

1962

Chicago Teachers College North, 1962-1963

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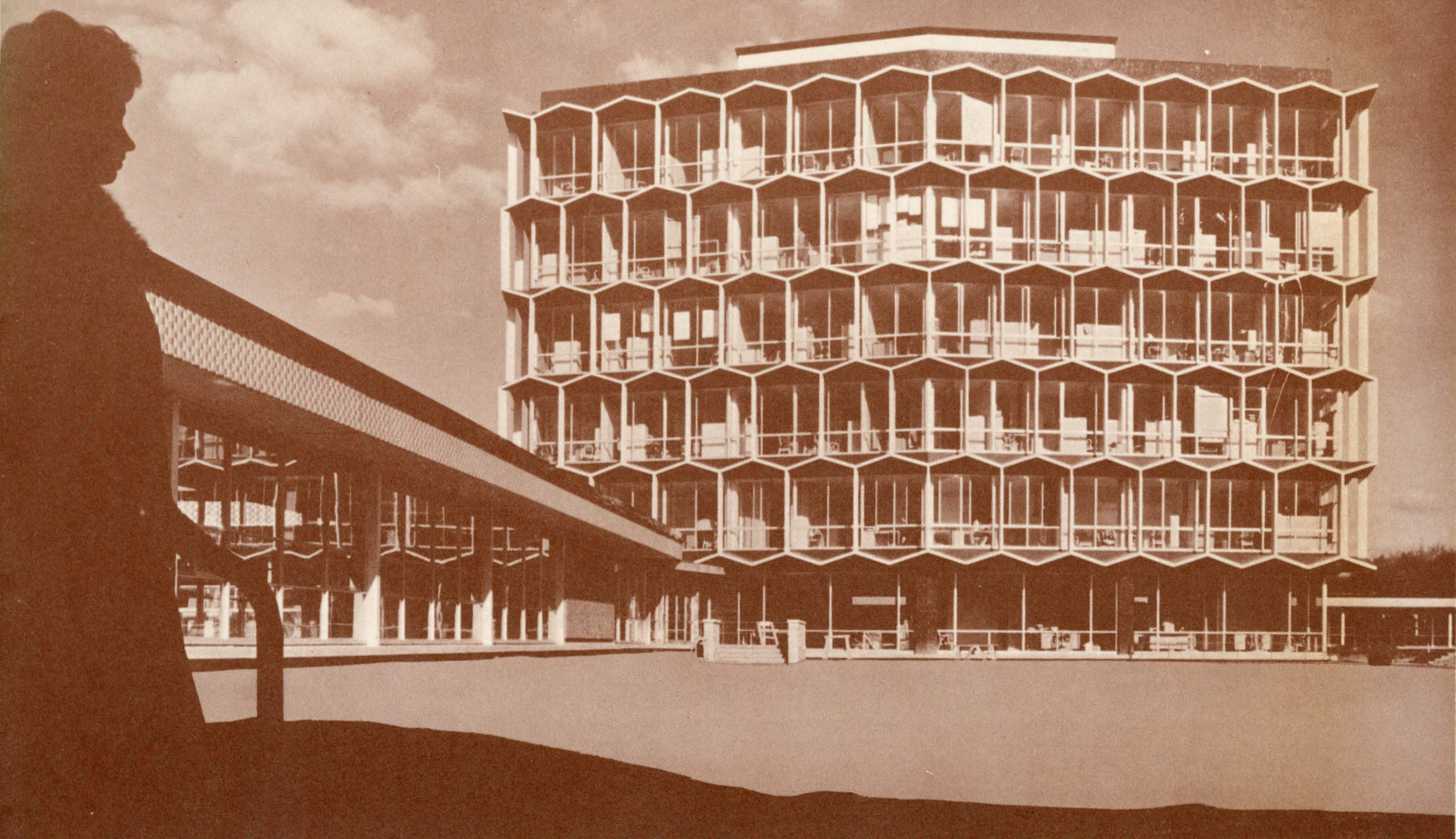
1962

1963

CHICAGO
TEACHERS
COLLEGE
NORTH



"giving wings to the pursuit of excellence"

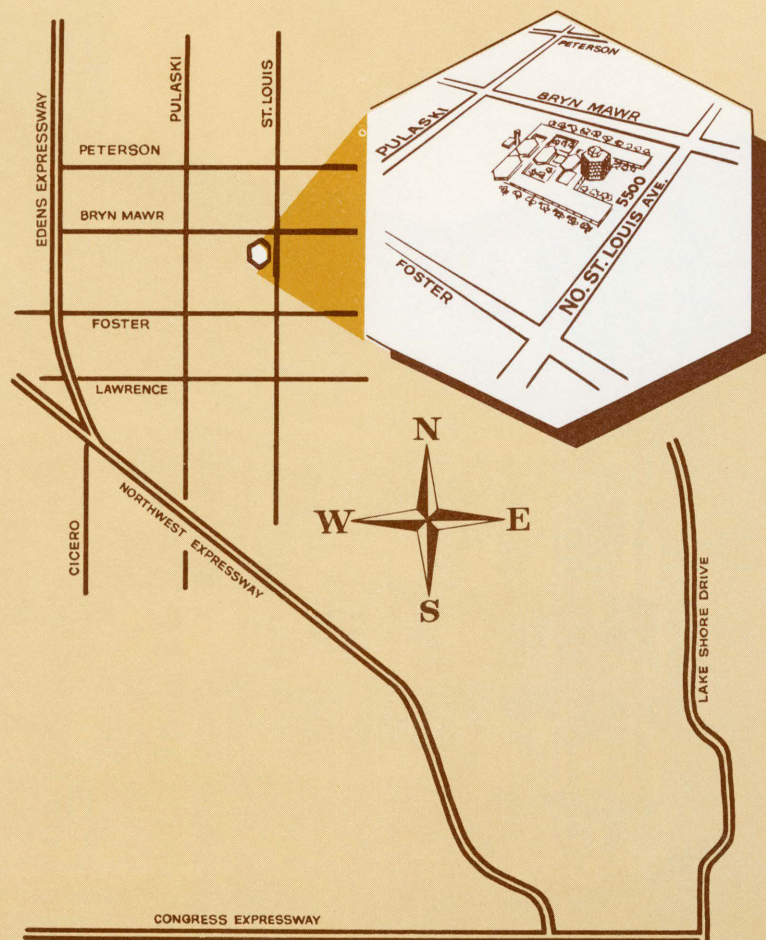


5500 NORTH ST. LOUIS AVE. • CHICAGO 25, ILLINOIS



A COLLEGE

the campus



The insightful architectural design of the campus is fully adapted to the College's farsighted approach to the curriculum. In this creative environment future teachers will pursue their education, inspired and stimulated in a community of scholars.

The heart of the campus is the library, which is surrounded by interconnected buildings that house classrooms and carrels, laboratories, activities centers, the gymnasium and swimming pool, and the auditorium.

Rising above the low modern buildings in their parklike setting a distinctive six-story tower, in which the faculty and administration are officed, symbolizes man's aspirations in his search for truth.

The campus of Chicago Teachers College North is truly designed for the future. Its location is convenient to the major expressways and easily reached by students from both the city and its suburbs.

DESIGNED FOR...

a modern curriculum

Preliminary plans for the curriculum at Chicago Teachers College North were developed by two Ford Foundation committees during conferences held in Chicago in 1957 and 1958.

In keeping with the committees' recommendations, the College curriculum is structured on the basic principle that the teacher of tomorrow should be provided a liberal general education; to implement such an education for each student, the design of the curriculum follows these specifications:

1. Analytical and critical abilities, especially in the difficult tasks of value judgments, will be developed by objectifying the individual in the intellectual framework of the social process.
2. Human growth and behavior will be examined from psychological, physiological, and philosophical viewpoints supported by essential statistical data.
3. Heightened familiarity with world cultures will be intensified through comparative studies of world cultures and their social, political, economic, and educational systems.
4. Knowledge and grasp of basic scientific concepts will be enlarged by selected studies in natural science.
5. Ability to communicate with ease and effect will be developed through an applied structural linguistics approach to American English.
6. Reading development will be emphasized in terms of acceleration and maximum comprehension.
7. Ability to think in conceptual terms of numbers will be both broadened and extended to such other intellectual disciplines as behavioral and natural sciences through mathematical studies.
8. Proficiency in comprehension and communication of ideas will be practiced and reinforced in the study of a second language.
9. The import and relevance of man's search for truth, beauty, and knowledge will be investigated through the creative arts of music, art, drama, and literature.
10. Concentrated studies in major areas of knowledge will be offered in inter-related patterns so that integration of knowledge, rather than isolated blocks of information, comprises the total learning experience.

Participants in the two conferences on planning a program for a teachers college were:*

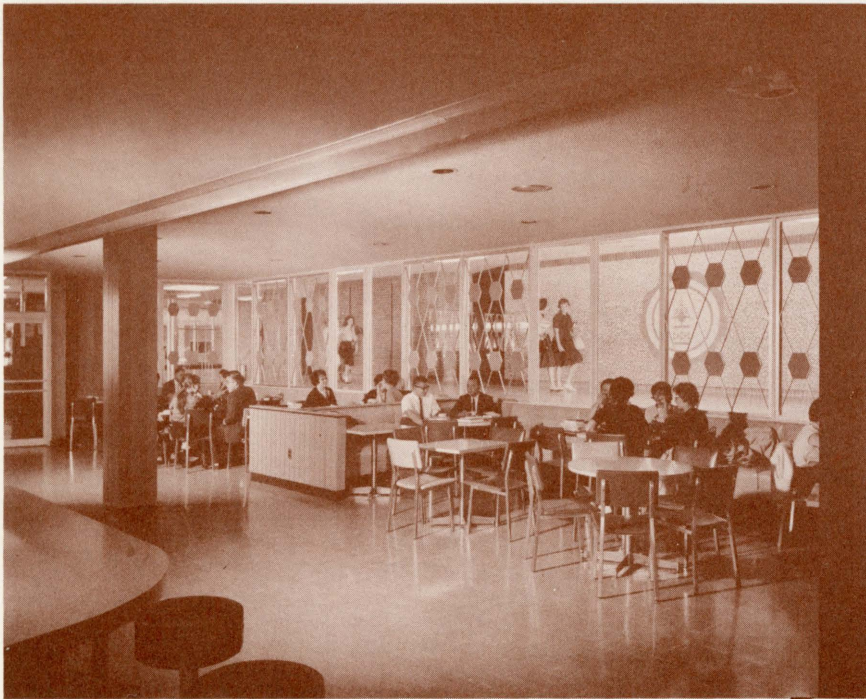
First Conference—December 26-28, 1957

- Dr. James E. Allen, *Chairman*
Commissioner of Education
State of New York
- Dr. Charles Anspaugh, *President*
Central Michigan College
- Dr. Francis Keppel, *Dean*
Graduate School of Education
Harvard University
- Mr. Reuben Gustavson, *President*
Resources for the Future, Inc.
- Mr. Paul Woodring, *Consultant*
The Fund for the Advancement of
Education
- Mr. William Brish, *Superintendent*
Board of Education of Washington
County
- Mr. Harold Gores, *Superintendent*
Newton Public Schools

Second Conference—March 24-25, 1958

- Dr. Payson S. Wild, *Chairman*
Vice President and Dean of Faculties
Northwestern University
- Dr. Paul E. Klopsteg, *Associate Director*
National Science Foundation
- Dr. Douglas Knight, *President*
Lawrence College
- Dr. Rothwell Stephens, *Professor*
Knox College
- Dr. Bernard Weinberg, *Professor*
Department of Romance Languages
University of Chicago
- Dr. Paul R. Hanna
Lee L. Jacks Professor of Child
Education
Stanford University

*Participants are identified by positions held
at the time of the conferences.



TOWARD NEW DIMENSIONS

in the education of teachers

A teacher who is to handle the vast range of general knowledge required to answer normal children's questions must be educated in the humanities, behavioral sciences, social sciences, natural sciences, and mathematics through well-organized and well-taught courses in the separate disciplines within these broad fields. As a capstone, the prospective teacher needs integrating and synthesizing courses, and seminars in the more advanced general education courses and in the major field of concentration.

Inasmuch as the lack of good teachers is becoming more acute with rising enrollments, it is wise to examine ways and means of making good teaching go further. The new research on effectiveness of teaching suggests that (1) rather than class size as such, the critical factor is the nature of teaching as it affects learning; (2) there is little likelihood of discovering some one general method that is clearly more effective than others; (3) problem-orientated approaches to learning are effective in improving learning; (4) inquiry by students and teachers is a promising academic way of life that should be examined for its pedagogical and curricular implications; (5) directed learning (which is the teacher's role in inquiry) is effective teaching.

The program of this College is designed to emphasize this learning process. The program provides courses in general education for breadth, concentration in major areas for depth, and professional training. Eight semesters of study are necessary for completion of

the requirements for a Bachelor of Arts degree; during a subsequent period of internship Chicago Teachers College North and the Chicago school system collaborate in carefully supervising the intern teacher. At this time prospective teachers participate in seminars which help to probe much more deeply into content and methodology than is possible prior to the time the teacher actually faces a group of youngsters in a regular classroom. It is conceivable that a teacher might earn both a bachelor's and a master's degree by attending two summer sessions beyond the required internship, and by participating in a planned continuation of seminars in coordination with teaching.

All entering freshmen will be offered an entirely new program developed in detail by the faculty of Chicago Teachers College North. This new program for teachers leads to the bachelor's degree and to certification to teach. For three or more years, the programs that had been offered at the Foreman and Sabin branches of Chicago Teachers College will continue so that transfer students from those schools may complete the planned curriculum they began. A limited number of other transfer students will also be admitted to this program.

Programs in business administration, industrial arts, industrial education, home economics, home mechanics, and physical education, and programs for teacher-librarians and secondary-school teachers will not be offered at Chicago Teachers College North.

WHO MAY ENTER?

Admissions policy of an institution of higher education must be in harmony with the philosophy and goals of the institution. Therefore, the students recruited and admitted must be capable of profiting from the program of the college, and be capable of becoming qualified members of the profession of teaching. Admission to the College will include:

- a. Recent high-school graduates, for full-time day classes only.
- b. Transfer students who have completed two years of course work in general education, for any part- or full-time college credit program.
- c. Graduates of four-year college and university programs, for any part- or full-time college credit program.

General Requirements for Admission

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

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 State Superintendent of Public Instruction.

3. Certification of intent to teach in the public schools of the State of Illinois.

Chicago Teachers College North is open to present and future teachers from the State of Illinois. Residents of the State pay only nominal student service fees; they do not pay tuition. Non-residents may attend Chicago Teachers College North upon payment of the full cost of the educational program.

The College maintains no resident dormitories. It is a "commuter" college designed to give all the benefits of a "residence" college to its students.

Since the applicants for the new College exceed the number of students who can be served, the program has been planned to educate the teachers most needed in the public schools. For ten years a shortage of elementary-school teachers has persisted. This shortage will continue for at least 10 more years. Thus, the college program is designed to educate *only teachers for elementary schools.*



ADMISSION PROCEDURES

I. Undergraduate Applicants

A. High-school graduates having no college credit, for full-time day classes only.

1. File application for admission. With application the following documentation must be included:

a. High-school grade transcripts. Seventh semester transcripts will be accepted from applicants currently enrolled in high school; supplementary transcripts must be submitted after applicant is graduated.

b. Medical report certifying that applicant is able to participate in all College required courses, including physical health activity courses.

2. Participate in the American College Testing program. The code number for Chicago Teachers College North is 0993. High-school counseling officers can supply further information.

3. Appear by appointment for an interview with a counselor in the Admissions Office at Chicago Teachers College North.

B. Applicants having 60 or more semester hours of college credit with a minimum cumulative grade average of C+, for any part- or full-time college credit program.

1. Fill application for admission. With application the following documentation must be included:

a. Grade transcripts from the high school from which applicant was graduated and from all colleges or universities subsequently attended.

Transcripts indicating courses and hours of credit must be submitted by applicants who are currently enrolled at another college or university; supplementary transcripts must be submitted at the close of the semester of current enrollment.

b. Medical report certifying that applicant is able to participate in all College required courses, including physical health activity courses.

2. Participate in the American College Testing program. The code number for Chicago Teachers College North is 0993. For further information write ACT, Central Registration Unit, 519 Sheridan Road, McHenry, Illinois.

3. Appear by appointment for an interview with a counselor in the Admissions Office at Chicago Teachers College North.

II. Applicants having bachelor's and/or master's degrees, for any part- or full-time college credit program, will be permitted to register on the basis of signing, at the time of registration, a statement that a degree has been granted by an accredited college or university. At that time verification forms will be furnished to be mailed to the institution named.

Applications for admission may be requested from the Admissions Counselor, Chicago Teachers College North, 5500 North St. Louis Avenue, Chicago 25, Illinois. These forms are also available in the appropriate counselor's offices in all Cook County high schools and junior colleges.

Applications for admission must be on file in the Admissions Office at Chicago Teachers College North no later than:

April 15, for the Fall Semester

November 15, for the Winter Semester

March 15, for the Spring Semester



TUITION, FEES

Through the adoption of an academic calendar which includes three full semesters each year, the College facilities will be available to students on a year-round basis. For the pursuit of a program of excellence.

Immediate advantages of the new calendar are:

1. College facilities available for students in class will be increased 20% (i.e., eight weeks each year), adding the equivalent of more than 1½ million dollars in facilities to Chicago Teachers College North.
2. Each semester is equal to the usual semester in a "two-semester" program at other outstanding institutions of higher learning.
3. Longer work periods are available for students who wish to attend college only two semesters a year.
4. A clinical internship for professional teacher education in addition to a liberal arts education can be achieved in a four-year period.

CALENDAR 1962 - 1963

1962		
Sept. 3	..... (Monday)	April 20-28..... (incl.)
	Labor Day (holiday)	Spring Recess
Sept. 4	..... (Tuesday)	April 29
	Fall Semester begins	..... (Monday)
Nov. 22-25	..... (incl.)	Spring Semester begins
	Thanksgiving recess	May 30
Nov. 26	..... (Monday)	..... (Thursday)
	Classes resume	Memorial Day
Dec. 21	..... (Friday)	June 24
	Fall Semester ends	..... (Monday)
Dec. 22-Jan. 1	..... (incl.)	8 weeks Summer Term begins
	Christmas Recess	July 4
1963		..... (Thursday)
Jan. 2	..... (Wednesday)	Independence Day (holiday)
	Winter Semester begins	August 16
April 19	..... (Friday)	..... (Friday)
	Winter Semester ends	Spring Semester and Summer Term end
		August 18-Sept. 1
		..... (incl.)
		Summer Recess
		Sept. 2
		..... (Monday)
		Labor Day (holiday)

Veterans, Student Loans, Calendar

TUITIONS, FEES, AND EXPENSES

Residents of Illinois

Because the State of Illinois reimburses the Chicago Board of Education 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.

Legal residence in the State of Illinois is defined as residence for a period of at least one year immediately preceding the expected date of admission to the Chicago Teachers College.

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 1960-1961 it was \$435.00 for each semester for a full-time student and proportionately less for a part-time student. In the summer session of 1961 non-residents were charged \$30.00 per credit hour. In addition to tuition non-residents pay all the fees listed for residents of Illinois.

Estimated Expenses

Because most 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.

Schedule of Fees

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

2. Refund of general service fee will be made only in case of withdrawal due to cancellation of classes by the College.
3. Fall, winter, or spring semester, full-time enrollment:
Fee per semester \$20.00
4. Eight-week summer session, full-time enrollment:
Fee per session \$10.00
5. Part-time students with less than half a normal program, per credit hour of registration \$ 1.50
6. Late registration fee \$ 3.00
7. 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 late examinations required.
8. Change of registration fee \$ 2.00
Charged for each change of program initiated by the student after registration has been completed.
9. Graduation fee \$10.00
Required of all students receiving a bachelor's degree from the College.
10. Transcript fee \$ 1.00
Each student is entitled to one transcript without charge. The fee is charged for each additional transcript furnished.

Loans

Substantial loan funds are available to students under the provision of the National Defense Education Act. Scholarships and loans are usually granted only after an individual has completed one or more semesters at the College. Loans are administered through the counseling services of the office of the Director of Student Services.

PLANNING GUIDE *for ten*

**REQUIRED
STUDIES**

**ELECTIVE
STUDIES**

**FIRST
SEMESTER**

**SECOND
SEMESTER**

**SIXTH
SEMESTER**

**SEVENTH
SEMESTER**

**EIGHTH
SEMESTER**

semesters of college education

**THIRD
SEMESTER**

**FOURTH
SEMESTER**

**FIFTH
SEMESTER**

**NINTH
SEMESTER**

**TENTH
SEMESTER**

**REQUIRED
STUDIES**

**ELECTIVE
STUDIES**

Honors, Grades, and Credit Units



UNIT OF CREDIT

The credit unit consists of the equivalent of one fifty-minute lecture or discussion period, or two laboratory periods per week for the length of the semester. For individual study programs the time requirement for a credit unit will be arranged.

ATTENDANCE

The responsibility for enforcement of attendance rests with the faculty; a student may be dropped from a class for absence should the instructor deem it necessary.

MARKING SYSTEM

Letter grades are given; their grade-point values are:

Letter Grade	Grade Points per Credit Hour
A	5
B	4
C	3
D	2
F	1

In certain circumstances the following marks may be given:

- **L (leave course).** A student may drop a course prior to the end of the sixth week of the semester by following prescribed procedures and paying a change of registration fee.

During this period a student may be dropped upon the recommendation of the instructor. In such a case the student will be asked to discuss the situation with a staff counselor.

- **W (withdrew).** This mark is assigned when a student who has received the approval of the instructor and followed procedures determined by the Admissions Office
 - (1) drops a course after the beginning of the seventh week of the semester;
 - (2) withdraws from the College.

Unofficial withdrawal from a course will result in a grade of F (failure).

- **I (deferred credit).** Deferred credit may be given should a student be absent from the final examination or fail to complete a special-research or individual-study project because of such unavoidable circumstance as illness. The instructor should be notified within twenty-four hours after the time scheduled for the examination or project completion; otherwise a grade of "F" will be given. The course requirements must be completed during the following semester.
- **V (visitor).** Auditing arrangements are made on individual bases. Audited courses carry no academic credit.

HONORS

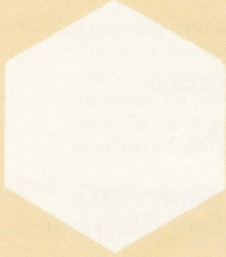
A Dean's List for Honors and for High Honors shall be published by the Academic Dean at the conclusion of each semester.

Names of students whose grade average is B (4.0) with no grade below C shall be entered on the Honors List. Names of students whose grade average is B+ or higher (4.5 or above) with no grade below B shall be entered on the High Honors List.

Names of students who have maintained an Honors average for two or more consecutive semesters, and names of seniors who have a cumulative grade average of B+ or higher shall be listed.

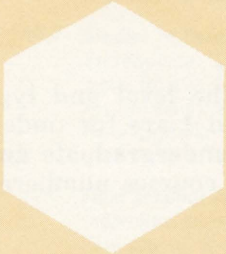
Graduates whose cumulative grade average is B but less than B+ (4.0 - 4.4) shall be granted degrees "With Honors." Graduates whose cumulative grade average is B+ or higher (4.5 or above) shall be granted degrees "With High Honors."

CATALOGUE OF COURSES



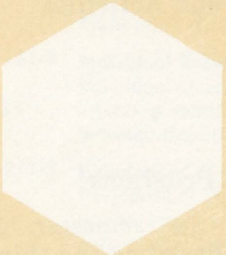
DIVISION FOR THE STUDY OF INTERPERSONAL COMMUNICATION OF IDEAS

Art - Music - Graphic Arts - Drama - Literature - American English - Spanish
Russian - Reading - Speech - Linguistics - Mathematics - Technical Media



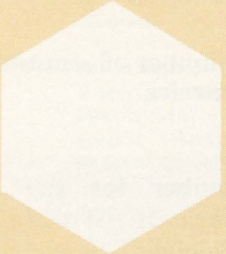
DIVISION FOR THE STUDY OF HUMAN PERSONALITY

Philosophy - Ethics - Human Biology - Health - Psychology - Recreation
Human Relations



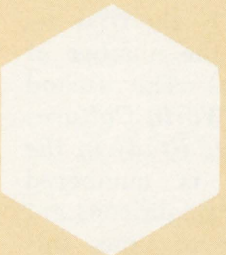
DIVISION FOR THE STUDY OF SOCIETY AND ITS INSTITUTIONS

History - Geography - Anthropology - Sociology - Human Ecology - Economics
Political Science



DIVISION FOR THE STUDY OF NATURAL SCIENCE

Astronomy - Meteorology - Geology - Physics - Chemistry - Botany - Zoology
Biology



DIVISION FOR THE PROFESSIONAL EDUCATION OF ELEMENTARY SCHOOL TEACHERS

Philosophy - Theory - Techniques - Supervision - Administration - Evaluation
Appraisal

COURSE NUMBERING SYSTEM™

Within the five divisions of study, each course is described by a title and by a five-digit number.

The first digit identifies the academic area of study.

- 1 - The Study of Creative Arts
- 2 - The Study of Interpersonal Communication of Ideas
- 3 - The Study of Human Personality
- 4 - The Study of Society and Its Institutions
- 5 - The Study of Natural Science
- 6 - The Professional Education of Elementary School Teachers

The second digit identifies the specific discipline within a given area of study.

Creative Arts

- 1 - Interdisciplinary
- 2 - Art
- 3 - Music
- 4 - Literature
- 5 - Theatre Arts
- 6 - Interpretive Media

Communication Skills

- 1 - Interdisciplinary
- 2 - Mathematics
- 3 - Spanish
- 4 - Russian
- 5 - English - Speech
- 6 - Structure and Form
- 7 - Communication Media
- 8 - French

Human Personality

- 1 - Interdisciplinary
- 2 - Personal Physical Health, Recreation
- 3 - Group Physical Health, Recreation
- 4 - Health
- 5 - Psychology
- 6 - Physiology
- 7 - Philosophy
- 8 - Culture and Anthropology
- 9 - Sociology and Ecology

Social Science

- 1 - Interdisciplinary
- 2 - Sociology - Anthropology
- 3 - Geography - Ecology
- 4 - History
- 5 - Political Science
- 6 - Economics
- 7 - Health and Educational Systems and Institutions
- 8 - Social Institutions

Natural Science

- 1 - Interdisciplinary
- 2 - Physical Science
- 3 - Earth Science
- 4 - Biological Science

Professional Teacher Education

- 1 - Interdisciplinary
- 2 - Theory and Philosophy
- 3 - Appraisal Process
- 4 - Administration and Supervision
- 5 - Professional Technology (Curriculum)
- 6 -
- 7 -
- 8 -
- 9 - Methods

The third digit identifies the level and type of course. Courses numbered 1 are for undergraduate credit only. Both undergraduate and graduate students may take courses numbered 2-9.

- 1 - Basic Courses
- 2 - Advanced Courses
- 3 - Laboratory, Studio, and Activities
- 4 - Guided Study
- 5 - Seminars
- 6 - Individual Study
- 7 -
- 8 -
- 9 - Special Professional Programs

The fourth digit indicates the semester of study for courses having 1 (basic) as the third digit. For all other types of courses, the fourth digit will remain constant.

The fifth digit indicates the number of semester hours of credit the course carries.

Example: The course number for the first semester of *Comparative World Cultures* is **4-111-3** (4—Social Science; 1—Interdisciplinary course; 1—Basic/undergraduate course; 1—the first semester of the course; 3—the number of semester hours of credit). The second semester of *Comparative World Cultures* is numbered **4-112-3**. *Guided Study in the History of Mathematics* is numbered **2-241-3**. This number will remain constant regardless of the number of times this guided study course is offered. Credit will be given for each semester the course is taken.

CREATIVE ARTS

- 1-131-3 Creative Writing Workshop**
Prerequisite: Perspectives in World Literature II. Practice in writing fiction, drama, poetry.
- 1-141-3 Creativity and the Arts**
Prerequisite: Consent of instructor. Research in selected problems involving ways in which the creative process functions in all areas of human experience including the arts. To be conducted by the Creative Arts staff and staff members from other divisions.
- 1-142-3 Commonwealth of the Arts**
Prerequisite: Perspectives in World Literature II, Art in Society, Music in Society, Performing Arts. Study of relationships among the arts developed from insights gained in preceding required creative arts courses.
- 1-143-3 Studies in Parallel Developments in the Arts**
Prerequisite: Consent of instructor. Examination of one major artistic development (e.g. impressionism, classicism, romanticism), emphasizing its nature in the several arts, its expression in content and form, its inception and growth as affected by intellectual and social processes.
- 1-159-8 Field Seminar and Comparative Studies**
Individual study and group meetings in interdisciplinary field course; specialized emphases on geography, geology, art, language, comparative education, society and its institutions, social services, history, etc. From one to eight units of credit to be arranged.
- 1-161-3 Individual Research in the Arts**
Individual investigation into a topic of the student's choice, involving relationships among the arts or relationships between the arts and other disciplines.
- 1-211-3 Foundations of Art**
Development of perceptual sensitivity to both the natural and manmade environment and of ability to describe these perceptions; development of design skills, using a wide variety of materials, tools and processes. Emphasis on developing creative models of behavior in solving design problems.
- 1-212-3 Art in Society**
Prerequisite: Foundations of Art or consent of instructor. Development of understanding of function of art, with specific reference to American culture; application of insights gained from intercultural analysis to develop understanding of design problems facing modern American culture. (Art 124 may be substituted.)
- 1-231-3 Physical Aspects of Art**
Prerequisite: Basic Visual Design or consent of instructor. Examination of the nature of materials and the physical forces that determine their structure; investigation of how expanding knowledge of materials and mechanics affects techniques and forms of art; design problems concerning hand and machine tools; problems of evaluation. (Art 283, Art 284, Art 285, Art 286, Art 307, Art 308, and Art 309 may be substituted.)
- 1-232-3 Perceptual Aspects of Art**
Eight units of credit to be arranged.

Teaching Language Arts in the Elementary School

Materials and techniques necessary for the teaching of reading, writing, speaking, and listening; the function of language in the life of the child; the relationship of language to other areas of learning. (English 206, and Education 272KqP may be substituted.)

Creative Dramatics for Children

Principles and methods of creative dramatization and improvisation with children; source materials, motivation, characterization, diction, movement, and evaluation; performance opportunities provided in classes, drama, and children's literature classes. (Speech 311 may be substituted.)

1-233-3

Studies in Theatre Arts

Advanced problems in the performing arts as practiced in the educational theatre.

Symbolic Media I

The use of symbols in communicating ideas by means of

1-241-3

Guided Study in Visual Art

Individual guided investigation into a topic selected by the art staff.

1-251-1

Seminars in Visual Art

Intensive studies in specialized areas, with extensive use of studio and outside source materials.

1-261-3

Individual Study in Visual Art

Individual investigation into a topic of the student's choice; staff guidance.

1-292-2

Art Education in the Elementary School

Prerequisite: Art in Society or Advanced Visual Design. Development of solutions to problems of teaching art in the elementary schools. Special emphasis on the functions of the classroom teacher in organizing and guiding a sequential creative art program. (Art 205 may be substituted.)

1-293-3

Art Education for Upper Grades

Prerequisite: Art in Society or Advanced Visual Design. Development of solutions of teaching art; planning and guiding a program of sequential art teaching; museum education; related resource information pertaining to visual design; departmental art teaching observation. (Art 289 may be substituted.)

1-311-3

Fundamentals of Music

Basic principles of music and musicianship dealing with mechanics of music: notation, scales, intervals, melody, meter, rhythm, harmony. Application of these principles in beginning sight singing, ear training, and playing instruments. (Music 110 may be substituted.)

1-312-3

Music in Society

Prerequisite: Fundamentals of Music. Development of discriminative listening and aesthetic sensitivity to musical styles and forms in Western civilization and other cultures through lectures, discussions, readings, recordings, and attendance at musical performances. (Music 206 may be substituted.)

1-321-3

Theory and Its Application

Students in the advanced music program should consult the music committee regarding selection and sequence of the following studies in theory and its application: ear training, sight singing, harmony, and counterpoint; instrumental and choral arranging and conducting; composition; aesthetics, psychology, and acoustics of music. (Music 169 may be substituted.)

1-322-3

Specialized Studies in Music History and Literature

Students in the advanced program should consult the music committee regarding selection and sequence of the following specialized studies in the history and literature of music: History of Music; Music Before the Seventeenth Century; Music of the Baroque Era; Music of the Classical Era; Music of the Romantic Era; Music of the Twentieth Century; Music of the Americas; Seminars in Music History.

COURSE NUMBER

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Within the five divisions of study, each course is described by a title and by a five-digit number.

The first digit identifies the academic division of study.

- 1 - The Study of Creative Arts
- 2 - The Study of Interpersonal Communication

- 1-331-1 Vocal Activities**
Choir; college glee club; vocal ensemble. Participation in one or more ensemble activities for at least three semesters is required of all students enrolled in the advanced music program. With instructor's consent, these activities are also open to students with previous instrumental or vocal experience. Opportunities for school and public performance will be provided. (Music 161, and Music 168 may be substituted.)
- 1-332-1 Instrumental Activities**
Band; orchestra; instrumental ensemble. Participation in one or more ensemble activities for at least three semesters is required of all students enrolled in the advanced music program. With instructor's consent, these activities are also open to students with previous instrumental or vocal experience. Opportunities for school and public performance will be provided. (Music 140, and Music 152 may be substituted.)
- 1-351-1 Seminars in Music**
Intensive studies in specialized areas.
- 1-361-3 Individual Study in Music**
Individual investigation into a topic of the student's choice; staff guidance.
- 1-391-2 Teaching Music in Elementary School**
Prerequisite: Music in Society. Procedural principles and methods for teaching music; a study of the child voice and remedial treatment for out-of-tune singers; application of techniques for teaching rote, note reading, and two-part songs; use of instruments to enrich vocal experience. (Music 202 may be substituted.)
- 1-411-3 Perspectives in World Literature I**
Selected great works of English literature and foreign literature in translation: poetry, fiction, and drama. Development of ability in critical reading, acquisition of technical vocabulary, and guidance in understanding literature as an art form. (English 123 may be substituted.)
- 1-412-3 Perspectives in World Literature II**
Prerequisite: Perspectives in World Literature I. Further examination of English literature and foreign literature in translation. Guidance toward both an intellectual grasp of authors' purposes and methods, and personal involvement in the literary experience. (English 124 may be substituted.)
- 1-416-3 Readings in English Literature I**
Prerequisite: Perspectives in World Literature II. Selected great English writers from Chaucer to Samuel Johnson. (English 124 may be substituted.)
- 1-417-3 Readings in English Literature II**
Prerequisite: Readings in English Literature I. Selected great English writers from Blake to the present. (English 124 may be substituted.)

- 1-418-3 Readings in American Literature I**
Prerequisite: Perspectives in World Literature II. Selected great American authors from colonial writers to Whitman. (English 116 may be substituted.)
- 1-419-3 Readings in American Literature II**
Prerequisite: Readings in American Literature I. Selected great American authors from Mark Twain to Faulkner. (English 116 may be substituted.)
- 1-421-3 Comparative Modern World Literature**
Prerequisite: Perspectives in World Literature II. Significant literary trends, as revealed in representative modern works, considered in the framework of the major intellectual and social developments of the twentieth century. (English 307 may be substituted.)
- 1-422-3 Shakespeare**
Prerequisite: Readings in English Literature II or Readings in American Literature II. Representative sonnets, comedies, histories, and tragedies; the Elizabethan theatre and Shakespeare's contemporaries. (English 311 may be substituted.)
- 1-441-3 Readings in Contemporary American and English Literature**
Prerequisite: Readings in English Literature II or Readings in American Literature II. Extensive study of contemporary poets, novelists, and dramatists; major literary movements.
- 1-442-3 Studies in American Literature**
Prerequisite: Readings in American Literature II. Intensive study of selected topics: specific offerings to be announced each term. (English 319 may be substituted.)
- 1-443-3 Studies in English Literature**
Prerequisite: Readings in English Literature II. Intensive study of selected topics: specific offerings to be announced each term. (English 320, English 321 may be substituted.)
- 1-444-3 Studies in Continental Literature**
Prerequisite: Readings in English Literature II or Readings in American Literature II. Intensive study of intensive works of a period, a country, or a genre: specific offerings to be announced each term.
- 1-451-1 Seminars in Literary Criticism**
Prerequisite: Studies in English Literature or Studies in American Literature. Major critical theories, past and present: their development, relationships, and influence; application of these theories in practical criticism.
- 1-461-3 Individual Research**
Prerequisite: Studies in English Literature or Studies in American Literature. Under staff guidance, study of a specialized topic chosen by the student.
- 1-492-3 Children's Literature**
Preparation for effective teaching of literature in the primary grades; wide reading of books for young children; story selection and story telling; authors and illustrators of children's books; classroom methods in stimulating creative expression; guidance of individual reading. (English 202 may be substituted.)
- 1-511-3 Performing Arts**
Historical approach to study of dance, drama, opera, film, and television; comparison of forms and styles to develop a frame of reference for understanding contemporary art forms and to prepare students for individual and group activities in these areas. Attendance at opera, dance, and musical performances is required. This number will remain constant regardless of the number of times the course is offered. Credit will be given for each semester the course is taken.

- 1-531-3 Play Production I**
Principles of theatre arts applied to stagecraft, lighting, scenery, costumes, properties, makeup, and business; emphasis on production values; public performances attended and produced.
- 1-532-3 Play Production II**
Prerequisite: Play Production I. Principles of theatre arts relevant to acting, directing, and production of a variety of styles of theatrical performances; emphasis on student production.
- 1-541-3 Drama**
Individual study of one author's major works and their relationship to dramatic literature. (English 327 may be substituted.)
- 1-551-1 Seminars in Theatre Arts: Production and Plan of Performances**
Individual projects in the production or planning of public and private performances in the mass media; development of critical appreciation for the contribution of various media to modern values of society. (Speech 152, Speech 153, and Speech 154 may be substituted.)
- 1-561-3 Individual Research in Theatre Arts**
Specialized study of a particular aspect of the performing arts; application of principles of the arts to a contemporary problem.
- 1-591-3 Creative Dramatics for Children**
Principles and methods of creative dramatization and improvisation with children; source materials, motivation, characterization, diction, movement, and evaluation; performance opportunities provided in classes, drama, and children's literature classes. (Speech 311 may be substituted.)
- 1-592-3 Studies in Theatre Arts**
Advanced problems in the performing arts as practiced in the educational theatre.
- 1-641-3 Symbolic Media I**
The use of symbols in communicating ideas by means of audio-visual, graphic materials; the roles of sign response, imagery, memory, and attention; practical experience in the development and production of instructional materials.
- 1-642-3 Symbolic Media II**
Prerequisite: Symbolic Media I. Description and analysis of selected problems in communication.
- 1-651-1 Seminars in Symbolic Media**
Intensive studies in specified areas.
- 1-661-3 Individual Research in Symbolic Media**
Individual inquiry into selected problems of audio-visual, graphic communication; student participation in research and production of graphic displays, films, audio-taped programs, exhibits, etc.

COMMUNICATION SKILLS

- 2-121-3 Theory of Inference**
Concepts fundamental to an appreciation of formal sciences: proof, validity, consistence, etc.; symbolic work to aid in handling notational material in mathematical sciences.
- 2-131-3 Creative Writing Workshop**
Theory, practice, criticism; individual and group projects.
- 2-141-3 Communication Problems**
Communication as a means of social cooperation and interaction and of exchanging concepts; sound symbols and graphic symbols; communication models.
- 2-159-8 Field Seminar and Comparative Studies**
Individual study and group meetings in interdisciplinary field course; specialized emphases on geography, geology, art, language, comparative education, society and its institutions, social services, history, etc. From one to eight units of credit to be arranged.
- 2-191-3 Teaching Language Arts in the Elementary School**
Materials and techniques necessary for the teaching of reading, writing, speaking, and listening; the function of language in the life of the child; the relationship of language to other areas of learning. (English 206, and Education 272KgP may be substituted.)
- 2-211-3 Mathematical Inquiry I**
Foundations of mathematics emphasizing number relationships, equations, and inequalities; graphic representation; introduction to logic and sets; special topics from geometries, group theory, and topology.
- 2-212-1 Applications of Mathematics**
Prerequisite: Mathematical Inquiry I. Algebraic and transcendental functions, with emphasis on applications to the natural and behavioral sciences.
- 2-219-5 College Mathematics**
Fundamentals of basic mathematics; number relationships, applications, graphic representations; manipulative algebra; the number system; introduction to logic; special topics. (Mathematics 103 may be substituted.)
- 2-221-3 Mathematical Analysis I**
Prerequisite: Consent of instructor. The language of mathematics; the real number system; infinite sequences, functions, and limits; the derivative and definite integral. (Mathematics 153 may be substituted.)
- 2-222-3 Mathematical Analysis II**
Prerequisite: Mathematical Analysis I. The derivative and anti-derivative; the transcendental functions; applications to the behavioral and physical sciences. (Mathematics 254 may be substituted.)

- 2-223-3 Mathematical Analysis III**
Prerequisite: Mathematical Analysis II. Applications of the definite integral; infinite series; introduction to differential equations and their applications. (Mathematics 255 may be substituted.)
- 2-224-3 Mathematical Concepts**
Studies in depth of concepts needed for an understanding of elementary mathematics. Emphasis on numerical concepts and the evolution of abstract thinking about numbers and space.
- 2-225-3 Foundations of Algebra**
Prerequisite: Mathematical Analysis III. Algebraic systems arising in modern mathematics: groups, rings, fields, and vector spaces.
- 2-226-3 Foundations of Geometry**
Prerequisite: Mathematical Analysis III. Development of a geometry from postulates and undefined terms; the effect of variation of postulates.
- 2-227-3 Foundations of Analysis**
Prerequisite: Mathematical Analysis III. Real variable theory; partial differentiation, multiple integration, existence theorems.
- 2-228-3 Matrix Algebra**
Prerequisite: Foundations of Algebra. Systems of linear equations, determinants, matrix operations, applications.
- 2-229-3 Differential Equations**
Prerequisite: Mathematical Analysis III. Ordinary differential equations, Laplace transforms, numerical solutions, introduction to partial differential equations.
- 2-231-3 Computer Programming**
Prerequisite: Consent of instructor. The preparation of a problem for a digital computer: machine language, operations, program writing, and coding.
- 2-232-3 Statistics**
Processes of classifying and drawing conclusions from data obtained from observation, experiment, or sampling; decision-making under uncertainty, with emphasis on the behavioral fields.
- 2-233-3 Probability and Statistics**
Prerequisite: Mathematical Analysis III. Axiomatic probability, normal distributions, confidence, limits.
- 2-241-3 Guided Study in History of Mathematics**
Chronological survey of growth of and major contributions to mathematics.
- 2-242-3 Guided Study in Modern Mathematics Pedagogy**
The teaching of school mathematics. The pre-college years will be considered with emphasis on grades 7 through 12.
- 2-243-3 Guided Study in Numerical Analysis and Computation**
Algorithm construction, successive approximations; relaxation methods and a study of errors; computer programming and coding; loops libraries and automatic programming.
- 2-244-3 Guided Study in Recent Trends in Mathematics**
Extended applications of mathematical thinking; mathematical models; information theory; theory of games and linear programming; Monte Carlo methods; machine translation of languages and other applications to behavioral sciences.
- 2-245-3 Guided Study in Number Theory**
Properties of rational numbers: congruence, quadratic residues, Diophantine equations.
- 2-251-1 Seminars in Mathematics**
Intensive studies in selected areas.
- 2-252-2 Modern Mathematics for School Administrators**
Background to understanding the need for revisions in elementary-school mathematics programs. Examination of proposed programs, emphasizing their philosophies, content, and over-all implementations.
- 2-261-3 Individual Research in Mathematics**
Individual investigation into a topic of the student's choice; staff guidance.
- 2-293-2 Teaching Arithmetic in the Elementary School**
Development of meanings that lead children to effective communication with number concepts and to clearer quantitative thinking; methods and techniques of teaching number systems. (Mathematics 205 may be substituted.)
- 2-311-3 Spanish I**
The study of a second language. Development of communication skills in auding, speaking, reading, writing sequence; emphasis on audio-lingual activities; sound system, intonation, grammar, structure; cultural appreciation.
- 2-312-3 Spanish II**
Prerequisite: Spanish I. Continuation and intensification of the study of a second language. Further perfection of communication skills, emphasizing audio-lingual activities.
- 2-313-3 Spanish III**
Prerequisite: Spanish II. Structural appreciation; intensification of oral communication through oral compositions, dramatizations, readings, compositions; emphasis on audio-lingual activities.
- 2-321-3 Spanish IV**
Prerequisite: Spanish III. Mastery of speech patterns in different situations; emphasis on audio-lingual activities. Development of skill in proficient communication of ideas.
- 2-322-3 Contemporary Spanish-American Problems**
Prerequisite: Spanish IV. Cultural, political, social, and economic developments as bases for analysis of problems confronting Latin America in its relationship with the United States. Conducted in Spanish.
- 2-323-3 Spanish Theatre**
Prerequisite: Spanish IV. Reading of dramatic masterpieces from Spain; emphasis on idiomatic expressions and structure of the Spanish language. Conducted in Spanish.
- 2-324-3 Advanced Conversation and Composition**
Prerequisite: Spanish IV. Original compositions, conversation, analysis of grammatical problems, and use of idiomatic expressions.
- 2-325-3 Latin-American Theatre**
Prerequisite: Spanish IV. Reading of outstanding dramas from Latin America; emphasis on idiomatic usage and structure of the Spanish language. Conducted in Spanish.
- 2-341-1 Latin-American Prose**
Prerequisite: Spanish IV. Reading and discussion of contemporary short stories and novels by outstanding Latin-American writers. Emphasis on idiomatic usages and structure of Spanish. Conducted in Spanish.
- 2-342-1 Spanish Prose**
Prerequisite: Spanish IV. Reading of novels and short stories of Spain; emphasis on idiomatic Spanish; structure practice. Conducted in Spanish.

- 2-351-1 Seminars in Spanish**
Emphasis on historical and cultural development, contemporary social, political, and international problems. Readings, oral reports, and discussions; independent study projects. Conducted in Spanish.
- 2-361-3 Individual Study in Spanish**
Individual investigation into a topic of the student's choice; staff guidance.
- 2-391-3 Audio-Lingual Methods of Teaching Spanish in Grades Kg-6**
Objectives, methods, and materials used in the audio-lingual approach; guidance in use of newly developed audio-lingual material.
- 2-392-3 Audio-Lingual Methods of Teaching Spanish in Grades 7-8**
Objectives, methods, and materials used in the audio-lingual approach; guidance in use of newly developed audio-lingual material.
- 2-411-3 Russian I**
Fundamentals of Russian: alphabet, phonetic and morphological rules, reading, writing, and speaking.
- 2-412-3 Russian II**
Prerequisite: Russian I. Fundamentals of Russian; vocabulary-building; conversation.
- 2-413-3 Russian III**
Prerequisite: Russian II. Proficiency in pronunciation; practice in conversation; essentials of syntax; written and oral compositions.
- 2-421-3 Russian IV**
Prerequisite: Russian III. Reading and oral compositions drawing upon Russian history, demography, and literature.
- 2-442-3 Russian V**
Prerequisite: Russian IV. Area study, geography, and history of Russia and USSR; survey of Russian literature.
- 2-451-1 Seminars in Russian**
Intensive studies in selected problems.
- 2-461-3 Individual Study in Russian**
Individual investigation into a topic of the student's choice; staff guidance.
- 2-511-3 Reading Development**
Increased reading competence and developmental acceleration through group and individual instruction.
- 2-512-3 American English: Writing**
Forms of discourse; basic inter-relationships of language, reading, writing, thinking, problem-solving; development of skills, with special attention to objectives and forms of writing. (English 120 may be substituted.)
- 2-513-3 American English: Reading**
Forms of discourse and literature; basic inter-relationships of language, reading, writing, thinking, problem-solving; appreciation of forms of exposition, fiction, drama, poetry; development of reading techniques.
- 2-519-2 American English: Speech**
Audio-lingual communication processes and models; communication theory; major stress on personal adjustment to a variety of speaking situations. (Speech 101 may be substituted.)
- 2-521-3 Speech**
Communication theory; audio-lingual discourse, process, and performance; oral reading; oral interpretation of literature; emphasis on refinement of techniques.
- 2-522-3 Diagnosis and Treatment of Reading Difficulties**
Survey of standard diagnostic procedures; identification of slow readers through diagnosis, group and individual testing, and informal techniques. (English 318 may be substituted.)
- 2-531-1 Developmental Reading**
Devices and techniques for individual skill development.
- 2-541-3 Guided Study in English**
Study, research, discussion, reports in selected areas of language and literature.
- 2-542-3 Journalism**
Principles of and practice in news-writing, editing, and makeup; problems of supervising school newspapers; the role of the classroom newspaper; problems of policy, planning, editorial judgment, proofreading, finance, and staff operations. Opportunity to work on college newspaper and other college publications.
- 2-551-1 Seminars in English**
Research and intensive studies in selected problems.
- 2-561-3 Individual Research**
Individual investigation into a topic of the student's choice; staff guidance.
- 2-591-3 Teaching Reading in the Primary Grades**
Methods, techniques, and materials for the early stages of the teaching of reading. (Education 227 KgP may be substituted.)
- 2-592-3 Speech Dynamics I**
Modern investigations on use of language for clarity, accuracy, and proper evaluation in oral communication; introduction to general semantics and persuasive speaking.
- 2-593-3 Speech Dynamics II**
Prerequisite: Speech Dynamics I. Intensive study of the logical and psychological foundations of discussion and debate as problem-solving techniques.
- 2-594-3 Methods of Teaching Speech**
Analysis of speech needs of children; emphasis on speech improvement; informal speech, basic skills, discussion and oral reading emphasized with demonstrations of choric speaking, radio, creative dramatics, children's theatre and assembly programs; analysis and development of materials for classroom use.
- 2-611-3 American English: Structure and Function**
American language as code and basis for literary art; sound system grammar, and structure; historical and geographical development; class and regional dialects; reading and writing related to the basic language. (English 119 may be substituted.)
- 2-621-3 The Structure of American English**
Descriptive and structural linguistic study of language; phonemics and phonemic transcription; morphemics; word classes; syntactic structures and the sentence patterns; dialects; graphics; intonation. (English 312 may be substituted.)
- 2-641-3 Guided Study in Linguistics**
Selected individual projects in analysis and structure; dialects and speech communities, bilingual communities; interdisciplinary studies.

- 2-651-1 Seminars in Applied Linguistics**
Inquiry and independent study of language-teaching problems at all educational levels; language arts, English, foreign languages, reading, writing, speaking, auding, communications; individual and group projects designed in student-professor consultation. Credit arranged.
- 2-661-3 Individual Research**
Advanced individual projects selected to strengthen the student's depth in language and literature and his capacity for independent study.
- 2-731-3 Library Practices**
Brief history of libraries, emphasizing emerging practices and goals; evaluation, selection, ordering, preparation, and circulation of print and non-print material; theories of knowledge classifications.
- 2-732-3 Instructional Materials and Equipment**
Basic skills for elementary-school teachers in the use of such audio-visual tools as films, film strips, and recordings; programmed learning; teaching machines; reading accelerators. Informational sources for teachers are reviewed.
- 2-733-3 Television Production**
The conception and execution of a variety of programs.
- 2-735-3 Learning Programming**
History and development of teaching machines and programmed learning: Linear and branched programming, scrambled books, and teaching methods.
- 2-741-3 Library Materials for Language and Creative Arts**
Critical examination and evaluation of basic reference tools: encyclopedias, bibliographies, dictionaries, directories, and other print and non-print materials.
- 2-742-3 Library Materials for Social Sciences and Natural Science***
Critical examination and evaluation of basic reference tools: encyclopedias, bibliographies, dictionaries, directories, and other print and non-print materials.
- 2-743-3 Guided Study in Instructional Materials**
A practical presentation of instructional materials available to the elementary-school teacher: juvenile fiction and non-fiction, reference books, periodicals, pamphlet and picture file material, textbooks, manuals, and study guides.
- 2-744-3 Guided Study in Television and Radio**
Workshop for the production of diverse programs; emphasis on techniques; announcing and programing.
- 2-745-3 Guided Study in Learning Programming**
Prerequisite: Learning Programming. Use of teaching machines and programmed learning; writing programs in a selected branch of learning.
- 2-751-1 Seminars in Communication Problems**
Individual and group reports, oral and written; isolating, analyzing, and solving problems by techniques and processes of communication; interviews, questionnaires, surveys, projects, reportage, inquiry, and independent study in all subject areas.
- 2-791-3 Communication Media**
Psychological, technical, and sociological aspects of radio, television, and film; discussions of interactions among mass media, social institutions, individuals, and social groups. (Education 357 may be substituted.)
- 2-891-3 French for Teachers of Grades 7 - 8**
Audio-lingual instruction; development of conversational ability; methodology and demonstration of current teaching materials.

HUMAN PERSONALITY

- 3-111-3 Individual in the Social Process**
Critical thinking in a systematic analysis of events involving man in his environment within the intellectual framework of the social process.
- 3-112-3 The Study of Human Personality I**
Main lines and salient features from the disciplines of philosophy, psychology, anthropology, sociology, human biology, and physical health and recreation which explain the acquisitions of personality, motivational and dispositional concepts, growth and development concepts, and concepts of change in personality.
- 3-113-3 The Study of Human Personality II**
Prerequisite: The Study of Human Personality I. Representative investigations; techniques of personality study and problems of theorizing; synthesizing and integrating based on empirical data from multiple sources.
- 3-114-3 Human Growth and Behavior I**
Inter-relationship between developmental tasks and principles of learning; the nature of man studied through inquiry into mental, physical-motor, emotional, and social growth; the impact of the social order; interpersonal relations; mental and physical hygiene; mechanisms of adjustment.
- 3-115-3 Human Growth and Behavior II**
Prerequisite: Human Growth and Behavior I. Continuation of Human Growth and Behavior I.
- 3-121-3 Tests and Measurement in Human Personality**
Structured and unstructured testing instruments.(Psychol-309 may be substituted.)
- 3-122-3 Individual Difference in Human Personality**
Individual differences, their determination and their effect on personality adjustments.
- 3-125-3 The Intrapersonal Aspects of Human Personality**
The internal, psychological forces in personality structure.
- 3-126-3 Adjustment for Maturity**
Principles of adjustment with accent on realistic mechanisms of adjustment.
- 3-127-3 Perception and Personality**
Perception as meaning and interpretation of sensory cues, as a resultant of personality factors and stimulus properties, as a consequence of the experience of the individual; the effect of the individual personality on perception; the effect of the social situation on perception; producing changes in perception.
- 3-128-3 Counseling and Personality Adjustment**
Theories and principles in personal counseling of various theoretical systems; essentials of the counseling process.
- 3-129-3 Systems and Theories in the Study of Human Personality**
The nature of theory in personality study; theoretical systems in the modern era.

- 3-141-3 Guided Study in Human Personality**
Instructor-student planned projects in selected emphases of the field. One to three units of credit to be arranged.
- 3-142-3 Guided Study in Human Growth and Behavior**
Instructor-student planned projects in human development. One to three units of credit to be arranged.
- 3-151-3 Analysis Seminar**
Problem-solving experiences in selected areas; major readings; current problems and issues; value choices and decisions within the intellectual framework of the social process.
- 3-152-2 Problems Seminars in the Study of Human Personality**
Interdisciplinary group study of theoretical and/or practical problems in the study of human personality: emphasis on findings, concepts, and theories from biological and social sciences.
- 3-153-3 Seminars in Research Methods in the Study of Human Personality**
Intensive studies in specialized areas.
- 3-154-4 Research Seminars in Human Development**
Intensive studies in specialized areas. One to four units of credit to be arranged.
- 3-155-4 Research Seminars in Learning**
Intensive studies in specialized areas. One to four units of credit to be arranged.
- 3-156-3 Research Seminars in Exceptionality**
Intensive studies in specialized areas. One to four units of credit to be arranged.
- 3-157-2 Human Growth and Behavior: Selected Spans in Depth**
Intensive studies in specialized areas.
- 3-159-8 Field Seminar and Comparative Studies**
Individual study and group inquiry in interdisciplinary field course; specialized emphases on geography, geology, art, language, comparative education, society and its institutions, social services, human personality, history, etc. From one to eight units of credit to be arranged.
- 3-221-3 Principles of Individual Health Practices**
Principles and problems in relation to well-being.
- 3-231-1 Physical Health I: Physical Fitness**
Self-testing, evaluation, and conditioning activities; aquatic testing for classification in swimming program; instruction and practice in exercises with emphasis on maintaining fitness. Required, for one unit of non-academic credit.
- 3-232-1 Physical Health II: Dance**
For one unit of non-academic credit, selection of one of the following: folk dancing of all countries, square dancing, social dancing, Latin-American dancing, ballet, modern dance, tap dancing.
- 3-233-1 Physical Health III: Swimming**
For one unit of non-academic credit, selection of one of the following: beginners, intermediate, advanced, special: scuba-diving, water-polo, diving, synchronized swimming.
- 3-234-1 Physical Health IV: Games Activity**
For one unit of non-academic credit, instruction, skill practice, knowledge of rules, and tournament games in one of the following: badminton, golf, tennis, recreational games, archery, trampoline, touch football, volleyball, soccer, field hockey.
- 3-311-1 Health Education**
Healthful living in relation to school life, national and community resources, services and utilization. (Physical Education 204 may be substituted.)
- 3-321-1 First Aid, Health, and Safety Education**
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 256 may be substituted.)
- 3-441-3 Guided Study in Health Education**
Student-instructor planned projects in selected areas of physical health.
- 3-451-4 Research Seminars in Physical Health**
Intensive studies in specialized areas. One to four units of credit to be arranged.
- 3-511-3 General Psychology**
An introduction to the field of psychology and its major branches. (Psychology 110 may be substituted.)
- 3-512-3 Child Psychology**
Prerequisite: General Psychology or consent of instructor. Basic theories, concepts, principles, and research data concerning children's growth and development; physical, intellectual, emotional, and social aspects of developmental levels. (Psychology 205 may be substituted.)
- 3-513-3 Educational Psychology**
Psychology applied to education: the nature of the learning process; procedures in problem solving; guidance in learning; measurement of intelligence and personality traits; statistical concepts and research design; mental health in the school program. (Psychology 206 may be substituted.)
- 3-521-3 Adolescent Psychology**
Prerequisite: General Psychology or consent of instructor. The nature of adolescent development and adjustment: physical, intellectual, emotional, and social aspects. (Psychology 308 may be substituted.)
- 3-522-3 Psychology of Learning**
Prerequisite: Educational Psychology. Advanced studies in selected areas of educational psychology; application to specific learning situations.
- 3-523-3 Abnormal Psychology**
Prerequisite: General Psychology. Overview of psychopathology; similarities and differences between "normal" and "abnormal" groups; emphasis on mechanisms of adjustment.
- 3-524-3 Social Psychology**
Prerequisite: General Psychology. Psychological processes in individual and group social behavior: culture and personality; social interaction and resulting norms; social motives; class status; leadership; communication; cooperation and competition in group behavior; attitudes and attitude measurement. (Psychology 263 may be substituted.)
- 3-525-3 Psychology of Exceptional Children**
Identification of and concepts on atypical children; diagnosis of their problems; educational guidance and therapeutic programs. (Psychology 316 may be substituted.)
- 3-526-3 Psychology of the Mentally Handicapped**
Prerequisite: Child Psychology. Advanced study of mental retardation: criteria of mental deficiency, etiology, case studies, guidance, counseling, parental attitudes. (Psychology 317 may be substituted.)

- 3-527-3 Psychology of the Gifted**
Cultivation and development of the characteristics of the gifted.
- 3-528-3 Psychology of Personality**
Prerequisite: Child Psychology. Factors affecting the development, control, and unification of individual behavior; contemporary theories of dynamics; structured and unstructured approaches to personality assessment. (Psychology 318 may be substituted.)
- 3-531-2 Psychology Laboratory**
Field and laboratory experience to supplement other course work.
- 3-532-3 Laboratory in Learning**
Field and laboratory experience to supplement other course work in learning. One to three units of credit to be arranged.
- 3-541-3 Guided Study in Learning**
Guided studies in selected problems in learning. One to three units of credit to be arranged.
- 3-551-3 Problems Seminar in Learning**
Group discussion and inquiry into current areas of concern.
- 3-552-3 Seminars in Mental Hygiene**
Group discussion and inquiry into selected areas of adjustment. (Psychology 306 may be substituted.)
- 3-553-3 Seminars in the Psychology of Behavior Difficulties**
Social and psychological forces in the behavior problems of non-psychotics.
- 3-611-3 Biological Foundations of Human Personality**
Human evolution, speciation, raiation, and heredity; emphasis on identifying structural features of special relevance to understanding aspects of human behavior that differentiate man from other animals.
- 3-621-3 Human Physiology**
Introductory work of special relevance to the study of human personality. (Physiology 201 may be substituted.)
- 3-651-4 Research Seminars in Human Biology**
Intensive studies in specialized areas. One to four units of credit to be arranged.
- 3-721-3 Philosophy of Democracy**
Competing and currently discussed foundations of a democratic society.
- 3-722-3 Ethics**
Important writings on ethics in many civilizations.
- 3-723-3 Social Policy and Ethical Beliefs**
Prerequisite: Ethics. Contemporary measures in law or in practice: their relation to expressed ethical views of members in different classes.
- 3-724-3 Philosophy of Law and Ethical Systems**
Prerequisite: Ethics. Foundations of legal codes; changes effected by ethical systems.
- 3-725-3 Philosophy of Art**
The study of several attempts at explaining artistic merit.
- 3-751-4 Research Seminars in Philosophy**
Intensive studies in specialized areas. One to four units of credit to be arranged.
- 3-821-3 Cultural Foundations of Human Personality**
Prerequisite: Biological Foundations of Human Behavior. Uniformities and variation in cultural institutions serving as primary agents in the enculturation of the individual.
- 3-822-3 Cross-Cultural Studies in Human Personality**
Anthropological methods, theories, and concepts in relation to comparative studies of human personality.
- 3-823-3 Cross-Cultural Studies in Human Growth and Behavior**
Anthropological methods, theories, and concepts in relation to comparative studies of human development.
- 3-824-3 Culture and Personality I**
Prerequisite: Cultural Foundations of Human Personality. History of the field and present status of research; emphasis on reciprocal relationships between individual personality and culture; case studies.
- 3-825-3 Culture and Personality II**
Prerequisite: Culture and Personality I. Interpersonal relationships of man as a member of society, emphasizing the study of "national character"; intensive analysis of psychological functioning in a selected social group.
- 3-851-4 Research Seminars in Culture and Personality**
Intensive studies in specialized areas. One to four units of credit to be arranged.
- 3-921-3 The Mass Media of Communication and Human Personality**
Intensive investigation into formative relationships between individual personality and organization and content of mass media.
- 3-922-3 Human Relations**
Interpersonal relationships, emphasizing social roles, the formative nature of group membership, and ethnic areas. (Education 380 may be substituted.)
- 3-923-3 Interpersonal Dynamics in Human Personality**
Social and psychological dynamics in personality formation and change.
- 3-951-3 Seminars in the Ecological Study of Human Personality**
Analysis of reciprocal influences between human personality and the biotic and abiotic environment.
- 3-952-4 Research Seminars in Interpersonal Dynamics**
Intensive studies in specialized areas. One to four units of credit to be arranged.
- 3-953-4 Research Seminars in Social Aspects of Human Personality**
Intensive studies in specialized areas. One to four units of credit to be arranged.

SOCIAL SCIENCE

- 4-111-3 Comparative World Cultures I**
Interdisciplinary and cross-cultural. Origins, patterns, and dynamics of culture; selected geographical areas.
- 4-112-3 Comparative World Cultures II**
Prerequisite: Comparative World Cultures I. Interdisciplinary and cross-cultural. Social institutions, processes, and structure; selected geographical areas.

- 4-113-3 Comparative World Cultures III**
Prerequisite: Comparative World Cultures II. Interdisciplinary. Origins and development of western cultures; their impact on other cultures.
- 4-114-3 Comparative World Cultures IV**
Prerequisite: Comparative World Cultures III. Interdisciplinary and cross cultural. Contemporary political, economic, and social problems in world perspective; selected geographical areas.
- 4-121-3 Science and Society**
The impact of science upon society; diverse effects upon energy sources and man's ethical values.
- 4-141-3 Guided Study in World Cultures**
Intensive, interdisciplinary study of one or more of the following areas: Africa, North America, Middle and South America, Europe, Asia, Middle East, Oceania, etc.
- 4-151-3 Seminars in Comparative World Cultures**
Intensive studies and research in selected problems.
- 4-159-8 Field Seminar and Comparative Studies**
Individual study and group meetings in interdisciplinary field course; specialized emphases on geography, archaeology, ethnology, geology, art, language, comparative education, society and its institutions, social services, history, etc. From one to eight units of credit to be arranged.
- 4-161-3 Individual Study and Research in Comparative World Cultures**
Individual investigation into a topic of the student's choice; staff guidance.
- 4-191-3 Techniques for Teaching Social Science**
Guiding elementary students toward a valid concept of "man on the land"; the integration of geographic, historical, economic, and sociological concepts of the past, present, and future.
- 4-221-3 Social Dynamics**
Introductory analysis of society: social institutions, the family and the individual, voluntary associations, social change, theory and method. (Sociology 201 may be substituted.)
- 4-222-3 Archaeology of the Americas**
Prerequisite: Comparative World Cultures IV or consent of instructor. Prehistory and human ecology of aboriginal America.
- 4-241-3 Guided Study in Anthropology and Sociology**
Methods, concepts, and special topics in anthropology; archaeology, ethnology, personality and culture, social ecology, etc.
- 4-243-3 Peoples of Africa**
Prerequisite: Geography of Africa or consent of instructor. Ethnological survey of indigenous societies and cultures of Africa; social change; nationalism in Africa.
- 4-244-3 The Negro in the New World: 1500-1863**
Prerequisite: Western Civilization, American History: 1607-1865. Historical, political, and socio-economic factors relating to the spread of the Negro in the New World.
- 4-245-3 Peoples and Cultures of Eastern Asia**
Prerequisite: Comparative World Cultures IV or consent of instructor. Areal ethnology with special emphasis on Siberia, Japan, China, and Southeast Asia; social change; emerging nationalism.
- 4-246-3 Cultural Anthropology**
Prerequisite: Comparative World Cultures I. History and methods of cultural anthropology; evolution of culture; advanced study of cultural dynamics.
- 4-251-3 Religion, Society, and the Individual**
Prerequisite: Social Dynamics or consent of instructor. Comparison of religious behavior in the regulation of individual and group conflict in selected societies, both simple and complex.
- 4-252-3 Family, Society, and the Individual**
Prerequisite: Social Dynamics or consent of instructor. Comparison of family organization in selected Western and non-Western societies, both simple and complex.
- 4-253-3 Mind of Primitive Man**
Prerequisite: Comparative World IV or consent of instructor. Analysis of primitive beliefs, customs, and mores as manifested in modern societies.
- 4-254-3 Culture and Personality**
Impact of culture on the development of the individual.
- 4-311-3 World Regional Geography**
Major geographic regions of the world; existing relationships between physical and cultural elements of the environment and activities of man; the interdependence of peoples.
- 4-312-3 Geography of Illinois**
Physical and cultural environment of Illinois; emphasis on the greater Chicago area and the agricultural and mining industries of the state.
- 4-313-3 Economic Geography**
The worldwide production, distribution, and consumption of the principle commercial products of the farm, range, forest, mine, and sea.
- 4-314-3 Geography for Teachers**
Basic approaches to geography; fundamentals of physical and regional geography; materials and publications of geographic significance.
- 4-321-3 Advanced World Geography**
Prerequisite: World Regional Geography or consent of instructor. Geographical studies of one of the world's continents: Africa, Asia, Australia and the islands of the Pacific, Europe, South America, and North America.
- 4-322-3 Urban Ecology**
A study of urban communities, emphasizing the Chicago metropolitan area; the ecological processes and factors that create existing patterns of community structure, social stratification, transportation patterns, and population composition.
- 4-323-3 Human Ecology**
Principles and processes significant among the relationships existing between human communities and their environments.
- 4-331-3 Cultural Geography**
World cultural regions and their relationships to each other: world population distribution; the significance of population densities; rural and urban settlement types; determinants of settlement patterns.
- 4-333-3 Political Geography**
Prerequisite: Western Civilization or consent of instructor. The differences in territorial control which exists from place to place in relation to landforms, population distribution, economic activities, etc. Areas of current frictions between nations.

- 4-334-3 World Agricultural Geography**
Prerequisite: Economic Geography. World distribution of crops and domesticated animals in relation to natural and cultural conditions.
- 4-341-3 Guided Study in Ecology**
Special work in human ecology, resource development, etc.
- 4-342-3 Guided Studies in World Geography**
Prerequisite: World Regional Geography or consent of instructor. Intensive studies of one selected area: Anglo-America, Caribbean America, the Mediterranean, Southeast Asia, Soviet Union, and Polar Regions.
- 4-343-3 Conservation of Natural Resources**
Major resources of the U.S.A.: especially water, minerals, soils, forests, grasses, and wildlife. (Geography 256 may be substituted.)
- 4-344-3 Resource Development Policy and Planning**
Prerequisite: Conservation of Natural Resources. Physical, economic, social, and political factors involved in policy determination and planning for natural resource development. Special emphasis upon relations between public and private enterprise, and policies for international resource development.
- 4-345-3 World Exploration**
History and goals of modern exploration; man's continual quest for knowledge on land, under the sea, and in the stratosphere; field methods of archaeology, biogeography, climatology, and oceanography.
- 4-346-3 Human Ecology of Arctic Regions**
Prerequisite: World Regional Geography or consent of instructor. Inter-relationships of man and environment in Arctic regions; potentialities of land use in Arctic.
- 4-351-3 Advanced Industrial Geography**
Prerequisite: Economic Geography. Selected American industries with emphasis upon location, economic structure, technology, competition, and marketing practices.
- 4-352-3 Ethno-botany**
Prerequisite: Botany and Comparative World Cultures I or consent of instructor. Inter-relationships between man and the plant world; uses of plants for food, medicines, and poisons by primitive man.
- 4-421-4 Western Civilization: 1700 to the Present**
Survey of Western civilization from the late seventeenth century to the present. (History 103 may be substituted.)
- 4-422-3 U.S. History: 1865 to the Present**
Social, political, intellectual, and economic development of the U.S. since the Civil War. (History 203 may be substituted.)
- 4-423-3 U.S. History: 1607-1865**
Social, political, intellectual, and economic development of the American colonies and the U.S. from the beginnings through the Civil War. (History 268 may be substituted.)
- 4-424-3 Civil War and Reconstruction: 1850-1877**
Intensive study of one of the crucial events in American history. (History 314 may be substituted.)
- 4-425-3 History of American Institutions**
Historical development of American political, social, and economic institutions.
- 4-426-3 Western Civilization: 3000 B.C.-1700 A.D.**
Background and origins of Western civilization in the ancient Near East, Greece, and Rome; development of Western civilization in medieval Europe; the Renaissance; the Reformation; the beginnings of European expansion. (History 269 may be substituted.)
- 4-441-3 Europe in the Twentieth Century**
Prerequisite: One year of college history. Political, economic, social, and economic development of Europe in this century.
- 4-442-3 The U.S. in the Twentieth Century**
Prerequisite: One year of college history. Political, social, economic, and intellectual development of the U.S. in this century, emphasizing the growing role of this country as a world power. (History 309 may be substituted.)
- 4-443-3 History of U.S. Foreign Relations**
Foreign policy, diplomacy, and other relationships with the rest of the world, from independence to the present.
- 4-444-3 The World in the Twentieth Century**
World developments, including the causes and consequences of the two world wars, their impact on the non-European world, the rise of world Communism, the breakup of the colonial empires, etc.
- 4-445-3 The Far East**
Historical development of China, Japan, and contiguous areas, emphasizing the period since 1500.
- 4-446-3 Latin America**
Historical development, emphasizing the period since the achievement of independence.
- 4-447-3 History of Africa**
Historical survey from early times to the present, emphasizing the area south of the Sahara.
- 4-448-3 History of England**
England and the British Empire, with historical emphasis on the period since the sixteenth century.
- 4-449-3 Guided Studies in History**
Intensive studies in selected subjects and periods of history.
- 4-511-3 Comparative Political Systems**
Development of tools of inquiry for studying political behavior; comparison of democracies and dictatorships to illustrate problems in the means and ends of government; emphasis on American national government. (Political Science 203 may be substituted.)
- 4-512-3 Comparative Government**
Comparative analysis of selected governments from several geocultural areas. (Political Science 255 may be substituted.)
- 4-521-3 Contemporary International Relations**
Basic principles and problems; emphasis on the contemporary struggle for power and peace. (Political Science 304 may be substituted.)
- 4-523-3 Municipal Government**
Principles and problems of city politics and administration; firsthand observation of Chicago government.
- 4-524-3 Political Parties and Pressure Groups**
Public opinion, propoganda techniques, and party systems; firsthand observation of the political process.
- 4-541-3 Guided Studies in Political Science**
Intensive investigation into special topics.

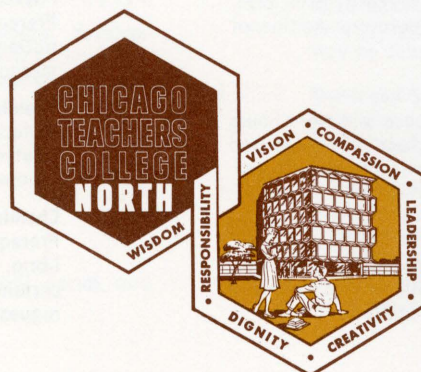
- 4-552-3 War and Peace**
War as a social institution; evaluation of organizations; proposals and prospects for a peaceful world order.
- 4-611-3 Principles of Economics**
Basic relationships of contemporary economic life: production and consumption; business organization and distribution of economic goods; price and value; labor, capital, and government; problems of economic change; competition; international trade; public and private enterprise; monopolies, corporations, and cartels. (Economics 151 may be substituted.)
- 4-721-3 Education as a Social Institution**
Education as a cultural universal; the mutual influence of social institutions and education; factors involved in socialization of student personality.
- 4-722-3 Comparative Education**
Education in various societies; relationships between a given educational system and the culture of the people; special emphasis on international understanding.

- 5-316-3 Physical Geography**
The world's natural environment: landforms, earth materials, soils, water, vegetation, and climate.
- 5-317-3 Fundamentals of Meteorology and Climatology**
Prerequisite: Physical Geography or World Regional Geography. Distribution, characteristics, and controls of the climates of the world.
- 5-341-3 Geomorphology**
Prerequisite: Physical Geography. World landforms, their origins and relationships to diastrophism, volcanism, weathering, and erosion.
- 5-342-3 Physiography of the Americas**
Prerequisite: Physical Geography or World Regional Geography. Evolution, utilization, and classification of landforms in the physiographic provinces of North and South America.
- 5-343-3 Biological Geography**
Distribution of plants and animals, major soil regions, and biogeographical zones.

NATURAL SCIENCE

- 5-111-3 Physical Science I**
Concepts and principles from the fields of astronomy, physics, and chemistry. Additional one-hour laboratory required. (Physical Science 101 may be substituted.)
- 5-112-3 Physical Science II**
Prerequisite: Physical Science I. Concepts and principles of chemistry and physics. Additional one-hour laboratory required. (Physical Science 102 may be substituted.)
- 5-113-3 Biological Science I**
Fundamental dynamics of life; basic molecular and cellular level processes: respiration, digestion, transport of materials, replication, reproduction, and adaptation. Additional one-hour laboratory required. (Biological Science 107 may be substituted.)
- 5-114-3 Biological Science II**
Prerequisite: Biological Science I. Problems of life at the multicellular level; morphogenesis and growth; integration of physiological processes; interaction between organisms and the environment; perpetuation and modification of form in space and time. Additional one-hour laboratory required. (Biological Science 108 may be substituted.)
- 5-115-3 Earth Science**
The universe, weather and climate, the earth's surface, the ocean, rocks, minerals, forces, chemical principles, and elements of paleontological stratigraphy. Additional one-hour laboratory required.
- 5-121-3 History of Science**
Prerequisite: Eight hours physical science and eight hours biological science. Development of scientific method and natural sciences from ancient civilization to the present. (Science 302 may be substituted.)
- 5-122-3 Biochemistry**
Carbohydrates, proteins, nucleic acids, lipids, hormones, vitamins, and minerals associated with plant and animal life. Additional one-hour laboratory required.
- 5-151-1 Seminars in Biological Science**
Prerequisite: Advanced standing with major concentration in biology, or consent of instructor. Selected problems; aspects of modern research.
- 5-125-5 Seminars in Research**
Prerequisite: Consent of instructor. Inter-relationships of scientific methods and research techniques; execution of a specific research project. (Science 403 may be substituted.)
- 5-159-8 Field Seminar and Comparative Studies**
Individual study and group meetings in interdisciplinary field course; specialized emphases on geography, geology, art, language, comparative education, society and its institutions, social services, history, etc. From one to eight units of credit to be arranged.
- 5-191-3 Science Methods**
Objectives of science teaching in elementary grades; materials and methods; student preparations and demonstrations. (Science 208 may be substituted.)
- 5-213-1 Physics I**
Prerequisite: Consent of instructor. Mechanics, thermodynamics, sound. Additional one-hour laboratory required. (Physics 151 may be substituted.)
- 5-214-3 Physics II**
Prerequisite: Physics I. Electricity and magnetism, light, nuclear and atomic structures, relativity, and quantum mechanics. Additional one-hour laboratory required.
- 5-215-3 Chemistry I**
Molecular, atomic, and electronic theories of matter as related to chemical change. Additional one-hour laboratory required. (Chemistry 153 may be substituted.)
- 5-216-3 Chemistry II**
Prerequisite: Chemistry I. Oxidation-reduction, ionic equilibria, separation and identification techniques applied to certain cations and anions, selected quantitative techniques. Additional two-hour laboratory required.

- 5-217-3 Introductory Astronomy**
Prerequisite: Physical Science II. The solar system, elementary celestial mechanics, moon, earth as a planet, stars and star classification, nebulae, star clusters, the sun as a representative star. (Physical Science 251 may be substituted.)
- 5-241-3 Guided Studies in Physics and Chemistry**
Specified areas of study: optics, mechanics, electricity and magnetism, modern physical theories, organic chemistry. Additional one-hour laboratories may be required.
- 5-314-3 Physical Geology**
Common minerals and rocks; use of topographic maps; sculpturing processes of the earth. (Physical Science 155 may be substituted.)
- 5-315-3 Historical Geology**
Evolution of the earth and its plant and animal life; theories on the origin of the earth.
- 5-316-3 Physical Geography**
The world's natural environment: landforms, earth materials, soils, water, vegetation, and climate.
- 5-317-3 Fundamentals of Meteorology and Climatology**
Prerequisite: Physical Geography or World Regional Geography. Distribution, characteristics, and controls of the climates of the world; special studies of the Chicago area. (Physical Science 156 may be substituted.)
- 5-321-3 Mineralogy**
Prerequisite: Physical Geology or Earth Science. Physical and chemical properties and occurrence of minerals; uses of economic minerals.
- 5-322-3 Petrology**
Prerequisite: Physical Geology or Earth Science. Petrography and petrogenesis of the most common rocks.
- 5-323-3 Structural Geology**
Prerequisite: Physical Geology or Earth Science. Structures or rocks; folding, faulting, joints, orogenic movements, and theories.
- 5-341-3 Guided Studies in Earth Sciences**
Specified areas of study: sedimentation, stratigraphy, paleontology, economic geology, oceanography, geomorphology, astronomy, meteorology.
- 5-342-3 Physiography of the Americas**
Prerequisite: Physical Geography or World Regional Geography. Evolution, utilization, and classification of landforms in the physiographic provinces of North and South America.
- 5-343-3 Biological Geography**
Distribution of plants and animals, major soil regions, and biogeographical zones; world agricultural areas and distribution of domesticated animals.
- 5-361-3 Individual Study**
Prerequisite: Consent of instructor. Advanced work in geology, physical geography, oceanography, or meteorology.
- 5-413-3 Botany**
Physiology, structure, genetics, and economic importance of vascular plants.
- 5-414-3 General Zoology**
Anatomy, physiology, embryology, classification, and phylogeny of animals. (Zoology 151 may be substituted.)
- 5-421-3 Evolution**
Prerequisite: Biological Science II. Facts, theories, and principles of organic evolution. (Biology 361 may be substituted.)
- 5-422-3 Genetics**
Prerequisite: Biological Science II. Modern concepts and principles of heredity and of the roles played by heredity and environment. (Biology 360 may be substituted.)
- 5-423-3 Physiology**
The functions of the animal body.
- 5-424-3 Plant Physiology**
Prerequisite: Eight hours biological science and eight hours physical science. Physico-chemical basis of plant growth and development, especially seed plants. (Botany 352 may be substituted.)
- 5-426-3 Entomology**
Prerequisite: General Zoology. Collection, identification, and general study of major classes of arthropods. (Zoology 351 may be substituted.)
- 5-427-3 Ecology**
Prerequisite: Two semesters of biology or consent of instructor. Factors and inter-relations between physical and biotic environments. (Biological Science 362 may be substituted.)
- 5-441-3 Guided Studies in Biological Sciences**
Specified areas of study: plant anatomy, plant microtechniques, systematic botany, plant ecology, economic botany, invertebrate zoology, vertebrate zoology, field biology, ornithology.
- 5-442-3 Plant Morphology**
Prerequisite: One year biological science. Comparison and morphogenesis of structure and life cycles of representatives of major groups of plants. (Botany 151 may be substituted.)
- 5-444-3 Microbiology**
Microorganisms: their cultivation, laboratory study, methods of control; importance of soils, industry, disposal of sewage, and spoilage of foods; production of disease and immunity. (Biological Science 259 may be substituted.)



PROFESSIONAL TEACHER EDUCATION

1-293-3 Art Education for Upper Grades

Prerequisite: Art in Society or Advanced Visual Design. Development of solutions of teaching art; planning and guiding a program of sequential art teaching; museum education; related resource information pertaining to visual design; departmental art teaching observation. (Art 289 may be substituted.)

1-391-2 Teaching Music in the Elementary School

Value, content, and anticipated outcomes of play and rhythmic expression in fulfilling the developmental needs of young children; materials, equipment, and techniques needed. (Music 202 may be substituted.)

1-491-3 Children's Literature

Preparation for effective teaching of literature; wide reading of books for young children; story selection and story telling; authors and illustrators of children's books; classroom methods in stimulating creative expression; guidance of individual reading.

2-191-3 Teaching Language Arts in the Elementary School

Materials and techniques for the teaching of reading, writing, speaking, and listening; the function of language in the life of the child; the relationship of language to other areas of learning. (English 206 may be substituted.)

2-293-2 Teaching Arithmetic in the Elementary School

Development of meanings that lead children to effective communication with number concepts and to clearer quantitative thinking; methods and techniques of teaching number systems. (Mathematics 205 may be substituted.)

2-591-3 Teaching Reading in the Primary Grades

Methods, techniques, and materials for the early stages of the teaching of reading; the nature of the reading process; the place of reading in the total development of the child. The developmental reading program with emphasis on "reading to learn"; refinement of techniques and enlargement of interests, with attention to study skills and many types of non-verbal reading and interpretive skills. (Education 227KgP may be substituted.)

2-791-3 Communications Media

Communication resources available to prospective teachers: films, filmstrips, tape recorders, TV, overhead projectors, etc. General background in use of many avenues of concept building. (Education 357 may be substituted.)

4-191-3 Techniques for Teaching the Social Studies

Guiding elementary students toward a valid concept of "man on the land"; the integration of geographic, historical, economic, and sociological concepts of the past, present, and future.

5-191-3 Science Methods

Development of scientific thinking; understanding basic scientific principles; teaching materials, laboratory equipment, and other multi-sensory aids for science education. (Science 208 may be substituted.)

6-159-8 Field Seminar and Comparative Studies

Individual study and group meetings in interdisciplinary field course; specialized emphases on geography, geology, art, language, comparative education, society and its institutions, social services, history, etc. From one to eight units of credit to be arranged.

6-191-6 Teaching Social Science, Science, and Numbers for Kindergarten-Primary Grades

Correlation among the various content areas: values and behavior patterns required in a democratic society and important human relations concepts; encouraging children to discover some basic principles of science; development of number concepts and awareness of quantity, size, shape, weight, and numbers of things. (Education 273 KgP may be substituted.)

6-192-8 Teaching Language Arts, Literature, Arts and Crafts, Plays and Rhythms for Kindergarten-Primary Grades

Correlation among the various content areas: the nature of language in the life of the child; story selection and story telling; materials for creative activity; play and rhythmic expression. (Education 229KgP, Education 228KgP, and Education 272KgP may be substituted.)

6-221-4 Philosophy and History of American Public Education

Historical background; analysis of contemporary philosophies with consideration of contributions of other disciplines; ethical attitudes required of the profession; a projection into socio-cultural-scientific changes that will affect American education. (Education 238 may be substituted.)

6-321-3 Evaluation of Learning

Theories of learning and measurement; the nature of evaluation, assessment, appraisal, and testing; principles of item and test construction and validation; standardized tests; teacher-made tests; test administration; interpretation of test results; the role of testing in evaluating pupil progress.

6-421-3 Classroom Organization

Classroom organization; application of the philosophy of education; objectives of the elementary school: curriculum scope, instructional materials, planning for instruction, routines and evaluation procedures.

6-422-3 Administration and Organization of Public Education

Organization for elementary school instruction; appraisal of the current status of administration; exploring newer trends in operation, staff relations, and organization for individualized instruction.

6-521-3 Curriculum of the Elementary School

Interpreting and improving the elementary curriculum; specific relationships between the nature of the learner and the learning processes; observation of classroom operations; patterns of curriculum organization and teaching materials.

6-523-3 Principles and Techniques of Guidance
 Definition, education, and the social scene in which guidance operates; features of guidance services, emphasizing group and individual counseling techniques and services. (Education 348 may be substituted.)

6-524-3 Education of the Gifted
 Characterization of qualifications for instructing gifted (superior and talented) pupils: current research, means of identifying gifted students, program organization, motivation, observation of programs and organization structures (school and community), and evaluation. (Education 544 may be substituted.)

6-525-3 Automation in Education
 The impact of automation on education in a technological society; changing methods and procedures in the classroom; considerations of computer sciences and programmed learning; emphasis on practical experience.

6-531-9 Internship and Seminar
 Combined elementary-school field work with college-based critiques. (Education 223, Education 223KgP, Education 244, Education 224, and Education 224KgP may be substituted.)

6-541-3 Guided Studies in Education
 Group and individual guidance in selected theoretical, evaluative, and technical problems.

6-542-3 Group Dynamics
 The scientific and social engineering aspects of group dynamics; qualities of good group leadership and group techniques. (Education 338 may be substituted.)

6-551-3 Seminars in Education
 Intensive studies and research in selected problems. Credit to be arranged.

6-561-3 Individual Study in Education
 Individual investigation into a topic of the student's choice; staff guidance.

FACULTY OF CHICAGO TEACHERS COLLEGE NORTH

Name	Highest Degree	Institution	Location of Institution	Discipline
Jerome M. Sachs	Ph.D.	University of Chicago	Chicago, Illinois	Dean of the College
Matt L. McBride	Ed.D.	New York University	New York, N.Y.	Director of College Operational Services
Charles W. Moran	Ph.D.	University of Illinois	Urbana, Illinois	Assistant Dean
Robert J. Goldberg	Ph.D.	Illinois Institute of Technology	Chicago, Illinois	Assistant Dean
Jeanne Marie Aber	M.L.S.	University of Oklahoma	Norman, Oklahoma	Library Science
Peter David Abrams	M.A.	DePaul University	Chicago, Illinois	Psychology
Theodore P. Bank II	M.S.	University of Michigan	Ann Arbor, Michigan	Ethno Botany; Anthropology
Joseph C. Beaver	Ph.D.	New York University	New York, New York	English Language; Literature
Harold E. Berlinger	D.F.A.	Chicago Musical College	Chicago, Illinois	Music
Dorothy S. Betts	M.A.	Northwestern University	Evanston, Illinois	Professional Education
Robert F. Betz	Ph.D.	Illinois Institute of Technology	Chicago, Illinois	Biology
Sophie K. Black	M.S.	Columbia University	New York, New York	Art; History
Barbara Ann Boston	M.A.	Northwestern University	Evanston, Illinois	Speech
Rose C. Brandzel	M.A.	University of Chicago	Chicago, Illinois	Sociology
Norma R. Burmeister	M.A.	Northwestern University	Evanston, Illinois	Spanish
Garland H. Cannon	Ph.D.	University of Texas	Austin, Texas	English Language; Literature
Edmund S. Cavanaugh	M.A.	Sul Ross State Teachers Teachers College	Alpine, Texas	Education
Roger H. Charlier	Ph.D. Litt.D. and Sc.D.	Friedrich-Alexandra University University of Paris	Erlangen, Germany Paris, France	Geology; Geography; Oceanography
Louise E. Christensen	M.A.	Northwestern University	Evanston, Illinois	Registrar
Miller Clarkson	M.S.	Texas Agricultural and Mechanical College	College Station, Texas	Physics; Mathematics
Ben C. Coleman	M.A.	Loyola University	Chicago, Illinois	Spanish
Kenneth D. DeVille	M.A.	Northwestern University	Evanston, Illinois	English
C. Wallace Dierickx	Ph.D.	Northwestern University	Evanston, Illinois	Geography
Anne S. Echols	M.S.	University of Chicago	Chicago, Illinois	Library Science
Ruth Ellis	Ed.D.	Stanford University	Stanford, California	Educational Psychology
John F. Etten	Ed.D.	Loyola University	Chicago, Illinois	Professional Education
Dena M.M. Faires	Ph.D.	Northwestern University	Evanston, Illinois	English Language; Speech
George L. Farnum	M.L.S.	Pratt Institute	Brooklyn, New York	Library Science
Thomas S. Farr	Ph.D.	University of Chicago	Chicago, Illinois	Political Science
Duke Frederick	M.A.	University of Chicago	Chicago, Illinois	History
Frank J. Fritzman	M.F.A.	State University of Iowa	Iowa City, Iowa	Art
Valerie M. Gallagher	M.Ed.	Chicago Teachers College	Chicago, Illinois	Education
Arnold W. Gordon	M.S.	Illinois Institute of Technology	Chicago, Illinois	Psychology

Name	Highest Degree	Institution	Location of Institution	Discipline
Richard K. Gorski	M.S.	University of Wisconsin	Madison, Wisconsin	Art; TV; Audio Visual
Willis L. Groenier	Ph.D.	University of Chicago	Chicago, Illinois	Chemistry; Physics
M. Lucille Grogan	Ph.D.	Northwestern University	Evanston, Illinois	Professional Education; English Language; Reading
Maurice G. Guysenir	Ph.D.	Northwestern University	Evanston, Illinois	Education; Social Science
Raoul R. Haas	M.A.	Northwestern University	Evanston, Illinois	English Language; Reading
Clarice L. Hallberg	M.A.	Northwestern University	Evanston, Illinois	Art
Delina A. Halushka	M.A.	Northwestern University	Evanston, Illinois	Spanish
Dorothy J. Holby	M.A.	Northwestern University	Evanston, Illinois	Spanish
William L. Howenstine	Ph.D.	University of Michigan	Ann Arbor, Michigan	Conservation; Human Ecology
Margrethe G. Isaac	Ph.D.	Northwestern University	Evanston, Illinois	Professional Education; Music
William Itkin	Ph.D.	Northwestern University	Evanston, Illinois	Psychology
Louise C. Johnson	M.S.	Butler University	Indianapolis, Indiana	Admissions Officer
Charles G. Kane	M.Ed.	Northwestern University	Evanston, Illinois	Physical Health and Recreation
R. Bruce Kirk	Ph.D.	Purdue University	Lafayette, Indiana	Psychology
Nancy Kotler	M.A.	Northwestern University	Evanston, Illinois	English Language; Literature
Marcella G. Krueger	M.A.	Columbia University	New York, New York	Professional Education
Jacqueline Krump	Ph.D.	Northwestern University	Evanston, Illinois	English Language; Literature
Anna M. Kummer	Ph.D.	University of Chicago	Chicago, Illinois	Botany
William E. Kuschman	M.Ed.	National College of Education	Evanston, Illinois	Education
Courtney B. Lawson	M.A.	University of Chicago	Chicago, Illinois	English Language; Literature
Benjamin Lease	Ph.D.	University of Chicago	Chicago, Illinois	English Language; Literature
Carl A. Lefevre	Ph.D.	University of Minnesota	Minneapolis, Minnesota	English Language; Literature
Ely M. Liebow	M.A.	University of Chicago	Chicago, Illinois	English Language; Literature
Rosella Linskie	Ph.D.	University of Texas	Austin, Texas	Professional Education; Sociology
William A. Lyell, Jr.	M.A.	University of Chicago	Chicago, Illinois	Chinese
Vincent F. Malek	Ph.D.	Northwestern University	Evanston, Illinois	Music
John W. Mann	Ph.D.	Columbia University	New York, New York	Anthropology; Psychology
Donald F. Mason	Ph.D.	University of Wisconsin	Madison, Wisconsin	Chemistry
Dorothy M. McCreery	M.A.	Northwestern University	Evanston, Illinois	Counseling
Hugh S. Moorhead	M.A.	University of Kentucky	Lexington, Kentucky	Philosophy
June C. Nash	Ph.D.	University of Chicago	Chicago, Illinois	Anthropology
Rosalyn K. O'Cherony	M.A.	Northwestern University	Evanston, Illinois	Spanish
John P. O'Donnell	M.A.	University of Chicago	Chicago, Illinois	English Language; Reading
Philip J. Ollman, Jr.	M.S.	East Texas State College	Commerce, Texas	Physical Science
Anthony A. Patricelli	M.S.	DePaul University	Chicago, Illinois	Mathematics
Dorothy R. Patton	M.A.	University of Chicago	Chicago, Illinois	English Language; Literature
Dolores L. Petty	M.A.	Northwestern University	Evanston, Illinois	Physical Health and Recreation
Florencia R. Radelat	M.A.	Northwestern University	Evanston, Illinois	Spanish
Jack L. Randolph	M.A.	Northwestern University	Evanston, Illinois	Speech
David Rappaport	Ed.D.	Northwestern University	Evanston, Illinois	Mathematics
Arthur J. Sabin	J.D.	John Marshall Law School	Chicago, Illinois	
	M.A.	Northwestern University	Evanston, Illinois	History
Miroslav Samchyshyn	M.A.	University of Lvov	Lvov, Poland (USSR)	Russian
Arthur A. Scharf	Ph.D.	Northwestern University	Evanston, Illinois	Botany
Seymour Schneider	M.S.	University of Illinois	Urbana, Illinois	Library Science
Joyce S. Schrager	M.A.	Northwestern University	Evanston, Illinois	History
Leopold B. Segedin	M.F.A.	University of Illinois	Urbana, Illinois	Art
Don M. Seigel	M.A.	University of Illinois	Urbana, Illinois	English Language; Literature
Christy C. Shervanian	Ph.D.	University of Pittsburgh	Pittsburgh, Pennsylvania	Psychology
Edris Smith	Ph.D.	Northwestern University	Evanston, Illinois	Political Science
Humphrey K. Stevens	Ed.D.	University of Buffalo	Buffalo, New York	TV Education
David Temkin	M.A.	University of Chicago	Chicago, Illinois	Psychology
Edward C. Uliassi	M.A.	University of Chicago	Chicago, Illinois	Social Science
June M. Verbillion	Ed.D.	Loyola University	Chicago, Illinois	English Language; Literature
Robert J. Walker	M.A.	Northwestern University	Evanston, Illinois	English Language; Speech; Theatre
Beverly A. Warren	M.A.	University of Texas	Austin, Texas	Education
Richard D. Wenzlaff	D.F.A.	Chicago Musical College	Chicago, Illinois	Music
Zofia J. Werchun	M.A.	University of Chicago	Chicago, Illinois	Russian
Dorothy L. White	M.S.	Syracuse University	Syracuse, New York	Library Science
Lawrence E. White	M.Ed.	Montana State University	Missoula, Montana	English Language; Reading
Maurice Yachim	M.A.E.	Art Institute of Chicago	Chicago, Illinois	Art
Gus Ziagos	M.A.	DePaul University	Chicago, Illinois	Physical Health and Recreation
Marilyn J. Ziffrin	M.A.	Columbia University	New York, New York	Music
Berniece Zimmerman	M.A.	Northwestern University	Evanston, Illinois	Professional Education

HIGHER EDUCATION *in* CHICAGO

The Chicago Teachers College, a co-educational degree-granting institution for the education of teachers, is the oldest school in Chicago's extensive system of higher education; in 1961 the Chicago City Colleges had a total enrollment of nearly 32,000 students.

Operated by the Chicago Board of Education and supported by the State of Illinois, Chicago Teachers College in 1961 entered its ninety-third 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, a program of in-service education through late afternoon and evening classes, and an eight-week summer session.

The south campus of the College is located in the area known as Englewood, near the southside expressway which is now under construction. The campus centers around Stewart Avenue and Sixty-eighth Street, one block south of Marquette Road.

The Crane branch of the south campus at 2240 West Van Buren Street is located in the west section of the city. Currently a program is offered for students with two or more years of college credit.

To meet the growing demand for accessible teacher-training facilities, and to relieve overcrowding on the south 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 northside campus at Bryn Mawr and St. Louis Avenues.

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.

The branches of Chicago City Junior College, accredited by the North Central Association of Colleges and Secondary Schools, serve the major areas of the city with a common catalog of offerings. The administration of the multibranch institution is coordinated by an executive dean who is responsible to the General Superintendent of Schools. Each branch adjusts its offering to the educational needs of its students and its community.

From its inception in 1956, TV College has operated as part of the Chicago City Junior College. Television teachers have been selected from among the regularly assigned full-time faculty of the City Colleges and have presented courses regularly offered in the Junior College classrooms. Television students meet the same admission requirements and placement-test standards as students registering for classroom work.

A selection of courses is also offered by Chicago Teachers College in cooperation with TV College in a program that exacts the same high standards expected of students in regular classroom work.

This number of the College Bulletin includes general announcements and information concerning the program of Chicago Teachers College North for the academic year 1962-1963. The College reserves the right to make necessary changes in policy from time to time. For specific information regarding course offerings and class hours, see the class schedules published before the opening of each semester.

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