicago; University of  
Chicago.
- THEODORE J. STOLARZ (1958), Assistant 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.
- IRWIN J. SULOWAY (1951), Associate Professor of English  
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.
- JAMES I. SWEARINGEN (1935), Assistant Professor of Geography  
B. S., M. S. in Ed., University of Illinois; University of Chicago.
- MARION W. TAYLOR (1956), Assistant Professor of Library Science  
B. Ed., M. Ed., Chicago Teachers College, Northwestern University.

<sup>2</sup>On Leave 1959-16.



*Instructional Staff*

- ELOISE S. THETFORD (1943), Assistant Professor of English  
A. B., Southern Methodist University; A. M., University of Chicago;  
University of Chicago.
- 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), Associate Professor of Botany  
B. S., Belmont Abbey Junior College; B. A., M. A., University of North  
Carolina; Ph. D., Harvard University; University of Wisconsin.
- FRANCESCO B. TRAMA (1957), Assistant Professor of Zoology  
B. A., M. A., Temple University; Ph. D., University of Michigan.
- 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), Associate Professor of Mathematics\*  
B. S., University of Illinois; M. A., Northwestern University; M. S.,  
DePaul University; University of Chicago.
- 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.
- OSCAR WALCHIRK (1948), Assistant Professor of Education;  
Assistant Director of Student Personnel  
B. E., Illinois State Normal University; A. M., University of Chicago;  
University of Chicago.
- ROBERT J. WALKER (1951), Assistant Professor of Speech  
B. S. in Ed., University of Illinois; M. A., Northwestern University;  
Northwestern University.
- SYLVAN D. WARD (1949), Professor of Instrumental Music  
(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;  
Student Counselor  
M. A., University of Chicago; University of Chicago.
- HORACE WILLISTON (1951), Professor of English  
A. B., Reed College; A. M., University of Pennsylvania; Ph. D., Univer-  
sity of Chicago.

\*Denotes chairman or acting chairman of department indicated.

*Instructional Staff*

*Sabin, Foreman, and Crane Campuses*

- BERNICE J. AUSTRHEIM (1957), Assistant Professor of Biology  
B. S., M. A., University of Chicago.
- CLARA M. BERGHOEFER (1950), Associate Professor of Education  
S. B., University of Chicago; M. Ed., Graduate Teachers College of  
Winnetka; Ph. D., University of Chicago.
- DOROTHY S. BETTS (1957), Instructor in Education  
B. Ed., Chicago Teachers College; Ph. B., University of Chicago; M. A.,  
Northwestern University.
- ROBERT F. BETZ (1955), Associate Professor of Biology  
B. S., M. S., Ph. D., Illinois Institute of Technology.
- MINNIE R. BOWLES (1958), Assistant Professor of Library Science  
B. A., Fisk University; B. Lib. Sci., Atlanta University; M. A. University  
of Chicago.
- WILLIAM BRACE (1957), Assistant Professor of Library Science  
B. A., Brigham Young University; A. M., University of Chicago.
- LOUISE CHRISTENSEN (1950), Assistant Professor of Physical  
Education  
B. Ed., Chicago Teachers College; M. A., Northwestern University.
- LILLIAN DIMITROFF (1958), Assistant Professor of Education  
A. B., Denison University; M. A., University of Chicago; Ph. D., North-  
western University.
- JOHN ETTEN (1958), Assistant Professor of Education  
B. Ed., Chicago Teachers College; M. Ed., Ed. D., Loyola University.
- DENA FAIRES (1954), Professor of English  
A. B., Iowa State Teachers College; M. A., Ph. D., Northwestern  
University.
- ELLSWORTH FARIS, JR. (1950), Associate Professor of History  
(Social Sciences\*)  
A. M., Ph. D., University of Chicago.
- THOMAS FARR (1957), Associate Professor of Political Science  
A. A. Iberia Junior College; A. B., Drury College; Ph. D., University  
of Chicago.
- C. CLAYTON FOX (1955), Instructor in Music  
B. Mus. Ed., Columbia School of Music; M. Mus. Ed., DePaul University.
- DUKE FREDERICK (1956), Assistant Professor of History  
M. A., University of Chicago.
- PERI P. GEORGIU (1957), Instructor in Education  
M. A., Northwestern University.

\*Denotes chairman or acting chairman of department indicated.



*Instructional Staff*

- ROBERT J. GOLDBERG (1954), Professor of Biology (Natural Sciences\*)  
A. B., University of Illinois; University of Chicago; Ph. D., Illinois Institute of Technology; Arizon State University.
- WILLIS L. GRONIER (1954), Professor of Physical Science  
S. B., S. M., Ph. D., University of Chicago.
- M. LUCILLE GROGAN (1957), Assistant Professor of Education  
B. E., National College of Education; M. A., Ph. D., Northwestern University.
- MAURICE G. GUYSER (1957), Assistant Professor of Social Science  
B. Ed., Chicago Teachers College; M. A., Ph. D., Northwestern University.
- RAOUL R. HAAS (1940), Assistant Professor of Education  
B. A., Lake Forest College; M. A., Northwestern University.
- DAVID H. HELLER (1952), Associate Professor of Biology  
B. Ed., Chicago Teachers College; S. M., Ph. D., University of Chicago.
- MABEL G. HEMINGTON (1951), Assistant Professor of Education\*  
Ph. B., University of Chicago; M. Ed., Chicago Teachers College.
- MARCELLA G. KRUEGER (1955), Assistant Professor of Education  
Ph. B., University of Chicago; M. A., Columbia University; M. Ed., Chicago Teachers College; Northwestern University; University of Chicago.
- JACQUELINE M. KRUMP (1950), Associate Professor of English (English and Speech\*)  
B. Ed., Chicago Teachers College; Ph. B., Loyola University; M. A., Ph. D., Northwestern University.
- ANNA M. KUMMER (1951), Professor of Biology  
Ph. B., S. M., Ph. D., University of Chicago.
- COURTNEY B. LAWSON (1955), Assistant Professor of English  
B. A., Alfred University; M. A., University of Chicago.
- BENJAMIN LEASE (1954), Associate Professor of English  
B. A., Indiana University; A. M., Ph. D., University of Chicago.
- CARL A. LEFEVRE (1955), Associate Professor of English  
B. A., Western Michigan University; M. A., University of Michigan; Ph. D., University of Minnesota.
- ELY M. LIEBOW (1955), Assistant Professor of English  
B. A., American University; A. M., University of Chicago; Rutgers University.
- GORDON MARKWART (1957), Instructor in Art  
B. A., University of Chicago; B. F. A., B. A. E., M. F. A., Art Institute.

\*Denotes chairman or acting chairman of department indicated.

*Instructional Staff*

- CHARLES W. MORAN (1945), Professor of Mathematics\*  
B. S., Illinois Institute of Technology; M. A., Loyola University; Ph. D., University of Illinois.
- JOHN P. O'DONNELL (1956), Assistant Professor of Education  
B. S., John Carroll University; M. A., University of Chicago.
- LUCIEN E. PALMIERI (1956), Assistant Professor of Library Science  
B. S., M. S., in L. S., Ph. D., University of Wisconsin.
- VASO PAPADOPULOS (1956), Instructor in Education  
B. Ed., Chicago Teachers College; M. A., Northwestern University.
- DOLORES PETTY (1959), Instructor in Physical Education  
B. Ed., Chicago Teachers College; M. A., Northwestern University.
- DAVID RAPPAPORT (1957), Assistant Professor of Education  
B. S., University of Chicago; M. A., Ed. D., Northwestern University.
- ARTHUR A. SCHARF (1953), Assistant Professor of Botany  
B. S., M. S., Ph. D., Northwestern University.
- LEOPOLD B. SEGEDIN (1955), Instructor in Art  
B. F. A., M. F. A., 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.
- DAVID TEMKIN (1949), Assistant Professor of Psychology\*  
B. Ed., Chicago Teachers College; M. A., University of Chicago; University of Chicago.
- ANTHONY VASIS, JR. (1957), Assistant Professor of Industrial Arts  
B. E., Wisconsin State Teachers College; M. S., Stout Institute; Loyola University.
- RICHARD D. WENZLAFF (1954), Associate Professor of Music (Fine Arts\*)  
B. S. E., M. M., University of Nebraska; D. F. A. Chicago Musical College.
- MAURICE YOCHIM (1953), Assistant Professor of Art  
B. of Art Ed., M. of Art Ed., Art Institute of Chicago; University of Chicago; DePaul University.
- GUS ZIAGOS (1956), Instructor in Physical Education\*  
B. Ed., Chicago Teachers College; M. A., DePaul University.
- BERNIECE M. ZIMMERMAN (1956), Assistant Professor of Education  
B. A., University of Chicago; M. A., Northwestern University.

\*Denotes chairman or acting chairman of department indicated.



## Emeritus Faculty

- FRED K. BRANOM (1919-1956), Chairman, Department of Social Sciences
- EDVIN BRYE (1930-1956), Chairman, Department of Psychology
- SOPHIA C. CAMENISCH (1923-1945), English
- MARY E. FREEMAN (1921-1951; 1953-1955), Chairman, Department of Home Economics
- BEALS E. L. FRENCH (1924-1955), Natural Sciences
- HENRY G. GEILEN (1920-1953), Chairman, Department of Art
- DENTON L. GEYER (1918-1949), Chairman, Department of Art
- W. WILBUR HATFIELD (1915-1947), Chairman, Department of English
- ELIZABETH R. HENNESSEY (1937-1959), Music
- JEAN HUTCHISON (1909-1936), Art
- JOHN T. JOHNSON (1923-1946), Chairman, Department of Mathematics
- JOSEPH KRIPNER (1926-1955), Chairman, Department of Physical Education
- LUISE LANGE (1955-1956), Mathematics
- ORION M. MILLER (1924-1938), Mathematics
- ELMER A. MORROW (1906-1949), Art
- ELLEN M. OLSON (1928-1958), Chairman, Department of Kindergarten-Primary Education
- FRANCES PEICKERT (1924-1947), Chairman, Department of Music
- LOUISE C. ROBINSON (1924-1956), Chairman, Department of Physical Education
- EARL E. SHERFF (1923-1951; 1954-1955), Chairman, Department of Natural Sciences
- CATHERINE M. TAHENY (1932-1958), Chairman, Department of Music

## 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 1959 it entered its ninety-first year of continuous service to Chicago, Cook County, and surrounding areas.

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

### Locations

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

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

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

Construction is about to begin on buildings which will constitute a new and permanent headquarters for public teacher education on the North Side of Chicago. By 1961 it is expected that this campus, which will occupy land near Bryn Mawr and St. Louis Avenues, will be completed and will supplant the present Sabin and Foreman branches. The new North Side Chicago Teachers College will provide for all authorized four-year, transfer, and graduate curriculums.

### Accreditation

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



## Faculty

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

Faculty participation in the operation of the College is achieved through faculty meetings, an elected faculty council, 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 requirements set up by the College and the Chicago Board of Education. During attendance at the College students must meet increasingly rigorous standards of scholarship and demonstrate possession of those qualities of personality and character which make for success in teaching. Throughout the past years graduates of the College have distinguished themselves as teachers and administrators at all levels of education.

## Programs of Instruction

### Four-Year Programs

There are five general curricula: Kindergarten-Primary Curriculum, General Elementary Curriculum (Grades 3-8), Teaching Major Curriculum (Grades 7-8 and up), Business Education Curriculum (High School), Industrial Education Curriculum (High School). Students in the Teaching Major Curriculum choose to major in one of the following departments: art, biology, English, geography, history, home mechanics, mathematics, music, 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 personal staff and chairmen of the various departments offer the student a complete guidance program.

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

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

### Transfer Programs

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

### Extended Day and Summer Programs

The "extended day program" of the Chicago Teachers College includes many late afternoon, evening, and Saturday classes offered during both semesters of the regular academic year. They are held at all four 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 is not permitted.

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

### Buildings and Equipment

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



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

The Main College or Dome Building was erected on the site of the old Cook County Normal School building in 1905. All that remains of the old building is the weather-worn cornerstone, with the date 1869, which was set under glass in the supporting wall of the new building. The Francis W. Parker Elementary School Building, built in 1898 as a practice school for the College, is located to the east of the Dome Building. In 1914 The Arts Building was erected on the site of Students Hall, an old and no longer needed dormitory. The Botany Building with its classrooms and greenhouses was completed in 1924. 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 is in the process of being cleared and will be added to the present campus to increase athletic, recreation, and parking facilities.

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

Because of its close connection with the Chicago Public Schools, the College has the unparalleled advantage of using such of their facilities as will assist in the training of teachers. The Sabin, Crane, and Foreman branches of the College share the use of buildings occupied by other units of the Chicago Public Schools. Use is currently made of almost one hundred schools of the Chicago school system, which serve as centers for observation and student teaching.

### Libraries

The Chicago Teachers College Library has had an unbroken development for three quarters of a century. Since the Wilson Branch of the City Junior College was established on the Main Campus, the library has served the Junior College also. The joint college library maintains a carefully selected collection of approximately 76,000 books and bound periodicals. The collection is re-evaluated periodically and a continuous effort is made to keep it up to date and suited to the needs of the faculty and students.

The Reference Department includes, in addition to book resources, a specialized pamphlet collection. The Periodical Department receives regularly some 443 periodicals relating to varied fields of study and current interest. The Materials Center maintains an unusually complete collection of contemporary and standard children's books, a large textbook collection, and rich and diversified holdings of pamphlets on the elementary level. The Audio-Visual Center operates as a demonstration area and a service organization in all areas of audio-visual interest.

Separate libraries with holdings totaling nearly 30,000 volumes are maintained at the other campuses. Students have further access to library resources at the Board of Education Library, the John Crerar Library, the Newberry Library, the Chicago Public Library and its branches, the Library of International Relations, and the Chicago Art Institute Library.

### Chicago Schools Journal

The *Chicago Schools Journal*, published 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 18,000 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.

### 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 grown from the original six-month term to one year in 1895-1896; to two years in 1899; to three



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

In 1951 the General Assembly of the State of Illinois passed legislation providing for state support of Chicago Teachers College. This is in the form of reimbursement to the Board of Education for the operating expense of the school. Title to the site and physical plant remains with the Board, and all needed capital expenditures are expected to be an obligation of the local Board. The Assembly appropriated \$4,000,000 for the biennium 1959-61, which is adequate for the operating expenses of the College on the present scale.

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 Side Campus at Bryn Mawr and St. Louis Avenues.

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 as an individual as well as in his relation to the group. It acts as a clearing house and avails itself of the various facilities of the College for the best interests of the students. It aims to assist students to be useful citizens and leaders in their communities.

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

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

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

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

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

### **Student Activities**

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

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

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.



### General Information

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

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

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

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

### Admission to Chicago Teachers College

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

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

### General 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:

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

### 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. No student who is unable to do so will be admitted to the College.



### Admission to the Four-Year Curricula

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

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

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

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

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

Entering students who have attended a regionally accredited college or university 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 curricula.

### Admission to the Senior College Level Curricula

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

Applicants for admission to these curricula must meet the General Admission Requirements 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 curriculum selected by the student.

### Transcripts

An application from a person who was graduated from an unaccredited high school will be considered provided that such individual has attended an accredited college or university.

Applicants for admission to Chicago Teachers College 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 Personnel 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 considered "unclassified" students unless they have been admitted to one of the regular graduate or undergraduate curricula. (See the Graduate Catalog regarding admission to the Graduate School.) Credit received as an unclassified student may in some instances later be applied toward a degree, but the College assumes no responsibility in this regard.

### Admission to Summer Session

Students who have not previously been admitted to the Chicago Teachers College should request a special application form from the Director of Personnel. (Such a form appears in each copy of the Summer Session Bulletin.) Teachers in service may be admitted for summer session attendance upon proper certification of this form by a school official.

### 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 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 who have taken the College Level General Educational Development tests may be eligible for advanced standing in the College. An official copy of test scores should be sent to the Personnel Office at the time of application for admission.



## 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, 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 service; 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.

|  |         |
|--|---------|
| Regular session, full-time enrollment, per semester  | \$20.00 |
| Summer session, full-time enrollment, per session  | \$10.00 |
| Part-time students with less than half a normal program,<br>per credit hour of registration  | \$ 1.50 |
| 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   | \$10.00 |
| Required of all students receiving a 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 \$400 per year 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.

### 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 1958-59 it was \$900 for the academic year for a full-time student and proportionately less for a part-time student. In the summer session of 1959 non-residents were charged \$30.00 per semester 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 twenty weeks.

### Marking System

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

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

Given in lieu of letter grades under certain circumstances are: Withdrew, Withdrew/Passing, Withdrew/Failing, and Deferred Credit. (See pages 35 and 36).

### The Student's Program

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

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

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

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

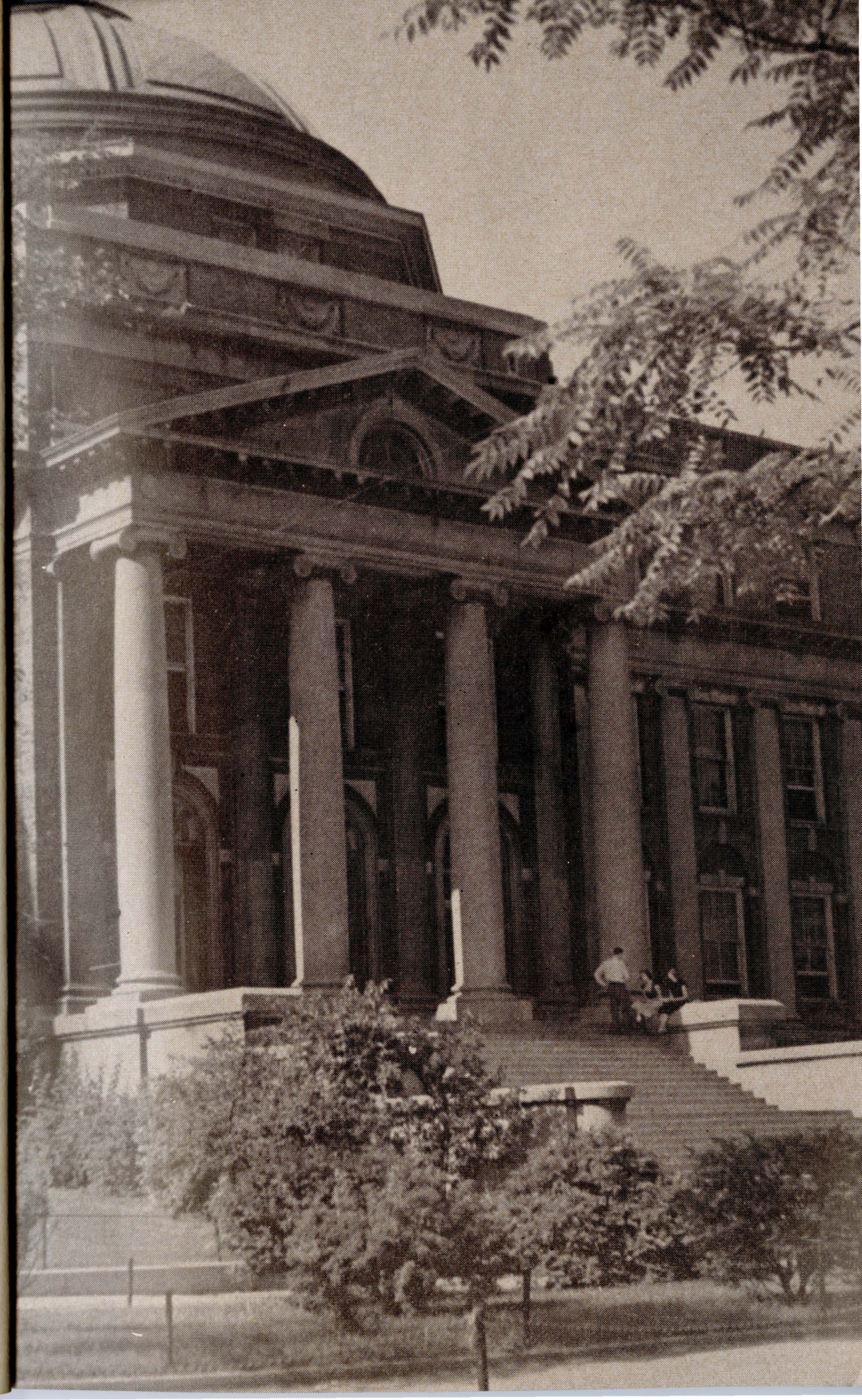
Effective September, 1959, no student may register for student teaching if he is on scholastic probation. Students registering for student teaching must have a cumulative grade point average of at least 2.5 for work taken at Chicago Teachers College.

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

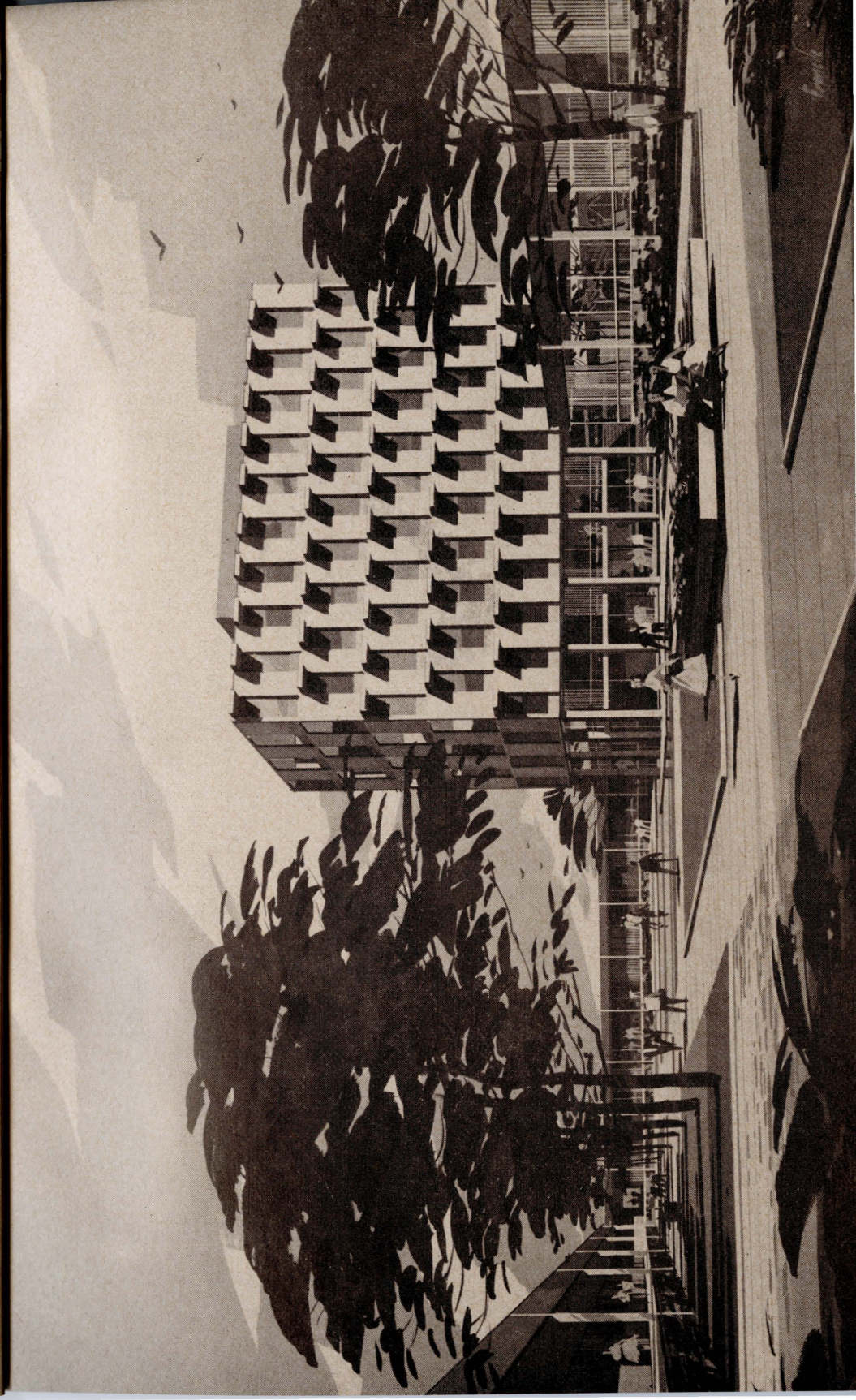
Attendance in class is compulsory. The responsibility for enforcement of attendance rests with each faculty member, at whose discretion a student may be dropped from class for absence.

Right: Dome Building, South Campus





Right: North Campus (under construction)





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

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

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

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

### **Dropping of Courses**

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

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

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

### **Academic Requirements**

Day Session students may be asked to withdraw from the College if they have attempted at Chicago Teachers College:

1. Twenty or fewer credit hours and obtained less than a 1.0 grade point average for the semester just ended.
2. Twenty-one to thirty-five credit hours and obtained less than a 1.5 grade point average for the semester just ended.
3. Thirty-six or more credit hours and obtained less than a 2.0 grade point average for the semester just ended.

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

Extended 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 Student Personnel.



## Scholastic Regulations

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

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

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

### Readmission

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

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

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

### Deferred Credit

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

### Additional Regulations

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

## 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 38-50). The total number of credit hours required for graduation depends on the particular curriculum.

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

3. A minimum cumulative grade point average of 2.5 is required for all work attempted at Chicago Teachers College. Courses with a grade of "C," 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 Personnel Office six months in advance of the date on which the degree is to be conferred. A candidate must have met the general requirements of the Chicago Teachers College, including financial obligations.

### Requirements for the Degree of Master of Education

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

### Numbering of Courses

- 1-100 Courses numbered from 1 to 100 are remedial courses and do not carry college credit.
- 101-199 Courses numbered from 101 to 199 are junior college level.
- 201-299 Courses numbered from 201 to 299 are of senior college level.
- 301-399 Courses numbered from 301 to 399 are of senior college and graduate school level.
- 401-499 Courses numbered from 401 to 499 are of the graduate level. Admission to these courses is restricted to students who have been admitted to graduate degree programs or to those students who have a baccalaureate degree and the preparation deemed necessary by the department concerned.



## Elementary Teaching Curricula

### The General Curricula

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

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

### Specialization

Students entering the four-year Teaching Major Elementary Curriculum are allowed to choose majors in art, biology, English, history, geography, home economics, home mechanics, industrial arts, mathematics, music, or physical education. With very few exceptions, the freshman year of this curriculum is uniform for all students. The freshman year serves not only to help the student find his special talents and interests but assists the various departments of the College in finding students with special aptitudes. Each department offering a major has the privileges of setting up standards of proficiency before accepting a student as a "major student."

After accepting a major student, the department then has a special responsibility toward that student in guidance and counseling. The list of courses which a major student will take in his field of concentration is printed in the Departmental Course Offerings section of this catalog following the appropriate departmental faculty list. The certificate on which these students would teach in Chicago, however, is a general one, and they have the option of accepting an assignment in, or transferring to, a "regular" classroom.

Students in the General Elementary Curriculum and in the Kindergarten-Primary Curriculum do not choose a major. Their curricula have eighteen and fifteen credit hours respectively of "free" electives, which may be chosen without regard to a fixed pattern; however, physical fitness and activity courses as well as business skills courses are not acceptable as elective courses. In some cases a student will choose electives in those fields in which he is especially strong; in others a student will be well advised to choose electives with a view to overcoming a weakness in his or her preparation as a teacher. Students with special interest and competence in library science will take all 15 credit hours of electives in that field and thus qualify for assignment as teacher-librarians. Students with special interest and competence in psychology may wish to take all 18

credit hours of electives to assist them in qualifying as adjustment teachers, school psychologists, or teachers in special classes and schools.

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

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



## General Elementary Curriculum

### FIRST YEAR

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

### SECOND YEAR

| FIRST SEMESTER  | 17 HOURS | SECOND SEMESTER  | 16 HOURS |
|---|----------|--|----------|
| Eng. 123, Intro. to Literature.....                   | 3        | Eng. 124, Readings in Literature or 116,<br>American Literature..... | 3        |
| History 103, Western Civilization, 1600-4             | 4        | Phys. Sci. 102, Physical Science II <sup>2</sup> .....               | 3        |
| Phys. Sci. 101, Physical Science I <sup>2</sup> ..... | 3        | Psych. 205, Intro. to Child Development..                            | 3        |
| Psych. 110, General Psychology.....                   | 3        | Elective .....   | 3        |
| Elective .....  | 3        | Science Elective .....   | 3        |
| Physical Education Activity <sup>3</sup> .....        | 1        | P. E. 206, First Aid and Safety.....                                 | 1        |

### THIRD YEAR

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

### FOURTH YEAR

| FIRST SEMESTER   | 15 HOURS | SECOND SEMESTER                                | 15 HOURS   |
|--|----------|--|------------|
| Art 205, Art Education in the<br>Elementary School.....              | 2        | Ed. 223Elem, Student Teaching.....             | 6          |
| Eng. 206, Teaching of Language Arts in<br>the Elementary School..... | 3        | Ed. 224Elem, Student Teaching<br>Seminar ..... | 3          |
| Math. 205, Teaching of Arithmetic in the<br>Elementary School.....   | 2        | Electives .....                                | 6          |
| Sci. 208, The Teaching of Elementary<br>Science, Grades 3-8.....     | 3        |  |            |
| Music 202, Teaching Music, Grades<br>3, 4, and 5.....                | 2        |  |            |
| Elective .....   | 3        |  |            |
|  |          | <b>TOTAL CREDIT HOURS</b>                      | <b>128</b> |

<sup>1</sup>Qualified students may substitute English 154 for English 120.

<sup>2</sup>By written departmental permission, students may substitute Chemistry 153 and Physics 151 for Physical Science 101 and 102.

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

## Teaching Major Elementary Curriculum<sup>1</sup>

### FIRST YEAR

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

### SECOND YEAR

| FIRST SEMESTER  | 17 HOURS | SECOND SEMESTER  | 16 HOURS |
|---|----------|--|----------|
| Eng. 123, Intro. to Literature.....                   | 3        | Eng. 124, Readings in Literature or 116,<br>American Literature..... | 3        |
| Hist. 103, Western Civilization, 1600-4               | 4        | Phys. Sci. 102, Physical Science II <sup>3</sup> .....               | 3        |
| Phys. Sci. 101, Physical Science I <sup>3</sup> ..... | 3        | Psych. 205, Intro. to Child Development..                            | 3        |
| Psych. 110, General Psychology.....                   | 3        | Science Elective .....   | 3        |
| Elective .....  | 3        | Elective .....   | 3        |
| Physical Education Activity <sup>4</sup> .....        | 1        | P. E. 206, First Aid and Safety.....                                 | 1        |

### THIRD YEAR

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

### FOURTH YEAR

| FIRST SEMESTER   | 15 HOURS | SECOND SEMESTER                                    | 15 HOURS   |
|--|----------|--|------------|
| Eng. 206, Teaching of Language Arts in<br>the Elementary School..... | 3        | Ed. 244Elem, Student Teaching and<br>Seminar ..... | 6          |
| Math. 205, Teaching of Arithmetic in the<br>Elementary School.....   | 2        | Electives .....                                    | 9          |
| Sci. 208, The Teaching of Elementary<br>Science, Grade 3-8.....      | 3        |  |            |
| Electives .....  | 6        |  |            |
| P. E. 204, Health Education.....                                     | 1        |  |            |
|  |          | <b>TOTAL CREDIT HOURS</b>                          | <b>128</b> |

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

<sup>2</sup>Qualified students may substitute English 154 for English 120.

<sup>3</sup>By written departmental permission, students may substitute chemistry 153 and Physics 151 for Physical Science 101 and 102.

<sup>4</sup>One of the following courses to be taken: Physical Education 115, 116, 117, 118, 119, 120, 127.



## Kindergarten-Primary Curriculum

### FIRST YEAR

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

### SECOND YEAR

| FIRST SEMESTER  | 17 HOURS | SECOND SEMESTER  | 16 HOURS |
|---|----------|--|----------|
| English 123, Intro. to Literature.....                | 3        | Eng. 124, Readings in Literature or 116,<br>American Literature..... | 3        |
| Hist. 103, Western Civilization, 1600-....            | 4        | Phys. Sci. 102, Physical Science II <sup>2</sup> .....               | 3        |
| Phys. Sci. 101, Physical Science I <sup>2</sup> ..... | 3        | Psych. 205, Intro. to Child Development..                            | 3        |
| Psych. 110, General Psychology.....                   | 3        | Science Elective .....   | 3        |
| Elective .....  | 3        | Elective .....   | 3        |
| Physical Education Activity <sup>3</sup> .....        | 1        | P. E. 206, First Aid and Safety.....                                 | 1        |

### THIRD YEAR

| FIRST SEMESTER  | 15 HOURS | SECOND SEMESTER  | 16 HOURS |
|---|----------|--|----------|
| Ed. 238, Philosophy and Organization of<br>American Public Education..... | 4        | Ed. 272KgP, Language Arts in the<br>KgP Grades.....        | 3        |
| Hist. 203, American History, 1865-.....                                   | 3        | Pol. Sci. 203, American National<br>Government .....       | 3        |
| Music 206, Understanding and<br>Appreciation .....                        | 2        | Sociol. 201, Social Dynamics.....                          | 3        |
| Psych. 206, Educational Psychology.....                                   | 3        | Ed. 227KgP, Teaching Reading in the<br>Primary Grades..... | 3        |
| Science Elective .....  | 3        | Ed. 240KgP, Orientation to Teaching....                    | 3        |
|   |          | P. E. 204, Health Education.....                           | 1        |

### FOURTH YEAR

| FIRST SEMESTER  | 15 HOURS | SECOND SEMESTER                               | 15 HOURS |
|---|----------|---|----------|
| Ed. 228KgP, Play and Rhythmic<br>Expression .....                     | 2        | Ed. 223KgP, Student Teaching.....             | 6        |
| Ed. 229KgP, Arts and Crafts in KgP<br>Grades .....                    | 2        | Ed. 224KgP, Student Teaching<br>Seminar ..... | 3        |
| Ed. 273KgP, Social Studies, Science and<br>Numbers in KgP Grades..... | 6        | Electives .....                               | 6        |
| Elective .....  | 3        |   |          |
| Eng. 209, Literature for Children in<br>Primary Grades .....          | 2        |   |          |
|   |          | <b>TOTAL CREDIT HOURS 128</b>                 |          |

<sup>1</sup>Qualified students may substitute English 154 for English 120.

<sup>2</sup>By written departmental permission, students may substitute Chemistry 153 and Physics 151 for Physical Science 101 and 102.

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

## Elementary Curricula for Junior College Graduates

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

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

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

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

### Suggested Curriculum at Junior College Level

#### FIRST YEAR

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

#### SECOND YEAR

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

(Courses are described in Chicago City Junior College Catalog)

### Senior College Level Curricula

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



## Senior College Level Programs

### General Elementary Curriculum

#### THIRD YEAR

| FIRST SEMESTER   | 16 HOURS | SECOND SEMESTER                         | 15 HOURS |
|--|----------|---|----------|
| Ed. 238, Philosophy and Organization of American Public Education..... | 4        | Ed. 242, Principles of Teaching.....    | 4        |
| Psych. 205, Intro. to Child Development..                              | 3        | Eng. 202, Children's Literature.....    | 3        |
| Electives .....  | 9        | P. E. 206, First Aid and Safety.....    | 1        |
|  |          | P. E. 204, Health Education.....        | 1        |
|  |          | Psych. 206, Educational Psychology..... | 3        |
|  |          | Electives .....                         | 3        |

#### FOURTH YEAR

| FIRST SEMESTER  | 16 HOURS | SECOND SEMESTER                             | 15 HOURS |
|---|----------|---|----------|
| Eng. 206, Teaching of Language Arts in the Elementary School..... | 3        | Ed. 223Elem, Student Teaching.....          | 6        |
| Math. 205, Teaching of Arithmetic in the Elementary School.....   | 2        | Ed. 224Elem, Student Teaching Seminar ..... | 3        |
| Sci. 208, Teaching of Elementary Science, Grades 3-8 .....        | 3        | Electives .....                             | 6        |
| Electives .....   | 8        |   |          |

### Kindergarten-Primary Curriculum

#### THIRD YEAR

| FIRST SEMESTER   | 17 HOURS | SECOND SEMESTER   | 15 HOURS |
|--|----------|---|----------|
| Ed. 238, Philosophy and Organization of American Public Education..... | 4        | Ed. 227KgP, Teaching Reading in the Primary Grades..... | 3        |
| Psych. 205, Intro. to Child Development..                              | 3        | Ed. 240KgP, Orientation to Teaching.....                | 3        |
| Electives .....  | 8        | Ed. 272KgP, Language Arts in the KgP Grades .....       | 3        |
| P. E. 204, Health Education.....                                       | 1        | Psych. 206, Educational Psychology.....                 | 3        |
| P. E. 206, First Aid and Safety.....                                   | 1        | Electives .....   | 3        |

#### FOURTH YEAR

| FIRST SEMESTER  | 15 HOURS | SECOND SEMESTER                            | 15 HOURS |
|---|----------|--|----------|
| Eng. 209, Literature for Children in the KgP Grades.....                | 2        | Ed. 223KgP, Student Teaching.....          | 6        |
| Ed. 228KgP, Play and Rhythmic Expression .....                          | 2        | Ed. 224KgP, Student Teaching Seminar ..... | 3        |
| Ed. 229KgP, Arts and Crafts in the KgP Grades .....                     | 2        | Electives .....                            | 6        |
| Ed. 273KgP, Social Studies, Science, and Numbers in the KgP Grades..... | 6        |  |          |
| Electives .....   | 3        |  |          |

## High School Teaching Curricula

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

### Business Education

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

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

### Industrial Education

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

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

Some specialized shop courses are taken at one of the Chicago public vocational or trade schools. Student teaching is done in the academic or technical high schools of the city.



## High School Business Education Curriculum Accounting Sequence

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

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

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

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

TOTAL CREDIT HOURS 128

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

<sup>2</sup>Qualified students may substitute English 154 for English 120.

## High School Business Education Curriculum Stenography Sequence

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

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

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

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

TOTAL CREDIT HOURS 128

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

<sup>2</sup>Qualified students may substitute English 154 for English 120.



## High School Business Education Curriculum Business Training Sequence

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

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

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

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

TOTAL CREDIT HOURS 128

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

<sup>2</sup>Qualified students may substitute English 154 for English 120.

## High School Industrial Education Curriculum

| FIRST YEAR   |          |  |          |
|--|----------|--|----------|
| FIRST SEMESTER   | 15 HOURS | SECOND SEMESTER                                | 16 HOURS |
| Bi. Sci. 107, Biological Science I.....                            | 3        | Bi. Sci. 108, Biological Science II.....       | 3        |
| Eng. 119, Composition I.....                                       | 3        | Eng. 120, Composition II <sup>2</sup> .....    | 3        |
| Ind. Ed. 265, Metal Shop.....                                      | 3        | Econ. 151, Prin. of Economics.....             | 3        |
| Ind. Ed. 205, General Drafting.....                                | 3        | Ind. Ed. 157, Design for Shop Prod. ....       | 3        |
| Psych. 115, Problems of Personal Adj. ..                           | 0        | Ind. Ed. 270, Print Shop.....                  | 3        |
| Speech 101, Fund. of Speech or<br>102, Voice and Articulation..... | 2        | Physical Education Activity <sup>1</sup> ..... | 1        |
| Physical Education Activity <sup>1</sup> .....                     | 1        |  |          |

| SECOND YEAR                                       |          |  |          |
|---|----------|--|----------|
| FIRST SEMESTER                                    | 17 HOURS | SECOND SEMESTER  | 17 HOURS |
| Chem. 153, General Chemistry 1 <sup>3</sup> ..... | 4        | Eng. 123, Introduction to Literature.....                            | 3        |
| Ind. Ed. 260, Electric Shop.....                  | 3        | Ind. Ed. 155, Adv. Eng. Drawing.....                                 | 3        |
| Ind. Arts 270, Plastics <sup>4</sup> .....        | 3        | Ind. Ed. 275, Wood Shop.....   | 3        |
| Math. 151, College Algebra.....                   | 3        | Math. 156, The Slide Rule.....                                       | 1        |
| Psych. 110, General Psychology.....               | 3        | Math. 152, Trigonometry.....   | 3        |
| Physical Education Activity <sup>1</sup> .....    | 1        | Physics 151, General Physics I:<br>Mech. and Heat <sup>5</sup> ..... | 4        |

| THIRD YEAR  |          |  |          |
|---|----------|--|----------|
| FIRST SEMESTER  | 16 HOURS | SECOND SEMESTER                                    | 17 HOURS |
| Eng. 116, American Literature.....  | 3        | Ed. 232, Problems in Industrial<br>Education ..... | 3        |
| Ed. 238, Philosophy and Organization<br>of American Public Education..... | 4        | Ind. Ed., Advanced Shop 1 <sup>5</sup> .....       | 9        |
| Ind. Arts 272, Ceramics <sup>4</sup> .....                                | 3        | Ind. Ed. 298, Industrial Safety.....               | 2        |
| Ind. Arts 358, Leather Craft <sup>4</sup> .....                           | 3        | Psych. 206, Educational Psychology.....            | 3        |
| Psych. 259, Psychology of Adolescence..                                   | 3        |  |          |

| FOURTH YEAR  |          |   |          |
|--|----------|---|----------|
| FIRST SEMESTER   | 18 HOURS | SECOND SEMESTER   | 15 HOURS |
| Ed. 234, Vocational Guidance.....                          | 3        | Ed. 235IE, Student Teaching.....                                  | 6        |
| Ed. 233, Methods of Teaching<br>Industrial Education ..... | 3        | Ed. 249IE, Student Teaching Seminar....                           | 2        |
| Ind. Ed., Advanced Shop II <sup>6</sup> .....              | 9        | Hist. 203, American History 1865- <sup>4</sup> .....              | 3        |
| Elective .....   | 3        | Pol. Sci. 203, American National<br>Government <sup>5</sup> ..... | 3        |
|  |          | P. E. 206, First Aid and Safety.....                              | 1        |

TOTAL CREDIT HOURS 131

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

<sup>2</sup>Qualified students may substitute English 154 for English 120.

<sup>3</sup>Physical Science 101 and 102 may be substituted for Chemistry 153 and Physics 151.

<sup>4</sup>In the Drafting Sequence, Ind. Ed. 213 must be substituted for one of the following courses: Ind Arts 270, 272, or 358; in the seventh semester, Pol. Sci. 203 for elective; and in eighth semester, Ind. Ed. 311 for Pol. Sci. 203.

<sup>5</sup>Select one of the following nine credit hour courses: Ind. Ed. 283, 287, 289, 296, or one of the following groups of three three-credit-hour courses: Electric Shop—Ind. Ed. 204, 208, and 209; or Wood Shop—Ind. Ed. 201, 202, and 203; or Drafting—Ind. Ed. 210, 211, and 212.

<sup>6</sup>Continue shop begun in sixth semester: Ind. Ed. 284, 286 (Electric Shop), 288, 290, 292 (Wood Shop), 297, or the three three-credit-hour courses: Drafting—Ind. Ed. 156, 206, and 207.



## Acceleration

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

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

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

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

## Departmental Course Offerings

### Department of Art

MRS. CLARICE L. HALLBERG      MR. LEOPOLD B. SEGEDIN  
MR. GORDON MARKWART      MRS. LAVANCHA STALMOK  
MRS. JANE B. NEALE      MR. MAURICE YOCHIM

#### Requirements for the Art Sequence, Teaching Major Elementary Curriculum.

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

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

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

#### Art

- 123      BASIC VISUAL DESIGN      4 PERIODS; 2 CREDIT HOURS  
A comprehensive workshop course in which students learn and apply governing principles and basic vocabulary of design. Emphasis on the development of creative habits of thought and action. Essential art experiences as a foundation for teacher preparation include introductory activities in a variety of basic design processes.
- 124      ADVANCED VISUAL DESIGN      6 PERIODS; 3 CREDIT HOURS  
Prerequisite: Art 123.  
An intensified workshop course in which students develop to relatively advanced levels in two- and three-dimensional design. Course uses as a foundation the basic concepts and knowledges acquired in Art 123. Students are guided toward independent thinking and working in most major design processes. Course provides advanced art experiences uniquely adapted to teacher preparation.
- 205      ART EDUCATION IN THE      4 PERIODS; 2 CREDIT HOURS  
ELEMENTARY SCHOOL  
Prerequisite: Art 124.  
Development of solutions to the problems of teaching art in the elementary schools. Special emphasis on the many functions of the classroom teacher in organizing and guiding a sequential creative art program. Visitations to elementary schools are an integral part of the course. Required only of students attempting the General Elementary curriculum.
- 283      CERAMICS STUDIO      5 PERIODS; 3 CREDIT HOURS  
Prerequisite: Art 123.  
An intensified studio course in the creation of ceramic sculpture, jewelry and pottery. Various methods of clay construction. Surface treatments. Practice on the potter's wheel. One period per week devoted to discussion, evaluation, and new technical and design information. Visits required.



## Art

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

## Art

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



## Department of Business

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

## Business

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

## Business

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



Department of Business

Business

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

Department of Education<sup>1</sup>

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

Education

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

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



## Education

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

## Education

- 320 METHODS AND MATERIALS FOR SIGHT SAVING CLASS 3 PERIODS; 3 CREDIT HOURS  
Prerequisite: Consent of instructor.  
A course designed to give training in the special skills needed by sight saving teachers; proficiency in the use of the bulletin typewriter and in manuscript writing, oral reading, poster making, and certain handicrafts adapted to the limitations of visually handicapped children; the need for special lighting and the use of suitable printed materials and maps; special studies of unique problems of teaching reading, writing, and spelling.
- 323 EDUCATIONAL RESEARCH AND EVALUATION 3 PERIODS; 3 CREDIT HOURS  
The thinking underlying the principles and techniques of educational research as a basis for producing and using research in education.
- 324 PRINCIPLES OF CURRICULUM CONSTRUCTION 3 PERIODS; 3 CREDIT HOURS  
Concerned largely with general concepts and principles underlying curriculum construction. The role of research as it applies to the curriculum.
- 325 SEMINAR: SPECIAL PROBLEMS IN AUDIO-VISUAL EDUCATION 3 PERIODS; 3 CREDIT HOURS  
Prerequisite: Education 357 or Library Science 351.  
Problems in audio-visual education selected on the basis of special needs and interests of the students. Includes problems relating to the planning and development of new or adapted techniques for effective instruction in connection with teaching materials.
- 326 PRINCIPLES OF MODERN SECONDARY EDUCATION 3 PERIODS; 3 CREDIT HOURS  
Functions and practices of the American high school. Major issues in determining educational goals and curricula, and current trends in instruction with their psychological bases.
- 327 COMPARATIVE EDUCATION FIELD; 3 CREDIT HOURS  
Prerequisite: Consent of the instructor.  
A field course providing opportunities to obtain a multi-cultural perspective for understanding and appraising American education through first-hand observation of school practices in other countries.
- 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.
- 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.



## Education

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

## Education

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



## Department of Kindergarten-Primary Education

MRS. CHARLOTTE A. BARR

MRS. PERI P. GEORGIU

MISS VIOLA M. LYNCH

### Education

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

Prerequisite: Concurrent registration in Education 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

Prerequisites: Education 272KgP and the consent of the instructor.

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

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

Prerequisite: Education 272KgP.

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.

240KgP ORIENTATION TO TEACHING 3 PERIODS; 3 CREDIT HOURS

Prerequisites: Psychology 206 and concurrent registration in Education 227KgP and Education 272KgP.

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; participation-teaching in kindergarten-primary classrooms; evaluating and planning for the improvement of teaching skills.

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.

### 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

Prerequisites: Psychology 206.

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

273KgP SOCIAL STUDIES, SCIENCE, AND NUMBERS IN THE KINDERGARTEN-PRIMARY GRADES 6 PERIODS; 6 CREDIT HOURS

Prerequisites: Psychology 206 and 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.



## Department of Student Teaching

MISS LOUISE E. DIETERLE  
DR. LILLIAN DIMITROFF  
MISS MARIE M. FOOTE  
MISS MARIANNE GARBEL

DR. M. LUCILLE GROGAN  
MR. JOHN P. O'DONNELL  
DR. FLOYD R. SMITH  
MISS MARIE L. TIERNEY

### Education

#### 223Elem STUDENT TEACHING

1 DAY AND 4 HALF-DAYS;  
6 CREDIT HOURS

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

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

#### 223KgP STUDENT TEACHING

1 DAY AND 4 HALF-DAYS;  
6 CREDIT HOURS

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

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

#### 224Elem STUDENT TEACHING SEMINAR

3 PERIODS; 3 CREDIT HOURS

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

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

### Education

#### 224KgP STUDENT TEACHING SEMINAR

3 PERIODS; 3 CREDIT HOURS

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

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

#### 235BE STUDENT TEACHING, BUSINESS

5 HALF-DAYS; 6 CREDIT HOURS

##### EDUCATION

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

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

#### 235IE STUDENT TEACHING, INDUSTRIAL

5 HALF-DAYS; 6 CREDIT HOURS

##### EDUCATION

Prerequisites: Education 233 and minimum over-all grade point average 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 semester of the senior year; provided with observation in shop subjects; supplied with guidance and supervision by college counselors and by critic teachers and principals of co-operating schools; given further assistance through a seminar held two afternoons weekly during the student teaching semester. In addition to teaching, students are encouraged to participate in many professional activities, typical of which are parent-pupil conferences and faculty meetings.

#### 243EMH STUDENT TEACHING OF EDUCABLE MENTALLY HANDICAPPED CHILDREN

130 CLOCK HOURS; 3 CREDIT HOURS

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

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

#### 244Elem STUDENT TEACHING AND SEMINAR

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

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



Education

209, or consent of instructor, and a minimum over-all grade point average of 2.5.

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

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

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

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.

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

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

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

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

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

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

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

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

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

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

Education

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.

265BI STUDENT TEACHING SEMINAR, BLIND 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 Education 220BI or 248BI, and dealing with special problems of teaching the blind child. Students discuss and evaluate specific techniques used during student teaching.

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

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

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

265EMH STUDENT TEACHING SEMINAR, 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.

265PS STUDENT TEACHING SEMINAR, PARTIALLY SEEING 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 Education 220BI, 248PS, and dealing with special problems of teaching the partially-seeing child. Students discuss and evaluate specific techniques used during student teaching.

295Elem STUDENT TEACHING AND SEMINAR 5 MORNINGS AND 2 AFTERNOONS; 6 CREDIT HOURS

Prerequisite: Consent of Director of Student Teaching.

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



## Department of English and Speech

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

### Requirements for the English Sequence, Teaching Major Elementary Curriculum.

1. Completion of the basic Teaching Major Elementary Curriculum, page 41.
2. Completion of the following elective courses, a total of twenty-seven credit hours:
  - English 271, 311, 319, 320, 321
  - English 327 or Speech 261
  - English 307, 313, 314, or 326
  - Library Science 302 or 258
  - Speech 310

### English

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

### English

|     |  |                           |
|-----|--|---------------------------|
| 119 | COMPOSITION I  | 3 PERIODS; 3 CREDIT HOURS |
|     | Prerequisite: English 100 or passing of placement tests in English.<br>A course to improve the student's ability to write clearly and correctly at an adult level; emphasis upon informational rather than personal writing; instruction as necessary in grammar, syntax, diction, idiom, punctuation, sentence structure, paragraphing, and organization; instruction in use of the library and other means of acquiring information.   |                           |
| 120 | COMPOSITION II   | 3 PERIODS; 3 CREDIT HOURS |
|     | Prerequisite: English 119.<br>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.<br>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.<br>A continuation of English 123, with main attention given to English literature and some to ancient and modern foreign literature in translation.   |                           |
| 154 | WRITING FOR PUBLICATION  | 3 PERIODS; 3 CREDIT HOURS |
|     | Prerequisites: English 119 and consent of instructor.<br>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.<br>Preparation for the teaching of literature in the intermediate and upper grades; wide reading of children's books as a background for the guidance of children's reading; acquaintance with appropriate book lists and indexes; investigation of children's interests, classroom methods of handling individual reading, group reading of the same selection, creative expression stimulated by literary experience, and choral reading of poetry; acquaintance with outstanding authors and illustrators of children's books.               |                           |



English

- 206 TEACHING OF THE LANGUAGE ARTS IN THE ELEMENTARY SCHOOL 3 PERIODS; 3 CREDIT HOURS  
Prerequisites: English 120 or 154, and 202.  
A study of the methods and skills in teaching the arts of communication with emphasis on the teaching of reading: the sources of ideas and material, methods of discovering the individual needs of children, and the interdependence of reading and other forms of communication.
- 209 LITERATURE FOR CHILDREN IN THE PRIMARY GRADES 2 PERIODS; 2 CREDIT HOURS  
Prerequisite: Concurrent registration in, or prerequisite of, 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.
- 271 PUBLIC DISCUSSION 3 PERIODS; 3 CREDIT HOURS  
Prerequisite: English 120 with a grade of "C" or better.  
Participation in public discussion which aims at truth rather than at partisan success: the significance of discussion in a democracy; the nature, value, and limitation of discussion; forms of reasoning; fact and expert opinion; fundamental techniques of preparation, participation, and leadership; the pattern of discussion; modes of evaluation; panel, symposium, and forum techniques; evaluation of radio forums and symposiums; individual speech problems; experience in the discussion of contemporary problems.
- 272 PROBLEMS IN SCHOOL JOURNALISM I 2 PERIODS; 1 CREDIT HOUR  
Prerequisite: Consent of instructor.  
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 instructor.  
Continuation of English 272.
- 274 PROBLEMS IN SCHOOL JOURNALISM III 2 PERIODS; 1 CREDIT HOUR  
Prerequisites: English 272, 273, and consent of instructor.  
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.

English

- 303 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.
- 307 READINGS IN CONTEMPORARY LITERATURE 3 PERIODS; 3 CREDIT HOURS  
Prerequisite: English 124 or English 116.  
Study of major movements and extensive reading of contemporary poets, novelists, and dramatists.
- 311 SHAKESPEARE 3 PERIODS; 3 CREDIT HOURS  
Prerequisite: English 124 or English 116.  
Shakespeare as a poet and dramatist, realized through the study of representative sonnets, comedies, histories, and tragedies, with consideration of the Elizabethan theatre and of Shakespeare's fellow dramatists.
- 312 AMERICAN ENGLISH 3 PERIODS; 3 CREDIT HOURS  
Prerequisite: English 123.  
A language course for teachers: an examination of the pronunciation, grammar, and vocabulary of standard American English, with attention to social and regional variants, the relationship between speech and writing, and the problems of standards of usage.
- 313 MASTERPIECES IN TRANSLATION 3 PERIODS; 3 CREDIT HOURS  
Prerequisite: English 124 or English 116.  
A study of selected masterpieces from the literatures of ancient Greece, Rome, the Middle Ages, modern Europe, and South America; sufficient attention to background to reveal the significance of each selection; consideration of ethical and social values, and of esthetic values exclusive of style.
- 314 VICTORIAN LITERATURE 3 PERIODS; 3 CREDIT HOURS  
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.
- 319 STUDIES IN AMERICAN LITERATURE 3 PERIODS; 3 CREDIT HOURS  
Prerequisite: English 116.  
Individual authors selected for intensive study.
- 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.



English

- 322 EXPOSITORY WRITING 3 PERIODS; 3 CREDIT HOURS  
 Prerequisite: English 120 or 154.  
 A review of basic principles of composition with special emphasis on mechanics, grammar, and organization of material.
- 326 STUDIES IN ROMANTIC LITERATURE 3 PERIODS; 3 CREDIT HOURS  
 Prerequisite: English 123.  
 Individual authors are chosen from the Romantic Period (1785-1832) for intensive study.
- 327 STUDIES IN THE DRAMA 3 PERIODS; 3 CREDIT HOURS  
 A study by each student of the chief dramatic works of one important author and the relationship of that author to dramatic literature as a whole.

Speech

- 100 REMEDIAL SPEECH 3 PERIODS; 0 CREDIT HOURS  
 A course designed to correct defective or substandard speech. Required of freshmen whose deficiencies, as noted in speech test, appear so marked that Speech 101 will not suffice to correct them. Required of advanced students whose classroom speech is below standard.
- 101 FUNDAMENTALS OF SPEECH 2 PERIODS; 2 CREDIT HOURS  
 A course in the fundamentals of good oral communication; emphasis upon information, perception, and reason rather than the special skills of salesmanship, oratory, or drama; practice in reading verse and prose aloud; short talks, reports, and panel or group discussions; special coaching and exercises, as required, to improve pronunciation and the intonation, modulation, and projection of the voice; use of tape recorder for self criticism.
- 102 VOICE AND ARTICULATION 2 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.

Speech

- 261 ORAL INTERPRETATION OF LITERATURE 3 PERIODS; 3 CREDIT HOURS  
 Prerequisite: Speech 101 or the equivalent.  
 A skills course designed for the development of adequate mental and emotional responsiveness to literature and of the power to read aloud so that this appreciation is communicated to others. Analysis and criticism applied to prose, poetry, and drama. Opportunities for public presentations will be provided.
- 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, improvization, diction, movement, and evaluation.
- 352 SPEECH IMPROVEMENT IN THE CLASSROOM 2 PERIODS; 2 CREDIT HOURS  
 Basic speech principles and pertinent physiological, psychological, and emotional factors; planning of a program of speech improvement; demonstrations of procedures; discussion of speech problems, survey of professional literature concerning them, and measures for their prevention or amelioration; co-operation with the speech therapist in the speech correction program.
- 353 SPEECH CORRECTION AND THE CLASSROOM TEACHER 3 PERIODS; 3 CREDIT HOURS  
 Prerequisite: Speech 101 or equivalent, or Junior standing.  
 Training in the diagnosis, prevention, and correction of minor speech defects, and consideration of the proper classroom handling of major speech difficulties. Demonstrations and lectures place emphasis on the specific speech problems which the classroom teacher encounters.



## Department of Home Economics

MRS. MADELYN G. GORMAN

### Requirements for the Home Economics Sequence, Teaching Major Elementary Curriculum

1. Completion of the basic Teaching Major Elementary Curriculum, page 41, except for the substitution of Chemistry 153 for Physical Science 102 and the taking of Physiology 201 as a science elective.
2. Required courses in the basic curriculum are not taken in the usual sequence. A special sequence to be followed by the Home Economics Majors is available from the Department Advisor.
3. Completion of the following elective courses:  
Home Economics 156, 157, 158, 271, 272, 273, 274, 275, 276, 277.

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

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

Home Economics 155, 251, 267  
Industrial Arts 264, 273, 274  
Home Economics 266 or Industrial Arts 270  
Home Economics 268 or Industrial Arts 272  
Home Mechanics 251

### Home Economics

- 155 CLOTHING AND TEXTILES I 5 PERIODS; 3 CREDIT HOURS  
A course introducing the students to clothing and textile problems as a background for the clothing and textile units in the home mechanics course for the elementary school, including a study of the fundamental materials and methods used in clothing construction, the care and use of the sewing machine, the interpretation and use of commercial patterns, and the construction of garments; a study of textile fibers used in making yarns and cloth; cloth construction, textile design, and cloth finishes; simple tests for fabric identification; factors influencing the purchase of textiles for home and personal use. An analysis of the clothing and textile units in the home mechanics courses for the elementary school; methods and techniques in their presentation.
- 156 CLOTHING I 5 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 5 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.

### Home Economics

- 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.
- 251 FOODS I 5 PERIODS; 3 CREDIT HOURS  
An introductory lecture and laboratory course to develop a knowledge of food selection for maintenance of health; meal planning; scientific principles of food preparation; standards of food preparation and service; food marketing problems; care of food in the home. Experience in preparation and service of breakfasts, lunches, and afternoon teas. Analysis of the home mechanics food units; experience in laboratory methods and organization for the elementary school.
- 266 FOODS II 5 PERIODS; 3 CREDIT HOURS  
Prerequisite: Home Economics 251 or consent of instructor.  
A continuation of Foods I. Experience in the preparation and service of lunches and dinners and of food for special occasions. Emphasis on standards of food preparation and service, and on economy of time, money, and materials in meal management for the family. Food preservation on the basis of current needs.
- 267 HOME FURNISHINGS AND EQUIPMENT 5 PERIODS; 3 CREDIT HOURS  
A laboratory and lecture course in the study of furnishings and equipment for the average home; development of appreciation of beauty and simplicity in furnishings for the house; application of basic art principles in the selection and arrangement of furnishings; study of historical developments of furniture, rugs, china, silver, and their adaptability to the modern home; care of equipment; analyses of time and energy expenditures in housekeeping and the study of time and labor saving devices; consideration of the types of contributions which the elementary school child may make to the comfort and beauty of the home; construction of sample projects which are within the ability of the elementary school child to make or renovate; use of slides, films, and other visual aids together with conducted tours to develop appreciation of beauty in furnishings for the home.
- 268 CLOTHING AND TEXTILES II 5 PERIODS; 3 CREDIT HOURS  
Prerequisite: Home Economics 155 or consent of instructor.  
A continuation of Clothing I with further experience in clothing construction and with continued emphasis on textiles as a factor in family welfare. Analyses throughout the course of individual clothing costs and interpretation of them in terms of family incomes. A study of line, color, fabric, and style as related to individual type and as applied to garment making. Further analysis of clothing and textile units in the home mechanics courses for the elementary school; development of methods and techniques in their presentation.
- 271 FOODS I 5 PERIODS; 3 CREDIT HOURS  
Prerequisite: Chemistry 153 or consent of instructor.  
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.



Home Economics

- 272 FOODS II 5 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: Biological Science 201 and Foods II.  
 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.
- 274 HOME MANAGEMENT 5 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 FURNISHINGS AND EQUIPMENT 5 PERIODS; 3 CREDIT HOURS  
 A laboratory and lecture course in the study of furnishings and equipment for the average home; development of appreciation of beauty and simplicity in 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 the upper grades: planning units, evaluations, demonstrations, methods and materials.
- 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 instructor.  
 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 instructor.  
 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.
- 303 TEXTILES 3 PERIODS; 3 CREDIT HOURS  
 A study of fibers and of construction and finish of fabrics as a basis for selection, care, and use, manufacture of fabrics and garments, economics of clothing, household fabrics. Special projects required.

Home Mechanics

- 251 PREPARATION FOR TEACHING HOME MECHANICS 5 PERIODS; 3 CREDIT HOURS  
 Prerequisites: 2 home economics and 2 industrial arts courses from the home mechanics sequence.  
 This course deals with the objectives and organization of the home mechanics laboratory in the elementary schools of Chicago, presented by members of both the Home Economics Department and the Industrial Arts Department. Section A—The objectives and content of the food, clothing, textile, and home furnishings units. Classroom procedures in handling the units. Section B—The objectives and content of the units on electricity in the home, plumbing and heating, household utensils and appliances, and care of house and grounds. Demonstration of typical teaching materials; exposition of classroom procedures; lesson plans.



## Department of Industrial Arts

MR. FRED O. ANDERSON  
MR. HAMILTON R. CROSS  
MR. WALTER HEINZEL  
MR. COLEMAN HEWITT

MR. LEWIS L. HORTON  
MR. FRANK N. MOORE  
DR. DONALD J. RACKY  
MR. ANTHONY VASIS

### Requirements for the Industrial Arts Sequence, Teaching Major Elementary Curriculum

1. Completion of the basic Teaching Major Elementary Curriculum page 41, except for the substitution of Industrial Education 260 for Physical Science 101 and the substitution of Psychology 259 for Psychology 205.
2. Completion of the following elective courses, a total of twenty-seven credit hours:

Education 233  
Industrial Arts 270, 272  
Industrial Education 157, 205, 265, 270, 275  
An elective in Industrial Arts or Industrial Education

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

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

Home Economics 155, 251, 267  
Industrial Arts 264, 273, 274  
Home Economics 266 or Industrial Arts 270  
Home Economics 268 or Industrial Arts 272  
Home Mechanics 251

### Industrial Arts

- 106 **ELEMENTARY INDUSTRIAL ARTS** 4 PERIODS; 2 CREDIT HOURS  
A laboratory course concerned with the tools, materials, processes, and products of industry and with those who produce and consume these products; largely manipulative, providing experience in working with wood, metal, plastics, ceramics, graphic arts, and electricity; emphasis placed on the social results to be gained by working with groups, by the planning and execution of well designed projects, and by organization and administration of material.
- 264 **CRAFTS** 5 PERIODS; 3 CREDIT HOURS  
Prerequisite: Industrial Arts 106.  
A laboratory and lecture course dealing with organizing and teaching certain craft clubs in the elementary school. Fabrication, coloration, and decorating of thermoplastics; shaping and surfacing woods and metals; laminated, framed, and box constructions; coloring and repoussé; stains, paints, and enamels; clays, cements, and plasters.

### Industrial Arts

- 270 **PLASTICS** 5 PERIODS; 3 CREDIT HOURS  
A laboratory course dealing with forming and finishing of plastic materials, and their application to articles of use: natural and synthetic plastics; plastic forms of commerce; physical properties of plastic materials; thermo-plastics; cements and colorants; decorative employment of plastics; projects for home mechanics and Industrial Arts laboratories.
- 272 **CERAMICS** 5 PERIODS; 3 CREDIT HOURS  
A laboratory and demonstration course having to do with shaping, casting, glazing, and firing clay projects; the making and use of plaster of Paris and flexible molds; the design, construction, and use of press molds; the use of the potter's wheel and the making of glazes.
- 273 **METAL** 5 PERIODS; 3 CREDIT HOURS  
A laboratory and demonstration course in which the major emphasis is on metal concerned with the kinds and characteristics; methods of refining and manufacturing; tools and machines used in fabricating; the processes of forming, etching, finishing, enameling, fastening, and sharpening; and the design and construction of a series of metal projects in which various processes and techniques are used.
- 274 **WOOD** 5 PERIODS; 3 CREDIT HOURS  
A laboratory and demonstration course in which the major emphasis is on wood concerned with the kinds and characteristics; methods of processing and manufacture; tools and machines used in fabricating; the processes of jointing and finishing; the various wood products; wood and its use as a home construction material; the general maintenance of the home and garden; and the design and construction of a series of projects in which various materials, processes, and techniques are used.
- 275 **ELECTRICITY** 5 PERIODS; 3 CREDIT HOURS  
A laboratory and demonstration course in which the major emphasis is on electricity: the history of production and development; the use of simple home circuits; the materials, tools, and processes used in the electrical field; the safe use of electricity; the use of electricity as a source of heat, light, power, and magnetism; the operation and maintenance of home appliances; and the design and construction of a series of projects for home and school.
- 358 **LEATHERCRAFT** 5 PERIODS; 3 CREDIT HOURS  
Prerequisites: Industrial Arts 106, 264, or a course in Art Design.  
A laboratory and lecture course in the field of leathercraft: history; sources of the various kinds of hides used in the making of leather articles; consumer information; various techniques in the fundamental operations involved in leathercraft, such as designing, making of patterns, layout, cutting of leather, tooling stamping, carving, punching, lacing, attaching fasteners, dyeing; construction of a variety of projects which fall within the scope of time and pupils' abilities.



## Department of Industrial Education

FACULTY OF THE DEPARTMENT OF INDUSTRIAL ARTS

### Industrial Education

- 154 ELEMENTS OF ENGINEERING DRAWING 5 PERIODS; 3 CREDIT HOURS  
Prerequisite: High school plane geometry or equivalent.  
A survey course including geometrical methods; orthographic projections; isometric, oblique, and perspective projections; charts, diagrams, and technical sketching; drafting room practices in tracing and methods of reproduction.
- 155 ADVANCED ENGINEERING DRAWING 5 PERIODS; 3 CREDIT HOURS  
Prerequisite: Two years of high school mechanical drawing or equivalent.  
A study of commercial practice, including sketching and working drawings of machine parts; structural steel and architectural detail drawings; pictorial projections; aeronautical, patent office, map, and topographical drawing; charts, diagrams, and tabulation of data.
- 156 DESCRIPTIVE GEOMETRY 5 PERIODS; 3 CREDIT HOURS  
Prerequisite: High school solid geometry or equivalent or Industrial Education 154 or 155.  
The solution by graphical methods of problems having to do with the relation of points, lines, planes, and surfaces. Intersections and developments, shades and shadows, practical applications, construction of models.
- 157 DESIGN FOR SHOP PRODUCTION 5 PERIODS; 3 CREDIT HOURS  
Analysis of contemporary approaches to the design of objects to be produced in wood, metal, plastics, such as furniture, interior furnishings, industrial art forms, and other machine arts. Objects designed in terms of material, construction and function; working and descriptive drawings developed; outside research and field trips required. For students registered in the High Schol Industrial Education Curriculum.
- 201 MACHINE WOODWORKING 5 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 5 PERIODS; 3 CREDIT HOURS  
Prerequisite: Industrial Education 201.  
The making of fine woodwork along with the adjuncts of finishing and polishing.
- 203 WOOD PATTERN MAKING 5 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.

### Industrial Education

- 204 ELECTRICAL POWER 5 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 5 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.
- 206 MACHINE DRAFTING 5 PERIODS; 3 CREDIT HOURS  
Prerequisite: Industrial Education 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 5 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 5 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 5 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 5 PERIODS; 3 CREDIT HOURS  
Prerequisite: Industrial Education 205.  
Layout in sheet metal including cartons, cases and ductwork, intersections and truncated figures. Models to be executed.
- 211 ARCHITECTURAL DRAFTING 5 PERIODS; 3 CREDIT HOURS  
Prerequisite: Industrial Education 205.  
Designed to familiarize students with processes of visualization by drawing plan arrangements, elevations, sections, and reflected views.
- 212 ARCHITECTURAL DESIGN 5 PERIODS; 3 CREDIT HOURS  
Prerequisite: Industrial Education 205.  
A study and execution of contemporary moderately priced dwellings. Shop layout given preliminary consideration. Treatments in pencil, ink and wash are rendered.



**Industrial Education**

- 213 GRAPHIC TECHNIQUES AND REPRESENTATION 5 PERIODS; 3 CREDIT HOURS  
 Prerequisites: Industrial Education 205 and 155.  
 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.
- 260 ELECTRIC SHOP 5 PERIODS; 3 CREDIT HOURS  
 A course designed to give students a working knowledge of electricity, and its common uses in house wiring, communications, household appliances, motors, and generators.
- 265 METAL SHOP 5 PERIODS; 3 CREDIT HOURS  
 A course designed to acquaint the student with various tools, processes, products, and problems of the metal industry. Bench metal work, foundry, introductory gas and arc welding.
- 270 PRINT SHOP 5 PERIODS; 3 CREDIT HOURS  
 An introductory course in the graphic arts. The development and importance of printing. Hand-composition, proof-reading, make-up, and presswork, together with other processes involved in letterpress printing.
- 275 WOOD SHOP 5 PERIODS; 3 CREDIT HOURS  
 A course giving an overview of the woods industry. Characteristics, costs, and appropriate use of woods in furniture, housing, etcetera. Use, care, and repair of woodworking hand tools. A suitable project is completed.
- 283 ADVANCED AUTO SHOP I 15 PERIODS; 9 CREDIT HOURS  
 A study of the thermal, electrical, and mechanical principles involved in the modern automobile. Principal emphasis is on the power plant.
- 284 ADVANCED AUTO SHOP II 15 PERIODS; 9 CREDIT HOURS  
 Prerequisite: Industrial Education 283.  
 A continuation on an advanced level of Industrial Education 283.
- 285 ADVANCED ELECTRIC SHOP I 15 PERIODS; 9 CREDIT HOURS  
 Prerequisite: Industrial Education 260.  
 A continuation on an advanced level of Industrial Education 260.
- 286 ADVANCED ELECTRIC SHOP II 15 PERIODS; 9 CREDIT HOURS  
 Prerequisites: Industrial Education 260 and 285.  
 A continuation on an advanced level of Industrial Education 285.
- 287 ADVANCED METAL SHOP I 15 PERIODS; 9 CREDIT HOURS  
 Prerequisite: Industrial Education 265.  
 A continuation on an advanced level of Industrial Education 265.
- 288 ADVANCED METAL SHOP II 15 PERIODS; 9 CREDIT HOURS  
 Prerequisites: Industrial Education 265 and 287.  
 A continuation on an advanced level of Industrial Education 287.

**Industrial Education**

- 289 ADVANCED PRINT SHOP I 15 PERIODS; 9 CREDIT HOURS  
 Prerequisite: Industrial Education 270.  
 A continuation on an advanced level of Industrial Education 270.
- 290 ADVANCED PRINT SHOP II 15 PERIODS; 9 CREDIT HOURS  
 Prerequisites: Industrial Education 270 and 289.  
 A continuation on an advanced level of Industrial Education 289.
- 291 ADVANCED WOOD SHOP I 15 PERIODS; 9 CREDIT HOURS  
 Prerequisite: Industrial Education 275.  
 A continuation on an advanced level of Industrial Education 275.
- 292 ADVANCED WOOD SHOP II 15 PERIODS; 9 CREDIT HOURS  
 Prerequisites: Industrial Education 275 and 291.  
 A continuation on an advanced level of Industrial Education 291.
- 293 ADVANCED MACHINE AND ARCHITECTURAL DRAWING 15 PERIODS; 9 CREDIT HOURS  
 Prerequisites: Industrial Education 151 or 152, and 153.  
 A course designed to acquaint the student with drafting room procedures.
- 294 ADVANCED MACHINE AND ARCHITECTURAL DRAWING II 15 PERIODS; 9 CREDIT HOURS  
 Prerequisite: Industrial Education 293.  
 A continuation on and advanced level of Industrial Education 293.
- 296 ADVANCED FOUNDRY I 15 PERIODS; 9 CREDIT HOURS  
 Prerequisite: Industrial Education 265.  
 A course designed to acquaint the student with foundry practice.
- 297 ADVANCED FOUNDRY II 15 PERIODS; 9 CREDIT HOURS  
 Prerequisite: Industrial Education 296.  
 A continuation on an advanced level of Industrial Education 296.
- 298 INDUSTRIAL SAFETY 2 PERIODS; 2 CREDIT HOURS  
 A course designed to acquaint the student with the moral conditions and practices in specific unit shop situations; safety emphasized through the study of legal liability, shop layout, color dynamics, accident report forms, safety tests, and audio-visual aids.
- 311 TESTS AND MEASUREMENTS IN TECHNICAL DRAWING 5 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

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

### Library Science

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

## Department of Library Science

### Library Science

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

- 359 FUNCTIONS OF THE SCHOOL LIBRARY 3 PERIODS; 3 CREDIT HOURS

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



## Department of Mathematics

MISS DOROTHY A. MCGOVERN  
DR. CHARLES W. MORAN  
MR. WILLIAM J. PURCELL  
DR. DAVID RAPPAPORT

DR. RUTH B. RASMUSEN  
DR. JEROME M. SACHS  
DR. ELLA MARTH SNADER<sup>1</sup>  
MR. JOSEPH J. URBANCEK

### Requirements for the Mathematics Sequence, Teaching Major Elementary Curriculum.

1. Completion of the basic Teaching Major Elementary Curriculum, page 41, except for the substitution of Mathematics 151 and 152 for Mathematics 103.
2. Completion of the following elective courses, a total of twenty-six credit hours:
  - Mathematics 153, 254, 255, 301, 311, and 321.
  - Eight credit hours to be chosen from: Mathematics 156, 205, 265, 267, 268, 302, 306, 316, 320, 326, 327, 332.

### Mathematics

- 103 COLLEGE MATHEMATICS 5 PERIODS; 5 CREDIT HOURS  
Prerequisites: 1 year of high school algebra and 1 year of plane geometry, or the equivalent.  
A review of the fundamentals of basic mathematics with emphasis on number relationships, applications, and graphic representations; an extension of manipulative algebra; an investigation of the number system; an introduction to logic; special topics drawn from trigonometry, geometry, calculus, group theory, and topology.
- 151 COLLEGE ALGEBRA 3 PERIODS; 3 CREDIT HOURS  
Prerequisites: 1½ years of high school algebra and 1 year of plane geometry or Mathematics 103.  
A course dealing with the processes of algebra: the laws of exponents and logarithms; functional relationships and their graphs; linear and quadratic equations; progressions; the binomial theorem and applications; permutations, combinations, and probability; proportion and variation; theory of equations; partial fractions; determinants; complex numbers; inequalities; infinite series; introduction to other specially related topics.
- 152 TRIGONOMETRY 3 PERIODS; 3 CREDIT HOURS  
Prerequisites: 1½ years of high school algebra and 1 year of plane geometry or Mathematics 103.  
A study of trigonometric functions: ratios and their applications; functions of angles of any size; radian and angular measure; solutions of oblique and right triangles; relationship of vector analysis to trigonometric functions; logarithms and their applications; relations of the trigonometric functions, equations, and identities; derivation and application of DeMoivre's Formula; roots of complex numbers; examination of other formulas related to trigonometry.
- 153 ANALYTIC GEOMETRY 3 PERIODS; 3 CREDIT HOURS  
Prerequisites: Mathematics 151 and 152.  
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.

<sup>1</sup>On leave, 1959-61.

## Department of Mathematics

### Mathematics

- 156 THE SLIDE RULE 1 PERIOD; 1 CREDIT HOUR  
Prerequisite: Minimum of two units in high school mathematics.  
A course designed to supplement and enrich the background of students in mathematics: familiarity with various scales employed on slide rules; various kinds of slide rules; applications of the slide rule to multiplication, roots, division, powers, logarithms, trigonometric functions, and their use in numerous problems.
- 205 TEACHING OF ARITHMETIC IN THE ELEMENTARY SCHOOL 2 PERIODS; 2 CREDIT HOURS  
Prerequisites: Mathematics 103, senior college standing and the passing of an arithmetic competence test; minimum over-all grade point average 2.5.  
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; significance of the constant of integration; the definite integral as the limit of a sum; lengths, areas, and volumes; applications to physics, mechanics, chemistry, geometry; centroids; fluid pressure; work.
- 265 MATHEMATICS OF FINANCE 3 PERIODS; 3 CREDIT HOURS  
Prerequisite: Mathematics 151 or consent of department chairman.  
A course dealing with the mathematical development of formulas used to compute simple and compound interest, present value of annuities, deferred annuities, sinking funds and amortization, bonds, depreciation and replacement, life annuities, life insurance, death benefits, etcetera. The problems will involve the applications of these formulas.
- 267 TEACHING MATHEMATICS IN THE UPPER GRADES 3 PERIODS; 3 CREDIT HOURS  
Prerequisite: Twelve semester hours in mathematics or consent of department chairman.  
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.



Department of Mathematics

Mathematics

- 268 ADVANCED TOPICS IN ALGEBRA 3 PERIODS; 3 CREDIT HOURS  
Prerequisite: Mathematics 151 and Mathematics 152 or consent of department chairman.  
A course dealing with topics selected from the following: permutations, combinations and probability, determinants and systems of equations, progressions, scales of notations, miscellaneous and indeterminate equations, summation of series, theory of equations, theory of numbers, continued fractions, and complex numbers.
- 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 chairman.  
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 chairman.  
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.
- 311 DIFFERENTIAL EQUATIONS 3 PERIODS; 3 CREDIT HOURS  
Prerequisite: Mathematics 255.  
A study of the more common types of ordinary differential equations; solutions of differential equations; linear differential equations; differential equations of higher degree than the first; system of simultaneous equations; integration in series; applications to geometry, physics, chemistry, mechanics, partial differential equations, etcetera.
- 316 MATHEMATICS OF STATISTICS 3 PERIODS; 3 CREDIT HOURS  
Prerequisite: Consent of department chairman.  
A course dealing with the mathematical bases and applications of statistics; frequency distributions; measures of central tendency; methods of moments; measures of dispersion; reliability and significance of measures of central tendency and dispersion; characteristic function of normal law; fitting frequency curves; goodness of fit; evaluation of statistical procedures; probability and least squares; correlation analysis; sampling techniques; statistical inference.

Department of Mathematics

Mathematics

- 320 HISTORY OF MATHEMATICS 3 PERIODS; 3 CREDIT HOURS  
Prerequisite: Mathematics 254 or consent of department chairman.  
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.
- 326 COLLEGE GEOMETRY 3 PERIODS; 3 CREDIT HOURS  
Prerequisite: Mathematics 153.  
An extension of the traditional Euclidean geometry designed to present such modern topics as constructions and loci; similar and homothetic figures; recent discoveries in the geometry of triangles; the Simson Line; harmonic section and the harmonic properties of circles; inversion; homogeneous co-ordinates; projective co-ordinate systems; finite geometries.
- 327 ELEMENTARY NUMBER THEORY AND ITS HISTORY 3 PERIODS; 3 CREDIT HOURS  
Prerequisite: A course in calculus or consent of department chairman.  
A course for teachers of arithmetic or for other students who are not planning to become specialists in mathematics: the number system and number bases; elementary properties of integers, divisibility and factorization, prime numbers; topics from the theory of numbers; common divisors and common multiples; congruences; Diophantine equations; Pythagorean triangles; theory of decimal expansions.
- 332 METHODS OF TEACHING SECONDARY MATHEMATICS 3 PERIODS; 3 CREDIT HOURS  
Prerequisite: Mathematics 254 or consent of department chairman.  
The place and function of mathematics in the secondary school; problems, techniques, and practices in secondary school mathematics instruction.



## Department of Modern Languages

DR. JOHN B. RUST

Courses in French and Spanish are offered by the Department either as elective courses designed to improve the general education of teachers or as a part of an intended sequence which would enable students to teach foreign languages in the elementary or secondary school. If demand warrants, sufficient courses will be offered to establish a teaching major and meet requirements for high school certification.

### French

- 101 ELEMENTARY FRENCH I 4 PERIODS; 4 CREDIT HOURS  
A presentation of principles of pronunciation and grammar; development of skill in speaking, understanding, reading and writing simple French. For students who have had no work in French. No credit given for French 101 unless followed by French 102.
- 102 ELEMENTARY FRENCH II 4 PERIODS; 4 CREDIT HOURS  
Prerequisite: French 101 or one year of high school French or consent of instructor.  
A continuation of French 101.
- 103 INTERMEDIATE FRENCH I 3 PERIODS; 3 CREDIT HOURS  
Prerequisite: French 102 or two years of high school French or consent of instructor.  
A review of basic elements of grammar; practice in speaking, understanding, reading and writing French on an intermediate level.
- 104 INTERMEDIATE FRENCH II 3 PERIODS; 3 CREDIT HOURS  
Prerequisite: French 103.  
A continuation of French 103.
- 105 FRENCH CONVERSATION I 1 PERIOD; 1 CREDIT HOUR  
Prerequisite: French 102 or two years of high school French or consent of instructor.  
Listening practice with tape-recorders and records; development of skills to enable students to produce original conversation material on advanced level. Normally taken concurrently with French 103.
- 106 FRENCH CONVERSATION II 1 PERIOD; 1 CREDIT HOUR  
Prerequisite: French 103 or three years of high school French or consent of instructor.  
A continuation of French 105. Normally taken concurrently with French 104.

### Spanish

- 101 ELEMENTARY SPANISH I 4 PERIODS; 4 CREDIT HOURS  
A presentation of essential elements of pronunciation and grammar; development of skill in speaking, reading and writing simple Spanish. No credit given for Spanish 101 unless followed by Spanish 102.
- 102 ELEMENTARY SPANISH II 4 PERIODS; 4 CREDIT HOURS  
Prerequisite: Spanish 101 or one year of high school Spanish or consent of instructor.  
A continuation of Spanish 101.
- 103 INTERMEDIATE SPANISH I 3 PERIODS; 3 CREDIT HOURS  
Prerequisite: Spanish 102 or two years of high school Spanish.  
A review of the basic elements of Spanish grammar; practice in speaking, reading and writing on intermediate level.
- 104 INTERMEDIATE SPANISH II 3 PERIODS; 3 CREDIT HOURS  
Prerequisite: Spanish 103.  
A continuation of Spanish 103; emphasis on conversational Spanish.
- 105 SPANISH CONVERSATION I 1 PERIOD; 1 CREDIT HOUR  
Prerequisite: Spanish 102 or two years of high school Spanish or consent of instructor.  
Listening practice with tape-recorders and records; development of skills to enable students to produce original conversational material on advanced level. Normally taken concurrently with Spanish 103.
- 106 SPANISH CONVERSATION II 1 PERIOD; 1 CREDIT HOUR  
Prerequisite: Spanish 103 or three years of high school Spanish or consent of instructor.  
A continuation of Spanish 105. Normally taken concurrently with Spanish 104.



## Department of Music

MR. CLAYTON C. FOX  
MR. ALFRED GRAS  
MRS. ROSE KLOWDEN

MR. LEONARD J. SIMUTIS  
DR. SYLVAN D. WARD  
DR. RICHARD D. WENZLAFF

### Requirements for the Music Sequence, Teaching Major Elementary Curriculum.

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

Music 109, 202, 270, 153, 162, 278,  
281  
Music 275 or 276  
Music 166 or 282  
Three credit hours in Music 161, 168  
or 152

### Music

- |     |   |                           |
|-----|---|---------------------------|
| 109 | REPERTOIRE AND CONDUCTING<br>Prerequisite: Music 110.<br>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<br>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 |
| 152 | ORCHESTRA<br>Open to all students with previous instrumental music experience; opportunities for public performance. May be taken three semesters for credit.   | 3 PERIODS; 1 CREDIT HOUR  |
| 153 | EAR TRAINING AND SIGHT SINGING I<br>Prerequisites: Music 109 or 110 and consent of instructor.<br>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<br>Prerequisite: Consent of instructor.<br>A class devoted to the study of a cappella literature with opportunities for school and public performance.  | 3 PERIODS; 1 CREDIT HOUR  |
| 162 | HARMONY I<br>Prerequisite: Music 110.<br>A study of the basic rules for writing music with emphasis on functional harmony using triads, dominant seventh chords, non-harmonic tones, and simple modulation.   | 3 PERIODS; 3 CREDIT HOURS |

## Department of Music

### Music

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|-----|--|---------------------------|
| 164 | MUSIC IN PHYSICAL EDUCATION<br>Prerequisite: Music 109 or 110.<br>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 |
| 166 | VOCAL ENSEMBLE<br>Prerequisite: Consent of instructor.<br>Experience in performing duets, trios, quartets, quintets, and madrigals. May be taken three semesters for credit.   | 2 PERIODS; 1 CREDIT HOUR  |
| 168 | COLLEGE WOMEN'S GLEE CLUB<br>Open to women students. May be taken three semesters for credit.  | 3 PERIODS; 1 CREDIT HOURS |
| 202 | TEACHING MUSIC IN GRADES 3, 4, AND 5<br>Prerequisite: Music 206.<br>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.  | 3 PERIODS; 2 CREDIT HOURS |
| 206 | UNDERSTANDING AND APPRECIATION<br>Prerequisite: Music 110 (Music 110 and 109 for students in the General Elementary Curriculum).<br>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. | 2 PERIODS; 2 CREDIT HOURS |
| 270 | TEACHING OF VOCAL MUSIC IN GRADES 6, 7, AND 8<br>Prerequisite: Music 202.<br>A continuation of Music 202, with emphasis on the aims and objectives of the upper grades. A study of voice development with stress on adolescent voices and their individual differences; voice classification; method and materials used in presenting part music; organization of curricular activities.   | 3 PERIODS; 3 CREDIT HOURS |
| 275 | VOICE TECHNIQUES<br>Prerequisites: Music 109 or 110 and consent of instructor.<br>Development of vocal techniques through the study and performance of the music of various schools, including folk and art songs, arias from operas and oratorios; representative songs in English, German, Italian, and French; recording of voices; criticism.  | 3 PERIODS; 3 CREDIT HOURS |
| 276 | ORGANIZATION OF INSTRUMENTAL MUSIC IN THE ELEMENTARY SCHOOL<br>A discussion and laboratory course dealing with the organization of instrumental music; training in instrumental class teaching techniques.   | 3 PERIODS; 3 CREDIT HOURS |
| 278 | KEYBOARD EXPERIENCE<br>Prerequisite: Music 110 and consent of instructor.<br>A practical course dealing with the problems of musical accompaniment on piano and autoharp; harmonization, improvisation, and transposition techniques included.   | 3 PERIODS; 3 CREDIT HOURS |



Department of Music

Music

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

Department of Natural Sciences

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

Requirements for the Biology Sequence,  
Teaching Major Elementary Curriculum.

1. Completion of the basic Teaching Major Elementary Curriculum, Curriculum, page 41.
2. Completion of the following elective courses, a total of twenty-seven credit hours:
  - Botany 151, 351
  - Botany 352 or Biol. Sci. 361
  - Biol. Sci. 360
  - Biol. Sci. 362 or Botany 356
  - Physiology 201 or Biol. Sci. 259
  - Zoology 151
  - Zoology 252 or 353
  - Zoology 351 or 354

Biological Science

- 107 BIOLOGICAL SCIENCE I 4 PERIODS; 3 CREDIT HOURS  
A study of the basic problems of classification, reproduction, food synthesis, food use, ecological relationships, and economic importance of plants, with particular attention to living local forms among the higher seed plants; the fundamental laws of heredity as illustrated in plants, animals, and man.
- 108 BIOLOGICAL SCIENCE II 4 PERIODS; 3 CREDIT HOURS  
A study of the fundamental problems of self-preservation, reproduction, and evolutionary change in animals, with special emphasis on the cell as the unit of structure and function; the evolution of integrating mechanisms in the individual and the social group in successive classes of animals from the protozoa to the vertebrates.
- 255 FIELD BIOLOGY 5 CLOCK HOURS PER WEEK,  
6 WEEKS; 1 CREDIT HOUR  
Prerequisites: Biological Science 107 and 108.  
A field study of animal and plant communities in the Chicago Region, with special consideration of the natural history resources of the Cook County Forest Preserves: animals and plants native to this region in their natural habitats; emphasis on the identification, classification, life histories, adaptations, ecological interrelationships, distribution, and economic importance of endemic species; habitats investigated: open prairies, swamps, ponds, streams, lakes, and forests; collection and study of the fossil remains of former life in this region; opportunities for individual collecting.



Department of Natural Sciences

Biological Science

- 259 INTRODUCTORY MICROBIOLOGY 5 PERIODS; 3 CREDIT HOURS  
Prerequisites: Biological Science 107 and 108.  
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  
Prerequisites: Biological Science 107 and 108.  
A study of the principles of Mendelian heredity in plants and animals and of the roles played by heredity and environment in the development of the individual; special emphasis upon the application of the principles to man. Lecture and laboratory.
- 361 EVOLUTION 3 PERIODS; 3 CREDIT HOURS  
Prerequisites: Biological Science 107 and 108.  
A reading-lecture-discussion course on the facts, theories, and principles of organic evolution.
- 362 ECOLOGY 2 PERIODS PLUS 6 FIELD TRIPS;  
3 CREDIT HOURS  
Prerequisites: Biological Science 107 and 108.  
A study of the interrelations between organisms and the various factors in their physical and biotic environments, adaptation, biotic communities, population rhythms, migrations, geographic distribution, successions, aggregations, and societies. Lecture and field.
- 364 GENERAL MICROBIOLOGY 5 PERIODS; 3 CREDIT HOURS  
Prerequisites: Biological Science 107 and 108.  
A study of microorganisms, including bacteria, molds, yeasts, actinomycetes, viruses, rickettsias, and protozoans; their cultivation and laboratory study; methods of control; their importance in soils, industry, disposal of sewage, and spoilage of foods; production of disease and immunity. Lecture and laboratory.

Botany

- 151 PLANT MORPHOLOGY 5 PERIODS; 3 CREDIT HOURS  
Prerequisites: Biological Science 107 and 108.  
A survey of the plant kingdom including the morphology, reproduction, physiology, ecology, economic importance, evolution, and life histories of representative forms of the major plant groups.
- 301 HORTICULTURAL BOTANY 3 PERIODS; 2 CREDIT HOURS  
Prerequisite: Biological Science 107 and 108.  
A laboratory and field study of the methods of growing plants in the city, with special reference to nature study; window gardening, including soil study, the growing of plants from seeds, bulbs, cuttings, and other vegetative parts; cultivated and wild flowers adapted to city conditions; ornamental trees and shrubs, and their management in gardens, parks and school grounds.

Department of Natural Sciences

Botany

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

Chemistry

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

Physical Science

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



Department of Natural Sciences

Physical Science

102 PHYSICAL SCIENCE II 4 PERIODS; 3 CREDIT HOURS  
Prerequisite: Physical Science 101 or consent of instructor.

A continuation of Physical Science 101 with special attention to the manifestations of energy in mechanics, heat, atomic energy, chemistry, electricity, sound, and light. Lecture and laboratory.

155 PHYSICAL GEOLOGY 4 PERIODS; 3 CREDIT HOURS  
Prerequisites: One semester 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  
Prerequisites: One semester 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 103 and one semester 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.

301 ASTRONOMY 3 PERIODS; 3 CREDIT HOURS  
Prerequisites: Mathematics 103 and Physical Science 101 and 102.

A study of the structure and evolution of the universe, with special attention to the solar system, stars, and galaxies; emphasis on the mathematical and physical methods through which scientists have arrived at present-day views of the universe.

Physics

151 GENERAL PHYSICS I: MECHANICS, HEAT, AND SOUND 6 PERIODS; 4 CREDIT HOURS  
Prerequisite: Mathematics 103 or equivalent.

An introduction to Newton's Laws and energetics. A treatment of thermal measurements and elementary thermodynamics. Sound. Lecture and laboratory.

Physiology

201 HUMAN PHYSIOLOGY 5 PERIODS; 3 CREDIT HOURS  
Prerequisites: Biological Science 107 and 108.

An introduction to human physiology dealing with the systems of circulation, digestion, respiration, reproduction, excretion, nervous, and endocrine functions. Lecture, demonstration, and laboratory.

Department of Natural Sciences

Physiology

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 TO 8 3 PERIODS; 2 CREDIT HOURS

Prerequisite: 15 credits in science, including at least 6 in biology and 6 in physical science.

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.

Zoology

151 GENERAL ZOOLOGY 5 PERIODS; 3 CREDIT HOURS  
Prerequisites: Biological Science 107 and 108.

A lecture-laboratory-discussion course dealing with the anatomy, physiology, embryology, classification, phylogeny, and behavior of animals; individual macroscopic and microscopic study of living and preserved specimens representing the vertebrates and the principal phyla of invertebrates.

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.

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

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

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



Zoology

- 352 ORNITHOLOGY 5 PERIODS; 3 CREDIT HOURS  
 Prerequisites: Biological Science 107 and 108.  
 A study of birds from the points of view of their identification, classification, adaptation, speciation, and ecological relationships, with special emphasis upon the families and species of the Chicago area as well as those observed by visiting local museums and zoological parks. Lecture and laboratory.
- 353 EMBRYOLOGY 5 PERIODS; 3 CREDIT HOURS  
 Prerequisite: Zoology 151.  
 A course dealing with the principles of animal development, with special emphasis on the early embryology of the vertebrates as illustrated in the frog, the chick, the pig, and man. Lecture and laboratory.
- 354 INVERTEBRATE ZOOLOGY 5 PERIODS; 3 CREDIT HOURS  
 Prerequisites: Biological Science 107 and 108.  
 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  
 Prerequisite: 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.

Department of Physical Education

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

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

1. Completion of the basic Teaching Major Elementary Curriculum, page 41, except for the omission of Mathematics 205, Music 206, one Physical Education Activity course, Physical Education 204, 206, and Physical Science 101. Physiology 201 is to be taken as the science elective.
2. Completion of the following courses, a total of thirty-seven credit hours, ten of which substitute for the courses omitted under (1) above:
  - Physical Education 156, 152, 256, 254, 262, 272, 273, 257, 274, 268, 267
  - Music 164
  - Zoology 251

Physical Education

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



Physical Education

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

Physical Education

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



## Department of Psychology

DR. CARL A. CLARK                      MR. DAVID TEMKIN  
DR. CONCETTA V. ROMANOW        DR. THEODORE J. STOLARZ  
MR. WILLIAM C. WATSON

### Psychology

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

### Psychology

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



Psychology

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

Department of Social Sciences

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

Requirements for the Geography Sequence,  
 Teaching Major Elementary Curriculum.

1. Completion of the basic Teaching Major Elementary Curriculum, page 41.
2. Completion of the following elective courses, a total of twenty-seven credit hours:  
 Geography 102, 201, 256, 307, 311, 321, 326.  
 Geography 306 or 313  
 Physical Science 155

Requirements for the History Sequence,  
 Teaching Major Elementary Curriculum.

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

Economics

- 151 PRINCIPLES OF ECONOMICS 3 PERIODS; 3 CREDIT HOURS  
 A study of contemporary economic life with emphasis directed toward an understanding of basic economic relationships: production and consumption; business organization and the distribution of economic goods; money, banking, and credit; price and value; labor, capital and government; farmer and consumer; government and business; problems of economic change; competition; customs, international trade, and finance; public and private enterprise; monopolies, corporations, and cartels; co-operative movements; consumer education; the place of government in the American economy.
- 152 PRINCIPLES OF ECONOMICS I 3 PERIODS; 3 CREDIT HOURS  
 Prerequisite: One year of college work.  
 Principles of production, supply, demand, value, price, distribution.
- 153 PRINCIPLES OF ECONOMICS II 3 PERIODS; 3 CREDIT HOURS  
 Prerequisite: Economics 152.  
 Principles of economics as applied to exchange, money, banking, price changes, governmental finance, etcetera.



**Economics**

- 154 **ELEMENTS OF STATISTICS** 3 PERIODS; 3 CREDIT HOURS  
 Prerequisite: Economics 152, Business 166, or consent of instructor.  
 A course dealing with methods of collection, presentation, and interpretation of quantitative economic data; averages; dispersion; index numbers; reliability of statistics; time series analysis; simple correlation; prediction; and statistical inferences.

**Geography**

- 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 instructor.  
 The peoples, resources, regions and political divisions, and problems of Africa south of the Sahara Desert.
- 307 **GEOGRAPHY OF ANGLO-AMERICA** 3 PERIODS; 3 CREDIT HOURS  
 Prerequisite: Geography 104 or consent of instructor.  
 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.
- 311 **GEOGRAPHY OF EUROPE** 3 PERIODS; 3 CREDIT HOURS  
 Prerequisite: Geography 104 or consent of instructor.  
 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 instructor.  
 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 instructor.  
 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.

**Geography**

- 325 **GEOGRAPHY FOR TEACHERS** 3 PERIODS; 3 CREDIT HOURS  
 Prerequisite: Consent of instructor.  
 A course designed to acquaint teachers with new as well as established basic approaches to geography; to help understand geographic principles and concepts; to review certain fundamentals of physical and regional geography; and to familiarize the teacher with materials and publications having geographic significance. Normally given only for teachers in-service.
- 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**

- 103 **WESTERN CIVILIZATION, 1600 -** 4 PERIODS; 4 CREDIT HOURS  
 Covers the era from the Renaissance to the present in Europe. The five revolutions—intellectual, economic, religious, political, and industrial—which create the age of modern man are the core of the course. Facets of Far Eastern history which impinge on the development of the West receive consideration.
- 154 **ECONOMIC HISTORY OF THE UNITED STATES** 3 PERIODS; 3 CREDIT HOURS  
 Main events and leading personalities in the economic development of the United States as seen in the westward movement, the growth of industry, agriculture, commerce, finance, transportation, the trust movement, and labor from 1790 to the present.
- 203 **AMERICAN HISTORY, 1865 -** 3 PERIODS; 3 CREDIT HOURS  
 The United States from 1865 to the present. The Reconstruction, "Gilded Age," rural and urban problems, growth of "big business," the "Progressive Era," overseas expansion, World War I and II, and the "Atomic Age," are analyzed through basic source materials.
- 256 **HISTORY OF AMERICAN FOREIGN POLICY** 3 PERIODS; 3 CREDIT HOURS  
 A history of the United States in foreign affairs: English, French, and Spanish colonial rivalry in North America; neutrality and freedom of the seas; the Monroe Doctrine; Civil War diplomacy; Isthmian policies; the countries of the New World and the evolution of co-operative action within the Americas; European and Far Eastern problems; isolation versus co-operation; contemporary international problems dealing with the war and its issues; the place of America in the world setting.
- 268 **AMERICAN HISTORY, 1607-1865** 3 PERIODS; 3 CREDIT HOURS  
 The United States from the founding of the New World to 1865. Special emphasis is laid on the political foundations of the American people, the development of democracy and nationalism, origins of the American industrial revolution, and the political implications bringing on the War of the States.



## History

- 269 WESTERN CIVILIZATION, 3000 B. C. - 1600 A. D. 4 PERIODS; 4 CREDIT HOURS

Surveys briefly the life of the primitive man, particularly those facets of it which lead to the rise of early civilizations. Ancient Egypt, Mesopotamia, China, and India are studied. A large portion of the semester is devoted to Greek and Roman cultures. A study of the Middle Ages in Europe concludes the course.

- 301 THE ERA OF THE FRENCH REVOLUTION 3 PERIODS; 3 CREDIT HOURS

Prerequisite: Consent of instructor.

A study of the background and forces which contributed to and culminated in the French Revolution. Interpretation of the changing phases of the Revolution to the time of Napoleon.

- 303 PROBLEMS IN THE RENAISSANCE AND REFORMATION 3 PERIODS; 3 CREDIT HOURS

Prerequisite: Consent of instructor.

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

- 305 RECENT EUROPEAN HISTORY 3 PERIODS; 3 CREDIT HOURS

Prerequisite: One year of college history.

A study of the major political, social, and economic problems of Europe from 1914 to the present.

- 309 THE UNITED STATES AS A WORLD POWER, 1914- 3 PERIODS; 3 CREDIT HOURS

Prerequisite: One year of college history.

A study of the United States as a leading power in world affairs: the expansion into the Caribbean and Pacific; the entry into World War I; the return to isolationism; the roaring twenties; the resurgence of Progressivism; America's role in world affairs; World War II; the Cold War.

- 310 HISTORY OF ILLINOIS AND CHICAGO 3 PERIODS; 3 CREDIT HOURS

The Illinois country under colonial rule, early settlement and statehood, development of agrarian and urban life, and the position of the State in its national setting. The growth of Chicago as a metropolis in the state and nation.

- 311 SOCIAL HISTORY OF THE UNITED STATES 3 PERIODS; 3 CREDIT HOURS

The social backgrounds of American life from Colonial times to the present. Social factors in American urban and rural life shaping the course of the nation. History of American social institutions.

## Political Science

- 203 AMERICAN NATIONAL GOVERNMENT 3 PERIODS; 3 CREDIT HOURS

A study of the nature and function of our national system of government in relation to its historical development in the domestic and international fields.

## Political Science

- 254 STATE AND LOCAL GOVERNMENT 3 PERIODS; 3 CREDIT HOURS

A study of the legal structure, organization, and operation of state and local governments in the United States with particular reference to the government of Illinois including county, township and municipal charters; taxation; public health, safety and welfare; commerce and business; education; public works; utilities; city planning; elections; and the state constitution.

- 255 COMPARATIVE GOVERNMENT 3 PERIODS; 3 CREDIT HOURS

A comparative study of the political systems of some of the principal foreign governments.

- 301 POLITICAL PARTIES AND POLITICS 3 PERIODS; 3 CREDIT HOURS

A study of political behavior in relation to the development, organization, functioning, and significance of political parties.

- 304 CONTEMPORARY INTERNATIONAL RELATIONS 3 PERIODS; 3 CREDIT HOURS

Prerequisite: Political Science 203.

A study of the basic principles of international politics and the tools and techniques used in analyzing diplomatic procedures, propaganda techniques, foreign aid programs, alliances, and military forces.

## Social Science

- 203 METHODS OF TEACHING THE SOCIAL STUDIES 2 PERIODS; 2 CREDIT HOURS

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

## Sociology

- 201 SOCIAL DYNAMICS 3 PERIODS; 3 CREDIT HOURS

A study of the interaction of human personality with some of the cultural processes and groups in the American society. Special attention is given to democratic values, social roles, group dynamics, human relations, the class structure, and social tensions as related to our economic and social institutions.

- 302 THE URBAN COMMUNITY 3 PERIODS; 3 CREDIT HOURS

Prerequisite: Sociology 201.

Study of the distributional patterns of human life and social forms in space and time and of the factors determining the distribution. Designed to cover factors and define principles that explain the changing spatial pattern of peoples and institutions in Chicago. Problems arising from shifting populations and changing neighborhoods are examined in particular reference to their impact on the school system.



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