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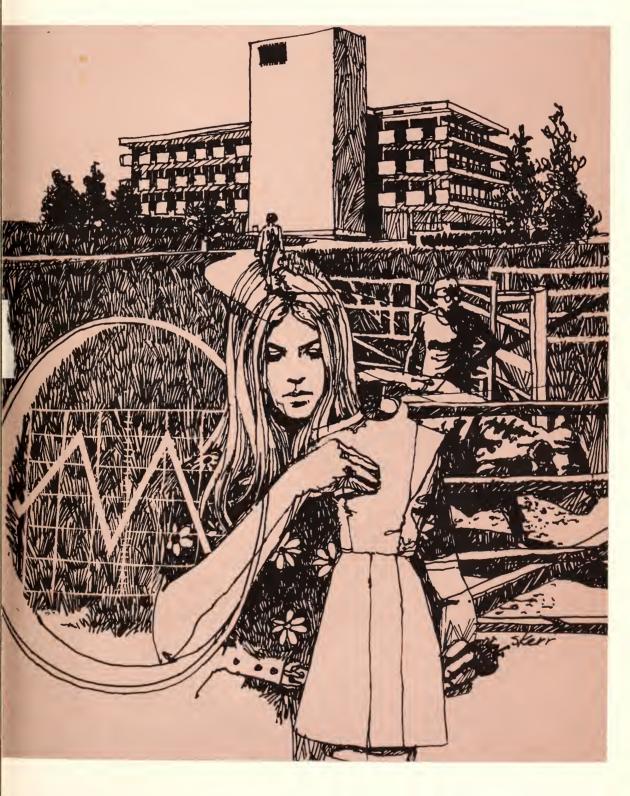
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72/1973 1dergraduate Catalog 1rbondale





This Issue

of the Southern Illinois University Bulletin covers in detail questions concerning the undergraduate program of Southern Illinois University at Carbondale. It supersedes Volume 13, Number 5.

The following issues of the *Southern Illinois University Bulletin* may be obtained free from University Graphics and Publications, Southern Illinois University at Carbondale, Carbondale, Illinois 62901.

Graduate Catlog

Schedule of Classes. Please specify quarter (fall, winter, spring, or summer).

Undergraduate Catalog. The catalog is available for examination in high school guidance offices and libraries throughout Illinois and in some other states. Copies will be furnished free to educational institutions upon request and to new students upon matriculation. The catalog may be purchased at the bookstore in the Student Center for \$1; mail orders should be sent to University Graphics and Publications and must include remittance payable to Southern Illinois University at Carbondale.

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Southern Illinois University **Bulletin**

972/1973 Indergraduate Catalog Carbondale



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	University	Calendar		
FALL, 1972	Quarter Begins Thanksgiving Vaca	Sunday-Tuesday, September 17–19 Tuesday, September 19 * ation Tuesday, 10 p.mMonday, 8 a.m., November 21–27 as Saturday-Friday, December 9–15		
WINTER, 1973	Quarter Begins Washington's Day Final Examination			
SPRING, 1973	Quarter Begins Memorial Day Ho Final Examination Commencement			
SUMMER, 1973	Quarter Begins Independence Day Final Examination Commencement			
FALL, 1973	New Student Days Quarter Begins Thanksgiving Vaca Final Examination	8 a.m., November 20–26		
WINTER, 1974	Quarter Begins Washington's Day Final Examinations	Wednesday, January 2 * Holiday Monday, February 18		

^{*} Classes begin with the evening classes after 5:30 P.M.

1 The University and the Campus Organization

THE UNIVERSITY IN PERSPECTIVE

The year 1969 began the five-year long observance of the centennial of Southern Illinois University, which was chartered in 1869, and which initiated instruction in 1874. Since that time the University has sought to meet the educational needs of the times for the people whom it serves as a public institution. Consistent with the character of the University, the activities of the centennial period will stress the hopes and goals of the future in each of the major academic areas, rather than dwelling on the real accomplishments in the past history of Southern Illinois University.

Although the student population has increased to the point that Southern Illinois University was recently rated twentieth in the nation in enrollment of full-time resident students and twenty-third largest in total enrollment, the formation of schools, colleges, divisions, and departments within the University permits focus on the special interests of individual students. The University comprises the faculty and facilities to offer general and professional training ranging from two-year associate degree programs to doctoral programs.

Southern Illinois University is a single system with two universities: Southern Illinois University at Carbondale, with its Vocational-Technical Institute and Outdoor Laboratories, and Southern Illinois University at Edwardsville, with special facilities in East St. Louis and in Alton.

The University has maintained overseas operations in many parts of the world, and it continues to develop its international education dimensions.

The University is fully accredited by the North Central Association of Colleges and Secondary Schools. The University and its various academic components carry the following accreditation on the baccalaureate and higher levels: North Central Association, National Council for Accreditation of Teacher Education, American Association of Collegiate Schools of Business, American Chemical Association, American Council on Education for Journalism, American Dietetics Association, American Psychological Association, American Speech and Hearing Association by American Board of Examiners in Speech and Hearing, Board of Vocational Education of the State of Illinois, Engineer's Council for Professional Development (B.S. program in engineering), National Association of Schools of Music, United States Office of Education, and State Board of Vocational Education for Vocational Home Economics.

Southern Illinois University at Carbondale

Immediately south of the city of Carbondale, the University campus, comprising more than four thousand acres, has developed a three-hun-

dred acre portion with woods and a lake as a site for its academic buildings and residence halls. The buildings are located in wooded tracts along two circular shaped campus drives, named for Lincoln and Douglas. Features that are located near the center of the campus complex are a wooded tract, preserved in the tradition of the native forests of Southern Illinois, and several buildings surrounding the site which formed the original campus almost a century ago. Among the recent additions to the campus skyline are the high-rise residence halls, the Morris Library with more than a million volumes, a multi-media class-room building, and the dome shaped S.I.U. Arena, seating more than

10,000 people for academic and recreational events.

The city of Carbondale is 100 miles southeast of Saint Louis, Missouri, in Jackson County, the western border of which is the Mississippi River. Immediately south of Carbondale begins some of the most rugged, picturesque terrain in Illinois. Sixty miles to the south is the historic confluence of the Ohio and Mississippi rivers, the two forming the border of the southern tip of Little Egypt, the fourteen southernmost counties in Illinois. The region immediately surrounding Carbondale is noted for its large peach and apple orchards. Within ten miles of the campus there are two state parks and four lakes. The largest of the lakes is Crab Orchard Lake, four miles east of Carbondale. It has a shoreline of 125 miles, and it is frequented by students for swimming, water skiing, boating, fishing, picnicking, camping, and hunting. Within the confines of the campus itself is the University's own Lake-on-the-Campus with facilities for swimming, boating, fishing, and picnicking.

The campus is undergoing extensive expansion. Approximately seventy large permanent buildings and several hundred small temporary buildings now comprise the campus. Additional buildings now under construction or recently completed include:

Life Science II

General Classroom Building

James W. Neckers Building

Communications Building—Stage II

Humanities Building Advanced Physical Science Student Center Addition Recreation Complex

Residence Units: University Park, Evergreen Terrace

A campus for the Vocational-Technical Institute is located ten miles east of Carbondale, and includes classrooms, library, and shop facilities for its academic program, in addition to residence halls. The part of its program related to aircraft technology is located adjacent to the Southern Illinois Airport. Several of its temporary buildings are to be replaced by buildings representing the first stage of a master plan for the campus.

The Little Grassy Lake Facility consists of nine square miles of land adjacent to Little Grassy Lake and approximately seventy permanent structures. Although the programs conducted at Little Grassy are primarily devoted to instruction and training in recreation and outdoor education, many units of the University utilize its facilities in various ways.

Publications

From time to time reference is made in this catalog to other publications of the University. A list of these is in this catalog preceding the table of contents. For additional information write to the dean or director of the program or to University Graphics and Publications.

ACADEMIC AND RELATED UNITS

General Studies Division

John W. Voigt, Dean Man's Physical Environment and Biological Inheritance; Man's Social Inheritance and Social Responsibilities; Man's Insights and Appreciations; Organization and Communication of Ideas; Health and Physical Development

Except for students entering the Vocational-Technical Institute, freshmen, transfer students who have fewer than 48 quarter hours of acceptable transfer credit, and those who present 48 to 90 hours of credit and who are undecided in their educational goals, are placed in the General Studies Division. While in the division a student experiences contact with several areas of knowledge which can assist him in the thoughtful selection of a professional goal. If he knows his goal, he may work on the professional area concurrently with the courses of the General Studies curriculum.

The General Studies curriculum provides the wider social and cultural understanding increasingly necessary for successful participation as citizens in modern society and a broad base upon which a specialization can be built.

The General Studies curriculum, which is unique in several respects, involves the student during advancing stages of academic endeavor. The objective is to furnish a carefully prepared mix of mutually complementary generalized and specialized courses.

General Studies Division does not award degrees. The General Studies curriculum is a component of all baccalaureate programs in Southern Illinois University. Upon completion of a sufficient part of his General Studies requirements, a student transfers into the college or school of his major concentration.

Offices of the dean and of the academic advisers for students in General Studies are located on the ground floor of the south wing of Woody Hall.

School of Agriculture

Wendell E. Keepper, Dean Agricultural Industries; Animal Industries; Forestry; Plant Industries

The School of Agriculture provides opportunity for the students to prepare themselves professionally through concentrating on study of agricultural and forest production and services and industries closely related thereto. Through teaching of formal courses, conducting research of significance to agriculture and forestry of the area, and providing consultation and service to the people of Southern Illinois in all phases of agriculture, forestry, and related occupations, the School of Agriculture strives to encourage better use of rural resources for the general welfare.

More than eighty-five percent of Southern Illinois University's graduates in agriculture have entered such major employment areas as agricultural business, advanced professional training for research and teach-

ing, agricultural education, and government services. About ten percent have gone into farming. Most forestry graduates have taken governmental or industrial positions. Graduates receive the Bachelor of Science degree.

The Agriculture Building houses the offices, classrooms, and labora-

tories of the school.

School of Business

CHARLES HINDERSMAN, Dean

Accountancy; Administrative Sciences; Economics; Finance;

Marketing; Secretarial & Business Education

The School of Business aims to prepare students to perform successfully in business and other organizations functioning within a changing social, economic, and political environment. Study provides the student with fundamental principles and practices of organizational behavior and allows the mastering of knowledge and skills for effective management. The curriculum provides a broad base for understanding business while simultaneously allowing in-depth study within an area of concentration. Students find that the professional education they receive in the school is desired by business, governmental units, and other public institutions. The advanced curriculum and related programs provide students not only with a meaningful education but with a means of relating that education to organizations and commerce.

The School of Business offices are located in the General Classroom Building, and the classes are conducted in various buildings throughout

the campus.

College of Communications and Fine Arts

C. HORTON TALLEY, Dean
School of Art
School of Journalism
School of Music

Cinema & Photography; Radio-Television; Speech; Speech

Pathology & Audiology; Theater

The College of Communications and Fine Arts was formed in 1970 from the School of Communications and the School of Fine Arts. The schools and departments of this conglomerate provide students opportunity to study the mass communication media and the fine arts and to develop creative and professional skill in these fields.

Faculty of the college are engaged in research into mass communications and provide consulting and other services to area schools, newspapers, and radio and television stations. A number of special events are presented each year, including lectures by noted artists, musical ensembles, dance

recitals, dramatic presentations, and art exhibitions.

University Galleries, a campus-wide activity for the showing of student and faculty work as well as traveling exhibitions is under the jurisdiction of the college.

of the college.

Administrative offices of the college are located in the Communications Building, which includes the newest theater on campus and broadcasting facilities.

College of Education

ELMER J. CLARK, Dean

Conservation and Outdoor Education; Educational Administration & Foundations; Elementary Education; Guidance & Educational Psychology; Health Education; Higher Education; Instructional Materials; Physical Education for Men; Physical Education for Women; Recreation; Secondary Education; Special Education; Student Teaching

Preparation of teachers of all subjects taught in the public schools from kindergarten through high school is the special function of the College of Education. In its graduate offerings, however, it broadens its efforts to include professional work for prospective college teachers and several specializations in school administration and supervision. For most undergraduate students preparing to teach in high schools, the subject-matter courses will be taken in the other colleges and schools of the University, and the professional preparation for teaching, including the student teaching, will be taken in the College of Education.

Graduates of the College of Education receive the Bachelor of Science

or the Bachelor of Music Education degree.

The College of Education, housed in the Wham Education building, is the oldest unit of the University, which was originally chartered as Southern Illinois Normal University.

School of Engineering and Technology

THOMAS B. JEFFERSON, Dean

Electrical Sciences and Systems Engineering; Engineering Mechanics and Materials; Occupational Education; Technology; Thermal and Environmental Engineering

The School of Engineering and Technology provides instruction over a broad spectrum of technology. Through instruction, research, and consultative services, it serves Southern Illinois, the State, and the Nation.

Baccalaureate and master's degrees in engineering are offered, through the cooperative efforts of the three engineering departments. The Department of Occupational Education offers undergraduate and graduate programs with specialties in technical- and industrial-oriented areas, allied health, and teaching and educational management. The Department of Technology has responsibility for baccalaureate degree programs of study in engineering technology and industrial technology. A master's degree program in applied science is offered.

Administrative offices of the school are located in the Engineering and

Technology Building Complex near Campus Lake.

School of Home Economics

THOMAS M. BROOKS, Dean

Child & Family; Clothing & Textiles; Family Economics & Management; Food & Nutrition; Home Economics Education; Interior Design

The general objectives of the school, as established by the Home Economics faculty, are: (1) to prepare men and women as professionals

(generalists and specialists) in selected home economics areas of service; (2) to assist home economics majors (and non-majors who elect courses in the school) in their personal development and in their preparation for establishing homes and families; (3) to provide services at the regional, national, and international levels which promote the aim of home economics. The aim is to strengthen individual and family life through the application of relevant arts and sciences in the interaction of people with their near environment in a setting of continuous social and technological change. In addition to programs planned for students concentrating in home economics, a number of courses are offered to give men and women not concentrating in Home Economics an opportunity to study in areas related to home and family living.

Administrative and advisement offices, classrooms, and laboratories for

the school are in the Home Economics building.

College of Liberal Arts and Sciences

ROGER E. BEYLER, Dean

Anthropology; Botany; Chemistry and Biochemistry; Computer Science; English; Foreign Languages; Geography; Geology; Government; History; Linguistics; Mathematics; Microbiology; Philosophy; Physics and Astronomy; Physiology; Psychology; Social Welfare; Sociology; Zoology

Religious Studies; Social Welfare; Sociology; Zoology

The College of Liberal Arts and Sciences provides (1) training in basic subject matter courses of General Studies; (2) opportunity for concentration in a wide and varied selection of areas; (3) electives not available in other instructional units of the University; (4) extension and adult education offered through the appropriate divisions; (5) graduate-level instruction for students pursuing higher degrees than the baccalaureate; (6) preprofessional training needed for admission to such specialized

schools as law, medicine, and dentistry.

The diversified offerings of the College of Liberal Arts and Sciences are designed to help the student achieve a balanced personality, an awareness of the cultures of the past, an appreciation of his fellow man, and a fundamental understanding of the ever-changing physical, social, and political environment in which he lives. A student in the college may prepare for teaching at the secondary level by including in his studies certain professional courses offered by the College of Education. The Bachelor of Arts or Bachelor of Science degree is granted to a student who fulfills requirements for graduation from the College of Liberal Arts and Sciences. The courses of study outlined by the departments determines the degree awarded.

Administrative offices of the college are in the General Classroom Building; advisement offices are on the second floor of Woody Hall.

School of Law

HIRAM H. LESAR, Dean

The School of Law of Southern Illinois University at Carbondale was officially established on November 19, 1971, by unanimous action of the Board of Trustees after more than four and a half years of planning. In anticipation of this action, and conforming to Master Plan Phase III of

the State of Illinois Board of Higher Education, an entering class of 125 to 150 students with a projected total enrollment of approximately 350 students at the end of the third year was authorized by the Board of Higher Education. The curriculum and the actual opening date of the school are dependent on the naming of a dean. The dean's selection process is currently underway, and it is expected that a dean will be named prior to June 30, 1972.

The School of Law will be the second such state-supported educational unit in Illinois and was established in response to the overwhelming necessity for additional legal education resources within the state, especially in the southern portion thereof. The school is designed to be of the highest

quality and to serve primarily the needs of the State of Illinois.

The curriculum of the law school embraces the philosophy of excellence and relevance in teaching, research, service, and demonstration. To serve these ends, the curriculum is designed to inculcate fundamental legal concepts and skills which every lawyer must have and which are the hall-marks of the profession of the law. In addition to the Socratic-casebook method, other teaching methods will be utilized as the subject matter may require, including a clinical program.

Available facilities include an already extensive law library collection in excess of 66,000 volumes and a broadly based University with extensive

law-related graduate divisions and other academic units.

School of Medicine

RICHARD H. Moy, Dean

Southern Illinois University School of Medicine was established in 1970 in response to a need in Illinois for increased opportunities for education in the health fields and the more encompassing need for improvements in the health care delivery system. To have the broadest impact possible on health care in central and southern Illinois, the school will be deeply engaged in training men and women who will become physicians; it will emphasize continuing education; and it will be a center of health care planning and expertise for the solution of problems of health care delivery on area-wide and regional bases.

The first class of approximately twenty-five students will be admitted beginning in the autumn of 1972 for instruction beginning at Carbondale in July 1973. Preference will be given to applicants from central and southern Illinois who intend to practice medicine in the state. Inquiries on admissions should be addressed to Committee on Admissions, Southern Illinois University School of Medicine, P.O. Box 3926, Springfield, Illi-

nois 62708.

The curriculum will run twelve months a year for three years; the first year program will be conducted on the campus of Southern Illinois University at Carbondale; it will have primarily a laboratory or pre-clinical orientation, but with significant clinical input from the beginning. The second year at Springfield will be about equally divided between laboratory and clinic; and the third year, also at Springfield, will be almost exclusively clinical.

Available facilities include the extensive and well-equipped laboratories of Southern Illinois University at Carbondale; the public and private clinical facilities of Carbondale; and St. John's Hospital and Memorial Hospital in Springfield, each of about 700 beds. A new medical school

building in Springfield is scheduled for completion in 1973 in time for the first class transferring from Carbondale.

Vocational-Technical Institute

ARDEN L. PRATT, Dean

Educational opportunities offered to students by the Vocational-Technical Institute combine the associate degree, career entry programs which have been offered since 1952 with many additional alternatives, some of them new to the University.

The Vocational-Technical Institute includes these general areas of instruction: allied health and public services, Eleanor Jane Bushee, chairman; applied industries and services, M. H. Dallman, chairman; aviation technologies, E. A. DaRosa, chairman; and graphic communications, James A. Robb, chairman.

The general educational objectives of the Vocational-Technical Insti-

1. To provide associate degree programs with basic career or occupational objectives.

2. To provide specialty occupational programs for graduates of associate

degree programs.

3. To provide flexible baccalaureate programs with specific occupational or career objectives for those holding occupational associate degrees. These programs are designed and tailored to fit each individual's career and educational objectives from the total educational resources offered within the University.

4. To provide maximum credit to individuals for competencies gained outside the institution through such activities as work or military ex-

perience.

5. To provide non-certificated, pre-service, and in-service preparation of occupational education teachers for secondary and post-secondary educational institutions, proprietary institutions, manpower training pro-

grams, and industrial on-the-job training programs.

Presently the classrooms, laboratories, clinics, shops, and offices of the Vocational-Technical Institute are variously located on a campus site near Carterville, at the Southern Illinois Airport between Carbondale and Murphysboro, and on the Carbondale campus. Plans are presently under way to move all programs to the Carbondale campus except those of the aviation technologies. Additional information is obtainable from the office of the dean of the Vocational-Technical Institute at 908 South Wall street in Carbondale.

Division of Continuing Education

RAYMOND H. DEY, Dean

The Division of Continuing Education is an all-University agency. Its major function is to impart knowledge to persons not in regular attendance at the University. This is done in three ways: (1) through the extension college credit class program, (2) through the adult education non-credit class program, and (3) through the educational conference program.

Extension classes, which offer college credit and are identical to similar classes offered on the campus, are scheduled in the various communities of the geographical area served by Southern Illinois University at Carbon-

dale, or are offered by radio or television or other electronic media for southern Illinois residents, where there is a need for them. Classes are also scheduled in foreign countries where there are definite advantages to having them offered there, with cheap trans-ocean transportation being made available through the chartering of planes for our exclusive use from the larger American airlines.

The adult education program consists of non-credit courses in various vocational, technical, and general education fields designed to provide a wide variety of educational opportunities for adults. Adult education courses are taught by regular staff members obtained from the various departments of the University, as well as carefully selected specialists from

the ranks of business, industry, and the professions.

The educational conference program is conducted on the campus of the University or in various off-campus cities and towns if this will make the conference more accessible to those persons most interested. Conferences are given not only for local groups of persons but increasingly for state and national organizational groups. The conference medium allows the many highly trained specialists on the faculty, as well as state, national, and international authorities to bring the latest research knowledge in their fields to the people of southern Illinois for immediate practical application.

The major new area of operation for the division will be in the offering of post-professional training to those who have completed formal educational requirements. The development of professional schools in law and medicine will provide particular stimulus for the division in this field.

Additional information may be obtained from the office of the dean of the Division of Continuing Education located at 315 West Grand Street, Southern Illinois University at Carbondale.

The Library

Morris Library contains approximately 1,400,000 volumes and 10,500 current periodicals, plus collections of textbooks, newspapers, maps, films, framed art works, and phonograph records. With the exception of volumes in the rare book room, all books are arranged on open shelves available

for browsing.

Recognizing the importance of libraries in a college education, the University has given special attention to both quantity and quality of library development. More than 136,000 volumes were added to the library during the past year, placing Southern Illinois University high in growth among the nation's libraries. Reference librarians throughout the library are available to assist in locating materials. A handbook on library use is available from the library. Those wishing further instruction may enroll in a course on library research methods.

Morris Library houses four subject libraries (Education, Humanities, Science, and Social Studies), a Reserve Reading Room, the Learning Resources Service, and the Textbook Rental Service. Microtext reading equipment is available in each subject library; hi-fidelity phonograph listening equipment is provided in the Humanities library. A central card catalog of the entire collection is located on the first floor; books may be borrowed from a central circulation desk using an automated charging system. Inexpensive coin operated photocopying equipment is available to students on every floor.

An undergraduate library was opened for service the fall quarter of

1971. Located on the first floor, the new facility has a collection of about 50,000 volumes that are considered basic to the undergraduate curriculum. There is a professional staff to give special attention to the needs of the undergraduate and spare him some of the frustrations of finding what he wants in a universe of books as large and complex as a research library, although he is welcome to use it when his wants cannot be satisfied by the smaller collection.

Within the library system the Learning Resources Service makes films and other audio-visual materials available to students as individuals and in small groups in much the same way as books are available through the reserve system. There are about 3,000 film showings per week on this basis. The service supports the full range of instructional activity with the design, making, and use of graphics and audio-visual aids.

A facility of the Learning Resources Service is the central Self-Instruction Center, described under *Student Services* in this chapter. There are also self-instruction mini-centers placed at convenient locations over

the campus.

University Museum

BASIL C. HEDRICK, Director

The University Museum is a multidisciplinary and interdisciplinary, independent academic and service unit with official recognition at both the graduate and undergraduate levels, serving campus, community, state, national, and international interests. The museum functions as a comprehensive entity within the University framework carrying out its own academic, research, and service programs while simultaneously existing symbiotically with the orthodox disciplines, or joining them in cooperative effort when and where indicated.

Temporary exhibits, covering the entire museum field to the extent possible, are located in satellite areas about campus and in the Mobile Exhibit Hall. There presently are no central exhibit halls owing to the destruction of Old Main.

It is both the policy and responsibility of the University Museum to educate through the acquisition, preservation, study, research, exhibition, and circulation of objects and artifacts of many and diverse genres, the printed verbal works as collections being generally excepted.

SPECIAL INSTITUTES AND PROGRAMS

Aerospace Studies—Air Force ROTC

Col. C. R. Carlson, Adjunct Professor Aerospace Studies
Aerospace Studies offers a two-year and a four-year program leading to
a commission in the United States Air Force. Both programs are open
to women. The four-year program is divided into the General Military
Course (GMC), covering the freshman and sophomore years, and the
Professional Officer Course (POC), covering the last two years. Students
qualify to enter the two-year program at the POC level by attending a
six-week field training course during the preceding summer.

The GMC prepares the student for the POC and provides him with an education for space age citizenship of long range value whether he remains a civilian or becomes an officer in the U.S. Air Force. The courses of the POC are designed to provide the basic knowledge, understandings, and

experiences which are required to become an effective junior officer in the modern air force. The student learns about the wide range of USAF career specialties open and has an opportunity to request duty in those fields where he is qualified. Those qualified as pilots, who do not already fly, receive 36½ hours of flying training plus ground school instruction during their final year before graduation.

Freshman and sophomore students enrolled in the four-year program are eligible to compete for full scholarships for their remaining years at the university. In addition to full tuition and fees, the scholarship pro-

vides a monthly tax-free subsistence allowance.

In addition to the courses offered for academic credit, Aerospace Studies sponsors related extracurricular activities. The Aerospace Club is open to all members of the student body. The Arnold Air Society, a national honorary service organization, is open to selected AFROTC cadets. Membership in the Angel Flight, an auxiliary of the Arnold Air Society, is open to selected undergraduate women. Angel Flight assists with community and campus service-oriented projects. The wives of married cadets are eligible for the Cadet Ladies Club which prepares wives and fiancees for participation in military family life.

Further information may be obtained from Aerospace Studies, 807

South University Avenue.

Black American Studies

WALTER G. ROBINSON JR. Director

The Black American Studies program is designed to foster an awareness and understanding of contemporary developments respecting black Americans by virtue of new historical and cultural perspectives. The program acts as a clearing house for the collection and effective dissemination of information about black America and for collation of opinions, critical evaluations, and assessments of the need for new curricular material.

A reference center in the former Doyle dormitory is stocked with books, journals, and other documents, by, about, and significant to black Americans. Recordings of speeches and music by famous black Americans are provided in the program's media room.

Center for Management Development

R. RALPH BEDWELL, Director

The primary objective of the Center for Management Development is to serve the continuing educational needs of individuals from business, education, and government primarily in the service area of Southern Illinois through the offering of noncredit management development programs, small business development programs, and programs for academicians.

Inquiries should be addressed to the director, Center for Management

Development.

Center for the Study of Crime, Delinquency, and Corrections

CHARLES V. MATTHEWS, Director

Founded in 1961, this unit offers programs of education, research, and service consistent with the positive development of criminal justice in our

nation. Degrees are offered at the undergraduate and graduate level in the administration of justice. Other academic opportunities are offered through joint programs at the graduate level, and an undergraduate special concentration in applied criminology through the Office of the President. A special research unit in criminal justice is part of center operations. Short-term training institutes for various criminal justice roles are offered as part of center full-range programming.

Center faculty, many sharing joint appointments with other academic units, have extensive backgrounds of experience and research in criminal

justice and law enforcement settings.

Community Development Institute

RICHARD M. THOMAS, Director

The Community Development Institute has been established for students seeking training in work with individuals and groups striving to develop a more satisfactory life within the community setting. The Institute's purposes also include training of adults concerned with improving their community leadership, and cooperating with academic units of the University and other agencies in research undertakings to investigate community processes and social change. Research findings from these undertakings become invaluable to the communities in their development. Offices of the institute are in College Square B.

Intercultural Studies

Sue Fanizzo, Coordinator

Intercultural Studies functions under the direction of the dean of International Education. A series of intercultural, interdisciplinary courses, GSB 210a,b,c,d,e, is offered to further stimulate student academic interest in pursuing either major or minor concentration work in one of the university area study programs or study abroad undergraduate or graduate work. To assist interested students and faculty, the office of Intercultural Studies provides advisors trained in the policies and procedures of designing and implementing special majors involving intercultural education programs. The office also assists in the development and programming of special designed independent student travel/study abroad projects.

An extensive file of study abroad opportunities is maintained, including travel tips, and it is made available to the entire university and area community as a public service information center on study opportunities

abroad.

For further information write to Intercultural Studies.

Labor Institute

JOHN M. McDermott, Director

The function of the Labor Institute is to promote harmony and cooperation between labor and management by encouraging the training of students and others interested in labor and industrial relations and to provide advice on the technical aspects of labor and industrial relations to labor, to industry, and to the public. Location of the institute is 805 South Elizabeth Street.

Latin American Institute

A. W. Bork, Director

In order to provide a special course of study for the student interested in Latin America, the Latin American Institute offers an undergraduate concentration in inter-American studies leading to the Bachelor of Arts degree in the College of Liberal Arts and Sciences. The institute is located in the International Center in Woody Hall.

President's Scholar Program

ALLAN L. LANGE, Director

The President's Scholar Program is designed to enable academically talented students to profit from an association with each other; to achieve maximum flexibility within the framework of the general University curriculum; and to take fullest advantage of the talents and resources in the University.

A council of President's Scholars works with a faculty committee and the program staff to further the purposes of the program and to initiate and develop special courses and activities of interest. The staff assists the scholars individually and in groups to obtain the best curricular and extracurricular conditions for excellent and rewarding academic work. The program has no set format or curriculum; it is intended to provide opportunities for the individually styled education particularly appropriate to superior students.

Test scores and high school standing provide the basis for inviting entering freshmen to participate in the program. Invitations to other students result from high academic performance at Southern Illinois University. Participants retain the prerogatives of President's Scholars throughout their undergraduate years as long as they meet minimum standards of academic performance and fulfill other limited conditions. Participation in the President's Scholar Program is inscribed in the student's official record.

Inquiries about the program should be addressed to the director, President's Scholar Program.

STUDENT SERVICES

Southern Illinois University recognizes the importance of providing students every opportunity to benefit in the fullest manner from their college experiences and is concerned with an integrated approach to student needs and problems. Students may learn more about these services throughout the University by reading publications such as the Handbook for Students or the Handbook for Married and Graduate Students or publications describing specific services as listed elsewhere in this catalog. It is the student's responsibility to seek these services and to use these facilities according to his needs.

Bus Transportation

Both intracampus and intercampus bus service is available to students.

A free intercampus bus service operates daily between Carbondale, the Vocational-Technical Institute, and the Southern Illinois Airport.

Center for English as a Second Language

The Center for English as a Second Language (CESL) is staffed by especially trained members of the University faculty and is designed to teach English intensively to students from other countries who intend to study in American colleges and universities. The program is open, however, to any mature person who wishes to learn English.

Cooperative Clinical Services

The center is staffed by professional and supervised student diagnosticians, therapists, and counselors. It offers diagnostic and treatment services to faculty, staff, University students, and other individuals in the community. Cooperating in this clinic are the Departments of Guidance and Educational Psychology, Psychology, Social Welfare, Special Education, Speech Pathology and Audiology, Physical Therapy (VTI), the Reading Center, the Student Counseling and Testing Center, and the University Health Service.

Services include diagnostic assessment of psychological, speech, hearing, reading, and general education problems, and therapy services such as various forms of counseling and behavior modification, social casework, speech and audiological therapies, physical therapy, and educational remediation.

Counseling and Testing Center

The Counseling and Testing Center offers a variety of free, professional, entirely confidential services: Personal-emotional counseling for problems ranging from the most serious psychological crises to mild, temporary stresses. Specialized services for pre-marital or marital counseling are also available. Vocational-Educational counseling provides help with both study skills and major or career choice (see Guidance–101). The vocational-educational counselors have also compiled a library of information about vocations, occupational outlook, etc., which is readily available to faculty and students. Ability, vocational interest, personality, and other tests are frequently used in counseling. The developmental skills program provides 100 educationally and culturally disadvantaged students with help in study skills, adjustment to college, tutoring, and social-personal problems (see El. Ed.–101).

Developmental counseling provides training for students who may not have problems but nevertheless want to learn more about effective interpersonal relationships (see Psych.–101), leadership skills, self-understanding, maturity, and so on.

Counseling services are free to students, staff, faculty, and their spouses. The services may be provided on an individual, group, or credit class basis. Appointments may be made by calling or coming to the Counseling and Testing Center (453–5371) at Building A, Washington Square, Vocational-Educational Counseling (536–2096) at 805 South Washington Street, or Developmental Skills Program (453–3025) at Allen III.

The counseling center staff and trainees contribute to the Crisis Inter-

vention Service (457–3366), where anyone having a personal problem or needing psychological information may call in the evening, and Synergy—a drug crisis and information center (536–2311).

The testing center provides a variety of student services, including: ACT admission testing required prior to enrollment. Testing is also responsible for much of the placement-proficiency testing program offering students an opportunity to earn up to 48 hours of credit by examination and be placed in more advanced classes, if one can demonstrate his ability to handle the more difficult material. All students should be encouraged to consider attempting to earn credits through proficiency examinations, since most of the tests are free and there is no penalty for failing (call 536–3303).

National Testing Programs are administered by the testing center, including GED testing, College Level Examination Program (CLEP), Graduate Record Exam (GRE), Medical College Admission Test, Law School Admission Test, the Miller Analogies Test, Graduate Level Foreign Language Exam, and many others. Information about registration, testing dates, or other testing matters can be obtained by calling 536–3303 or coming to the testing center in Washington Square, Building C.

Several additional services are designed to improve instruction or otherwise help the instructor, such as test scoring services for objective examinations, dvelopment of special answer sheets, test item analyses to improve tests, evaluation of instruction to help the professor assess his performance, consultation reevaluation of academic programs, a collection of standardized tests and specimen sets for instructors and researchers, assistance to faculty on test construction, or other measurement problems.

The Counseling and Testing Center is also responsible for providing training to advanced graduate students and for undertaking research designed to evaluate or improve counseling services and to assess and understand student characteristics.

Dean of Students Office

The Dean of Students coordinates the student services offered by the units under his jurisdiction—the Counseling and Testing Center, the Housing Business Services Office, and the Student Activities Office.

The Dean of Students Office is decentralized with each major living area on campus having its own assistant dean of students. For those students not living in University residence halls there is an assistant dean of students for commuter, married, and graduate students and an assistant dean for off-campus single students. The area deans, the nomenclature attached to this group of administrators, work closely with other areas of the Dean of Students Office and with other services and faculty in planning and implementing an integrated program of activities and services for students.

The dean of students also works closely with student government in the development of policies concerning students and the student code. All students should be cognizant of University requirements and regulations.

Handicapped Student Services

The Office of Handicapped Student Services provides specialized services and also adapts general services to meet the needs of the handicapped

student. The office fulfills its role by being an information center, clearing house, and facilitating service for students with physical limitations and for the university personnel who work with these students. Among the services available are: admission information services, specialized orientation, assistance and advice in finding housing, academic information, motor vehicle and parking privileges, career planning, research, maintenance of attendant listings, and referral and liaison among the entire University community.

Health Service

Facilities of the Health Service include an outpatient clinic, infirmary, pharmacy, laboratory, X-ray facilities, and an emergency vehicle service. Students who pay the full activity fee are entitled to all benefits provided by the Health Service except drugs, which the student may purchase at cost.

The University sponsors a voluntary hospital insurance program for all students who pay activity fees.

Housing

Description and Regulations

Because of the relationship between the student's living environment and his progress towards attainment of his educational goals, the University provides some on-campus housing for its students and seeks continually to influence both the availability and quality of off-campus housing.

Housing Business Services

Applications and contracts for all University facilities, including family housing, are handled by this office. In addition, this office is also responsible for all fiscal matters and maintenance aspects of University housing.

Housing Information Office

Information concerning the price and availability of both on- and offcampus housing is available to students through this office.

The office keeps listings of inspections and classifications of off-campus rental facilities and information about University residence halls.

Married Student Housing

University housing for married students includes furnished one-bedroom, two-bedroom, and three-bedroom apartments, a trailer court, and two-bedroom and three-bedroom apartments equipped only with electric ranges and refrigerators. Inquiries regarding these units should be addressed to the Housing Business Services Office.

The Office of Married and Graduate Students provides a listing of private rental facilities which are rented only to married and graduate students.

Off-Campus Housing for Single Students

In order for living accommodations to be classified as Accepted Living Centers, facilities must meet certain safety, sanitation, health, recreation, and supervisory standards. Owners of off-campus housing facilities use Academic Units Housing / 17

the University's contract form for student rental housing. The Off-Campus Student's Office provides a listing of private rental facilities.

University Housing for Single Students

Applications for University housing for students for any academic year may be filed after September 1 of the preceding year. Assignments of space and contracts for housing are offered on the basis of the date of admission to the University and are available from the Housing Business Services Office.

Students enrolled in the Aviation Technology program of the Vocational-Technical Institute should request housing on the campus. Although it is a VTI program, most students enrolled in Aviation Technology will have no classes on the VTI campus and the airport is more accessible from Carbondale.

Information and Scheduling Center

This office coordinates services that provide general information and referral, general scheduling of University premises and facilities, campus tours, and the reception of parents, guests, and visitors to the Carbondale campus. It serves as an outlet for the distribution of event calendars, maps, general informational publications; as a center for special campus programs such as the annual fund drives, the issuance of courtesy cards, and the publication of the annual University facts brochure.

International Student Services

This office under the dean of International Education attends to the special needs of students from abroad by assisting them with matters of immigration, passport problems, contacts with sponsors, foundations, agencies governments, academic matters and problems of financial and personal urgency. In addition the office provides leadership to international programs and events both on the campus and in the area community.

National Service Information

A national service information officer is available in the Office of the Dean of Students to supply factual, up-to-date information about Selective Service and opportunities in such national service programs as the Peace Corps, Teacher Corps, and VISTA.

Office of Admissions and Records

This office performs a number of student services while engaged in its major functions of admitting and registering students and maintaining their academic records. The admissions office issues form I–20's for international students and early release letters for servicemen who are seeking to enter school but find that the starting date precedes the end of duty date. The office also serves at the University's reporting agent for students who need to report their University attendance to some outside agency. Examples of this type of activity include Selective Service and Social Security. Other types of reporting for students include the issuance of transcripts and the sending of letters attesting to completion of graduation

requirements when a student has done so some time ahead of the date when he is to be officially graduated.

Office of Student Relations

The assistant to the president in the Office of Student Relations coordinates the following units under his jurisdiction: Community Relations, Student Discipline, Student Governance, and Student Records.

The Community Relations section in the Office of Student Relations attempts to develop programs and activities to build, enhance, and maintain good relations between students in the University community and persons, agencies, and groups in the Carbondale community. The specific aim is to bring the town and University students closer together in a relationship of mutual understanding and respect.

The Student Discipline section of the Office of Student Relations works as a coordinating facility for the University's centralized disciplinary procedure. This Section has a two-fold function: 1) maintain order within the campus community, and 2) bring about a positive learning experience for those individuals subject to disciplinary process for violating the regulations of the University. The section is supported by the Student Records section in its maintenance of personal files.

The Student Governance section acts in an advisory capacity to the student government to assist in the implementation of policies concerning student welfare, student rights and responsibility, and fiscal operations.

Placement Service

This office assists students, graduates, and others who have been attending the University who desire to find employment. It also serves employers by helping them locate personnel. Services are free to candidates seeking positions, as well as to employers.

Reading Center

The Reading Center maintains a College Reading Service section to provide services for all students who desire to increase their speed and comprehension skills or need general assistance with reading or studying skills.

Self-Instruction Center

Learning Resources Service maintains a Self-Instruction Center (SIC) on the main floor of Morris Library, Room 112, to assist students who wish to (1) have help preparing for proficiency, final, or prerequisite exams, (2) review previously covered material, (3) have help in subjects in which they are having difficulty, (4) extend their studies beyond regular course work, or (5) explore subject matter in which they have a further interest.

The center contains programmed instruction material generated by university faculty and secured from commercial suppliers, audio and video tapes, microfiche, 2 x 2 slides, and the necessary equipment for using them, including an electronic retrieval system for audio programs.

Student Activities

The staff members of the Student Activities Office are available to all campus groups and individuals in planning, conducting, and evaluating activities and programs. Besides honorary organizations which stimulate and recognize academic achievements, other groups and organizations exist to meet the educational, religious, social, recreational, political, and other special interests of the student. Participation in any group or organization is open to all students.

In addition, this office cooperates with the Student Government Activities Council in sponsoring and planning all University events such as Homecoming and Parents' Day and other cultural and social programs. The office is also responsible for the intramural and recreational programs on the campus.

Student Center

The Student Center provides facilities for dances, banquets, receptions, gallery exhibitions, and meetings. In the building, there are lounges, a cafeteria, a television lounge, bowling lanes, pool and billiard tables, Ping-Pong tables, card and study tables, a snack bar, locker storage, vending machines, and the University Book Store.

Student Work and Financial Assistance

The primary aim of the Student Work and Financial Assistance Office is to provide an opportunity for students to enter and continue in higher education without excessive financial burdens. The programs function as an integral part of the total education experiences of the student who may lack financial resources, who may excel scholastically, or who may wish to develop skills in practical work situations. The student work and financial assistance programs include part-time work on and off campus, cooperative work-study and summer employment, various forms of federal and state assistance (work-study, loans, grants, scholarships, awards, prizes), and private agency awards and loans.

Textbook Service

The Textbook Service supplies textbooks to undergraduate students on a fixed rental collected when quarterly tuition is paid.



2 / Academic Requirements and Procedures

Admission Policies, Requirements, and Procedures

In order to attend classes at Southern Illinois University at Carbondale, one must gain official admission to the University and must complete the enrollment process, which includes advisement, registration, and payment of fees.

Applications for admission to the University are accepted any time during the calendar year but should be initiated in ample time to permit the necessary work of processing to be completed.

University entrance examination scores must be furnished by all beginning freshmen and transfer students who have fewer than 42 quarter hours (28 semester hours) of acceptable transfer work prior to their being considered for admission to the University. Currently ACT (American College Testing Program) is the required entrance examination.

All students seeking undergraduate admission to the University follow the same procedures and submit the same admission documents. These procedures and required forms are presented below as are the admission requirements which do vary somewhat.

Admission of Freshmen

To be eligible for admission a person must be either a graduate of a recognized high school (graduates of nonrecognized high schools may be admitted by the director of admissions by examination), or must have passed the General Educational Development Test. A person seeking admission through the latter procedure will be considered only after his high school class would have graduated.

All admissions granted students while in high school are subject to the completion of high school work and maintenance of rank upon which the admission was made.

A student entering the University as a freshman is enrolled in the General Studies Division unless he is being admitted to the Vocational-Technical Institute.

Admission of Freshmen to Baccalaureate Programs

In-state high school graduates who rank in the upper half of their graduating class based upon class rank or by score on the University entrance examination are eligible for admission to any quarter. Graduates who rank in the lower half of their graduating class are admissible to the summer quarter on a conditional basis for the purpose of demonstrating their capability to continue their education.

Out-of-state high school graduates who rank in the upper forty percent of their graduating class based upon class rank or by score on the University entrance examination are eligible for admission to any quarter. Out-of-state high school graduates who rank in the upper half of their graduating class, but not the upper forty percent, are admissible to the summer quarter on a conditional basis.

Both in-state and out-of-state students admitted to a summer quarter on a conditional basis can qualify for fall quarter attendance by carrying a minimum academic load of eleven quarter hours and completing them with at least a *C* average. Otherwise, the next earliest time that they might enter will be the following summer and under the same conditions.

Students meeting the standards making them eligible for admission to any quarter will be considered for admission after completion of the sixth semester of high school. Students who do not meet these standards will be considered for summer quarter admission.

Admission of Freshmen to the Vocational-Technical Institute

In-state high school graduates who rank in the upper two-thirds of their graduating class based upon class rank or have a composite ACT standard score of 18 are eligible for admission to any quarter. Graduates who rank in the lower one-third of their graduating class are admissible to the summer quarter on a conditional basis.

Out-of-state high school graduates who rank in the upper half of their graduating class based upon class rank or by score on the University entrance examination are eligible for admission to any quarter. Out-of-state high school graduates who rank in the upper two-thirds of their graduating class but not in the upper half are admissible to the summer quarter on a conditional basis.

Both in-state and out-of-state students admitted for the summer quarter on a conditional basis can qualify for fall quarter attendance by enrolling for a minimum academic load of eleven quarter hours and completing them with at least a *C* average. Otherwise, the next earliest time that they might enter will be the following summer and under the same conditions.

A student who did not meet the University baccalaureate admission requirements to enter as a freshman from high school during the regular academic year and elected to enter the Vocational-Technical Institute will not be considered for admission to a four-year program until he has completed 42 quarter hours and has an overall C average.

Admission of Transfer Students

For academic purposes an undergraduate applicant for admission to the University is considered to be a transfer student when he presents twelve quarter hours or more of graded work for transfer consideration; otherwise, he is considered for admission as a new freshman.

In the event a transfer student's grade point average cannot be determined his admission may require, in addition to a review of his college performance, standardized examinations and secondary school records.

Transfer students who have been suspended for any reason other than academic failure must be cleared by the Office of Student Relations before admission will be granted by the director of admissions.

Transfer students from baccalaureate programs presenting fewer than 64 quarter hours of acceptable work will be enrolled in the General Studies Division as will those with 64 to 90 hours whose areas of concentration are not yet determined. Others will be enrolled in the appropriate upper division academic unit in keeping with their expressed educational objective. Transfer students admitted to VTI will be enrolled in that academic unit.

Transfer students from non-baccalaureate programs will ordinarily be placed in the upper division unit in which they plan to continue their studies. Again, students admitted to VTI will be enrolled in that academic unit.

Admission of Transfer Students to Baccalaureate Programs

Students who have an overall C average, 3.0 on a 5.0 scale, (all institutions) and are in good academic standing at the last institution of attendance will be eligible for admission for any quarter. In addition, students transferring with fewer than 42 quarter hours (28 semester hours) of acceptable credit must also meet the requirements established for beginning freshmen.

Students who have less than a C average, 3.0 on a 5.0 scale, and at least 60 acceptable semester hours or 90 acceptable quarter hours and who are eligible to continue at the last school attended may be considered for admission for the summer quarter on scholastic probation provided tangible evidence can be submitted that additional education can be successfully completed. Tangible evidence might include: (1) an interruption of schooling, (2) military experience, and (3) previous academic performance.

Students who have been suspended for poor scholarship from the last institution attended may be considered for admission only for the summer quarter provided they have at least 60 semester or 90 quarter hours of acceptable transfer credit, there has been an interruption of schooling for at least one year, and there is tangible evidence that additional education can be successfully completed.

Students who have graduated with an associate degree in a baccalaureate-oriented program from a two-year institution may enter Southern Illinois University at Carbondale any quarter without regard to their average provided they have not taken additional college-parallel work since their graduation. If they have, their admission will be considered on the basis of their conformity to the University's regular transfer admission standards.

Students applying for admission to the Univerity to pursue baccalaureate programs from programs not so oriented will be considered for admission as follows: (1) students from regionally accredited institutions will be considered on the basis of their conformity to the University's normal transfer admission standards, and (2) students who have completed a two-year or equivalent program with a C average in an institution which has not been accredited by a regional accrediting association will be admitted if the institution is (a) one falling within the normal purview of a regional accrediting association or (b) one recognized by an accrediting body which itself is recognized by the National Commission on Accrediting or the U. S. Office of Education. Students who have attended institutions as outlined in (2) above and who have not completed two-year programs or equivalent or who have less than a C average are considered for admission as entering freshmen.

Admission of Transfer Students to the Vocational-Technical Institute

Students with an overall C average, 3.0 on a 5.0 scale, and in good academic standing at the last school attended may enter the Vocational-Technical Institute any quarter. Those students whose grade point average is less than a C, 3.0 on a 5.0 scale, and who are eligible to continue at the

school of last attendance may be considered for admission for the winter, spring, or summer quarters.

Students who have been suspended for poor scholarship may be considered for admission only for the summer quarter provided: (1) there has been an interruption of schooling for at least one semester or two quarters and (2) there is tangible evidence that additional education can be successfully completed.

Students who are admitted to the Vocational-Technical Institute as transfer students and then decide at a later date to enter a four-year program must meet the University's baccalaureate admission requirements at the time of transfer.

Evaluation of Transfer Credit

Transfer credit for students admitted to baccalaureate programs from baccalaureate programs is evaluated for acceptance toward University and General Studies requirements by the Office of Admissions and Records after the admission decision has been made. The evaluation toward satisfaction of specific curriculum requirements is done by the department or agency directing the specific curriculum. General principles governing the acceptance of transfer work are as follows:

1. All transfer work is entered on the student's official record of academic work maintained in the Office of Admissions and Records and con-

tinues to be applied to the student's total academic record.

2. Credit transferred on or after June 1, 1967, from an accredited two-year institution is limited only by the provision that the student must earn at Southern Illinois University or at any other approved four-year institution at least 96 quarter hours required for a degree, except that the student must meet the residence requirements for a degree from the University. These requirements can be found elsewhere in this catalog. Conditions governing the acceptance of credit from four-year higher educational institutions also apply to acceptance of credit from two-year institutions.

Further information on the application of transfer work toward satisfying General Studies and graduation requirements may be found else where in this catalog.

Transfer credit evaluation from educational programs not baccalaureate oriented and to be applied to baccalaureate programs will be subject to the general conditions listed above and to the additional following points:

1. Credit presented by students who have completed associate or equivalent programs with a *C* or better average in regionally accredited institutions will be evaluated. Applicable credit will be posted to the students' educational record cards without condition.

2. Credit presented from regionally accredited institutions when the students have not completed associate or equivalent programs, or who have less than a *C* average, will be evaluated so that the students may receive advice regarding registration and remaining requirements, but the credit will not be posted to the students' educational record cards until they have established a *C* average in their first 36 calculated quarter hours at the University.

3. Credit presented from institutions not regionally accredited but which fall within the normal purview of regional accrediting associations or from institutions recognized by accrediting bodies recognized by the National Commission on Accrediting or the U. S. Office of Education will

be evaluated as in point 2 above provided the student has completed a two-year program or its equivalent. Otherwise no credit will be considered for transfer.

Transfer credit for students admitted to the Vocational-Technical Institute is evaluated by the chairman in charge of the program the student plans to follow at the institute.

Admission of International Students

In general, international students must meet the same academic standards for admission as those required of native students. As there is considerable variation between educational systems throughout the world, precise comparative standards are not always available. Therefore, international students are selected upon the basis of the excellence of their former academic work, personal recommendations of former teachers and colleagues, the judgment of the University as to whether it has academic programs of benefit to the student, and the student's financial arrangement for his support during the normal period of time required to reach the objectives of his study. Undergraduates who have had previous schooling in the United States are required to submit scores from the American College Testing Program examinations if they have accumulated less than one full year of college credit.

International students interested in making application to Southern Illinois University at Carbondale should address their inquiries to the admissions office. At that time they will receive a copy of the *Information for Prospective International Students* booklet which outlines in greater detail information about the University and admissions procedures of particular interest to international students.

Admission of Former Students

A former student of Southern Illinois University not in attendance on a campus of the University at the close of the quarter preceding application for admission must apply to the admissions office for re-entrance prior to registration.

A former student who is not in good standing must clear his status before the admissions office will prepare his registration permit. It is advisable for such student to initiate re-entrance clearance with the admissions office early so that all inquiries may be answered and so that the applicant can find time to complete any requirements that may be imposed upon him. (See Scholastic Probation and Suspension System elsewhere in this bulletin for further information.)

Applying for Admission

High school students are urged to initiate the admission application process during the seventh semester in high school. Transfer students should initiate the process during the last semester or quarter of attendance at the previous school if they plan to transfer without interruption. Students who delay their admission processing until near the start of the quarter which they wish to enter may find that they are unable to do so because all necessary documents required before the admission decision will be made have not been received. It is particularly important for transfer students to initiate the admission application process well before the starting date of the quarter. Otherwise delay in getting started, payment of a late registration fee, undesirable class schedules, or inability to

attend the desired quarter may result. Documents required in the admission process are listed later in this chapter.

The admission process is started by writing the Office of Admissions and Records, Southern Illinois University at Carbondale, Carbondale, Illinois 62901, indicating a desire to apply and requesting admission materials. The materials that are sent contain the application and related forms that need to be completed along with procedural instructions. Information is also included relative to housing and financial assistance.

Documents Required for Admission

Among the items required by the University before admission decision is made are the following:

- 1. The completed application form from the student.
- 2. Transcripts of previous educational experience. For the high school student the request is for two copies of the high school transcript. For the transfer student the request is for an official transcript from each institution previously attended sent directly to this University from the previously attended school. In addition, transfer students presenting fewer than 42 quarter hours (28 semester hours) of completed work must provide to the University a copy of their high school transcript.
- 3. University entrance examination scores. All students applying for admission directly from high school and all transfer students who have completed fewer than 42 quarter hours (28 semester hours) must have their official ACT scores sent to the University from the American College Testing Program, Box 451, Iowa City, Iowa 52240.
- 4. Dean's Report Form. This form must be received from the institution of last attendance before a transfer student will be admitted.
- 5. Physical examination form. Each new student admitted as a full-time undergraduate student is requested to have a physical examination performed by a private physician recorded on the form provided by the University. This must be done prior to registration in the University. The completed form is to be sent directly to the University Health Service. In case of a religious belief which is in conflict with the plan, special arrangements may be made with the director of the University Health Service.

Applications for housing and financial assistance are separate from the admission process and directions relating thereto are contained in the brochures on these subjects which the students receive when they request admission materials.

Orientation, Advisement, Registration

Through a carefully designed system of orientation, academic advisement, and registration the University attempts to assure entering students an efficient and effective introduction to the University prior to the time they start class attendance. A more extensive program is provided for those students entering during the fall quarter while abbreviated activities are in operation for the other quarters.

For many years the University has used an advance registration system through which all continuing students and most new students are expected to be academically advised and registered for a quarter well before its actual start. The advance registration period for fall quarters ordinarily runs from the middle of April through the end of May and

then from the early part of July to the latter part of August.

During the July-August period three days each week are set aside for new freshman and transfer student orientation, advisement, and registration. Students are invited to have their parents accompany them so that they too may obtain a better understanding of the University and its operation than might otherwise be the case. The orientation program on these days is of necessity an introductory type in which questions about admission, housing, financial assistance, etc., can be answered. Later, at the start of the fall quarter new students participate in three days of orientation activities during which time they receive a well rounded introduction to university life.

Starting in May and extending through June the University's Admissions Office contacts new students admitted to arrange appointment dates for them to come to the campus. Through this process only the number of students that can be efficiently handled are involved each day. Students who cannot come to the campus during the summer or who delay applying for admission beyond the advance registration period may register at the start of the fall quarter but are required to come to campus a few days before those who have registered during the summer period. New students who have not been advised and registered by the time the student orientation period starts at the beginning of the fall quarter are considered to be late registrants and are subject to a late fee payment.

Similar procedures are followed at the start of each of the other quarters. Admitted students are kept informed of orientation, advisement, registration procedures, and the times when they occur by the admissions office in cooperation with the Student Activities Office. The latter office is the University's administrative agency that assists the large number of volunteer students who actually operate the New Student Days activities at the start of each quarter.

Academic Advisement

Academic advisement is administered by the academic units. Each unit employs a selected group of trained advisers devoting part-time directly to this function. They operate under the supervision of a chief adviser who is responsible to the dean of the academic unit.

The University accepts the importance of the academic advisement function. Insistance on receipt of transcripts and ACT scores prior to admission serves not only to determine admission but later provides suitable educational information to the advisers upon which decisions can be made relative to the proper courses to advise the students to take. On the basis of this information the advisers can make intelligent decisions relative to students who should receive advanced standing in courses or who should be urged to take proficiency examinations in courses about which they appear to be already well informed.

Registration

Registration for any session of the University is contingent upon being eligible for registration. Thus an advance registration, including the payment of tuition and fees, is considered to be invalid if the student is later declared to be ineligible to register due to scholastic reasons. The

enrollee may also be considered ineligible to register because of financial or disciplinary reasons if this is certified to the registrar by the appropriate University office.

Detailed information about the dates and procedures for advisement and registration appears in each quarter's Schedule of Classes, which is available from University Graphics and Publications.

There are several basic principles governing registration for classes as

follows:

1. Students are officially registered only for those courses which appear on their schedule of classes. Changes therefrom can be made only through the processing of an official program change.

2. Registration ends at the close of the first week of school. This includes the registration into new courses or the changing of sections

through the program change process.

- 3. A student may not drop a course merely by stopping attendance. To do so results in an ABS grade. A course may be dropped through the program change route through the first four weeks without a letter grade being assigned. Thereafter, a passing or failing grade will be assigned in keeping with the student's status at the time of withdrawal.
- 4. There is a terminal date near the end of each quarter after which program changes or withdrawal from school are not permitted except under exceptional conditions. This date is usually two weeks before final examinations begin. The specific date appears in each quarter's Schedule of Classes.

Withdrawal from the University

A student who finds it necessary to withdraw from the University after school has started and he is on campus should contact the registrar's office in person to initiate the withdrawal process. If he is unable to come to campus he may write the Office of Student Services or Office of Student Relations asking that it process a withdrawal for him.

A student who advance registers, including the paying of fees, and who then finds that he cannot attend school must process an official withdrawal the same as do those who withdraw after school starts. In this case the process is the same as outlined in the paragraph above. A student who advance registers but does not clear his fees by the announced deadline date is automatically cancelled.

Refer to the section *Payment and Refunding of Fees* later in this chapter for information about the refunding of tuition and fees when withdrawing from the University. Refer to that section, also, relative to special considerations extended to a student withdrawing from school for extended military service.

Tuition and Fees

The types and amounts of tuition and fees charged students are established by the Board of Trustees and are subject to change whenever conditions make changes necessary. Listed below are the tuition and fees assessed a student per quarter.

	Not more	More than 5,	11 or
	than 5 hrs.	less than 11	more
Tuition Fee—Illinois Resident	\$ 48.00	\$ 95.00	\$143.00
Tuition Fee—Out-of-State Resident	(143.00)	(286.00)	(429.00)

Student Welfare and Recreation			
Building Trust Fund Fee	5.00	10.00	15.00
Book Rental Fee	3.00	6.00	8.00
Student Activity Fee	3.50	7.00	10.50
Student Center Fee	5.00	10.00	10.00
Athletic Fund Fee	3.00	6.50	10.00
Total—Illinois Resident	\$ 67.50	\$134.50	\$196.50
Total_Out_of_State Resident	-	(325.50)	(482.50)

In addition to the above fees, there is a graduation fee of \$6.00 for undergraduate degrees and \$9.00 for graduate degrees.

Students holding valid state scholarships are exempt from the above tuition and fees to the extent provided by the terms of the specific scholarship held. An Illinois State Scholarship may cover all tuition and fees (excluding late fees or program change fees) or the scholarship may be a partial award. Also, honorary scholarships, which have no monetary value, may be awarded. An Illinois State Teacher Education Scholarship, an Illinois Military Scholarship, an Illinois General Assembly Scholarship, or an Illinois County Scholarship exempts the student from the paying of tuition, the student activity fee, and the graduation fee.

The student activity fee includes the fees for limited hospitalization, entertainment, athletics, student publications, and other privileges.

Faculty members and university civil service employees taking courses are not charged tuition and activity fees. However, they pay all other appropriate fees. A civil service employee claiming this fee remission must receive approval of his department head and director of the Personnel Office prior to enrolling for courses.

Extension course fees are \$10.00 per hour plus a \$1.05 book rental fee per course. The book rental fee is charged undergraduate students only.

Adult education course fees are computed on the basis of approximately sixty cents per contact hour.

Other charges which a student may incur are those for departmental field trips, library fines, and excess breakage. Also, a student taking a course involving use of materials, as distinct from equipment, will ordinarily pay for such materials.

A student registering for courses on an audit basis pays the same tuition and fees as though he were registering for the courses for credit.

A student is entitled to a free transcript of his university record each time he has added academically to his record through work taken at this University, provided he has fulfilled all his financial obligations to the University. There is a charge of \$1.00 for each additional transcript up to a total of five when lower multiple-copy rates become effective.

PAYMENT AND REFUNDING OF FEES

Fees are payable quarterly during the academic year. A student who registers in advance receives a fee statement and may pay either by mail or in person at the Bursar's Office, by the deadline date, in accordance with instructions accompanying the fee statement. Otherwise his advance registration is cancelled and he must register again later. A student who registers at the start of a quarter must pay fees at the time of registration.

A refund of fees will be made to a student who officially withdraws from school within the first two weeks of the quarter. If the student withdraws in person, he will receive an immediate cash refund. If he withdraws by mail, he will receive a refund by check in approximately four weeks after the withdrawal has been received by the registrar's office. No refunding of fees is made for a withdrawal occurring after the first two weeks, except as described in the next paragraph. The specific deadline dates for each quarter appears in that quarter's Schedule of Classes.

Special consideration is extended to individuals who leave school for extended military service (6 months or longer). A person will be refunded full tuition and fees paid if he enters military service during the first four weeks of school. If the student withdraws during the fifth through eighth week of school, he will be refunded half of the paid tuition and fees, and he will receive one-half credit without letter grades for the courses in which he was receiving a passing grade at the time of withdrawal. When the withdrawal occurs after the eighth week, the student will receive no refund, but will receive both grades and credit hours for the courses in which he is enrolled. In all instances, a copy of the military orders or a letter from the commanding officer is required for verification of impending military service. To be eligible for these benefits the student must remain in school to within ten days of his military reporting date.

A student who processes a program change which places him in a different tuition and fee category than the one for which he originally registered will be billed additional tuition and fees when appropriate. If the change places him in a smaller tuition and fee category and if he has processed the program change within the first two weeks of the quarter, he should make application for a refund at the registrar's office after the fourth week of the quarter. Mail requests for a refund will be honored.

Grading System

Grades are expressed in letters as follows:

	GRADE POINT
	PER HOUR
A, Excellent	5
B, Good	
C, Satisfactory (this is intended to be the average grade)	
D, Poor, but passing	
E, Failure	
P, Pass. Hours earned apply towards graduation but do not affect student grade point average. Used only in Pass-Fail system. See Pass-Fail Grading System below.	- 1
F, Fail. Hours do not apply towards graduation and do	
not affect student grade point average. Used only in	
Pass-Fail system. See Pass-Fail Grading System below.	l
W, Authorized withdrawal with no basis for evaluation established. Work may not be completed. Approved grading symbol only on graduate level except for	
unusual circumstances where an academic unit dean	
recommends a change in grade from ABS to W for	
an undergraduate student.	
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WP, Authorized withdawal with passing grade.

WE, Authorized withdrawal with failing grade. Counts same as an E for grade average purposes.

WF, Withdrawal with failing grade. Does not affect stu-

dent's grade point averages. Authorized grade only for students taking courses on Pass-Fail basis. See Pass-Fail Grading System below.

INC, Incomplete. Has permission of instructor to be com-

pleted.

- DEF, Deferred. Used only for graduate courses of an individual, continuing nature such as thesis or research.
- PR, Work in progress. Grade is not included in grade point average. Final grade will be assigned at conclusion of instructional period.

ABS, Unauthorized withdrawal. Counts same as an E for

grade average purposes.

- S, Satisfactory. Used for noncredit courses except Spring Quarter, 1970, when it was used to indicate satisfactory completion of credit courses as well. Effective Fall, 1970, the S and U grades were used for the grading of thesis and dissertation credit on the graduate level.
- U, Unsatisfactory. Used for noncredit courses except Spring Quarter, 1970, when it was used for credit courses as well.
- CR, Credit. No letter grade assigned.
- AU, Audit. No grade or credit earned.

A grade given at the end of a course is final and may not be raised by additional work.

The grades of A, B, C, D, E, WE, and ABS are included in determining student grade point averages.

Authorized course withdrawals made through the program change process do not receive grades when made during the first four weeks of a quarter. Thereafter, authorized withdrawals receive WP for withdrawal with a passing grade, WE for withdrawal with a failing grade, or W (for graduate students only) when no basis for evaluation has been established. The grade of WF is used in lieu of WE when a student withdraws from a course for which he registered on the Pass-Fail system.

A *DEF* grade for course work of an individual nature such as research, thesis, or dissertation is changed to a completed grade when the project has been completed.

The grades of S and U are used to indicate satisfactory or unsatisfactory completion of a noncredit course.

A student registering for a course on an *audit* basis receives no letter grade and no credit. An auditor's registration card must be marked accordingly, and he pays the same fees as though he were registering for credit. He is expected to attend regularly and is to determine from the instructor the amount of work expected of him. If an auditing student does not attend regularly, the instructor may determine that the student should not have the audited course placed on his record card maintained in the registrar's office. A student registering for a course for audit or credit may change to a credit status or vice versa through the official program change method during the first four weeks of a quarter. Thereafter the change may not be made.

The official record of a student's academic work is maintained in the

registrar's office.

Unauthorized course withdrawals which are made through failure of the students to continue in attendance receive a grade of ABS. An ABS grade for a student may be changed to a W in unusual circumstances upon the recommendation of the head of the student's primary academic unit.

An *INC* grade may be changed to a completed grade within a time period to be designated by the instructor, not to exceed one year from the close of the quarter in which the course was taken; otherwise it remains

as INC and is not included in grade point computation.

Prior to the 1971 summer quarter courses in which D's or E's were received could be repeated and the last grade was used in computing the student's grade point average. The repeating of a course does not remove the previous grade from the student's official academic record card. Effective with the 1971 summer quarter all earned grades carrying grade point values are considered when computing a student's grade point average, including each earned grade in a repeated course.

Pass-Fail Grading System

Effective with the 1968 fall quarter the various undergraduate academic units at their discretion permitted their students to take a limited amount of course work on a Pass-Fail basis rather than on the regular letter grade basis.

The purpose of the Pass-Fail grading system is to encourage students to broaden their education by undertaking intellectual exploration in elective courses outside their area of specialization without having to engage in grade competition with students specializing in those courses.

The present Pass-Fail grading system is governed by the conditions

listed below effective summer quarter, 1972:

1. There be two types of Pass-Fail courses: mandatory Pass-Fail courses, in which all students will receive either a P or an F; and elective Pass-Fail courses, in which students could elect either the traditional grading system or the Pass-Fail option.

2. No course be available under the Pass-Fail option without prior designation by the department or program in which the course is offered,

and that current authorization procedures be followed.

3. The Pass-Fail grade be *mandatory* in courses in which, in the judgment of the department or program, the traditional grading system is inappropriate.

4. Pass-Fail grades be mandatory for all proficiency examinations.

5. The number of elective Pass-Fail credits be limited to 24 quarter

hours overall, and to 12 quarter hours in any general studies area.

6. Formal permission of the major department or program be required before a student is permitted to elect Pass-Fail for a major or minor requirement.

7. A student who earns an A or B in an elective Pass-Fail course be allowed to have his grade changed to an A or B by requesting this change at the Office of Admissions and Records before the end of the following term.

8. Neither the P nor the F be counted in calculating the GPA.

9. Instructors who teach *elective* Pass-Fail courses not be informed which students are taking these courses on a Pass-Fail basis.

10. A grade of D or higher be required for a student to receive a P.

11. The Pass-Fail option be evaluated by institutional research prior to the end of the second year and that a report be made to the Joint Standing Committee on Undergraduate Education Policy at the end of the

second year.

A student follows usual registration procedures when registering for courses on a Pass-Fail basis. He may change his course registration status from Pass-Fail to the regular grading system and vice versa only during the first four weeks of a quarter.

Scholastic Standing

The matter of scholastic standing is quite often of importance to a student both while in school and later when he presents a transcript of his educational record in support of his application for employment or additional schooling.

At the end of each quarter of his attendance a grade report is prepared for each student showing, in addition to the grades earned that quarter, what his scholastic standing is and what his grade point average is for the quarter, and for his over-all record. It is important that a student understands the University's system for computing grade point averages and the various grade point average requirements.

Effective with the summer quarter, 1972, transferred grades will not be used in determining a student's calculated grade point average, except that transfer students who are admitted on probationary status will be required to earn a 3.0 average quarter by quarter until a total of 12 quarter hours has been earned, before a student is removed from probation.

The significance of the above should be clearly understood by the transfer student when studying the general baccalaureate degree requirements. A 3.00 (C) average is required for the work taken at this University.

In computing a student's grade point average all grades of A, B, C, D, E, WE, and ABS are included in determining the number of calculated hours. Corresponding grading symbols from other institutions are included in the same way. Each hour of these grades (1 hour of A is worth 5 grade points) is given its numerical grade points, and the total number of calculated hours is then divided into the total number of grade points to determine the student's grade point average.

Effective with the 1971 summer quarter all earned grades carrying grade point values are considered when computing a student's grade point average, including each earned grade in a repeated course that is taken during the 1971 summer quarter and thereafter. When computing averages through the 1971 spring quarter the policy contained in the 1970–71 Undergraduate Catalog will be followed.

Class Standing

Southern Illinois University requires a student to earn 192 quarter hours of acceptable credit in order to receive a baccalaureate degree. For academic classification purposes a freshman is a student who has completed fewer than 42 hours; a sophomore, from 42 through 89; a junior, from 90 through 137; and a senior, 138 or more.

University Recognition of High Scholastic Achievement

In recognition of high scholarship, a Scholastic Honors Day convocation is held each spring. A candidate for a bachelor's degree in June or August who has maintained a grade point average of 4.25 or more for all of his work through the winter quarter of his senior year receives special honor. Each junior having a 4.25 grade point average and each sophomore and

freshman having a 4.50 grade point average is also honored at the convocation. Except in the case of a graduating senior, a student must be attending full time to be eligible. A transfer student must have earned the average indicated for work at Southern Illinois University.

Graduating students with scholastic averages of 4.90 or higher receive University highest honors; those with 4.75–4.89 averages receive University high honors; and those with 4.50–4.74 graduate with University honors. This is recorded on the commencement program, on the student's academic record card, and on his diploma.

Successful participation in all-campus honors programs which requires maintenance of appropriate minimal scholastic standards, such as the President's Scholars, receives recognition by notation on the student's academic record and on the diploma. Honors courses, individual honors work, and honors curricula, all designed to serve students with high scholastic potential, are offered by the School of Home Economics and by departments in the School of Agriculture and the College of Liberal Arts and Sciences. A departmental or unit honors program consists of no fewer than 9 nor more than 21 quarter hours in research or independent study which is counted toward the student concentration. Some honors programs require a comprehensive examination at the end of the junior year and again at the end of the senior year. Grades may be deferred at the end of the first and second quarters, but not from one school year to the next.

A variety of professional, departmental, and fraternal honorary organizations offer recognition and membership based upon scholastic achievement. Election or selection to most honoraries is noted at the Honors Day Convocation.

Scholastic Program Flexibility for the Student

Through various methods the University permits a student to develop flexibility in his college education so that he might follow a pattern different from that pursued by other students. The student who must interrupt his attendance on campus may find it possible to continue his educational training through extension or correspondence work.

Special Concentration

An individual student with academic needs not met in any of the existing concentrations within the University may arrange a program of courses more suited to his special requirements. See the description of the Special Concentration in Chapter 4.

High School Advanced Placement Program

Through the High School Advanced Placement Program a high school student who is qualified through registration in an advanced placement course in his high school or through other special educational experience may apply for advanced placement and college credit through the Advanced Placement Program of the College Entrance Examination Board, 475 Riverside Drive, New York, New York 10027. To receive credit, a person must earn the grade of 3, 4, or 5. Any interested high school student should write to the University's admissions office to learn the current listing of courses for which credit may be earned through this program.

Ordinarily, the maximum credit granted through advanced placement

examinations is 16 hours. It is nonresident credit, does not carry a grade, and is not used in computing the student's average grade. Credit granted at another accredited college or university under this plan is transferable to this University up to a maximum of 16 hours. A student may appeal to his academic dean to be granted more than 16 hours.

General Studies Advanced Standing Program

Through the general studies advanced standing system it is possible for a student presenting a combination of high ACT scores and high school course achievement to be eligible for advanced standing consideration. While credit is not granted for the courses in which the student receives advanced standing it does permit the student to take more advanced work in the same General Studies area or to move on to elective work of his own choosing. Other alternatives for flexibility are described in the section on General Studies requirements in this catalog.

College Level Examination Program

Through the General Examination of the College Level Examination Program, a student may apply for credit which will substitute for general studies courses. With a score of 480 or higher on the appropriate examination, a student may possibly receive nine quarter hours of credit in each of the four fields of mathematics, literature and fine arts, social studies and history, and biological and physical sciences. Six hours of credit may be received in English composition. Ordinarily the test results should be submitted from the Educational Testing Service or from the United States Armed Forces Institute. A student who has taken the test should check with the Office of Admissions and Records to learn what credit may be given.

Proficiency Examinations

Through its proficiency examination program the University recognizes the importance of providing encouragement for academically talented students. Such students are permitted to make application to demonstrate the mastery of certain courses through proficiency examinations. Application forms are available at the departmental offices.

The following general rules govern the proficiency examinations for undergraduate credit.

1. A student who believes he is qualified to take a proficiency examination should check with the department offering the course to determine his eligibility to do so; students scoring in the top ten percent of ACT are particularly encouraged to avail themselves of this opportunity.

2. Credit not to exceed 48 hours (24 hours towards an associate degree), including credit through the College Entrance Examination Board, Advanced Placement Program, may be earned through proficiency examinations. Credit will be nonresident.

- 3. Upon passing a proficiency examination a student is granted course credit and receives a Pass grade. His record will show the name of the course, the hours of credit granted, the grade earned, and a notation "credit granted by proficiency examination." A student who fails a proficiency examination receives a Fail grade. This results in no penalty to the student. He will not receive credit and his record will show nothing regarding. However, the proficiency examination grade report form will be filed in the student's folder for reference purposes.
 - 4. A student may not take a proficiency examination for the same

course more than one time. Neither may he take a proficiency examination in a course in which he has previously received a grade.

5. No credit granted by proficiency examinations will be recorded until the student has earned at least 14 hours of credit of C grade or above in residence at Southern Illinois University.

Extension and Correspondence Credit

The University accepts credit earned through extension or correspondence programs towards the bachelor's degree. A maximum of 96 quarter hours may be so earned. Of the total, not more than 48 quarter hours may be taken in correspondence work.

Southern Illinois University at Carbondale does not operate a correspondence program. Correspondence work is accepted when taken from institutions which are regionally accredited if the grade is of *C* quality or better.

The University offers extension courses throughout Southern Illinois whenever (1) it is apparent that there is a need and potential enrollment to justify scheduling a class, (2) it is possible to obtain a faculty member to host the class, and (3) adequate laboratory and library facilities are available.

Three quarter-hour extension classes meet weekly for a period of twelve weeks, each meeting being two and one-half hours in length unless otherwise stated. Four quarter-hour extension classes meet weekly for twelve weeks with four extra meetings being arranged for by the instructor and the group. The 500-level courses meet for a total of twelve weeks with no extra meetings.

Registration in extension courses is permitted during the first and second class meetings. Students must have their social security numbers with them and a university identification number (if previously registered at Southern Illinois University) in order to register. Students are billed for tuition and fees after their registration information has been processed.

Tuition is \$10.00 per quarter hour of credit, and undergraduates must pay an additional \$1.05 textbook rental fee for each course taken by extension. Graduate students must purchase their books or make other arrangements. The instructor may require the purchase of additional books or other material. Scholarships issued by the State of Illinois, except the Illinois Military Scholarships are not usable for extension courses. Therefore, holders of such scholarships must pay tuition and, if they are undergraduate, the book rental fee unless they are enrolled full-time on campus, either Carbondale or Edwardsville. Illinois State Military Scholarships holders do not pay tuition for extension courses but must, if they are undergraduate, pay the textbook rental fee. Students attempting to waive tuition and textbook rental fee through other types of grants or waivers must provide verification of entitlement along with their registration materials or they need to indicate status and show that a record of their entitlement is on file in the registrar's office before the waiver can be permitted.

A person may enroll for extension work on an audit basis provided facilities are available. He must receive permission of the instructor to do so and he must pay the same tuition and fees as though he were registering for credit.

Further information may be obtained from the Division of Continuing Education.

Credit for Military Experience

Students who have served one year or more of active duty and who have received an honorable discharge may receive 3 hours of aerospace credit, 3 hours of physical education credit, and 3 hours of health education credit. Service of six months to one year may result in 3 hours of freshman aerospace credit; less than six months of active service does not allow any college credit. Credits previously earned in college in these areas may result in reduced credit granted from that stated above.

Credit will be accepted for USAFI courses within the limitations enforced for extension and correspondence work. No credit is allowed for college-level G.E.D. tests. In evaluating credit possibilities based upon formal service-school training programs, the recommendations of the American Council on Education as set forth in the U.S. Government bulletin, Guide to the Evaluation of Educational Experiences in the Armed Forces, are followed.

In order to receive credit for military service a veteran must present a copy of his discharge or separation papers to the registrar's office.

Scholastic Probation and Suspension System

A student is expected to make satisfactory progress toward a degree, certificate, or other approved objective in order to be eligible to continue attendance in the University. A student making a 3.000 average for a quarter is eligible to continue in attendance for the subsequent quarter.

To ensure that a student makes satisfactory progress towards his educational objective he is required to maintain both a 3.000 average on a quarter-to-quarter basis, and a progressively improving grade point average as he accumulates specified numbers of hours to his record. Otherwise, he will be placed in categories other than Good Standing and may be required to discontinue attendance at the University for a period of time. The provisions relative to scholastic good standing, probation, and suspension effective with the 1970 fall quarter are outlined below.

A student who is on Good Standing will be placed on Good Standing-Scholastic Warning at the end of any quarter in which he fails to make a 3.000 term average, and he has:

- a. Fewer than 90 hours calculated and a grade point average below 3.000.
- b. 90 but fewer than 138 hours calculated and a grade point average below 3.100.
- c. 138 or more calculated hours and a grade point average below 3.150.

A student on Good Standing-Scholastic Warning who fails to earn a 3.000 average for a quarter is placed on Scholastic Probation. A student who does earn a 3.000 or better quarter average will remain on Good Standing-Scholastic Warning until his grade point average meets the minimal requirements specified in a, b, or c, above.

A student on Scholastic Probation who fails to earn a 3.000 average for his next quarter of attendance is placed on Scholastic Suspension, and may be subject to suspension from the University for scholastic reasons. An exception to this rule shall prevail for those students in categories b and c above whose over-all grade averages have not fallen

below the 3.000 average. They will remain on Scholastic Probation until their averages rise above the minimal levels specified, in which case they will move to Good Standing. If their averages fall below 3.000 they will be placed on Scholastic Suspension. A student on Scholastic Probation will remain on Scholastic Probation so long as he continues to earn 3.000 or better quarter averages until such time as his over-all average moves above the minimal requirement as specified in a, b, or c, above, in which case he moves to Good Standing.

A student placed on scholastic suspension may seek reinstatement after a minimum of two quarters interruption but must furnish tangible evi-

dence that additional education can be successfully undertaken.

Transfer students who are admitted on probationary status will be required to earn a 3.0 average quarter by quarter until a total of 12 quarter hours has been earned, before a student is removed from probation.

While on Scholastic Probation a student is subject to certain conditions that do not prevail when he is in Good Standing. These are as follows:

a. He may not enroll for more than 14 hours per quarter unless approved to do so by the dean of his academic unit.

- b. He may not participate in extracurricular activities or hold a major office unless special permission is granted. Petitions for permission to do so are filed with the coordinator of the Student Activities Center.
- c. Other limitations may be established by the appropriate officials of the campus of the University which the student attends or by the academic unit within which the student is enrolled.

Graduation Procedures

The academic requirements for the various baccalaureate degrees are listed in Chapter 3. Presented here are the procedures that a student expecting to graduate must follow.

Every degree candidate should signify his intention to graduate by making application for graduation no later than the first week of his last quarter in attendance before the desired graduation date. Therefore, a person desiring to graduate in the June commencement who will be in school during the spring quarter should make application for graduation during the first week of the spring quarter. If he finishes his work during the preceding winter quarter, he should apply during the first week of the winter quarter. Similar arrangements should be followed by students completing their work during the fall quarter. The application forms are available in the Office of Admissions and Records.

Every candidate for a degree *must* file written application with the Office of Admissions and Records not less than five weeks before the date on which the degree is to be granted. The application process includes the clearance of the graduation fee at the Bursar's Office prior to its filing with the Office of Admissions and Records. He must order his cap and gown through the University Bookstore and should register with the Placement Service.

In addition to completing the steps for application for graduation, the student is responsible for determining that he is meeting all graduation requirements and that he has no outstanding financial obligation to the University. To assure that a student is meeting the academic requirements, each academic unit provides a graduation check-up service through its academic advisement process, through which the satisfying of academic

requirements can be verified. Even though the University does provide an academic check on graduating students, this is done primarily to be sure that it is graduating students who have met the requirements. The advising of the individual student as to his progress is a service provided him and does not relieve the student of his responsibility to make certain that he is meeting the requirements. Each student should check with his academic adviser as to the procedures he should follow in this matter as he approaches graduation.

Graduation exercises are held each year at the end of the spring and summer quarters. A student must attend commencement to graduate, unless he has obtained permission to be graduated *in absentia*. A student can request the latter either through the Office of Admissions and Records

or his dean.

The diploma is mailed to a student shortly after the commencement date. A student who has not satisfied all academic requirements will not be graduated even though he participates in the commencement exercises. Also, a student who has a financial obligation to the University will not receive his diploma or be entitled to transcripts until that obligation is satisfied.

The University has a Graduation Appeals Committee whose function it is to hear a student's petition to be permitted to graduate even though he has not satisfied all University graduation requirements. The committee hears only those cases involving University requirements for a baccalaureate degree. Appeal relative to a concentration or academic unit requirement is through the appropriate administrative official.

Ordinarily, the Graduation Appeals Committee will give consideration to an appeal only if there is tangible evidence that the matter at issue is of an unusual nature and that it has resulted due to conditions beyond control of the student. Appeal is initiated through the Office of Admissions

and Records.

Related Academic Information

Unit of Credit

Southern Illinois University operates on the quarter system. Therefore, references to hours of credit mean quarter hours rather than semester hours. One quarter hour of credit is equivalent to two-thirds of a semester hour. One quarter hour of credit represents the work done by a student in a lecture course attended fifty minutes per week for one quarter, and, in the case of laboratory and activity courses, the stated additional time.

Academic Load

The normal academic load for a student is 16 hours. The maximum is 18 hours.

A student with a 4.25 grade point average or above for the preceding quarter may be allowed by the head of his academic unit to take as many as 21 hours. In no case may a student carry, or be credited with, more than 21 hours in any quarter. This 21 hour restriction applies in all cases regardless of whether a student would desire to take more hours at the University only or through a combination of institutions.

A student on scholastic probation may not take more than 14 hours without approval of the head of his academic unit. A student employed full-time may not register for more than 8 hours.

The question of what constitutes full-time attendance is one that is

often asked but for which there is no single over-all answer. For enrollment reporting purposes, 12 or more quarter hours distinguishes between full- and part-time attendance. However, a number of situations call for different hourly classifications. For example, a student registered for 11 hours pays full tuition and fees. Also, a student attending the University under a scholarship, loan, or other type of program requiring full-time enrollment should check with the office administering the program to make certain that he is meeting the requirements of his specific program. For example, Public Law 358 requires 12 hours on the undergraduate level for full time, 9 to 11 is considered three-quarter load, and 6 to 8 hours, half load. A student concerned with Selective Service on the undergraduate level needs to carry 12 hours to be considered full time. However, for Selective Service purposes, a student must also be making satisfactory progress. Therefore, he needs to accumulate 48 passing hours each year. Because of this, he must consider 12 hours as only a minimum load for full-time purposes with 16 hours per quarter as the average load he must maintain throughout the year. Further information on Public Law 358 is available at the Student Work and Financial Assistance Office and on Selective Service at the Office of Admissions and Records.

Regulations Governing the Determination of Residency Status for Admission and Assessment of Student Tuition

For the purpose of these regulations an adult is considered to be a student eighteen years of age or over; a minor student is a student under eighteen years of age. The words he or his also apply to a female unless otherwise stated or clearly indicated. The term the State means the State of Illinois. Except for those exceptions clearly indicated in these regulations, in all cases where records establish that the person does not meet the requirements for resident status as defined in these regulations the nonresident status shall be assigned.

Residency Determination

Evidence for determination of residence status of each applicant for admission to the University shall be submitted to the director of admissions at the time of application for admission. A student may be reclassified at any time by the University upon the basis of additional or changed information. However, if the student is classified in error as a resident student, the change in tuition shall be applicable beginning with the term following the reclassification; if the student is classified in error as a non-resident, the change in tuition shall be applicable to the term in which the reclassification occurs, provided the student has filed a written request for review in accordance with these regulations.

Adult Student

An adult, to be considered a resident, must have been a bona fide resident of the State for a period of at least twelve consecutive months immediately preceding the beginning of any term for which he registers at the University, and must continue to maintain a bona fide residency in the State, except that an adult student whose parents (or one of them if only one parent is living or the parents are separated or divorced) have established and are maintaining a bona fide residence in the State and who resides with them (or the one residing in the State) or elsewhere in the State will be regarded as a resident student.

Minor Student

The residence of a minor shall be considered to be, and to change with, and follow:

- a. That of his parents, if they are living together, or the living parent if one is dead; or
- b. If the parents are separated or divorced, that of the parent to whom the custody of the person has been awarded by court decree or order, or, in the absence of a court decree or order, that of the father unless the person has continuously resided with the mother for a period of at least twelve consecutive months immediately preceding his registration at the University, in which latter event his residence shall be considered to be that of his mother; or
- c. That of the adoptive parents, if the person has been legally adopted and, in the event the adoptive parents become divorced or separated, that of the adoptive parent whose residence would govern under the foregoing rules if that parent has been a natural parent; or
 - d. That of the legally appointed guardian of the person; or
- e. That of the natural guardian, such as a grandparent, adult brother or adult sister, adult uncle or aunt, or other adult with whom the person has resided and by whom he has been supported for a period of at least twelve consecutive months immediately preceding his registration at the University for any term if the person's parents are dead or have abandoned him and if no legal guardian of the person has been appointed and qualified.

Parent or Guardian

No parent or legal or natural guardian will be considered a resident of the State unless he (a) maintains a bona fide and permanent place of abode within the State, and (b) lives, except when temporarily absent from the State with no intention of changing his legal residence to some other State or country, within the State.

Emancipated Minor

If a minor has been emancipated, is completely self-supporting, and actually resides in the State, he shall be considered to be a resident even though his parents or guardian may reside outside the State. An emancipated minor who is completely self-supporting shall be considered to actually reside in the State of Illinois if he has maintained a dwelling place within the State uninterruptedly for a period of at least twelve consecutive months immediately preceding the beginning of any term for which he registers at the University. Marriage or active military service shall be regarded as effecting the emancipation of minors, whether male or female, for the purposes of this regulation. An emancipated minor whose parents (or one of them if only one parent is living or the parents are separated or divorced) have established and are maintaining a bona fide residence in the State and who resides with them (or the one residing in the State) or elsewhere in the State will be regarded as a resident student.

Married Student

A nonresident student, whether male or female, or a minor or adult, or a citizen or noncitizen of the United States, who is married to a resident of the State, may be classified as a resident so long as he continues to reside in the State.

Persons Without United States Citizenship

A person who is not a citizen of the United States of America, to be considered a resident, must have permanent resident status with the United States Immigration and Naturalization Service and must also meet and comply with all of the other applicable requirements of these regulations to establish resident status.

Armed Forces Personnel

A person who is actively serving in one of the armed forces of the United States and who is stationed and present in the State in connection with that service and submits evidence of such service and station, shall be treated as a resident as long as the person remains stationed and present in Illinois. If the spouse or dependent children of such member of the armed forces also live in the State, similar treatment shall be granted to them.

Minor Children of Parents Transferred Outside the United States

The minor children of persons who have resided in the State for at least twelve consecutive months immediately prior to a transfer by their employers to some location outside the United States shall be considered residents. However, this shall apply only when the minor children of such parents enroll in the University within five years from the time their parents are transferred by their employer to some location outside the United States.

Definition of Terminology

To the extent that the terms bona fide residence, independent, dependent, and emancipation are not defined in these regulations, definitions shall be determined by according due consideration to all of the facts pertinent and material to the question and to the applicable laws and court decisions of the State of Illinois.

Voter registration, filing of taxes, proper license and registration for the driving or ownership of a vehicle, and other such transactions may verify intent of residency in a state. Neither length of University attendance nor continued presence in the University community during vacation period shall be construed to be proof of Illinois residence.

Procedure for Review of Residency Status or Tuition Assessment

A student who takes exception to the residency status assigned or tuition assessed shall pay the tuition assessed but may file a claim in writing to the appropriate official for a reconsideration of residency status and an adjustment of the tuition assessed. The written claim must be filed within 10 school days from the date of assessment of tuition or the date designated in the official University calendar as that upon which instruction begins for the academic period for which the tuition is payable, whichever is later, or the student loses all rights to a change of status and adjustment of the tuition assessed for the term in question. If the student is dissatisfied with the ruling in response to the written claim made within said period, he may appeal the ruling to the legal counsel by filing with the appropriate official within twenty days of the notice of the ruling a written request.

These regulations shall become effective for the winter quarter, 1972, and shall remain in full force and effect unless and until subsequently amended or repealed by action of the Board of Trustees.

3/Academic Programs

DEGREES OFFERED

SOUTHERN ILLINOIS UNIVERSITY grants the following degrees.

Associate Advanced

Associate in Art Master of Arts

Associate in Business Master of Business Administration

Associate in Technology Master of Fine Arts
Master of Music

Baccalaureate Master of Music Education

Bachelor of Arts Master of Science

Bachelor of Science Master of Science in Education

Bachelor of Music Specialist Degree
Bachelor of Music Education Doctor of Philosophy

In addition to the above degrees, Southern Illinois University at Car-

bondale offers undergraduate courses in preprofessional areas.

For information concerning academic programs on the advanced degree level, refer to the Graduate Catalog or write the dean, Graduate School, Southern Illinois University at Carbondale, Carbondale, Illinois 62901.

DEGREE REQUIREMENTS

Associate Degree

Each candidate for an associate degree must complete a minimum of 96 hours of credit in approved courses. Each student must maintain a C average. In addition to the technical courses each program requires certain General Studies courses to be taken. The degree granting unit for the associate degree is the Vocational-Technical Institute.

Baccalaureate Degree

Every bachelor's degree candidate must meet the University's requirements and the requirements of his academic unit. The specific requirements in General Studies and in each college and school are listed later.

Each candidate for the degree must complete a minimum of 192 hours of credit in approved courses. The General Studies requirements total 67 hours although there are methods available to reduce the number as listed in this chapter under General Studies. Each student must have an overall C average, and a C average in the area of concentration. These averages are required in work taken at Southern Illinois University.

¹ The areas of concentration are described in the next chapter.

To receive a bachelor's degree from Southern Illinois University a student must either present a total of three years work (144 hours) earned at Southern Illinois University or complete the last year in residence. The last year shall be considered as 48 quarter hours. Twelve of the 48 may be earned in extension at Southern Illinois University.

A student who desires a second bachelor's degree must complete 48 hours in addition to those required for the first degree and must fulfill the requirements for the second degree. Of these 48 hours, a minimum of 16 must be taken in residence at the University, and a maximum of 16 may be acquired in extension and correspondence courses. If a student received his first bachelor's degree from another university, 48 hours in residence are required to fulfill the requirement for the second bachelor's degree.

The state of Illinois requires that American patriotism and the principles of representative government, as enunciated in the American Declaration of Independence, the Constitution of the United States of America, and the Constitution of the State of Illinois, and the proper use and display of the American flag shall be taught in all public schools and other educational institutions which are maintained in whole or in part by public funds, and that no student shall receive a certificate of graduation without passing a satisfactory examination upon such subjects. Courses currently offering this instruction are GSB 211B and 300A; Government 231, 232, 305, and 330; History 330 and 409a,b, or c.

Students preparing to teach must satisfy the certification requirements of the state in which they plan to teach. Illinois requirements are described in the Elementary Education and Secondary Education concentration sections in the next chapter.

Preprofessional Programs

Preprofessional students may, subject to certain conditions, obtain a bachelor's degree after three years' work (144 quarter hours) at Southern Illinois University and one or more years' work in a professional school. During their three years of residence at Southern Illinois University they need to have completed all requirements other than elective hours for the bachelor's degree which they are seeking.

In some cases the completion of concentration requirements is possible by their taking certain courses at the professional school, but this is permitted only upon the prior approval of the appropriate divisional head. Also, there needs to be completion of at least one year of professional work with acceptable grades in a Class A medical school, a Class A dental school, a Class A veterinary school, an approved law school, an accredited physical therapy or medical technology school, a hospital plan approved by the University or an accredited school of osteopathy. In all cases, all University graduation requirements must be met. It is advisable for a student interested in this program to make his decision to seek a bachelor's degree before entering the professional school so that any questions may be clarified at an early date.

General Studies Requirements

The General Studies curriculum for the baccalaureate degree is divided into five major areas which are listed below with the numbers of hours required.

Area A Man's Physical Environment and Biological Inheritance . . 16

Area B Man's Social Inheritance and Social Responsibilities	16
Area C Man's Insights and Appreciations	16
Area D Organization and Communication of Ideas	14
Area E Health and Physical Development	5

Within each of Areas A, B, and C students must complete work in a minimum of three fields. Within Area D the following are required: 6 hours of English composition; 3 hours of speech or other oral or written communications as offered in Area D; and 5 hours of college algebra.

These requirements may be met by any combination of the following,

subject to the rules and limitations appropriate to each means:

(a) Completion of appropriate General Studies courses (listed at the beginning of the next Chapter) with a passing grade;

(b) Completion of departmental courses approved as substitutes for

General Studies courses;

(c) Transfer credit for courses evaluated as equivalent to courses from (a) or (b);

(d) Proficiency credit by examination for General Studies courses or approved substitutes; and

(e) Advanced standing granted on the basis of ACT subject scores and previous record, or examination.

General Studies offers courses at the 100, 200, and 300 levels. A student may enter a given level when he determines his readiness. Integrated sequences and combinations of related courses are encouraged.

The student who has selected his area of concentration at the time he takes the General Studies courses is assisted in determining the proper courses to take by consulting the curriculum guides which he may obtain from his academic adviser.

Some upper division academic units have specific requirements for demonstration of competence in composition. A student may determine which units have this requirement by referring to college and school requirements listed later in this chapter.

Flexibility in Meeting General Studies Requirements

Considerable latitude is permitted the student in meeting General Studies course requirements. The University believes in a strong, well rounded general education program but does not accept the idea that every student must take the same courses or program in meeting the objective. Alternate routes are, therefore, provided within the General Studies framework.

Accommodations to differences in student background, interest, and aspirations include (1) Substitution of departmental courses for the required General Studies courses; (2) Self advisement exists for those students capable of and desiring to do this phase of registration for themselves; (3) In the accommodation to adults who were previously deprived of college opportunities because of economic or other circumstances, special advisement and curricular considerations have been made to get back on the college track.

Enrichment features include the following: (1) An Honors Program (President's Scholars); (2) The Intercultural Studies Program provides courses with a cross-cultural emphasis; (3) Black American Studies; (4) Exotic Languages.

Remedial Programs include: (1) Mathematics (non-credit) exists for students with insufficient mathematics training in high school; (2) A

writing clinic exists for providing corrective assistance to students in English Composition; (3) An experimental program for disadvantaged stu-

dents or underachievers is in operation.

Acceleration features include the following: (1) Proficiency Examinations are given in most General Studies courses with many of those at first level being given at fixed dates and on a mass scale so as to be of maximum convenience to the student in making registration adjustments; (2) Advanced standing recognizes the student's high school contribution to his general education; (3) A Learning Resources Center is both an acceleration and an enrichment. Students may review or prepare for proficiency examinations, make up work missed, or sharpen their skills through self study.

The Transfer Student and General Studies

A transfer student who expects to graduate from Southern Illinois University at Carbondale with a baccalaureate degree must meet the General Studies requirements as outlined above. He should experience little difficulty in doing so. A student who graduates with an associate degree in a baccalaureate-oriented program from a class I Illinois two year institution or one regionally accredited will be considered as having met the General Studies requirements.

Additional information concerning admission of a transfer student and the evaluation of transfer credit can be found in the sections of this catalog pertaining to those specific subjects.

School of Agriculture

The School of Agriculture offers the following concentrations leading to the Bachelor of Science degree.

Agricultural Education

Agricultural Industries
Agricultural Economics
Agricultural Mechanization

Agriculture, General Animal Industries

Business
Production
Science

Forestry

Forest Resource Management

Outdoor Recreation Resource

Management Plant Industries

Business General Science

As precollege preparation of high school students for study of agriculture and forestry, it is recommended that the following be included: four units of English, two to four units of mathematics (algebra, geometry, advanced mathematics); two to three units of science (biology, chemistry, physics); and two to three units of social studies. Remaining units might well include agriculture.

For transfer students wishing to pursue a concentration in one of the agricultural or forestry areas, courses taken prior to entering Southern Illinois University should include a distribution in the physical and biological sciences, social sciences, and humanities. In addition a course in speech and appropriate sequences in English composition and college algebra should be included.

A student planning to take preprofessional courses in veterinary science

should register in the School of Agriculture when eligible.

The School of Agriculture has no school-wide requirements other than the University requirements.

Black American Studies

A secondary concentration is offered in Black American Studies. There are two options available—a general secondary concentration and one taken as part of the teacher education program.

School of Business

The School of Business offers the following concentrations leading to the Bachelor of Science degree.

Accounting Economics Finance

Financial Management Financial Institutions Administrative Sciences
Behavioral Science—Personnel
Management
Administrative Science—
Management Systems

Marketing

Pre-College Preparation. High school and preparatory school students who are planning to enroll in the School of Business are advised to follow a college preparatory program which includes three (preferably four) units of both English and mathematics. It is also suggested that a substantial portion of the remainder of their study programs include courses in basic academic subject areas such as foreign languages, humanities, the sciences, and social studies.

General Studies Requirements for Business Students. Business majors are required to complete GSB 201b-4, GSB 201c-4, Mathematics 111a-5 (or GSD 107-5 and Mathematics 108-3), and one course to be chosen from the following list: GSC 201-3, GSC 202-3, GSC 209-3, GSC 210-3, GSC 317-3, GSC 325-3, GSC 345a-3, GSC 345b-3, GSC 345c-3, GSC 351a-3, GSC 351b-3, or GSC 365-3. These hours count toward partial satisfaction of General Studies requirements of 67 quarter hours.

Professional Business Core. Effective Fall, 1972, the professional business core, required of all school of business students, is comprised of the following courses. (For details of professional business core effective through Summer, 1972, see 1971/1972 Undergraduate Catalog, Car-

bondale.)

Accounting 251a,b	8	
Computer Science 202	3	
Economics 214, 215, and 308	12	
Finance 320, 370	8	
GSD 110	3	
Administrative Sciences 340, 481	8	
Marketing 301	4	
Administrative Sciences/Marketing 303	4	
Mathematics 150a or, alternately, Mathematics 140a and		
Mathematics 140b or, alternately, Mathematics 140a and		
Mathematics 321 5	-6	
Total		55-5

Special Option Business Program. In addition to the regular areas of concentration described above, the School of Business offers the Special Option Business Program (SOBP), a program which accommodates into the undergraduate programs of the school, business students who have a

substantial concentration of work in non-Business subject areas relevant to a Business program. Examples would include aviation technology and computer science. For details, consult the academic advisement center, School of Business.

Center for the Study of Crime, Delinquency, and Corrections

The Center for the Study of Crime, Delinquency, and Corrections offers a concentration in Administration of Justice leading to the Bachelor of Science degree. The concentration is planned to meet career objectives of students in law enforcement, courts, corrections, and other components of the criminal justice system.

College of Communications and Fine Arts

The College of Communications and Fine Arts offers the following concentrations leading to the Bachelor of Science degree.

Journalism Speech

Photography Speech Pathology and Audiology

Radio-Television Theater

In these communications fields a *C* average in GSD 101, 102, and GSC 103 or an approved equivalent is required.

The Bachelor of Arts degree is offered for a concentration in the School of Art. The Bachelor of Music degree is offered for a concentration in the School of Music.

There are specific requirements for admission to the concentrations in the School of Art. Students considering enrolling in the school should make appointments with the chief academic adviser to determine eligibility for the Studio and Studio Crafts specializations for the designated concentration.

The specific requirements for the various concentrations are listed in the next chapter.

Department of Design

The Department of Design offers a concentration leading to the Bachelor of Arts degree.

College of Education

The College of Education offers the following programs leading to the

Bachelor of Science degree.

Agricultural Education French

Art General Science Biological Sciences Geography

Botany German
Business Teacher Education Government

Chemistry Health Education

Early Childhood Education History

Economics Home Economics

Elementary Education Journalism
English Language Arts

Degree Requirements

Latin

Mathematics

Music

Occupational Education

Physical Education for Men

Physical Education for Women

Physics Recreation Specia

Special Education

Social Studies

Secondary Education ¹

Speech

Russian

Spanish

Speech Pathology and Audiology

Zoology

The College of Education also grants the Bachelor of Music Educa-

tion degree.

Supervised student teaching is conducted in cooperating public schools. The College of Education requires 16 hours of student teaching for the Bachelor of Science degree.

Students who wish to become principals or supervisors in the public schools take graduate work in the Department of Educational Administration and Foundations. The department's major emphasis is on graduate work, but it also participates in providing background for elementary and high school teachers.

Students proparing to teach in the public schools of Illinois should be informed that requirements for the Standard Elementary School Certificate are listed under Elementary Education; those for the Standard High School Certificate are listed under Secondary Education; those for the Standard Special Certificate are listed following high school certification.

Students planning to teach on the early childhood and elementary levels register in the College of Education. Most students planning to teach on the high school level also register in this college. However, it is possible for a student to be registered in one of the other colleges or schools and meet the state requirements for a Standard High School Certificate by using as his electives certain prescribed courses in the College of Education. This is also true in the case of those seeking to qualify for a Standard Special Certificate.

Students qualifying for teaching certificates in Illinois should also know that no certificate issued after July 1, 1953, will be renewed for the first time unless the person holding the certificate passes an examination to the satisfaction of the certificating authority upon the provisions and principles of the Constitution of the United States and of the state of Illinois.

Teacher Education Program

Governnce and Administration

The teacher education program is viewed as an all-university function guided by the Teacher Education Council and administered by the dean of the College of Education. The Teacher Education Council is composed of faculty and students from throughout the university and is empowered to set the policy for all programs.

Programs

Southern Illinois University is fully accredited by the National Council for Accreditation in Teacher Education (NCATE) and by the State Teacher Certification Board, Springfield, Illinois. It offers programs in

¹ This is not a concentration. Persons planning to teach in secondary schools should refer to this section for a listing of concentrations and secondary concentrations.

elementary education, early childhood education, special education, and secondary education.

The three programs in special education are:

Education of Mentally Retarded

Education of Maladjusted

Speech Pathology and Audiology

The secondary education teaching concentrations are as follows:

Agricultural Education

Art

Biological Sciences

Botany

Business Teacher Education

Chemistry Economics English French

General Science

Geography German Government

Health Education

History

Home Economics Education

Journalism Language Arts

Latin

Mathematics

Music

Occupational Education Physical Education for Men Physical Education for Women

Physics
Russian
Social Studies
Spanish

Speech Zoology

Goals

The goals for each program in teacher education deal with the total development of the individual prospective teacher. The coursework and experiences are concerned with general personal characteristics, the learning environment, teaching abilities, and professional development.

The specific goals under each major category are as follows:

General Characteristics

Cooperation
Dependability
Enthusiasm
Initiative
Poise

Appearance

Voice

Teaching Abilities

Assessment of Entering Behavior

Specification of Appropriate

Knowledge of Subject Matter Planning, Preparation and Use

of Varied Materials Provision for Individual

Differences

Positive Classroom Climate (Motivation, et al.)

Use of Varied Instructional Procedures Communication Skills Evaluation Techniques

Control of Learning Environment

Classroom Control

Handling of Routine Procedures Care of Physical Facilities and

Equipment

Attention to Pupil Health and

Safety

Professional Development

Attitude Toward Students
Ability in Self-Criticism
Rapport with Fellow
Professionals

Promise of Professional Growth

Unconditional Admission

A student may apply for admission to a teacher education program with a minimum of 64 quarter hours of academic work. To be eligible for unconditional admission a student with from 64 to 102 quarter hours must have a cumulative grade point average of at least 3.00 on a 5.00 scale. A student applying for admission with 103 to 143 quarter hours must have at least a 3.10 cumulative grade point average. A student with more than 143 quarter hours at the time of application for admission must have at least a 3.20 cumulative grade point average. To apply for a student teaching assignment, a student must have been admitted to a teacher education program. Before beginning a student teaching assignment, the student must have at least a 3.25 grade point average.

Provisional Admission

A student may seek provisional admission to a teacher education program under the following conditions:

- 1. If he has 103 to 143 quarter hours of credit with a cumulative grade point average between 3.00 and 3.09 provided the grade point average in his teaching specialization is at least 3.20.
- 2. If he has more than 143 quarter hours of credit with a cumulative grade point average between 3.10 and 3.19 provided the grade point average in his teaching specialization is at least 3.30.
- 3. For a student planning to teach at the secondary level, the teaching specialization will include the subject matter concentration plus all education courses.

Procedure for Admission to a Teacher Education Program

Any student who expects to complete a program of teacher education at Southern Illinois University must be officially admitted to a teacher education program.

Application forms must be completed by the student and then given to (1) his academic adviser, (2) the chairman of the department of his major teaching area for secondary and special education students only, (3) either the chairman of the Department of Elementary Education or Secondary Education, and (4) the Student Personnel Services Director, College of Education, for the review and recommendation for approval or disapproval. The forms must then be returned to the student personnel services director for the official record of approved students in teacher education programs. This entire transaction must take place prior to entrance into the professional sequence of education coursework. The professional education coursework starts with Guidance 305, educational psychology.

When a student decides on the teacher education program of his choice, he may make application according to the regulations stated herein. Formal application for admission to a teacher education program must be made through the student personnel services director, College of Education and approval must be granted prior to entrance into professional education coursework.

Application forms for admission to a teacher education program at Southern Illinois University at Carbondale may be secured at the office of the student personnel services director, College of Education, Wham Education Building, Room 102F.

Certification

When the student is nearing completion of his teacher education program (usually during the last quarter) he can secure appropriate forms for entitlement to certification for the state of Illinois from the dean's office of the College of Education, Wham Education Building, Room 115. Upon completion of the appropriate application forms by the student, the dean's office staff will process the forms with the State Teacher Certification Board and entitlement cards will be sent to this office. When the student's program is completed, the office will send the cards to the student for his use in applying for certification through his future educational service region superintendent.

School of Engineering and Technology

The School of Engineering and Technology offers the following concentrations leading to the Bachelor of Science degree.

Engineering Industrial Technology Engineering Technology Occupational Education

Specific requirements are listed for the various concentrations offered by the school in the next chapter.

There are no school-wide requirements for a degree other than the University requirements.

School of Home Economics

The School of Home Economics offers the following concentrations leading to the Bachelor of Science degree.

Child and Family Food and Nutrition

Clothing and Textiles Home Economics Education

Family Economics and Interior Design

Management

The specific requirements for each of these concentrations appear in the next chapter. They include ten hours of core courses required of all students, i.e., Child and Family 227 and 237; Family Economics and Management 341.

College of Liberal Arts and Sciences

The College of Liberal Arts and Sciences offers the following concentrations leading to the Bachelor of Arts or Bachelor of Science degrees. Secondary concentrations are possible in most of these areas. For exceptions and for other secondary concentrations offered by the College of Liberal Arts and Sciences see the next chanter

Arts and Sciences, see the next chapter.						
Anthropology	Russian	Music ¹				
Biological Sciences 1	Spanish	Philosophy				
Botany	Geography	Physics				
Chemistry	Geology	Physiology				
Economics 1	Government	Psychology				
English	Health Science	Social Welfare				
Foreign Languages	History	Sociology				
Classical Studies	Inter-American Studies ¹	Speech ¹				
French	Mathematics	Theater 1				
German	Microbiology	Zoology				

¹ These are liberal arts concentrations, not professional concentrations.

College Requirements Prior to Fall 1968

Students who began their collegiate education prior to fall 1968 must satisfy the following requirements to receive a degree from the College of Liberal Arts and Sciences:

- 1. Competency in English as demonstrated by having completed courses GSD 101, 102, and GSC 103, or their equivalents, with grade average of C or better.
- 2. Successful completion of one year of a foreign language as demonstrated by one of the following: (a) passing a 9-hour 100-level sequence in one language; (b) completing two years in one language in high school with no grade lower than C and achieving a satisfactory score on a standardized test in that language; or (c) completing three years in one language in high school with no grade lower than C. Tests administered during advisement of new students will determine whether proficiency credit is allowable.
 - 3. Successful completion of requirements in an area of concentration.

College Requirements Effective Fall 1968

Students who began their collegiate education fall 1968 and thereafter at Southern Illinois University at Carbondale or at any accredited institution must satisfy the following requirements to receive a degree from the College of Liberal Arts and Sciences.

1. Competency in English as demonstrated by having completed GSC 103 with a grade of C or better. Transfer students should consult the LA & S advisement office regarding this requirement.

2. Successful completion of two years of a foreign language and one year of mathematics or two years of mathematics and one year of a foreign language, as demonstrated by the following:

Foreign Language—The one year foreign language requirement can be met as outlined in 2 above. The two year requirement can be satisfied by (a) passing a 9-hour 200-level sequence in one language; or (b) completing three years of one language in high school with no grade less than C and achieving a satisfactory score on a standardized test in that language; or (c) completing four years in one language in high school with no grade below C. Credit may be earned by passing proficiency tests which are scheduled at various times during the year.

A student whose native language is not English may use the native language to satisfy part or all of the foreign language requirements (General Studies and Liberal Arts and Sciences) at SIU. If the language is taught at SIU, academic credit may be earned. No credit is possible if the language is not taught at SIU. For particulars, the student should consult LA&S advisement.

Mathematics—The one year mathematics requirement can be met by (a) passing Mathematics 111–10; (b) passing other freshman level mathematics courses as approved by the Department of Mathematics; or (c) completing three years of high school mathematics with no grade less than C and achieving a satisfactory score on the University's Mathematics Placement Test. The two year requirement can be satisfied by (a) passing Mathematics 150–10; or (b) passing a sequence of mathematics courses, including calculus, as approved by the Department of Mathematics.

Students should consult with the department of their concentration to determine whether they should elect two years of mathematics or two years of foreign language to satisfy the requirement of the college.

3. Successful completion of requirements in an approved area of concentration.

College Requirements Effective January 1972

Due to the change in General Studies requirements occurring in spring 1971, the college has adopted the following interim requirements, beginning January 1972:

- 1. Proficiency in English composition as demonstrated by successful completion of one 200-level or one 300-level General Studies course with a grade of at least *C* after completion of the General Studies requirements of GSD 101 and 102. This supersedes requirement number 1 of College Requirements Effective Fall 1968.
- 2. The present 2:1/1:2 mathematics-foreign language requirement is retained. No course submitted in partial satisfaction of the foreign language requirement for the college may be used to fulfill the requirement in Area C of General Studies.
- 3. At least 64 hours of the student's 192 hours for graduation must be at the 300- or 400-level. For transfer students submitting only the last year (48 hours) in residence, at least 36 of these must be at the 300- or 400-level.
- 4. Successful completion of requirements in an approved area of concentration.

PREPROFESSIONAL COURSES

A student planning to take preprofessional courses in any of the following areas should, after completing General Studies, register in the College of Liberal Arts and Sciences. A course of study called preprofessional does not lead to a degree at Southern Illinois University at Carbondale (refer to section on preprofessional programs mentioned earlier in this chapter):

Dentistry	(3 or 4 years)	Pharmacy	(1 to 4 years)
Law	(3 or 4 years)	Physical Therapy	(2 or 3 years)
Medical Technology	(2 or 3 years)	Public Health	(3 or 4 years)
Medicine	(3 or 4 years)	Theology	(2 to 4 years)
Occupational		Veterinary Science	(3 or 4 years)
Therapy	(2 or 3 years)		

Vocational-Technical Institute

The Vocational-Technical Institute offers the following concentrations leading to the Associate in Art, Associate in Business, and Associate in Technology degrees.

Architectural Technology
Automotive Technology
Aviation Technology
Avionics Technology
Commercial Graphics—Design
Commercial Graphics—Production
Construction Technology—Building
Construction Technology—Civil
Correctional Services
Dental Hygiene
Dental Laboratory Technology

Electronic Data Processing

Electronics Technology

Law Enforcement

Media Technology (Library Assistant)

Mortuary Science and Funeral Service

Physical Therapy Assistant

Tool and Manufacturing Technology (Numerical Control)

Secretarial and Office Specialties

Specific requirements for the various concentrations offered by the Vocational-Technical Institute are listed in the next chapter. There are no school-wide requirements for an associate degree.

Third year post-associate specializations are offered in several fields

related to the concentrations listed above.

The Vocational-Technical Institute fully cooperates with a number of University units to offer special concentrations to meet individual students' educational and career needs and interests.



4 / Undergraduate Curricula and Courses

The undergraduate fields of study offered by Southern Illinois University at Carbondale follow in alphabetical order rather than by college or school. Unless otherwise noted, the curriculum in each field listed below leads to a bachelor's degree. Associate degree curricula are marked with an asterisk.

Accounting Administration of Justice Administrative Sciences African Studies 1 Agricultural Education Agricultural Industries Agriculture, General **Animal Industries** Anthropology Architectural Technology * Asian Studies 1 Automotive Technology * Aviation Technology * Avionics * **Biological Sciences** Black American Studies 1 Botany **Business Teacher** Education Chemistry Child and Family Cinema and Photography Classical Studies 3 Clothing and Textiles Commercial Graphics (Design) * Commercial Graphics (Production) * Comparative

Computer Science 1 Construction Technology (Building) * Construction Technology (Civil)* Correctional Services * Dance 1,5 Dental Hygiene * Dental Laboratory Technology * Design Driver and Safety Education 1,2 Early Childhood Education Earth Science 1 **Economics** Electronic Data Processing * **Electronics** Technology * Elementary Education Engineering Engineering Technology **English** European and Russian Studies 1 Family Economics and Management Finance Food and Nutrition Forestry French³ General Science Geography

Geology German 3 Government Health Education Health Science History Home Economics Education Industrial Technology Instructional Materials 1 Inter-American **Studies** Interior Design Journalism Language Arts Law Enforcement * Linguistics 1 Marketing **Mathematics** Media Technology (Library Assistant)* Microbiology Mortuary Science and Funeral Service * Music Occupational Education Philosophy Physical Education for Physical Education for Women Physical Therapy Assistant * **Physics** Physiology

Literature 1

Secondary concentration only
 Described under Health Education
 Described under Foreign Language
 Described under Cinema and Photography
 Described under Physical Education for Women

Plant Industries Social Studies Audiology Social Welfare Psychology Theater Radio-Television Sociology Tool and Recreation Spanish³ Manufacturing Religious Studies 1 **Special Concentration** Technology Russian 3 Special Education (Numerical Control) * Secretarial and Office Speech Specialties * Speech Pathology and Zoology

Preprofessional Programs

Dentistry
Law
Occupational Therapy
Medical Technology
Medicine
Nursing
Occupational Therapy
Public Health
Theology
Veterinary Science
Physical Therapy

Abbreviations Used in this Chapter

Three-digit numerals are used to identify specific courses. The first numeral of the three indicates the level of that course. A letter following an identification number indicates a part of a course (a means first part, b means second part, etc.). A numeral separated from the identification number by a dash indicates the number of hours of credit received in the course. For example, Forestry 365–10 indicates a third-level course of 10 hours in the Department of Forestry, and Forestry 365a,b,c indicates the three parts of the course.

The five areas of General Studies are referred to as GSA, GSB, GSC, GSD, and GSE. The three-digit numerals following these abbreviations function similarly to those noted above.

Numerals in parentheses in columns of figures pertain to quarter hours which satisfy more than one requirement. They are in parentheses to avoid their being added into the total of the column, which would be a duplication of hours required. For example, under Agricultural Industries, below, GSB 314 satisfies part of the General Studies requirements and contributes 3 hours toward the 67 hours required. It also satisfies one of the requirements for concentration in agricultural industries but does not contribute to the printed total of 109 hours.

Course Descriptions

The first entry for each course is a three-digit numeral which, together with the subject area, serves to identify the course. The first digit indicates that the course is for freshmen, sophomores, juniors, seniors and graduate students, or graduate students only, depending on whether the digit is 1, 2, 3, 4, or 5, respectively.

Following the identification number are a dash and another number, which indicates the maximum credit allowed for the course. The maximum may be variable, such as Art 393–4 to 12. Some courses do not terminate at the end of one quarter, as evidenced by two or more numerals in parentheses indicating the credit allowed for each quarter of participation in the course, such as GSA 101–8 (4,4).

Next is the title, followed by a description of the course. If certain requirements must be satisfied before enrollment in a course, they are listed as prerequisites.

Not all of the courses described here are offered every quarter or even

every year. To determine when and where a course is to be offered, consult the Schedule of Classes obtainable from University Graphics and Publications, Southern Illinois University, Carbondale, Illinois 62901. When requesting a schedule, please specify quarter.

General Studies Courses

Man's Physical Environment and Biological Inheritance (GSA)

Courses

101-8 (4,4) Introduction to Physical Science. The aim of this course given jointly by the departments of Chemistry and Physics, is to introduce the student to a few of the basic concepts underlying the contemporary scientific view

of nature, such as the properties of energy, and behavior of matter.

102-8 (4,4) Space Science. Fundamental concepts and laws of the physical sciences as applied to space environment. The solar system, our galaxy, and the universe beyond. Lectures supplemented by occasional hours of individual

or supervised evening observation.

105–8 (4,4) Molecular Basis of Matter and Life. Nature of the physical world and the contributions of the physical sciences toward man's understanding of the world. Relationship of matter and energy and their control for the

benefit of society.

110-8 (4.4) The Earth and Its Environment. A study of the Earth, its major domains, and its space environment: student investigation of earth substances, processes and utilization of energy. An investigative approach is used for study of the observational and measurement techniques used by the earth scientist. Lecture, laboratory, and individual study.

201-8 (4,4) Introductory Biology. Lecture and laboratory on the fundamentals of biological science: the cell and protoplasm, development, inheritance, structure and function of animals and plants, evolution and ecology. Must be taken

in a,b, sequence.
210-8 (4,4) Introductory Environmental Biology. Life and its environmental relationships. Morphological and ecological diversity of organisms is emphasized, including the dynamics of living communities, their variation in space and time, and the influence of genetics on these processes. May be taken in either sequence.

220-8 (4,4) Survival of Man. (Same as GSB 220 and GSC 220.) Complex problem of man's relationship with the world in which he lives. Emphasis on the interrelated scientific, technological, sociological, moral, and ethical questions that must be understood and solutions rendered if man is to survive. Should be

taken in a,b sequence.

301-4 Principles of Physiology. A comprehensive introductory analysis of the functional machinery of the human body.

302-3 Biological Psychology. Review of the biological bases for the behavior of

animals and humans.
303-3 Ferns, Trees, and Wild Flowers: The Pleasure of Recognition. Field

studies of local plants. 312-3 Conservation of Natural Resources. A study of man's use and misuse of

natural_environment.

313-3 Evolution. Principles and processes of the evolution of living things, in-

cluding man.
314-3 Man's Genetic Heritage. Principles of heredity as related to man, with

emphasis on the effects of environment on his biological inheritance.

315-3 History of Biology. The inter-relationships between the development of biological knowledge and the history of mankind.

321-3 Introduction to Paleontology. A study of the record of fossil plants and animals and the application of biological and geological principles to the development of the principles are distribution. velopment of theories regarding their origin, evolution, distribution, and extinction.

322-3 Introduction to Rocks and Minerals. The course is specifically designed to acquaint the nonprofessional with the origin, distribution, character, and value of the common minerals and rocks in the earth's crust.

330-3 Weather. Weather elements basic to understanding the various atmos-

pheric happenings, with application of agriculture, industry, recreational

331-3 Climate. Description and interpretation of climatic regions and their

influence on human activity.

335A-3 Environmental Pollution, Chemical Aspects. Consideration of the processes involved in the formation of pullutants, their action on the environ-

ment, and the means of controlling pollution.

335b-3 Environmental Pollution, Ecological Aspects. Importance of excessive population burden discussed and control measures suggested. Problems in pollution abatement considered and possible solutions evaluated. Recommendations for community and individual action presented. Prerequisite: junior standing.

340-3 Ecology. A consideration of ecological principles with emphasis upon

examples relating to vegetation.

345-3 Plants for Man. Man's dependence upon plant domestication, production

processing, consumption, ecology, and possible new uses of plants.

356-4 Creativity in Science and Technology. Evolution from need to knowledge, and from analysis to synthesis. The social dimension of science and its role in the advancement of humanity. Evolution of scientific thought and technology.

361-3 Physics of Music and Acoustics. Nature, propagation, sources and receptors of sound; acoustic phenomena; physics of musical instruments; mathematics of music; ears and hearing; physiology and psychology; transmission,

storage, and reproduction.

Man's Social Inheritance and Social Responsibilities (GSB)

100-8 (4,4) The Western Tradition in World Context. A survey of the patterns of the Western tradition within the framework of world history. (a) Ancient times to the seventeenth century. (b) The seventeenth century to the present. Attention is given to the techniques of historical interpretation and to student discussion of man's diverse and often contradictory response to major problems.

102-8 (4,4) Man and His World. Anthropology: the nature of man; his behavior as the only culture-bearing animal. Geography: description of the content

and spatial patterns of the contemporary world.

109-4 Introduction to Black America. Contributions of Blacks to American civilization. Historical and present-day perspectives. Lectures, guest lecturers, small discussion sections, sensitivity laboratory methods, and extensive use of audio-visual and other new provocative materials.
201-8 (4,4) Behavior and Society. An examination of the variables related

to the acquisition of human behavior and social interaction in human insti-

tutions.

210-2 to 4 Intercultural Seminar. Multi-disciplinary approach to study of (a) Africa, (b) Europe, (c) Latin America, (d) Moslem World, (e) Far East. Seminar and experiment in international living. Seminar comprised of one lecture from the Departments of Economics, Government, Anthropology, History, Geography, Philosophy, Sociology, Agriculture, and Technical and Industrial Education.

211A-4 Political Economy. The functioning of the economy, the theory, organization, and operation of government, and the making of public policy in

the economic sphere.

211B-4 American Government and Politics. Cultural context, structure and functions of the national political system, and subnational politics.

220-8 (4,4) Survival of Man. (See GSA 220.)
300-9 (3,3,3) History of the United States. A general survey of the political, social, and economic development of the United States. (a) 1492 to 1815, (b) 1815 to 1900, (c) 1900 to the present.
302-3 Law: Civil Rights. The law protecting the civil liberties and rights of

people. Not open to students who have had Government 495b or c. 303-4 International Relations. A study of world politics. The cause of inter-

national conflict and the conditions of peace.

304-3 Law: History and Philosophy. A study of the evolution and development of law beginning with the ancient and archaic periods. Greek law, Roman law, and English and American law. In addition, the historical development of legal philosophy is reviewed.

306-3 Child Development. Interdisciplinary study of the changes that take place in a child as he passes from birth to maturity. Not open to students with

credit in Child and Family 237.

310-3 (1,2) Current Events. Contemporary events in the modern world and their treatment in the newspaper and periodical press. May not be counted toward the journalism concentration. Only 3 hours of credit may apply to GSB requirements.

311-3 Economic Development of the United States. Emphasizes the underlying trends and forces of change that have led to our present economic structure, level of performance, and our present world position. Prerequisite: 101b, or

211a,b, or 215.

312-3 Comparative Economic Systems. A comparative study of the goals, structure, and operation of the major economic systems, such as capitalism, socialism, communism, and fascism. Emphasis upon basic systems of organization and control, and upon mixed economies, rather than upon the traditional compartments within which economic systems are sometimes put. Prerequisite: 211a or 215.

314–3 Economic Analysis of the Agricultural Policies of the United States. Emphasis on the underlying economic bases of agricultural policies and the

effects of such policies on farmers, middlemen, and consumers.

320-12 (3,3,3,3) Studies Abroad. (a,b) Modern Britain. History, economics, government, and sociology of contemporary Britain. Summer only. (c,d) Columbia. Anthropology, history, literature, and sociology. Summer only. 321-3 Socialization of the Individual. A study of the emergent social process in which the notice contemporary. which the native capacities of the infant are shaped and developed through interaction with significant others during infancy and childhood.

325-3 Race and Minority Relations. An analytical study of the status of racial,

ethnic, and religious minorities in the United States.

331-3 The American Educational Systems. A comprehensive study of the nature and purpose of education in the United States and of how our schools

are organized, financed, and conducted.

340-3 Human Relations Between the Sexes. Explores concepts and issues including development of sexuality, selection of a life partner, premarital sex experience, modern morality and the development of sexual mores, marriage, family planning, reproduction, varieties of sexual expression, and sex education. 341-3 Marriage. An examination of marriage in various societies with an emphasis on the origins, changes, and present status of dating, courtship and marriage in the United States.

345-3 Introduction to American Foreign Policy. An investigation of the means by which American foreign policy is formulated and executed and an analysis

of the most significant challenges confronting America abroad.

346-3 Consumer Choice and Behavior. Analysis and overview of consumer behavior, historical as well as present day, theories related to the choices.

353-3 Geography of Resource Management. Description and analysis of con-

temporary problems concerning the behavioral and technical aspects of management of land, water, air, and environment quality.

355-3 Geography of the United States. Discusses how man's culture has influenced utilization of resources in United States with attention given to physical environment. Primary focus on how aboriginal Americans utilized the landscape, how European colonizers made their imprint on the land, and how the present cultural landscape developed

how the present cultural landscape developed.

361-3 Fundamentals of Decision Making. A study of factors and methods involved in selecting the most economical and feasible plan in industrial engineering ventures considering both the business and technical aspects involved. Prerequisite: GSD 108-6, or Mathematics 111-10, and junior standing.

369-3 The Contemporary Far East. Interpretative survey of the political, economic, social, and psychological problems of the Far East from World War II to the present

to the present.

377-3 to 4 Issues of Today. Interdisciplinary treatment of social problems of issues of current interest. Offered once or twice per year. May be repeated for a maximum of eight quarter hours provided registrations cover different topics.

380-6 (3,3) East Europe: Cultural Heritage and Present Institutions. (a) Cultural Heritage, (b) Present Institutions. An introduction to the European area east of the iron curtain with attention evenly divided among Russia, the Balkans, and Northern East Europe.

385-3 Contemporary Political Isms. An advanced survey of recent political sys-

tems: Nationalism, Socialism, Communism, Liberal Democracy, Christian Socialism, Fascism.

390-4 Introduction to Comparative Government. A comparative survey of the

organization and operation of politics in contemporary states.
391-4 Introduction to Sub-Saharan African Government and Politics. For those with no background in African studies. Aspects of the politics and government of Sub-Saharan African relevant to an understanding of past and present domestic and foreign policies of the African states and territories. One-party systems of government, the role of the African military establishment into African organizations and pan-Africanism and the role of the ment, inter-African organizations and pan-Africanism, and the role of the African states in the United Nations.

392-4 Introduction to Latin American Government and Politics. A general introduction to Latin American government on the institutionalized political expression of Latin American civilization and culture. Does not require a reading knowledge of Spanish or Portuguese.

395-8 (4,4) Cultural Traditions of Indo-China. (Same as GSC 395.) Stages in

the history of cultures of the Indo-Chinese peninsula. Aboriginal background; analysis of the influences of China and India upon political and social institutions, religion, language, literature, education, art, and music.

Man's Insights and Appreciations (GSC)

100-3 Music Understanding. Criteria for discriminative music listening as an asset to general culture. An examination of basic materials, techniques, and forms. 101-3 Art Appreciation. Generalized survey of art with emphasis on interdisciplinary and contemporary concerns.

102-3 Problems of Moral Decision. An introduction to contemporary and perennial problems of personal and social morality, and to methods proposed for

their resolution by great thinkers of past and present.

107-3 Man, Leisure, and Recreation. The meaning, challenge, problems, and opportunities of leisure in relation to man's work, education, recreation, and relaxation. Insights into underlying philosophies, basic principles, and practices. 110-9 (3,3,3) An Introduction to Western Humanities. A selection of great works expressing the aesthetic, moral, and religious values of Western man. Sets forth the critical vocabulary of six humanistic disciplines: art, music, philosophy, design, literature, and theater; provides some direct experience of each one; and calls attention to interrelations among the disciplines and between the humanities and other aspects of Western culture. Must be taken in a,b,c sequence.

120-9 (3,3,3) Elementary Chinese. Emphasis on development of reading, writ-

ing, speaking, and listening skills.

123-9 (3,3,3) Elementary French. Emphasis on basic skills of listening, speaking, reading, and writing. No previous knowledge of French required. Must be taken in a,b,c sequence.

126-9 (3,3,3) Elementary German. Emphasis on basic skills of listening, speaking, reading, and writing. No previous knowledge of German required. Must

be taken in a,b,c sequence.

130-9 (3,3,3) Elementary Classical Greek. (a) Grammar emphasized. (b,c) Reading of a text, usually the New Testament. Must be taken in a,b,c sequence.

133-9 (3,3,3) Elementary Latin. Open to students who have had no previous

work in Latin. Must be taken in a,b,c sequence.

135-9 (3,3,3) Elementary Portuguese. Emphasis on basic skills of listening, speaking, reading, and writing. No previous knowledge of Portuguese required. Must be taken in a,b,c sequence.

136-9 (3,3,3) Elementary Russian. Emphasis on basic skills of listening, speaking, reading, and writing. No previous knowledge of Russian required. Must be

taken in a,b,c sequence.

140-9 (3,3,3) Elementary Spanish. Emphasis on basic skills of listening, speaking, reading, and writing. No previous knowledge of Spanish required. Must be

taken in a,b,c sequence.

200-4 The Oral Interpretation of Literature. Students participate in a dynamic analysis of literature stressing the creative role of the oral interpreter. Emphasis is on individual problems in understanding and communicating significant literary works.

201-3 Introduction to Drama. Not a history of the drama. The class will read

about a dozen plays, modern and ancient, and consider how various dramatic conventions and devices are used to give form and meaning to human

experience. Prerequisite: GSD 101 and 102 or equivalent.

202-3 Introduction to Poetry. A variety of poems, from the simpler to the more complex, are read and discussed. Emphasis is upon enjoyment and upon heightened insight into human experience. Devices of artistic form, such as imagery and meter, are discussed as they are involved with the substance they express, human actions, feelings, and attitudes, including the poet's satisfaction in giving artistic form to his material. Prerequisite: GSD 101 and 102 or equivalent.

203-3 Drama and the Arts of the Theater. The study of drama as a literary type: the relationship with the theater audience, the role of the theater in

Western culture and its relation to other creative arts.

204-3 Meaning in the Visual Arts. The relationship of the visual arts to the history of ideas and to contemporary concerns.

205-4 Man's Contemporary Environment. Creative problem-solving used to familiarize students with the design process and its procedural logic.

206-4 Foundations of Music. Further development of music listening skills. Emphasis on music in present, philosophical, and historical contexts. How cultural forces, past and present, have influenced the art of music, and how it has helped to shape cultural events.

207-3 Philosophy of the Beautiful. A study of the structure and importance of

the beautiful in nature, society, personality, and the arts.

208-4 Logic and Meaning. A critical study of expressive, informative, and other

modes of discourse, with emphasis on their roles in rational process.

209-4 Modern Literature: Form and Idea. Designed to give the student an interest in and an understanding of the forms, themes, and values of modern An erican, British, and Continental literature. Prerequisite: GSD 101 and 102 or equivalent.

2.0-3 Introduction to Fiction. A study of the chief techniques of fiction and of some of the acceptable criteria for judging fiction. Readings in some of the masterpieces among American and European short story and novel writers.

Prerequisite: GSD 101 and 102 or equivalent.

211-9 (3,3,3) An Introduction to Oriental Humanities. The literature, music, drama, visual art, and definitive cultural motifs of three great Asian traditions: (a) focuses on India; (b) on China; and (c) on Japan. May be taken in any order.

215-4 Types of Religion. The major kinds of religious behavior and faith in the east and the west, in ancient and modern times, in social and individual

forms, and in ecclesiastical and secular settings.

220–8 (4,4) Survival of Man. (See GSA 220.) 250-15 (5,5,5) Uncommon Languages. Introduction to the basic skills of listening, speaking, reading, writing, and the fundamentals of grammar. No previous knowledge of the languages required. Must be taken in sequence. (a-c) Arabic. (d-f) Swahili. (g-i) Vietnamese. (j-l) Serbo-Croatian. (m-o) Persian. (p-r) Lao. (s-u) Cambodian. (x-z) Japanese.

305-3 Backgrounds of French Literary Thought. Topics, currents, and themes

in French literature and their relationship to contemporary man. 307-3 Early Islamic Culture. An historical study of Islamic heritage including

religion, philosophy, literature and the arts.

310-3 Religious Foundations of Western Civilization. Examination of the historical backgrounds and contemporary expressions of Jewish, Catholic, and Protestant thought.

311-3 Philosophies and Religions of India. Historical and comparative study

of Hindu, Jain, and early Buddhist thought and practice.

312-3 Philosophies and Religions of the Far East. Historical study of the religious and secular thought of China and Japan; Confucianism, Taoism, and the varieties of Mayhayana Buddhism.

317-3 Recent American Literature. Prerequisite: GSD 101 and 102 or

equivalent.

318–3 Modern British Literature. Contemporary British Fiction and Drama (Summer only—Oxford program abroad).
320–3 Greek Literature in Translation. A study of the masterpieces of Greek

literature in translation.
325-3 Black American Writers. Poetry, drama, and fiction by black American writers. Prerequisite: GSD 101 and 102 or equivalent.
330-3 Classical Mythology. Study of the classical myths and their literary value.

331-3 Latin Literature in Translation. Discussion of Latin literary works and

their influence on later literature.

332-3 Classical Drama. Study of selected plays in English translation from Aeschylus, Menander, Plautus, Terence, and Seneca. Origins, development, and influence of Greek and Roman tragedy and comedy. Study of Aristotle's Poetics.

333-3 Introduction to Biblical Studies. Historical, literary, and theological analysis of biblical texts and related texts both ancient and modern.
343-3 Experimental Art Studio. For non-art majors. Creation of a variety of art forms. Content meets the needs, interests, and backgrounds of in-

dividual students.

345-9 (3,3,3) Masterpieces of World Literature. A study of the representative works of the varying cultures and eras: (a) ancient, Greek and Roman worlds, (b) medieval, renaissance and eighteenth century, (c) Romantic, Victorian, and modern periods. Prerequisite: GSD 101 and 102 or equivalent.

348-3 Photography as Communication and Art. The development and significance of still photography, with emphasis on photography as an art and communications medium. Study of factors making for photographic excellence to provide a basis for evaluation and discrimination of photographic images. Not open to Cinema and Photography majors.

349-3 The Cinema. The cinema as a communicative and expressive medium. Study of film types. Showings of selected films. Not open to Cinema and

Photography majors.

351-6 (3,3) Masterpieces of the Novel. A study of the representative continental, English, and American novels: (a) 18th and 19th centuries, (b) 20th

century. Prerequisite: GSD 101 and 102 or equivalent.

354-6 (3,3) History of the Theater. A study of (a) primitive, Greek, medieval, and Italian Renaissance theater, (b) the theater since the Italian Renaissance. 363-4 Philosophy of Science. Analysis of alternative answers to questions about scientific method such as: How are scientific hypotheses discovered? How are they confirmed or falsified? What is a scientific explanation? Are explanation and prediction equivalent? What is determinism? What is a theory?

365-3 Shakespeare. The major works of William Shakespeare. Prerequisite:

GSD 101 and 102 or equivalent.

370-3 American Folk Music. American folk music from its foreign heritage

to its current manifestations.

371-3 Evolution of Jazz. Stylistic characteristics of jazz at various stages of its evolution. Societies and cultures from which it evolved. 381-3 Greek Philosophy. The thought of the pre-Socratics, Plato, and Aris-

totle. 382-3 Graeco-Roman and Medieval Philosophies. Epicureanism, Stoicism, and

medieval Christian thought.

383-3 Early Modern Philosophy. Bacon, Hobbes, Descartes, Leibniz, Spinoza, and the British empiricists in the context of the scientific and general social outlook of the period.

386-3 Early American Philosophy. From the colonial period to the Civil War. 387-3 Recent American Philosophy. Thought of Howison, Royce, Peirce,

James, Dewey, and others.

395-8 (4,4) Cultural Traditions in Indo-China. (See GSB 395.)

Notes pertaining to GSC 120 through 144:

1. Sections of conversation for 1 hour of credit are available with each of

these languages, but on an elective basis.

2. Students having had high school French, German, Russian, or Spanish should see the Counseling and Testing Service for placement. Students with high school training in other languages should see the Department of Foreign Languages for placement.

3. Under the current reorganization of the General Studies program foreign

languages are transferred to GSC.

Organization and Communication of Ideas (GSD)

101–3 English Composition. Basic rhetorical principles in expository writing.

102-3 English Composition. Basic rhetorical principles in expository writing.

Prerequisite: GSD 101 or appropriate ACT score.

103-6 (3,3) Oral Communication. (a) Interpersonal communication. Communication. cation behaviors in the face-to-face spontaneous interaction of people. (b) Public speaking. Principles and skills involved in speaking to an audience from

the platform.

104-3 Grammar in Language. Description and explanation of the grammatical structures of English and other languages. Gives a sense of universal

grammatical concepts.

106-0 Intermediate Algebra. 107-5 Basic College Mathematics. Elementary college algebra and mathematical concepts. For students who do not intend to study calculus or to take Mathematics 111b later. For students taking 107 and Mathematics 108 and 111b, credit in 107 is reduced to 3 hours. Prerequisite: one year of high school algebra or GSD 106.

109-3 Elements of Probability. Probability with some applications from sta-

tistics. Prerequisite: 107.

110-3 Economic and Business Statistics. Elementary statistical concepts, including the nature of statistical methods, sampling, probability, frequency distributions, estimations and hypothesis.

Health and Physical Development (GSE)

Courses numbered 100-104 are for men: 110-114 are for women.

100-5 (1,1,1,1,1) Restricted Physical Education (Men). For physically handi-

capped students as recommended by the Health Service.

101-6 (1,1,1,1,1) Swimming (Men). (a) Beginning swimming. (b) Intermediate swimming. (c) Diving. (d) Skin diving. (e) Scuba diving. Section d must be taken before section e. (f) Life saving. Prerequisite: consent of instructor. 102-2 Physical Fitness (Men).

103-7 (1,1,1,1,1,1) Dance (Men). (a) Square. (b) Folk. (c) Social. (d) Beginning contemporary dance. (e) Intermediate contemporary dance. (f) Beginning techniques of ballet. (g) Intermediate techniques of ballet.

104-(1 per activity) Individual and Team Activity. (Men). (a) Archery, (b) Badminton, (c) Basketball, (d) Bowling, (e) Golf, (f) Soccer, (h) Tennis, (i) Volleyball, (j) Softball, (k) Horseback riding, (m) Fencing, (n) Cross country, (q) Fly and bait casting, (r) Stunts and tumbling, (s) Gymnastics, (t) Touch football. (u) Wrestling (w) Judo (v) Handball football, (u) Wrestling, (w) Judo, (x) Handball. 105-1 Weight Control. For students who are overweight, to learn and practice

the principles of weight control. Prerequisite: consent of instructor.

106-1 University Orienteering (Concepts and Techniques). Basic skills and knowledges for cross country running and hiking. Emphasis on basic tool skills, and a variety of outdoor practice and meet participation. Orienteering is a new and "now" activity in the physical education offering.

110-1 to 5 (1,1,1,1,1) Restricted Physical Education (Women).

111-6 (1,1,1,1,1) Swimming (Women). (a) Beginning swimming, (b) Intermediate swimming, (d) Skin diving, (e) Scuba diving. Section d must be taken before section e. (f) Lifesaving, (g) Canoeing.

112-1 Exercise for Fitness (Women).

113-8 (1,1,1,1,1,1,1) Dance (Women). (a) Square, (b) Folk, (c) Social, (d) Beginning Contemporary, (e) Intermediate Contemporary. Section d must be taken before section e, (f) Ballet. (g) Intermediate techniques of ballet. (h) Tapdancing.

114-(1 per activity) Individual and Team Activity (Women). (a) Archery, (b) Badminton, (c) Basketball, (d) Bowling, (e) Golf, (h) Tennis, (i) Volley Ball. (k) Horseback riding. (m) Fencing, (p) Gymnastics and tumbling, (r) Track and field, (s) Intermediate Bowling, prerequisite: 114d, (t) Intermediate Tennis, prerequisite: 114h.

201-3 Healthful Living. Personal and community health. Presents scientific health information as a basis for helping the student develop wholesome health

attitudes and practices.

236-3 Nutritional Ecology of Man. Interaction between man and his environment. Emphasis on nutritional implications of our social, biological, and physical surroundings.

246-3 Meat in Man's World. Relationship between man and meat animal technology. Emphasis on retail consumer yield and effect on natural resources and man's health and well-being.

Accountancy

Department

Professors Clifford R. Burger, M.S., C.P.A.
Edward J. Schmidlein, Ph.D., C.P.A.
Ralph D. Swick, D.B.A., C.P.A., (Chairman)
Associate Professors Mary Noel Barron, M.B.A., C.P.A.
Robert L. Gallegly, M.A.
Susie Ogden, M.A. (Emerita)
Marvin W. Tucker, Ph.D.

Charles J. Woelfel, Ph.D., C.P.A.
Roland M. Wright, Ph.D., C.P.A.
Assistant Professors Jon A. Booker,
Ph.D.
Douglas Eriksen, Ph.D.
Shirish B. Seth, Ph.D.
Instructors Margaret Hicks, M.B.A.
Ronald L. Kozoman, M.S., C.P.A.
Eugene Rozanski, M.S.
Gary L. Van Meter, M.B.A.

Accounting is the process of identifying, measuring, and communicating economic information to permit informed judgments and decisions by users of the information. Such information is required and used by parties external to the business and by management within the business.

The curriculum is designed to prepare a student to assume a professional position as a certified public accountant or to join the management team in industry or government. The curriculum provides a basic understanding of all phases of accounting and permits the student to elect courses to prepare for a particular area of interest.

The various state laws prescribe the requirements for certification as a certified public accountant. In general, the accounting curriculum prepares the student educationally to meet these requirements.

Accounting

Concentration, Courses

Bachelor of Science Degree, SCHOOL OF BUSINESS

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Requirements for Concentration in Accounting	36
Accounting 331, 341, 351–8, 456	
Accounting 432, 442, 453, 455, 458, 475 (choose two) 8	
Economics 315	
Finance 372 4	
Electives	33–34
Total	192

Courses

250-4 Accounting Principles and Control. Prevalent accounting principles and practices employed in business organizations. Accumulation of data and usefulness of reports are considered. Tax implications of business studied. Not open to students with a concentration in the School of Business.

251-8 (4,4) Financial Accounting. Concepts, principles, and uses of accounting

for control and decision making in a corporate structure. The accumulation

process and analysis of data into usable information, financial reports, through the accounting cycle. Asset, liability, and owners' equity valuation methods. Financial statement analyses extended to alternate measures of flows and financial ratios. Cost analysis, budgeting, and cost-volume-profit analysis. Must be taken in a,b, sequence. Prerequisite: sophomore standing.

261-4 Management Accounting. Emphasizes the use of accounting information for planning, control, and decision making through budgeting models, cost-volume-profit analysis, variance analysis, responsibility accounting, relevant costing procedures, and quantitative techniques. Prerequisite: 251b, GSD 107. 309-2 Individual Income Tax. Preparation of income tax returns. Federal income tax law as applied to individuals. Not open to those with a concentration

in accounting.

315-4 Electronic Data Processing in Business. Modern data processing techniques and their business applications. Includes functions and limitations of existing data processing equipment and various input, output, storage, memory, and communication devices. Batch processing versus real time processing concepts, and introduction to programming and system analysis. Prerequisite: 251b. 331-4 Tax Accounting. Background, principles, and procedures for meeting requirements of current laws and regulations which relate to federal income tax. Laboratory tax problems with emphasis on the individual taxpayer. Prerequisite: 251b.

341-4 Cost Accounting. Interpretation and managerial implications of material, labor, and overhead for job order, process and standard cost systems, costvolume-profit relationships, and budgeting. Accounting for complex process production flows, joint and by-products, spoilage, and scrap. Responsibility

accounting and reporting. Prerequisite: 251b.

351-8 (4,4) Intermediate Accounting. Current accounting principles and procedures relating to elements of financial reporting. Emphasis on asset valuation, significant aspects of liabilities and corporate capital, and income determination. Analysis and interpretation of statements; preparation and use of special statements. Must be taken in a,b, sequence. Prerequisite: 251b.

410-4 Accounting Concepts. Interpretation and critical analysis of reports, statements, and other accounting data from the viewpoint of users of financial

information. Restricted to graduate students.

432-4 Problems in Federal Taxation. Study of income tax problems which arise from partnership, corporation, estate, and trust types of organization. Brief study of social security, federal estate, and gift taxes. Student does research in source materials in arriving at solutions of complicated tax problems. Prerequisite: 331.

442-4 Advanced Cost Accounting. Managerial decision-making, profit planning and control through direct and relevant costing, nonmanufacturing costs, return on investment and transfer pricing, capital budgeting, inventory models, subjective probabilities, statistical methods, and operations research. Pre-

requisite: 341.

453-4 Advanced Accounting. Accounting principles and procedures relating to specialized topics, including partnership equity, installment and consignment sales, fiduciaries, international operations, branches, and business combinations.

Prerequisite: 351b.

455-4 Accounting for Public Organizations. Financial and managerial accounting concepts peculiar to the planning and administration of public and quasipublic organizations, such as governmental units, institutions, and charitable organizations. Includes the conventional budgetary-appropriation process, as well as some of the more recent accounting developments related to public decision making. Prerequisite: 251b or equivalent.

456-4 Auditing. Objectives, standards, and procedures involved in examining

and reporting on financial statements of business organizations. Prerequisites:

341, 351b.

458-4 Accounting Systems. Accounting systems design and installation. Examination of existing systems and practice in systems design. Designing reports for management. Prerequisites: 341, 351b.

459-4 Internship in Accounting. Supervised work experience in professional accounting. Prerequisite: outstanding record in accounting and approval of de-

partment and firm.

461-4 C.P.A. and Advanced Accounting Problems. Uses problems from the American Institute of Certified Public Accountants' examinations given in recent years and supplementary problems from selected sources. Prerequisite: 341 and 351a,b.

475-4 Budgeting and Systems. Concepts, methods, and tools used in the design of management information systems. Techniques developed to identify problems in coordinating and controlling business activities. Prerequisite: 251b.

Administration of Justice

Concentration, Courses

Professors Myrl E. Alexander, L.L.D. Thomas G. Eynon, Ph.D. Elmer H. Johnson, Ph.D. Associate Professors Stanley L. Brodsky, Ph.D. Robert H. Dreher, J.D. Charles V. Matthews, M.A. (Director)

Assistant Professors Dennis B. Anderson, Ph.D.
Richard M. Swanson, Ph.D.
Jesse L. Woodard, J.D.

The Bachelor of Science degree with a concentration in administration of justice meets the career objectives of students in law enforcement, courts, corrections, and other components of the criminal justice system. Within a broad framework of social and behavioral science, an interdisciplinary approach is stressed. A philosophy of service, and involvement in settings and issues experienced by policy makers, administrators, and practitioners is emphasized. An opportunity for internship placement rounds out student's program.

Bachelor of Science Degree, THE CENTER FOR THE STUDY OF CRIME, DELINQUENCY AND CORRECTIONS

General Studies Requirements	67
Requirements for Concentration in Administration of Justice	52
Core Courses	
Administration of Justice 200, 201 8	
Guided Electives	
(With his adviser, the student selects courses from GSB	
211b, 302, 321, 325, Administrative Sciences 301, 341,	
350, Black American Studies 360, Community Develop-	
ment 401, Government 232, 315, 360, 440, 461, Philoso-	
phy 345, 415, Psychology 101, 305, 307, 323, 431, Re-	
habilitation 420, Social Welfare 383, 481, Sociology 306,	
312, 332, 372, 406, 424).	
Secondary Concentration	24
(With his adviser, the student selects 24 hours of courses con-	
stituting a systematic sphere of study relevant to his interests	
and needs.)	
Electives	49

Courses

200-4 Introduction to Criminal Behavior. Multidisciplinary study of the etiology and patterning of offender behavior.

201–4 Societal Responses to Offenders. Survey of institutionalized patterns of society's responses to crime: probation, parole, community-based corrections, correctional establishments; underlying ideologies and recurrent procedures.

259-3 to 60 Administration of Justice. Designated for credit earned in technical or occupational proficiency when credit is to be established for work above the high school level. Prerequisite: transfer from two-year program. 300-4 Diagnosis and Evaluation of Offenders. Introduction to the procedures and issues in identifying and evaluating individual differences in offenders and classes of offenders; typical diagnostic methods.

301-4 Human Relations in Criminal Justice Agencies. Major interactive patterns among staff members, between staff and clients, and among clients of probation and parole agencies and correctional agencies. Problems of communication, bureaucracy, and leadership.

302-4 Community-Based Corrections. Relationships of the contemporary prison

with the outside community; issues and practices of contemporary programs operating in the community; factors involved in integrating correctional pro-

grams into the structure of society.

303-4 Criminal Investigation and Behavior Science. Principles of behavioral science applied to the recurrent patterns of criminal investigation as a social and fact-finding process; survey of criminalistics.

304-4 Law Violation, Law Enforcement, and the Community. Behavioral and social control within the local community; problems raised by social change, assessment of issues: traffic control, civil disturbances, vice control, and

crime prevention.

305-4 Legal Aspects of Law Enforcement. Analysis of relationships between legal codes and patterns in administration of criminal justice. Includes seizure, entrapment, informers, civil rights, wiretapping, interrogation, evidence, and

the role of policement in court procedures.

383-4 to 12 Supervised Internship in the Administration of Justice. Under supervision of faculty and adjunct staff, the intern assumes a student-participant role in a criminal justice agency. Prerequisite: 16 hours of administration of justice courses and consent of academic coordinator.

396-1 to 4 Readings in Administration of Justice. Areas not covered in other courses. Students must submit a statement describing his topic and relevant reading materials to his adviser for approval before registering for this

course. Prerequisite: consent of academic coordinator and A. J. adviser.

411-4 Critical Issues in Criminal Justice. Emergent phenomena in the system of criminal justice investigated to demonstrate the pertinence of theory to practice. Includes role conflicts in law enforcement and corrections, police professionalism its place and function, the offender as a client, and the juvenile court.

416-4 Introduction to Research in Administration of Justice. Philosophy, theories, and methods of research. Principles of scientific inquiry contrasted with the constraints and demands of the criminal justice community. Pre-

requisite: consent of instructor.

417-4 Research Practicum in Administration of Justice. Review of alternative research models for measuring dispositional concepts. Interpretation of research. Construction and analysis of tools appropriate to some aspect of the administration of justice. Prerequisite: 416 or consent of instructor.

472-4 The American Correctional System. A survey of the correctional field, covering probation, institutional treatment, and parole. Historic development, organizational structure, program content, and current problems. Prerequisite:

Sociology 372 or consent of instructor.

473-4 Juvenile Delinquency. Nature of juvenile delinquency; relationship to theories of deviant behavior; efforts at prevention and control. Prerequisite: two sociology or psychology courses or consent of instructor.

474-3 Law Enforcement Administration. (See Government 474.) 483-4 Current Problems in Corrections. An exploration of contemporary problems in control and treatment of sentenced offenders, and a review of research

trends in corrections. Prerequisite: 472 or consent of instructor.

489a-4 Probation, Classification, and Parole. An introduction to the structure and function of those elements of the correctional process primarily concerned with the evaluation, treatment, and control of offenders with particular attention to the casework components of the process. Prerequisite: Sociology 481 or consent of instructor.

489e-2 to 4 Independent Study in Corrections. Supervised readings or independent investigative projects in the various correctional aspects of crime control, institutional management, and specific correctional programs. Prerequisite:

written permission of center academic coordinator.

501-12 (4,4,4) Criminal Behavior—Problems and Characteristics.

515-4 Crime Prevention and Control.

561-4 World Criminal Justice Systems.

572-4 Seminar in Criminology.

578-1 to 6 Seminar in Correctional Rehabilitation Counseling.

580-4 Design, Planning, and Management in Administration of Justice.

582-4 Criminal Law and the Correctional Process.

583A-6 Supervised Field Work (Internship). 583B-6 Supervised Field Work (Internship). 584-4 Seminar in Correctional Program Management. 599-1 to 9 Thesis.

Administrative Sciences

Department, Concentration, Courses

Professors John M. Fohr, Ed.D.
Henry J. Rehn, Ph.D. (Emeritus)
John W. Scott, Ph.D. (Emeritus)
William C. Westberg, Ph.D.
Associate Professors R. Ralph Bedwell, Ph.D.
Ronald C. Bishop, Ph.D. (Chairman)
James G. Hunt, Ph.D.
Dan J. Laughhunn, D.B.A.

Assistant Professors David N. Bateman, Ph.D.
Lars L. Larson, Ph.D.
Richard N. Osborn, D.B.A.
Ronald L. Sanders, Ph.D.
William M. Vicars, Ph.D.
Instructors Robert S. Bussom, M.B.A.
Bud D. Cross, M.S.
David A. Lipp, M.B.A.
A. Kimbrough Sherman, M.B.A.

Administrative sciences is concerned with decision making with respect to the allocation of an organization's resources. The resources which are allocated are human or physical. The administrative sciences program provides an understanding of the factors necessary for effective decision making. The list of required courses reflects the philosophy that a student majoring in administrative sciences needs a balanced interdisciplinary program. The specialization courses should be taken only after consultation with a faculty member in administrative sciences.

Bachelor of Science Degree, SCHOOL OF BUSINESS

pecialization (Choose either A of D)	
A. Administrative Sciences	
I Systems	
Administrative Sciences 456	4
Select one: Administrative Sciences 380, 382,	
483, Accounting 475, Computer Science 414	3–4
II Production	
Administrative Sciences 380	4
Select one: Administrative Sciences 382, 483	4
B. Behavioral Science **	
I Group One	
A. Administrative Sciences 382, 431, 485	4
B. Economics 411, Psychology 465, Admin-	
istrative Sciences 480, 460	4

II Group Two

Sociology 332, 338, 438

** Choose two from group I (one A and one B) or one from group I and one from group II.

^{*} For information regarding requirements for concentration in administrative sciences effective through Summer, 1972, consult the department or the academic advisement center, School of Business.

Electives	33–35
m . 1	100
Total	192

Courses

170-4 Introduction to Business Administration. Survey of business. General knowledge of the modern business world, the composition and functions of the business organization, as well as business as a social institution. Open only to freshmen and sophomores. Does not satisfy a School of Business require-

301-4 Management and Supervision. Functions of management, requisites for effective supervision, and human relations training. For non-business majors who expect to assume a supervisory position. Concentrates upon means of dealing with employees as human beings. Not open to students enrolled in School of Business. Prerequisite: GSB 201c, or equivalent, or consent of

302-4 Administrative Communications in Business. Creating and managing interpersonal business communications. Analysis, planning and practice in composing different types of internal and external communications in the various business contexts. Prerequisite: GSD 102; Management 170, or 340, or equivalent, or Accounting 250 or 251a, or consent of instructor.

303-4 Behavioral Science in Business. An examination of the underlying determinants of human behavior in business settings. Prerequisite: GSD 110 or

equivalent, GSB 201b,c, or equivalent, or consent of instructor.

340-4 Business Organization and Management. Business organization, management theory, and practice. Prerequisite: GSB 201b,c or equivalent and

junior standing or consent of instructor.

341-4 Organizational Behavior I. The study of human problems in administration; individual, group, intergroup, and organizational behavior under dynamic environment conditions. Theory and case analyses. Prerequisite: 340, GSD

110 or equivalent, or consent of instructor.

345-4 Introduction to Management Information Systems. Integrates topics of management and organization, computers, information and the systems approach. Emphasizes planning, design, and implementation of information systems to aid management decision making. Prerequisite: 340, or Finance 320, or Marketing 301; Computer Science 202.

351-4 Methods of Quantitative Analysis. Introduction to modern mathematical technologies applicable to calculus, matrix algebra, and probability theory. Not open to students who have taken Mathematics 150a or equivalent.

361-4 Research in Business Administration. Design of research to assist managerial decision-making. Concepts, tools, sources, and methods of business research. Planning, collecting, organizing, evaluating, and presenting research data. Prerequisite: 340, GSD 102, 103; GSD 110, or equivalent, or consent of instructor.

380-4 Production Management. Plant location, design, and construction; internal organization for operations, production control, stores control, routing of materials, job analysis, and time study; wage systems, subdivision of executive responsibilities and duties; methods of coordination and planning. Prerequisite: 340, 345, Mathematics 140a or equivalent, or consent of instructor. 382-4 Performance Standards and Methods Improvement. Concepts, methods, and principles for analyzing industrial operations with the objective of simplifying, improving, and reducing the cost of these operations. Use of process charts to increase productivity. Development of industrial performance standards. Prerequisite: 340 or consent of instructor.

385-4 Personnel Management. Development, application, and evaluation of policies, procedures, and programs for the recruitment, selection, development and utilization of human resources in an organization. Prerequisite: 340, GSD

110 or equivalent, or consent of instructor.

431-4 Organizational Behavior II. A study of classical and modern theories concerning complex organizations. Particular emphasis on processes and issues of dividing work, achieving coordination, and organizational change and

adaptation. Prerequisite: 341, or consent of instructor.

440-4 The Management Process. Analysis of management theories and the administrative process. Specific managerial activities are analyzed and discussed. Functional relationships in administered organizations are explored. Restricted to graduate students who have not taken 340 or equivalent.

452-4 Business Operations Analysis. Analysis of business operations and management problems emphasizing problem formulation, performance measures, decision criteria and various mathematical models and their application; linear programming, game theory. Prerequisite: 340; or Mathematics 150a or equivalent; GSD 110 or equivalent; or consent.

456-4 Management Information Systems. Organizational activities and informational requirements of management viewed as systems modeled for systematic investigation leading to effective management and decision making. Representative management systems studied, charted, and manipulated. Pre-

requisite: 340, 345, 452.

460-4 Work Measurement for Wage and Salary Control. Research design and methodology for wage and salary administration in an organization; fundamental considerations in evaluating jobs and positions; compensation methods

and wage incentive systems. Prerequisite: 385.

474-4 Management Responsibility in Society. Analysis of the political, social, and economic environments in which the manager must function and the manner in which the executive has both adapted to and influenced his environment. Prerequisite: 340, senior standing, or consent of instructor.

479-4 Problems in Business and Economics. Application of economic theory

and tools of analysis to practical business problems. Cost and demand functions are analyzed from a policy standpoint. Prerequisite: 340; Economics 215, 308, or equivalent; Marketing 301 or equivalent; senior standing; or consent of instructor.

480-4 Recent Problems in Labor Law. Social, economic, and legal evaluations of recent labor problems, court decisions, and legislation. Concern is on longrun legislative impact on manpower planning, dispute settlement, and utiliza-

tion of employment resources. Prerequisite: 385 or consent of instructor. 481-4 Administrative Policy. Integration and analytical application of business core courses to comprehensive business cases. Emphasis on policy issues in the identification and resolution of business problems. Methods of providing simulated experience such as business gaming will be used where appropriate. Prerequisite: 340, Finance 320, Marketing 301 or equivalent and

senior standing.

483-4 Advanced Production Management. Internal problems of managerial control of production including recent developments in theory and techniques: case material will be utilized for the development of analytical ability. Pre-

requisite: 380.

485-4 Problems in Personnel Management. Analysis of problems in personnel administration arising from current developments in organization; case problems and special reports; and personnel practices. Prerequisite: 361, 385. 499-1 to 8 Special Topics in Management. Utilizes special faculty resources. Prerequisite: 16 hours in business and consent of department chairman.

Aerospace Studies

Department, Courses

Adjunct Professor Col. C. R. Carlson, Ph.D. Adjunct Assistant Professors Major

Milton D. Forsyth, Jr., M.S. Captain Norbert K. Torline, M.S. Captain Charlie W. Chastain, B.S.

Aerospace Studies is a voluntary course sequence leading to a commission as an officer in the United States Air Force. When commissioned, all officers must have at least a baccalaureate degree; hence completion of the program is contingent upon maintaining satisfactory progress toward graduation. Enrollment in the first two years (general military course) is unrestricted and no military obligation is incurred. Special students who do not intend to obtain a commission are welcome.

Acceptance into the last two years (professional officer course—300 level) is competitive and requires qualification on the Air Force Officer Qualifying Test and a physical examination. While the emphasis is on obtaining pilots and navigators, there is an opportunity to compete for non-flying positions. The particular field of concentration for potential flying officers is not a factor in selection. For non-flying officers, however,

the field of concentration must be related to one of the wide range of officer specialties in the air force. Students in the professional officer course do incur a military obligation. They are paid a monthly tax-free subsistence allowance and have a draft deferment. Graduate students who have six quarters remaining at SIU, not counting summers, are eligible.

Qualified students may enter directly at the 300 level without completing the general military course by attending a six-week field training course during the summer prior to entrance. Four year students attend a four-week field training course. Field training is conducted at air force

bases and students are paid while attending.

Courses

100-0 (0,0,0) Corps Training. (a) Supervised training laboratory taken concurrently with 101. (b) Taken with 102. (c) Taken with 103. Required of regular students. Designed to develop the student's leadership potential and knowledge of customs and courtesies of the U. S. Air Force.

101-1 United States Air Force. Evolution of modern aerospace power and the concepts on which it was developed. Introduction to strategic offensive forces

and the constraints involved in the use of modern weapons.

102-1 Aerospace Defensive Forces. Introduction to concepts, organization, equipment, and procedures involved in strategic defense of the United States. Includes technological, economic, and political issues in missile defense. 103-1 Military Forces for Limited War. Introduction to U. S. General Purpose Forces and the support of our commitments to allied nations. Includes army, navy, and marine forces with emphasis on tactical air power. Includes airlift,

research, and development, logistics, and related supporting agencies. 200-0 (0,0,0) Corps Training. (a) Leadership laboratory taken concurrently with 201. (b) Taken with 202. (c) Taken with 203. Required of regular students. Continues development of the student's leadership potential. Prerequi-

site: 100.

201-1 United States Defense Policy. The military factor of national power and the organization of the Department of Defense. The changing nature of war

and current military strategies of the U.S.

202-1 Military Strategies: USSR and China. The policies pursued by these countries and implications for the United States and its allies. Policies and capabilities of the USSR and China compared for their impact on security arrangements of the free world.

203-1 Formulating Defense Policy. The interaction of U.S. government agencies and Congress in formulating policy. The role of the Department of De-

fense and the military man as an adviser. U.S. Alliances considered. 300-0 (0,0,0) Corps Training. (a) Leadership laboratory taken concurrently with 301. (b) Taken with 302. (c) Taken with 303. The student participates as a cadet officer to develop the skills of leadership and team work required of a young officer. Prerequisite: GMC or field training.

301-3 Development of Air Power. Airpower development in the United States from 1903 to 1961. Emphasis on doctrine, organization, and technology. Prerequisite: satisfactory completion of General Military Course or six-weeks field

training.

302-3 Aerospace Power Today. The Air Force in a changing defense environment, aerospace concepts and doctrine, and the future of manned aircraft. Prerequisite: satisfactory completion of the General Military Course or sixweeks field training.

303-3 Astronautics and Space Operations. Space vehicle systems, space operations, and future developments in space. Prerequisite: satisfactory completion

of General Military Course or six-weeks field training.

340-0 (0,0,0) Corps Training. (a) Leadership laboratory taken concurrently with 351. (b) Taken concurrently with 352. (c) Taken with 353. Develops skills of leadership and teamwork required of a young officer. Prerequisite: 300 or consent of instructor.

351-3 Air Force Leadership. Leadership in command staff roles, human relations, professionalism as related to the air force, imposed and self discipline, and the military justice system. Oral and written assignments. Prerequisite:

301, 302, 303, or consent of instructor.

9

12

352-3 Military Leadership and Management. The trait, situational, and interactional approach to leadership. Theory and practice of military management and the planning and organizing functions of management, with special reference to the air force and the junior officer. Prerequisite: 351 or consent of the instructor.

353-3 Military Management. The coordinating, directing, and controlling function of management, with special reference to the air force and the junior officer. Participation in problem situations and oral and written assignments

required. Prerequisite: 352 or consent of the instructor.

African Studies

Secondary Concentration

The African Studies Committee can give information about the courses available and can also supply advice and assist research on African subjects with its bibliographical and documentary materials. Address the chairman of the committee, Department of Geography, Southern Illinois University, Carbondale, Illinois 62901.

Secondary Concentration

Core courses: GSB 356, 391; Anthropology 313a; History 349—18. A minimum of 10 hours from among GSC 250d,e,f; Agricultural Industries 417; Anthropology 470 (only when an African language is studied); Geography 465; Government 452; History 449; or 3 or 4 hours in reading courses on Africa sponsored by those departments represented on the African Studies Committee.

Suggested related courses are Anthropology 471a; Economics 422, 462; and Government 459.

Agricultural Education

Concentration

In agricultural education, completion of a four year course of study leads to certification as a teacher of agricultural occupations. A student has the opportunity of specializing in one of the following areas: agriculture business, agricultural mechanization, ornamental horticulture, plant production, soil conservation, parks and recreation, forestry and conservation, and animal production. Courses in both the School of Agriculture and the College of Education are included. A student may receive the Bachelor of Science degree and take at least part of the additional courses at the graduate level to qualify to teach.

Bachelor of Science, SCHOOL OF AGRICULTURE General Studies Requirements 67 GSA 101b or chemistry substitute 4 GSA 201a,b 8 GSB 201c, 211b 8 GSB 211a or Ag. Ind. 204 4 GSD 107 5 Requirements for Concentration in Agricultural Education 72 Production (applied biology and agriculture) Ag Occupations (Specialty)

Agricultural Industries 204, 350 (ag. economics) 12

Animal Industries 121, 315	
Plant Industries 109, 301	
Option in Agriculture speciality 1 — 18	
Other Agricultural electives	
Other electives 2	
Professional Education Requirements	33
Agricultural Industries 210, 309, 312	
Two of the following: Agricultural Industries 311, Education	
Administration 355, Guidance 422a, Instructional Materials	
417 7	
Guidance 305	
Secondary Education 310 4	
Electives	
Total	102
LUUL	174

¹ Agricultural Occupations Specialty. The student may select one of eight agricultural specialty options for major emphasis. Information about these specialties may be secured from an agricultural education counselor.

² These electives may be taken in the areas of guidance, occupational administration, special needs, and extension for greater breadth.

Agricultural Industries

Department, Concentration, Courses

Professors Ralph A. Benton, Ph.D.
William McD. Herr, Ph.D.
Wendell E. Keepper, Ph.D.
Walter J. Wills, Ph.D. (Chairman)
Eugene S. Wood, Ed.D.
Associate Professors J. J. Paterson,
M.S.
Lyle Solverson, Ph.D.
Thomas Stitt, Ph.D.

Assistant Professors Donald L. Ahrens, Ph.D.
Theodore Buila, Ph.D.
Gordon D. Honegger, Ph.D.
Gordon L. Langford, Ph.D.
Donald W. Lybecker, Ph.D.
Richard Welton, Ph.D.
Instructors William A. Doerr, M.S.
Raleigh Jobes, M.S.

Work is offered in agricultural industries in two major specializations. (a) 'Agricultural economics and (b) agricultural mechanization. In specialization (a) there are two options: (i) 60 hours in agriculture and (ii) 48 hours in agriculture. The 60-hour option provides a broad training in agriculture. The 48-hour option provides secondary concentration in either economics or business.

In agricultural economics courses are offered in the following fields: farm management, farm credit, agricultural prices, agricultural marketing, cooperatives, and farm policy.

In farm mechanization courses are offered in four areas: farm power and machinery, rural electrification, farm structures, and soil and water conservation.

Bachelor of Science Degree, SCHOOL OF AGRICULTURE Agricultural Economics Specialization

Requirements for Concentration in Agricultural Industries 80
Two options are available:

60 HOURS

60 HOURS

67

67

67

GSA 101b or Chem. substitute	4	4
GSA 201a,b or 210a,b	8 1	8 1
GSB 201b or 201c	4	4
GSD 107	5 1	5 1

Agricultural Requirements	60	48
Agricultural Industries 204		4 1
GSB 314	3	3
Agricultural Industries 350, 354	8	8
Other Agricultural Industries Courses	16 ²	12 ²
Animal Industries 121, 315	9	9
Plant Industries 109, and 301 or 264	8	8
Electives in Agriculture	12	4
Business and Economics Requirements	20	32
Economics 214, 215	8	8
Accounting 251a	4	4
Accounting 251b or Economics 308	4	4
Other Business and Economics courses	4 2	16 ²
Electives		45
Total		192
Plant Industries 109, and 301 or 264 Electives in Agriculture Business and Economics Requirements Economics 214, 215 Accounting 251a Accounting 251b or Economics 308 Other Business and Economics courses	8 12 20 8 4 4 4 4 ²	8 4 32 8 4 4 16 ² 45

¹ 201 sequence is highly recommended. Mathematics 111a-b are highly recommended. Agricultural Industries 204 substitutes for GSB 211b.

² Courses required depend on option taken.

Agricultural Mechanization Specialization

General Studies Requirements	67
GSA 101a,b or Chemistry 122a and 123a 5–8	
GSD 107 or Mathematics 111a ¹ (5)	
Requirements for Concentration in Agricultural Industries with a	
Specialization in Agricultural Mechanization	85
Accounting 250	
Agricultural Industries 204 ² , 215, 306a,b, 350, 373, 375, 460,	
473, 478	
Animal Industries 121, 315 9	
Plant Industries 109, 301 9	
Electives in Agriculture	
Engineering Technology 102a 3	
Business Electives	
Electives	40
Total	192

¹ Mathematics 111a and b strongly recommended.

Courses

204-4 Introduction to Agricultural Economics. Agriculture in local and national economy; distribution; size and organization of the farm business units; policies affecting agriculture.

210-2 Introduction to Agricultural Education. An introduction to the history

and philosophy of agricultural education.

215-4 Introduction to Farm Structures and Electrification. An introduction to the basic concepts of structures and electricity as they apply to agriculture. Includes farm structures, and farm electrification.

259-3 to 60 Technology in Agriculture. This is a designation for credit earned in technical or occupational proficiency when credit is to be established (by departmental evaluation) for work above the high school level. Prerequisite: transfer from two-year program.

306-5 (3,2) Soil and Water Conservation. (Same as Plant Industries 306.) (a) The study of the theoretical factors affecting soil erosion and excessive water run-off, including practices of water management and soil conservation. Prerequisite: one course in soils. (b) Laboratory. Practical structural methods of

² Ag. Ind. 204 substitutes for GSB 211b.

controlling water run-off and soil erosion. Prerequisite: 306a or concurrent

enrollment.

309-4 Agricultural Education. Methods of teaching agriculture in secondary schools. Take concurrently with 312 in a professional quarter. Field trip estimated cost \$5.00. Prerequisites: 311, and 48 hours in agriculture, Secondary Education 310.

311-4 Agricultural Education Programs. Nature and scope of the different programs involved in teaching agricultural occupations and methods of developing them. Prerequisite: Guidance and Educational Psychology 305 and junior

standing.

312-12 Student Teaching in Agricultural Education. Teaching a complete program in agricultural occupations in an approved center. Taken concurrently

350-5 Farm Management. Measuring profits, principles, and practice in organizing and operating the business. Field trips estimated cost \$5.00. Prerequisites: 204 or GSB 211a.

351-4 Farm Financial Management. Analysis of the capital structure of agriculture and sources of capital. Credit analysis of farm business employing financial statements. Prerequisite: 350 or equivalent.

352-3 Agricultural Prices. Fluctuations in the general price level, causes and stabilization policies as they affect agriculture. Price determination including the measurement of supply and demand, elasticity, their application to price stabilization. Prerequisites: 354.

354-3 Agricultural Marketing. Marketing outlets for farm products, price determinants, agricultural market efficiency, margins, and costs. Prerequisite:

204 and GSB 211a.

359-3 to 5 Intern Program. Work experience program in either an agricultural agency of the government or agri-business. Prerequisite: junior standing.

373-5 Field Machinery and Power. Acquaints the student with the principles, operating adjustments, maintenance, and management of common farm power units and field machines. Prerequisite: GSA 101a,b and Mathematics 107a or equivalent.

375-3 Basic Agricultural Mechanization. Selection and use of basic tools, equipment, and materials used in agricultural occupations. Includes shop organization and management. Prerequisite: GSA 101a,b and Mathematics 107a

or equivalent.

381-1 to 2 Agricultural Seminar. Recent developments in agricultural educa-

tion, mechanization, and business. Limited to senior students.

390-1 to 6 Special Studies in Agricultural Industries. Assignments involving research and individual problems. Field trips. Prerequisite: consent of chairman. 391-1 to 6 Honors in Agricultural Industries. Independent undergraduate research sufficiently important to require three hours per week of productive effort for each hour of credit. Prerequisite: junior standing, GPA of 4.0 with 4.25 in major, and consent of department chairman.

410-2 to 4 Problems in Agricultural Services. Discussion, assignments, and special workshops on problems related to in-service training programs in the agriculturally related fields. Development of more effective programs in working with farm people. Prerequisite: graduate student in agricultural services

or consent of instructor.

411-3 Agricultural Extension. A study of the history, organization, objectives, programs, and methods of agricultural extension work. Prerequisite: junior

standing.

412-4 Principles of Agricultural Mechanization. Theory and use of remote controls, electric motors, survey kits, and other devices adaptable to the needs and interests of educators involved in agricultural mechanization laboratories. Prerequisite: Secondary Education 310.

417-4 Agricultural Development in Emerging Countries. Principles and practices in improving agriculture in areas with limited capital and low levels of technology. Special emphasis on developments in Asia, Africa, and South America. Prerequisite: 204 or GSB 211a.

418-3 Marketing Practices and Problems in Developing Countries. Types of markets, assembly of products, storage, transportation, quality determination, and pricing practices which are peculiar to the developing countries. Market organization and practices for the major export products and the principal domestic foods and fibers in such countries. Methods of progressively improving such markets. Prerequisite: 354 or Economics 215.

450-4 Advanced Farm Management. Methods of analyzing farm enterprises,

comparing farm businesses, allocating farm resources, combinations of enter-prises, and production factors. Field trip estimated cost \$5.00. Prerequisite: 350. 451-4 Agriculture Business Management. Functions of top management, such as: determining objectives; developing sound and consistent policies for achieving objectives; organizing the administrative personnel to carry out the plans; guiding and maintaining the administrative organization. Prerequisite: senior standing

456-11 (3,2,2,2,2) Agricultural Marketing Problems and Practices. (a) Cooperatives. Development of the agricultural cooperative movement, agricultural cooperative organization, legal requirements, principles and practices of agricultural cooperative associations. (b) Livestock. Problems and their solutions in marketing livestock. (c) Field Crops. Problems and their solutions in marketing field crops. (d) Dairy and Poultry. Problems and their solutions in marketing dairy and poultry products. (e) Horticultural crops. Problems and their solutions in marketing horticultural crops. Field trips cost \$5. Prerequisites: 354 or consent of instructor.

460-4 Agricultural Law. Relations of common-law principles and statutory law to land tenure, farm tenancy, farm labor, farm management, taxation, and other problems involving agriculture. Prerequisite: senior standing or consent of instructor.

471-4 Land Resource Economics. (Same as Forestry 471 and Economics 471.) The use of land as an economic variable in production of goods and services; land markets; group versus individual conflicts; elementary land resources planning techniques. Field trips. Prerequisite: 350 or Forestry 470.

473-4 Advanced Agricultural Power Systems. Advanced treatment of engine,

mechanical, and electrical analysis, and hydraulics and engine testing. Pre-

requisite: 373 or equivalent.

478-4 Agricultural Materials Handling Systems. Arrangement of feed handling, storage, and processing systems for agricultural products. Includes cleaning, sorting, and drying. Prerequisite: 215, 350, or equivalent.

482-3 Seminar-Research-Work Experience on International Agricultural Problems. Weekly two-hour discussion period on methods by which foreign students can adapt information and training obtained in U.S. oriented courses to the solution of important agricultural problems in their home countries. Supplemented by work experience and research on the University farms, in laboratories, and in the library.

483-3 Introduction to Communicating Technology in Rural Areas. For field and administrative personnel preparing for or working in rural economic development. Examines ecology and cultural elements of rural populations affecting the communication/adoption of technology. Basic forms common to the flow/communications of new technology. Develops alternative communi-

cation strategies for specific programs. Prerequisite: junior standing. 485-3 Principles and Philosophies of Vocational and Technical Education. (See Technical and Industrial Education 485.)

505–3 Agricultural Industries Research Methods. 512-3 to 6 Agricultural Occupation Internship.

520-1 to 6 Readings.

525-4 Cooperative Vocational-Technical Education.

550-4 Production Management.

552-2 Advanced Agricultural Prices. 554-4 Advanced Agricultural Marketing.

575-1 to 6 Research. 581-1 to 6 Seminar.

588-1 to 12 International Graduate Studies.

599-2 to 9 Thesis.

Agriculture, General

Concentration

General agriculture, intended for students seeking broad backgrounds in agriculture, is probably the best agricultural plan for students who have not chosen a professional area for emphasis.

Students gain basic preparation for many of the agricultural careers: general farming, agricultural services, agricultural extension, agricultural communications, agricultural business, agricultural industry, and agricultural production. Students who initially enroll in general agriculture may transfer to other agricultural areas of concentration or they may continue in general agriculture and select courses from various fields.

General Studies and Substitutes Substitute Chemistry 110 and 240 or equivalent for GSA 100	71
series (8)	
GSA 201a,b, (8)	
GSA 301 (4)	
Requirements for concentration in Animal Industries	60
An. Ind. 121a,b, 315, 311a or 318, 332 and 381	
An. Ind. electives	
Ag. electives (excluding An. Ind.)	
Science electives (a maximum of 2 additional courses in	
GSA) (12)	
Electives	61
Total	192

Students interested in working with plants in the urban environment should consider the Urban Land Management program. The student may elect to concentrate his training in either the Urban Forest Management option or the Urban Landscape Management option. The program is interdepartmental in nature, with students electing the Urban Forest Management option being advised in the Department of Forestry, and with students electing the Urban Landscape Management option being advised in the Department of Plant Industries.

Bachelor of Science Degree, SCHOOL OF AGRICULTURE Urban Land Management Specialization

Consend Studies Description of the	CT	
General Studies Requirements	67	
GSA 101a,b; 201a,b		
GSB 201a,b		
GSD 101, 102, 103b, 107 and Math 108, or Math 111a,b (+3-5)		
Requirement for Concentration in General Agriculture with a Spe-		
cialization in Urban Land Management		
Required Courses in Curriculum 70		
Accounting 250–4		
Administrative Sciences 301–4, 340–4		
Biology 307–4		
Botany 456–5 or 457–4		
Finance 271–4		
Forestry 221–4, 350a–3, 450–4, 483–4		
Government 360–4		
Plant Industries 301-5, 304a,b-5, 404-3		
Recreation 301–3		
Zoology-316-4		
Required Courses in Option	28-32	
Urban Forest Mgmt Option Forestry 365a-4, 466-3		
GSE 101a-1, 106-1 Geography 310a-4		
Administrative Sciences 341–4 Geology 220–3		
Tammibulante belefices off-4 Geology 220-0		

Government 440-4

Economics 214-4, 215-4

Urban Landscape Mgmt Option GSC 205-4	Geography 310a–4, 470a,b–8 Plant Industries 264–4, 303–3
Botany 308-5	00.07
Electives	
Total	

Animal Industries

Department, Concentration, Courses

Professors Billy Lee Goodman, Ph.D.
Scott W. Hinners, Ph.D.
G. B. Marion, Ph.D. (Chairman)
Howard H. Olson, Ph.D.
Alex Reed, Ph.D. (Emeritus)
Associate Professors Warren S. Biven,
Ph.D.
Harold H. Hodson, Jr., Ph.D.
W. G. Kammlade, Jr., Ph.D.
Gilbert H. Kroening, Ph.D.
Assistant Professors Carl L. Hausler,
Ph.D.
D. Dixon Lee, Jr., Ph.D.

Louis E. Strack, DVM, M.S.
George H. Waring, Ph.D.
Assistant Instructors Ronald Carr,
B.S.
Robert Francis, B.S.
Gene C. McCoy, M.S.
Russell Snyder, B.S.
Instructor John Gholson, B.S.

Adjunct Instructor James J. Meno, M.S.

Lecturer Marshall Clark (Emeritus)

Instruction, research, demonstration, and/or consultation are provided in dairy, horse, livestock and poultry production, animal behavior, meats, laboratory animal science and veterinary science. Courses are offered in all phases of animal production and management.

The student has opportunity to select courses in other areas of agriculture or related fields, such as business, biology, or physical sciences. This selection allows the student to include in his studies the agronomic, agricultural economic, and agricultural engineering phases of agriculture, pre-veterinary medicine, or business as related to animal production.

Bachelor of Science Degree, SCHOOL OF AGRICULTURE

General Studies and Substitutes	71
Substitute Chemistry 110 and 240 or equivalent for GSA 100	
series (8)	
GSA 201a,b	
GSA 301 (4)	
Requirements for concentration in Animal Industries	60
An. Ind. 121a,b, 315, 311a or 318, 332 and 381	
An. Ind. electives	
Ag. electives (excluding An. Ind.) (12)	
Science electives (a maximum of 2 additional courses in	
$GSA) \qquad (12)$	
Electives	61
Total	192
* VVWV	

Courses

121-5 (4,1) Science of Animals that serve mankind. (a) Animal industry as related to human needs. A and b must be taken concurrently. (b) Laboratory. Livestock facilities, demonstration, and discussion of management practices. 259-3 to 60 Technology in Agriculture. This is a designation for credit earned in technical or occupational proficiency when credit is to be established (by departmental evaluation) for work above the high school level. Prerequisite: transfer from two-year program.

311-7 (3,2,2) Evaluation and Selection of Farm Animals and Animal Products. (a) Comparative selection and evaluation of livestock, dairy, and poultry, and their products. Prerequisite: 121. (b) Grading and selection of breeding and production animals, livestock, dairy, or poultry. (c) Comparative grading and selection of live animals and evaluation of products. Field trips. Must be taken in a,b,c sequence. Prerequisite: for livestock section of b, 318.

315-4 Feeds and Feeding. Principles of domestic animal nutrition and feed-

ing. Balancing rations. Prerequisite: 121.

318-3 Meat Animal and Carcass Evaluation. Carcass quality, grade and cutability of beef, pork, and lamb in relation to live and animal evaluation. Factors affecting growth, development, and body composition of meat animals. Field trip. Prerequisite: 121.

319-3 Horses. Types, breeds, selection, use, care, and management of light

horses. Field trips. Prerequisite: 315.

321-4 Processing and Grading of Poultry Products. Skills required in price determination, processing, grading, storage, merchandising, and distribution of poultry products. Prerequisite: 121.

327-4 Poultry Management. Principles and practices of incubation, brooding and rearing, and disease prevention, control, and diagnosis. Prerequisite: 121. 332-4 Animal Breeding and Genetics. The application of the basic principles of genetics and breeding systems to the improvement of farm animals. Pre-

requisites: 121; GSA 201b or equivalent.

337-4 Animal Hygiene. Contagious, infectious, and nutritional diseases and parasites of animals; their prevention and control. Field trip. Prerequisites:

121.

359-3 to 5 Intern Program. Work experience program in either an agricultural agency of the government or agri-business. Prerequisite: junior standing.

381-1 to 2 Animal Science Seminar. Discussions of problems and recent developments in animal science. Maximum of one hour per term. Prerequisite: junior or senior standing

390-1 to 6 Special Studies in Animal Industries. Assignments involving research and individual problems. Approval of department chairman required.

Juniors and seniors only.

391-1 to 6 Honors in Animal Industries. Independent undergraduate research sufficiently important to require three hours per week of productive effort for each credit hour. Prerequisite: junior standing, GPA of 4.0 with a 4.25 in the

major and consent of departmental chairman.

415-9 (5,4) Animal Nutrition. (a) Physical and chemical properties of nutrients and their uses and principles involved in determination of nutrient requirements. (b) An integration of the basic facts concerning the nature of nutrients and their metabolism. Must be taken in a,b sequence. Prerequisite: 315 and organic chemistry or equivalent.

419-4 Stable Management and Horsemanship. Lectures and laboratory experience. Routines of stable operation, horse care, training, and management.

Field trips. Prerequisite: 319.

420-4 Commercial Poultry Production. Broilers, layers, and turkeys as adapted

to poultry specialty farms. Field trips. Prerequisite: 121.

421-3 Animal Production in Developing Countries. World animal production, practices, and institutions which affect productivity. The adaptability of animals to serve mankind. Prerequisite: one year biological science.

430-4 Dairy Cattle Breeding and Management. Application of principles of

breeding, nutrition, and physiology to the management of the dairy herd. Field trip required. Prerequisite: 332.

431-4 Reproductive Physiology of Domestic Animals. Comparative physiology of reproduction in farm animals and the principles of artificial insemination.

Prerequisite: 121 and one course in physiology.
432-3 Quantitative Inheritance of Farm Animals. A review of the principles underlying the influence of mutation, selection, migration, and random drift in animal breeding populations; estimation and interpretation of heritabilities and genetic correlations; effects of variances of quantitative traits of farm animals. Prerequisite: 332.

433-3 Dairy Cattle Nutrition. Application of the lastest knowledge of digestion and metabolism in ruminants, and their nutritional requirements to dairy herd

feeding. Prerequisite: 315.

434-3 Physiology of Lactation. Anatomy of the mammary gland, hormonal control of development and secretion, milk synthesis, physiology and mechanics of milking. Prerequisite: organic chemistry and physiology.

456-4 (2,2) Agricultural Marketing Problems and Practices. (b) Livestock. Problems and their solutions in marketing livestock. (d) Dairy and poultry. Problems and their solutions in marketing dairy and poultry products. Prerequisites: GSB 211a, Agricultural Industries 354 or consent of instructor. (See also Agricultural Industries 456.)
465-5 Swine Production. Breed selection, breeding, feeding, management, and marketing of swine. Field trip. Prerequisites: 315, 332.
479-4 Animal Behavior. (See Zoology 479.)

480-4 Sheep Production. Breeding, feeding, and management of sheep. Field trip. Prerequisites: 315.

485-4 Beef Production. Breeding, feeding, and management of beef and dual-

purpose cattle. Field trip. Prerequisites: 315. 487-4 Commercial Livestock Feeding. Consideration of principles and problems in fattening beef cattle and sheep for market. Field trip. Prerequisites:

502-3 Surgical Research Techniques in Farm Animals.

505-8 (4,4) Research Methods in Agricultural Science.

515-4 Nutrient Utilization in Domestic Animals. 516-4 Minerals and Vitamins in Animal Nutrition.

520-1 to 6 Readings in Animal Industries.

575-1 to 6 Individual Research.

581-1 to 6 Seminar.

588-1 to 12 International Graduate Studies.

599-2 to 9 Thesis.

Anthropology

Department, Concentration, Courses

Professors Philip J. C. Dark, Ph.D. J. Charles Kelley, Ph.D.
Robert L. Rands, Ph.D.
Carroll L. Riley, Ph.D.
Walter W. Taylor, Ph.D.
Associate Professors Milton Altschuler, Ph.Ď. Edwin A. Cook, Ph.D. (Acting Chairman) Jerome S. Handler, Ph.D. Bruce B. MacLachlan, Ph.D. Joel M. Maring, Ph.D.

Jon D. Muller, Ph.D. Assistant Professors M. Lionel Bender, Ph.D. J. Larry Grimes, Ph.D. Ester G. Maring, Ph.D. Malcolm T. Walker, Ph.D.

Instructors Marie M. Doenges, M.A.

Frank Rackerby, M.A.

Adjunct Assistant Professor Jim Richard Specht, Ph.D.

All the major divisions of anthropology are covered, viz. archaeology, ethnology, linguistics, physical anthropology, and social anthropology. Faculty members of the department have had field experience in North, South, Central America, the Caribbean, Europe, Africa, and the Pacific. Faculty specialization and field experience in the Greater Southwest, Mesoamerica, Midwest, Africa, and New Guinea are particularly strong.

Bachelor of Arts Degree, COLLEGE OF LIBERAL ARTS AND SCIENCES

Supplementary Two Years College Requirement in FL/Mathematics Requirements for Concentration in Anthropology

Anthropology 250 or equivalent is prerequisite to 300- and 400level courses in anthropology. It does not count toward 64.

46 hours of anthropology, at least 24 of which are on the 400-level.

18 hours from at least three related fields, e.g. biology, geography, geology, history, linguistics, philosophy, psychology, sociology. Consult department for recommended courses.

^{*} GSC foreign language does not satisfy GSC requirements for a major in the College of Liberal Arts and Sciences.

Two years of foreign language—18 hours	
Secondary concentration	24
Electives	16
Total	192

Although there are no specific course or distribution requirements, the major is urged to take at least one course each in the following subfields: applied anthropology, archaeology, art and technology, ethnology, history of anthropology, linguistics, physical anthropology, and social anthropology. The student who contemplates going on to do graduate work in the field is advised to take a broadly based curriculum, in order to increase his chances of admission into a graduate program.

The prospective graduate student is also advised to gain reading knowledge of one of the foreign languages containing a substantial anthropological literature, e.g. French, German, Russian, Spanish, and to obtain

elementary knowledge of statistics or computer science.

Secondary Concentration in Anthropology

A secondary concentration in anthropology is available to students who desire a minor or who are required to complete a minor. Major departmental or university advisers should be consulted before selecting this field as a secondary concentration.

The secondary concentration in anthropology consists of anthropology 250, or its equivalent, with at least nine of the required 24 hours at the 300-level and at least nine of the required 24 hours at the 400-level. The remaining three hours may be at either the 300- or 400-level.

Students are advised to consult the department before selecting courses.

Honors Program in Anthropology

An anthropology student who wishes to receive honors in anthropology is expected to participate in both his junior and senior years in departmental honors courses. The minimum number of hours required is 15 and the maximum, 21. The student must have and maintain an overall g.p.a. of 4.00 and an anthropology g.p.a. of 4.25.

Courses

250-3 Introductory Anthropology. Subfields, interdisciplinary nature, scientific

methodology, and application of anthropology.

275-1 to 18 Individual Study. Anthropological topics studied on an individual, or other, basis not provided by GSB 102. The academic work may be done on the campus or in conjunction with approved off-campus (normally field research) activities. Prerequisite: consent of department.

300-3 Physical Anthropology. Man as a biological being, his relationships to other living things. Human origins and development. Concept of race and the races of marking. Human genetics and normal human variation. Prerequisite:

races of mankind. Human genetics and normal human variation. Prerequisite:

250 or equivalent.

301-3 Linguistics in Anthropology. Introduces the concept of culture as revealed through human language. Prerequisite: 250 or consent of instructor. 302-3 Introduction to General Archaeology. Theories and methods of anthropological archaeology. For beginning archaeologists and non-archaeologists. Prerequisite: 250 or equivalent.

303-3 Old World Prehistory. A survey of man's earliest cultural beginnings. Paleolithic and Neolithic periods in Europe, Africa, the Near East, and Asia.

Prerequisite: 250 or equivalent.

304-3 The Origins of Civilization. A study of the complex environmental and cultural factors that led to the rise and fall of early high-cultures in both the Old and New Worlds. Prerequisite: 250 or equivalent.

310-3 Introduction to Social Anthropology. Ways in which humans organize

themselves for action. Emphasis on terminology of social anthropological analysis. Comparative and functional aspects of kinship, economic, political, religious, and legal systems of non-Western peoples. Prerequisite: 250 or equivalent.

311-9 (3,3,3) Peoples and Cultures of the World I. The biological and cultural history of man. (a) North America. (b) Meso-America. (c) South

America. Prerequisite: 250 or equivalent.

312-9 (3,3,3) Peoples and Cultures of the World II. The biological and cultural history of man. (a) Europe. (b) Caribbean. (c) Oceania. Prerequisite:

250 or equivalent.

313-6 (3,3) Peoples and Cultures of the World III. The biological and cultural history of man in: (a) Sub-Saharan Africa. (b) The Near East and North Africa. Prerequisite: 250 or equivalent.

314-6 (3,3) Peoples and Cultures of the World IV. The biological and cultural history of man in: (a) Eastern Asia. (b) South Asia. Prerequisite: 250 or

equivalent.

315-3 Peoples and Cultures of the World V. Survey of the world's peoples and cultures. Ethnological and documentary films. Prerequisite: 250 or

equivalent.

376-2 to 11 Independent Study in Classical Studies Program. (Same as Art, Foreign Languages, History, Philosophy, and Religious Studies 376.) Taken in junior and senior years to a total of at least eight hours. At end of senior year level work, student submits a research paper.

399-3 to 9 Honors Tutorial. Individual or seminar work. Introduces the student to research. Must have and maintain 4.000 overall gpa and 4.25 gpa in anthro-

pology. Prerequisite: consent of department.

400-4 Man and Culture. The nature of culture and cultural process. Relationships of culture and man as an individual and as a group. Emphasis on "the anthropological point of view." Prerequisite: 250 or equivalent.

401-4 Language in Culture. Language as a part of culture. Linguistics and

the study of culture. Prerequisite: 250, or equivalent, or consent of department. 403-3 to 4 General Archaeology. Theory and methodology. The basic concepts underlying anthropology interpretations of man's past. Prerequisite: 302 or consent of instructor.

404-6 (3,3) Technology, Art, and Anthropology. The development of man as an art-loving and tool-using being. Technological and artistic traditions of nonwestern peoples, past and present. (a) Technology and anthropology. (b) Art and anthropology. Sequence a,b recommended. May be taken b,a, or a or b only. Prerequisite: for undergraduates, 250 or equivalent.

only. Prerequisite: for undergraduates, 250 or equivalent.

407-3 General Ethnology. Ethnology as a major sub-field of anthropology, including interest in ethnohistorical studies as well as the more traditional aspects of the field. Prerequisite: 250 or equivalent.

408-3 History of Anthropological Thought. The growth of anthropology as an academic discipline to about 1940, with emphasis upon the concepts and ideas since 1860. Prerequisite: 250 or equivalent.

409-3 Applied Anthropology. The applications of anthropological principles to the solution of problems of the modern world. Contributions of anthropology to the work of the educator, social worker, administrator, business man, government official, and other specialists dealing with man in Western and non-Western cultures. Prerequisite: 250 or equivalent.

non-Western cultures. Prerequisite: 250 or equivalent.

410-3 Current Problems in Social Anthropology. Current problems in the description and analysis of non-Western social systems. Emphasis on kinship and social structure. Prerequisite: for undergraduates, 310 or consent of instructor.

413-3 General Linguistics. Philosophical, with attention to linguistic theory, origin of language, acquisition of language, language change, dialectology. Undergraduate. Prerequisite: 301 or consent of instructor.

dergraduate. Prerequisite: 301 or consent of instructor.

415-3 Logic of the Social Sciences. (Same as Philosophy 415.) Logical and epistemological examination of the social studies as types of knowledge. Basic problems in philosophy of science with major emphasis upon social science; relationship of theory to fact, nature of induction, nature of causal law, testability, influence of value judgments, etc. Intended for students with considerable maturity in a social science or in philosophy.

418-4 Languages of the World. Attention given to language families, focusing on studies of linguistic history, genetic relationships, and typological classification. Of interest to specialists in fields other than linguistics. Prerequisites:

consent of department.

430-3 Archaeology of North America. Introduction to methods of archaeology

and survey of prehistoric Indian cultures north of Mexico, with emphasis on cultures of the Mississippi Valley. Prerequisite: 250 or equivalent.

441-3 Comparative Economics. A comparative study of economic systems, with emphasis upon those found in primitive societies. Studies of systems which fall outside the conventional systems such as capitalism, socialism, and fascism. Prerequisite: 250 or equivalent.

442-3 Comparative Folklore. A comparative study of the role of folklore in various cultures of the world, with emphasis upon non-literate societies. Analysis of motifs, themes, and other elements; comparisons between non-literate and literate groups. Prerequisite: 250 or equivalent.

443-3 Comparative Law. Legal premises upon which societies are based; systems of the non-literate world; case studies of instances where these systems come into contact with those of literate, technologically advances cultures. Prerequisite: 250 or equivalent

Prerequisite: 250 or equivalent.

444-3 Comparative Religion. Comparative study of religious systems, with emphasis upon those of non-literate societies. Examination of basic premises and elements of these belief systems, normally excluded from discussions of the "Great Religions." Prerequisite: 250 or equivalent.

445-3 Cross-Cultural Studies of Personality. Similarities and differences in personality structures including the historical development of this as an anthropological subdiscipline. Basic and modal personality, national character, culture change and personality, culture-bound reactive syndromes, and cognitive anthropology discussed. Prerequisite: 250 or equivalent.

465-6 (2,2,2) Museum Methods. Practical experience and associated philosophical-educational context of museum methods in exhibition/display, proc-

essing, cataloging, preservation, etc. Prerequisite: junior standing.

466-2 Museum Administration. Problems and policies associated with museum administration, either as a specialist in large organizations or as general museologist when the director serves as a multi-purpose staff member. Prerequisite: junior standing.

470-9 (3,3,3) Special Studies of World Languages. Specific languages or language families focusing on history and structure. Any one quarter will concentrate on language of a major geographical area. Prerequisite: 413 or Lin-

guistics 401a,b, or consent of instructor.

471-6 (3,3) Ethnomusicology (See Music 471).

483-1 to 18 Individual Study in Anthropology. Guided research on anthropological problems. Consent of department required to enroll, unless required and scheduled with another anthropology course.

497-1 to 18 Honors Individual Research. Honors students participate in graduate seminar work with the consent of the instructor. Undergraduate. Prereq-

uisite: 250, or equivalent, or consent of instructor.

499-3 to 12 Honors Thesis. Work on a directed research problem. The topic of the thesis may be simple or complex, depending on the time expended on it. Paper to be of publishable quality. Prerequisite: 399 and consent of department.

510-3 to 9-Seminar in New World Archaeology. 511-3 to 9 Seminar in Mesoamerican Archaeology.

512-3 to 9 Seminar in Old World Archaeology.

520-3 to 9 Seminar in New World Ethnology. 521-3 to 9 Seminar in the Ethnology of Mesoamerica. 522-3 to 9 Seminar in the Anthropology of Oceania.

523-3 to 9 Seminar in the Anthropology of Africa.

545-3 to 9 Seminar in Linguistics.

550-3 to 9 Seminar in the Native Cultures of Latin America.

560-3 to 9 Seminar in Comparative Social Organization.

562-3 to 9 Seminar in the Anthropology of Contemporary Peoples.

565-3 to 9 Seminar in Cultural Change and Development. 567-3 to 9 Seminar in Anthropological Theory and Method.

570-3 to 9 Seminar in Art and Technology.

575-3 to 9 Seminar in the Individual and Culture.

581-3 to 9 Seminar in Anthropology. 582-1 to 27 Problems in Archaeology. 584-1 to 27 Problems in Cultural Anthropology.

585-1 to 27 Readings in Anthropology. 595-6 (3-3) Field Methods in Ethnology.

596-6 (3-3) Field Methods in Archaeology. 597-1 to 27 Fieldwork in Anthropology.

599-1 to 9 Thesis. 600-1 to 36 Dissertation.

Applied Science

Courses

323-3 Introduction to Computer Science. Historical development of computers. Logical basis of computer structure; machine representation of numbers and characters; number systems. Current and prospective developments in computer hardware and software. Survey of special purpose computer usage including information retrieval, heuristics, simulation, file manipulation, sorting, and "total information systems." Prerequisite: Engineering 222, or Mathe-

matics 225, or Management 455 and Mathematics 111.

401-12 (4,4,4) X-Ray Crystallography. (a) Introductory Crystallography. Lattice theory of the crystal. Biller indices. Crystal zones. The Bravais lattices. Symmetry elements. Proper and improper rotations. Point groups: crystal classes. Operators involving translation. Space groups. Elements of crystal structure. Coordination. Structure types. (b) X-Ray Diffraction Techniques. X-ray diffraction by single crystals: fundamental equations. Reciprocal lattice and Ewald sphere. Optical analog: The optical diffractometer. Single crystal photographic methods: the Laue method: rotating and oscillation, Weissenberg, Buerger-procession and Jong-Bourman. Divergent and convergent-beam techniques. Interpretation of the x-ray diagrams. Diffractometric methods; fundamentals. Identification of polycrystalline materials with x-ray diffractometer (power method). Single crystals diffractometry. Absolute intensity measurements. (c) Crystal Structure Analysis. Fundamental diffraction relations. Determination of the cell size, chemical formula, symmetry and space group. Measurement of intensities: geometrical and physical factors affecting intensities. The structure factor; phase of the structure factor. The anisotropic temperature factor. Fourier synthesis. Electron-density projections. The phase problem. Utilization of anomalous dispersion. Direct determination. The Patterson method. Refinement of the structure with high speed computers speed computers.

410-8 (4,4) Electronics and Instrumentation for the Life Sciences. (a) Review of electrical theory and electrical aspects of biological systems; introduction to circuit analysis; fundamentals of instrumentation, primarily electronic; laboratory. (b) Transducers and characteristics of instruments used in biological research; basic computer and data-system theory and applications; analysis of biological waveforms; simulation of biological systems; laboratory.

418-3 Digital Computers in Research. (Same as Engineering 418.) Computational techniques for matrix inversion, solution of linear equations, and characteristic roots and vectors; least squares analysis, curve-fitting, and regression; design of experiment; solution of nonlinear equations; min-max functional approximation techniques; generation of approximate solutions, Monte Carlo tech-

niques. Prerequisite: Engineering 222 and Mathematics 150a.

421-3 Programming Languages. A study of the development and use of programming languages for high speed stored program digital computers. Included are problem-, procedure-, and machine-oriented languages, symbolic languages, interpretive systems, macro assemblers, and list processors. A comparison of the languages will be made and each student will prepare programs using the languages studied. Prerequisite: Engineering 222, Mathematics 225 or consent of instructor.

422-3 Programming Systems. The use and methods of electronic data processing systems. Topics are searching, ordering, codifying, information retrieval, process control, executive routines, and heuristic programming. The student will apply system techniques for solution of problems using one or more of the available high speed digital computers. Prerequisite: Engineering 222 or

Mathematics 225 or consent of instructor.
430-2 to 8 Special Problems. Special opportunity for students to obtain as-

sistance and guidance in the investigation and solution of selected technical problems. Prerequisite: consent of coordinator.

431-6 (3,3) Nuclear Science. Provides a background for further work in nuclear science. Lectures and problems in radioactivity and the uses of radio isotopes, nuclear engineering, introductory reactor theory, and use of an analog

computer in solving problems of neutron transport and reactor kinetics. Pre-

requisites: 300 and Math 252b.

432-3 Nuclear Laboratory. Health physics instruments; characteristics of alpha, beta, and gamma rays; radioactive decay; counting statistics; funda-

mental neutral experiments. Prerequisite: 300 or Physics 300.

444-16 (4,4,4,4) Materials Science. (a) Crystal structure of materials. Concepts of ionic, metallic, van der Waals, and covalent bond; hydrogen bond; solid solutions; interstitial phases. Coordination structures. Radicals in crystal structures. Long chain molecular crystals. Clathrate and molecular complexes. The structure of polymers, glass, and liquids. (b) Crystalline materials preparation. Phase rule. Crystal growth. Homogeneous and heterogeneous nucleation. Absorption. Impurities. Rate of crystallization. Preparative crystallization. Twinning. Spiral growth theory. Recrystallization. (c) Perfection of crystalline materials. The solid as an imperfect body. Isomorphic substitution. Composition disorder. Electron holes and traps. Diffusion. The role of dislocations in growth and phase transition. Crystal surface. The role of imperfections. (d) Thermodynamics of solids. Potential energy of ionic and molecular crystals. Band theory. Stability of solid phases. Equilibrium diagrams. Influence of temperature, pressure, and composition. Polymorphism:

role of crystal structure. The thermodynamics of the imperfect crystal.

470-6 (3,3) Engineering Analysis. (a) Basic vector field theory; transformation theorems. Methods of solution for basic ordinary differential equations with applications to engineering systems. Prerequisite: Mathematics 252b (b) Basic methods of solution for partial differential equations with emphasis on applications of the Laplace, Poisson and heat equations to engineering problems. Basic complex variables, matrix theory, numerical analysis and simulation techniques applied to engineering systems. Prerequisite: 470a or

Mathematics 305a.
503-12 (4,4,4) Physical Properties of Crystalline Materials.
504-12 (4,4,4) X-Ray Diffraction and the Solid State.
521-6 (3,3) Design of Automatic Programming Language Processors.

522-6 (3,3) Programming Systems Design. 570-2 to 6 Special Investigations. 580-1 to 9 Seminar.

599-1 to 9 Thesis.

Architectural Technology

Program, Concentration, Courses

Associate Professor Paul Lougeay, B.S. Assistant Professors Joseph R. Lete, B.S.

Harold E. Little, B.S.

Clifton D. Rutledge, M.S. Instructors Brooks Ladner, B.S., B.-Arch. Robert H. Swenson, M.Arch.

The technically-trained person who is able to work in the area between the draftsman who simply reproduces another's ideas and the licensed architect who creates will find a variety of positions available to him within the architectural profession.

The graduate of architectural technology will have basic knowledge and skills for entry into this broad field, where he may advance into such specific areas as project coordination, specifications writing, architectural design, structural and mechanical engineering, and architectural supervision.

During his two years of study, the student will gain an understanding of the architectural and design professions and other components of the building industry, the design and production process, and the historical, mathematical, and physical factors involved. He will be enabled to prepare and interpret technical communications such as two- and three-dimensional models, charts, and architectural delineations.

Architectural classes make several field trips each year to nearby cities to study historical and contemporary architecture. The student should make allowance in his budget to cover the expense of these trips and for the purchase of small amounts of equipment and supplies.

The faculty consists of licensed architects having many years of professional experience. The program is certified by the American Institute of Architects.

An advisory committee whose members have been chosen for their understanding of current needs in the architectural profession and their interest in education helps to assure that students have the benefit of an up-to-date curriculum. Members often serve as guest lecturers. Current members are: Edward Bartz, Hellmuth-Obata and Kassabaum, Inc., Belleville; Frederick W. Salogga, Spangler-Beall-Salogga-Bradley, Decatur; William E. Gramley, Phillips-Swager and Associates, Peoria; and William Stein, Hans Fischer and Associates, Inc., Carbondale.

A minimum of 105 credit hours is required for the associate degree.

Associate In Technology Degree, Vocational-Technical institute

Requirements for Concentration in Architectural Technology	
GSA 101a	4
GSB 201c	4
GSD 101, 102	6
Mathematics 111a	
Vocational and Technical Careers 105	3
Architectural Technology 110a,b, 121b, 146a,b, 147, 150, 151, 152,	
153, 221a,b,c, 250a,b,c, 254, 258, 283, 290a,b	83
Total	TUD

Courses

110-8 (5,3) Architectural Drafting. On completion of the course, the student will have knowledge, understanding and skills in the use of the drafting instruments. (a) Lettering, orthographic projections, intersections of surfaces, isometric and oblique drawing, and shades and shadows. Lecture 2 hours. Laboratory 9 hours. (b) Perspective drawing including visual ray method, two point and three point perspective, direct measurement perspective, reflections and shades and shadows in perspective. Lecture 2 hours. Laboratory 4 hours. Must be taken in a,b sequence.

121-5 Architectural Design. On completion of the course the student will have knowledge, understanding and skills in the principles of architectural design, composition, and delineation as applied to structures of a simple nature. Lecture 3 hours. Laboratory 6 hours. Prerequisite: 110b, 146b or consent of adviser. 146-6 (3,3) Architectural Freehand Graphics. On completion of the course, the student will have knowledge, understanding and skills in freehand drawing from life, sketching techniques in (a) pencil and ink and the use of the pencil as a means of architectural expression; (b) theory of color and delineation techniques in various color media. Lecture 1 hour. Laboratory 5 hours. Must be taken in a,b sequence.

147-3 History of Architecture. On completion of the course, the student will have a knowledge and understanding of the history of architecture from the prehistoric to the present time as it relates to the environmental and cultural

setting of man. Lecture 3 hours.

150-3 Basic Materials of Construction. On completion of the course the student will have a knowledge and understanding of materials of construction with emphasis upon those materials not specifically regarded as structural. Lecture 3 hours. Must be taken concurrently with 151 or have consent of the adviser for variance.

151-5 Materials and Methods of Construction. On completion of the course the student will have a knowledge, understanding and skills in light frame construction including foundations; framing systems; the physical nature, adaptability and limitations of light frame materials; and the development of con-

struction details and working drawings. Lecture 3 hours: Laboratory 6 hours.

Prerequisite: 110a or consent of the adviser.

152-2 Site Engineering. On completion of the course, the student will have knowledge, understanding and skills in site selection, survey computations, contours, and the use of the level and transit. Lecture 1 hour. Laboratory 3 hours. Prerequisite: 110a, Math 111a or consent of the adviser.

153-3 Mechanics and Strength of Materials. On completion of the course the student will have knowledge and understanding of elementary force systems, centroids, movement of inertia, deformation, flexure, combined stress, shear and moment diagraming and computation. Lecture 3 hours. Prerequisite: GSA 101a,

Math 111a or the consent of the adviser.

221–15 (5,5,5) Architectural Design. On completion of the course, the student will have knowledge, understanding and skills of architectural planning; design, composition and delineation as related to (a) small commercial and residential structures with limited areas; (b) more complex low-rise structures and building groups; (c) continuation of b with selected individual projects of a more complex nature. Lecture 3 hours. Laboratory 6 hours. Must be taken in a,b,c sequence. Prerequisite: 121 or consent of the adviser.

246-3 Architectural Delineation. On completion of the course the student will have knowledge, understanding, and skills of architectural delineation of a more complex nature, using water color, designers colors, ink, pastel and other media; and the use of air-brush techniques as they apply to architectural delineation. Lecture 1 hour. Laboratory 5 hours. Prerequisite: fifth term status

in concentration or consent of the adviser.

250-15 (5,5,5) Materials and Methods of Construction. On completion of the course, the student will have knowledge, understanding and skill of current materials and methods of construction, and the description of these materials and methods both graphically and by written specification; their physical nature, adaptability and limitations as they pertain to (a) semi-fire-proof construction. (b) Fire-proof construction. (c) Combination construction methods. Lecture 3 hours. Laboratory 6 hours. Prerequisite: 151 or consent of the adviser. 254-3 Mechanical Equipment of Buildings. On completion of the course, the student will have a basic knowledge and understanding of the mechanical equipment of buildings including code requirements, specifications, design and installation of plumbing, heating and air-conditioning equipment, electrical wiring and illumination. Lecture 3 hours. Prerequisite: fourth quarter status in concentration or consent of the adviser.

concentration or consent of the adviser.

258-4 Structural Elements. On completion of the course the student will have knowledge, understanding and skills of the analysis of building loads, theories of shear, flexure, and deflection and their application to steel and timber structural members. Lecture 4 hours. Prerequisite: 153 or consent of the adviser.

283-3 Construction Cost Estimating. On completion of the course, the student will have a basic knowledge, understanding and skills of making preliminary estimates, quantity surveys, materials lists, construction schedules, and working estimates. Lecture 3 hours. Prerequisite: 250a or consent of the adviser.

285-2 Special Problems in Architecture. On completion of the course, through special problems, the student will have a knowledge and understanding of the architectural profession and its social and cultural contribution to man in the Twentieth Century; orientation in architectural office procedures including public relations, procedures, information retrieval, and documentation by architectural photography. Lecture 2 hours. Prerequisite: fifth term status in concentration or consent of the adviser.

290-6 (3,3) Theory of Structures. On completion of the course, the student will have a knowledge and understanding of the basic theory of structural design and the use of the standard handbooks as they pertain to (a) Reinforced concrete design, (b) Graphic analysis of force systems, structural members, and trusses of wood and steel. Lecture 3 hours. Prerequisite: 258 or consent of the

adviser. Must be taken in a,b sequence.

Art

School, Concentration, Courses

Professors Herbert L. Fink, M.F.A. (Director)
Milton Sullivan, M.A.

Nicholas Vergette, AID
Associate Professors Roy Abrahamson, ED.D.

Lawrence Bernstein, M.F.A.
Patrick Betaudier, N.D.D.
Brent Kington, M.F.A.
Thomas Walsh, M.F.A.
Assistant Professors William Boysen,

George Mavigliano, M.A. Robert Paulson, M.F.A. James E. Sullivan, M.A. Lecturer Evert Johnson, M.A.

Undergraduate offerings in art provide introductory and specialized experiences. The course of study offered, leading toward the Bachelor of Arts degree in art, requires 111 hours in art with an emphasis on a professional degree.

Candidates for the Bachelor of Arts degree may select specializations in painting, sculpture, printmaking, drawing, metalsmithing, ceramics, weaving, art history, or art education. Electives, courses outside of degree requirements, are provided so that the student may encounter additional areas of concern beyond his concentration.

The department is staffed by a faculty of artist-teachers, many of whom have national reputations resulting from their participation in major exhibitions and invitational shows throughout the country. There is also an *Artist-in-Residence* program which annually invites internationally known artists to teach, exhibit, and lecture. The student can expect to receive excellent training in all of the applied and theoretical branches of art.

A student who expects to elect the studio or the studio-crafts specialization must have the approval of the faculty of the School of Art. His past work will be evaluated and he must give evidence of the necessary level of competence to pursue this program. Students who do not meet this criterion may elect the specialization in art education or art history in the School of Art.

Secondary Concentration

A total of 24 hours constitutes a secondary concentration. A total of 12 hours must be taken in Art 100. The student then may elect to take any Art 200 or Art History 225 offerings. He also may elect to take any 300-level craft course to complete the 24 hour requirement.

Bachelor of Arts Degree, COLLEGE OF COMMUNICATIONS AND FINE ARTS

A student concentrating in art should select one of the following fields of specialization by the end of his sophomore year: painting, prints, sculpture, drawing, metalsmithing, ceramics, weaving, and art education. He must complete a minimum of 18 hours in art history, unless he specializes in art education.

Studio

General Studies Requirements	67
Requirements for Concentration in Art	
Art 100, 200	
Art 225, electives in art history	
Art drawing 341–8	
Art electives	
Art specialization	
Drawing—341, 441, 442	
Painting—320, 401, 406	
Prints—358, 410, 416	
Sculpture—393, 405, 493	
Total	192

Studio Crafts

General Studies Requirements Requirements for Concentration in Art Art 100, 200 24 Art 225, electives in art history 18 Art electives 37 Art specialization 32 Metalsmithing—332, 430, 436 Ceramics—302, 420, 426 Weaving—385, 440, 446	111
Total	192
Art Education	
General Studies Requirements Requirements for Concentration in Art Art (studio) 100, 200, 302, 332, 385 36 Art (history) 225, GSC 340, 341, 342 15 Art (education) 365, 307, 308 10 Art Studio or Craft Minor 24	67 88
Professional Education RequirementsGuidance 3054Secondary Education 310, 35216–20Education Electives4	28
Total	192
Art History	
General Studies Requirements Requirements for Concentration in Art Art 225 9 Art 340, 341, 342 9 GSC 9 Art 483 15 Art 482,a,b 6 Philosophy 360, 460 7	67 46
Secondary Concentration in Studio	36
Electives	43
Total	192
A second foreign language is strongly recommended and electives sho	

ithropology, fine arts, history, philosophy, and religion.

Courses

Art Education Courses: 300, 307, 308, 365, 408, 460, 466, 560, 566, 599.
Art History Courses: 225, 309, 350, 356, 369, 380, 445, 449, 482, 483, 571, 573, 599.
Studio Courses: 100, 200, 302, 325, 332, 341, 358, 385, 393, 401, 405, 406, 410, 416, 420, 426, 430, 436, 440, 441, 446, 493, 501, 502, 504, 506, 511, 516, 520, 526, 530, 540, 546, 599.

100-4 to 12 (4,4,4,4,4) Basic Studio. Restricted to majors in School of Art, photography, and School of Home Economics. (a) Sculpture-crafts (b) Craftssculpture (c) Painting-graphics (d) Graphics-drawing (e) Drawing-painting. 200-12 (4,4,4) Studio Disciplines. Restricted to majors in School of Art, photography, and School of Home Economics. (a) Sculpture (b) Drawing (c) Painting. Prerequisite: 100-12. 225-9 (3,3,3) Introduction to Art History. The student is acquainted with the

nature of art as a human activity in order to gain an understanding of its significance now and in the past through three distinct sequential courses:

(a) the nature of visual art and history, (b) classification of art in major historical periods, and (c) representative problems in the history of art. 259-4 to 24 Studio. Credit established by departmental evaluation. 300-12 (4,4,4) Art Education. Theory and practice of art activities in the elementary schools. Designed for elementary education students.

302-12 (4,4,4) Pottery. (a) Beginning pottery, (b) Intermediate pottery, (c) Advanced pottery. Must be taken in a,b,c sequence. Prerequisite: 12 hours

100-level courses or consent of instructor.

307-3 Theory and Philosophy of Art Education. Survey of art education theory providing the art education student with an introduction to theoretical studies in his field, and through scheduled observation visits to art classes at

the University School, with the problems of relating theory to practice.

308-3 Curriculum and Administration in Art Education. Provides experience in dealing with problems of planning, organizing, introducing, and administering art curricula in grade and high school. Includes comparative study of

published material and preparation of a working file on the subject.

309-3 Oriental Art. A survey of Asiatic arts.

320-2 to 12 Oil Painting Techniques. Prerequisite: 200c or consent of instructor. 325-2 to 15 Studio. No more than 4 hours per quarter. Prerequisites: 8 hours in medium of choice (except where such courses do not exist) and consent of instructor.

332-12 (4,4,4) Jewelry and Metalsmithing. (a) Beginning jewelry and metalsmithing. (b) Intermediate jewelry and metalsmithing. (c) Advanced jewelry and metalsmithing. Must be taken in a,b,c sequence. Prerequisite: 12 hours

100-level courses or consent of instructor.

340-9 (3,3,3) Art of the 19th and 20th Centuries. A survey of modern art history from the French revolution to the present. (a) Art from the beginning of the Romantic period through Impressionism. (b) Post Impressionism and the early 20th century. (c) Art since the first world war. Prerequisite: 225. 341-4 to 12 Drawing. Prerequisite: 12 hours of 100- and 200-level art courses

or consent of instructor.

350-6 (3,3) American Art. A survey of American painting, sculpture, and architecture from the early 18th century to the present.

356-3 Theory of Art.

358-2 to 12 Prints. Introduction to printmaking as a medium. Studio projects in intaglio, relief, and planographic processes. Prerequisite: 100- and 200-level

art courses or consent of instructor.

365-4 Art Education Methods for Elementary and Secondary Schools. For students who will teach art in elementary and secondary schools. Included are: readings and discussion of literature, lesson planning, observation-participation programs in local schools, and studio projects designed to develop understanding of artistic and technical needs of children and adolescents. Prerequisite: 100.

369-3 Primitive Art. A study of the arts of "Primitive" peoples of Africa, the Pacific, and the Americas. Characteristic works are interpreted in context with the general conditions of primitive society. The significant influences of

primitive art on modern painting and sculpture are considered.

380-4 Theory and Appreciation of Art.

385-12 (4,4,4) Weaving. (a) Beginning weaving. (b) Intermediate weaving. (c) Advanced weaving. Must be taken in a,b,c sequence. Prerequisite: 12 hours 100-level courses or consent of instructor.

393-4 to 12 Sculpture. Problems in modeling, carving, casting, and construc-

tion. Prerequisite: 100, or 200, or consent of instructor.

401–2 to 12 Research in Painting. 405-2 to 12 Studio in Sculpture.

406-2 to 12 Studio in Painting.

408-4 Art Education for Elementary Teachers II. Prerequisite: 300.

410-2 to 12 Research in Prints. 416-2 to 12 Studio in Prints.

420–2 to 12 Research in Pottery.

426-2 to 12 Studio in Pottery.

430-2 to 12 Research in Metal Construction.

436-2 to 12 Studio in Metal Construction.

440-2 to 12 Research in Weaving.

441-2 to 12 Studio in Drawing. Prerequisite: 341-12. 442-2 to 12 Studio in Drawing. Prerequisite: 341-12.

445-9 (3,3,3) Modern Art. (a) 19th century, (b) Early 20th century (c) Mid 20th century.

446 2 to 12 Studio in Weaving.

447a-3 The Art of Ancient Egypt and The Near East. A survey of principal monuments and archeological evidence relevant to an appraisal of the origins and development of art in the early civilizations of Africa, Western Asia, Europe, and the Aegean from prehistoric times to the rise of the Persian

447b-3 The Art of Ancient Greece. A study of the origins, development and influence of art produced in Greece and its colonies from the Bronze age to

the Roman Empire.

447c-3 The Art of the Ancient Romans. An appraisal of the natural culture and art of the Roman civilization, its debt to other ancient civilizations and achievements in architecture, sculpture and painting from its foundation until the reign of Constantine.

448a-3 Early Christian and Byzantine Art. A survey of problems related to art and architecture produced in Christian communities and under the aegis

of the Byzantine Empire until the fall of Constantinople.

448b-3 Early Medieval and Romanesque Art. A study of the development of architecture and art in Europe from the fall of the Roman Empire to the formulation of the Gothic style.

448c-3 Gothic Art. A survey of major developments in Architecture, Sculpture and Painting in Europe from the earliest formulation of Gothic style to its

decline in the Ranaissance period.

449a-3 Art of the Renaissance in Europe. A study of developments in art during the 15th century in Italy and the Lowlands leading to the High Renaissance and its impact on European painting, sculpture and architecture of the

16th century. Prerequisite: 225-9.

449b-3 Baroque Art in Europe. A study of the formation of national styles in the arts of Italy, Spain, Austria, Germany, France, Flanders and Holland from the 16th to the 17th centuries with particular attention to major masters. 449c-3 The Art of 18th Century Europe. A study of architecture, sculpture and painting in European countries and colonies from the end of the seventeenth century to the French Revolution with particular emphasis on the Rococo Art of Italy, England, Spain and France.

450-1 The Visual Arts in Higher Education.
460-2 to 12 Research in Art Education.
466-2 to 12 Studio in Art Education.
482-15 (3,3,3,3,3) Art History Seminar. Lectures, discussions and reports on subjects of special interest which will be announced periodically in the following general areas: (a) ancient art, (b) medieval art, (c) Renaissance art, (d) modern art, and (e) oriental art.
483-15 (3,3,3,3,3) Advanced Art History. In death applying of the incention de-

483–15 (3,3,3,3,3) Advanced Art History. In depth analysis of the inception, development and decline of art in the following periods. (a) Ancient. (b) Middle Ages. (c) Renaissance. (d) Early American. (e) Modern. Prerequisite: 225.

493-2 to 12 Advanced Sculpture. Prerequisite: 393-12.

501-2 to 12 Seminar in Painting. 502-2 to 12 Seminar in Sculpture. 504-2 to 12 Research in Sculpture.

506-2 to 12 Research in Painting. 511-2 to 12 Seminar: Print Making.

516-2 to 12 Research in Prints. 520-2 to 12 Seminar in Pottery.

526-2 to 12 Research in Pottery. 530-2 to 12 Seminar in Metal Construction. 536-2 to 12 Research in Metal Construction.

540-2 to 12 Seminar in Weaving. 541-2 to 12 Research in Drawing. 542-2 to 12 Research in Drawing. 546-2 to 12 Research in Weaving.

560-2 to 12 Seminar in Art Education.

566-2 to 12 Research in Art Education. 571-2 to 5 Readings in Art History. 573-3 to 12 Problems in Art History. 599-2 to 9 Thesis.

Asian Studies

Secondary Concentration

A secondary concentration in Asian studies is offered within the College of Liberal Arts and Sciences. To qualify, one must present a minimum of 30 hours to be chosen from at least three areas from a list of offerings approved by the Committee on Asian Studies. Not more than 12 hours may be taken in any one area. The approved courses cover areas of instruction in agriculture, anthropology, art, economics, foreign language, geography, government, history, and philosophy.

Automotive Technology

Program, Concentration, Courses

Assistant Professors Joseph G. Kazda, M.S. Lewis C. Runkle, M.S. L. D. Willey, B.S. Instructor James E. White, B.S.
Assistant in Automotive Technology
Charles Romack, B.S.
Everett E. Shelton

Because so few of those currently employed in the automotive service field have had formal training, the individual who has both technical knowledge and mechanical skills finds opportunities in a wide range of areas. He might become a manufacturer's service representative, operate an agency, work in a research laboratory, or fill a faculty position in a secondary or post-secondary school.

The graduate of automotive technology will have much higher technical knowledge than the conventional mechanic and more manual skills than an engineer. He will be capable of performing scientific and sound diagnosis and servicing any component of a modern automobile. He will have the ability to apply principles and theory he has previously learned to any new development, and he will be able to master new applications of principles and techniques of service with a minimum of training.

The automotive technology student will spend his two years of study working under controlled laboratory conditions with faculty who are specialists in their areas and who emphasize "why" more than "how." The student will find that this combination of classroom theory and laboratory experience helps him to progress in an orderly sequence as he gains knowledge of automotive components. It is only after laboratory instruction in engines, chassis and brakes, ignition and carburetion, power options, transmissions, and other systems that the student will be assigned to "live" vehicle diagnosis and repair.

Additional expertise in the field is available to students through members of an advisory committee chosen for their knowledge of the field and interest in education. Current members are: Al Bradshaw, supervisor of service training, Chrysler Training Center, Hazelwood, Mo.; Charles Deppe, United Motors resident instructor, and Kenneth James, Buick resident instructor, General Motors Training Center, St. Louis; James Racz, Eddie Ruch Pontiac, Inc., Wheaton; and Don Vogler, Vogler Motor Sales, Carbondale.

The student should expect to spend about \$175 for his basic set of tools.

A	minimum	of	99	hours	credit	is	required	for	the	associate	degree.
	Associa	te l	n T	echnol'	ogy De	gre	e, vocatio	ONAI	TEC	HNICAL II	STITUTE
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Requirements for Concentration in Automotive Technology	
GSB 201c, 211b	8
GSD 101, 103	6
Vocational and Technical Careers 102, 105, 107, 108	13
Automotive Technology 101a,b,c, 115, 125a,b,c, 201a,b,c, 220a,b,c	63
Electives	9
Recommended: Mathematics 111a, Vocational and Technical Ca-	
reers 232, Tool and Manufacturing Technology 128, 176b, 180,	
275b	
Total	aa

Courses

101-15 (5,5,5) Basic Automotive Laboratory. (a) The student will disassemble "live" lab engines, make inspection of parts for wear or damage, learn to properly use necessary measuring and machining tools and reassemble strictly according to manufacturers standards. Laboratory 15 hours. Must be taken concurrently with 125a. (b) The student will apply those principles and knowledges acquired in theory 125b to make all necessary repairs and corrections on power steering units, power brakes, steering mechanisms, differential assemblies and drive lines as well as proper use of wheel balancers. Laboratory 15 hours. Must be taken concurrently with 125b. (c) The student will be able to diagnose and service automotive fuel, charging, starting, ignition and lighting systems. Laboratory 15 hours. Must be taken concurrently with 125c. May be taken in a,b,c; a,c,b or b,a,c sequence.

115-3 Related Shop Laboratory. The student will demonstrate his ability to make minor repairs on threads, brass and copper fittings, fasteners and also be

able to do simple welding operations and fabricate small parts.

125-15 (5,5,5) Basic Automotive Theory. (a) The student will master the principles of internal combustion, engine design, power measurements, engine reconditioning methods, logical diagnosis of malfunctions and those basic D.C. electrical circuits required for competency in 101a. Lecture 5 hours. Must be taken concurrently with 101a. (b) The student will master the theory of wheel balancing, brake and steering operation both power assisted and conventional, drive line angles, steering geometry also differential set-ups both by gauge and tooth pattern. Lecture 5 hours. Must be taken concurrently with 101b. (c) The student will learn the theory of operation and several applications of starting lighting, ignition, D.C. and A.C. charging and control systems both solid state and vibrating as well as fuel supply, mixing and distribution. Lecture 5 hours. Must be taken concurrently with 101c. May be taken in a,b,c; a,c,b or b,a,c sequence.

201-15 (5,5,5) Advanced Automotive Laboratory. (a) The student will achieve competency in the following areas: testing, diagnosis and repair of those power units such as heaters, signaling units, automatic light and speed controls, power windows, power seats, windshield washer-wiper combinations and air-conditioning units consisting of both the various after-market and the major factory installed types. Laboratory 15 hours. Prerequisite: 101c and taken concurrently with 220a. (b) The student will acquire the skill necessary to properly disassemble, inspect and repair all three and four speed synchromest transmissions and all automatic transmissions currently used in American built passenger cars. He will be required to apply those principles of operation learned in 220b theory to diagnose all malfunctions occurring in those units. Laboratory 15 hours. Prerequisite 101c and taken concurrently with 220b. (c) Upon successful completion of the Automotive Diagnosis Laboratory the student will be able to use an oscilloscope or any device that visually records an electrical wave and other necessary test equipment to diagnose vehicle malfunctions under simulated load conditions while on the dynomometer. Laboratory 15 hours. Prerequisite: taken concurrently with 220c.

220-15 (5,5,5) Advanced Automotive Theory. (a) The student will master those

principles of operation pertaining to accessory motors, solenoid and thermal clutching devices, multiple contact relays, thermo-electric instrumentation as related to comfort and safety options and air-conditioning operation and diagnosis of malfunctions. Lecture 5 hours. Prerequisite: 125c and taken concurrently with 201a. (b) The student will learn the theory required to completely understand the operation, testing, gauging and repair of all synchromesh and automatic transmissions. A distinct effort is made to implant theory so firmly that as manufacturing changes occur and old recognizable principles find new applications, retraining will be simple or even unnecessary. Lecture 5 hours. Prerequisite: 125c and taken concurrently with 201b. (c) In this program of studies the student uses and adds to those knowledges gained in 125a and 125c to improve vehicle performance and maintain efficiency of the various clean air packages. Much emphasis is placed on correct interpretation of oscilloscope patterns. Lecture 5 hours. Prerequisite: 125b, 125c and taken concurrently with 201c.

Aviation Technology

Program, Concentration, Courses

Associate Professor E. A. DaRosa, B.S.

Assistant Professor Joseph A. Schafer, B.S.

Instructors Robert O. Kolkmeyer, M.S.

Lennert R. Ohman, B.S.

Assistants In Aviation Technology
Paul Burkey
Richard H. Cannon
David A. Ellingsworth, A.A.
Donald B. Lee
David Louis Rich

Skilled technicians are in demand in the rapidly-growing aviation industry, both in airlines and general aviation. The industry demands men who possess a wide range of knowledge and ability provided by general education as well as special technical training.

The student learns reciprocating and jet powerplants, hydraulics, fuel systems, ignition-starting systems, carburetion and lubricating systems, instruments, and powerplant testing in coordinated classroom and laboratory work. The program is fully accredited by the Federal Aviation Administration, and the graduate is qualified to obtain the FAA airframe and powerplant certificate.

Instruction is conducted at the Southern Illinois Airport between Carbondale and Murphysboro in a combination laboratory-classroom-hangar facility. The student should plan to spend about \$100 for a basic tool kit.

Executives in the aviation industry constitute an advisory committee which serves the program. Current members are: Ellwyn E. Boock, vice president for maintenance and engineering, Ozark Air Lines, St. Louis; Sidney D. Carter, manager for market development, Pratt & Whitney Aircraft, St. Louis; John P. Davis, staff superintendent for maintenance, Delta Air Lines, Inc., Atlanta; Roy S. Davis, general foreman for maintenance, TransWorld Airlines, Chicago; Joseph Goetz, senior captain, TransWorld Airlines, New York; Howard D. Gould, management consultant, Personnel and Industrial Relations, Chicago; A. E. Jordan, vice president for technical services, TransWorld Airlines, Kansas City; Frank G. Mitchell, manager, air age education, marketing division, Cessna Aircraft Company, Wichita, Kansas; Ralph Pollock, manager for employment, midwestern region, United Air Lines, Chicago; Paul J. Rogers, turbine engine technical representative, Rolls-Royce, Inc., St. Louis; Norman Sorenson, transportation manager, TransWorld Airlines, Chicago; Robert J. Villaire, director of marketing, Pan American World Airways, St. Louis; and F. W. Wood, foreman of aircraft maintenance, United Air Lines, Chicago.

A minimum of 105 hours credit is required for the associate degree.

Associate In Technology Degree, VOCATIONAL-TECHNICAL INSTITUTE Requirements for Concentration in Aviation Technology 4 GSB 201c Aviation Technology, 110, 111, 112, 113, 114, 201, 202, 203, 204, 205, 85

Courses

110-6 Aircraft Structure-Fabrication and Repair. The student will be able to identify and select materials employed in aircraft construction. Using appropriate FAR's, he will demonstrate competence in repair of honeycomb, fiberglass, welded, wood, or fabric aircraft members. The student will inspect aircraft members for defects and, if necessary, inspect completed repairs for airworthy condition. Lecture 5 hours. Laboratory 6 hours.

111-5 Materials & Process. The student will be able to identify, select, and inspect aircraft hardware and materials. He will be able to select and apply

appropriate cleaning materials and to implement corrosion controls. He will become proficient in the use of precision measurement equipment and related

inspection tools. Lecture 5 hours. Laboratory 6 hours.

112-6 Aircraft Electricity. The student will have a basic knowledge of electricity generation, AC and DC circuitries, and controls. He will be able to solve problems associated with electrical measurement (AC and DC), circuit interpretation and inspection, aircraft electrical load analysis, circuit malfunctions, and circuit or component servicing. He will have as an introduction, a basic knowledge of aircraft electronics. Lecture 4 hours. Laboratory 6 hours. 113-4 Aircraft Instruments. The student will have a knowledge of operation, installation, marking, and interpretation of aircraft and powerplant instruments. He will be able to install, adjust, and calibrate these instruments within the scope of field maintenance in accordance with FAA and manufacturers recommendations. Lecture 4 hours. Laboratory 2 hours.

114-5 Aircraft Weight and Balance. The student will fully understand and solve problems of aircraft weight and balance. He will be able to perform weighing, computation of C.G. and establishing of equipment list. He will be able to select and use FAA technical and legal publications in order to safely perform the duties of an aircraft technician. Lecture 5 hours. Laboratory 2

hours.

201-4 Applied Science. A general coverage of applied science and the physical principles of sound, fluid and heat dynamics. Identification of proper use of aircraft drawing symbols and schematic diagrams. Sketches of FAA major repairs and alterations to aircraft. Use of aircraft blueprints, graphs, charts and tables as applied to aircraft performance and engine power requirements. Lecture 4 hours.

202-4 Aircraft Electrical Systems. The student will have a knowledge of the operation, repair, inspection and service of aircraft electrical systems and components. Using schematic diagrams, he will determine the operation and troubleshoot AC and DC electrical systems, position, and warning systems.

Lecture 3 hours. Laboratory 4 hours.

203-5 Aerodynamics. The student will have a knowledge of flight theory and factors affecting aircraft in flight. He will explain and compare aircraft design features in subsonic, transonic, and supersonic aircraft. He will be able to assemble and rig various aircraft control systems, analyzing and correcting

faculty flight characteristics. Lecture 3 hours. Laboratory 4 hours.

204-4 Hydraulics (Aircraft). The student will have a knowledge of fluid theory and applied physics which relates to aircraft hydraulics. He will know the theory of operation, maintenance requirements, and adjustments of various hydraulic components and systems. He will be able to test, inspect, troubleshoot, and service hydraulic systems and overhaul malfunctioning components in accordance with EAA and manufacturers specifications. Lecture 3 hours in accordance with FAA and manufacturers specifications. Lecture 3 hours. Laboratory 4 hours.

205-3 Cabin Environmental Systems. The student will understand the atmos-

pheric variables at different altitudes and the basic equipment required to cope with these variables. He will be able to operate, identify, adjust and locate common causes of malfunction in the cabin pressurization and air conditioning

systems. Lecture 3 hours. Laboratory 2 hours.

206-5 Metal and Processing. The student will be able to make appropriate sheet metal repairs using correct repair procedures, tools, and materials. He will be required to demonstrate correct use and interpretation of structural repair diagrams and correct interpretation of charts and tables from AC 43.13-1 pertaining to materials and methods. Lecture 3 hours. Laboratory 6 hours. 207-2 Aircraft Inspection. The student will be able to perform a 100 hour annual inspection of an aircraft. He will demonstrate his knowledge of FAR's by checking appropriate AD's, classifying repairs, and pinpointing specific service problems. He will also complete the required maintenance forms, records, and inspection reports required by federal regulations. Lecture 1 hour. Laboratory 9 hours.

210-4 Aircraft Ignition. The student will understand the basic knowledge of electricity generation. He will be able to identify and understand components for reciprocating and jet powerplant ignition systems and reciprocating starting systems. He will be able to time, overhaul, and troubleshoot the various com-

ponents of each system. Lecture 3 hours. Laboratory 6 hours.

211-5 Reciprocating Powerplant. The student will have a knowledge of construction, operation, and timing mechanisms associated with aircraft reciprocating powerplants. He will be able to disassemble, clean, measure, inspect, and reassemble a powerplant to airworthy condition in accordance with appropriate FAA and manufacturers regulations and practices. Lecture 3 hours.

Laboratory 9 hours.

212-5 Carburetion and Lubrication. The student will be able to demonstrate his competence in identifying fuel and oil system components and carburetors, understanding the operating principles of each. He will be able to inspect, adjust, troubleshoot, and overhaul these components according to manufacturers and federal regulations. He will be able to identify the grades of aviation fuels and lubricants and understand the characteristics and uses for each. Lecture 3 hours. Laboratory 6 hours. 214-4 Propellers. The students will have a knowledge of the physical laws and

design characteristics governing propeller operation. He will be able to identify components, troubleshoot, and adjust fixed and variable pitch propellers. He will maintain fixed pitch propellers, and the governor system for variable pitch propellers in accordance with FAA and manufacturers standards. Lecture

3 hours. Laboratory 4 hours.

215-4 Powerplant Testing. The student will have an understanding of the correct procedures and precautions to be observed during engine installation, ground operation, and fuel and oil servicing. He will be required to inspect and troubleshoot reciprocating and jet engines for airworthy condition and interpret engine instrument readings to diagnose engine malfunctions. Lecture

3 hours. Laboratory 9 hours.

216-6 Jet Propulsion Powerplant. The student will be able to apply and understand Physics Laws related to Jet powerplants. He will be able to identify and understand the operation of jet engine components; apply knowledge in troubleshooting and adjustments; and learn the techniques of inspection repair, and overhaul of turbo-jet powerplants. Lecture 5 hours. Laboratory 6 hours. 220-4 Jet Transport Systems and FF DO. The student will have knowledge of the maintenance troubleshooting and parts information available to them as an airline mechanic. Using the available information and mockups, he will understand the operation of and identify the components of flight control systems, landing gear systems, PAC systems, anti-ice system, fuel systems, and fire detection systems. He will have knowledge of procedures for aircraft ground handling, APU operation and system servicing. Lecture 3 hours. Laboratory 2 hours.

Avionics Technology

Concentration

(Also see Aviation Technology and Electronics Technology)

Technicians skilled in aviation electronics, or avionics, are needed for the development, installation, and maintenance of the sophisticated systems required for modern aviation.

The student in this program can take advantage of the combination of courses available through the Aviation Technology and Electronics Technology programs. He will learn basic AC and DE electricity, vacuum tubes and transisters, aircraft integrated flight systems, airborne radar systems, aircraft flight controls and instrumentation systems, transmitters and receivers, and aircraft communications and navigation systems.

The graduate will be able to install, maintain, test, and repair airborne communications and navigation systems and radar equipment. He will find opportunities for employment with the airlines, in general aviation,

and in aircraft manufacturing.

A minimum of 96 hours credit is required for the associate degree.

Biological Sciences

Concentration

The course of study is designed to give the student a broad, yet intensive, education in the biological sciences preparatory for various professions, especially the teaching of biology at the secondary level. This work may be taken in either the College of Liberal Arts and Sciences or the College of Education. The science requirement for this concentration is the same in both colleges.

The biological sciences curriculum consists of courses selected from General Studies Area A and the Departments of Botany, Microbiology, Physiology, and Zoology. A student selecting biological sciences as his concentration does not need to take a secondary concentration. Core courses required in the biological sciences are Biology 305, 306, 307, 308. These courses may substitute for 16 hours of courses listed among the requirements for concentration in biological sciences. In addition, work in chemistry and mathematics is required. Students should consult with their adviser for additional information.

Bachelor of Arts Degree, College of Liberal arts and Sciences General Studies Requirements 67 Supplementary Two-Year College Requirements in FL/Mathematics 21-25 GSC Foreign Language 2nd year Mathematics or Foreign Language 201a,b,c 9 to 11 ¹ Requirements for Concentration in Biological Sciences 61 13 16 Botany 300, 301 Mathematics 111–10 (10)Microbiology 301, 302 10 Zoology 317a,b, and 402 or 403 14 18 - 33

Electives 2	
Total	. 192

¹ Students in LA&S must take one year foreign language and two years of mathematics or two years of foreign language and one year of mathematics; students intending to teach must take 32 hours of education requirements.

Bachelor of Science Degree, College of Education

If the degree is to be in the College of Education, the student must satisfy all requirements of that college for the Bachelor of Science degree. The requirements for a concentration are the same in both colleges.

Secondary Concentration

A secondary concentration in biological sciences consists of a minimum of 36 hours and may be taken in either the College of Liberal Arts and Sciences or the College of Education. It must include Biology 305, 306, 307, 308 (16 hours) plus 20 hours of the following courses: GSA 301, 303, 312, 313, Botany 300, 301, Microbiology 301, 302, and Zoology 317a,b. Attention is called to the fact that Chemistry 122a,b and 123a,b may be prerequisite to some of these biology courses.

Biology

Courses

305-4 Genetics-Classical and Molecular. Broad principles of genetics, including Mendelism, chromosomal behavior, genetic mapping and mutation, allelism, genes and development, polygenic systems, inbreeding and outbreeding, and genetic applications. Prerequisite: GSA 201b, or 210B, or advanced standing in biology.

306-4 Developmental Biology. Basic principles including cell concepts, reproduction from the macromolecular to the cellular level, transmission of developmental information, evolutionary compensation phenomena, and aging. Prerequisite: GSA 201b, or 210b, or advanced standing in biology.

307-4 Environmental Biology. Broad principles of ecology on the organismic level, the population level, and the community level. Includes environmental factors, adaptations, energy and material balance, succession, and human ecology. Prerequisite: GSA 201b, or 210b, or advanced standing in biology.

308-4 Organismic Biology. Structural and functional organization of organisms including reproduction, biological clocks, hormones, and transport, respiratory, skeletal, and secretory systems. Prerequisite: GSA 201b, or 210b, or advanced standing in biology.

Black American Studies

Secondary Concentration, Courses

Two options are provided in a secondary concentration in Black American Studies.

A general secondary concentration in Black American Studies consists of a minimum of 24 hours, with a minimum of 15 hours from among the following: GSB 109, 325; GSC 325, 371; English 417; Government 425; History 309, 349a,b,c; Philosophy 345; Rehabilitation 417; Sociology 452. Additional courses to complete the minimum of 24 hours total may be elected from among the following: GSB 391, 312; GSC 370; GSC 250d,e,f; Anthropology 275, 483; Educational Administration and Foundations 360;

² May be used to satisfy additional requirements of either college.

* GSC foreign language does not satisfy GSC requirements in the College of Liberal Arts and Sciences.

Government 321; History 401a,b,c, 410, 449a,b; Music 482; Sociology 335, 396. For the readings courses in the preceding list, the specific topic

should be approved by the Black American Studies program.

A student wishing to use a secondary concentration in Black American Studies as part of a teacher education program should select from the lists of courses below. For this purpose the secondary concentration shall consist of 30 to 36 hours, with a minimum of 20 hours from list A and the remaining hours from the courses in list A or B.

List A: GSB 109, 325; GSC 325; Child and Family 407; Educational Administration and Foundations 360; Government 425; History 309; Psy-

chology 495; Rehabilitation 417; Sociology 396.

List B: GSB 391; GSC 370; Anthropology 275, 306c, 483; English 417; Government 321; History 349, 410; Music 482; Philosophy 345; Sociology 335.

Courses

309-3 Introduction to Black Studies. Survey including an interdisciplinary and Pan-African orientation. Prerequisite: GSB 102 and 109. 318-2 to 12. Seminar in Black Studies. Analysis of "The Black Experience"

directed toward practical contributions in the area studied. Prerequisite: GSB

109, or GSC 325, or consent of instructor. 320-2 Seminar in Group Leadership. Advanced analysis and exercises in problems of articulating "The Black Experience." Designed for learning group leaders. Prerequisite: GSB 109 or consent of instructor.

322-4 Methods of Black Studies. Theories and operations of current Black American studies programs. Develops a continuing approach to the methodological problems of Black studies programs. Prerequisite: G23 109 or consent of instructor.

340-4 Blacks in the Performing Arts. Dance companies, ballet, folk dance, and black dramatists; cinema, in all its forms; radio and television; and music (spirituals, jazz, opera, classics.) Prerequisite: GSC 325, History 309 and 349, or consent of department.

360-4 Black Americans and The Law. Criminal deviancy and its consequences among Blacks and other American minorities. Includes social history, immigration to America, and life conditions here. Prerequisite: 309, GSB 109,

or consent of department.

409-8 (4,4) Black American Social Problems. Comparative study of the social problems which afflict black Americans and their consequences, including crime and delinquency, mental and emotional disorders, drug addiction, housing conditions, poverty and unemployment, and labor conditions. Must be taken in a,b sequence. Prerequisite: consent of instructor.

Botany

Department, Concentration, Courses

Professors William C. Ashby, Ph.D. Robert H. Mohlenbrock, Ph.D. (Chairman) Aristotel J. Pappelis, Ph.D. Ladislao V. Olah, Ph.D. Jacob Verduin, Ph.D. John W. Voigt, Ph.D. Walter B. Welch, Ph.D. (Emeritus) Associate Professors Margaret Kaeiser, Ph.D.

Lawrence Matten, Ph.D. Oval Myers, Ph.D. Walter E. Schmid, Ph.D. Donald R. Tindall, Ph.D. Assistant Professors William M. Marberry, M.S. Philip Robertson, Ph.D. Barbara Stotler, Ph.D. Donald Ugent, Ph.D. John H. Yopp, Ph.D.

Botany is a broad science that includes many specialties. For example, a person who has a quantitative turn of mind and enjoys mathematics or chemistry might find genetics or biochemistry exciting, whereas a person

who has always enjoyed outdoor activity might be attracted to systematic botany or ecology. Plant morphology might appeal to a person who enjoys observation and interpretation, but plant physiology might have more appeal for a person who prefers experimentation. The exact courses that should be selected by a student who wishes to prepare for a career in botany or for graduate study will vary somewhat depending on the area of plant science in which he intends to specialize. As a general rule, a student who intends to apply for admission to a graduate school to study for an advanced degree in botany should include the following in his undergraduate program: inorganic and organic chemistry, mathematics through calculus, a modern European language, and as many botany and biology courses as time and scheduling will permit. Core courses required for concentration in botany are Biology 305, 306, 307, and 308. These courses may substitute for 16 hours of required courses in botany. Students planning to concentrate in botany should consult with the chairman of the department.

An honors program is available to those juniors and seniors in Botany who have an overall grade point average of 4.00 or better and an average in Botany courses of 4.25 or better. The honors student should enroll in Botany 392 during some quarters of both his junior and senior year for a total of no fewer than nine hours and no more than 21 hours.

Bachelor of Arts Degree, College of Liberal arts and Sciences

General Studies Requirements	67
Supplementary Two-Year College Requirement in FL/Mathematics	21-25
1 year Mathematics $\dots \dots \dots$	
GSC Foreign Language 9 *	4
2nd year Mathematics or Foreign Language 201a,b,c 9 to 11	
Requirements for Concentration in Botany	59
GSA 201–8 (4 hours credited toward major) (8)	
GSA 303 3	
Biology 305, 306, 307, 308	
Botany 300-4, 301-4, 320-5, 335-2, 337-2, 338-2	
Botany electives to complete 48 hours 6	
Chemistry 122a,b and 123a,b-10, 305-5	
Electives	
Total	192

^{*} GSC foreign language does not satisfy GSC requirements in the College of Liberal Arts and Sciences.

Bachelor of Science Degree, College of Education

If the degree is to be in the College of Education, the student must satisfy all requirements of that college for the Bachelor of Science degree. The requirements for a concentration are the same in both colleges.

Secondary Concentration

A secondary concentration in botany consists of a minimum of 24 hours, including GSA 201–8 or 210–8 (which contributes only 4 hours) and excluding Botany 390 and 391.

Courses

300-4 Morphology of Non-Vascular Plants. Introduction to the structure,

development, and relationships of the algae, fungi, and bryophytes. Prerequi-

site: GSA 201b.

301-5 Morphology of Vascular Plants. Introduction to the structure, development, and relationships of the fern-allies, ferns, gymnosperms, and angiosperms. 3 lectures, 2 laboratories. Prerequisite: GSA 201b.

GSA 303-3 Ferns, Trees, and Wild Flowers: The Pleasure of Recognition.

308-5 Taxonomy of Cultivated Plants. A study of the classification of woody and herbaceous cultivated plants, both exotic and native. Prerequisite: consent of instructor.

320-5 Elements of Plant Physiology. A study of the functions of plants and their relation to the various organs. Three lecture and 4 laboratory hours per week. Prerequisite: GSA 201b; chemistry 350 or a secondary concentration in

chemistry.

321-3 to 5 Elementary Botanical Microtechnique. Methods of preservation and preparation of plant materials for examination by the light microscope.

One lecture and 4 laboratory hours per week. Prerequisite: GSA 201b.

335-2 Genetic Methods. Study of selected organisms and techniques illustrating genetic principles. Two 2-hour laboratories per week. Prerequisite: Biology 305 or equivalent.

337-2 Ecology Laboratory. One 4-hour laboratory per week. Concurrent or subsequent enrollment in Biology 307.

338-2 Organismic Laboratory. Four hours laboratory per week. Concurrent or subsequent enrollment in Biology 308.

GSA 340-3 Ecology.

390-2 to 4 Readings in Botany. A course of individually assigned readings in classical botanical literature; both oral and written reports required; open only to undergraduate students. Prerequisites: concentration in botany, consent of instructor.

391-2 to 5 Special Problems in Botany. Individual laboratory or field work under supervised direction. Both written and oral discussions required. Prerequisite: concentration in botany, consent of department or division.

392-3 to 21 Honors in Botany. Individual research problems available to quali-

fied juniors and seniors. Prerequisite: consent of department.

400-5 Plant Anatomy. An introduction to cell division, development, and maturation of the structures of the vascular plants. Laboratory. Cost \$5. Prerequisites: 301 or consent of instructor.

404-5 The Algae. Structure, development, and relationships of the algae. Laboratory and some field work. Prerequisite: 300.

405-5 Mycology. Structure, development, and relationships of the fungi. Problems of economic and scientific interest stressed. Laboratory. Prerequisite: 300. 406-5 Industrial Mycology. A consideration of the myriad ways in which fungi impinge on man's affairs, with special emphasis upon their various industrial application—real and potential. Three-lectures and 4 laboratory hours per week. Prerequisite: 405 or consent of instructor.

410-3 The Taxonomy and Ecology of Bryophytes and Lichens. Floristic studies of the moss, liverwort, and lichen communities of Southern Illinois. 1 lecture

and 4 laboratory hours per week. Prerequisite: consent of instructor.

411-4 The Bryophytes and Pteridophytes. Structure, development, and relationships of the liverworts and mosses, and the ferns and fern allies. Laboratory. Prerequisite: 301.

412-4 The Spermatophytes. Structure, development, and relationships of the

gymnosperm and angiosperm. Laboratory. Prerequisite: 301, GSA 303.

414-5 Paleobotany. (Same as Geology 414). An introduction to the study of fossil plants emphasizing the major features of plant evolution and the applications of paleobotany to problems in the botanical and geological sciences. Lecture, laboratory, and field trips. Student cost about \$5. Prerequisite: 301 or Geology 221.

420-4 Physiology of Fungi. A treatment of the physiological activities of fungi with particular stress upon (1) those aspects peculiar to the group by virtue of their being non chlorophyllous plants, and (2) exploration of the possible explanations of the parasitic vs. the saprophytic habit. Prerequisite: consent

of instructor.

425-15 (5,5,5) Advanced Plant Physiology. (a) Physics of the plant, water relations, membrane phenomena, photobiology. (b) Chemistry of the plant; anabolic and catabolic processes, photosyntheses, respiration, chemosynthesis. (c) Covers the absorption, translocation, function and interaction of inorganic

nutrient elements in green plants with application to forest, agronomic, and horticultural species. Prerequisites: 320, Chemistry 350, or a secondary concentration in chemistry.

428-3 Plant Nutrition. The physiological importance of carbon, nitrogen, and phosphorus-containing compounds is stressed. Prerequisites: organic chem-

istry, secondary concentration in botany or agriculture.

440-14 (4,5,5) Advanced Ecology. (a) Management and ecology of grasses and grasslands. (b) Physiology and autecology of forest species. (c) Sampling methods and community analysis. Prerequisite: Biology 307, or consent of department.

446-12 Tropical Ecology. Three weeks of marine ecology on the atolls and extensive barrier reef near Belize, British Honduras, and three weeks of terrestrial ecology at several locations inland. Prerequisite: advanced under-

graduate or graduate standing in one of the biological sciences.

447a-4 to 12 Botanical Field Studies in Latin America. Four to eight weeks long. Acquaints students with plants in various environments of Latin America and with methods of field study, collection, and preservation. Cost per individual will be determined by type of study and location. Prerequisite: advanced undergraduate or graduate standing in one of the biological sciences and consent of instructor.

449-3 Elements of Taxonomy. Principles of taxonomy including historical sketch, phyletic concepts, biosystematics, classical and experimental methods. Lecture. Laboratory. Prerequisite: GSA 303 or equivalent, or consent of the in-

structor.

450-3 Plant Geography. World distribution of plants related to environmental,

floristic, and historical factors. Prerequisites: consent of instructor.

456-5 Plant Pathology. (Same as Plant Industries 455.) A study of plant diseases caused by fungi, bacteria, and viruses. Special attention given diseases of southern Illinois plants. Laboratory and field trips. Lab charge. Prerequisite: consent of instructor.

457-4 Forest Pathology. Nature and control of forest and shade tree diseases. A study of tree diseases in forests, parks, streets, and nurseries. Fungi important in decay and stain of timber and its products are included. Lab charge.

Prerequisite: consent of instructor or 456.

470-4 Methods of Teaching High School Biology. Methods, objectives, types of courses taught in secondary school biology. Laboratory and field trips. Prerequisite: concentration in botany or zoology.

484–4 Palynology. (See Geology 484)

490-6 (4,2) Photographic Methods in Scientific and Biological Photography. (a) Black and White. (b) Color. Specimen photography, photomicrography, macrophotography, infrared and ultraviolet photography. Slides for presentation, materials and methods used in scientific publications. Prerequisite: consent of instructor. No auditing permitted.

500-5 Biosystematic Plant Anatomy.

503-20 (5,5,5,5) Advanced Angiosperm Taxonomy.

522-5 Advanced Microtechnique. 524-3 Advanced Plant Genetics.

525-5 Cytology. 526-5 Cytogenetics.

533-3 to 4 Growth and Development in Plants.

535-3 Energetics of Aquatic Ecosystem.

542-3 Biosystematics. 543-5 Experimental Ecology.

551-4 The Natural Vegetation of the Mississippi Basin, Upland.

552-4 Mississippi Flora, Aquatic.

555-12 (4,4,4) Advanced Plant Pathology.

570-2 to 5 Readings. 580-1 to 3 Seminar.

581-4 Advanced Systematics.

584-3 Palynology.

590-2 to 4 Introduction to Research.

591–3 to 9 Research. 599–3 to 9 Thesis.

600-1 to 36 Dissertation.

Business Administration

Concentration (Graduate only), Courses

500-4 Research Methods and Communications. 501-4 Quantitative Methods for Decision Making.

502-4 Business and Society.

502-4 Business and Society.
510-4 Managerial Accounting and Control.
511-4 Accounting Theory.
512-4 Advanced Auditing.
513-4 CPA and Advanced Accounting Problems.
514-4 Controllership.
519-4 Seminar in Accounting.
521-4 Business Conditions Analysis.
526-4 Managerial Economics.
530-4 Financial Management.

530–4 Financial Management. 531–4 Financial Policies.

532-4 Financial Institutions and Markets.

533-4 Investment Concepts. 539-4 Seminar in Finance.

540-4 Managerial and Organization Behavior.

541-4 Operations Analysis and System Controls. 542-4 History and Theory of Management. 543-4 Personnel Management.

544-4 Production Management.

549-4 Seminar in Management. 550-4 Marketing Management.

551-4 Product Strategy and Management.

552-4 Advanced Marketing Analysis.

553-4 Logistics Management.

554-4 Marketing Theory. 555-4 Consumer Behavior.

559-4 Seminar in Marketing.

580-4 International Business Operation.

590-4 Independent Study.

598-4 Business Policies.

599-4 to 8 Thesis.

Business Teacher Education

Concentration

(See also Secretarial and Business Education.)

Harry B. Bauernfeind, Professors M.A.

Harves C. Rahe, Ed.D. (Chairman)

Assistant Professors Van A. Buboltz, M.A.

Harry E. Jacobson, Ph.D.

Instructors Marcia A. Anderson, M.S. O. June Burger, M.S.

The Department of Secretarial and Business Education offers a business teacher education concentration to prepare business teachers for work in high schools, community colleges and other institutions in which business subjects are taught.

Students who prepare to teach business subjects also become qualified for work in business and industry, particularly in secretarial, accounting, marketing, and management positions. Upon graduation business teacher education majors have job opportunities in two areas: (1) working as teachers, supervisors, or administrators in educational institutions; and (2) working as secretaries, accountants, office managers and in other positions in business and industry.

Bachelor of Science Degree, College of Education	
Requirements for Concentration in Business Teacher Education	
Core Requirements:	
Accounting 251a	
Administrative Sciences 170 or 340 or Finance 305	
Economics 214 or GSB 211a	
Marketing 301	
Secretarial 201b, 317	
Preparation to Teach in four (preferably five) of the Following	.
Areas	51–66
Typewriting—Secretarial 241, 243, 304, 403	
Since typewriting is the most popular business subject taught in	
the high school and is a part of the teaching assignment of almost	
all business teachers, it is highly recommended that business teacher education majors elect Area 1, Typewriting, as one of	
their four or five teaching areas. Those students who do not elect	
Area 1 may be delayed in getting a student teaching assignment	
because the number of business teachers in Southern Illinois who	
do not teach typewriting is limited.	
Shorthand and Transcription—Secretarial 221c, 324a, 404	
Bookkeeping, Accounting, and Record Keeping—Accounting	
251b; Secretarial 408	
General (Basic) Business and Consumer Education—Four of the	
following courses in addition to the courses taken in fulfilling	
the requirements of any other part of the program: Administra-	
tive Sciences 170, 340; Economics 215, Finance 305, 370; Familia France	
ily Economics and Management 340, 341; Secretarial 405,	
410-4 (Secretarial 405 or 410 is required as one of the four courses.)	
Office Practice and Machines—Courses required for Area 1,	
Typewriting; Administrative Sciences 302; Secretarial 326,	
341, 406	
Business Law—(To be selected as a fifth or sixth area only.)	
Finance 271, 370	
Distributive Education—Three of the following courses in addi-	
tion to Marketing 301: Marketing 329, 363, 390, 401; Secre-	
tarial 409 (Secretarial 409 is required as one of the three	
courses.)	
Data Processing—Secretarial 243, 412-4; VTI Data Processing	
101a, 103a, or Secretarial 341 Professional Education	15_18
Guidance 305	40-40
Secondary Education 310	
Secondary Education 352	
Two of the following:	
Guidance 422a	
Educational Administration and Foundations 355	
Instructional Materials 417	
Four of the following:	
Secretarial and Business Education 403, 404, 405,	
406, 408, 409, 410	
To become a vocational teacher or coordinator in a	
reimbursable vocational program in distributive ed-	

ucation or office occupations, the following courses

To become a vocational teacher or coordinator in a reimbursable vocational program in Distributive Education or Office Occupations, a minimum of two of the following courses is recommended: Secretarial 414a–3; 414b–3; 415–6; 485–3; 525–4.

The city of Chicago has requirements that differ somewhat from those established by the Department of Secretarial and Business Education, Southern Illinois University at Carbondale, and the State of Illinois. Copies of these requirements may be obtained from the Department of Secretarial and Business Education.

All students transferring into the undergraduate business teacher education program are required to take a minimum of 24 hours of work in School of Business subjects; a minimum of 16 of these hours must be in courses offered by the Department of Secretarial and Business Education.

Bachelor of Science Degree, SCHOOL OF BUSINESS

Students who choose a concentration in accounting, administrative sciences, economics, finance, or marketing may become certified to teach in the public secondary schools by taking selected courses in the School of Business and professional education courses in the College of Education. Those students who are interested in preparing themselves for executive positions as well as for business teaching positions should consult a School of Business adviser.

Secondary Concentration

A secondary concentration in business-teacher education consists of a minimum of 30 hours in business.

Secondary concentrations are planned for each student individually by the student and his adviser. This procedure is necessary because students' backgrounds and needs vary greatly.

Chemistry and Biochemistry

Department, Concentration (Chemistry), Courses

Professors Talbert W. Abbott, Ph.D.
(Emeritus)
Richard T. Arnold, Ph.D. (Chairman)
James N. BeMiller, Ph.D.
Roger E. Beyler, Ph.D.
George E. Brown, Ph.D.
Elbert H. Hadley, Ph.D.
J. Herbert Hall, Ph.D.
Cal Y. Meyers, Ph.D.
Boris Musulin, Ph.D.
James W. Neckers, Ph.D. (Emeritus)
Charles Schmulbach, Ph.D.
Robert A. Scott, Ph.D. (Emeritus)
Russell F. Trimble, Ph.D.
Kenneth A. Van Lente, Ph.D.
(Emeritus)

John H. Wotiz, Ph.D.

Associate Professors Albert L. Caskey,
Ph.D.
Herbert I. Hadler, Ph.D.
Conrad C. Hinckley, Ph.D.
David Koster, Ph.D.
Donald W. Slocum, Ph.D.
Gerard V. Smith, Ph.D.

Assistant Professors B. Wayne Bolen,
Ph.D.
James A. Cox, Ph.D.
Michael R. Emptage, Ph.D.
William E. Geiger, Jr., Ph.D.
H. Frank Gibbard, Ph.D.
Micheal Sung, Ph.D.
James Tyrrell, Ph.D.

The Department of Chemistry offers three degree programs with a concentration in chemistry. The first is the Bachelor of Arts degree. This program is recommended to students who wish to complete a concentration in chemistry, but who plan to eventually go into other professional areas such as medicine, dentistry, business.

The second is the Bachelor of Science degree. This degree is for those who wish to prepare for graduate study in chemistry or who will become professional chemists. This degree requires more mathematics and more chemistry than the Bachelor of Arts degree. By taking four additional advanced courses in chemistry; the student may be certified by the American Chemical Society.

The third program of study leads to the Bachelor of Science degree in education. This degree program is administered by the College of Education. It is provided for those who wish to become secondary school chemistry teachers.

Candidates for degrees are required to have a 3.00 grade point average in chemistry courses at the start of the second year of the concentration and a 3.25 grade point average in chemistry courses, and/or consent of the chairman, before starting the third and fourth years.

A knowledge of German is recommended for all concentrations in chemistry, and required for those students working for ACS certification.

Bachelor of Arts Degree, College of Liberal arts and Sc	IENCES
General Studies Requirements (Advanced Standing Assumed in GSA 101ab) Supplementary College Two-Year Requirement in FL/Mathematics Mathematics 111–10, 150–10 GSC-FL (German, French, or Russian) Requirements for Concentration in Chemistry Chemistry 122–9, 123–7, 342–9, and 343–9 or 305–15, 432a, 461–12 or 460–5, plus other 300- or 400-level chemistry courses 42–46 Mathematics 252b Recommended (Required for Chemistry 461) 3 Physics (one year including laboratory) 12	53 20 9 * 42–50
Electives	48–56
Total	192
Bachelor of Science Degree, College of Liberal arts and SC	IENCES
General Studies Requirements	53
Mathematics 111–10, 150–10	20 9 *
Requirements for Concentration in Chemistry	79
Chemistry 122–9, 123–7, 342–9, 343–9, 432a–4, 446 or 450–4, 461a,b,c–12	
Mathematics 252–7, 305–6	

^{*} GSC Foreign Language does not satisfy GSC requirements for a major in the College of Liberal Arts and Sciences.

Physics (one year including laboratory)	
Electives	31
Total	192

American Chemical Society Certification

A student who completes the requirements for the Bachelor of Science degree and completes Chemistry 461a,b,c his Junior year, takes Chemistry 411 and two courses from the following list: 412, 432b, 433, 496, 451 and 464, one of which must be picked from the first five in the list will qualify for A.C.S. Certification.

Bachelor of Science Degree, COLLEGE OF EDUCATION

General Studies Requirements	50
(Advance standing assumed in GSA 101a,b and GSD mathematics)	
Requirements for the Concentration in Chemistry	48
Chemistry 122, 123, 235, 341a,b,c or 305a,b,c, 461a,b,c or 460 plus	
courses selected from 375, 411, 412, 416, 432, 433, 446, 450, 451,	
455, 464, 471, 490, 496 to total 48 hours.	
Mathematics 111a,b, and 150a,b (Math 252a,b required for	
Chem. 461)	
Physics (One year of college physics)	
For other course requirements see Secondary Education.	

SECONDARY CONCENTRATION

A secondary concentration in chemistry consists of a minimum of 24 hours of chemistry courses.

Courses

110-4 General and Inorganic Chemistry. A brief introduction to the structure of the atom and chemical bonding; acids, bases, salts, and pH; and a study of the properties and reactions of some of the more common elements. Three

lecture and 3 laboratory hours per week. Not applicable to a concentration or to a secondary concentration in chemistry. No prerequisite.

115-5 Introductory General Chemistry. Equivalent to a year of high school chemistry. For students who have had less than a year of high school chemistry and who require a year or more of college chemistry. May be audited by students who have had a year or more of high school chemistry. Three lectures, four laboratory hours, and one recitation per week.

122-9 (3,3,3) Introduction to Chemical Principles. For students concentrating in scientific, pre-professional or technological areas. Three hours lecture one

in scientific, pre-professional or technological areas. Three hours lecture, one hour help session per week. (a) Atomic structure, molecular structure and bonding, stiochiometry, properties of gases, liquids, and solids. (b) Elementary thermodynamics and kinetics, chemical equilibria, pH, electrochemistry. (c) Methods of quantitative analysis. Must be taken in a,b,c sequence. Corequisite or prerequisite: the corresponding quarter of 123.

123-7 (2,2,3) Introduction to Laboratory Techniques. For students concen-

trating in scientific, pre-professional, or technological areas. (a,b) Introduction to laboratory apparatus and techniques. Three hours laboratory, one hour laboratory lecture per week. (c) Introduction to quantitative techniques. Two

three-hour laboratories and one hour laboratory lecture per week.

240-4 Organic Chemistry. A survey course not open to those concentrating in chemistry. An introduction to aliphatic and aromatic compounds with emphasis on those of biological importance. Three lecture and 3 laboratory hours per week. Prerequisite: 110 or 122a and 123a.

305-15 (5,5,5) Organic Chemistry, Preprofessional. For secondary concentration in chemistry and preprofessional students. Three lectures and one laboratory lecture per week. (a) Three laboratory hours per week. (b,c) Six laboratory hours per week. Must be taken a,b,c sequence. Prerequisite: 122b and 123b.

342-9 (3,3,3) Organic Chemistry. (a,b) Lecture in organic chemistry. (c) Lecture dealing with the chemistry of compounds of biological significance. Must be taken in a,b,c sequence. Corequisite or prerequisite: corresponding quarters of 343 and 122c, 123c.

343-9 (3,3,3) Laboratory Techniques. Two three-hour laboratories and a one hour laboratory lecture per week. Synthesis and structural identification of inorganic and organic compounds. Must be taken in a,b,c sequence. Corequi-

site: corresponding quarters of 342 and 122c, 123c.
350-4 Biological Chemistry. A brief introduction to metabolism, nutrition, and the chemistry of the important biological processes in plants and animals. Three lecture and 3 laboratory hours per week. Prerequisite: 240 or consent of instructor.

375-0 to 2 Undergraduate Seminar. For juniors and seniors with a concentra-

tion in chemistry.

411-4 Intermediate Inorganic Chemistry. Modern inorganic chemistry involving atomic structure, chemical bonds, complexes, and chelate structures; chemistry of familiar and less familiar elements. Four lecture hours per week. Prerequisite: 461b.

412-3 Inorganic Preparations. A study of several important inorganic syntheses. One lecture and 6 laboratory hours per week. Prerequisites: 235, 305b

or 342c and 343c.

416-4 X-Ray Crystallography. Prerequisite: Chem 122b, 123b, 1 yr. college physics and Math 150b. (See Geology 416.)

432-8 (4,4) Instrumental Analytical Measurements. Theory and practice of instrumental analytical measurements, including spectrophotometric, electroanalytical, and chromatographic methods. Two lecture and 6 laboratory hours per week. May be taken in either sequence. Prerequisite: 461b or concurrent enrollment.

433-3 Intermediate Quantitative Analysis. A study of the analysis of complex materials, with emphasis on separations, functional group analysis, and instrumental applications. Two lecture and 3 laboratory hours per week. Prerequi-

sites: 432a or b and 461c.

438-3 Review of Analytical Chemistry. A discussion, in depth of the principles of chemical equilibrium, analytical separations, and common chemical and physical measurements. Three lecture hours per week. Prerequisite: graduate standing and consent of instructor.

446-4 Qualitative Organic Analysis. A systematic study of the separation and identification of organic compounds. Two lecture and 6 laboratory hours per

week. Prerequisite: 122c, 123c, 342c, and 343c or consent of instructor.

450-4 Survey of Biochemistry. Function and metabolism of aminoacids, proteins, enzymes, carbohydrates, lipids, and nucleic acids. For preprofessional students, chemistry majors, and others with a one-year course in organic chemistry. Three lecture and three laboratory hours per week. Not offered for graduate credit. Prerequisite: 305c or 342c and 343c.

451-9 (3,3,3) Biochemistry. (a) Chemistry and function of amino acids, proteins, and enzymes. (b) Carbohydrate chemistry, function and metabolism; biochemical energetics; citric acid cycle; oxydative phosphorylation. (c) Photosynthesis; limpid chemistry, function and metabolism; nitrogen metabolism; nucleic acid and protein biosynthesis; metabolic regulation. Prerequisite: 122c,

123c, and 305c or 342c and 343c.

455-8 (4,4) Biochemistry Laboratory. Modern biochemical laboratory techniques (a) for isolation, purification, and characterization of constituents of living cells and (b) for investigations of pathways, kinetics, energetics, and regulatory mechanisms related to metabolism and enzymic activity. 1 lecture

and 8 laboratory hours per week. Prerequisite: 451a.

460-5 Principles of Physical Chemistry. A one-term course in physical chemistry designed especially for non-chemistry majors including prospective teachers of high school chemistry. Three hours of lecture and six hours laboratory per week, one hour of which will be used for special instruction. Prerequisite: 122c, 123c, and 305c or 342c and 343c, and one year of physics or consent of department.

461-12 (4,4,4) Physical Chemistry. A fundamental course in physical chemistry composed of a sequence of a, b, and c. Three lecture and 3 laboratory hours per week. Prerequisites: 122c and 123c, 12 hours of physics, Mathematics 252b. Must be taken in a, b, c sequence, and each is a prerequisite for the

next course in the sequence.

464-3 Introduction to Quantum Chemistry. Quantum chemistry as applied to

atoms and molecules. Three lecture hours per week. Prerequisite: 461c or

consent of instructor.

468-4 Elements of Physical Chemistry. Open only to graduate students in chemistry whose diagnostic examinations indicate a need for this course, and to qualified non-chemistry majors. Prerequisites: twelve hours of physics, one year of calculus, and at least one year of chemistry.

471-3 Industrial Chemistry. A survey of modern industrial chemistry and an introduction to chemical research processes. Three lecture hours per week.

Prerequisite: 305c or 342c and 343c.

472-12 (4,4,4) X-Ray Crystallography. (Same as Applied Science 401-12.)
(a) Introductory crystallography. (b) X-ray diffraction techniques. (c) Crys-

tal structure analysis. Prerequisite: 461b.

490-2 Chemical Literature. A description of the various sources of chemical information and the techniques for carrying out literature searches. Two lecture hours per week. Prerequisites: 122c, 123c, and 305c or 342c and 343c, reading knowledge of German or consent of instructor.

496-1 to 12 Chemical Problems. Investigation of individual problems under the direction of a staff member. Prerequisite: consent of instructor and de-

partment chairman.

504-3 Mechanisms and Syntheses in Organic Chemistry.

511-9 (3,3,3) Advanced Inorganic Chemistry. 519-2 to 30 (2 to 6 per quarter) Advanced Topics in Inorganic Chemistry.

531-3 Theory of Quantitative Analysis. 532-3 Instrumental Methods of Analysis.

539-2 to 30 (2 to 6 per quarter) Advanced Topics in Analytical Chemistry.

541-3 Advanced Organic Chemistry. 542-3 Advanced Organic Chemistry.

543-3 Advanced Organic Chemistry. 547-3 to 6 Advanced Laboratory Preparations in Organic Chemistry.

549-2 to 30 (2 to 6 hours per quarter) Advanced Topics in Organic Chemistry.

552-3 Carbohydrate Chemistry.
553-3 Plant Biochemistry.
554-3 Biochemical Mechanisms.
554-9 (3,3,3) Advanced Biochemistry.
559-2 to 30 (2 to 6 hours per quarter) Advanced Topics in Biochemistry.
561-3 Chemical Thermodynamics.
562-6 (3,3) Overture Chemistry.

562-6 (3,3) Quantum Chemistry. 563-3 Chemical Dynamics.

564-3 Statistical Thermodynamics.

569-2 to 30 (2 to 6 hours per quarter) Topics in Advanced Physical Chemistry. 594-1 to 15 Special Readings in Chemistry. 595-0 to 9 Advanced Seminar in Chemistry.

598-1 to 48 Research.

599-1 to 9 Thesis.

600-3 to 48 Dissertation-Doctoral.

Child and Family

Department, Concentration, Courses

Professor Michael Zunich. Ph.D. (Chairman)

Ph.D.

Timothy Flynn, Ph.D.

Melva F. Ponton, M.S. Assistant Professor Brent Barlow, Instructors Barbara Hoskins, M.S. Thelma K. Kraft, M.S. Shirley Rogers, M.S. in Ed.

Joyce Pattison, Ph.D.

Within a concentration in Home Economics the Department of Child and Family offers specialization in Pre-School Programs. (See Home Economics)

Bachelor of Science Degree, SCHOOL OF HOME ECONOMICS Pre-School Programs Specialization

These courses offer basic background leading to positions as nursery school director or teacher in private schools, colleges and universities and day

care centers; child care specialists with social, public health and welfare agencies; agricultural extension specialist in child care and recreation leaders.

1044015.	
General Studies Requirements	67
Requirements for Concentration in Child and Family	71–73
GSB 102a, 201b,c	
Child and Family 227, 237, 337, 345a,b, 366, 445, 456,	
466, 471	
Clothing and Textiles 127a 2	
Elementary Education 413 4	
Family Economics and Management 331, 332, 341 11	
Food and Nutrition 100	
Guidance 305, 412 8	
Home Economics Education 111 or 306 2	
Interior Design 131 3	
Psychology 3013	
Special Education 414 4	
Electives	
GSB 321, 325; Clothing and Textiles 440; Health Education 312,	
325, 400; Instructional Materials 405, 417; Music 302b; Psy-	
chology 305, 451; Recreation 201, 202, 310; Sociology 426; Spe-	
cial Education 410a,b,c; Speech 401; Theater 410	52–53
Total	192

Courses

227-3 Family Living. A study of relationships and adjustments in family

living, designed largely to help the individual.

237-3 Child Development. Principles of development and guidance of children as applied to home situations. Directed observation involving children of varying ages.

337-3 Advanced Child Development. Developmental approach to the study of

child behavior in the family. Prerequisite: 237.

345-5 (2,3) Child Development Practicum. Observation and participation in the guidance of pre-school children. (a) Preparation and use of materials; equipment and activities. One hour lecture, 2 hours laboratory; (b) Planning and executing a variety of experiences for preschool children. One hour seminar, 3 hours laboratory. Part b may be elected independently of a. Prerequisite: 237, or GSB 306, or Psychology 301.

366-3 Family Development. Study of changing patterns in family living

throughout the family life cycle. Prerequisites: 227 or GSB 341.

408-2 to 8 Workshop. For workers in fields related to child and family.
445-4 Administration of Pre-School Programs. Objectives in pre-school programs. Programming including housing, equipment, health protection, and supervision. Field trip. Prerequisite: 345a, or b, or consent of instructor.

456-4 Infant Development. Current theories and knowledge concerning growth and development of infants with related laboratory and field experi-

ences. Prerequisite: 237, Psychology 301.

466-2 Practicum in Parent-Child Study. Designed to increase student's ability to work with parents and parent groups through an awareness of factors in the parent-child relationship and knowledge of current research and methods in parent education. Integration with infant and child development laboratories and related field experience. Prerequisites: 227, 237.

471-2 to 6 Field Experience. Supervised learning experiences. Child development experience in a community nursery school. Prerequisite: consent of

481–2 to 6 Readings. Child development and family living readings under staff supervision. Prerequisite: consent of instructor and chairman. 500-4 Research Methods.

556-4 The Pre-school Child.

562-4 Child Development Through Home and School.

566-4 Interpersonal Relationships within the Family.

571-4 Recent Research.

572-2 to 8 Special Problems. 599-2 to 9 Thesis.

Cinema and Photography

Department, Concentration, Courses

Professors C. William Horrell, Ed.D. John Mercer, Ph.D. Robert Davis, Associate Professor Ph.D. (Chairman)

Assistant Professors Richard M. Blumenberg, Ph.D. David A. Gilmore, M.F.A. Frank R. Paine, B.A. Charles A. Swedlund, M.S.

Cinema and Photography courses provide the undergraduate student with a substantial background in the history, theory, and practice of photographic communication. The three specializations are structured to make available a strong foundation for both professional and educational careers in film and photography, to explore the social implications of still and moving pictures, and to provide opportunity for the study of both cinema and still photography as media for personal expression. In all instances, programs are tailored to the interests and career plans of the individual student.

Three fields of specialization are available to the student concentrating in cinema and photography: Cinema, Photography, Cinema/Photography. Students must successfully complete the core requirements and a minimum of 24 hours of work in other courses in their field of specialization. A grade of C is required in prerequisite courses and a 3.0 average must be maintained in cinema and photography courses in order to remain in the concentration.

Students purchase supplies for many cinema and photography courses. In courses which involve analysis and screening of a number of films, a screening fee is assessed. Lab fees may be required for certain other

The University reserves the right to retain examples of the work of each student in each photography class and to make and retain prints of all films made as part of course work. Such photographs and films become part of a permanent departmental collection from which exhibitions may be prepared.

There is no required minor.

Bachelor of Science Degree, SCHOOL OF COMMUNICATIONS AND FINE ARTS

Cinema

General Studies Requirements	67
Requirements for Concentration in Cinema and Photography with a	
Specialization in Cinema	48
Cinema and Photography 350, 351, 355, 356, 357, one 4-hour course	
in film history, and at least 24 additional hours selected from the	
following: 361, 362, 450, 456, 457, 458, 460, 461, 463, 470, 480	
Electives	
Total	192

Photography

General Studies Requirements Requirements for Concentration in Cinema and Photography with a Specialization in Photography Cinema and Photography 310, 311, 313, 320, 321, 322, and at least 24 additional hours selected from the following: 403, 404, 405, 406, 407, 408, 409, 415, 418, 420, 421, 422, 457, 458, 480. Electives	67 48	
Total	192	
Cinema and Photography		
General Studies Requirements	67 60	
Total	192	

Courses

310-4 History of Still Photography. History, esthetics, and appreciation of still photography. Not open to students who have had GSC 348.

311-4 Contemporary Photography. Uses, styles, and influences of contemporary

still photography.

313-4 Visual Design in Photography. Study and use of elements of design as

used in the photographic image. Prerequisite: 320.

320-4 Fundamentals of Still Photography. Introduction to photographic communication. Basic camera controls, black and white film, and print processing. 321-4 Intermediate Photography. Continuation of 320 with emphasis on refinement of photographic techniques and processes. Prerequisite: 320 and consent of department.

322-4 Fundamentals of Color Photography. Theory, techniques, and aesthetics of color photography. Production of color prints and transparencies. Pre-

requisite: 321 and consent of department.

350-4 Introduction to Cinema. Analysis of film as an independent form of art and communication. Survey of production methods, film types, and utilization of the medium in contemporary society. Screening fee.

351-4 Introduction to Film Theory. Historical survey of the theories of film. Analysis of theoretical and aesthetic concepts associated with the motion

picture. Screening fee.

355-4 Beginning Film Production. Basic techniques for silent film making.

Production of short motion pictures by student crews.

356-4 Intermediate Film Production. Sound film techniques. Production of short synchronous sound films from student scripts. Prerequisite: 355 and consent of department.

357-4 Advanced Film Production. Production of sound and color films by students working individually and in crews. Prerequisite: 356 and consent of

department.

361–4 Film Planning and Scripting. Analysis of both scripted and non-scripted films. Script as a basis for production. Practice in preparing film plans, treatments, and scripts.

ments, and scripts.

362-4 Sound for Motion Pictures. Analysis and practice of sound recording

and editing techniques. Prerequisite: consent of department.

403-4 Studio Portraiture. Theory and practice of formal studio portrait photography. Prerequisite: 322.

404–4 Environmental Portraiture. Theory and practice of formal and informal portraiture outside the studio. Prerequisite: 322.

405-4 Commercial Photography. Study and use of studio lighting techniques for commercial photography. Prerequisite: 322.

406-4 Advanced Commercial Photography. Assignments in areas of commercial photography in black and white and color. Prerequisite: 405.

407-4 Publications Photography. Photographic news reporting with emphasis

on single pictures and short picture stories. Prerequisite: 322.

408-4 Advanced Publications Photography. Production of picture essays including research, lay-out, captions, and text. Black-and-white and color. Prerequisite: 407.

409-4 Picture Editing. Picture usage and layout and methods of photographic

reproduction for the mass media. 415-4 Technical and Scientific Photography. Introduction to photographic

methods used in science and research. Prerequisite: 322.

418-4 Documentary Photography. Methods, approaches, and work in documentary photography. Prerequisite: 322.
420-4 Experimental Photography. Experimental approaches to the creation

of photographic images. Prerequisite: 322.

421-4 to 8 Personal Photographic Expression. Development of personal vision

in photography. Usually taken 4,4. Prerequisite: consent of department.

422-4 Advanced Color Photography. Study and production of color photographs. Emphasis on experimental techniques. Prerequisite: 322.

450-4 Film and Society. Major social issues associated with the cinema. Examination of attempts to regulate and control the medium.

456-1 to 6 Workshop in Film Production. Crew work on university film productions. Prerequisite: consent of department and film production.

457-4 Mixed Media Production. Multi-media theory. Creation and coordination of presentations involving visual and aural media. Prerequisite: consent of department.

458-1 to 12 Projects in Cinema and Photography. Individual or crew projects in motion picture production or still photography. Usually taken 4,4,4. Prerequisite: consent of department.

460-4 History of the Silent Film. Emphasis on the theatrical film to 1929.

Screening fee.

461-4 History of the Sound Film. Theatrical film from early experimentation to the present. Screening fee.
462-4 History of the Documentary Film. Documentary film illustrated by the work of representative film makers. Screening fee.
463-4 History of the Experimental Film. Survey of experimentation in cinema

from the turn of the century, through the avant-garde periods, to contemporary independent films.

470-4 Special Cinematic Forms. Innovation in technique and content in animated, advertising, and experimental films. Production of short innovative films. Prerequisite: 357 or equivalent.
480-1 to 12 Individual Study in Cinema and Photography. Research in history,

theory, or aesthetics. Usually taken 4,4,4. Prerequisite: consent of department.

Clothing and Textiles

Department, Concentration, Courses

Professors Thelma H. Berry, Ed.D. Rose Padgett, Ph.D.

Lucy K. Woody, M.A. (Emerita)

Associate Professor Shirley Friend,

Ph.D. (Chairman)

Ritta Whitesel, M.A. (Emerita) Assistant Professor Sue Ridley, M.S. Instructor Mina Jo Bennett, M.S.

Within a concentration in clothing and textiles the Department of Clothing and Textiles offers specializations in apparel design and in clothing and textiles merchandising.

Bachelor of Science Degree, SCHOOL OF HOME ECONOMICS Apparel Design Specialization

These courses offer preparation for designing of apparel or allied positions in the wholesale and retail fashion fields through training in textiles, creative design, draping, pattern making, and clothing construction.

General Studies Requirements 67

Requirements for Concentration in Clothing and Textiles with a	
Specialization in Apparel Design	96
Art 100, 200b	
Art 225 or art history	
Chemistry 110, 240	
Child and Family 227, 237	
, , , , , , , , , , , , , , , , , , , ,	
Clothing and Textiles 127-4,* 233, 304, 329, 334, 339,	
364, 371, 434, 473, 474, 433, 440, 481–3	
Family Economics and Management 341 4	
Food and Nutrition 100	
Home Economics Education 111 or 306	
Physiology 300 or elective	
Physical Education 303 or elective 5	
Electives	29
Accounting 250-4 or 251a-4; Design 100-5; Interior Design	
327–3; Journalism 393–3; Marketing 301–4; Physical Educa-	
tion 113–1, Psychology 307–4; Theater 414–4, 415–4.	
1011 115-1, Psychology 507-4, Theater 414-4, 415-4.	
Total	192

^{*} Students may request exemption from 127b.

Merchandising Specialization

Requirements for Concentration in Ciotning and Textiles with a	
Specialization in Merchandising	85
Accounting 250 or 251a 4	
Chemistry 110, 240 (8)	
Child and Family 227, 237 6	
Clothing and Textiles 127-4, 233, 304, 329, 334, 339,	
360 or 473, 364, 371, 434, 474, 440, 481–3	
Family Economics and Management 341 4	
Food and Nutrition 100	
Home Economics Education 111 or 306 2	
Interior Design 131, or equivalent, 327 or elective 6	
Marketing 301, 363, 401	
Electives	40
Art History; Guidance 305-4; Family Economics and Manage-	
ment 324, 331, 424; Journalism 393; Art 385.	
	192
Total	154

Secondary Concentration

A secondary concentration in clothing and textiles consists of 24 hours in clothing and textiles courses.

Courses

104-3 Basic Textiles. Emphasis on recognition of fabrics and weaves, suita-

bility, care, and maintenance, especially household textiles. Prerequisite: GSA

101B or equivalent.

127-4 (2,2) Clothing Selection and Construction. (a) Clothing selection and care. Study of clothing in relation to fabric composition, fashion emphases, art principles, suitability and cost. (b) Clothing selection laboratory. Use and alteration of patterns, construction of garments using fabrics made of different fibers (emphases on fitting and on construction techniques). Pass/fail grade may be elected for this course.

304-4 Textiles. Selection of textiles from consumer standpoint. Characteristics of commonly used fibers and fabrics; textile formation as a tool in the selection and care of household textiles and clothing. Prerequisite: Chemistry 110 and 240. 329-3 Fashion. A study of economic, psychological, social, and aesthetic factors in fashion which affect the individual and family. Exploration into the

fashion industry and opportunities in the field of fashion.

333-4 Pattern Designing and Clothing Construction. Principles of flat pattern design, pattern manipulation, and fitting. The making of dress patterns from master patterns. Construction of dresses using custom finishes. Field trip. Prerequisites: 127, or consent of chairman.

334-3 Costume Design. The development of original dress design and adaptation from period costume and other sources, using various media. Prerequisite:

127a or consent of chairman. Offered alternate years.

339-3 Clothing Economics. Factors of production, distribution, and consump-

tion which influence economics of clothing.

360-4 Tailoring and Clothing Construction. Fundamental construction processes reviewed and basic principles of tailoring applied in the construction of a suit or coat and a dress. Prerequisite: 333 or consent of chairman.

364-3 Draping and Construction. Principles of design applied to draping of fabric on dress form. Emphasis on interpretation of design in relation to different fabrics and figures. Construction of one draped garment. Prerequisite: 333 or consent of chairman.

371-3 to 6 Field Experience. Opportunity for supervised learning experiences

in the chosen area. Prerequisite: consent of chairman.

395-1 to 4 Special Problems. Specific problems in clothing, textiles, applied design, housing, home furnishings, or interiors. Prerequisite: consent of chair-

432-2 to 8 Workshop. Designed to aid leaders in the field with current problems. Discussion, reports, lectures, and other methods of analyzing and working on solutions to problems. Emphasis for the workshop to be stated in the

announcement of the course. Prerequisite: consent of chairman.

433-4 Advanced Pattern Designing. Application of flat pattern design principles to the making of patterns for garments of various designs and fabrics. Fitting and pattern alteration related to various figure types. Production cost analysis. Prerequisite: 333 or consent of chairman.
434-4 History of Clothing. Development of clothing from prehistoric times

to the present. Social, economic, and aesthetic background. Technical in-

novations that made possible its design.

440-4 Clothing the Family. Needs and wants of individuals at various developmental stages, in family and societal settings with respect to apparel consumption; functional and fashion-motivated choice of clothing; family

budgets.

470-3 Seminar in Clothing and Textiles. Apparel and environmental-textile needs of consumers at the level of design room research laboratory, mill, store, and satisfactory end-use performance. Prerequisite: consent of chairman. 473-4 Advanced Tailoring. The student will tailor one garment for herself. Timesaving methods, high-quality construction details, and professional finishes stressed. Prerequisite: 360, proficiency, or consent of chairman.

474-4 Advanced Textiles. The physical and chemical analysis of textiles. Problems dealing with economic and industrial developments, standards, labeling, and legislation. Current literature of developments within the field. Pre-

requisites: 304 or consent of chairman.

481-1 to 6 Readings. Supervised readings for qualified students.

500-4 Research Methods.

570-4 Clothing and Textiles Seminar.

572-1 to 8 Special Problems. 582-4 Foundations of Fashion.

583-3 (1,1,1) College Teaching of Clothing, Textiles, and Interiors.

599-1 to 9 Thesis.

Commercial Graphics—Design

Program, Concentration

(Also See Commercial Graphics—Production)

Assistant Professor John Yack, M.A. Instructor H. E. Cornell, M.S. Richard A. Hoffman, B.S. Assistant In Commercial Graphics Sue

Mitchell Knutsen, A.A. Kenneth D. Martin Frank Moore, B.A.

Today's advertising industry offers many opportunities to the commercial artist who can meet the exacting demands of the profession.

The commercial art student learns the basics of the field through assignments and work standards parallel to those he will encounter when he enters the field. He will learn figure drawing, perspective, geometric drawing, color, cartooning, fashion illustration, and mechanical rendering.

He will learn typography, layout, the preparation of camera-ready art, and production processes, and will work in the fully-equipped shop of the commercial graphics—production program to follow his projects through to printed form so that he will understand how his work is affected by mechanical reproduction. He also will learn advertising design, story and technical illustration, and product rendering. He may make arrangements with the faculty for special study in addition to regular requirements if his interest lies in a specific area.

Professional artists comprise the faculty of the program, which also is served by an advisory committee from the industry. Current members are Sam Laird, president, John Roberts Awards, Austin, Texas; J. A. Wilson, art supervisor, Bell Laboratories, Naperville; and Jack Rechtin, president, Rechtin Associates Advertising Agency, Herrin.

A minimum of 97 hours credit is required for the associate degree.

Associate In Art Degree, VOCATIONAL-TECHNICAL INSTITUTE

Requirements for Concentration in Commercial Graphics—Design	
GSB 201c, 211b	8
GSD 101, 102, 103	9
Media Technology 213a	4
Vocational and Technical Careers 102	3
Commercial Graphics 110, 120, 122, 130, 132, 140, 142, 210a,b,c, 215,	
220a,b, 240, 245	3
Total	7

Commercial Graphics—Production

Program, Concentration

(Also see Commercial Graphics—Design)

The growing printing and publishing field offers many career opportunities for trained production specialists and persons with mechanical skills and abilities in management areas.

The Commercial Graphics—Production student may concentrate on management and production coordination or upon specialties within production such as lithographic stripping and plate-making.

The student will gain experience in the most up-to-date printing methods in a fully equipped shop. He will learn production and press procedures,

lithographic photography, stripping, and platemaking, offset presswork, estimating and cost, and production and finishing processes.

The student who wishes to prepare for a career in management will study business law, office management and supervision, accounting, and other related subjects.

Students in this program will learn layout and design and color by working with students and faculty of the Commercial Graphics—Design program in the complete production of actual design projects.

A minimum of 97 hours credit is required for the associate degree.

Associate In Technology Degree, Vocational-Technical institute

Requirements for Concentration in Commercial Graphics—Production	
GSB 211b	4
GSD 101, 102, 103	9
Media Technology 213a	4
Vocational and Technical Careers 105, 232	7
Commercial Graphics 101, 102, 103, 125, 126, 127, 134, 135, 153, 201,	
202, 203, 225, 226, 227, 251 6	5
Electives	8
Recommended: Secretarial and Office Specialties 110a, 226, Com-	
mercial Graphics 240	
T	

101-6 Introduction to Production Procedures Laboratory. The student will apply the practical application of letterpress and offset procedures, set com-

position by hot and cold methods and maintain equipment. Lecture 1 hour. Laboratory 15 hours. Must be taken concurrently with 125.

102-6 Advanced Press Procedures. Students will apply production techniques to produce selected live jobs by making dummies, repro proofs, imposition, mix and match ink to paper, maintain equipment and set composition. Lecture 1 hour. Laboratory 15 hours. Must be taken concurrently with 126. Prerequisite. 101

103-6 Lithographic Stripping and Platemaking Laboratory. The student will apply imposition principles for offset in stripping line and halftone negatives, positives, combinations, surprints, double burns, tints and color blocks, step and repeat, burn plates and produce printing on small presses. Lecture 1 hour. Laboratory 15 hours. Must be taken concurrently with 127.

110-3 Art Analysis. The student will be able to recognize and identify at least 20 pointings by the masters through select technique.

20 paintings by the masters through color, technique, and composition. A field trip will be taken to an art museum. Lecture 3 hours.

120-5 Techniques of Figure and Freehand Drawing Theory and Practice. The student will demonstrate his knowledge of the bones and muscles of the anatomy by accurately drawing the human figure from life. He will be able to draw the basics: sphere, cone, cylinder, cube and show a complete understanding of perspective, light and shadow. This course must be taken concurrently with 122. Lecture 4 hours. Laboratory 3 hours.

122-5 Techniques of Advertising Design. The student will demonstrate his ability to use the fundamental techniques in advertising design such as color, fashion illustration, cartooning, scratch board, doublestone and geometric drawing. This course must be taken concurrently with 120. Lecture 4 hours. Labora-

tory 3 hours.

125-3 Introduction to Production Procedures. The student will apply preplanning techniques of markup, selection of type faces, imposition, papers, inks and methods of production. Lecture 3 hours. Must be taken concurrently

with 101.

126-3 Advanced Press Procedures Theory. Students will demonstrate preplanning in composition, typography imposition, bindery methods of production and apply nomenclature procedures to order supplies and repair parts. Lecture 3 hours. Must be taken concurrently with 102. Prerequisite: 125. 127-3 Lithographic Stripping and Platemaking Theory. The student will preplan the darkroom procedures necessary to produce line and halftone negatives, positives, combinations, double burns, tints, color blocks, step and repeat, and

apply nomenclature procedures to maintain a supply of materials with varied

shelf life. Lecture 3 hours. Must be taken concurrently with 103.

130-5 Typographic Design. The student will be able to identify at least 10 type faces, count and mark copy to be set, understand the history and practical use of typography in advertising and execute professional quality finished lettering. This course must be taken concurrently with 132. Lecture 4 hours. Laboratory 3 hours. Prerequisite: 120 and 122.

132-5 Advertising Layout and Illustration. The student will demonstrate his ability to use the basic principles of layout and how to do clean, accurate roughs and comprehensives in addition to taking a story outline and developing a full-color illustration. This course must be taken concurrently with 130.

Lecture 4 hours. Laboratory 3 hours. Prerequisite: 120 and 122.

134-2 Typography. The student will be able to recognize at least 15 type faces, learn to estimate and accurately count copy, and mark copy to be set. The student will also discuss the history and practical use of typography in advertis-

ing. Lecture 2 hours.

135–3 Color and Business Forms Design. The student will demonstrate a knowledge of pigmental and light-ray theory and practice. He will know how to mix and match colors exactly. In addition, he will develop the skill to handle the T-square and triangle and use the ruling pen to execute to perfection ruled business forms. Lecture 3 hours.

140-5 Airbrush and Photo Retouching. The student will develop skills in the operation and techniques of airbrush rendering used for mechanical and illustrative purposes. In addition, he will retouch black and white photographs suitable for reproduction. This course must be taken concurrently with 142.

Lecture 4 hours. Laboratory 3 hours. Prerequisite: 130 and 132.

142-5 Graphic Production. The student will be able to explain several different kinds of printing processes such as letterpress, offset, etc., and how paper is made and used in advertising today. He will prepare overlays and separations and do accurate paste-up and registration. He will receive actual experience with the camera and stripping. This course must be taken concurrently with 140. Lecture 4 hours. Laboratory 3 hours. Prerequisites: 130 and 132.

153-3 Fundamentals of Layout. The student will demonstrate his ability to use

153-3 Fundamentals of Layout. The student will demonstrate his ability to use the basic principles of balance in layout and how to do clean, accurate roughs and comprehensives. He will design letterheads, envelopes and business cards.

Lecture 2 hours. Laboratory 1 hour.

201-6 Lithographic Photography Laboratory. The student will produce line and halftone negatives, tint screens, reverses contact prints, positives, posterization, process color, emphasis techniques and produce selected work on small presses. Lecture 1 hour. Laboratory 15 hours. Must be taken concurrently with 225. 202-6 Offset Presswork Laboratory. The student will produce selected work on the Heidelberg KORA, including multiple imposition, four-color process, step and repeat, duotones, posterization and bindery. Lecture 1 hour. Laboratory 15 hours. Must be taken concurrently with 226.

203-6 Production and Finishing Process Laboratory. The student will demonstrate ability by organizing selected work from dummy to finished product and producing quality work. This will include composition, imposition, presswork and bindery procedures. Lecture 1 hour. Laboratory 15 hours. Must be taken

concurrently with 227.

210-18 (6,6,6) Graphic Design and Advertising Illustration. (a) The student will apply the techniques learned during the first year in the preparation of professional assignments in the areas of two-color production and broadsides, logotype design and letterhead design. He will prepare mechanicals which will be used by production majors who will complete the production. This course must be taken concurrently with 215. Lecture 4 hours. Laboratory 6 hours. (b) The student will design promotional slides for television and do cartooning for advertising. This must be taken concurrently with 220a. Lecture 4 hours. Laboratory 6 hours. (c) The student will design and produce finished art with overlays for three- and four-color production. He will design billboard and poster illustrations and report design. This course must be taken concurrently with 220b. Lecture 4 hours. Laboratory 6 hours. Must be taken in a,b,c sequence. Prerequisites: 140 and 142.

215-6 Industrial Illustration Theory and Practice. The student will draw mechanical objects to scale and render in black, white and color. The student will design everyday business forms such as invoices, statements, shipping labels, and business reply cards. This course must be taken concurrently with

210a. Lecture 4 hours. Laboratory 6 hours. Prerequisites: 140 and 142.

220-12 (6,6) Technical Illustration Theory and Practice. (a) The student will demonstrate the exacting requirements for outline drawing in technical illustration, do mechanical lettering and read simple blueprints. This course must be taken concurrently with 210b. (b) The student will render in black and white (using zip-a-tone and other mechanical mediums) color and airbrush those outline drawings that were executed in (a). This course must be taken concurrently with 210c. Lecture 4 hours. Laboratory 6 hours. Prerequisites: 210a and 215. Must be taken in a,b sequence.

225-3 Lithographic Photography Theory. The students will inventory, order, maintain supplies and material essential to darkroom operations to produce the lab work. They will evaluate the emphasis techniques as they are produced on colored and textured paper stocks. Lecture 3 hours. Must be taken concurrently with 201

currently with 201.

226-3 Offset Presswork Theory. Students will pre-plan work for the KORA in-226-3 Offset Presswork Theory. Students will pre-plan work for the KORA including imposition of various sheet sizes or half sizes, with advantages or disadvantages with relationship to bindery procedures of folding, cutting, scoring and perforating. Lecture 3 hours. Must be taken concurrently with 202.

227-3 Production and Finishing Process Theory. Students will plan the organization and operation of finishing processes which include inspection, cutting, scoring, padding, stitching and advanced folder operations. Lecture 3 hours. Must be taken concurrently with 203.

240-3 Special Study. A student with a special interest in a particular commercial graphics area will do selected projects to develop additional professional skill. Requires approval of the supervisor. Lecture 4 hours. Laboratory 24 hours maximum. Prerequisite: staff approval.

245-1 Job Orientation. The student will demonstrate a knowledge of the inside

operations of large and small agencies and studios including the various responsibilities of the people employed in them by class discussion and examination. This must be taken concurrently with 210c. Lecture 1 hour. Prerequisite: 210b, 220a. 245-1 Job Orientation. The student will demonstrate a knowledge of the inside

251-3 Estimating and Cost in Printing. The student will estimate the cost of composition, ink, paper and press production costs. Lecture 3 hours. Must be taken concurrently with 203 and 227.

Community Development

Institute, Concentration (Graduate only), Courses

Professor Richard W. Poston, B.A. Associate Professors H. Richard De-

laney, Ph.D. Richard M. Thomas, Ed.D. (Director)

Assistant Professors Jnan Bhattacharyya, Ph.D.

Donald E. Voth, Ph.D. Instructor Paul S. Denise, M.A.

Research Associates Robert Knittel. Ph.D.

Raymond E. Wakeley, Ph.D.

The community development program is essentially a curriculum for the Master of Science degree in Community Development. However, three undergraduate courses are offered; one of which, 401, is a prerequisite for entering the master's program.

Courses

401-4 Introduction to Community Development. This survey includes an analysis of the history, values, and techniques of various approaches to community development and explores some of the specific social issues and problems which confront community development practitioners. Prerequisite: 4 hrs. soc. or consent of instructor.

402-4 Comparative Community Development. Surveys the historic, economic, organizational, and other aspects of international community development programs under the auspices of world and regional agencies, or of multinational, or local sponsorship, focusing primarily upon specific case studies. Prerequisite: 401, 4 hrs. soc. or consent of instructor.

499-1 to 5 Independent Study in Community Development. Supervised study and projects in fitting with the needs of each student. Prerequisite: consent of instructor.

501-4 Small Group Process in Community Development.

502-4 Community and Change.

503-4 Problems and Approaches to Community Development.

511-4 Laboratory in Small Group Process.

512-4 The Change Agent in Planned Change.

513-4 Laboratory in Consulting Styles and Techniques.

596-1 to 8 Independent Study in Community Development.

598-4 Research Seminar in Community Development.

599-1 to 8 Thesis Research.

Comparative Literature

Secondary Concentration

A secondary concentration in comparative literature is principally for students majoring in English or a foreign language, although others are not excluded. The secondary concentration is offered within the College of Liberal Arts and Sciences. To qualify, one must present a total of 24 hours in course work at the 300 level or above approved by the student's major adviser and by the comparative literature coordinator.

If the student's major is in English or a foreign language, the secondary concentration is intended to permit the study of a second national literature to be related to the major literature studied. Neither English or American literature is allowed as the secondary concentration, if one or the other is the major subject. The same is true of Iberian and Spanish American literature.

The required courses are (1) English 493–4, Special Problems in English and (2) independent work for a total of 4 hours. The latter is to be taken either (a) under the LA&S listings: 300–302 (Individual Interdisciplinary Readings, Research, Field Study) singly or in combination; or (b) 4 hours of independent study under already existing departmental offerings.

The first course will introduce the student to the discipline and familiarize him with standard practices. The second will offer him the opportunity to work on individual projects under the supervision of his adviser(s). The course "Nature and Method of Comparative Literature" should be taken before the independent study is undertaken.

Students interested in preparing a special concentration in comparative

literature should consult the coordinator.

Computer Science

Department, Secondary Concentration, Courses

Professor Abraham M. Mark, Ph.D. (Chairman)

Kenneth J. Danhof, Ph.D. Ratan K. Guha, Ph.D. ecturer Knut A. Bahr, Ph.D.

Assistant Professors Norman F. Chaffee, Ph.D.

Lecturer Knut A. Bahr, Ph.D. Instructor William E. Wright, M.A.

The Department of Computer Science offers courses for undergraduate credit covering a wide range of topics in computer science. Students interested in this area will be advised by the department so that they may profitably pursue their academic and professional interests.

The Department does not offer an undergraduate major concentration

at this time but does offer a secondary concentration.

Secondary Concentration

A secondary concentration in computer science shall consist of 27 hours

including 302b, 403, 411, 414 and other courses to be determined by the student in consultation with the department adviser.

Courses

202-3 Introduction to Computer Programming. Discussion of algorithms, flowcharts, data representation, structure and debugging of programs, computers and languages. Emphasis on computational problems using an algorithmic language. Non-numeric applications also considered. Prerequisite: GSD 107, or

Mathematics 111a, or $1\frac{1}{2}$ years of high school algebra. 302-6 (3,3) Computer Structure and Programming. The organization of computers into memory, control, arithmetic/logical, and input/output structures. Complete treatment of machine and assembly language. Principles of programming, selected programming techniques, logic design and interpreters, the design of hardware components, computer hardware systems, supervisory software systems, segmentation, linkage, and multiprogramming. Must be taken in a,b sequence. Prerequisite: 202.

403-3 Data Structures. Data, strings, stacks, arrays, lists, trees, storage systems and structures, searching and sorting, and list and string processing languages. Basic concepts. Prerequisite: 302a.

411-3 Structure of Programming Languages. Introduction to the formal defini-

tion of a language. Representation and evaluation of arithmetic expressions. Extensive analysis of the structure of an algorithmic language. Other languages

as, list processors. Prerequisite: 302a.
414-3 Systems Programming I. Interpretive systems, assemblers, loaders, compilers. Addressing techniques, program segmentation, and linkage. Explicit input-output references. Batch processing systems. Time sharing, multipro-

gramming, and multiprocessor systems. Prerequisite: 403.

442-3 Discrete Structures. Review of sets, functions, and relations. Algebraic structures including semi-groups, groups, and Boolean algebras. Subalgebras, congruence relations, homomorphisms, and direct products. Elements of graph theory. Applications to various areas of computer science. Prerequisite: Mathematics 301.

445-3 Applied Boolean Algebra. Applications to switching circuits and propositional logic. Circuit simplification, logical circuits, and sequential circuits. Pre-

requisite: 442.

451-3 Introduction to the Theory of Computation. Automata, their behavior and basic properties. Turing machines. Examples and applications to computing functions and recognizing sets. The concept of an algorithm. Definition and examples of formal grammars. Prerequisite: 442 and either 445 or consent

of instructor.

461-6 (3,3) Numerical Calculus. Algorithms for the solution of numerical problems encountered in scientific research work. Emphasis on the use of high speed, digital computers. Elementary discussion of error, polynomial interpolation, quadrature, solution of nonlinear equations and linear systems, matrix calculations, solution of differential equations. May not be taken for credit by graduate students in computer science or mathematics. Students may not receive credit for both 461 and 464. Survey course. Must be taken in a,b sequence.

Prerequisites: 202, Mathematics 305a, and 221.

464-6 (3,3) Numerical Analysis I. Theory and practice of computation. Emphasis on methods useful with high speed digital computers. Solution of nonlinear equations, interpolation and approximation, numerical differentiation and integration, solution of differential equations, matrix calculations and the solution of systems of linear equations. Students may not receive credit for both 461 and 464. Introductory course. Must be taken in a,b sequence. Prerequisite: 202, Mathematics 305a, and 221.

470-3 Theory of Simulation. Methodology, including generation of random numbers and design of experiments. Discrete and continuous models for stochastic processes. Simulation languages. Emphasis on the use of the computer in constructing simulation models. Prerequisite: 202 and either Mathematics 480a or 483a.

472-3 Introduction to Mathematical Programming. Theory of linear programming, game theory, and dynamic programming. Prerequisite: Mathematics

495-1 to 9 Readings. Supervised readings. Prerequisite: consent of instructor and department.

514-3 Systems Programming II.

516-6 (3,3) Compiler Construction.

518-3 Large-scale Information Processing Systems. 531-3 Information Structure and Retrieval Systems.

536-3 Artificial Intelligence and Heuristic Programming.

551-3 Automata Theory. 554-3 Formal Languages.

554-5 Formal Languages. 557-3 Theory of Computability. 564-6 (3,3) Numerical Analysis II. 590-1 to 18 Special Topics. 593-1 to 9 Seminar. 595-1 to 9 Readings. 597-1 to 9 Special Problems. 599-1 to 9 Thesis.

Conservation and Outdoor Education

Department, Courses

Professor Paul A. Yambert, Ph.D. Paul F. Nowak, Ph.D. (Chairman)
Assistant Professors Gerald Gaffney, Instructors Robert M. Christie, M.S. Ph.D. Clifford E. Knapp, M.S. Basil Hedrick, Ph.D.

The courses given by the Department of Conservation and Outdoor Education are designed to help professional educators teach about the environment. They also show how the environment can be used as an educational resource to enrich many curriculum activities.

Courses

301-4 Outdoor Education. Acquaints students with the philosophy and techniques of teaching in the out-of-doors. Ways and means of various outdoor learning experiences.

320-4 Nature Interpretation. Acquaints student with opportunities for the interpretations of the natural phenomenon. Avocational as well as the voca-

tional aspects of natural resources.

380-1 to 4 Field Work. Supervised leadership experience in a public or private agency with emphasis on recreation activities common to such programs. Pre-

requisite: consent of department.

490-2 to 12 Practicum in Outdoor Education. Experience in a professional setting. Emphasis on administrative, supervisory, teaching, and program leadership. School, community, industrial, agency, park and forest, and other situations. Not counted toward requirements of a graduate program.

510-4 Outdoor Education Workshop.

570-4 Seminar in Recreation and Outdoor Recreation.

596-2 to 9 Independent Study.

Construction Technology—Building

Program, Concentration

(Also see Construction Technology—Civil)

Assistant Professor Franklin Bassett, Harold W. Osborn, M.S. B.S. Instructor Glen L. Staley, B.S.

Light building construction offers a multitude of opportunities in the areas

of management and supervision.

The student will learn basic construction principles, surveying, drafting and properties of construction materials. He will be able to develop construction details and working drawings, to design steel and timber structural members, and to make construction cost estimates, including labor, materials, and schedules. He will learn code requirements and specifications affecting mechanical equipment such as plumbing, heating, air conditioning, and illumination. He will acquire the knowledge necessary for

basic management and business positions through the study of business law, labor management relations, technical writing, physical sciences, and mathematics.

The student in this program will have the benefit of facilities of Construction Technology—Civil, as well as a well-equipped word utilization laboratory.

A minimum of 96 hours credit is required for the associate degree.

Associate In Technology Degree, VOCATIONAL-TECHNICAL INSTITUTE

Requirements for Concentration in Construction Technology—Building	
GSA 101a	4
GSB 211b	4
GSD 101	3
Secretarial and Office Specialties 226	
Vocational and Technical Careers 102, 105, 232	10
Construction Technology 102, 103, 104, 105a,b, 107, 109, 110a,b,c,	
125a, 208, 210a,b,c, 213	67
Electives	4
Recommended: GSB 201c, 211a, GSD 102, 103	
Total	96

Construction Technology—Civil

Program, Concentration

(Also see Construction Technology—Building)

Opportunities abound in the heavy construction industry for the technician who is trained to work in support of engineers or in supervisory of management positions. The graduate of this program may find a position anywhere in the world on such projects as dams, bridges, tunnels, waterway improvements, industrial structures, or in highway construction.

The student will gain basic knowledge of surveying, drafting and design, construction materials and methods, equipment, planning, and estimating. He will learn the principles of hydraulics and drainage and the effects of various soils on heavy construction. He will develop skills in writing and interpreting technical material, labor management relations, and other areas necessary to work successfully with engineers and construction crews.

The student will have the opportunity to supplement required oncampus laboratory and field work projects with a summer of cooperative work experience.

A minimum of 96 hours credit is required for the associate degree.

Associate In Technology Degree, VOCATIONAL-TECHNICAL INSTITUTE

1	Requirements for Concentration in Construction Technology—Civil	
	GSA 101a	4
	GSD 101	3
	Mathematics 111a	5
	Vocational and Technical Careers 102, 232	7
	Construction Technology 101a,b,c, 102, 103, 105a,b, 107, 109, 125a,b,	
	203, 207, 208, 213a,b	70
	Electives	7
	Approved Selections in GS areas of:	

Communications, Humanities, or Social Science 96

Courses

101-17 (6,5,6) Surveying. (a) The student will be able to make observations, prepare field notes and make field checks and adjustments using equipment frequently encountered in plane surveying. Subjects included are: distance, angles, elevations, traversing, triangulation, stadia, profiles, cross sections, direction of a line. Lecture 3 hours. Laboratory 6 hours. (b) He will be able to reduce field notes and plot the results are a drawing. reduce field notes and plot the results on a drawing. He can use a desk calculator, planimeter, slide rule and drawing instruments as required to obtain results. Subjects included are: error theory, areas, volumes, coordinates, profiles, contours, cross sections, photogrammetry, topography and the fundamentals of the United States Public Land Survey System. Lecture 4 hours. Laboratory 2 hours. (c) He will know field techniques used in construction layout for buildings, pipe lines, earthwork and transportation facilities. This includes: horizontal and vertical curves, transition curves, tie-ins, construction tolerances, slope stakes. Additional instruction is provided in: the mass diagram, topography, celetial observations, the state plane coordinate system and gram, topography, celetial observations, the state plane coordinate system and recent developments in surveying instruments. Lecture 3 hours. Laboratory 6 hours. Must be taken in a,b,c sequence or by consent of instructor.

102-4 Fundamentals of Drafting. Knowledge and experience acquired in this

course will allow the student to perform more advanced work. Subjects included are: lettering, linework, geometrical constructions, drawing layout, dimensioning, orthographic projection, sections, auxiliary views, surface intersections, surface development, pictorial drawing. Lecture 2 hours. Laboratory

103-3 Construction Materials. The student obtains knowledge of production methods, physical properties, uses, advantages and disadvantages of frequently used construction materials. Lecture 3 hours.

104-4 Building Construction Surveying. The student will be able to give line and grade for construction layout using the tape, transit and level. Additional subjects include: computation of areas and volumes, topography, horizontal curves, vertical curves, tie-ins, construction tolerances. Lecture 2 hours. Laboratory 4 hours.

105-8 (4,4) Structural Drafting. (a) The student will be able to apply drafting techniques and given design data to the preparation of working drawings for reinforced concrete. He will be able to read and interpret placing drawings. Lecture 2 hours. Laboratory 4 hours. (b) Using given design data, he will be able to prepare structural steel working drawings. He will know the relationships among engineering, fabrication and erection drawings. Lecture 2 hours. Laboratory 4 hours.

107-5 Soils. The student will be able to sample, determine characteristics and classify soils in accordance with ASTM and AASHO recommended procedures. He will know elementary principles of soil mechanics and foundation

design. Lecture 3 hours. Laboratory 4 hours.

109-4 Concrete Materials and Proportioning. The student will be able to sample and field test concrete materials and inspect storage, handling and batching operations. Under supervision, he will be able to design and adjust concrete

mixes. Lecture 2 hours. Laboratory 4 hours.

110-15 (5,5,5) Basic Construction. (a) Woodworking Machines. The student will demonstrate his ability to set-up and operate the basic woodworking machines common to the construction industry. He will apply knowledge of preventive maintenance and accepted safety precautions. Lecture 2 hours. Laboratory 9 hours. (b) Wood Construction Methods. The student will demonstrate his knowledge of the properties of wood and wood based materials used in millwork and construction. He will further apply this knowledge in the laboratory in the construction of joints and the use of fasteners and adhesives. He will use testing methods and equipment to measure wood strengths and other properties. Lecture 2 hours. Laboratory 9 hours. (c) Millwork. The student will apply the knowledge and skills developed in Woodworking Machines and Wood Construction Methods in the construction of cabinet and millwork items. He will develop further understandings in the use of equipment common to the millwork industry. Lecture 2 hours. Laboratory 9 hours. Must be taken in a,b,c sequence or by consent of instructor.

125-8 (4.4) Statics and Strength of Materials. (a) The student will be able to apply fundamental concepts to the solution of problems. Subjects included are: force systems, strength of materials, friction, connections, thin wall pressure vessels. Lecture 4 hours. (b) Continuation of 125a: beam design, torsion, shafts, couplings, keys, combined stresses, columns, statically indeterminate members. Lecture 4 hours. Must be taken in a,b sequence, or by consent of adviser. 202-5 Cooperative Work Experience. The student is expected to work for an approved organization engaged in activities related to civil construction technology. Periodic reports are required. Laboratory 15 hours. Prerequisite: three quarters of civil technology instruction prior to enrollment.

203-5 Hydraulics and Drainage. The student will have sufficient technical background to perform inspection functions on projects where static and moving liquids are being controlled. Under supervision, he will be able to perform small area surface run-off and drainage structure computations. Subjects studied are: static pressures, flow in open channels and pressure conduits, surface run-off, drainage structures. Lecture 5 hours.

207-5 Construction Planning, Methods and Equipment. The student will have basic knowledge of construction management functions primarily from the point of view of the contractor. He will be able to assist in the preparation of work schedules, requests for progress payments and the evaluation of alternate

methods of construction. Systematic problem solving procedures based on factual data are emphasized. Lecture 5 hours.

208-3 Construction Cost Estimating. The student will be able to assist in the preparation of construction cost estimates. Extensive use is made of actual working drawings and specifications. Emphasis is on quantity take-off, and the development of unit costs from given or derived data. Lecture 3 hours. 210–15 (5,5,5) Advanced Construction. (a) Light Frame Construction. The student will demonstrate his knowledge and ability in the layout and taking of light frames construction. tion of light frame construction utilizing typical construction methods. He will identify the building components using appropriate terminology. Lecture 3 hours. Laboratory 6 hours. (b) Prefabrication. The student will demonstrate his understanding of systems and methods used in prefabricating building components, roof trusses and laminated constructors. He will also develop the ability to design fixtures for the multiple manufacture of these components. Lecture 3 hours. Laboratory 6 hours. (c) Wood Preservation and Finishing. The student will demonstrate his knowledge of the advantages and limitations of wood preservative materials, methods, and equipment. He will further demonstrate his knowledge and skill in the use of wood finishing materials and equipment. Emphasis is placed on materials used in the construction industry. A field trip is included to observe commercial treating operations. Lecture 3 hours. Laboratory 6 hours. Must be taken in a,b,c or c,a,b sequence or consent

213-8 (3,5) Structural Design. (a) Structural Steel Design. Sufficient design background is provided for supervision of construction techniques to insure that the intentions of the drawings and specifications are fulfilled in so far as structural considerations are concerned. The provisions of the American Institute of Steel Construction Manual of Steel Construction constitute the fundamentals of this course. Lecture 3 hours. (b) Reinforced Concrete Design. The student will have sufficient background to supervise reinforced concrete construction. Provisions of the American Concrete Institute Code are emphasized.

Lecture 5 hours.

Correctional Services and Law Enforcement

Courses

103-4 Introduction to Crime Control. Review of the historical and ideological foundations of law enforcement and corrections; delineation of major patterns of practice and organizational structure; and description of major programs

and their inter-relationships. Lecture 4 hours.

105-4 Criminal Behavior. Introduction to personality theories and their application to causes of crime with primary emphasis on individual-oriented theories; consideration of the offender and his community context as problems for rehabilitation efforts; criticism of typical treatment programs. Lecture 4 hours.

107-4 Law Enforcement and Community Problems. Examination of the functions of police agency as a part of the social system of the community; analysis of the impact of community problems on police activities and responsibilities: traffic control, patterns, civil disturbance, use of suppressive tactics to deal

with vice, and so on. Lecture 4 hours.

113-4 Corrections and the Community. Study of the problems of the released prisoner; inter-relationship between institutional programs and his subsequent experiences; and the place and function of parole, pre-release centers, and

halfway houses. Lecture 4 hours.

115-4 Interpersonal Relations. Delineation of the major patterns characteristic of relationships between predelinquents or offenders and staff of communitybased programs; analysis of means of encouraging the development of internalized controls by offenders within the relatively free environment of the average community. Analysis of the fundamental problem of police relationships when situations call for persuasive techniques; discussion of principles pertinent to motivating law observance without coercion; study of the techniques of suspect interrogation, consideration of creating favorable public image of policemen. Lecture 4 hours.

205-5 Survey of Methods in Crime Detection. Study of major phases of criminal investigation: gathering and preservation of evidence, identification of offenders, apprehension, recovery of stolen property, and presentation of evi-

dence; survey of criminalistics. Lecture 4 hours. Laboratory 2 hours. 208-4 Jail Administration for Law Enforcement Personnel. Review of historical background of American jails; introduction to the problems of jail administration stressing both security and treatment, role of jailer and supervising administrative officer such as the Sheriff or Police Chief. Lecture 4 hours. Prerequisite: 103.

209-4 Criminal Law I. Consideration of legal aspects of law enforcement. Laws of arrest, search and seizure and constitutional due process, entrapment and informers, wire tapping, interrogation, evidence examination of court procedures with special implications for criminal justice professionals. Lecture

4 hours.

210-4 Criminal Law II. Applications of legal principles to procedures characteristic of correctional systems in general with particular attention to the emerging legal challenges to traditional corrections; laws associated with arraignment appeal, habeas corpus, detainers, parole, probation, loss and restoration of rights, pardons, conditions of release in community. Lecture 4 hours. Prerequisite: 209.

213-4 Specialized Problems in Crime Control. Intensive probing of problem areas through employment of concepts learned in previous courses as a means of deepening of understanding. Topics such as victimless crimes rehabilitation programs and the conflicting role problems of police officers will be discussed.

Lecture 4 hours.

215-6 to 12 Internship in Criminal Justice Practice. Exposure of the student to an unfamiliar role in a criminal justice agency to give him the opportunity to test his classroom learning in a field situation under competent supervision. Prerequisite: fourth quarter status in concentration or consent of the adviser. 221-4 Police Administration. Study of organizational patterns and management problems, recruitment, training, discipline, allocation of functions, and budget; assessment of effects of leading time of the contraction of budget; assessment of affects of localization of government, restriction of police power, and political factors. Lecture 4 hours.

225-4 Problem Seminar in Rural Non Metropolitan Law Enforcement. Discussion of the problems facing rural and monometropolitan policing including the problems facing rural areas as well as the services available.

regionalization of police services in rural areas as well as the services available from local or regional law enforcement planning agencies. Lecture 4 hours.

Prerequisite: 103.

Correctional Services

Program, Concentration

(Also see Law Enforcement)

Increasing emphasis on the rehabilitation of criminal offenders is creating a growing demand for people trained in correctional services. The field includes penal institutions, "half-way houses," and probation and parole supervision.

The student will learn the nature and effects of crime on the perpetrator and the victim, methods used to combat crime in modern society, the development of correctional institutions, the philosophy of probation and parole, and the various approaches to rehabilitation of the offender that are being developed in custodial care.

The student will develop an understanding of people and their motivations and behavior patterns that will aid him in working with offenders.

He will spend one term in supervised internship in a correctional institution or with a correctional agency.

Persons already working in the correctional field may enroll in the program on a part-time basis with the assurance that faculty members will help them to arrange classes compatibly with their work schedule. Classes are often available at various off-campus locations throughout the area.

Professionals in the field serve on an advisory committee which assists in the program. Current members are Myrl E. Alexander, Southern Illinois University at Carbondale; Warden Vernon Housewright, Vienna Correctional Facility; Warden Elza Brantley, Illinois State Penitentiary at Menard; Warden George Pickett, United States Penitentiary at Marion; Anthony Kuharich, Illinois Department of Corrections, Springfield; Kenneth Powless, Williamson County state's attorney, Marion; and Associate Judge William Lewis, Anna.

A minimum of 96 hours credit is required for the associate degree.

Courses

(See Correctional Services and Law Enforcement)

Dance

Secondary Concentration (See Physical Education for Women)

Dental Hygiene

Program, Concentration, Courses

Professor Eleanor J. Bushee, D.D.S.
Assistants in Dental Hygiene Marilyn
J. Hoppe, B.S.
Janice A. Nieman, B.S.

The dental hygienist is the only member of the auxiliary dental health team who is licensed to work directly in the mouth. She is required to successfully complete a comprehensive written and practical examination given under the direction of the state board of dental examiners.

The hygienist's area of service includes prophylaxis (scaling and polishing of the teeth), dental health education, x-ray examinations, serving as receptionist, administrative procedures, chairside assisting, and some laboratory techniques. All her work is done under supervision of a licensed dentist.

Applicants for this program in dental hygiene should expect to meet exceptionally high standards, because only about one of five applicants can be accepted each year. There are several special requirements in addition to those set for admission to the University, and the entire process must be completed by May 1 for consideration for the fall class.

At the same time the student applies for admission to the University, she should request from the dental hygiene program the special applica-

tion packet. She will be required to take the Dental Hygiene Aptitude Test given under the auspices of the Counseling and Testing Center in November or February so that results can be evaluated in time for the May 1 deadline. During this pre-admission period she must also make an appointment for a personal interview with the dental hygiene faculty.

During the seven quarter program, the student will gain a basic knowledge of the human body in health and disease, and a specific knowledge of the oral cavity in its relation to dentistry and dental hygiene. She will develop skill, dexterity, and speed in oral prophylaxis procedures on clinical

patients in preparation for her licensing examination.

The student will have additional expenses of about \$375 to cover the cost of instruments, uniforms, and the start of her professional library.

The program is fully accredited by the Council on Dental Education of the American Dental Association and is licensed through the Illinois De-

partment of Registration and Education.

It is served by an advisory committee made up of practicing dentists and dental hygienists. Current members are: William J. Greek, DDS, executive secretary of the Illinois State Dental Society; William C. Maurer, DDS, regional dental consultant with the Illinois Department of Health; Frederick Custer, DDS, School of Dental Medicine, Southern Illinois University at Edwardsville; Clifford G. Neill, DDS, Carbondale; Michael Brown, DDS, Carbondale; Mrs. Betty Lacy, RDH, Decatur; and Mrs. Sandra Blankenship, RDH, Herrin.

A minimum of 118 credit hours is required for the associate degree.

Associate in Art Degree, vocational-technical institute

Requirements for Concentration Dental Hygiene	
GSA 301	4
GSB 201b,c	8
GSD 101, 102, 103	9
Vocational and Technical Careers 115a,b	8
Health Education 334s	4
Dental Hygiene 130, 131, 133, 134, 136, 137a,b, 138, 139, 140, 201,	
210a,b,c,d, 213, 215, 217, 218a,b,c, 219, 220	82
Electives	3
Total	118

Courses

130-2 Orientation to Dental Hygiene. The student will learn the history and organization of the Dental Hygiene profession; will have a general knowledge of the anatomy of the human teeth and mouth; the processes relating to dental caries and periodontal disease; and will be able to instruct patients in proper oral health care. Lecture 2 hours

oral health care. Lecture 2 hours.

131-5 General Anatomy. The student will learn the basic anatomical structures of the human body including the skeletal, muscular, cardiovascular, lymphatic, nervous, respiratory, digestive, urinary, endocrine and reproductive systems. Detailed knowledge of the anatomy of the head and neck will be required.

Lecture 5 hours.

133-4 Histology and Embryology. The student will learn the microscopic components of the primary tissue groups of the human body, epithelial, connective, muscle and nervous tissue. In addition, the student will be expected to know and identify in detail, the microscopic components of the dental tissues and to relate the embryonic development of the structures of the head to the normal and abnormal structures of the adult head and oral cavity. Lecture 4 hours. 134-5 Microbiology. The student will learn the general characteristics of important pathogenic bacteria and viruses, conditions affecting their growth and destruction, the diseases they cause and the body's natural and acquired

mechanisms for resisting and overcoming disease. Special emphasis will be placed on microorganisms of the oral cavity. The microscope will be used to identify selected bacteria and the student will conduct routine testing and stain-

ing procedures. Lecture 4 hours. Laboratory 2 hours. Prerequisite: 133. 136-4 Oral Anatomy. After a brief review of the anatomy of the head and neck, the student will learn to recognize, describe and reproduce the human teeth and the anatomical landmarks of the deciduous and permanent dentitions. Included are the nomenclature and functions of the teeth. Lecture 3 hours.

Laboratory 3 hours. Prerequisites: 131, 133.

137-10 (5,5) Pre-Clinical Dental Hygiene. (a) The student will be introduced to the basic dental equipment and instruments, their care and instrument sharpening techniques. By use of manikins with simulated gum tissue, the student will develop instrumentation techniques used for oral prophylaxis procedures. Clinical procedures to be used on clinical patients will be introduced, including oral inspection, charting, recording medical and dental histories, application of fluorides and patient education techniques. Lecture 3 hours. Laboratory 3 hours. Prerequisite: 130, 132. (b) The student will continue to develop and perfect skills in hand instrumentation on both the manikin and selected clinical patients. Detailed dental appointment procedures will be stressed, including patient management, dietary counseling, special procedures the hygienist would use in specialty practices and on periodontal patients, oral hygiene instructions for special patients, dental emergencies and the use of various dental materials used on dental patients. Lecture 3 hours. Laboratory 3 hours. Must be taken in a,b sequence.

138-3 Pathology. The student will learn to recognize the appearance, causes and body's response to pathological conditions including congenital disorders, circulatory and neurologic ailments, tumors and neoplasms. Special emphasis will be made on pathological conditions of the oral cavity including dental caries, periodontal disorders, lesions of the hard and soft tissues and neoplasms.

Lecture 3 hours. Prerequisites: 133, 134.

139-3 Dental Nutrition. The student will identify the biological function of nutrients in maintaining a healthy body. Included will be the basic principles of nutrition in relation to dental health care; identification and recommended quantities of carbohydrates, proteins, fats, vitamins and minerals; the digestion, absorption and metabolism of those nutrients and nutritional management of dental problems. Lecture 3 hours. Prerequisite: GEN 115b.

140-3 Dental Pharmacology. The student will learn to recognize the various types of drugs, their actions and effects on tissues and organs of the hadr. In

types of drugs, their actions and effects on tissues and organs of the body. Included will be anesthetics, depressants, stimulants, drugs affecting the autonomic nervous and cardiovascular systems, anti-infective drugs and those most commonly used and prescribed by the dentist. Lecture 3 hours. Prerequisites: 139, GEN 115b.

201-5 Restorative Dental Materials. The student will learn the physical and chemical properties of the various dental materials used in the fabrication of dental appliances and tooth restorations, including plaster and stone, impression materials, synthetic resins, metals and cements. In the laboratory, the student will learn to manipulate those dental materials and recognize the effects of proper and improper manipulation. Lecture 3 hours. Laboratory 3

hours. Prerequisite: GEN 115b.

210-20 (5,5,5,5) Clinical Dental Hygiene. (a) The student will perform the professional services of a dental hygienist on a designated number of clinical patients with varying degrees of periodontal involvement. He will demonstrate his ability to prepare the clinic station, take a medical and dental history, perform oral prophylaxis procedures, apply topical fluoride to the surfaces of the teeth and maintain the dental equipment used in the clinic. One hour a week is devoted to a seminar discussion of a clinical practice and patient management. Lecture 1 hour. Laboratory 12 hours. Prerequisites: 130, 137a,b, 139. (b) The student continues his clinical experience on patients performing the professional services of a dental hygienist. Special emphasis is placed on communications with adult and children patients in instructing how to maintain oral health. The use of the ultrasonic cleaning device is required on selected patients. The weekly seminar covers discussion of clinical problems and patient management. Lecture 1 hour. Laboratory 12 hours. (c) The student continues his clinical experience performing dental hygiene services for clinical patients. The student is expected to show improvement in manual skills and abilities and to demonstrate growth in use of judgment in evaluating patient needs. Special groups of patients including mentally retarded and emotionally

disturbed children will be included to demonstrate the student's ability to communicate and handle problem patients. The weekly seminar continues as a discussion of clinical practice. Lecture 1 hour. Laboratory 12 hours. (d) Clinical experience is continued with the student expected to demonstrate ad-

Clinical experience is continued with the student expected to demonstrate advanced skills and abilities in performing complete clinical services for patients in all categories and to make necessary judgements as to their clinical needs. The weekly seminar is a discussion of clinical practice and management. Lecture 1 hour. Laboratory 12 hours. Must be taken in a,b,c,d sequence.

213-3 Dental Assisting. The student will learn the functions and duties of a dental assistant in both the generalist and specialist type of dental practice. Normal dental housekeeping duties for both the operatory and laboratory will be emphasized and identification and usage of the basic armamentarium for various dental procedures will be stressed. Chairside assisting and normal practice administration duties will be included. Lecture 3 hours. Prerequisite:

201.

215-2 Ethics and Jurisprudence. The student will identify the rules of conduct and behavior that a dentist and hygienist must adhere to: differentiate between ethical and unethical, legal and illegal behavior and understand the consequences of unethical and illegal acts relating to the practice of dentistry. Professional responsibilities and legal obligations of the dental profession and how to prevent a malpractice charge or lawsuit will be included. Lecture

2 hours.

218-6 (2,2,2) Dental Roentgenology. (a) The student will learn how x-rays are produced; precautions while using x-ray equipment; to differentiate between the various types of x-radiation; the characteristics and usage of various types of x-ray film; the chemical composition of processing solutions and their action on exposed films. The student will learn the techniques of exposing, processing, mounting and interpreting bitewing surveys on clinical patients. Lecture 2 hours. (b) The student will learn the techniques of exposing full mouth periapical x-rays using the bisecting angle technique and will demonstrate ability in that technique by exposing, processing, mounting and interpreting a designated number of full mouth periapical surveys on both the training manikin and clinical patients. The student will also identify anatomic land-marks as seen on dental x-rays and understand the hazards of radiation exposure. Lecture 2 hours. (c) The student will learn the techniques of exposing full mouth periapical x-ray surveys using the paralleling technique and special surveys including occlusal and special angle views. A designated number of surveys are required using the training manikin and clinical patients. The student will identify the qualities, artifacts and faults of exposed dental films and be able to recognize the appearance of pathological conditions viewed on dental radiographs. Lecture 2 hours. Must be taken in a,b,c sequence. Prerequisites: 131, 132, 135, GEN 115b.

219-2 Orientation to Private Practice. The student will be made aware of what will be expected of a hygienist in actual practice. The student will prepare a resume to be used when applying for a position and through participation in groups, will learn how to conduct himself in a professional manner during an interview. The hygienist's relationship with office personnel and how to cope with special problems associated with obnoxious patients will be included.

Lecture 2 hours.

220–3 Dental Public Health. The student will learn the objectives and principles of Public Health Dentistry and the organization of community dental health programs at the local, state and federal levels. Epidemiology and the basis of scientific investigation will be learned including morbidity, mortality, case rates and statistical analysis of dental data. Community preventive measures, manpower resources and purchased dental care plans will be studied. Guest lecturers and field trips will be utilized. Lecture 3 hours.

Dental Laboratory Technology

Program, Concentration, Courses

Associate Professor William M. Leebens, D.D.S. Instructor Peter Bykowski

Assistants in Dental Laboratory Technology Dennis J. Laake, B.A. John R. Saint, B.S.

The dental laboratory technician constructs dental prosthetic appliances according to the prescriptions of a licensed dentist. He may work in the office of a dentist, or in an approved dental laboratory.

The student will learn to construct full dentures, partial dentures, single crowns, inlays, onlays, dental bridges, porcelain crowns and bridges, and precision attachments. He will be able to operate and maintain dental laboratory equipment.

The student also will learn dental practice acts and laws, and will be able to solve managerial problems inherent in the dental laboratory

industry.

Each student is required to purchase a kit of instruments, at a cost of

approximately \$150, which he will retain after graduation.

The program is the first in Illinois accredited by the Council on Dental Education of the American Dental Association. Faculty members have many years of experience in the practice of dentistry and dental laboratory technology and in dental education.

An advisory committee whose members are drawn from the profession and from educational institutions serves the program. Current members are Frank L. Baasch, Baasch Dental Laboratory, Deerfield; Virgil Beadle, Sr., D.D.S., Carbondale; Jack Piper, Modern Materials Manufacturing Company, St. Louis; James D. Harrison, D.D.S., School of Dental Medicine, Southern Illinois University at Edwardsville; Harry M. Stoup, D.D.S., Downers Grove; Larry E. Worth, University Dental Laboratory, Edwardsville; Raymond Zepp, Jalenko Company, Florissant, Missouri; and Tilman Tade, Tade Dental Laboratory, Belleville.

A minimum of 102 credit hours is required for the associate degree.

Associate In Technology Degree, VOCATIONAL-TECHNICAL INSTITUTE

Requirements for Concentration in Dental Laboratory Technology	
GSB 201c	4
GSD 101, 103	6
Secretarial and Office Specialties 126	3
Vocational and Technical Careers 102, 104, 115a, 141	15
Dental Laboratory Technology 102, 103a,b, 104a,b, 113a,b, 114, 128,	
143, 202, 203, 204a,b, 205, 206a,b, 208	74
Total	102

Courses

102-6 Tooth Anatomy Theory and Laboratory. The student will be able to identify individual tooth form and write or recite the nomenclature of tooth anatomy. The student will also be able to draw teeth, carve twelve plaster carvings, fourteen wax carvings, and a maxillary and mandibular wax-up that includes full crowns, 3/4 crowns, inlays and onlays. Lecture 3 hours. Labora-

tory 9 hours.

103-10 (4,6) Removable Partial Denture Theory and Laboratory. (a) The student will be able to write and perform the basic steps of partial dentures, and to identify impression materials, laboratory stones and plaster, component parts, types of surveyors, artificial teeth and waxes. He will construct master cast, mount, cast, survey, design and arrange teeth. Lecture 2 hours. Laboratory 6 hours. (b) The student will be able to describe the planning, designing, and surveying partial dentures. He will be able to construct refractory cast, wax cast, invest, cast and finish framework. He will arrange artificial teeth, construct denture bases, repair broken dentures. Lecture 3 hours. Laboratory 9 hours.

114–2 Dental Laboratory Problems. The student will be able to communicate orally or written with staff, lab owners and manufacturers of dental supplies concerning problems of the dental laboratory business. Students will be able

to demonstrate knowledge of laboratory management.

128-2 Oral Anatomy. The student will be able to identify the anatomical features of the head and oral cavity. Identify the blood and nerve supply to the oral cavity and area. Be able to list the muscles of mastication, and know the

origin and insertion of each muscle. Identify the anatomical parts of the maxilla and mandibule. Differentiate the movements of the mandibule. Be able

to identify the temporamandibular articulations. Lecture 2 hours.

143-2 Orientation of Dental Technology. The student will be able to define the proper views of the dental technology education, and will be able to explain what the education has to offer. Will also familiarize himself with the new educational environment so that he may better adjust himself to it. Lecture 2 hours.

202-2 Professional Ethics. The student will be able to differentiate between organizations affecting dental laboratories, be able to identify the industry and

organizations affecting dental laboratories, be able to identify the industry and its members and to identify the ethics necessary in dealing and cooperating with the dental profession. He will know the legal requirements of the technician and the dental laboratory. Lecture 2 hours.

203-4 Dental Orthodontics and Pedodontics Theory and Laboratory. The student will be able to construct space maintainers, fitted mouth guards, and Hawley retainers. Proficiency in the use of orthodontic pliers and soldering equipment must be demonstrated by the student. He will be able to communicate on the restorative techniques for primary and young permanent teeth, space maintenance and prosthetic appliances for children. Lecture 2 hours Laboratory 6 hours

hours. Laboratory 6 hours.

204-12 (6,6) Beginning Crown and Bridge Theory and Laboratory. (a) The student will be able to write the definitions of the nomenclature of beginning crown and bridge, communicate orally, as well as written the theory that is necessary for successful completion of the laboratory projects, construct dies, master and working casts, full and veneer crowns, acrylic jackets, inlay and onlays. Lecture 3 hours. Laboratory 9 hours. (b) The student will be able to differentiate between different types of pontics, waxing, venting and sprucing techniques; identify soldering and heat treatment techniques; list techniques in crown and bridge repair; write theory inherent in broken-stress, steele's telescope and catilever bridgework; construct broken stress, steele's, telescope and captilever bridgework; construct broken stress, steele's, telescope and cantilever bridgework; construct broken stress, steele's, telescope and cantilever bridgework. Lecture 3 hours. Laboratory 9 hours.

205-4 Dental Occlusion Theory and Laboratory. The student will be able to

identify articulation points of cusp-marginal ridge occlusion, and cusp-fossa occlusion, and identify and correct problems caused by malocclusion. They will wax-up a complete maxillary and mandibular arch using the Lundeen Cusp-Marginal Ridge Technique and the Peter K. Thomas Cusp-Fossa Technique. Lecture 2 hours. Laboratory 6 hours.

206–10 (4,6) Dental Ceramics Theory and Laboratory. (a) The student will be able to communicate definitions of the nomenclature of ceramics; draw substructure design for single unit ceramics; write constituents of dental porcelains; draw sprucing and investing procedures for high fusing golds; construct platinum matrices, porcelain single unit crowns and jackets. Lecture 2 hours. Laboratory 6 hours. (b) The student will be able to draw substructure design for multiple unit ceramic bridgework, write the theory of color control, demonstrate the uses and maintenance of porcelain equipment, construct multiple unit porcelain bridgework, and demonstrate a working knowledge of shade control. Lecture 2 hours. Laboratory 6 hours.

208-4 Precision Attachments Theory and Laboratory. The student will be able to write the theory inherent in precision attachment work; list the different types of precision attachments and their uses and construct cases using the Williams Precision Attachment and Hook, the Neys Precision Attachments and Sterns Precision Attachments. Lecture 2 hours. Laboratory 6 hours.

Design

Department, Concentration, Courses

University Professor R. Buckminster Fuller Professor Jack Ellner H. AssistantProfessors John F. Lonergan, B.A. Charles M. Pulley, B.S. Instructors E. Robert Ashworth Larry Busch Lecturers H. F. William Perk (chairman)

William Fetter Harold Grosowsky Vern Johnson Elsa Kula Davis Pratt Herbert Roan Visiting Lecturer Anthony Pugh Assistant in Design Richard Archer The Department of Design sees multi-faceted problems today. It therefore seeks to prepare multi-faceted individuals to help solve them. Learning to state today's complex needs and meet them with the relevant set of interrelated tools requires a different, even experimental approach.

It is not an industrial design school, nor a commercial art school, nor a school of architecture. It is not a professional school in the sense of preparing graduates specifically for clearly defined jobs. It views the designer not simply as a manipulator of tools, materials, and products of the present industrial process, but as a change agent, an individual capable of purposeful action guided by humanistic values and equipped with generalized problem-solving principles. It focuses on problems and opportunities of people and their environment, with an emphasis on process and information rather than form or material substance.

In the learners who share its educational venture, it seeks the following characteristics: evidence of leadership, imagination and selfdiscipline; independence in thought and action with a firm sense of responsibility; a willingness to operate in changing and unstructured situations; the ability to see the world through the eyes of another; and a willingness to question and examine critically.

The courses are different. Most similar to the familiar class are courses which focus on developing problem-solving skills emphasizing philosophy, theory, and method. Another course form is the experimental design activity which enables students to engage in the entire variety of behaviors needed in an actual problem-solving context. Students organize themselves as necessary to best deal with the problem. Group behavior is a significant part of the process.

Bachelor of Arts Degree, DEPARTMENT OF DESIGN

General Studies Requirements	67
(General Studies mathematics is required)	
Requirements for a Concentration in Design	119
GSC 205 (4)	
Design 100 5	
Design 275 4	
Design 300 level	
Design 400 level	
Electives	
Total	202
1 Cittle	4U3

Students transferring from other schools, other areas of concentration, or from the General Studies program should arrange a personal interview with the chairman of the Department of Design to develop the appropriate curriculum for fulfilling degree requirements.

Courses

100-5 to 15 Design Fundamentals. Dialogue, problems, and experimentation illuminating the possibilities of the participants and their environment. The individual is encouraged to struggle with problems of making a world he wants to live in. Visual and verbal communications, alternative futures, gaming, and problem-solving are some of the techniques used in the involvement.

200-2 to 6 Materials and Basic Techniques. Three-quarter sequence. Laboratory exploration of two- and three-dimensional materials utilized in design process. No more than 2 hours per quarter. Prerequisite: 100.

215-4 to 12 Basic Product-Shelter Design. Three-quarter sequence. Development of an analytical approach to the solution of product and shelter problems, using lecture, text, and laboratory methods. Prerequisite: 100.

275-4 Integrated Study. Surveys general concepts and trends (i.e. evolution, ecology, culture, etc.) with emphasis on their meaning for man. Charts man's physical and psycho-social evolution and his prospects for the future. Prerequisite: 100.
300-2 to 6 Materials and Basic Techniques. Three-quarter sequence. A con-

tinuation of 200.

345-4 to 12 Design Studio. Special projects in two, and three-dimensional experimental structures.

366-4 to 16 Product-Shelter Design. Three-quarter sequence. Development of

three-dimensional design projects of community scope.

375-4 to 16 Visual Design. Development of design projects exploiting various communications media.

390-2 Principles of Design. Critical survey of the theory and practice of con-

temporary design.

400-0 to 6 Materials and Basic Techniques.

465f-4 to 16 Research in Product-Shelter Design.

465g-4 to 16 Research in Visual Design.

490f-2 to 12 Studio in Product-Shelter Design. 490g-2 to 12 Studio in Visual Design.

520-4 to 10 Educational Tool Systems.

530-4 to 12 Studies in the Industrial Process.

530-4 to 12 Studies in the Industrial Process. 535-4 to 12 Research in Product Design. 540-4 to 12 Studies in Communications Design. 545-4 to 12 Research in Communications Design. 550-2 to 16 Field Study in Design. 560-4 to 12 Environmental Control. 570-4 to 12 Design Science Exploration. 575-4 World Ecological Studies. 576-4 to 8 Structural Evolution. 599-3 to 9 Thesis.

Driver and Safety Education

Secondary Concentration (See Health Education)

Early Childhood Education

Concentration (See Elementary Education)

Earth Science

Secondary Concentration

This course of study is designed for the student with an interest in the interdependent dynamic processes that take place on and near the earth's surface. At present the program is structured to complement a concentration in another discipline. This work may be taken either through the College of Liberal Arts and Sciences or through the College of Education.

A secondary concentration in earth science consists of a core program

of 20 hours and 9 to 12 hours of electives, as follows:

Core Program 20 GSA 110-8, 330 or 331-3

Ag Ind 306a or GSA 312 or GSB 353-3

Geol 221 or 331–3, 400–3

Electives

GSA 321, 322, 340

Ag Ind 306b

Geog 302, 310, 433a, 424

Geol 425a

Pl Ind 402

Economics

Department, Concentration, Courses

Professors Albert N. Y. Badre, Ph.D.	G. Carl Wiegand, Ph.D.
John Cornwall, Ph.D.	Associate Professors Donald R.
Milton T. Edelman, Ph.D.	Adams, Ph.D.
George H. Hand, Ph.D. (Emeritus)	Robert J. Ellis, Jr., Ph.D.
C. Addison Hickman, Ph.D.	Richard F. Fryman, Ph.D.
Robert G. Layer, Ph.D. (Chair-	Charles G. Stalon, Ph.D.
man)	Assistant Professors Douglas R. Bohi,
Thomas A. Martinsek, Ph.D.	Ph.D.
Lewis A. Maverick, Ed.D. (Emeri-	Byron M. Bunger, Ph.D.
tus)	Dennis F. Ellis, Ph.D.
Edward V. Miles, Jr., M.A. (Emer-	Terry G. Foran, Ph.D.
itus)	Allan G. Pulsipher, Ph.D.
Vernon G. Morrison, Ph.D. (Emer-	Peter S. Stowe, Ph.D.
itus)	Instructors Arthur M. Ford, M.B.A.
Milton R. Russell, Ph.D.	Habib O. E. Jam, M.A.

The aim of the course of study in economics is to develop in the student such critical and analytical skills as underlie the ability to understand economic problems and institutions, both in their contemporary and historical setting.

Concentration in economics gives the student a basic understanding of the chief theoretical and institutional branches of the subject as well as the academic background necessary for many positions in industry and labor organizations, for work in the economic branches of government service, for college or university teaching, and for graduate study in economics and business.

Bachelor of Science Degree, SCHOOL OF BUSINESS

of Business information, p. 47.)
Requirements for Concentration in Economics
311) Except 301, 490
Total 192
Bachelor of Arts Degree, College of Liberal arts and Sciences *
General Studies Requirements
Supplementary two year college requirement in FL/Math

¹ GSC FL does not satisfy GSC requirement in College of Liberal Arts and Sciences.

* Any student planning to pursue graduate work in Economics should consider completing Math 150.

311) except 301, 490	
Secondary Concentration)
(To be taken in anthropology, foreign languages, geography, government, history, mathematics, philosophy, psychology, sociology	
or business or some other area approved by the Chairman of the	
Department of Economics.)	
Electives	9
Total	
10.001	2
Bachelor of Science Degree, COLLEGE OF EDUCATION	
General Studies Requirements 6	7
Must include GSB 201c	
Requirements for Concentration in Economics 48	3
GSD 110(3)	
Economics 214, 215, 310, 315, 330, 440, 441	
Any 20 hours of economics courses except Economics 301. GSB 311 may be included	
311 may be included	3
Guidance 305	,
Secondary Education 310, 315, 352–16	
Two courses to be chosen from Education Administration and	
Foundations 355, Instructional Materials 417, Guidance	
422a, and Secondary Education 340 8	
Electives 4	_
Total	2

Secondary Concentration in Economics

The following courses constitute a 24–28 hour secondary concentration in economics: Economics 214, 215, 315, and any four economics courses, two of which must be at the 400-level.

Courses

214-4 Economics (Macro). Analysis of the methodology of economics; the determination of the level of national income, employment, and output; money and banking; and economic fluctuations, including government monetary and fiscal policy to control those fluctuations.

215-4 Economics (Micro). Analysis of the operation of an economy in the determination of product prices, wage rates, levels of output by the firm, and the distribution of income, including the role of government therein. Pre-

requisite: 214.

301-1 to 6 Economic Readings. Readings in books and periodicals in a defined field, under direction of one or more staff members. Periodic written and oral

reports. Prerequisite: consent of instructor and chairman. 303-4 Introduction to Economics—MBA. Survey of economic principles including national income, money and banking, fiscal policy, economic growth, prices, theory of the firm, labor, rent, interest, and profits. MBA students only. 304-4 Introduction to Statistics—MBA. A survey of statistics. Specifically, hypotheses testing and confidence interval determination. Three hours lecture;

2 hours laboratory. Restricted to MBA students.
308-4 Economics and Business Statistics I. Three hours lecture; 2 hours

laboratory. Prerequisite: GSD 110.

310-4 Labor Problems. Analysis of labor markets including factors affecting wage levels and wage differentials, income distribution, unemployment, and poverty; labor unions and collective bargaining; public policy toward trade unionism and labor market operation. Prerequisite: 215.

GSB 312-3 Comparative Economic Systems. Prerequisite: GSB 211a.

GSB 313-3 Economics of War and Peace.

315-4 Money and Banking I. Prerequisite: 215 or consent of instructor.

330-4 Public Finance. Government spending, taxing, budgeting, and debt in relation to resource allocation, income distribution, and economic stability.

Prerequisite: GSB 211a, Econ 215, or consent of instructor.

333-4 Economics of the Environment. Factors which lead to physical and human deterioration in a market economy. Consideration of solutions to such problems as urban decay, over-population, and pollution. Prerequisite: 214, 215. 411-4 Collective Bargaining and Dispute Settlement. Nature, issues, procedures, economic effects. Prerequisite: 310 or consent of instructor.

416-4 Money and Banking II. Emphasis upon the Federal Reserve System and other banking systems. Prerequisite: 315 or consent of instructor.
418-4 Economic History of Europe. A survey of the economic growth of Europe with emphasis upon the development of European agriculture, industry, finance, and international trade since 1750. Prerequisites: 215, or GSB

211a, or consent of instructor.

419-4 Latin American Economic Development. A survey of the resource base of Latin American economic development with special reference to the problems of transition from an export-import to an integrated industrial economy; monetary policies; problems of economic planning. Prerequisites: 215, or GSB 211a, or consent of instructor.

420-4 Recent Economic History of the United States. Review and analysis

420-4 Recent Economic History of the United States. Review and analysis of the chief characteristics, trends, and continuing problems of the economy of the United States in the 20th century. Prerequisites: 215.

422-4 Introduction to Economic Development. An analysis of the preconditions, processes, and problems involved in economic development. Both the theory and policy relevant to development, with special emphasis upon the developing or emerging economics, are stressed. Prerequisites: 215.

425-8 (4,4) Economics in Geography. (Same as Geography 422a.) Economic theory and analysis: elementary mathematics, individual's preferences, production functions, the firm, markets, welfare economics, and Pareto Optimality, and externalities. Practice in elementary reading and writing from geographic and associated literature.

and associated literature.

429-4 International Economics. Intensive treatment of the principles of international economics with special emphasis on the classical and modern theories of international trade. Income effects. Balance of payments adjustments. Prerequisites: 215, or consent of instructor.

430-4 Regional Economy. Natural economic regions, governmental action (as in the T.V.A.), local applications. Prerequisite: 215.
431-3 Public Finance II. State and local. Prerequisite: 330 or consent of the

instructor.

436-4 Government and Labor. (Same as Government 436.) A study of labor relations and legislation considering both constitutional and economic aspects. Prerequisite: GSB 211a,b, or consent of instructor.

440-4 Intermediate Micro Theory. A more intensive treatment of price theory.

Prerequisites: 215, or consent of instructor.
441-4 Intermediate Macro Theory. Basic analytical concepts of the modern theory of aggregative income determination. Prerequisites: 214 or consent of instructor.

443-4 Senior Seminar in Economics and Problems and Policy. Application of the tools of economic analysis to the study of contemporary social problems. Economics graduate students not permitted to enroll in this course. Prerequisite: 440, 441.

450-6 (3,3) History of Economic Thought. The development of economic thought; (a) ancients to 1850; (b) 1850 to present. Must be taken in a,b,

sequence. Prerequisites: 215, or consent of instructor.

460-4 Russian Economy. Development of Russian trade, agriculture, industry, government, finance, and standards of living in successive periods in relation to the historical, geographic, economic, and ideological background. Prerequisite: 215, or GSB 211a, or consent of instructor.

462-4 Economic Development of the Middle East. Economic structure of the countries constituting the Middle East; economic, political, social, and cultural

forces influencing economic development. Prerequisite: 215.

465-4 Mathematical Economics I. A systematic survey of mathematical economic theory. Conditions of static equilibrium (including stability conditions), optimizing behavior under constraints, and dynamic economic models. Prerequisite: 440 or consent of instructor.

467-4 Introduction to Econometrics. Problems in the quantification and testing of economic theories. Introduction to regression analysis. Prerequisite: 308. 471-4 Land Resource Economics. (Same as Forestry 471 and Agricultural Industries 471.) The use of land as an economic variable in production of goods and services; land market; group versus individual conflicts; elementary land resources planning techniques. Prerequisite: 440, or 441, or Agricultural Industries 350, or Forestry 470.

479-4 Problems in Business and Economics.
481-4 Comparative Economic Systems. Capitalism, socialism, fascism, and other forms of the economy. Prerequisite: 215, or consent of instructor.
490-4 Workshop in Education. (Same as Elementary or Secondary 490-1) Designed to assist elementary and secondary school teachers in promoting economic understanding in the minds of their students through the translation of economic principles and problems into classroom teaching materials.

500-4 to 8 Economics Seminar. 501-1 to 12 Economics Readings.

502-1 to 6 Readings in Resource Economics. 505-2 to 12 Political Economy Seminar.

507-1 to 12 Practicum in Undergraduate Teaching.

512-4 Seminar in Labor Institutions. 517-4 Monetary Theory and Policy. 520-8 (4,4) Economic Development Theory and Policy.

522-4 Microeconomic Foundations of Labor Markets.

525-4 Seminar—Economics and Geography. 526-4 Managerial Economics.

530-4 Foreign Trade. 531-4 International Finance.

533-4 Public Finance Theory and Practice. 540-8 (4,4) Microeconomic Theory I and II. 541-8 (4,4) Macroeconomic Theory I and II. 552-4 Seminar in Economic Thought.

555-4 Seminar in Economic History. 562-4 Seminar in Economic Systems. 566-4 Mathematical Economics II. 567-8 (4,4) Econometrics I and II.

570-4 Seminar in Contemporary Microeconomic Theory. 571-4 Seminar in Contemporary Macroeconomic Theory.

575-4 Economic Regulation. 581-4 Economics of Welfare. 582-4 Economic Behavior.

585-4 Seminar in Social Economy.

590-1 to 6 Seminar in Contemporary Economics.

599-1 to 9 Thesis.

600-1 to 48 Doctoral Dissertation.

Educational Administration and Foundations

Department, Concentration (Graduate only), Courses

Professors Fred J. Armistead, Ph.D. Jacob O. Bach, Ph.D. George Bracewell, Ed.D. Roye E. Bryant, Ed.D. Raymond H. Dey, Ed.D. Robert Jacobs, Ed.D. Robert Jacobs, Eu.E.
Arthur E. Lean, Ph.D.
William R. McKenzie, Ed.D.
Malvin E. Moore, Jr., Ed.D.
Professors Woodson Associate Professors W. Fishback, Ph.D. James H. Hall, Ed.D.

Edward B. Sasse, Ph.D. (Chairman) Ronald W. Sealey, Ph.D.
William E. Shelton, Ph.D.
Dean L. Stuck, Ph.D.
Assistant Professors Donald G. Cruce,

Ed.D.

Lawrence J. Dennis, Ph.D. William E. Eaton, Ph.D. James E. Fisher, Ed.D.
James C. Parker, Ed.D.
Herbert W. Wohlwend, Ph.D.

Courses

Dale E. Kaiser, Ph.D.

GSB 331-3 The American Educational Systems.

355-4 Philosophy of Education. (Same as Philosophy 355.) The philosophical principles of education and the educational theories and agencies involved in

the work of the schools.

360-4 Subcultures in American Education. Poverty, racial prejudice, and various subcultural issues as may relate to American educational development. Analysis of conflicting systems of cultural values and norms and their implications.

431-4 History of Education in the United States. An historical study of the problems of American Education which have relevance to contemporary

education.

432-4 Education and Social Forces. The role of social and cultural forces in the shaping of educational policy in the United States. Emphasis on voluntary associations, political parties, media and mass communication, cultural traditions, and the operation of social forces in other societies. 500-4 Research Methods.

501-12 (4,4,4) Seminar in Educational Administration.

502-4 Seminar in Comparative Education.

502S-4 Seminar in Comparative Education: Soviet Russia. 502v-4 Seminar in Comparative Education: Vietnam. 503-4 Seminar in Philosophy of Education. 504-4 Seminar in History of European Education.

506-4 Seminar: Curriculum in Relation to American Culture. 507-12 (4,4,4) The Twentieth Century and Education.

508-8 (4,4) Interdisciplinary Seminar in Education Administration.

511-12 (4,4,4) Internship Practicum. 512-4 Workshop in Adult Education.

520-8 (4,4) Legal Basis of American Education.

524-12 (4,4,4) School Administration.

527-2 to 4 Current Issues in School Administration.

533-4 School Buildings. 534a-4 School Finance.

534b-4 School Business Administration.

534c-4 Educational Application of Electronic Data Processing.

536a-4 Administrator's Workshop.

539-4 Community Development Through the School. 554-4 Contrasting Philosophies of Education.

556-8 (4,4) School Supervision.

560-4 Curriculum.

563-4 School Public Relations.

564-4 Secondary School Principalship.

575-1 to 4 Individual Research.

576-1 to 4 Readings in Administration and Foundations.

589-2 to 12 General Graduate Seminar.

591-2 Seminar—Social and Philosophical Foundations.

592-4 Doctoral Seminar in Cultural Foundations of Education.

596-5 to 9 Independent Investigation. 597-1 to 3, 598-1 to 3, 599-5 to 9 Thesis.

600-1 to 48 Dissertation.

Electronic Data Processing

Program, Concentration, Courses

Associate Professor James A. Robb, Assistant in Electronic Data Process-M.S. ing Michael Fitzpatrick, B.S.

Instructor Robert O. Dick, B.S.

The need for skilled computer programmers is increasing with the growth of data processing. The task of persons who design data processing applications and systems grows more complex as the power of computers and related information processing equipment increases.

The student will gain a general working knowledge of a programming language with sufficient depth of understanding to grow with new demands. He will develop a basic knowledge of electronic computer operating systems and related machines. With computer applications, he will

learn supportive skills in accounting, statistics, and mathematics.

An advisory committee made up of professional people and educators helps to keep instruction responsive to needs in the field. Members also serve as visiting lecturers. Those currently serving are Deal T. Dohr, manager of supervisory administration, McDonnell-Douglas Automation Company, St. Louis; Ellis T. Bick, general mechanization supervisor, Southwestern Bell Telephone Company, St. Louis; Harold D. Hamilton, business manager, Americana Child Development Centers, Monticello; Don McPherson, education director, Data Processing Management Association, Park Ridge; J. Henry Malkus, supervisor of data processing, Office of the Illinois Secretary of State, Springfield; Robert Parks, president, United Computing Services, Marion; and Thomas Purcell, director, Information Processing Center, Southern Illinois University at Carbondale.

A minimum of 97 credit hours is required for the associate degree.

Associate In Business Degree, Vocational-Technical Institute Requirements for Concentration in Electronic Data Processing GSB 211b 4 GSD 101, 102, 103 Electronic Data Processing 101, 104, 201a,b,c, 203a,b, 204a,b, 205, Secretarial and Office Specialties 110a,b Vocational and Technical Careers 102, 104 Recommended: GSA 101a, GSB 211a, Mathematics 111a, Secretarial and Office Specialties 226, Vocational and Technical Careers 232 Total

101-5 Automatic Data Processing Machines. The successful student will be able to demonstrate in the laboratory and on examinations, the proper operation of basic unit record machines; to read computer number systems including BCD, octal and hexadecimal; to describe the basic components and devices of computer systems; to flow chart logical solutions to simple data processing problems, and to describe the general use of several different programming languages including COBO1, assembler, PL/1, FORTRAN and RPG. Lecture 4 hours. Laboratory 3 hours.

hours. Laboratory 3 hours.

104-5 Data Processing Applications. The successful student will demonstrate by examination a general knowledge of processing procedures and terminology for basic business applications including billing, accounts receivable, accounts payable, inventory control and payroll. Lecture 5 hours. Prerequisite: 101.

107-3 Automatic Data Processing Concepts. This course is designed as a concepts course for non DP majors. Each student will learn the basic operation and functions of IBM unit record machines, be able to flow chart logical solutions to simple data processing problems and describe the use of several difference and describe the use

and functions of IBM unit record machines, be able to flow chart logical solutions to simple data processing problems and describe the use of several different programming languages. Lecture 2 hours. Laboratory 3 hours.

109-3 Punched Card Preparation. This course is designed as a skill course for non DP majors. Each student will learn the basic operation and function of IBM unit record machines, memorize the keyboard and design program cards for the IBM 26 and 29 model key punches. Most of the laboratory time will be spent in improving speed and accuracy of alphameric punching. Lecture 2 hours. Laboratory 3 hours. Prerequisite: typing skills.

201-15 (5,5,5) Program Operating Systems. This three part sequence course will enable a successful student to (a) operate an IBM 360/40 computer under DOS and prepare class problems using RPG, (b) demonstrate skills in Job Control using sorts, merges, monitors and program library maintenance, (c) generate and modify operating systems. Lecture 4 hours. Laboratory 3 hours.

generate and modify operating systems. Lecture 4 hours. Laboratory 3 hours. Prerequisite: 101.

202-3 FORTRAN IV 360/40 Programming. The successful student will demonstrate a working knowledge of the FORTRAN IV programming language by flow charting, coding, compiling and testing a variety of mathematical and statistical problems. Lecture 2 hours. Laboratory 3 hours. Prerequisite: Math

111a or consent of instructor.

203-10 (5,5) Assembler Language 360/40 Programming. The successful student will demonstrate a working knowledge of the 360/4 Assembler Language by flow charting, coding, compiling and testing (a) simple class problems using card, disk and magnetic tapes files, and (b) complex problems using card, disk and magnetic tapes files in combination. Lecture 4 hours. Laboratory 3 hours.

Prerequisite: 210a.

204-10 (5,5) COBOL 360/40 Programming. The successful student will demonstrate a working knowledge of the 360/40 COBOL programming language by flow charting, coding, compiling and testing (a) simple class problems using card, disk and magnetic tapes files, and (b) complex problems using card, disk and magnetic tapes files in combination. Lecture 4 hours. Laboratory 3 hours. Prerequisite: 201a.

205-5 Systems Design and Development. The successful student will demonstrate in class discussion, on examinations and by preparing a case study, his ability to design an effective business information processing system including the system flow chart, system specifications, feasibility, the implementation procedure and essential documentation. Lecture 5 hours. Prerequisite: 104. **207-5 Data Processing Field Project.** This course is designed to provide the student with a data processing problem beyond the classroom. Each student selects and completes a suitable project in the area of systems design or programming. His work is evaluated by the manager of the cooperating center and his VTI instructor. Prerequisite: 201a.

208-6 (3,3) Introduction to Data Processing and Numerical Control Programming. The student will be able to (a) Operate basic data processing machines; plan code, test and debug an elementary FORTRAN IV program; plan, code, test and prove an elementary AD-APT part program, and (b) Describe the environment in which the AD-APT system resides and become proficient in using the AD-APT part programming language. Lecture 2 hours. Laboratory 3 hours. Prerequisite: TT 210.

235-4 Business Statistics. Collection, tabulation, and graphic presentation of data, averages, and index numbers, economic trends, cycles, correlation, and application. Lecture 4 hours. Prerequisite: SCR 126.

Electronics Technology

Program, Concentration, Courses

Assistant Professors Paul N. Caldwell. Charles M. Green, M.S.

Instructor Dale F. Icenogle, B.S. Assistant in Electronics Technology Denny M. Corbell, B.S.

The trained electronics technician will find a virtually unlimited range of occupational opportunities in the expanding electronics industry, where he will work closely in support of the electronics engineer.

The student will gain a basic understanding of AC-DC and active element circuits so that he can design, build, test, and analyze new types of circuitry. He will learn communication systems, digital circuits, and industrial systems in a theory-laboratory situation where he will develop the ability to solve problems and report his test results in data sheets. graphs and technical papers. He will learn to do diagnostic analyses and troubleshoot and repair electronics equipment.

An advisory committee drawn from among professionals active in the industry helps to assure that the student gets a course of studies that will prepare him for existing and developing conditions in his field. Current members are Al Budlong, supervisor of design, Bell Telephone Laboratories, Naperville; Eshmal Porter, senior engineer, McDonnell-Douglas Corporation, St. Louis; H. N. Schlechte, branch manager, field engineering division, IBM Corporation, Springfield; Carl Remy, senior engineer,

Electric Energy Incorporated, Joppa; and Robert Sell, vice president for engineering, National Transformer Company, Johnston City.

A minimum of 97 credit hours is required for the associate degree.

Associate In Technology Degree, VOCATIONAL-TECHNICAL INSTITUTE

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Requirements for Concentration												
GSA 101a and 101b or VTC	c = 12	20.										8
GSB 201c, 211b												8
GSD 101												
Mathematics 111a												5
Vocational and Technical Ca	aree	rs 1	02, 3	118 .								11
Electronics Technology 101a	,b,c	125	a,b,	c, 12	7, 12	29, 2	201a	,b,c,	22	5a,	b,c,	,
231, 228 or 239				• • • •								66
Total												97

Courses

101-12 (4,4,4) Basic Electronics Laboratory. (a) AC-DC Circuit Analysis. Upon successful completion of this course each student should be able to select proper instruments to measure properly, voltage, current and resistance. He should apply Ohm's law, Kirchoff's law, Thevinen's theorem, Norton's theorem, superposition theorem to AD-DC breadboarded circuits showing the advantage of each to a given practical situation. He should apply troubleshooting techniques to practical circuits and know the weaknesses of various types of meters in operation. He should design, build, and test meter circuits (given a basic movement), voltage dividers, photo cell circuits, thermistor circuits, battery circuits, switching circuits, transformer circuits and resonant circuits. Laboratory 10 hours. (b) Active Element Circuit Analysis. Upon successful completion of this course each student should be able to measure amplified gain, efficiency, input impedance, and output impedance. He should plot the amplifier frequency response and simulate its response with resistances and reactances in order to handle extremes properly. He should measure power supplies, with and without regulation, efficiency, % ripple, % regulation and analyze how much each component contributes to these criteria of operation. He should design, set up, test, and redesign vacuum tube, transistor, and FET amplifiers using graphical and mathematical techniques. These designs will be evaluated and compared under demands of extreme frequency, output and heat applications. Laboratory 10 hours. (c) Communications Circuits Laboratory. Upon successful completion of this course each student should be able to make a voltage analysis of a practical amplifier and oscillator, measure amplifiers gain, oscillators frequency and output, % modulation of an AM transmitter, AGC voltage, conversion efficiency of mixer-oscillator operation, align IF amplifiers, local oscillators, RF amplifiers, troubleshoot AM transmitters—receivers and align FM detectors. Laboratory 10 hours. Must be taken in a,b,c sequence or by consent of adviser. Must be taken concurrently with corresponding section of 125.

125-15 (5,5,5) Basic Electronics Theory. (a) AC-DC Circuit Analysis. The student will demonstrate his understanding of the basic laws and principles of electricity by solving circuit analysis problems in series, parallel and series-parallel combination circuits involving direct and alternating current in resistive, inductive, capacitive and combinations of each. Lecture 5 hours. (b) Active Element Circuit Analysis. The student will demonstrate his understanding of the basic principles of the active elements; vacuum tubes, transistors, FET's, varactors and integrated circuit amplifiers by solving problems with these components connected with the ELT 125A components in series and parallel combinations with AC-DC applied. Lecture 5 hours. (c) Communication Circuits. The student will demonstrate his understanding of the basic principles of communication circuits by solving problems of amplifiers, oscillators, detectors, antennas, mixers, modulators singly and in combination as AM-FM transmitters and receivers. Lecture 5 hours. Must be taken in a,b,c sequence or by consent of adviser. Must be taken concurrently with corresponding section of 101

responding section of 101.

127-3 Basic Technological Concepts. The student will demonstrate his ability to simulate a measurement problem calibrating a meter against a primary or secondary standard and make a prediction and analysis of errors. He will present technical work from the laboratory and technical library in the form of data sheets, laboratory reports, tables, graphs, monographs, and emperical equations. He will be able to draw an organizational diagram, a chart of technical skills and a flow chart of money in a typical company. He will be able to take a simulated industrial problem and write up specifications, ratings, deratings, and interpret evaluation testing. He will be in proper orientation to his technical school and occupational choice of industry. Lecture 3 hours.

129-3 Electrical Circuits Problems. The student will demonstrate his ability to plot AC waves and vectors graphically and calculate mathematically and present on the J complex plane problems on inductance, capacitance, resistance, impedance, and phase angle. He will be able to apply the above mathematics to practical cases involving Q, resonant point, and band width. He will be able to apply the above mathematics, filter design, practical electrical transmission and distribution problems and power supplys. Lecture 3 hours. Prerequisite:

101, 125 or consent of adviser.

201–12 (4,4,4) Advanced Electronics Laboratory. (a) Pulse and Microwave. Upon successful completion of this course, each student should be able to operate triggered oscilloscopes, design, construct, test and evaluate wave shaping circuits and wave generation circuits. He should calibrate and operate microwave generation and measurement devices such as cavity wave meters, slotted line, hybridtee, tunable termination and phase shifter. He should apply pulse techniques to microwave operation. Laboratory 10 hours. (b) Digital Logic Circuits. Upon successful completion of this course, each student should be able to design, construct, test and evaluate logic and switching circuits which perform operations in computer type circuitry and apply Boolean algebra. He should trace and troubleshoot printed logic switching and computer type circuit boards. He should combine basic logic circuits into systems which perform Digital computer operations. He should construct, analyze, and troubleshoot analog-digital and digital-analog converters. Laboratory 10 hours. (c) Instrumentation and Control. Upon successful completion of this course, each student should be able to design, build, test and evaluate closed loop circuits involving controlled voltage, lighting, sound, heat, motor speed, torque and frequency. He should design, build, test, and evaluate circuits involving controlled voltage, lighting, sound, heat, motor speed, torque and frequency. He should design, build, test, and evaluate circuits involved with the SCR, gas tubes, ring modulators, photo cells, strain gage, and synchros. He will set up, test, and evaluate problems involving pneumatic-electronic instrumentation equipment. Laboratory 10 hours. Must be taken in a,b,c sequence or by consent of adviser. Must be taken concurrently with corresponding section of 225, or consent of adviser.

225-15 (5,5,5) Advanced Electronics Theory. (a) Pulse and Microwave. The student will demonstrate his ability to solve problems of RC-RL integrators, RC-RL differentiators, clampers, clippers, triggers, multivibrators (astable, bistable, monostable, and emitter coupled) sweep circuits, transmission lines (using the Smith Chart) singly and in combinations of systems involving pulse and microwave, AM-FM transmitters and receivers. Lecture 5 hours. (b) Digital Logic Circuits. The student will demonstrate his ability to solve problems in the common number systems, to change from one number system to another. He must be able to apply Boolean algebra with all of its rules, laws, and theorems to practical designs of logic circuitry which correspond to Boolean equations. He must set up and apply binary counters, decoders, shift-storage registers. He will solve analog-digital and digital-analog converter problems. Lecture 5 hours. (c) Instrumentation and Control. The student will demonstrate his ability to design an industrial control system to control voltage, light, sound, heat, motor speed torque and frequence. He will be able to solve problems with SCR, gas tube amplifier, ring modulator photocells singly and in control systems. Bode plot with criteria for stability will be used. He will solve problems associated with interfaces in instrumentation equipment. Lecture 5 hours. Must be taken in a,b,c sequence or by consent of adviser. Must be taken concurrently with the corresponding section of 201. Prerequisite: 101 and 125 or consent of adviser.

228-3 Federal Communications Commission License Test. The student will demonstrate his ability to summarize his work in electronics by making

preparation to take the FCC second class test. Lecture 3 hours, Prerequisite:

consent of adviser.

231-3 Diagnostic Analysis. The student will demonstrate his ability to draw block diagrams of complicated electronic systems indicating the function of each block, the symptoms which each block malfunctions and give an estimate of the overall operation of the system from the effects of the individual blocks. He will be able to logically analyze each block to determine the effects on the block of each component therein. Lecture 3 hours. Prerequisite: 101, 125, or consent of adviser.

239-3 Computer Systems Applications. The student will demonstrate his ability to draw a block diagram of the basic computer sections and interconnections, list the function of the computer control of circuitry, identify in a large block diagram of a computer all major sections, control functions, instruction flow, data flow, and error checking systems. This will be able to be applied to the Digiac 3060 computer. The student will be able to place in the computer problems in machine language, trace its solution and indicate possible malfunctioning areas. Lecture 3 hours. Prerequisite: 201b, 225b, or consent of adviser. 245-5 Electro-Mechanical. The student will calculate Ohm's Law and Kirchoff's Law problems. He will apply these laws to solving motor, generating, and electromechanical relay problems. He will calculate Bowle's Law and Charles' Law problems, applying them to practical situations involving temperature and pressure problems. Lecture 2 hours. Laboratory 9 hours. Prerequisite: consent of adviser.

250-6 (2,2,2) Electronics Learning Experiences. (a) Controls, Motors, Gen-250-6 (2,2,2) Electronics Learning Experiences. (a) Controls, Motors, Generators. Upon completion of this course the student will be able to choose the proper contractors and fuses for a given job. He will be able to read meters and apply Ohm's Law to the DC motor-generator, series, parallel and combination circuits with the proper wire sizes. 24 hours total. (b) Electronics Measuring Instruments. Upon completion of this course, the student will be able to measure amps, volts and ohms on the AC-DC equipment. He will be able to design and build simple meter circuits from meter movements and color coded resistors. He will be able to operate the oscilloscope to solve AC Ohm's Law problems. 24 hours total. (c) Amplifiers, Power Supplies and Transducers. Upon completion of this course, the student will be able to measure an amplifier's gain, frequency response, input and output impedance. He will be able to measure a power supplies efficiency, ripple and regulation and properly apply a new power supply to a given load. He will be able to analyze an amplifier to properly apply input transducers (microphones, phonopickups, etc.) and output transducers (speakers, meters, etc.). This course is pickups, etc.) and output transducers (speakers, meters, etc.). This course is designed for non-majors and is comprised of 24 hours of audio-visual tutorial instruction where the learner is continually involved with experimental hardware in order to make responses into the A-V equipment. Test time and outside enrichment are added to the 24 hours per course. Must be taken in a,b,c sequence at the learner's pace with registration possible in one or more courses per term. Elective Pass/Fail course.

Elementary Education

Department, Concentration, Courses

Professors Rebecca Baker, Ph.D. Ernest E. Brod, Ed.D. Margaret Hill, Ed.D. J. Murray Lee, Ph.D. Willis Malone, Ph.D. Victor R. Randolph, Ph.D. Fred A. Sloan, Jr., Ed.D. John Richard Verduin, Ph.D. Associate Professors Luther Bradfield, Ed.D. (Chairman) Daniel T. Fishco, Ed.D.

William Matthias, Ed.D. Donald D. Paige, Ed.D. Beattie, Assistant Professors Ian Ph.D. Harold Hungerford, Ph.D. Morris Lamb, Ed.D. Dormalee Lindberg, Ed.D. Nancy Quisenberry, Ed.D. Terry R. Shepherd, Ph.D. Kevin Swick, Ph.D.

Bachelor of Science Degree, College of Education

Following are the requirements for the Bachelor of Science degree with concentration in elementary education and meeting the minimum re-

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quirements for a Standard Elementary School Certificate on either the early childhood level or the elementary level.

In addition to general university and College of Education requirements a student must meet all requirements pertaining to prerequisites to student teaching and should study the section in this bulletin which lists such requirements.

Everyone in elementary education or early childhood education should plan to have early fall field experience. This experience consists of serving as a teacher aide in an elementary school in the student's own home town after the public schools open in the fall and before the University opens. Usually there is an opportunity for a full two weeks' experience in helping in the classroom. Students can sign up for September Experience during the spring quarter in the office of the Department of Elementary Education, which then makes the necessary arrangements.

General Studies Requirements

ELEMENTARY EDUCATION

Requirements of Concentration in Elementary Education 39-51
GSB 300b or c
Fine Arts electives (Including Music 300a or b) (12) or 12
Language Arts electives
Physical Education for Women 319 4
Area of Specialization
Professional Education
Educational Administration 355 4
Elementary Education 314, 337, 351b, 423, 424, 441
Guidance 305 4
Mathematics 310 4
Electives
Other Electives 11–23
<i>Total</i>
EARLY CHILDHOOD EDUCATION
A
General Studies Requirements 67
Requirements for Concentration in Early Childhood 99
Requirements for Concentration in Early Childhood
Requirements for Concentration in Early Childhood
Requirements for Concentration in Early Childhood99GSB 211b, GSB 300b,c10Art 3004Language Arts electives12
Requirements for Concentration in Early Childhood99GSB 211b, GSB 300b,c10Art 3004Language Arts electives12Mathematics 3104
Requirements for Concentration in Early Childhood 99 GSB 211b, GSB 300b,c 10 Art 300 4 Language Arts electives 12 Mathematics 310 4 Music 010e (or proficiency), 300c 6
Requirements for Concentration in Early Childhood 99 GSB 211b, GSB 300b,c 10 Art 300 4 Language Arts electives 12 Mathematics 310 4 Music 010e (or proficiency), 300c 6 Occupational Education 302 4
Requirements for Concentration in Early Childhood99GSB 211b, GSB 300b,c10Art 3004Language Arts electives12Mathematics 3104Music 010e (or proficiency), 300c6Occupational Education 3024Physical Education for Women 3194
Requirements for Concentration in Early Childhood99GSB 211b, GSB 300b,c10Art 3004Language Arts electives12Mathematics 3104Music 010e (or proficiency), 300c6Occupational Education 3024Physical Education for Women 3194Secretarial and Business Education 2411
Requirements for Concentration in Early Childhood99GSB 211b, GSB 300b,c10Art 3004Language Arts electives12Mathematics 3104Music 010e (or proficiency), 300c6Occupational Education 3024Physical Education for Women 3194Secretarial and Business Education 2411Area of Specialization12
Requirements for Concentration in Early Childhood99GSB 211b, GSB 300b,c10Art 3004Language Arts electives12Mathematics 3104Music 010e (or proficiency), 300c6Occupational Education 3024Physical Education for Women 3194Secretarial and Business Education 2411
Requirements for Concentration in Early Childhood99GSB 211b, GSB 300b,c10Art 3004Language Arts electives12Mathematics 3104Music 010e (or proficiency), 300c6Occupational Education 3024Physical Education for Women 3194Secretarial and Business Education 2411Area of Specialization12Professional Education: (48 hours)
Requirements for Concentration in Early Childhood99GSB 211b, GSB 300b,c10Art 3004Language Arts electives12Mathematics 3104Music 010e (or proficiency), 300c6Occupational Education 3024Physical Education for Women 3194Secretarial and Business Education 2411Area of Specialization12Professional Education: (48 hours)Educational Administration 3554Elementary Education 309 (winter only), 316, 337, 350–1627Guidance 3054
Requirements for Concentration in Early Childhood99GSB 211b, GSB 300b,c10Art 3004Language Arts electives12Mathematics 3104Music 010e (or proficiency), 300c6Occupational Education 3024Physical Education for Women 3194Secretarial and Business Education 2411Area of Specialization12Professional Education: (48 hours)Educational Administration 3554Elementary Education 309 (winter only), 316, 337, 350-1627

Courses

000-0 Reading and Study Techniques. A service course to aid students in improving reading and study skills. Time schedules, general principles of effective study, improving reading, making notes, etc.

100-3 Introduction to Elementary Education. A thorough investigation of the factors which are involved in teaching in the elementary school. Not open to

iuniors and seniors.

101-2 Developing Reading and Learning Skills. (Same as Secondary Education 101.) Designed to increase reading and study efficiency. Areas covered include speed, comprehension, vocabulary, study skills, (concentration, note-taking, test-taking, time-scheduling, etc.). Open to all students.

203-3 Understanding the Elementary School Child. Concepts needed to understand the child in the elementary school situation. Two hours lecture

and two hours observation. Prerequisite: GSB 201c.

301-2 Early Fall Field Experience. Work completed in public schools. Designed to acquaint prospective elementary teachers with the teaching-learning process in elementary classrooms. Direct supervision of a public school teacher. Minimum of two weeks in early September.

309-3 Kindergarten-Primary Social Studies Methods. The objectives and methods of teaching social studies at the kindergarten-primary level, culmi-

nating in the planning of a unit of work. Prerequisite: 316.

312-2 to 8 Instructional Analysis and Field Work. Presents systems for analysis of classroom interaction. Allows teacher education students to move into classrooms for direct observation and participation. Variable credit permits the student to utilize part of the course credit for observation and participation during his block program and other aspects of his teacher education program. Prerequisite: Admission to teacher education program.

314-4 Elementary School Methods. The fundamental principles of education,

the interpretation of current educational theory and practice, the processes of teaching and learning involved in elementary education. Prerequisite:

Guidance 305.

316-4 Kindergarten-Primary Methods and Curriculum. Philosophy and principles underlying the teaching of four-to-eight-year-olds. Emphasis upon organization, equipment, materials and methods for promoting growth of young children. Prerequisite: Guidance 305.

337-4 Reading in the Elementary Schools. The principles of reading, factors that condition reading, together with grade placement of aims and materials;

diagnostic and remedial treatment. Prerequisite: 314.

350-4 to 16 Kindergarten-Primary Student Teaching. Prerequisites: 203, 309,

316, and 337.
351-4 to 16 Elementary Student Teaching. Prerequisites: 314, 337, and two specialized elementary education courses.

375-2 to 3 Readings in Elementary Education.

401-2 to 4 Problems in Public School Reading. Requirements: attendance at all sessions of a reading conference; preparation of a paper showing practical applications of theory to the student's own teaching situation.

410-4 Improvement of Instruction in Arithmetic in Kindergarten-Primary

Grades. Recent findings and current practices in building a basis for quantitative thinking in early childhood education. Special emphasis upon grade placement of content and of techniques to aid children in understanding of the number system. Prerequisite: Math 310.

411-2 to 4 Seminar in Instruction. To assist student teachers and in-service teachers in solving classroom problems. Involves clinical study and discussion of behavioral and learning situations, with special attention to the development

of characteristics and needs of students.

413-4 Children's Literature. Emphasizes types of literature, analysis of literary qualities, selection and presentation of literature for children. Not for students who have had English 213. Prerequisite: Guidance 305.

415–2 to 4 Improvement of Instruction in Arithmetic in the Elementary School. Items to be taught, the grade placement of content, newer instructional practices and materials of instruction, and means of evaluating achieve-

ment. Prerequisite: Mathematics 310 or consent of instructor.

423-4 Teaching Elementary School English Language Arts. Oral and written communication processes, with emphasis on the structure and process of the English language arts. Specific attention to the fundamentals of speaking English, writing, spelling, and listening. Study of learning materials, spe-

cialized equipment, and resources. Prerequisite: 314 and 337 or 316 and 337. 424-4 Teaching Elementary School Social Studies. Emphasis on the structure and process of social studies. Specific attention to developing social studies objectives, planning units, developing a general teaching model, organizing the curriculum, and evaluating behavioral change. Study of learning materials, specialized equipment, and resources. Prerequisite: 314 and 337 or 316 and 337.

430-3 Workshop in Creative Writing in the Elementary School. Techniques

of encouraging creative writing in the elementary school.

431-2 to 4 Education for the Disadvantaged Child. An understanding of culturally disadvantaged children with emphasis on the nonurban poor. Discussion of necessary adjustments of school programs emphasizing early school admission, experimental background, self-concept, language development and learning style. Prerequisite: 337.

433-4 Workshop in Kindergarten-Primary Education. Meets needs of inservice teachers in such areas as curriculum adjustment, remedial teaching,

child development, and early childhood education. No credit if student has had

333 or 390. 437-4 Problems in Reading. Practices and trends in the teaching of reading; materials of instruction in reading, particularly remedial materials; techniques and materials for prevention of reading difficulties; diagnosis and remediation of reading difficulties. Prerequisites: senior standing, 337. Not

open to students having had 505.

441-4 An Introduction to Teaching Elementary School Science. Content and methods of elementary school science, grades K-8. Emphasis on the materials and strategies for using both traditional and modern techniques of science

education. One or more field trips. Prerequisite: 314.

442-4 Analysis and Design of Elementary Science Curricula and Instructional Strategies. Analysis of existing science materials with reference to educational philosophy, learning theory, and instructional design. Emphasis on student development of instructional designs and seminars to critique prepared ma-

terials. Field trips. Prerequisite: 441 or consent of instructor.

443-4 Workshop in Social Studies. Material on critical areas of the world, not commonly emphasized in elementary social studies. Areas considered; significant geographical concepts, Asia, Africa, Russia, and Eastern Europe. Outstanding specialists in social science present their specialties.

445-4 Parent Involvement in Education. Materials, techniques, and resources suitable for use by teachers in helping parents and teachers to understand how they can help each other in the partnership responsibilities of the education of culturally disadvantaged children. Prerequisite: Student teaching or consent of instructor.

465-4 Seminar in Psychology of Elementary School Subjects. Psychological principles of learning applied to the mastery of materials used in elementary

school subjects. Prerequisites: 314, Guidance 305.

475-2 to 8 Workshop in Elementary Education. Evaluation of innovative programs and practices. Acquaints teachers within a single school system, or a closely associated school system, with the philosophical and psychological considerations and methods of implementation of new programs and practices in one of the following areas: curriculum, supervision, language arts, science, reading, social studies, problems in elementary education, arithmetic, kindergarten-primary, elementary education, administration and supervision. Prerequisite: 314.

490-2 to 3 Workshop in Economic Education in Elementary Schools. (Same as Economics 490.) A study of newer programs stressing economic understand-

ings of the social studies in the elementary school.

503-9 NDEA Summer Institute in Reading.

505-4 Reading in Elementary School.

507-2 to 4 Readings in Reading.

509-4 to 8 Practicum in Reading.

510-4 to 8 Seminar: Problems in Reading.

514-4 Organization and Administration of Reading Programs. 515-4 Special Problems in the Teaching of Arithmetic in the Elementary School.

516-4 to 12 Internship in Reading.

517-2 to 4 Kindergarten-Primary Practicum.

518-2 Supervision of Student Teachers.

519-2 to 4 Readings in Research in Elementary Mathematics.

520-4 Diagnosis and Correction of Elementary Mathematics Disabilities. 521-12 (4,4,4) Diagnosis and Correction of Reading Disabilities.

525-4 Kindergarten-Primary Seminar. 537-4 Kindergarten-Primary Reading.

541-4 Problems, Trends, and Research in Elementary School Science.

542-1 to 4 Language Arts in the Elementary School. 543-4 Teaching the Social Studies in the Elementary School.

557-4 The Elementary Principalism.

558-3 to 4 Leadership in Elementary Education. 559-4 Workshop in Instructional Leadership. 560-4 Kindergarten-Primary Education.

561-4 The Elementary School Curriculum. 563-4 Organization of the Elementary School. 564-4 to 12 Internship in Elementary Science Education.

570-4 Seminar, Research in Elementary Education.

575-2 to 4 Individual Research. (Selected areas with 2 to 4 hours in each.)

596-5 to 9 Independent Investigation. 599-3 to 9 Thesis.

600-1 to 48 Dissertation.

School of Engineering and Technology

The following faculty members hold general School of Engineering and Technology assignments:

Professors J. L. Amoros, Ph.D. Thomas B. Jefferson, Ph.D. Marvin E. Johnson, Ed.D.

Julian H. Lauchner, Ph.D. Lecturers Paul E. Andrews, M.B.A. C. Lee Rogers, M.S.

Engineering

Concentration, Courses

Electrical Sciences and Systems Engineering

Professor E. Leon Dunning, Ph.D. Professors Vernold K. AssociateFeiste, Ph.D.

F. Lee Grismore, Ph.D.

Assistant Professors Curtis W. Dodd,

Thomas M. McCalla, Ph.D. Sonny W. Pearson, Ph.D.

James G. Smith, Ph.D. (Chair-man) Instructors E. Robert Ashworth, M.S. Shearon C. Pearson, M.S.

Lecturer Charles A. Rawlings, M.S.

Engineering Mechanics and Materials

Professors Philip K. Davis, Ph.D. (Chairman)

William C. Orthwein, Ph.D.

Associate Professors Najim Al-Rubayi, Instructors David L. Eddingfield, M.S. Ph.D. C. Raymond Nowacki, Ph.D.

Sedat Sami, Ph.D.

Assistant Professor James L. Evers,

Kenneth B. Jordan, M.S.

Thermal and Environmental Engineering

W. Chen, Ph.D. Professors Juh

(Chairman)

Thomas B. Jefferson, Ph.D. Herman J. Stoever, Ph.D.

Associate Professors Howard E. Hesketh, Ph.D.

Albert C. Kent, Ph.D.

Assistant Professors Echol E. Cook, Ph.D.

Charles B. Muchmore, Ph.D. Sonny W. Pearson, Ph.D. Douglas S. Prensner, Ph.D.

Adjunct Assistant Professor Howard Rosen, Ph.D.

Engineering is the profession in which a knowledge of the mathematical and natural sciences gained by study, experience, and practice is applied with judgment to develop ways to utilize, economically, the materials and forces of nature for the benefit of mankind.

The undergraduate engineering program is a broad, modern curriculum which is fully accredited by the Engineers' Council for Professional Development (ECPD). In addition to a broad-based required core, each undergraduate student will choose one of three options. The options are administered by the following engineering departments:

> Electrical Sciences and Systems Engineering **Engineering Mechanics and Materials** Thermal and Environmental Engineering

In recent years, engineers have been asked to assume responsibility for solving the complex problems of society, recognizing not only the technical aspects, but also the sociological implications of their decisions. The curriculum is designed to produce graduates who understand the engineering sciences, social sciences, and humanities, and are able to apply this knowledge to the solution of such problems. Areas of professional activity include research, development, and creative design.

Transfer students from junior colleges or other institutions should have strong backgrounds in the physical sciences, social sciences, and humanities. Students are encouraged to complete specific freshman and sophomore course requirements which include 9 hours of composition and speech, 12 hours of university physics, 10 hours of chemistry, 10 to 26 hours of mathematics, including calculus; 9 hours of analytical mechanics (statics and dynamics); and 3 hours of graphics. Calculus and analytical mechanics are prerequisites for most junior-level courses.

The engineering program shown below is designed to provide a basic foundation for the professional engineer. Students with Bachelor of Science degrees in engineering will have an opportunity to specialize further at the graduate level.

Bachelor of Science Degree, SCHOOL OF ENGINEERING AND TECHNOLOGY

General Studies Requirements (substitute GSA-1; and GSD mat	the-	
matics.) *		56
Requirements for Concentration in Engineering		144
Chemistry 122a,b and 123a,b	10	
Mathematics 150–10, 252–7, 305a–3, and electives–6, chosen		
from 221–3, 301–3, 305b–3, 452–9, 455–9, 483–9	26	
Physics 211, 212, 300	16	
Engineering Technology 102a	3	
GSB 361	(3)	
Engineering 100-0, 222-3, 260-9, 300-6, 302-3, 311-9, 313-6,		
335–4, 336–4, 338–3, 443–6	53	
Optional Groupings	30	
Electrical Science & Systems Engineering: 432–3, 436–3,		
439a-3, 446a-3, 463a-3; technical electives-15, including at		
least 6 hours of Electrical Science and Systems Engineering		
credit.		
Engineering Mechanics and Materials: 447–3, 449–3, 464–3,		

^{*} General Studies Requirements for Engineering:

GSA: 201-8 or 210-8 GSB: 18 hours, including 361-3 GSC: 16 hours. Foreign language will not count toward this requirement. GSD: 101-3, 102-3, 103-3 GSE: 5 hours, including 201-3

413-6, technical electives-15, including at least 3 hours of	
Engineering credit.	
Thermal & Environmental Engineering: 300–3, 415a–3, 416a–4,	
411–3, 480a,b–6; technical electives–11.	
<i>Elective</i> 6	
Total	200

Courses

100-0 Orientation. (See Engineering Technology 100.)

222-3 Digital Computer Programming. Programming of digital computers in a problem-oriented language (FORTRAN). Problems solved will illustrate some of the elementary methods of numerical analysis. Prepares the student to use digital computers in later courses. Includes programming of a computational problem from inception to completion: formulation and analysis, flow charting, coding, check-out, documentation. Prerequisite: Mathematics 111b. 260-9 (3,3,3) Analytical Mechanics. (a) Principles of mechanics; force systems; statics of particles; statics of rigid bodies in two dimensions and three dimensions; equilibrium; analysis of structures; distributed forces; forces in beams and cables. Prerequisite: Mathematics 150b or concurrent enrollment. (b) Centroids and center of gravity; friction; moments of inertia; kinematics of particles; kinematics of rigid bodies; relative motion. (c) Kinetics of particles; Newton's laws of motion (mass, force and acceleration); kinetics of rigid bodies; D'Alembert principle; work and energy; impulse and momentum. Taken in a,b,c sequence.

300-9 (3,3,3) Thermodynamics. (a) The study of fundamental energy concepts and the laws of thermodynamics, availability of energy, properties of gases, vapors and gas-vapor mixtures, flow and nonflow processes. (b) Engine cycles and applications to internal combustion engines, gas turbines, steam turbines, jet devices, air compressors and air engines. Combustion refrigeration and air conditioning. (c) Axiomatic thermodynamics, criteria for equilibrium; absolute temperature; Maxwell's relations; open systems; the phase rule; systems of one and two components; idealized systems; equations of state; systems involving chemical and electrochemical equilibrium. Prerequisite:

Mathematics 252a.

302-3 Heat Transfer. Fundamental modes of heat transfer and application to engineering systems. Steady state heat transfer by conduction, convection, and

radiation. Laboratory. Prerequisite: 222, 300a and Mathematics 305a.

311-9 (3,3,3) Properties of Materials. (a) Introduction to the mechanics of deformable bodies. Torsion: Bernoulli-Euler Beam theory. Inelastic behavior. Stress concentrations. Mohr circle. Thermal stresses. Maxwell and Kelvin-Voigt theories of viscoelasticity. Buckling of columns. (b) Atomic constitution of materials, Lattice theory, structure, point imperfections in solids, diffusion, dislocations, domain structure. Fatigue, friction and wear, polymer characteristics, relation between microscopic and macroscopic properties. (c) Physics of submicroscopic materials, electronic states in solids, relation of bonding to electrical properties, properties of semiconductors, electron transport, dielectric properties of materials. Prerequisite: 260c, Mathematics 252b.

313-6 (3,3) Fluid Mechanics. (a) A broad introduction to the concepts and principles of fluid statics, kinematics and dynamics using the continuum as a mathematical model. Differential and integral form of the basic law of conservation of mass, Newton's law of motion in the form of Euler's, Bernoulli's servation of mass, Newton's law of motion in the form of Euler's, Bernoulli's and the momentum equation; the basic law of conservation of energy. Laminar and turbulent pipe flow; open channel flow. Turbomachinery. Fluid property measurement. Prerequisite: 260-9. (b) Resistance to flow around submerged bodies, basic boundary layer theory. Dimensional analysis by means of the Buckingham Pi-theorem and the method of non-dimensionalizing the governing equations, dynamic similitude. Perfect gas equations, basic theories of compressible flow in short passages and pipes; shock waves. Inviscid flow concepts including the velocity potential. Must be taken in a,b sequence.

335-4 Electrical Circuits. Introduction to basic laws and concepts of linear circuits. Direct current analysis; Kirchhoff's laws; principle of superposition; Theyenin's theorem: Norton's theorem: sinusoidal analysis: complex frequency:

Thevenin's theorem; Norton's theorem; sinusoidal analysis; complex frequency; phasor concepts; resonance. Prerequisite: Mathematics 252a.

336-4 Introduction to Electronics. The ideal amplifier. Diode and controlled

source are introduced, followed by a detailed study of actual amplifiers and electronic devices. Includes concepts of device modeling, voltage, current and power gain, input and output impedance, and biasing. Current technology of field effect, and bipolar junction integrated circuits and devices. Prerequisite: 335.

338-3 Electromagnetic Fields. Electric and magnetic fields using Vector Analysis. Evolution of Maxwell's equations through the laws of Coulomb, Gauss, Ampere, and Faraday and the concepts of energy, potential, and Poisson and Laplace fields. Prerequisite: Mathematics 305a.

403-4 Statistical Thermodynamics for Engineers. Principles of kinetic theory and classical statistical mechanics as applied to thermodynamic systems. Discussion of the equilibrium state and laws and properties of thermodynamics with applications to engineering systems. Prerequisite: 300c. with applications to engineering systems. Prerequisite: 300c.

406-3 Introductory Wave Motion. Wave motion in strings and bars. Fourier methods. Wave motion in fluids. Electromagnetic waves. Prerequisite: Mathe-

408-3 Bioenvironmental Engineering. The application of microbiological and biochemical principles to various phases of bio-engineering, sanitary engineer-

ing, and analysis and design of bioprocesses.

409-3 Engineering Hydrology. Hydrologic cycle and analyses. Infiltration studies, groundwater exploration. Statistical analyses, flood routings. Mechanics of entrainment, movement and deposition of sediment material by moving fluids. Analysis of roughness and sediment transport rate in rivers. Prerequisite: 313b or consent of instructor.

411-3 Design of Engineering Experiments. Engineering data evaluation by application of statistical techniques. Design of engineering experiments. Pre-

requisite: 222, Mathematics 252a.

412-3 Engineering Practice: Legal Considerations. Legal responsibilities of the professional engineer. The law of contracts with enough emphasis on legal procedure to enable students to understand decided cases. Practice in applying some of the principles through written communications. Prerequisite: senior

standing.

413-6 (3,3) Intermediate Mechanics of Fluids. (a) Application of basic laws of nature to the theory of fluids using the continuum approach. Kinematics of fluid motion using various coordinate systems; the continuity equation. Dynamics of viscous fluid motion; the Navier-Stokes energy equations. Solutions to the fundamental system of equations. Introduction to magnetofluid mechanics. (b) Dimensional analysis. Incompressible irrotational flows. Fundamentals of compressible fluid flow including isentropic flows, normal and oblique shocks, and Prandtl-Meyer expansions. Turbulence. The application of the equations of motion to turbulent flow fields. Reynolds equations. Production, convection, and dissipation of turbulence. Prerequisite: 313a,b, and Mathematics 305a.

414-3 Mechanics of Soils. Fundamental theories of soil behavior and their applications in engineering. Laboratory. Soil-water systems and interactive forces; stress-deformation characteristics; ultimate strength; theory of consolidation; methods for estimating soil deformation. Applications of soil engineering in earth dams, retaining walls, foundations, piles, and underground conduits. Prerequisites: 311a, 313a.

415-9 (3,3,3) Principles of Water Quality Control. (a) Characteristics of water quality, natural and man-made; relationship of quality to use; unit operations or water quality control for municipal and industrial use. (b) Characteristics of waste waters; biological and chemical processes for treatment of sewage and industrial wastes; water quality criteria in stream pollution control. (c) Application of physical, chemical, and biological unit operations and processes to design of waste treatment facilities. Laboratory, Prerequisite: Chemistry 121b, and Mathematics 150 or equivalent.

416-8 (4,4) Air Pollution Control. (a) Introduction to emission sources, transportdiffusion, and effect of air pollution. Aspects of social, meteorological, biological, physiological, and chemical relationships plus control methods and economics included. Laboratory. (b) Engineering control theory, procedures, and equipment related to particulate and gaseous emissions control. Source and atmospheric sampling and analytical techniques covered. Laboratory.

Taken in a,b sequence. Prerequisite: senior or graduate standing.
417-3 Fundamental Compressible Fluid Flow. Principles of fluid flow. Wave propagation in compressible media, isentropic flow of a perfect gas, normal

and oblique shock waves, Prandtl-Meyer expansions, and supersonic aerodynamics. Prerequisite: 313a,b.

418-3 Digital Computers in Research. (See Applied Science 418.)

420-6 (3,3) Transport Phenomena. (a) Mechanism of heat, mass, and momentum transport on both molecular and continuum basis. Estimation of transport properties. Generalized transport equations in one or three-dimensional system. (b) Analogy of mass, heat, and momentum transfer. Macroscopic balances, operations, penetration theory, simultaneous mass and heat transfer, equilibrium operations. Prerequisite: 302 and 313b.
421-3 Introduction to Systems Theory. Description of physical systems and

analysis of system properties and system interaction using a generalized mathematical model. Prerequisite: Mathematics 305b.

422-4 Operations Research and Mathematical Model Formulation. Applications of digital computers to the mathematical modelling of physical systems with particular emphasis on the simulation and problem solving techniques of operations research. Dynamic models of transportation, allocation, and replacement. Physical applications and computation techniques related to the theory

of games. Prerequisites: Mathematics 150b or consent of instructor.

423-3 Hybrid Computation. The simultaneous use of the analog and the digital computer for the solution of engineering problems. Scaling of problems. Block diagrams and logic are stressed. Linear and nonlinear differential equations. Simulation as well as iterative analog computation are covered.

Prerequisite: 222 and 432 or equivalent.

426-3 Communications Theory. Fourier spectral analysis, sampling theory, modulation, multiplexing, random signal theory, signal to noise ratio, and basic information theory. Prerequisite: 336.

428-1 Water Quality Laboratory. Measurements of water quality parameters performed. Use of modern instrumental techniques demonstrated. Prerequisite:

415a.

430-1 to 8 Special Problems in Engineering. Consists of topics and problems selected either by the instructor or by the student with the approval of the instructor. Prerequisite: senior standing in engineering and consent of the instructor.

431-6 (3,3) Analog and Digital Computer Design. Introduction to the design of analog and digital computers. Subjects include: operational amplifiers, multiplying circuits, regulated power supplies, 3 column algebra, switching circuits,

memory devices. Prerequisite: 336.

432-3 Analog Computation in Engineering Design. An introduction to the theory and operation of an analog computer. Applications to engineering design, simulation, optimization. Laboratory. Prerequisite: Mathematics 305a. 434-4 Electronic Design. Applications of electronic circuits including wide band amplifiers, oscillators, modulation and detection, power amplifiers and digital circuits. Device models studied include high frequency, y parameter, T-equivalent, and Beaufoy-Sparkes charge control. Introduction to computer aided techniques. Laboratory. Prerequisite: 336.

436-3 Control Theory. Develops and makes use of the students' knowledge of electrical systems. Topics include Laplace transforms, stability conditions,

compensation techniques, and state variables. Prerequisite: 439a.

437-4 Microwaves Theory and Measurements. Theory of passive microwave devices for guiding, storing, coupling, or radiating electromagnetic energy. Theory of active and non-linear devices including klystrons, circulators, and isolators. Microwave measurements. Prerequisite: 338.

438-3 Electronic Devices. Semiconductor, magnetic, dielectric, and vacuum devices with wide range of engineering applications. Develop understanding of

the mechanisms of operation. Prerequisite: 311c, 336.
439-6 (3,3) Transient Analysis and Network Theory. (a) Transient analysis of linear electric networks and analogous systems by means of differential equations and Laplace transforms. (b) One- and two-port networks, reactive, ladder, T and Pi networks, Foster and Cauer forms, and m- and k-derived filters. Prerequisite: 335 and Mathematics 305a.

440-6 (3,3) Structures. (a) Analysis of statically determinate and statically indeterminate structures. Deflections. Slope deflection. Moment distribution. (b) Principles of structural design. Loads. Influence diagrams. Structural materials. Types of structures and their behavior. Safety. Social and environmental considerations. Prerequisite: 311a.

441-6 (3,3) Intermediate Mechanics of Vibrations. (a) Equations of motion applied to systems with free and forced vibrations, damping and multipledegrees of freedom; Euler equations; introduction to Lagrange's equations and orbital mechanics. (b) Lograngian equations for conservative and non-conservative systems; eigenvalues and natural modes; numerical methods for eigenvalue determination in higher order systems; special functions and other

topics as time permits. Numerous examples. Prerequisite: 441a.

442-4 Structural Design-Metal. Rational, empirical, and practical basis for design of metal structures with emphasis on structural steel and aluminum. Behavior of members and their connections. Prerequisite: 440a or consent of

instructor

443-6 (3,3) Engineering Design. Projects of an engineering systems design nature. Students select a problem, define and design the various subsystems, define subsystem interface requirements, integrate the subsystems into the final design, and document the design effort. Laboratory. Must be taken in a,b

sequence. Prerequisite: senior standing in engineering.

444-4 Design of Reinforced Concrete. Ultimate strength and behavior of reinforced concrete members. Flexure. Shear. Bond. Continuity. Compression

members. Prerequisite: 311a.

446-6 (3,3) Energy Conversion. Theory of energy conversion devices and processes. Conventional rotating machines, and direct energy conversion devices such as: photovoltaic, thermoelectric, and thermiontic generators, fuel cells, and magneto hydrodynamic generators. Present development and application, future potential. Prerequisite: 335 and 338.

plication, future potential. Prerequisite: 335 and 338.

447-3 Intermediate Mechanics of Materials and Structures. Stress and strain at a point in three dimensions. Theory of elasticity. Shear center; unsymmetrical bending; curved beams; elastic foundations; thick walled cylinders; theory of failures; energy methods. Prerequisite: 311a.

448-4 Experimental Stress Analysis. Theoretical and experimental methods of determining stresses and strains; use of optical, electrical, and mechanical instrumentation; relation of model and prototype; brittle coating; electrical resistance gages; photoelasticity. Prerequisite: 311a.

449-3 Advanced Dynamics for Engineers. Kinematics and kinetics of three-dimensional motion: Coriolis' acceleration: rigid body motion: Euler's equa-

dimensional motion; Coriolis' acceleration; rigid body motion; Euler's equations; work and energy; gyrodynamics; generalized coordinates; impulsementum principle; vibrations; computer applications. Prerequisite: 260c and Mathematics 305a.

450-4 Fundamentals of Reactive Systems. Chemical processes, stoichiometry, properties of gases, solution chemistry, modern techniques of analysis, surface chemistry. Nonideal systems, rates and mechanisms of industrial processes. Instrumentation and process control. Laboratory. Prerequisites: 300a and Chemistry 122b and 123b or consent of instructor.

451-3 Numerical Methods in Mechanics. Application of numerical techniques to problems encountered in engineering mechanics. Prerequisite: 222, 311a, 313b (or concurrent enrollment), and Mathematics 305a or consent of instructor.

455-3 Engineering Geology. (Same as Geology 455.) Engineering problems encountered by man in dealing with geology and ground water. It will include studies of earthquake effects, land subsidence, landslides, pore water pressures, and methods of coping with these. Field trip required. Prerequisite: Geology 220 or consent of instructor.

458-3 Photoelasticity. Optics related to photoelasticity, theory of photoelasticity, photoelastic model materials, analysis techniques, three-dimensional photoelasticity, birefringent coatings, application of photoelasticity methods.

Prerequisite: 448 or consent of instructor.

462-6 (3,3) Matrix Methods in Structural Analysis. (a) Review of matrix algebra. Displacement method of analyzing trusses, continuous beams, and rigid frames with and without sidesway. (b) Force method of analysis. Direct element method of analyzing trusses, rigid frames, and plane grids. Pre-

requisite: 311a.

463-6 (3,3) Introductory Instrumentation. (a) Characteristics and techniques in analog and digital instrumentation; transducers; signal conditioners; output and display systems; recorders. Laboratory. (b) Ultrasonic techniques; fringe patterns, Fresnel and Schlieren lenses, Moire patterns, pattern enhancement methods, optical systems. Laboratory. Must be taken in a,b sequence. Prerequisite: 336.

464-3 Intermediate Materials Science. Internal structure, treatment, and properties of metals and intermetallic compounds. Theory of dislocations in metals. Plastic flow, phase transformations, martensitic transformation, and X-ray diffraction identification of metallic phases. Prerequisite: 311b.

466-4 Prestressed Concrete. Theory and design of prestressed concrete simple beams, continuous beams and shells. Deflections. Behavior. Prerequisite: 311a. 480-9 (3,3,3) Engineering Process Design. (a) Application of the fundamentals of conduction, convection, and radiation heat transfer. Combined mode and transient heat transfer. Design of equipment using simultaneous heat and mass transfer. (b) Applications of the fundamentals of mass transfer. Consideration of rate controlled, equilibrium, and mass transfer operations. (c) Original design of a process and determination of process variables and equipment. Analysis of construction cost. Prerequisite: 300c, 302.

500-3 Convection Heat Transfer. 501-3 Radiation Heat Transfer. 502-3 Conduction Heat Transfer.

503-6 (3,3) Heating and Cooling Systems. 508-3 Industrial Waste Treatment. 509-3 Advanced Biological Waste Treatment.

510-9 (3,3,3) Electromagnetic Fields. 511-6 (3,3) Quantum Electronics. 512-8 (4,4) Continuum Mechanics. 513-3 Mechanics of Viscous Fluids. 514-3 Mechanics of Inviscid Fluids. 515-3 Wave Motion in Fluids.

516-4 Water Resources Development.

517-12 (4,4,4) Analysis and Design of Engineering Systems. 518-3 Introduction to Turbulence.

519-3 Boundary Layer Theory.

520-6 (3,3) Reaction Engineering and Rate Processes.

521-3 Solid Waste Collection and Disposal. 522-3 Advanced Topics in Operations Research.

525-3 Small Particle Phenomena.

530-6 (3,3) Separation Processes and Equilibrium Operations. 535-6 (3,3) Network Analysis and Synthesis. 540-3 Elastic Stability.

542-3 Theory of Plates. 544-4 Plastic Analysis of Structures.

550-3 Advanced Compressible Fluid Flow. 561-6 (3,3) Advanced Vibrations. 570-2 to 6 Special Investigations. 580-1 to 9 Seminar.

599-1 to 9 Thesis.

Engineering Technology

Concentration, Courses (See Technology)

English

Department, Concentration, Courses

Research Professor Harry T. Moore, Ph.D.

Professors James W. Benziger, Ph.D. Ted E. Boyle, Ph.D.

E. C. Coleman, Ph.D. (Emeritus) William Evans, D.Ed.

Joseph H. Friend, Ph.D. John Gardner, Ph.D.

Mark Hillegas, Ph.D. Sidney Moss, Ph.D. Robert Partlow, Ph.D.

Henry Dan Piper, Ph.D.

Howard Schultz, Ph.D. William Simeone, Ph.D.

E. Earle Stibitz, Ph.D. Charles D. Tenney, Ph.D. David Vieth, Ph.D.

Howard Webb, Ph.D. (Chairman) Georgia Winn, Ph.D.

Bruce C. Appleby, Ph.D.

Associate Professors Frances M. Bar-

bour, M.A. (Emerita) Alan M. Cohn, M.A. Edmund Epstein, M.A. Robert Griffin, Ph.D.

Jesse W. Harris, Ph.D. (Emeritus)

John Howell, Ph.D. Paul Hurley, Ph.D.

Edith Krappe, Ph.D. (Emerita)

Richard Lawson, Ph.D. Paul Morrill, Ph.D.

Raymond Rainbow, Ph.D.

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Manuel Schonhorn, Ph.D. Larry Taylor, Ph.D. Byron Raizis, Ph.D. Assistant Professors Julia M. Barber, A.M. (Emerita) Roderic Botts, Ph.D. William J. Brown, Ph.D. Winifred Burns, M.A. (Emeritus) George Camp, Ph.D. (Emeritus) Thomas Cassidy, M.A. Martha M. Clark, M.A. (Emerita) Elizabeth A. Cox, A.M. (Emerita) Herbert Donow, Ph.D. Jewell Friend, Ph.D. George Goodin, Ph.D. Robert Harrell, Ph.D. Thomas Hatton, Ph.D. The student who wishes to declare English as a concentration shoutconsult the department's director of undergraduate studies as soon as knows he will concentrate in English. Transfer students from Gener Studies and other units of Southern Illinois University should bring Progress of them. Seattlength of the progress of them. Southern Souther	ıld he ral
Request for Transfer form. Transfers from colleges other than Southe Illinois University should bring their evaluated transcript of grade Thereafter, all students must have their advance registration forms signed by an adviser. Deviations from approved programs must have approved Foreign language requirement for all concentrations in English: to years on the college level (or equivalent).	es. ed al.
Bachelor of Science Degree, COLLEGE OF EDUCATION OR Bachelor of Arts Degree, COLLEGE OF LIBERAL ARTS AND SCIENCES Option 1 (primarily for teacher-training candidates)	
*Supplementary Two-year College Requirement in FL/Mathematics Foreign Language: GSC FL-9 and FL 201-9	67 18 51
One 400-level genre-period course in Poetry and one in Fiction 8 Education Requirements (for certification)	31

One 400-level genre-period course in Poetry and one in

** Electives

Fiction 8 English 400-level electives to complete 53 hours 4 **Electives 25
Total
Option 3 (primarily for prospective graduate students)
General Studies Requirements
Foreign Language: GSC FL-9 and FL 201-9
** Electives
10101

^{*} English majors in the College of Education are not required to take the Mathematics combination. English majors in the College of Liberal Arts and Sciences may not use the GSC foreign language requirement to satisfy the GSC requirements. Majors in LA&S are required, in addition to the two years of FL in GSC, to take one additional course in mathematics (GSD), 3 to 5 hours. ** Elective hours for majors in the College of Education are 25 hours. Elective hours for majors in LA&S will vary from 20 to 22 depending on the mathematics (GSD) course.

** Elective hours for majors will vary from 20 to 25 depending on the Math (GSD) course.

Option 4

Students may petition to undertake a program which does not match printed requirements. Interested students should discuss this possibility with the departmental director of undergraduate studies.

Option 5

Any of the options outlined above may be modified by entry into the departmental honors program. Eligible students will be invited to enter. Requirements for honors students remain as above except that three proseminars substitute for three senior genre-period courses.

Recommended Electives Especially for Option 1.

Journalism 300; 301; 421; 422 or 449	12-13
Theater 402a; 409; GSC 203	11
Speech 202 or 205; 323, 423 or 424; 406 (GSD 103 and	
GSC 200 are prerequisites)	15

Secondary Concentration

A secondary concentration is 27 hours, prescribed as follows: from GSC 200-level English courses, 6 hours (including GSC 202); English 300a,b; 302b, and 302a or c; 309a; 290 or 390. Deviations must have departmental approval.

Courses

105-6 (3,3) English Composition for Foreign Students. A course in writing and reading skills: composition, note-taking, summaries, grammar. Equivalent to GSD 101 and 102. Limited to foreign students selected by proficiency examination on entrance.

209-4 Introduction to the Three Genres. Poetry, drama, and fiction. Statement and illustration of the techniques of the three genres over the range of American and English literature. English majors only. Substitutes for GSC 209. Prerequisite: ĞSC 103.

300-4 Introduction to Language Analysis. Nature of language and linguistic inquiry. Dialectology, usage, and chief grammatical descriptions of present day

American English. Required of minors and teacher training candidates.

302-12 (4,4,4) Survey of English Literature. A survey (a) to 1550, (b) 1550-1750, (c) after 1750. All three courses are required of students with a concentration in English.

309-12 (4,4,4) Survey of American Literature. (a) to 1860; (b) 1860 to 1920;

(c) 1920 to the present.

GSC 317-3 Recent American Literature.

GSC 318-3 British Modern Literature and Its Social Context. (Summer, abroad.)

GSC 345-9 (3,3,3) Masterpieces of World Literature.

GSC 351-6 (3,3) Masterpieces of the Novel.

GSC 365-3 Shakespeare.

390-3 Advanced Composition. Expository writing. Prerequisite: C average in GSD 101, 102, and GSC 103. Open to English majors or consent of department. 392-3 Professional Writing I. Introductory course for undergraduates. Prereq-

uisite: consent of instructor.

393–3 Studies in Literature. Relationship between literature and other subjects of human inquiry. Wide-ranging subjects normally varying from quarter to quarter. Prerequisite: consent of director of undergraduate studies in English. 400-4 Introduction to English Linguistics. Methods of structuralizing: phonetics, phonemics, morphemics, syntax. Especially recommended for students preparing to teach English to native speakers.

402-4 Old English Literature in Translation. A study of prose selections from Bede, Aelfric, and other writers, and of poetry from the simplest riddles and gnomic verses to the complex forms of the Caedmonic and Cynewulfean schools, the elegaic poems, and Beowulf. Emphasis is on the literary and

cultural significance of works studied.

403-4 The History of the English Language. A survey of the development of the language from Indo-European to modern English with special emphasis on Middle and Early Modern English changes.

404-12 (4,4,4) Middle English Literature. (a) Middle English Literature excluding Chaucer, (b) Chaucer: early poems and Troilus, (c) Chaucer:

Canterbury Tales.

410-4 Literature for the Adolescent. Criteria for evaluation of literary materials for junior and senior high school, with emphasis on critical approaches

in selection of literature.

412-20 (4,4,4,4) English Nondramatic Literature. (a) 16th century. (b) 17th century. (c) The age of Dryden. (d) The age of Pope. (e) The age of Johnson. 417-4 Black Literature. Special studies in Black literature, American and African, with major emphasis upon contemporary Black expression. 418-4 English Literature, 1885-1914. Poetry, drama and fiction of the later Vioterian and sorthy modern paried.

Victorian and early modern period.

420-8 (4,4) American Poetry. (a) Trends in American poetry to 1900 with a critical analysis of the achievement of the more important poets, (b) the

more important poets since 1900. May be taken singly.

421-16 (4,4,4,4) English Poetry. (a) Early Romantics: major emphasis on general background and on Blake, Coleridge, and Wordsworth; (b) later Romantics: emphasis on Byron, Shelley, and Keats, the minor figures; (c) Victorian poets: Tennyson, Browning, Arnold, and other poets in England, 1830-1880; (d) modern Pritish poets. May be taken singly. 1830-1880; (d) modern British poets. May be taken singly.

425-4 Modern Continental Poetry. Representative Poems by major 20th

century poets of France, Italy, Germany, Spain, Russia, and Greece.

431-12 (4,4,4) Major American Writers. Significant writers of fiction and nonfictional prose from the Puritans to the twentieth century. (a) 1620-1800; (b) 1800-1865; (c) 1865-1915. May be taken singly.
438-4 Intellectual Backgrounds of American Literature. The relationship of

basic ideas in America to American literature.

442-4 Romantic Prose. Fiction of Austen, Scott, Mary Shelley, Peacock, the Gothic novelists; prose of Lamb, Landor, Hazlitt, DeQuincey; criticism, journals and letters.

443-4 Victorian Prose. The chief writers of nonfiction prose from the late romantics to 1880.

454-12 (4,4,4) English Fiction. (a) Eighteenth century: Defoe through Jane Austen, (b) Victorian novel: 1830-1880; (c) twentieth century. May be taken singly.

456-4 Modern Continental Fiction. Selected major works of European authors

such as Mann, Silone, Camus, Kafka, Malraux, Hesse.
458-8 (4,4) American Fiction. (a) The novel in America from its beginnings to the early twentieth century; (b) trends and techniques in the American novel and short story since 1914. May be taken singly.

460-16 (4,4,4,4) British Drama. (a) Elizabethan drama: from the beginning

of the drama in late Middle Ages through its flowering in such Elizabethan playwrights as Greene, Peele, Kyd, Marlowe, Heywood, Dekker, but excluding Shakespeare; (b) Jacobean drama: the Jacobean and Caroline playwrights: Jonson, Webster, Marston, Middleton, Beaumont and Fletcher, Massinger, Ford Shirley; (c) Restoration and eighteenth century drama: after 1660. representative types of plays from Dryden to Sheridan; (d) modern British drama. May be taken singly.

464-4 Modern Continental Drama. The continental drama of Europe since 1870; representative plays of Scandinavia, Russia, Germany, France, Italy,

Spain, and Portugal.

468-4 American Drama. The rise of the theater in America, with readings of

plays, chiefly modern.

471-8 (4,4) Shakespeare. (a) The plays before 1600; (b) the plays of 1600 and later. Readings on the life of Shakespeare, the theater, and the acting company. May be taken singly.

473-4 Milton. A reading of a selection of the minor poems, of Paradise Lost, Paradise Regained, Samson Agonistes. Also a reading of the major treatises. 485-4 Problems in the Teaching of English. Aims, methods, materials, tests, programs, and other aspects of English instruction in the high school.

486-2 to 8 Workshop in High School English.

487-2 to 8 Workshop in Junior High School English.

492-8 (4,4) Professional Writing II. Prerequisite: English 392.
493-4 Special Problems in English. Topics vary and are announced in advance; both students and faculty suggest ideas. May be repeated for a maximum of eight quarter hours provided registrations cover different topics. Prerequisite: consent of instructor.

494-4 Literature in Society. An analysis of the structure and function of

literature as a social institution.

495-8 (4,4) Literary Criticism. (a) History of criticism: ideas and techniques from Aristotle to the end of the nineteenth century; (b) modern criticism: recent critics and critical attitudes, and practice in writing criticism. Open only to seniors and graduate students.

497-12 (4,4,4) Senior Honors Seminars. (a,b) Topic will vary yearly. (c) Honors Readings. Enrollment restricted to undergraduates. Departmental

approval required.

499-2 to 8 Readings in English. For English concentrations only. Departmental approval required. No more than four hours may be taken any one quarter. 500-2 Materials and Methods of Research in English.

501-4 Old English Grammar. 502-4 Beowulf. 506-4 Old Norse.

508-4 to 12 Studies in Chaucer.

509-4 to 12 Studies in Middle English. 511-4 to 12 Studies in The Renaissance.

513-4 to 12 Studies in Seventeenth Century Literature.

514-4 to 24 Studies in Restoration and Eighteenth Century Literature.

518-4 to 12 Studies in English Literature, 1885-1914. 519-4 to 12 Studies in Contemporary British Literature.

520-4 to 12 Studies in Romantic Writers. 521-4 to 12 Studies in Victorian Poetry.

524-4 to 12 Studies in the Metaphysical Poets.

532-4 to 12 Studies in American Transcendentalism.

534-4 to 12 Studies in Early Nineteenth Century American Writers. 536-4 to 12 Studies in Later Nineteenth Century American Writers. 537-4 to 12 Studies in Twentieth Century American Writers.

538-4 to 12 Problems in American Literature.

543-4 to 12 Studies in Victorian Nonfiction Prose. 555-4 to 12 Studies in The Victorian Novel.

560-4 to 12 Studies in Renaissance Drama.

566-4 to 12 Studies in Shakespeare.

579–16 (4,4,4,4) Studies in Modern Literature. 580–4 Traditional Themes.

581–12 (4,4,4) Problems in Teaching English. 585–2 Teaching College Composition. 593–4 Special Problems in English.

594–8 (4,4) Studies in Literary Form and Symbolic Action. 596–4 Stylistics 598–1 to 6 (1 to 3, 1 to 3) Independent Review of English and American

Literature.

600-1 to 48 Dissertation.

European and Russian Studies

Secondary Concentration

A secondary concentration in area studies with specialization in European studies or in Russian studies is offered especially for those students who also work for a concentration in foreign languages: Russian for Russian studies; German, Russian, or French for European studies.

For either specialization a minimum of 24 hours must be earned in the chosen field, at least 12 of them in principal courses, the rest by electives. Not more than three courses in any one subject area will be counted toward fulfillment of the requirements. In exceptional cases an elective course may be substituted after consultation with the adviser for the course of study.

Principal courses for the European studies consist of GSB 380, 390, Economics 418, Geography 462, Government 455, History 333, 406, 434, 463, 464. The electives are GSB 312, Anthropology 306b, Economics 460, 481, Geography 464, Government 453, History 465. One reading course or one independent-studies course can be used in fulfillment of the requirements. Each student's list of courses, however, should be approved by the adviser.

Principal courses for the Russian studies consist of Economics 460, GSB 380, Geography 464, Government 453, History 465. Electives are GSB 312, Anthropology 305b, 306b, Economics 418, 481, Geography 462, Government 455, History 333, 406, 434.

Family Economics and Management

Department, Concentration, Courses

Professor Thomas M. Brooks, Ph.D. Associate Professor Nancy Barclay, Ph.D.

Arlene J. Heisler, M.S. Nancy M. Rudd, M.S. Instructors Mary E. Edmondson, M.S.

Assistant Professor Karen E. Craig,

Ph.D. (Acting Chairman)

The department offers work leading to a Bachelor of Science degree. Two specializations with the concentration are provided, with one in consumer services in business and the other in family services consultant.

Bachelor of Science degree, SCHOOL OF HOME ECONOMICS

Consumer Services in Business Specialization

These courses prepare those students interested in working in business

izations in promotional or testing work.	gan-
General Studies	67
Requirements for Concentration in Family Economics and Management with Specialization in Consumer Services in Business	88
GSB 211a Chemistry 110, 240	
Child and Family 227, 237	
Clothing and Textiles 127, 304	
Family Economics and Management 331, 323, 324, 332, 340, 341, 423 or 435, 424	
Food and Nutrition 100, 256, 321, 335, 356	
Interior Design 131, 300	
Journalism 393	
Radio-TV 300P or Speech 102 4	
Electives Administrative Sciences 301; Child and Family 345a,b, 366; Cloth-	
ing and Textiles 327, 329, 339, 440, 474, 481; Family Economics	
and Management 302, 407, 471, 481; Food and Nutrition 320,	
360a,b, 421; Home Economics Education 111 or 306; Instructional Materials 417; Interior Design 327; Journalism 433; Marketing	
390; Radio-TV 351, 377.	
Total	192
Family Services Consultant Specialization	
These courses are designed for those seeking employment with public	and
private social welfare agencies.	CT
General Studies	
	67
agement with Specialization in Family Services Consultant 100	
agement with Specialization in Family Services Consultant 100 GSA 301	
agement with Specialization in Family Services Consultant 100 GSA 301 Chemistry 110, 240	
agement with Specialization in Family Services Consultant 100 GSA 301 Chemistry 110, 240	
agement with Specialization in Family Services Consultant 100 GSA 301 Chemistry 110, 240	
agement with Specialization in Family Services Consultant 100 GSA 301 Chemistry 110, 240	
agement with Specialization in Family Services Consultant 100 GSA 301 Chemistry 110, 240	
agement with Specialization in Family Services Consultant	
agement with Specialization in Family Services Consultant 100 GSA 301 Chemistry 110, 240	
agement with Specialization in Family Services Consultant . 100 GSA 301 (4) + 4 Chemistry 110, 240 (4) + 4 Child and Family 227, 237, 345a, 345b, 366, 466 16 Clothing and Textiles 127a-2, 304 6 Family Economics and Management 266, 302, 323, 324, 331, 332, 340, 341, 407, 423 or 435, 471-4 to 6 33-37 Food and Nutrition 100, 256, 320, 335 or Health Education 330 15-16 Home Economics Education 111 or 306, 309a 5 Interior Design 131, 327 6 Social Welfare 375, 383 8 Speech 102-4 or R-T 300p-5	-105
agement with Specialization in Family Services Consultant . 100 GSA 301 (4) + 4 Chemistry 110, 240 (4) + 4 Child and Family 227, 237, 345a, 345b, 366, 466 16 Clothing and Textiles 127a-2, 304 6 Family Economics and Management 266, 302, 323, 324, 331, 332, 340, 341, 407, 423 or 435, 471-4 to 6 33-37 Food and Nutrition 100, 256, 320, 335 or Health Education 330 15-16 Home Economics Education 111 or 306, 309a 5 Interior Design 131, 327 6 Social Welfare 375, 383 8 Speech 102-4 or R-T 300p-5 8 Electives .	
agement with Specialization in Family Services Consultant	-105
agement with Specialization in Family Services Consultant . 100 GSA 301 (4) + 4 Chemistry 110, 240 (4) + 4 Child and Family 227, 237, 345a, 345b, 366, 466 16 Clothing and Textiles 127a-2, 304 6 Family Economics and Management 266, 302, 323, 324, 331, 332, 340, 341, 407, 423 or 435, 471-4 to 6 33-37 Food and Nutrition 100, 256, 320, 335 or Health Education 330 15-16 Home Economics Education 111 or 306, 309a 5 Interior Design 131, 327 6 Social Welfare 375, 383 8 Speech 102-4 or R-T 300p-5 Electives For career working with private or public social welfare agency: GSB 211a, 321, 325, 341, 346; Government 438; Child and Family 456; Family Economics and Management	-105
agement with Specialization in Family Services Consultant 100 GSA 301 Chemistry 110, 240	-105
agement with Specialization in Family Services Consultant	-105
agement with Specialization in Family Services Consultant 100 GSA 301 Chemistry 110, 240	-105

192

304; Recreation 201, 202, 302, 310, 315, 325, 335; Sociology 312, 481.

For working with Vista, Peace Corps, or other overseas agencies: GSB 211a, 321, 325; Anthropology 305, 306, 311, 312, 313, 314; Child and Family 456; Home Economics Education 309b; Instructional Materials 417; Psychology 301, 303, 304; Recreation 201, 202; Sociology 312, 426, 481.

For working with business agency such as a bank or other credit or financing agency, trade association, or educational service: GSB 211a, 341, 346; Government 438; Child and Family 456; Family Economics and Management 424; Home Economics Education 309b; Instructional Materials 417; Psychology 303, 305, 307; Social Welfare 426; Sociology 435.

Total

Courses

300-3 Home Economics for Men. Units dealing with food selection, serving, and table practice; economics of the home; grooming and clothing selection;

family relations; consideration of personality evaluation. Field trip.

301-3 Home Arts and Social Usage. Emphasis on the home arts and social usage that will provide for more satisfying personal and family living. For women who are not concentrating in home economics.

302-4 Basics of Family Living. Job oriented course for social welfare workers; selected units in several aspects of homemaking with application to the low income family.

323-2 Housing. Housing needs of families. Housing design, plans, and con-

struction. Historic modes of housing.

324-3 Equipment. Selection, use, and care. Field trips.

331-3 Management of Family Resources. A study of factors affecting the management of the home in meeting the needs of individuals and creating a satisfying environment for the family. Special consideration given to those

satisfying environment for the family. Special consideration given to those problems involving the use of time, money, and energy.

332-4 Home Management Practicum. Analysis of current management situations. Evaluation of family resource use. Normally includes residence in home management house, but students with special problems should consult the departmental chairman. Prerequisite: 227, 331.

340-3 Consumers and the Market. Consumer role, market organization, and impact on consumers. Decision making in market goods and services; analysis and evaluation of programs for consumer information and protection.

341-4 Consumer Problems. Study of motives of consumption, family income and expenditures, selection of commodities and services, buying and selling practices, and evaluation of consumer aids. Consideration of contemporary consumer problems. Field trips.

407-2 to 8 Workshop. Designed to aid workers in professions related to home and family. Emphasis for the workshop will be stated in the announcement

and family. Emphasis for the workshop will be stated in the announcement

of the course.

423-4 Advanced Family Housing. Further appreciation and understanding of aesthetic, economic, psychic, and social factors influencing choice of family housing today. Prerequisite: 323 or consent of instructor.
424-4 Selection, Use, and Care of Appliances. Materials used in equipment,

methods of construction, principles of operation of appliances for cooking, refrigeration, laundering, cleaning; selection, operation, and care of appliances to obtain maximum satisfaction in use. Prerequisite: 324 or consent of instructor.

435-4 Work Simplification in Home Management. Basic scientific work simplification principles applied to work done in the home by full-time

employed or physically handicapped homemakers.

471-2 to 6 Field Experience. Opportunity for supervised learning experiences

in selected areas. Prerequisite: Consent of departmental chairman.

481-2 to 6 Readings. Supervised readings for qualified students. Prerequisite: consent of instructor and chairman.

500-4 Research Methods.

540-4 Trends in Consumer Problems. 550-4 Advanced Home Management. 571-4 Recent Research. 572-2 to 8 Special Problems. 599-2 to 9 Thesis. 600-3 to 48 Dissertation.

Finance

Department, Concentration, Courses

Professors Donald E. Vaughn, Ph.D., C.P.A. Edward L. Winn, D.B.A. (Chair-Associate Professor Gola E. Waters, Ph.D.

Assistant Professors Hussein H. Elsaid, Ph.D. Fred J. Naffziger, J.D. C. Ronald Sprecher, Ph.D. R. Stanley Tyler, J.D. Instructor Richard B. Corbett, M.B.A.

The financial implications of decisions in both business and government are daily becoming more complex. Within the firm, financial considerations permeate the central decisions of research, engineering, production and marketing. Within governmental activities, sophisticated financial techniques are becoming increasingly important. The financial executive thus takes a key role in the successful management of both business and governmental operations.

The finance curriculum offers two areas of specialization to meet the varied interests of students: (1) financial management and (2) financial institutions. The financial management program provides the background for a career in the financial operations of business firms and public institutions. The financial institutions specialization is designed for those interested in the operations of financial intermediaries and financial markets.

Bachelor of Science Degree, SCHOOL OF BUSINESS

General Studies Requirements 67 (For detailed description, see School of Business information, page 47.)

* Requirements for Concentration in Finance	40
Administrative Sciences 361 or Marketing 390 4	
Economics 315	
Finance 271, 323, 421	
One of the following specializations	
Financial Management	
Finance 422 4	
Select four: Finance 324, 475, 480, Accounting 475, Ad-	
ministrative Sciences 452, Economics 440, or Admin-	
istrative Sciences 479, Accounting 341, 351a, 351b 16	
Financial Institutions	
Finance 325	
Select four: Finance 324, 326, 327, 328, 372, Economics	
440, or Administrative Sciences 479 16	
Electives	29–30
Total	192

^{*} For information regarding requirements for concentration in Finance effective through Summer 1972, consult department or Academic Advisement Center, School of Business.

Courses

271-4 Business Law I. Legal problems arising from situations involving contracts and agency and business organizations.

301-1 to 6 Readings in Finance. Readings in classical and current writing on

selected topics in various areas in the field of Finance.

305-4 Personal Finance. An introduction to the problems of personal financial asset management, including income and expense budgeting. Emphasis also placed on consumer credit, insurance, investments, home ownership and taxation. (Not open to students with concentrations in the School of Business.) 320-4 Introduction to Business Finance. Principal problems of managing the finance function of a business firm. Emphasis on asset acquisition and management, and financial structure planning and management. Prerequisite: Accounting 251b, Economics 215, GSD 110.

323-4 Investments. Survey of the problems and procedures of investment management; types of investment risks; investment problems of the individual

as well as the corporation.

324-4 Security Analysis. Application of investment principles to investment policy; analytical principles and techniques; analysis of fixed income corporate securities, of senior securities with speculative features, of common stocks, of government and municipal securities, and of investment company securities. Prerequisites: Finance 323.

325-4 Financial Markets. Operations of capital markets. Sources and uses

of funds of financial institutions. Prerequisite: Economics 215.

326-4 Management of Financial Institutions. Principal policies and problems which confront top management. Emphasis on liquidity loans, investments, deposits, capital funds, financial statements, organization structure, operations, personnel, cost analysis, and public relations. Prerequisite: 320, Economics 315. 327-4 Insurance and Risk Management. Fundamentals of insurance and risk management including a study of selected insurance contracts and alternative methods of controlling risk exposures.

328-4 Real Estate. Problems of real estate ownership, management, financing,

and development.

370-4 The Legal and Social Environment of Business. Legal, social, and political forces that influence business and businessmen.

372-4 Business Law II. Legal problems arising from situations involving sales,

commercial paper, secured transactions, and property.

421-4 Management of Business Finance. The principal problems of managing the financial operations of an enterprise. Emphasis upon analysis and solutions of problems pertaining to policy decisions. Prerequisite: 320.

422-4 Advanced Financial Management. The development of ability to use

sophisticated analytical tools by the discussion of case situations dealing primarily with capitalization, return on investment, and cost of capital. Pre-

requisite: 421.

430-4 Business Finance. An introductory course combining both a description of the structure of business financing and an analysis of functional finance

from a managerial viewpoint. Restricted to graduate students.

473-4 Government Regulation of Business. Social and economic assessment of environmental factors influencing business policies and strategies. Emphasis is placed on legislation affecting competition and allocation of the firm's products and resources. Prerequisite: senior standing.
475-4 Forecasting and Budgeting. Methods and problems associated with the

development of data used in planning financial activities. Prerequisite: 320. 480-4 International Financial Management. Financial behavior of multinational firms. Emphasis on the modifications of conventional financial models to incorporate uniquely foreign variables. Prerequisite: 320 and Economics 315.

Food and Nutrition

Department, Concentration, Courses

Professors Jennie Harper, Ph.D. Frank Konishi, Ph.D. (Chairman) Eileen E. Quigley, Ed.D. (Emerita)

Associate Professors Irene R. Payne, Ph.D. Pohle Wolfe, M.A. Professor Mary Assistant

Barnes, M.S. (Emerita) Lecturer Henrietta Becker, M.S.

Dietetics Specialization

coming dietitians in hospitals, college dormitories, industrial plan health clinics, laboratories, or public health and welfare organization. They meet the requirements of the American Dietetics Association.	be-
	ons.
	CIT
General Studies Requirements	67
Requirements for Concentration in Food and Nutrition with a Spe-	70
cialization in Dietetics	73
$GSA 301 \dots (4)$	
Accounting 250	
Administrative Sciences 385	
Chemistry 110, 240, 350	
Child and Family 227, 237	
Clothing and Textiles 127a	
Tamily Deconomics and Management 991, 911	
Food and Nutrition 100, 256, 320, 335, 356, 360a, 361, 362,	
363, 390, 420	
Home Economics Education 307	
Microbiology 301 5	
Electives	52
Recommended electives: Administrative Sciences 382; Family Eco-	
nomics and Management 332; Food and Nutrition 321, 360b, 421,	
490; Interior Design 131; Microbiology 421.	
Total	192
Foods in Business Specialization	
These courses are for students who desire to enter the business field	
	25
home service representatives for utility companies, as demonstrators	for
home service representatives for utility companies, as demonstrators manufacturers, or for other educational, experimental, and promotio	for
home service representatives for utility companies, as demonstrators manufacturers, or for other educational, experimental, and promotio work with household equipment and foods.	for nal
home service representatives for utility companies, as demonstrators manufacturers, or for other educational, experimental, and promotio work with household equipment and foods. General Studies Requirements	for
home service representatives for utility companies, as demonstrators manufacturers, or for other educational, experimental, and promotio work with household equipment and foods. General Studies Requirements	for nal 67
home service representatives for utility companies, as demonstrators manufacturers, or for other educational, experimental, and promotio work with household equipment and foods. General Studies Requirements	for nal
home service representatives for utility companies, as demonstrators manufacturers, or for other educational, experimental, and promotio work with household equipment and foods. General Studies Requirements	for nal 67
home service representatives for utility companies, as demonstrators manufacturers, or for other educational, experimental, and promotio work with household equipment and foods. General Studies Requirements Requirements for Concentration in Food and Nutrition with a Specialization in Foods in Business GSA 301 (4) Accounting 250 4	for nal 67
home service representatives for utility companies, as demonstrators manufacturers, or for other educational, experimental, and promotio work with household equipment and foods. General Studies Requirements Requirements for Concentration in Food and Nutrition with a Specialization in Foods in Business GSA 301 (4) Accounting 250 4 Administrative Sciences 385 4	for nal 67
home service representatives for utility companies, as demonstrators manufacturers, or for other educational, experimental, and promotio work with household equipment and foods. General Studies Requirements Requirements for Concentration in Food and Nutrition with a Specialization in Foods in Business GSA 301 (4) Accounting 250 4 Administrative Sciences 385 4 Chemistry 110, 240, 350 (8) + 4	for nal 67
home service representatives for utility companies, as demonstrators manufacturers, or for other educational, experimental, and promotio work with household equipment and foods. General Studies Requirements Requirements for Concentration in Food and Nutrition with a Specialization in Foods in Business GSA 301 (4) Accounting 250 4 Administrative Sciences 385 4 Chemistry 110, 240, 350 (8) + 4 Child and Family 227, 237	for nal 67
home service representatives for utility companies, as demonstrators manufacturers, or for other educational, experimental, and promotio work with household equipment and foods. General Studies Requirements Requirements for Concentration in Food and Nutrition with a Specialization in Foods in Business GSA 301 (4) Accounting 250 4 Administrative Sciences 385 4 Chemistry 110, 240, 350 (8) + 4 Child and Family 227, 237 6 Clothing and Textiles 127a 2	for nal 67
home service representatives for utility companies, as demonstrators manufacturers, or for other educational, experimental, and promotio work with household equipment and foods. General Studies Requirements Requirements for Concentration in Food and Nutrition with a Specialization in Foods in Business GSA 301 (4) Accounting 250 4 Administrative Sciences 385 4 Chemistry 110, 240, 350 (8) + 4 Child and Family 227, 237 6 Clothing and Textiles 127a 2 English 390 3	for nal 67
home service representatives for utility companies, as demonstrators manufacturers, or for other educational, experimental, and promotio work with household equipment and foods. General Studies Requirements Requirements for Concentration in Food and Nutrition with a Specialization in Foods in Business GSA 301 (4) Accounting 250 4 Administrative Sciences 385 4 Chemistry 110, 240, 350 (8) + 4 Child and Family 227, 237 6 Clothing and Textiles 127a 2 English 390 3 Family Economics and Management 324, 331, 332, 341 14	for nal 67
home service representatives for utility companies, as demonstrators manufacturers, or for other educational, experimental, and promotio work with household equipment and foods. General Studies Requirements Requirements for Concentration in Food and Nutrition with a Specialization in Foods in Business GSA 301 (4) Accounting 250 4 Administrative Sciences 385 4 Chemistry 110, 240, 350 (8) + 4 Child and Family 227, 237 6 Clothing and Textiles 127a 2 English 390 3 Family Economics and Management 324, 331, 332, 341 14 Food and Nutrition 100, 256, 320, 321, 335, 356 22	for nal 67
home service representatives for utility companies, as demonstrators manufacturers, or for other educational, experimental, and promotion work with household equipment and foods. General Studies Requirements Requirements for Concentration in Food and Nutrition with a Specialization in Foods in Business GSA 301 (4) Accounting 250 4 Administrative Sciences 385 4 Chemistry 110, 240, 350 (8) + 4 Child and Family 227, 237 6 Clothing and Textiles 127a 2 English 390 3 Family Economics and Management 324, 331, 332, 341 14 Food and Nutrition 100, 256, 320, 321, 335, 356 22 Home Economics Education 306 2	for nal 67
home service representatives for utility companies, as demonstrators manufacturers, or for other educational, experimental, and promotion work with household equipment and foods. General Studies Requirements Requirements for Concentration in Food and Nutrition with a Specialization in Foods in Business GSA 301 (4) Accounting 250 4 Administrative Sciences 385 4 Chemistry 110, 240, 350 (8) + 4 Child and Family 227, 237 6 Clothing and Textiles 127a 2 English 390 3 Family Economics and Management 324, 331, 332, 341 14 Food and Nutrition 100, 256, 320, 321, 335, 356 22 Home Economics Education 306 2 Marketing 301, 363 8	for nal 67
home service representatives for utility companies, as demonstrators manufacturers, or for other educational, experimental, and promotio work with household equipment and foods. General Studies Requirements Requirements for Concentration in Food and Nutrition with a Specialization in Foods in Business GSA 301 (4) Accounting 250 4 Administrative Sciences 385 4 Chemistry 110, 240, 350 (8) + 4 Child and Family 227, 237 6 Clothing and Textiles 127a 2 English 390 3 Family Economics and Management 324, 331, 332, 341 14 Food and Nutrition 100, 256, 320, 321, 335, 356 22 Home Economics Education 306 2 Marketing 301, 363 8 Microbiology 301 5	for nal 67 74
home service representatives for utility companies, as demonstrators manufacturers, or for other educational, experimental, and promotio work with household equipment and foods. General Studies Requirements Requirements for Concentration in Food and Nutrition with a Specialization in Foods in Business GSA 301 (4) Accounting 250 4 Administrative Sciences 385 4 Chemistry 110, 240, 350 (8) + 4 Child and Family 227, 237 6 Clothing and Textiles 127a 2 English 390 3 Family Economics and Management 324, 331, 332, 341 14 Food and Nutrition 100, 256, 320, 321, 335, 356 22 Home Economics Education 306 2 Marketing 301, 363 8 Microbiology 301 5 Electives	for nal 67
home service representatives for utility companies, as demonstrators manufacturers, or for other educational, experimental, and promotion work with household equipment and foods. General Studies Requirements Requirements for Concentration in Food and Nutrition with a Specialization in Foods in Business GSA 301 (4) Accounting 250 4 Administrative Sciences 385 4 Chemistry 110, 240, 350 (8) + 4 Child and Family 227, 237 6 Clothing and Textiles 127a 2 English 390 3 Family Economics and Management 324, 331, 332, 341 14 Food and Nutrition 100, 256, 320, 321, 335, 356 22 Home Economics Education 306 2 Marketing 301, 363 8 Microbiology 301 5 Electives Recommended electives: Clothing and Textiles 304; Family Eco-	for nal 67 74
home service representatives for utility companies, as demonstrators manufacturers, or for other educational, experimental, and promotion work with household equipment and foods. General Studies Requirements Requirements for Concentration in Food and Nutrition with a Specialization in Foods in Business GSA 301	for nal 67 74 41
home service representatives for utility companies, as demonstrators manufacturers, or for other educational, experimental, and promotion work with household equipment and foods. General Studies Requirements Requirements for Concentration in Food and Nutrition with a Specialization in Foods in Business GSA 301 (4) Accounting 250 4 Administrative Sciences 385 4 Chemistry 110, 240, 350 (8) + 4 Child and Family 227, 237 6 Clothing and Textiles 127a 2 English 390 3 Family Economics and Management 324, 331, 332, 341 14 Food and Nutrition 100, 256, 320, 321, 335, 356 22 Home Economics Education 306 2 Marketing 301, 363 8 Microbiology 301 5 Electives Recommended electives: Clothing and Textiles 304; Family Eco-	for nal 67 74 41

Food and Nutrition Science Specialization

These courses give a strong scientific education to those interested preparing for graduate study in food, nutrition or related disciplines research in university, industrial or governmental laboratories; or for cational and promotional work in industry or public health organizations and studies Requirements	; for edu-
agement 331; Psychology 211a,b.	
Total	192
Institution Management Specialization	
These courses prepare students to fill positions as food service mana for residence halls, hotels, tearooms, school lunchrooms, and industria commercial restaurants. They meet the requirements of the Natic Restaurant Association. General Studies Requirements Requirements for a Concentration in Food and Nutrition with a Specialization in Institution Management GSA 301 (4) Accounting 251a,b 8 Administrative Sciences 382, 385 8 Chemistry 110, 240, 350 (8) + 4 Child and Family 227, 237 6 Clothing and Textiles 127a 2 Family Economics and Management 331, 341 7 Finance 271 4 Food and Nutrition 100, 256, 320, 335, 360a, 360b, 361, 362, 363 32 Home Economics Education 306 2 Microbiology 301 5 Psychology 320 4	al or
Electives	43
Recommended electives: Interior Design 131; Food and Nutrition 321, 371, 390, 420; Family Economics and Management 332; Microbiology 421.	
Total	

Courses

100-3 Fundamentals of Nutrition. Emphasis on basic principles of food and

nutrition in relation to personal health.

106-3 Fundamentals of Foods. An introduction to the basic principles and techniques of food preparations. Not open to students specializing in Food and Nutrition or Home Economics Education.

247-6 (2,2,2) The School Lunch Program. (a) Food purchasing; (b) quantity food production, and (c) nutrition practices in the school lunchroom.
256-5 Science of Food. Application of scientific principles to food prepara-

tion. Prerequisites: 100, Chemistry 110 and 240 or equivalent.

320-3 Nutrition. Principles of nutrition in relation to intermediary metabolism and the role of vitamins and minerals. Prerequisites: 100, Chemistry 110 and 240.

321-3 Food and Nutrition Demonstration. Emphasis on principles of food and nutrition including food standards and demonstration techniques. Field

trip. Prerequisite: 256.

335-4 Meal Management. The selection, purchase, preparation and service of food with emphasis on time and money management. Prerequisite: 256. 356-4 Experimental Foods. Experimental approach to the study of factors influencing the behavior of foods. Individual problems. Prerequisite: 256. 360-8 (4,4) Quantity Food Production. (a) Use of power equipment, standardized formulas, and techniques of quantity preparation and service of food to large groups; (b) Practical experiences in area food service units. Prerequisite: 256.

361-3 Food Service Organization and Management. Policies, budgets, supervision, and personnel in feeding large groups. Prerequisite: 256 or consent of

instructor.

362-3 Institution Equipment and Layout. Selection and arrangement of various types of institutional food service equipment, including materials, construction, operation, cost, use and care. Field trip. Prerequisite: 256.
363-3 Food Purchasing for Institutions. Principles and methods of purchasing

food in quantity. Field trip. Prerequisite: 256.

371-6 Field Experience. Opportunity for supervised learning experiences in the student's area of concentration. Consent of instructor and chairman.

390-3 Diet Therapy. Study of physiological and biochemical changes in certain diseases with emphasis on those involving nutritional therapy. Prerequi-

420-3 Recent Developments in Nutrition. Critical study of current scientific literature in nutrition. Prerequisite: 320 or equivalent.

421-3 Recent Trends in Food. Critical study of current scientific literature in food. Prerequisite: 320 or equivalent.

481-2 to 4 Readings. Supervised readings for qualified students. Prerequisites:

320 or consent of chairman and instructor.

490-3 Nutrition and Growth. Lectures, readings, and discussions on nutrition in relation to human growth. Prerequisites: 320 or equivalent.

500-4 Research Methods.

515-1 to 6 Seminar.

520-3 Advanced Nutrition.

556-4 Advanced Experimental Foods.

572-2 to 8 Special Problems.

599-1 to 9 Thesis.

Foreign Languages

Department, Courses

Professors Albert W. Bork, Doctor en Letras D. Lincoln Canfield, Ph.D. J. Cary Davis, Ph.D. (Emeritus) David L. Gobert, Ph.D. Hellmut A. Hartwig, Ph.D. (Chair-

Nguyen Dinh Hoa, Ph.D.

Joseph R. Kupcek, Ph.D. Vera L. Peacock, Ph.D. (*Emerita*) Hensley Woodbridge, Ph.D. Associate Professors Vernon L. Ander-

son, Ph.D. Howard French, Ph.D. James A. Kilker, Ph.D. Helmut Liedloff, Ph.D.

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Madeleine M. Smith, Ph.D. (Emerita) Assistant Professors Steven Hartman, Ph.D. W. L. Meinhardt, Ph.D. Joan O'Brien, Ph.D. Olga Orechwa, Ph.D. Maurice O'Meara, Ph.D. Guenter Pfister, Ph.D. Igor Shankovsky, Ph.D. Marie-Jose Southworth, Ph.D. Charles Speck, J.C.D. James H-Y Tai, Ph.D. Maxine Vogely, Ph.D. Instructors Judith Aydt, M.A. Nadyne Bork, M.A. Gwendolyn Brackett, M.A. Jerrilyn Emison, M.A.	Harold Felty, M.A. Ingrid Gadway, M.A. John Gadway, B.A. Frank Gunderson, M.A. Anthony Integlia, M.A. J. L. Martin, Jr., M.A. Bonnie Quinn, M.A. Catherine Raizis, M.A. Roswitha Rochette, M.A. Robert VanGorder, M.A. Mildred Wilkinson, M.A. Annie Woodbridge, M.A. Robert Wosylus, M.A. Lecturer Arnold Ulner, M.A. Visiting Professor Ching-Ho Chen D.Litt.
Concentrations are offered in Classica and Spanish. Courses are also offered Greek, and Italian. Qualified student examinations for FL 201–9. A stude ficiency in 220–6 unless he has passed dent has had 4 years of one foreign pected to begin with 300 level course	ed in Chinese, Portuguese, Classica is are encouraged to take proficiency ent is not eligible to apply for pro- ed the corresponding 201. If the stu- n language in high school, he is ex-
Bachelor of Arts, college of	LIBERAL ARTS AND SCIENCES
General Studies Requirements (Inch Supplementary Two-Year College Re 1 year Mathematics	$\begin{array}{cccccccccccccccccccccccccccccccccccc$
* GSC FL does not satisfy GSC requirements for Bachelor of Arts, COLLEGE OF (secondary school certification	LIBERAL ARTS AND SCIENCES,
General Studies Requirements (Inclusupplementary Two-Year College Regarder Mathematics GSC Foreign Language Foreign Language 201a,b,c Foreign Language. Includes FL 201-Secondary Education Electives	$egin{array}{llllllllllllllllllllllllllllllllllll$
Total	
* GSC FL does not satisfy GSC requirements for	a major in LA&S.

Bachelor of Science, College of Education

General Studies Requirements

170 / Undergraduate Catalog	Chapter 4
Foreign Language	
Secondary Education	

 $Total \dots$

. 192

European and Russian studies, history.

³ Electives may contribute to a teaching minor. If it is in a second foreign language, state certification requirements may be met by counting GSC-FL courses or by doing additional work.

⁴ FL 453-4 must be taken instead of Secondary Education 315.

The student who has completed only one year of foreign language in high school will usually begin with the first quarter of the first-year course in General Studies. The student who has completed two or more years of high-school French, German, Russian, or Spanish is required to take a placement/proficiency examination administered by the Counseling and Testing Service. ficiency examination administered by the Counseling and Testing Service. This will determine at which course level of the language the student will be placed. Students having completed two or more years of high-school foreign language other than French, German, Russian, or Spanish will usually begin with the second-year course.

Secondary Concentration

A secondary concentration in a foreign language is constituted by from 26-30 hours in courses 200 level and above. See individual languages for specific requirements. State certification requirements may be met by counting GSC-FL courses or by doing additional advanced work.

General Foreign Language Courses

Courses

410-15 (5,5,5) Uncommon Languages (Intermediate Vietnamese). Prerequisite:

GSC 250 G,H,I, or equivalent. (See Linguistics 410.) 420-4 Modern Vietnamese Theater or Drama. Hat Boi (VN Opera), Hat Cheo (Popular Theater from North VN), Cai Luong (Modernized Opera and Musical), Thoai Kich (Modern Theater), and Kich Tho (Lyric Theater). Emphasis on the main plays, the stage techniques, and the literary and social meaning of those various forms of VN theater. Prerequisite: Linguistics 420 or consent of instructor.

430-3 Vietnamese Poetry. Classical and modern poetry. Emphasis on masterpieces and leading figures such as Ng Trae, Ng B Khiem, the authors of Chinh Phu Ngam and Cung Oan, Ng Huy Tu, Ng Du and the Kim Van Lieu, Ng Cong Tru, and the new poetry with the impact foreign poetry had on it. Prerequisite: Linguistics 420.

453-4 Methods in Teaching Modern Foreign Languages. Survey of general principles of second-language teaching, based upon insights of modern linprinciples of second-language teaching, based upon insights of modern linguistics and learning-psychology. Followed by intensive practical work in classroom and language laboratory with teachers experienced in the student's specific language field. Required of prospective teachers of modern foreign languages in secondary schools. Prerequisite: concurrent or prior enrollment in 300-level course in French, German, Russian, or Spanish.

477-3 Contemporary Vietnamese Prose. Open to advanced students. Short stories, novels, and essays (main trends and evolution). Emphasis on works of prominent authors since 1920, such as Nguyen V. Vinh, Pham Quynh, H. N. Phach, Ng. Tr. Thuat, P. K. Binh, Khai Hung, and the recent generation. Prerequisite: Linguistics 410.

497-9 (3.3.3) Survey of Vietnamese Literature. Readings and analysis of

497-9 (3,3,3) Survey of Vietnamese Literature. Readings and analysis of selected works of Vietnamese literature from the beginning to the present time. Knowledge of Chinese characters and demotic characters not necessary, since all texts will be in Roman script. Presented in Vietnamese. Prerequisite: equivalent of two years of Vietnamese.

¹ See individual language listings for requirements.

² The secondary concentration may be in any field which supports the student's projected career. Among recommended fields are another foreign language, English, linguistics, philosophy,

Chinese

Courses

120-3 (1,1,1) Chinese Conversation. Conversation and oral drill taken with GSC 120 by students who wish additional oral training: elected only by students enrolled in GSC 120.

201-15 (5,5,5) Intermediate Chinese. Designed to give the students a review of the Chinese language and its expansion, a reading ability of modern prose, and practice in conversation and composition. Must be taken in a,b,c sequence. Prerequisite: one year of college Chinese (GSC 120c) or equivalent.

315-2 to 6 Readings in Chinese. Readings in the contemporary Chinese such as the adaptations of the writings of Tsau Yu, Lau she, Hu shih, and Lu Synn.

Prerequisite: 201c.

Classical Studies

Concentration, Courses

This concentration gives students an opportunity to study an entire western civilization in its many diverse but related aspects. They study the literature, history, philosophy, religion, art, archaeology and law of Greek and Roman antiquity from the earliest beginnings in Greece to the fall of Rome for their intrinsic artistic value, their historical significance, and their power to illuminate man's problems in contemporary society. The ancient texts will be studied primarily in translation (unless the student wishes to specialize in the language aspect), under the guidance of instructors, however, who know the ancient literature in the original language.

This concentration is designed for 1) teaching in the general humanities, 2) for teaching high school Latin (in which case the student will take the maximum electives in the original languages and will take 32 hours in secondary education) or 3) as preparation for many possible specializations, e.g., law, graduate work in history, art, archaeology, political science, comparative literature, philosophy and religion.

Bachelor of Arts Degree, College of Liberal arts and Sciences

6 5
35
6
8–11
13–16

Courses

376-2 to 11. Independent Study in Classical Studies Program. Normally taken in course of junior and senior years to a total of at least eight hours under a professor participating in Classical Studies Program (Anthropology, Art, Foreign Languages, History, Philosophy, or Religious Studies). At end of senior level work, student will submit a research paper. Cross-listed with Anth 376, Art 376, Hist 376, Phil 376, RelS 376. Prerequisite: Consent of instructor and Classical Studies Section Head.

Greek

Courses

130-3 (1,1,1) Classical Greek Conversation. Class conducted in the language laboratory. Helps students studying elementary classical Greek. Prerequisite: concurrent enrollment in GSC 130.

concurrent enrollment in GSC 130.

201-9 (3,3,3) Intermediate Greek. Grammar review and composition. Selected readings. Taken in a,b,c sequence. Prerequisite: GSC 130c.

301-4 Greek Historians. Reading and discussion of selections from the histories of Herodotus, Thucydides, and Xenophon.

302-4 Plato. Reading and discussion of the Republic.

303-4 Aristotle. Reading and discussion of the Ethics.

311-8 (4,4) Homer. Reading and interpretation of selections from the Iliad and the Odyssey. Should be taken in a,b sequence.

313-4 Greek Tragedy. Reading of at least two plays from the works of Aeschylus, Sophocles, and Euripides.

315-2 to 8 Readings from Greek Authors. Flexible reading program of works not included in other courses. By special permission only. Prerequisite: 201c. GSC 320-3 Greek Literature in Translation.

GSC 330-3 Classical Mythology.

GSC 332-3 Classical Drama.

341-4 Themes in Greek Tragedies and the New Testament.

341-4 Themes in Greek Tragedies and the New Testament.

Latin

Courses

201-12 (4,4,4) Intermediate Latin. Composition and reading from various authors. Should be taken in a,b,c sequence. Prerequisite: GSC 133 or two years of high-school Latin.

301-4 Cicero's Essays and Letters. Prerequisite: 201c or equivalent. 302-4 Vergil's Eclogues and Georgics. Prerequisite: 201c or equivalent.

303-4 Tacitus. Prerequisite: 201c or equivalent.

304-2 Private Life of the Romans.

311-4 Roman Comedy. Prerequisite: 201c or equivalent.

312-4 Horace's Odes and Epodes. Prerequisite: 201c or equivalent.

313-4 Pliny's Letters. Prerequisite: 201c or equivalent.
315-2 to 8 Readings from Latin Authors. Flexible reading program in works not included in other courses.

326-4 Ovid's Metamorphoses. Prerequisite: 201c.

GSC 331-3 Latin Literature in Translation. GSC 332-3 Classical Drama.

335-4 Vergil's Aeneid. Prerequisite: 201c.

342-4 Composition. A careful study based on classic prose-writers. Prerequisite: 201c or equivalent.

French

Concentration, Courses

At least one course in history of France is recommended for all students majoring in French.

BACHELOR OF ARTS DEGREE, COLLEGE OF LIBERAL ARTS AND SCIENCES

French courses 200 level and above, including the following:	56
200 level: 201a,b,c-9; 220a,b,c-6 recommended 9-15	
300 level: 350–6, 352–2, 354–4, 397a,b,c–9	
400 level: 408–4, 461–4, and at least 3 literature courses 17	
French electives: Romance Philology, 410–4, and FL 453–4, are	
recommended 3–9	

BACHELOR OF SCIENCE (COLLEGE OF EDUCATION) OR BACHELOR OF ARTS (COL-LEGE OF LIBERAL ARTS AND SCIENCES) DEGREE WITH TEACHING CERTIFICATE

(FL 453–4 is taken in lieu of Sec Ed 315)

French courses 200 level and above, including the following: 56 200 level: 201a,b,c-9; 220a,b,c-6 recommended	3
400 level: 408–4, 461–4, and at least 3 literature courses 17	
French electives: Romance Philology, 410 is recommended 4-10	
SECONDARY CONCENTRATION	
French courses 200 level and above, including the following: 27-28	8
200 level: 201a,b,c-9; 220a,b,c-6 recommended 9-15	
300 level: 350-6 plus 352-2 and FL 453-4, or 350-6 plus	
354-4 and any one quarter of 397 a, or b, or c (3) 12-13	
French electives: 0–6	6

Courses

123-3 (1,1,1) French Conversation. Conversation and oral drill taken with GSC 123 by students who wish additional oral training: elected only by students enrolled in GSC 123. Parts may be taken singly.

175-15 Elementary and Beginning Intermediate French. Intensive training in basic skills of French, with emphasis on the spoken language. Equivalent to GSC 123-9, 123-3, and 201a-3. Thirty hours of instruction and active practice

per week. Prerequisite: consent of instructor.

201-9 (3,3,3) Intermediate French. Composition, oral practice, rapid reading of modern authors with special attention to the role of French culture in world civilization. Must be taken in a,b,c sequence. Prerequisite: GSC 123 or two years of high school French, or equivalent.

220-6 (2,2,2) Intermediate French Conversation. Development of oral skill on the intermediate level. Offered for 3 quarters at 2 hours per quarter; may be taken for credit each time. Prerequisite: 201c or concurrent registration in

any quarter of 201.

275–12 Intermediate French. Continuation of 175. Equivalent to 201b,c, 220.

Prerequisite: 175.

288-9 (3,3,3) French as a Research Tool. Reading of French texts with emphasis on grammar as a tool for reading comprehension; development of reading skills in various fields,; humanities, social studies, science; development of interpretative and translation skills in student's own discipline.

GSC 305-3 Contemporary French Drama.

350-6 (3,3) Advanced Composition and Conversation. Translation and composition. Taken in a,b sequence. Prerequisite: 210c or equivalent.

352-2 French Phonetics. French phonemics and phonetics, involving production of French sounds and English interference, the written representation of French sounds and the teaching thereof. Laboratory and dictation practice. Prerequisite: 201c or equivalent.

354-4 Introduction to Literary Analysis. Practice in rudimentary explications de textes of passages taken from representative works in French literature, with a view to developing the students' artistic sensibilities and improving

their analytical skills. Prerequisite: 350.

363-1 French Pronunciation and Diction for Music Majors. Introduction to rules of French phonetics, the development of students' skill in producing French sounds. Emphasis on pronunciation of terms, texts, and librettos. 375-5 Advanced French. Continuation of 275 and taken concurrently with it. Thirty hours of instruction and active practice per week. Equivalent to five hours of 300 level French language courses. Prerequisite: 175.

401-9 (3,3,3) French Literature of the 17th Century. (a) Tragedy; (b) Comedy; (c) Nondramatic literature. Prerequisite: 354, 397.
402-6 (3,3) Contemporary French Novel. (a) Major themes, forms, and techniques in the novel with particular emphasis on Gide, Proust, Malraux, Sartre, Camus, and Robbe-Grillet. (b) A study of the dramatic masterpieces of Giraudoux, Claudel, Anouilb, Sartre, Camus, Ionesco, and Beckett with respect to structure, technique, thomas, and language, May be taken out of respect to structure, technique, themes, and language. May be taken out of sequence. Prerequisite: 354, 397.

403-9 (3,3,3) French Literature of the 18th Century. (a) Theater; (b)

Novel; (c) Philosophic and Didactic Literature. Prerequisite: 354, 397.

408-4 French Civilization. Society, culture, social institutions, and the arts

0-14

of contemporary France. Lectures, slides, discussion. Prerequisite: 350 or consent of instructor.

409-3 French Romanticism in the Drama, Novel and Poetry. Prerequisite:

354, 397.

419-3 French Poetry from Nervel through Symbolism. Prerequisite: 354, 397. 429-6 (3,3) French Novel and Theatre, 1850-1930. (a) Realism, naturalism, and the reaction to these in the novel, from Flaubert through Barres. (b) Realism, naturalism, and symbolism in the theatre from mid 19th century to 1930. Prerequisite: 354, 397.

430-2 to 6 Travel-Study in France. Comprises part of the travel-study program in France. Prerequisite: participation in the French travel-study program. 461-4 French Stylistics. Aesthetics and theory of French literary expression through examination of various stylistics methods, and through stylistic analyses of excerpts from representative works of great French authors. Prerequisite: 350, 354, or consent of instructor.

498-3 Honors Seminar. Study of an author or a special topic. Restricted to undergraduates.

undergraduates. Prerequisite: consent of department.

499-4 Honors Essay. Individual exploration of some question, author, or theme of significance within the field of French literature or language. Restricted to undergraduates. Prerequisite: 498 and consent of department.

501-2 to 6 Seminar on a Selected French Literature.

509-2 to 6 Studies in 19th Century French Literature.

515-6 (3,3) Old French. 520-4 Graduate Composition. 522-2 to 6 Studies in 20th Century French Literature. 523-2 to 6 Studies in Medieval French Literature.

524-2 to 6 Studies in French Literature of the Renaissance.

526-2 to 6 Studies in 18th Century French Literature.
527-3 French Bibliography.
536-3 (1,1,1) Teaching French at the College Level. Prepares graduate students in French for teaching at the university level. Required of all teaching assistants in French. May not be counted to satisfy secondary certification requirements.

543-1 to 6 Research Problems. 599-2 to 9 Thesis.

German

Concentration, Courses

At least one course in history of Germany or Central Europe is recommended for all students majoring in German.

BACHELOR OF ARTS DEGREE, COLLEGE OF LIBERAL ARTS AND SCIENCES German courses 200 level and above, including the following: 55 200 level: 201a,b,c-9; 220a,b,c-6 recommended 300 level: 301a,b-8 (normally taken in senior year), 304a,b-8, 400 level: At least three literature courses (6-12); 408-4 is recommended 6 - 16German electives: FL 453-4 is recommended 0 - 16BACHELOR OF SCIENCE (COLLEGE OF EDUCATION) OR BACHELOR OF ARTS (COL-LEGE OF LIBERAL ARTS AND SCIENCES) DEGREE WITH TEACHING CERTIFICATE (FL 453 is taken in lieu of Sec. Ed 315) German courses 200 level and above, including the following: 55 200 level: 201a,b,c-9; 220a,b,c-6 recommended 300 level: 301a,b-8 (normally taken in senior year), 304a,b-8, 400 level: 401a,b-4, plus at least two literature courses (4-8); 408–4 is recommended 8 - 16

German electives

SECONDARY CONCENTRATION

German courses 200 level and above, including the following:		27
200 level: 201a,b,c-9; 220a,b,c-6 recommended	9-15	
300 level: 304a-4, 310a,b-8; 304b-4 or FL 453-4 are recom-		
mended	12-16	
German electives	0–6	

Courses

126-3 (1,1,1) German Conversation. Conversation and oral drill taken with GSC 126 by students who wish additional oral training: elected only by students enrolled in GSC 126. Parts may be taken singly. Prerequisite: concurrent enrollment in GSC 126.

201-9 (3.3,3) Intermediate German. Composition, oral practice, rapid reading of modern authors with special attention to the role of German culture in world civilization. Must be taken in a,b,c sequence. Prerequisite: GSC 126 or

two years of high school German, or equivalent.

220-6 (2,2,2) Intermediate German Conversation. Development of oral skill on the intermediate level. Offered for 3 quarters at 2 hours per quarter; may be taken for credit each time. Prerequisite: 201c or concurrent registration in any quarter of 201.

251-4 Scientific German. Study of vocabulary and sentence construction as commonly found in Germanic scientific writings. May be counted as the equivalent of German 201c. Prerequisite: one year college German or its

equivalent.

288-9 (3,3,3) German as a Research Tool. (a), (b) Basic grammatical structure and vocabulary necessary to a reading knowledge of the language. (c) Finalizes translation skills in the student's discipline. With consent of student's department, 288c satisfies the graduate school foreign language as a research tool requirement.

301-9 (3,3,3) Survey of German Literature to 1900. (a) Beginnings to 1530. (b) 1530-1780. (c) 1770-1900. Includes Old and Middle High German literature, baroque, enlightenment, Storm and Stress, Classicism, Romanticism, Biedermeier, Young Germany, Realism, and Naturalism. Prerequisite: 201c. 303-4 German "Novelle" in the Nineteenth Century. A study of representative

works from 1800 to 1900, with emphasis on the literary movements of that time.

304-12 (4,4,4) Advanced Composition and Conversation. Two quarters in sequence (a,b; b,c; a,c) are required for prospective teachers of German. Prerequisite: 201c.

310-4 Introduction to German Literature. Reading, analysis, and discussion of representative works from various periods of German literature. Pre-

requisite: 201c.

311-3 German Literature since 1945. An introduction to the work of outstanding writers in Germany since World War II. Lectures, reading of short stories, plays, poems, and short novels. Prerequisite: 201c.

312-4 German Drama in the Nineteenth Century. Kleist, Grillparzer, Hebbel.

Reading and discussion of representative works.

315-4 From Rationalism to Realism. Study of German literary works representing 18th Century Rationalism, "Sturm und Drang" and Romanticism leading to the literature of Realism; lectures and reports.

363-1 German Pronunciation and Diction for Singers. Limited to voice majors. Aids student singers in pronunciation and interpretation of the folk song, art

song, or aria they are learning.

401-4 (2,2) Goethe's Faust. (a) The Faust legend and early Faust books and plays; the genesis of Goethe's Faust: reading of Part I. (b) reading of Part II; study of symbolism such as blending of paganism with Christianity, of ancient Greek culture with Germanic culture. Must be taken in a,b sequence. 402-3 Advanced German Syntax. Descriptive and contrastive study of German syntax, with particular attention to the needs of prospective teachers.

403-3 German Ballads and Lyrics. A selective study of the foremost examples of German balladry and lyric poetry, ranging from the poetry of Klopstock and Buerger to that of Hesse, Benn, etc. Lectures, recitations.

404-4 Weimar and Its Aftermath. German writings from the inception of the Weimar Republic to the end of World War II, with special reference to the correlation existing between literary expression and social, economic and political conditions.

406-3 The German Comedy. Comic and satirical works in German Literature, with special emphasis on the "Lustspiel" since 1800; lectures, reports.
407-2 Great German Plays of the 20th Century. Study and selective readings

of outstanding stage successes; lectures, reports.

408-4 German Civilization. Intensive study of the German speaking areas of the world, with emphasis on the anthropological and sociological aspects of their respective cultures (Austrian, German, Swiss, "Reichs-deutsch," etc.);

lectures, reports.
411-6 (3,3) Middle High German. (a) Grammar, and selective readings in both MHG originals and NHG translations of such epics as the Nibelungenlied and Gudrun. (b) The Courtly epic poetry of such authors as Wolfram von Eschenbach, Gottfried von Strassburg, Hartmann von Aue, the lyric poetry of Walther von der Vogelweide, and didactic prose.

413-6 (3,3) German Linguistics. (a) Introduction to Comparative Germanic

Linguistics tracing relationships among Germanic languages on the basis of phonology, morphology, and syntax; (b) History of the German language; a survey of the development of German through the Old-, Middle-, and New-High-German periods; lectures, readings, reports.

497-1 to 2 Readings in 18th Century German Literature. Departmental ap-

proval required.

498-1 to 2 Readings in 19th Century German Literature. Departmental approval required.

499-1 to 2 Readings in 20th Century German Literature. Departmental approval required.

500-2 Seminar in Contemporary Literature.

501-2 to 6 Seminar on a Selected German Author.

506-2 Romanticism I. 507-2 Romanticism II.

509-4 (2,2) Old High German. 512-3 19th Century German Novel. 513-3 20th Century German Novel.

514-3 Seminar in Folklore.

533-3 Gothic.

536-3 (1,1,1) Teaching German at the College Level.

543-1 to 6 Research Problems.

554-3 German Classicism. 599-2 to 9 Thesis.

Greek

Courses

(See Classical Studies)

Italian

Courses

201-9 (3,3,3) Intermediate Italian. Development of listening, speaking, reading, and writing skills on the intermediate level, with special attention to the role of Italian culture in world civilization. Prerequisite: GSC 144 or 2 years of high school Italian or equivalent.

363-1 Italian Pronunciation and Diction for Singers. Limited to voice majors. Aids student singers in the pronunciation and in interpretation of the folk

song, art song, or aria they are learning.

Latin

Secondary Concentration, Courses

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Latin courses 200 level and abové: 2 201a,b,c 12 hours 300 level: FL 353-4 is recommended 15 hours	27
Courses	
(See Classical Studies)	
Portuguese	
Courses	
135-3 (1,1,1) Portuguese Conversation. Conversation and oral drill taken with GSC 135 by students who wish additional oral training. Elected only by students enrolled in GSC 135. Parts may be taken singly. 201-9 (3,3,3) Intermediate Portuguese. Composition, oral practice, rappreading of modern authors. Must be taken in a,b,c sequences. Prerequisit GSC 135c or two years of high school Portuguese, or equivalent.	u- id
Russian Concentration, Courses	
At least one course in Russian history is recommended for all studen majoring in Russian.	ts
BACHELOR OF ARTS DEGREE, COLLEGE OF LIBERAL ARTS AND SCIENCES	
Russian courses 200 level and above, including the following:	52
BACHELOR OF SCIENCE (COLLEGE OF EDUCATION) OR BACHELOR OF ARTS (COLLEGE OF LIBERAL ARTS AND SCIENCES) DEGREE WITH TEACHING CERTIFICAT	
200 level: 201a,b,c-9; 220a,b,c-6 recommended	52
Russian electives	
SECONDARY CONCENTRATION	
Russian courses 200 level and above, including the following: 2 200 level: 201a,b,c-9; 220a,b,c-6 recommended 9-15 300 level: 308a,b,c-9 are required; 330a,b,c-6 are recommended 9-15 Russian electives: FL 453 is recommended 0-8	26
Courses	
136-3 (1,1,1) Russian Conversation. Conversation and oral drill taken wit GSC 136 by students who wish additional oral training; elected only by students enrolled in GSC 136. Parts may be taken singly.	th u-

uents enrolled in GSC 136. Parts may be taken singly.

201-9 (3,3,3) Intermediate Russian. Composition, oral practice, rapid reading of modern authors with special attention to the role of Russian culture in world civilization. Must be taken in a,b,c sequence. Prerequisite: GSC 136 or two years of high school Russian, or equivalent.

220-6 (2,2,2) Intermediate Russian Conversation. Development of oral skill on the intermediate level. Offered for three quarters at 2 hours per quarter; may be taken for credit each time. Prerequisite: GSC 136c or concurrent

registration in any quarter of 201.

288-9 (3,3,3) Russian as a Research Tool. (a), (b) Basic grammatical structure and vocabulary necessary to a reading knowledge of the language. (c) Finalizes translation skills in the student's discipline. With consent of student's department, 288c satisfies the graduate school foreign language as a research tool requirement.

308-9 (3,3,3) Survey of Russian Literature. Historical survey of major movements, authors, and works in Russian to the present time. Should be taken in a,b,c sequence. Prerequisite: 201c.

320-1 to 4 Reading in Russian Literature. Selected readings in areas not governed in regular course work. Propagaints: 201c.

covered in regular course work. Prerequisite: 201c. 330-6 (2,2,2) Advanced Composition and Conversation. Based on the history of Russia and the cultural heritage of the Russian people. Should be taken

in a,b,c sequence concurrently with 308-9.

400-4 Travel-Study in USSR. Specialized course comprising part of the travel-study program in the Union of Soviet Socialistic Republics. Prerequisite: 201c

or equivalent.

405-4 Translation Techniques. Translation of material from social sciences; discussion of techniques, procedures, methodology, and the art of translation.

Prerequisite: 330c or consent of department.

408-4 Soviet Civilization. Present-day political, economic, and social institutions of the Soviet Union. Reading and translation from contemporary news media. Prerequisite: 330c or consent of department.

412-4 Russian Realism. Authors in the 19th century Russian literature. Spenior and individual class research.

cial attention to stylistic devices. Lectures, readings, and individual class re-

ports. Prerequisite: 308c or approval of department.

413-4 Russian Drama in the Nineteenth Century. Griboyedov, Gogol, Pushkin, and minor dramatists. Prerequisite: 308c or approval of department. 414-3 Russian Poetry from Zhukovsky to 1920. A study of Russian Poetry from Sentimentalism through Symbolism. Prerequisite: 308c or approval of department.

415-3 Russian Phonetics. Analysis of the sounds of Russian and their manner of production; intonation and stress; levels of speech, oral practice. Pre-

requisite: 201c.

416-4 Russian Poetry Since 1920. Literary trends and representative works of Russian poets such as Mayakovsky, Yevtushenko, Voznesensky, and others.

Prerequisite: 308c or approval of department.

425-3 Soviet Russian Literature. Major fiction writers and literary trends since 1917. Lectures, readings and reports. Prerequisite: 308c or approval of

department.

462-4 Russian Stylistics. Writing style in Russian and its application to the development of skill in written expression. Advanced work in the principles of Russian grammar and composition. Prerequisite: 308c or approval of department.

500-2 Seminar in Contemporary Russian Literature.

501-2 Seminar on a Selected Russian Author.

503-2 Seminar on 19th Century Russian Literature.

510-3 Russian Literature of the 18th Century. 514-6 (2,2,2) History of the Russian Language. 520-8 (4,4) Russian Linguistics.

543-1 to 6 Research Problems. 599-2 to 9 Thesis.

Spanish

Concentration, Courses

At least one course in history of Spain or Latin America is recommended for all students majoring in Spanish but may not be counted toward the major. One year of Portuguese is also recommended.

BACHELOR OF ARTS DEGREE, COLLEGE OF LIBERAL ARTS AND SCIENCES ...

Spanish courses 200 level and above, including the following:

200 level: 201a,b,c-9; 220a,b,c-6 15

300 level: 301 required prior to taking 310 and 333; 310a,b,c-9; and 333a,b,c-9 (at least 3 of the 6 courses required; at least one in 310 and 333; may take all 6.)		
302a,b–6	18	
400 level: At least three literature or linguistic courses	9	
415 required	4	
Spanish electives: 305 and FL 453-4 recommended	6	
BACHELOR OF SCIENCE (COLLEGE OF EDUCATION) OR BACHELOR OF AI (COLLEGE OF LIBERAL ARTS AND SCIENCES) DEGREE WITH TEACHICERTIFICATE	NG	52
(FL 453 is taken in lieu of Sec Ed 315)		
Spanish courses 200 level and above, including the following:		
200 level: 201a,b,c-9; 220a,b,c-6	15	
300 level: 301–3 required before 310a,b,c–9; and 333a,b,c–9		
(at least 3 of the 6 courses required; at least one in		
310 and 333; may take all 6.) 320a,b-6	18	
400 level: At least three literature or linguistic courses	9	
415 required	4	
Spanish electives 305 recommended	3	
SECONDARY CONCENTRATION		30
Spanish courses 200 level and above, including the following:		
200 level: 201a,b,c–9; 220a,b,c–6	15	
300 level: 301–3 required before 310a,b,c (or 333a,b,c)–9, (a	10	
400 level course or FL 453–4 may be substituted for		
one quarter of the 310 or 333 sequence courses.)		
320a,b-6	15	
305–3 Highly recommended		
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Courses

140-3 (1,1,1) Spanish Conversation. Integrated with GSC 140. Complete sequence not required. Conversation and oral drill for students who wish additional audio-lingual training in small groups. Prerequisite: concurrent enrollment in GSC 140.

201-9 (3,3,3) Intermediate Spanish. Continuation of grammar. Exercises in language laboratory required. Introduction to cultural reading, plays, and short stories. Prerequisite: GSC 140 or 2 years of high school Spanish, or

equivalent.

220-6 (2,2,2) Intermediate Spanish Conversation. Practice in spoken Spanish. Prepared and impromptu group discussions on general topics and everyday situations. Frequent short talks by students. Prerequisite: GSC 140 or 2 years of high school Spanish, or equivalent.

288-9 (3,3,3) Spanish as a Research Tool. (a), (b) Basic grammatical structure and vocabulary necessary to a reading knowledge of the language. (c) Finalizes translation skills in the student's discipline. With consent of student's department, 288c satisfies the graduate school foreign language as a research tool requirement.

301-3 Intermediate Readings in Spanish. Improves skills in reading Spanish.

Prerequisite: 201c or equivalent.
305-3 Advanced Conversation. Improvement of self-expression and oral comprehension. Expansion of vocabulary and idioms emphasized through classroom and language laboratory work. Highly recommended for those students with a concentration in Spanish. Prerequisite: 201c, 220c. 310-9 (3,3,3) Survey of Spanish Literature. The literature of Spain to the

present. Should be taken in a,b,c sequence. Prerequisite: 301-3.

316-3 Civilizacion Espanola. A study of the cultural patterns and heritage of the Spanish people from earliest times to the present. Prerequisite: 201c or equivalent.

317-3 Civilization Latin Americana. Latin American civilization from Pre-

Columbian times to the present.

320-6 (3,3) Advanced Grammar and Composition. Required of students with a concentration in Spanish and any student planning to teach the language. Must be taken in a,b, sequence. Prerequisite: 201c or equivalent. 333-9 (3,3,3) Survey of Spanish American Literature. Spanish literature in

America from the conquest to modern times. Prerequisite: 301-3.

360-3 Travel-Study Course in Mexico. Lectures and course work at a Mexican university, in conjunction with the Latin American Institute's Study Abroad Program. Native professors and lecturers on occasion. Individual projects and reports. Prerequisite: advanced standing in Spanish or consent of department. 400-4 Travel-Study in Spain. Course taught as part of the travel-study tour in Spain. Usually given in the summer. Prerequisite: Participation in travel-study tour in Spain.

415-2 to 4 The Linguistic Structure of Spanish. Phonology and grammatical structure of Spanish. Examination of the features of the principal dialects.

Required of all majors.

425-4 History of the Spanish Language. Survey of development from the Middle Ages to the present day.

490-1 to 6 Readings in Spanish. Directed independent readings in a selected area. Prerequisite: consent of department.

536-3 (1,1,1) Teaching Spanish at the College Level.

IBERIAN

401-3 Spanish Novel of the 19th Century. Study of representative novels of

Fernan Caballero, Valera, Pereda, Galdos, etc.

402-3 Spanish Drama of the 18th and 19th Centuries. Reading of representative plays of the chief dramatists from Moratin to the Generation of 1898. 403-3 Spanish Poetry. General survey of Spanish poetry from its beginnings to 1900.

404-6 (3,3) Spanish Literature of the 20th Century. (a) The Generation of 1898. (b) Contemporary Novel and Essay. Main trends of the Spanish novel and essay since 1900.

440-6 (3,3) The Golden Age: Drama. Plays of Lope de Vega, Calderon, Tirso

de Molina, Ruiz de Alarcon, and others.

445-4 Cervantes. Don Quijote; other works assigned as collateral readings. 475-3 to 12 General Topics in Spanish. Selected topics in literature or linguistics of special interest for major concentrations in Spanish. 501–2 to 6 (2 per quarter) Seminar on a Selected Spanish Author.

505-3 The Picaresque Novel.

506-3 The Renaissance.

515-6 (3,3) Old Spanish. 520-3 Seminar in Syntax.

525-3 The Spanish Ballads. 543-1 to 6 Research Problems.

560-2 to 4 Spanish and Latin American Bibliography.

575-3 to 12 Advanced Topics in Spanish.

599-2 to 9 Thesis.

AMERICAN

421-3 Survey of Modernism in Spanish American Poetry. Study of its origins, characteristics and achievements.

422-3 Contemporary Spanish American Poetry. Spanish American poetry since modernism.

423-4 The Mexican Novel of the 20th Century. Emphasis on fiction dealing with the Revolution and related social problems.

424-4 Gaucho Literature. Study of the Gaucho as a social class and of the types of literature developed to portray and symbolize his way of life, attitudes and values.

426-3 The Mexican Short Story. Survey of the Mexican short story from pre-Conquest to the present.

427-3 Spanish American Drama. Works of Florencio Sanchez, Rodolfo Usigli, Armando Moock, Samuel Eichelbaum, Xavier Villarrutia, and others.

478-4 Seminar in Latin American Thought. (See Philosophy 478.) 500-2 to 6 (2 per quarter) Seminar in Latin American Literature.

535-3 Mexican Essayists of the 19th Century.

538-3 Seminar on Spanish American Poetry.

541-3 Seminar on Spanish American Literary Criticism.

543-1 to 6 Research Problems.

560-4 Spanish and Latin American Bibliography. 599-2 to 9 Thesis.

Romance Philology

Courses

410-4 Romance Philology I. Survey of phonology, morphology, and syntax changes in Romance languages in general; special attention to the developments in French and Spanish for students with concentration in these fields.

Forestry

Department, Concentration, Courses

Professors John W. Andresen, Ph.D. (Chairman)

Paul A. Yambert, Ph.D.

Associate Professors Margaret Kaeiser,

Dwight R. McCurdy, Ph.D.

Ali A. Moslemi, Ph.D.

Assistant Professors Carl A. Budelsky, Ph.D.

Raymond S. Ferell, Ph.D. James S. Fralish, Ph.D. Charles R. Hatch, Ph.D.

Fan H. Kung, Ph.D. Paul L. Roth, Ph.D.

Raymond M. Mischon, Instructors

George T. Weaver, M.A.

Adjunct Professors A. G. Chapman, Ph.D.

Eugene F. Landt, Ph.D.

Adjunct Associate Professor Loyal A. Mehrhoff, M.S.

Robert Phares, Ph.D.

Adjunct Assistant Professors Calvin F.

Bey, Ph.D. John K. Brownell, Ph.D.

Peter Yuen San Chen, Ph.D. Glenn A. Cooper, Ph.D. Ronald D. Lindmark, Ph.D. Craig Kendall Losche, Ph.D.

Howard N. Rosen, Ph.D. Richard D. Schlesinger, Ph.D. Adjunct Instructor David Funk, Ph.D. Richard J. Johnson, B.S.

There are two specializations offered within the concentration in forestry. Forest resource management includes instruction in forest production, multiple-use resource management, wood utilization science, and specialized courses in forest recreation planning and development. This specialization includes the ten areas of study in the forestry curriculum recommendations of the Society of American Foresters. Outdoor recreation resource management, provides training for management of the nation's outdoor recreation heritage. The courses offered are among those recommended by the National Parks and Recreation Association. One spring quarter of practical field courses is required. During this period, students live in the field, paying living and traveling expenses involved. (Students should consult with forestry adviser before making housing contract for junior year.) The recreation management student does not attend field camp, but instead travels through selected sections of the United States on a three-week field tour of outdoor recreation and park facilities in late August and early September.

Available to the Department of Forestry for teaching and research are the following: the Crab-Orchard National Wildlife Refuge; the Shawnee National Forest; the Union State Tree Nursery and Trail of Tears State Forest; many state parks and conservation areas; and the Kaskaskia Experimental Forest, together comprising over a million acres of forest land, all in the vicinity of the University. Also accessible for wood utilization teaching and research is a modern wood products plant located at the Vocational-Technical Institute east of Carbondale. The Southern Illinois University Experimental Forest and Giant City State Park provide additional facilities for teaching and research, especially during the spring camp. In addition, 30 staff members of the U. S. Forest Service Carbondale Research Center and the Crab Orchard National Wildlife Refuge are affiliated with the Department of Forestry and help to enrich the forestry program.

Bachelor of Science Degree, SCHOOL OF AGRICULTURE

FOREST RESOURCE MANAGEMENT

$\begin{array}{cccccccccccccccccccccccccccccccccccc$	67 93
Supporting Courses	16
Biology 307 (4) Botany 457 4	
Engineering Technology 363a	
Geology 220	
Plant Industries 301 5	
Zoology 316, 463 8	10
Electives	
Total	192
OUTDOOR RECREATION RESOURCE MANAGEMENT	
OUTDOOR RECREATION RESOURCE MANAGEMENT General Studies Requirements	67 105
General Studies Requirements	67 105
General Studies Requirements	67 105
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General Studies Requirements Requirements for Concentration in Forestry GSA 101-8 or Chemistry 122a and 123a or 122b and 123b (8) GSA 201, 303, 340 (8) + 6 GSB 102, 201b, 211b (16) GSD 101, 102, 103b, 110 (9) + 3 GSE 101, 106 (2) Accounting 250 4 Administrative Sciences 340, 341 8 Economics 214, 215 8 Finance 271 4 Forestry 350a, 365a, 410, 450, 451, 460 24 Geography 310a 4	67 105
General Studies Requirements Requirements for Concentration in Forestry GSA 101-8 or Chemistry 122a and 123a or 122b and 123b (8) GSA 201, 303, 340 (8) + 6 GSB 102, 201b, 211b (16) GSD 101, 102, 103b, 110 (9) + 3 GSE 101, 106 (2) Accounting 250 4 Administrative Sciences 340, 341 8 Economics 214, 215 8 Finance 271 4 Forestry 350a, 365a, 410, 450, 451, 460 24 Geography 310a 4 Government 360, 440 8 Mathematics 111a,b (5) + 5	67 105
General Studies Requirements Requirements for Concentration in Forestry GSA 101-8 or Chemistry 122a and 123a or 122b and 123b (8) GSA 201, 303, 340 (8) + 6 GSB 102, 201b, 211b (16) GSD 101, 102, 103b, 110 (9) + 3 GSE 101, 106 (2) Accounting 250 (2) Administrative Sciences 340, 341 (2) Economics 214, 215 (3) Finance 271 (4) Forestry 350a, 365a, 410, 450, 451, 460 (24) Geography 310a (30c) Government 360, 440 (30c) Mathematics 111a,b (5) + 5 Plant Industries 301, 304, 306a, 404 (5)	67 105
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Courses

104-3 Introduction to Forestry. Acquaints students with the broad field of multiple-use forestry. Special emphasis is given to forestry as a profession. Field trips. For students with a concentration in forestry or with instructor's consent. Only offered to freshmen or sophomore students.

221-4 Dendrology. Taxonomy and silvics of angiospermous and gymnospermous trees and shrubs. Field trips.

259-3 to 60 Technology in Agriculture. This is a designation for credit earned in technical or occupational proficiency when credit is to be established (by departmental evaluation) for work above the high school level. Prerequisite:

transfer from two-year program. 301-5 Soil Science for Foresters. (Same as Plant Industries 301.) Basic concepts of soil formation, classification, characteristics, chemistry, physics, and microbiology, and their relation to plant growth. Familiarizes the student with

the practical applications of theories. Prerequisite: GSA 101b.

306-3 Silvical Field Studies. The forest as a result of site and biotic factors. Influences of the forest on the site. Taught spring camp only. Prerequisite:

Biology 307 or equivalent.

320-4 Wood Technology. Structure, identification, and physical properties of wood. Prerequisite: GSA 201b.

330-2 Harvesting Forest Products. Principles of harvesting and transporting

forest products.

340-4 Forest Protection. The prevention, suppression, and effects of forest fires. The recognition and importance of insect pests, disease organisms, and other destructive agents in the forest. Taught spring camp only. Prerequisite: GSA 201a,b and Biology 307 or equivalent.

350-6 (3,3) Forest and Outdoor Recreation. Recreational use of forest and adjacent lands with emphasis on parks and national forests. Administration;

interpretation; trends in use and developments. Field trips.

360-4 Farm Forestry. The management of farm woodlands, measurement of logs, trees, and stands; planting and harvesting methods; improvement cuttings; uses and marketing of woodland products. Field trips. Forestry students

not admitted. 104 and 360 mutually exclusive.

363-7 (4,3) Forest Mensuration. (a) Principles and methods of measuring volume of trees, stands of timber, and rough wood products. Preparation of yield tables and growth studies. Field trips. Prerequisite: GSD 110. (b) Timber cruising, log scaling, and growth studies on Southern Illinois University. Experimental Forest and cooperating forest ownerships. Spring field trips. Pre-

requisite: 363a.

365-10 (4,3,3) Silviculture. (a) The theory and practice of applying ecological knowledge to economic management of establishment, composition, and growth of forest stands. Field trips. Prerequisites: 221, 301, and Biology 307. (b) Student participation in planting, weeding, thinning, pruning and improvement cuttings. Prerequisite: 365a (c) Applied systems of silviculture to commercially important timber species and types in the U.S. Prerequisite: 365b. 369-3 Forest Photogrammetry. Use of steroptic plotting instruments and

aerial photos to map and type forest stands.

381-1 to 2 Forestry Seminar. Discussion of problems in or related to forestry.

390-1 to 6 Special Problems in Forestry. Research and individual problems in

forestry. Prerequisite: consent of chairman.
391-1 to 6 Honors in Forestry. Independent research sufficiently important to require 3 hrs. per week of productive effort for each hour of credit. Prerequisite: junior standing, GPA of 4.0 with a 4.25 in the major and consent of the department chairman.

401-3 Advanced Forest Mensuration. Theory and practical problems in biometrics to obtain estimates of forest populations. Use of computers and

other advanced techniques. Prerequisites: 363-9 or equivalent.

410-3 Forest Management for Wildlife. Interrelations between forest practices and game. Forest protection from mammals and birds. Emphasis is on the treatment of the forest. Prerequisite: Zoology 463 and concentration in

forestry or consent of instructor.

420-4 Advanced Wood Technology. The study of wood as an industrial and structural material; the botanical, physical, chemical, and mechanical properties are discussed. The advantages and disadvantages of wood as a raw material are analyzed. Prerequisite: 320, Mathematics 111a,b or equivalent.

433-4 Forest Products Industries. Raw material requirements, the processes and the products of forest industries. The past, present, and the future economic status of each industry is briefly examined. Prerequisite: 320 or consent of instructor.

440a-4 Ecology of Grasses and Grasslands. (Same as Botany 440a.) Structure, analysis, and dynamics and grassland communities; structure and growth of individual species. Field and laboratory work. Prerequisite: Biology 307 or

consent of instructor.

450-4 Forest and Park Management. Fundamentals of management and administration of recreation forests. Development of forests and suburban parks under a forest environment. Review of current local, state, and Federal legislation applicable to forest recreation.

451a-3 Forest Park Plans. Fundamental and applied principles and elements involved in site, master, and comprehensive planning for outdoor recreation at the state, metropolitan, and federal level. Prerequisites: 350-6 or consent of

instructor.

451b-4 Park Design and Development. Basic planning and design principles of space, scale, and circulation applied to park and recreation areas at the state, metropolitan, and federal levels. Basic elements in park and recreation area site planning, selection and development. Prerequisite: 451a.

460-3 Forest, Park, Field Studies. Park conditions, visitors, and management practices in different county, state, and federal park systems in the United States. Extended field trip. Cost shared by students. Prerequisite: 350a.

465-2 Forest Field Studies. An extended trip to study forest conditions and management practices in different forest regions of the United States. Cost shared by students. Taught spring camp only. Prerequisites: 330, 363a, 365a. 466-3 Forest Watershed Management. Effects of treatment of forested watersheds on quality and quantity of water yield. Consideration of alternatives in water use and flood control. Prerequisite: 365a, PII 301, GSA 330, or consent of instructor.

470-8 (4,4) Economics of Forestry. (a) Production. Introduction to forestry economics; micro-economics of forestry production and conservation. Pre-requisite: Agricultural Industries 204, or Economics 215, or equivalent. (b) Marketing. Marketing in the forestry economy; introduction to aggregate planning in forestry including consumption and production goals. Prerequisite:

470a or consent of instructor.

471-4 Land Resources Economics. (Same as Agricultural Industries 471 and Economics 471.) The use of land as an economic variable in production of goods and services; land markets; group versus individual conflicts; elementary land resources planning techniques. Prerequisites: 470a or Agricultural Industries 350 or Economics 440.

475-4 Forest Management. The application of business procedures and technical forestry principles to manage properties for their resources and benefits. Prerequisite: 363, 365.

483-4 Urban Forest Management. Evaluates urban forests, city forest preserves, and city watersheds. Emphasis on urban environment (soil, water, atmosphere) and tree species adapted to it. Administrative and legislative problems and forestry practices considered. Expenses for 3-day field trip required. Prerequisite: 221 or knowledge of plant materials.

490-4 to 16 Practicum. Supervised practicum experience in a professional setting. Emphasis on administration, supervision, teaching, and program leadership in community, school, park, forest, institution, and other recreation settings. Prerequisite: consent of department.

520a-1 to 6 Readings in Forestry or Forest Recreation.

520b-1 to 6 Readings in Resource Economics.

520c-1 to 6 Readings in Forest Products or Wood Science.

570-4 Principles of Research.

575-1 to 6 Research.

581-1 to 6 Advanced Forestry Seminar.

588-1 to 12 International Graduate Studies.

599-1 to 9 Thesis.

General Science

General Studies Requirements	67
Requirements for Teaching Area	80
GSA 201a,b, 301, 312	
Chemistry 122a,b, 123a,b, 305b, 350, 460	
Physics 206a,b,c; 207a,b,c; 300, 309 310, 311	
Microbiology 301	
Botany 300, 301 8	
Electives	45
Total	192

Geography

Department, Concentration, Courses

Professors Ronald I. Beazley, Ph.D. Douglas B. Carter, Ph.D. David E. Christensen, Ph.D. Floyd F. Cunningham, Ph.D. (Emeritus)
Campbell W. Pennington, Ph.D. Theodore H. Schmudde, Ph.D. Frank H. Thomas, Ph.D. (Chairman)

Associate Professors David L. Jones, Ph.D.

Annemarie E. Krause, Ph.D.
(Emerita)
Marjorie Shank, M.A. (Emerita)
Assistant Professors Duane D. Baumann, Ph.D.
Sam B. Hilliard, Ph.D.
Daniel R. Irwin, M.A.
C. Gary Lobb, M.A.
David M. Sharpe, Ph.D.
Instructor A. Doyne Horsley, M.A.

The Department of Geography offers three programs to undergraduate students. They are the Bachelor of Science in Education, the Bachelor of Arts degree and the Bachelor of Science degree. A secondary concentration is required of all geography majors and should be arranged in consultation with the department.

Honors in geography is a special program available to the undergraduate student with an overall grade point average of 4.00 or better. During his junior year, the honors candidate should inquire about a three part package of training to develop his geographic research skills in the framework of Geography 487a, honors tutorial; Geography 487b, honors readings; and Geography 487c, honors (supervised) research. This sequence of courses must be supplemented by one advanced sequence of courses in 400-level geography. Eligible students must obtain the consent of the department prior to their enrollment in this program.

The core of training for undergraduate concentrations in geography involves 300- and 400-level courses. First, Geography 300 offers the student a basic background in geography. In this initial course, the student becomes acquainted with the viewpoint and methods of geography, with the concepts and theories of physical, economic, and cultural geography, and finally with the basic techniques and tools used by the geographer, namely maps and quantitative methods. In addition, fourteen hours of 400-level courses are required of geography majors. Several 400-level courses, some in sequential order, are offered in advanced physical, economic, regional, and cultural geography. The capstone of the program is Geography 490-tutorial. The tutorial offers the student an opportunity to work intimately with the faculty during the senior year and is required.

A geography major is encouraged to supplement his geographic preparation by taking an interdisciplinary minor by combining other fields of study which are related to his geography concentration. Students who

192

concentrate in physical geography could select appropriate courses from geology, plant industries, botany, forestry, or physics to fulfill that minor. An official minor from another department is acceptable.

Students minoring in geography must take Geography 300 and 20 hours of electives in geography at the 300- and 400-level. Social studies (12 hours and 24 hours concentration) students must take Geography 300 and complete their concentration with electives from geography.

Bachelor of Arts Degree, college of liberal arts and science	CES
General Studies Requirements	67
Foreign Language GSC FL-9 and FL 201-9 *	18 42
Geography 300, 490 8	
Geography electives to complete 42 hours with at least 14 hours at the 400-level in addition to 490	
Electives	
Total	192
Bachelor of Science Degree, College of Liberal arts and scien	NCES
General Studies Requirements	67
Mathematics: Math 111–10 and 150–10	20
Requirements for Concentration in Geography	42
Geography 300, 490	
at the 400-level in addition to 490	
Electives	
Total	192
* GSC FL does not satisfy the GSC requirement in the College of Liberal Arts and Sci	ences.
Bachelor of Science Degree, COLLEGE OF EDUCATION	
General Studies Requirements	67
College of Education Requirements for teacher certification	36
Guidance 305–4, Secondary Ed. 310–4. Secondary Ed.	
315–3 (or Geography 443–4), Secondary Ed. 352–16 28 Two electives from a list of 8 courses	
Requirements for Concentration in Geography	48
$GSC FL \dots (9)$	
Geography 300, 490	
Geography at least 14 hours at the 400-level	
Electives	41

Secondary Concentration

A secondary concentration in geography consists of 24 hours and includes Geography 300.

Courses

300-4 Introduction to Geography. The nature of geography, the kinds of

problems which it investigates, the methods which it uses. Preparation for

systematic geography.

302-4 Physical Geography, A study of the earth's physical surface, world distribution patterns of the physical elements, their relationship to each other and their importance to man. Field trip and laboratory work. Prerequisite: 300. 304-4 Economic Geography. Study of the spatial distribution and interaction of economic activities. Introduction to locational theory. Prerequisite: 300. 306-4 Cultural Geography. An overview of the geographic viewpoint in the study of the human occupance of the earth. Aspects of population, settlement, and political geography are treated, and a generalized survey of major world cultural areas is used to integrate course elements. Prerequisite: 300.

310-7 (4,3) Cartographic Methods. Properties of maps and air photos, their uses and sources; Map symbols, map projections and map construction. In-

troduction to the use of quantitative techniques as applied in geographic study. Laboratory. Prerequisite: 300.

324-4 Geographic Basis of Resource Management. Survey of major resources of United States with stress on problems of conservation and restoration. Emphasis on water, mineral, forest, grass, soil, wildlife, scenic, and recreational resources. Field trips.

GSA 330-3 Weather. GSA 331-3 Climate. GSB 354-3 Industrial Economics Geography.

362-4 Regional Geography of Europe. Introduces present-day Europe. Survey of the area and an investigation of problems and issues affecting the region. 363-4 Regional Geography of Mediterranean Lands and Southwestern Asia. Geography of northern Africa and the near East in a systematic context. Settlement and land use patterns, cultural history and diversity, and contemporary problems.

364-4 Regional Geography: Soviet World. Introduction to and survey of the Soviet world and investigation of problems and issues affecting the region. 365-4 Regional Geography of Subsaharan Africa. Analysis and explanation of emerging spatial pattern of socio-economic development in Africa as most meaningful to the geographer in assessing the continent's transition from tra-

ditional to modern political, social, and economic systems.

366–4 Regional Geography: Eastern and Southern Asia. Introduces present-day Eastern and Southern Asia. Survey of the area and an investigation of problems

and issues affecting the region.

367-4 Regional Geography of South America. Analysis of the landscapes of tropical and Andean South America. Historical background of current patterns and problems. Present and future development problems in terms of natural resources, economic, and agriculture systems, and ethnic and settlement patterns.

368-4 Regional Geography of Middle America. Interrelationships of groups of humans and their physical and social environments in Middle America. Emphasizes historical depth of perspective. Clarifies the origin of problems in

the region.

369-4 Regional Geography of Oceania. Introduces present day Oceania. Survey of the area and investigation of specific problems and issues affecting the

region.

404-7 (4,3) Advanced Economic Geography I. Deals with one or more of the following: transportation, manufacturing, agriculture, resources, trade and urban geography; depending on, and varying with, interests of instructors. Thus, a student may register more than one time. Emphasis will be directed at familiarizing the student with techniques of analysis, and at developing concepts and principles that underlie understanding of the phenomena and their geographic significance. Prerequisite: 304.

406-7 (4,3) Advanced Cultural Geography I. Deals with one or more of the following: population, settlement, ethnic characteristics, political factors; depending on, and varying with, interests of the instructors. Thus, a student may register more than one time. Emphasis will be directed at familiarizing the student with techniques of analysis and at developing concepts and principles that underlie understanding of the phenomena and their geographic

significance. Prerequisite: 306, or consent.

407-7 (4,3) Advanced Cultural Geography II. Content drawn from same broad range of topics as 406. To be altered with 406 to enable student to specialize further in cultural geography. Prerequisite: 306 or consent of depart-

410-8 (4,4) Advanced Geographic Techniques. Geographic applications of

cartographic and quantitative research techniques. Prerequisite: 310 or

416-8 (4,4) Advanced Cartography. Instruction and practice in the techniques of map-making and problems in map reproduction. Laboratory. Pre-

requisite: 310 or consent.

421A-4 Urban Geography. Emphasis on examination of extra-city relationshipstheory and structure, intra-city relationships-theory and structure, and selected urban problems. Offered once annually. Prerequisite: consent of department. 422-8 (4,4) Economics in Geography. (a) Concepts, symbols, theory, language. Theory and analysis, elementary mathematics, individual's preferences, production functions, the firm, markets, welfare economics, Pareto Optimality, and externalities. (b) Process, criteria, conditions. Certainty, uncertainty, and intertemporal criteria; public, private, and merit goods and services; multipliers; shadow prices, spatial and regional economic concepts; public expenditure criteria; free market allocation, comprehensive plans, and multiple objectives. Prerequisite: taken in a,b, sequence or consent of instructor.

424-4 Regional Problems in Conservation. The distribution, use, and interrelationship of the resources of the U.S. and the conservation techniques ap-

plied to them.

430-4 Theory of Environment. Exploration of the hypothesis that the physical environment works on local hydrology, soils, natural vegetation, agriculture, and landforms, through energy and moisture exchanges. Emphasis on model building for comparison of subsystems, to rate effectiveness of contrasting environments, and to project these consequences to environmental management questions. Prerequisite: consent of department.

432-12 (4,4,4) (a) Exchanges in environment. (b) Moisture exchanges in the environment. (c) Momentum exchanges in the environment. Prerequisite:

302, or 400, or consent of the department.

433-8 (4,4) Advanced Physical Geography. Topics may include landforms, climate, soil, or water. Varies with the interests of the instructor. Prerequisite: 302.

438–4 Applied Meteorology. (See Geology 438.)

440-2 to 6 Reading for Majors. Supervised readings in selected subjects. Pre-

requisite: advanced standing and consent of department.

443-4 Teaching of Geography. Presentation and evaluation of methods of teaching geography. Emphasis upon geographic literature, illustrative materials, and teaching devices suitable to particular age levels. Prerequisite: 300. 450-4 Physical Environmental Systems in Geography. Research in physical geography. Budgeting of energy, momentum, and matter to models of atmospheric diffusion and circulation. Emphasis on research problems in urban climatology, hydrometeorology, bioclimatology, medical geography, and climate geomorphology.

451-4 Resource Management Systems in Geography. Literature in resource management problems. Emphasis on theory methods of measurement and evaluation concerning implications of public policy. The role of resources in economic development and regional planning, water and related land resource problems, and environmental quality from a multi-disciplinary perspective. 452-4 Systems of Cultural Adaptation in Geography. Cultural-historical inquiry in geography. Emphasis on theory and methodology in the study of the relations between nature and culture, the evolution of livelihood forms, and cul-

tural persistence and change in a geographical context.

470-16 (4,4,4-8) Urban Planning. (Same as Government 470.) (a) Planning concepts and methods. (b) Field problems. (c) Planning and public adminis-

tration internship. Prerequisite: junior standing.

471-7 (4,3) Regional Planning. Examination of the viewpoint, methods and techniques of regional planning. Prerequisite: consent of instructor.

487-10 (2,4,4) Honors in Geography. (a) Honors tutorial (b) Honors reading (c) Honors supervised research a and b may be taken in any order but both must precede c. These three courses must be spread over the last two years of the undergraduate's career. Prerequisite: consent of the department.

490-1 to 12 (1 to 4, 1 to 4, 1 to 4) Tutorial in Geography. Individual and

small group conferences with staff members to examine geographic concepts.

(a,b,c) Prerequisite: Senior, concentration in geography.

500-4 Geographic Techniques I. 502-4 Principles of Research.

505-8 (2,2,2,2) Pro-seminar in Geography.

511-4 Philosophy of Geography.
514-2 Teaching of College Geography.
515-4 to 6 Field Course.
520-2 to 12 Seminar in Physical Geography.
521-2 to 12 Seminar in Economic Geography.
522-2 to 12 Seminar in Regional Geography.
523-4 to 12 Seminar in Cartography.
524-2 to 12 Seminar in Cultural Geography.
525-4 Seminar: Economics in Geography.
527-2 to 8 Seminar in Urban and Regional Planning.
530-2 to 10 Independent Studies in Geography.
540a-2 to 36 Research in Physical Geography.
540b-2 to 36 Research in Regional Geography.
540c-2 to 36 Research in Regional Geography.
540d-2 to 36 Research in Cultural Geography.
550-2 Introduction to Graduate Studies in Geography.
599-2 to 9 Thesis.
600-1 to 48 Dissertation.

Geology

Department, Concentration, Courses

Professors Russell R. Dutcher, Ph.D.
(Chairman)
Jen-Ho Fang, Ph.D.
Stanley E. Harris, Jr., Ph.D.
Associate Professors George D. Fraunfelter, Ph.D.
William Hood, Ph.D.
John E. Utgaard, Ph.D.

Assistant Professors Frank James
Bell, M.S.
Arthur Cohen, Ph.D.
Richard Davis, Ph.D.
Frank Ethridge, Ph.D.
Instructors Louis Bertoni, M.S.
Charles Frank, M.A.
James Grenda, M.S.
Paul Robinson, M.S.

In the field of geology a student may work toward either a Bachelor of Arts or Bachelor of Science degree.

The Bachelor of Arts degree requires a concentration in geology and a secondary concentration determined by consultation with the geology adviser.

The Bachelor of Science degree requires a concentration in geology and courses in chemistry, mathematics, and physics.

Having obtained a Bachelor of Arts degree, a student may continue his education toward a Master of Science degree although it may be necessary to absolve deficiencies in physics and mathematics.

Bachelor of Arts Degree, COLLEGE OF LIBERAL ARTS AND SCIENCES General Studies Requirements Supplementary Two-Year College Requirement in FL/Mathematics * Mathematics: Mathematics 111-10 and 150-10 Requirements for Concentration in Geology 68–69 Geology 220, 221, 302, 310a, 310b, 315, 331, 410, 415, 425a, 425b, 450a² 50 Geology 320 or 400 level course Chemistry 122a,b and 123a,b (Students entering with high school chemistry should begin with 122a and 123a) Physics 206a, 207a or 211a Secondary Concentration 24^{3} Electives 12 192

^{*} GSC FL does not satisfy GSC requirements in the College of Liberal Arts and Sciences.

Bachelor of Science Degree, COLLEGE OF LIBERAL ARTS AND SCIENCES

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General Studies Requirements 67
Supplementary Two-Year College Requirement in FL/Mathematics *
Mathematics: Mathematics 111–10 and 150–10
Requirements for Concentration in Geology
Geology 220, 221, 302, 310a, 310b, 315, 331, 410, 415, 425a,
425b, 450a ²
Geology 320 or 400 level course
Mathematics 252a, 252b 9
Chemistry 122a,b and 123a,b (Students entering with high
school chemistry should begin with 122a and 123a) 10
Chemistry 122c and 123c or 305a
Physics 206a, 206b, 206c, 207a, 207b, 207c, or 211a, 211b,
211c
<i>Electives</i>
Total
10:00

 Physics 206a, 207a, or 211a is substituted for GSA-101a.
 Chemistry 121a or b is substituted for GSA 101b.
 The summer field course in geology, Geology 450a, should be taken between the junior and senior years.

³ A secondary concentration is determined by consultation with the geology adviser. Concentration in chemistry, mathematics, physics, zoology, or biological sciences is reommended. Secondary concentration in other fields require the consent of the chairman of the Department of Geology.

* GSC FL does not satisfy GSC requirements in the College of Liberal Arts and Sciences.

Secondary Concentration

A secondary concentration consists of 24 hours, determined by consultation with the geology adviser.

Courses

220-3 Physical Geology. Introduction to the history of geologic concepts; study of the principal rocks and minerals; development of natural laws pertinent to an understanding of the earth's surface and near surface features, environments, and primitive life forms; introduction to map and air photo reading. Laboratory and field trips required. Prerequisite: high school or college chemistry.

221-3 Historical Geology. Presents in chronological order the procession of physical and biotic changes through which the earth has passed. Includes the physical history and evolution of life forms as evidenced by fossil records. Laboratory and field trips required. Prerequisite: 220 or consent of instructor,

elementary course in botany or zoology.

302-4 Structural Geology. A study of the forces involved in the deformation of the earth's crust, with special emphasis on the recognition, interpretation, and illustration of the resultant geologic structures. Laboratory. Prerequisite: 220, 221, Mathematics 111a,b. Recommended: Physics 111a or 211a or concurrent enrollment.

310–8 (4,4) Mineralogy I and II. (a) Non-silicate minerals. Rudiments of crystal structure, morphology, and symmetry. Crystal classes and stereographic projections. (b) Silicate minerals. Aspects of crystal chemistry. Prerequisite: 220, Chemistry 111b or concurrent enrollment.

315-4 Petrology. A study of the characteristics and classification of rocks, their origin and geologic distribution. Laboratory. Prerequisite: 310.

320-4 Economic Geology. Study of the geological aspects and origin, as well as the economic and political importance, of mineral resources. Prerequisite: 302 and 310b.

GSA 321-3 Introduction to Paleontology.

GSA 322-3 Rocks and Minerals.

331-4 Geomorphology and Map and Air Photo Interpretation. A study of land

forms and surface conditions, relating topographic features to the underlying rocks and structure and to processes of erosion, deposition, and earth movements. Laboratories consider techniques of observation, description, and analysis including use of many types of maps, air photos, infra-red, radar, satellite

and other geophysical sensing devices. Prerequisite: 220.

400-3 Earth Science Seminar. Two classroom meetings per week and two field trips on the observational, interpretive, and communicative aspects of earth science subjects. Prerequisite: 221 or 331; GSA 110b; GSA 330 or 331. 410-4 Stratigraphy and Sedimentation. The characteristic features of sedimentary rocks and their processes of origin; the classification of stratigraphic units, methods of correlation, and paleogeologic reconstruction. Laboratory. Prerequisite: 220, 221, 310a, 315, 425a,b or consent of instructor.

411-3 Mineralogy III. Elementary crystallography. Applications of physical principles to mineralogical problems. Prerequisite: 310a,b.

414-5 Paleobotany. (See Botany 414.)

415-3 Optical Mineralogy. The optical properties of minerals and the use of the petrographic microscope for identification of crystals by the immersion method and by thin section. Laboratory. Prerequisites: 310, Physics 208.

416-4 X-Ray Crystallography. Introduction to the study, measurement, and identification of unknown crystalline materials by X-ray diffraction techniques (especially the Debye-Scherrer methods). Upon request, students may work with unknowns from other fields of study. Prerequisites: 310, Mathematics 150. 420-8 (4,4) Geology of Petroleum. The geological occurrence of petroleum, including origin, migration, and accumulation; a survey of exploration methods and production problems and techniques. Laboratory study applies geological knowledge to the search for and production of petroleum. Laboratory. Prerequisites: 221, 302.

425-8 (4,4) Invertebrate Paleontology. (a) Principles of paleontology and a survey of important invertebrate phyla and their fossil representatives. (b) Paleoecology and continuation of 425a. Laboratory. Field trips required. Must

430-4 Physiographic Provinces of North America. Designed to give the student an intelligent appreciation of the evolution of land forms in the physiographic provinces of North America and to explain the surface features in a landscape. Prerequisite: 220.

435-8 (4,4) Hydrogeology. Introduces the geological factors in the origin, distribution, movement, and chemistry of natural water of the earth. Prerequisite: 220, Mathematics 150.

436-8 (4,4) Elementary Exploration Geophysics. Lectures on theory and interpretation of geophysical exploration methods. Laboratory to involve use of instrumentation and interpretation of field data. Field trips required. Prerequisite: 220 Physics 211 or concurrent appellment.

requisite: 220, Physics 211 or concurrent enrollment.

438-4 Applied Meteorology. (Same as Geography 438.) Analysis of meteorological patterns approached through study of several case histories. Evaluation logical patterns approached through study of several case histories. Evaluation of meteorological data, air mass and frontal analysis, development of weather forecasts, study of meteorological instruments, clouds, and precipitation patterns. Prerequisite: GSA 330 or consent of instructor.

440-1 to 4 Independent Study. Prerequisites: 220, 221, advanced standing.
450-12 (3,9) Field Geology. (a) Introduction to field techniques, principles of geologic mapping, and map interpretation. (b) Advanced field mapping including problems in stratigraphy, structure, paleontology, geomorphology, and economic geology. Written geologic report. Prerequisite: 302 and 315.
455-3 Engineering Geology. (See Engineering 455.)
460-4 Geological Data Processing. Two lecture and two laboratory periods each week for instruction in computer application to geological problems including the processing and programming of data and the interpretation and evaluation of results. Prerequisite: Engineering 222 or Mathematics 225.
470-9 (3,3,3) Earth Science for Teachers. Earth's dynamic system, and principles of the physical and earth sciences applied to man's environmental problems. Prerequisite: teaching experience.
482-4 Coal Petrology. Structural features and microscopy of coal seams. Origin and alteration of coal constituents. Includes field trips, study of coal specimens,

and alteration of coal constituents. Includes field trips, study of coal specimens, and techniques. Prerequisite: 220 and 221 or consent of instructor.

484-4 Palynology. Taxonomy, morphology, stratigraphic distribution, and ecology of fossil pollen, spores, and associated microfossils. Prerequisite: 220, 221, or consent of instructor.

510-8 (4,4) Sedimentation-Stratigraphy.

513-3 Advanced Geologic Data Analysis.

515-12 (4,4,4) Mineral Deposits.

520-12 (4,4,4) Advanced Petrology.

528-6 (3,3) Micropaleontology.

529-8 (4,4) Advanced Invertebrate Paleontology.

540-1 to 9 Advanced Studies.

541-1 to 9 Research.

582-3 Advanced Coal Petrology.

584-3 Advanced Palynology.

599-2 to 9 Thesis.

Government

Department, Concentration, Courses

Professors Abdul Abbass, Ph.D.

Orville Alexander, Ph.D. Ikua Chou, Ph.D.

Earl Hanson, Ph.D. Jack Isakoff, Ph.D.

H. B. Jacobini, Ph.D.

David Kenney, Ph.D.

Frank Klingberg, Ph.D. Robert McGrath, Ph.D.

Ward Morton, Ph.D.

Randall Nelson, Ph.D. (Chairman)

Marian Ridgeway, Ph.D. Max Sappenfield, Ph.D. Max Turner, Ph.D.

AssociateProfessors John Baker.

Ph.D.

Richard Dale, Ph.D.

Robert H. Dreher, LL.B. William Garner, Ph.D. Charles Goodsell, Ph.D.

William Hardenbergh, Ph.D. Manfred Landecker, Ph.D.

Joann P. Paine, Ph.D.

Leland Stauber, Ph.D.

Jack Vanderslik, Ph.D.

Stephen Wasby, Ph.D.

Assistant Professors Jnan Bhatta-

charyya, Ph.D.

Alfred Junz, M.A.

John Jackson, M.A.

Egon Kamarasy, Ph.D.

Samuel Long, Ph.D.

Roy Miller, Ph.D.

Milton Morris, Ph.D.

William Shade, Ph.D.

Instructors Mary Ann Armour, M.A. Rino Bianchi, M.A. Mark Levine, M.A.

William Turley, M.A.

A concentration in government is recommended for students who want to develop their ability to describe, predict, explain, evaluate, and understand the political behavior, beliefs, laws, and organizational arrangements of people in a variety of settings.

Students may choose courses in theory and methodology, American government and politics, comparative politics, public law, public administration, and international relations. There are also many individuallytailored interdepartmental programs, e.g. urban affairs, black studies,

community development, and crime and corrections. A concentration in government provides a foundation for a variety of careers in fields such as law or judicial administration; public service at the local, state, national, or international level; corporate administration or management; politically related activities such as lobbying, polling, journalism, and public relations; and in secondary or higher education and research. A concentration may also be selected by the nonprofessionally-oriented student with an interest in politics and public affairs.

A student planning to concentrate in government should consult with the academic adviser of the department as soon as possible in order to plan an orderly and coherent program. In addition any other member of the department's faculty will be pleased to consult with students regarding questions in his field of specialty.

It is recommended that government students meet the second-level requirements in GSB by taking 201-8. It is also recommended that they take Economics 214 as an elective because of the close relationship of economics and political science. In addition they should take GSB 211b, Government 200, 232, GSB 303 and 390, as these are prerequisites for many advanced courses in the department.

A government student is encouraged to take either a secondary concentration or its equivalent in hours in related fields. A student planning to pursue graduate work in government should, depending on his area of interest, acquaint himself with a foreign language or statistics and computer programming.

The department also encourages qualified students to pursue individual interests through honors-program courses such as Government 321, 350, and 490. A student interested in pursuing a specialized interest should contact the academic adviser of the department or a member of the fac-

ulty with whom he would be interested in working.

Bachelor of Arts Degree, College of Liberal arts and Sciences

General Studies Requirements	67
Supplementary Two-Year College Requirement in FL/Mathematics	21-25
1 year Mathematics	
GSC Foreign Language 9 *	
2nd year Mathematics or Foreign Language	
201a,b,c 9 to 11	
Requirements for Concentration in Government	48
GSB 211b	
Government electives, including GSB 3 courses offered by the de-	
partment, to total 48 hours distributed as follows:	
Four courses selected from the fields of International Affairs	
and Comparative Governments. One must be at the 400 level	
Four courses from three of the following fields: American Gov-	
ernment and Policy, Political Process, Public Administration	
and Organizational Behavior, and Political Theory	
Sufficient other courses in government to total 48 hours	
A minimum of 12 hours must be taken at the 400 level.	
Secondary Concentration (Recommended)	24
Electives	28–32
<u>Total</u>	192

^{*} GSC FL does not satisfy GSC requirements in the College of Liberal Arts and Sciences.

Bachelor of Science Degree, College of Education

A concentration in government for education requires 48 credit hours of work in the department. This work must be distributed among the subfields of the discipline in the same manner as the 48-hour requirement described above for the B.A. degree.

Every student enrolled in this program should seek regular advisement in the Department of Government to insure that department requirements will be fulfilled.

200-4 Introduction to Political Science. Philosophy, methodology, theories, approaches, and generalizations of the study of politics, end of the scope and subfields of political science.

232-4 State and Local Government. Structure, functions, and decision-making processes of governments in the United States. Prerequisite: 231 or GSB 211b. 301-4 Scope and Methods of Political Science. Analysis of major problems studied by political scientists and methods and techniques applied to these problems. Prerequisite: 200 recommended.

GSB 303-3 International Relations.

305-4 Development of the American Constitution. The origins and evolution of its fundamental ideas utilizing judicial, legislative, and other documentary

sources from Magna Charter to date. Prerequisite: GSB 211b or 231.

306-4 Introduction to Political Theory. Normative and testable theories in political science introduced and interrelated. Guidelines for applying those theories to empirical and ethical problems. Prerequisite: 200 recommended.

310-4 Politics and Public Policy. Public policy-making process in the U.S. evaluated and a wide range of public policy problems analyzed. Prerequisite:

231 or GSB 211b.
311-4 Regulation of American Capitalism. Susceptibility of corporate business

to public control as a fundamental issue of our society.

315-3 Administration of Justice. The organization and work of the American judicial system. Recommended for prelaw students. Prerequisite: 231 or GSB 211b.

321-1 to 6 Readings in Government. In-depth, introductory and advanced readings in areas not covered in other government courses. The student must submit a statement describing his topic and relevant reading materials to the Department of Government undergraduate adviser for approval before registering for this course.

330-3 Illinois Government. Development and functioning of Illinois state and

local governments. Prerequisite: 232 or junior standing.

335-4 Political Socialization. Focuses on interdisciplinary empirical theory and research on political learning relevant to (1) who, (2) learns what, (3) from whom, (4) under what circumstances, (5) with what effects. Prerequisite: 200 or, GSB 211b, or consent of instructor.

340-4 The Legislative Process. Review of theory and research or representation, demands, support, decision making, outcomes, and other aspects. Emphasis on U. S. Congress and state legislatures. Prerequisites: 231 or GSB 211b.

GSB 345-3 Introduction to American Foreign Policy.

350-4 Masterpieces of Political Science. Honors. Significant topics chosen for discussion by students and instructor. Prerequisite: President's Scholar and junior standing, or a 4.0 cumulative GPA, or consent of instructor.

360-4 Public Administration. Public bureaucracy. Theoretical, political, and practical issues or organization, staffing, financing, and other matters surveyed. U. S. institutions and behavior. Prerequisite: GSB 211b or 231.

361-3 Public Administration and Public Policy. Intensive examination of

problem areas illustrating administrative and management practices in public service and demonstrating linkages between politics and administration in our political system. Prerequisite: 360.

371-3 Problems of American Foreign Policy. An analysis of selected problems

in the field of American foreign policy. Prerequisite: GSB 345.

380-4 Political Parties. The development and work of American political par-

ties. Prerequisite: 231 or GSB 211b.

381-4 Public Opinion and Electoral Behavior. Nature and function of public opinion as related to electoral behavior. Sociological and psychological bases of voting behavior studied. Prerequisite: 200 recommended.

GSB 390-3 Introduction to Comparative Government.

GSB 392-3 Introduction to Latin American Government and Politics.

395-4 to 12 Internship in Public Affairs. Supervised field work in the office of a governmental agency, political party, interest group, legal agency, or other public affairs-oriented organization. The organization and the responsibilities of the intern must have the approval of the department prior to registration for this course. A paper is required relating academic and internship experiences. Prerequisite: consent of department.

398-4 Government and Law. Legal process in operation, basic procedural elements, and the law of manufacturing liability, contract law, and labor law. Prerequisite: 231 or GSB 211b.

403-4 Introduction to the Theories of Internation Relations. Systematic analysis of a variety of approaches to explain the actions of nations. The realist and utopian traditions, ecological factors, decision-making processes, theories of conflict and integration, equilibrium and systems analysis, and other topics. Prerequisite: GSB 303 or graduate standing.

406-4 The American Chief Executive: President and Governor. A study of the origin and background of the presidency and the governorship, qualifications, nomination and election, succession and removal, the organization of the executive branch, and the powers and functions of the president and gov-

ernor. Prerequisites: 231 or GSB 211b.

411-4 Senior Seminar in Political Behavior. Examines in depth such topics as political participation and influence (mass and elite), political conflict, political socialization and recruitment, political leadership. Prerequisite: 200 recommended; not for graduate students.

420-4 Pressure Groups and Politics. An analysis of interest groups and their techniques of political propaganda. Prerequisite: 231 or GSB 211b.
425-4 Blacks and Whites in American Politics. Topics include various forms of political participation, leadership behavior, and analysis of political strategies including the Black Power concept. Prerequisite: 231, or GSB 211b.

430-3 Government and National Security. The role of the military in American society and politics and the development of military and disarmament policy. Comparison made between American developments and those in other countries, including Russia.

436-4 Government and Labor. (See Economics 436.) Prerequisite: 231, or GSB

211a,b, or consent of instructor.

438-4 Social Welfare Legislation. The Social Security Act and other legislation of major significance for the welfare and maintenance of the family, the handicapped, children, and other special groups. Their relationship to the legal structure of federal, state, county, township, and municipal welfare facilities and institutions with indications of economic and social consequences. 440-4 Public Personnel Administration. An analysis of some of the central problems encountered by the government executive in recruiting, maintaining, and developing personnel, such as political neutrality, leadership and motivation, career development, security regulations, and the role of personnel in policy planning and execution. Prerequisite: 360.

441-4 Philosophy of Politics. (See Philosophy 441).

450-12 (4,4,4) Latin American Governments. (a) Problem analysis of contemporary Latin American government and politics. (b) Latin American national systems. (c) Hemispheric Relations. No prerequisite but GSB 392 recommended.

451-4 International Politics of Europe. Comparative analysis of foreign policies of major states. Includes nationalism, unification and security, and Western Europe's relations with the developing world, Eastern Europe, the U. S. S. R.,

and the U.S.

452-4 Government and Politics of Sub-Saharan Africa. Government and politics of French, English, and Portuguese-speaking areas of sub-Saharan Africa. Decolonization process and the relations of African states with each other and non-African powers. Prerequisite: GSB 390, or 391, or consent of instructor. 453-12 (4,4,4) Soviet Russia. (a) Ideological foundations of Soviet politics. (b) Dynamics of Soviet government and economy. (c) Soviet foreign relations. Need not be taken in sequence. Prerequisite: GSB 390 or consent of instructor. 454-8 Development of German Democracy. Involves a summer's residence in Germany with classroom material supplemented by lectures by German pro-

fessors and government officials. Prerequisite: consent of instructor.

455-4 Major Governments of Western and Central Europe. A comparative study of the political systems of the major countries of Western and central

Europe. Prerequisite: GSB 390 or consent of instructor.

456-4 Great Britain and the Commonwealth. The Commonwealth association and the politics of Great Britain and the "Old Commonwealth" countries:

Australia, Canada, New Zealand.

457-8 (4,4) Government and Politics in the Near and Middle East. (a) The Arab states of the Middle East and Israel. Socialization and integration patterns, the traditional and revolutionary regimes, and regional cooperation and conflict. (b) Historical background of the emergence of Turkey, Iran, Afghanistan, and their present governments and politics. Need not be taken in sequence. Prerequisite: GSB 390 or consent of instructor.

458-12 (4,4,4) Government and Politics of Asia. (a) Politics and governments of Burma, Thailand, Malaysia, North Vietnam, South Vietnam, Cambodia, Laos, Singapore, Indonesia, and the Philippines. (b) Internal political, economic, and social development of China (Taiwan), Japan, and Korea in modern times. (c) Politics in India, Pakistan, Ceylon, Nepal. Need not be

taken in sequence.

459-4 Politics of Developing Areas. A survey, theoretical and descriptive, of the impact upon politics of the process of development, and the role of the governmental system in the direction and control of development. Prerequisite: GSB 390 or consent of instructor.

461-4 Organization Theory and Public Administration. Analysis of various

theoretical approaches to public administration with emphasis on recent Amer-

ican literature in this field. Prerequisite: 360 or consent of instructor.

462-3 Intergovernmental Relations. Interaction between governmental units in the American federal system and the impact on the formulation of public policy and the performance of governmental functions. Prerequisite: 231 or GSB 211b.

463–3 Government Social and Economic Policy. Examination of public policy-determining agencies and attributes of the American governmental system, with especial emphasis upon the national government and its processes and arrangements for social and economic policy-formulation and implementation. Prerequisite: GSB 211b.

466-3 State Government and Administration. Emphasis on recent developments

and research findings. Prerequisite: 232.

467-4 Urban Politics. Environment, institutions, processes, and functions of government in an urban society. Emphasis on current problems of social control and the provision of services in the cities. Prerequisite: 232. 469-3 Administration of State and Local Finance. An examination of the

administrative problems connected with local and state revenues and expenditures in the U.S. Prerequisite: 232.

470-4 Urban Planning. (See Geography 470).

471-4 The Organization and Administration of American Foreign Policy. An advanced course dealing with the organizational and administrative aspects of American foreign policy. Prerequisite: 345 or consent of instructor.

472-4 International Organization. Development and organization of interna-

tional government and administrative systems, with emphasis on the United Nations. Prerequisite: GSB 303.

474-3 Law Enforcement Administration. Development and changing roles of the police; forms of state, local, and municipal control; conflict areas; intergovernmental cooperation, and developing needs for regional law enforcement; structures and internal administration of police departments; the police, ment; structures are internal administration of police departments; the police, ment; and ministration of police departments; the police departments are ministration of police departments. organized crime, riots, and minorities. Prerequisite: 360, 467, or consent of instructor.

475-8 (4,4) International Law. (a) Rules and practices governing the nations in their relations in peace and war. (b) Investigation of special problems in international law. Prerequisite: GSB 303 and 475a or consent of instructor. 477-4 Governments and Politics of Vietnam: North and South. Development of nationalist and communist political groupings since the period of French domination. Role of the religious sects and the private armies. Constitutions and the legal and political systems of the two Vietnams.

478-4 International Politics. Alignment and conflicts of the major powers in

historical and contemporary perspective. Emphasis on the basic interests of the great powers, regional arrangements, spheres of influence, the use of coercion in world politics. Prerequisite: basic courses, related training, or con-

sent of instructor.

480-4 The Pacific and the Far East. Political and strategic problems and the interplay of the foreign policies of the major powers in this area. Prerequisite: GSB 303 or History 370.

484-8 (4,4) History of Political Theories.
485-4 Political Psychology. Psychological theories as related to the development and change of political attitudes, leadership behavior, and mass political

participation. Prerequisite: 200 recommended.

participation. Prerequisite: 200 recommended.
487-6 (3,3,) American Political Ideas. (a) Political ideas which shaped American beliefs and U.S. governmental systems, from pre-Colonial beginnings through the mid-Nineteenth Century. (b) Continuation of a. From the mid-Nineteenth Century to the mid-Twentieth. Prerequisite: 231 or GSB 211b.
488-9 (3,3,3) Recent Political Theory. (a) Outstanding liberal political theorists from John Stuart Mill to the present. (b) Outstanding revolutionary political theorists from Karl Marx to the present. (c) Outstanding idealistic and nationalistic political theorists from Hegel to the present. Need not be taken in sequence. Prerequisite: senior or graduate standing, or consent of instructor. 490-2 to 6 Honors Research. Not for graduate students. Prerequisite: consent of instructor and chairman. of instructor and chairman.

495-12 (4,4,4) Constitutional Law. American Constitutional Law and the Judicial Process. (a) Role and policy of courts and the U.S. Supreme Court in particular in the American political system. The court system, judicial review and self restraint, inter-governmental relations, separation of powers of the three

branches, and the expansion of national power. Foreign commerce, war powers, power of taxation, and spending power. (b) Civil liberties and civil rights. Rights of property under the contract and due process clauses and the rights of the first amendment, speech, press, religion, assembly, petition, and association. 495 is highly recommended. (c) Constitutional guarantees relating to criminal procedure, equal protection clause, i.e., the constitutional guarantee against racial and other invidious discrimination, citizenship and elections, and the expansion of congressional power to legislate in the area of civil rights. All 3 sections need not be taken, however, if they are they must be in sequence. Pre-

requisite: GSB 211b or equivalent.

497-4 Administrative Law. Law as it affects public officials in carrying out the rights, duties, and necessary functions of the public office. Prerequisite:

498–4 Jurisprudence. (Theories of Law.) Major schools in legal thinking. Positive law and natural law. Idea of justice and concept of natural rights. 500-9 (3,3,3) Methods of Empirical Research.

501-4 to 12 Seminar in the Legislative Process.

502-4 to 12 Seminar in Selected Governmental and Political Problems.

503-4 to 12 Seminar in Pressure Groups. 504-4 Seminar in the Judicial Process. 505-4 to 12 Seminar in Political Parties. 506-4 to 12 Seminar in Political Behavior. 508-4 to 12 Seminar in International Politics.

509-4 to 12 Seminar in International Organization.

510-4 to 12 Seminar in State Government and Politics. 511-4 to 12 Seminar in Local Government and Politics.

512-4 to 12 Seminar in Public Administration.

513-4 to 12 Seminar in Constitutional Law. 515-4 to 12 Seminar in Comparative Government and Politics. 516-4 to 12 Seminar in Municipal Administration. 517-4 to 12 Seminar in Political Theory.

517-4 to 12 Seminar in Political Theory.
520-4 to 12 Seminar in American Foreign Policy.
521-1 to 12 Readings.
525-4 to 12 Seminar in International Law.
530-4 to 12 Internship in Public Affairs.
531-4 to 12 Seminar in Empirical Theory.
551-4 Polimetrics.
582-4 Criminal Law and the Correctional Process.
584-4 Seminar in Correctional Program Management.

595-2 to 12 Individual Research. 599-1 to 9 Thesis.

600-1 to 48 Dissertation.

Guidance and Educational Psychology

Department, Concentration (Graduate Only), Courses

Ph.D. Professors John J. Cody, (Chairman) Harold L. DeWeese, Ph.D. Francis John Kelley, Ph.D. Jefferson F. Lindsey, Ed.D. Clinton Roscoe Meek, Ph.D. J. W. Yates, Ed.D. Associate Professors Michael K. Altekruse, Ph.D. Bruce R. Amble, Ph.D. Donald M. Beggs, Ph.D.

Richard W. Bradley, Ph.D. Keith Alan McNeil, Ph.D. Alice Rector, Ed.D.

Courses

Beth W. Sulzer, Ph.D. Tom Tyler, Ph.D. Assistant Professors John Deichmann, John Evans, Ph.D. Robert Graff, Ed.D. Jack Hiller, Ph.D. Thomas Haladyna, Ph.D. Ernest Lewis, Ph.D. David Miles, Ph.D. John T. Mouw, Ed.D. Gordon White, Ph.D. Reed G. Williams, Ph.D. Instructor Harold Bardo, M.S.

100-2 Decision Making for Career Development. Examination of factors relating to career decision making. Emphasis on the continuous use of learned processes and information in vocational development. Prerequisite: consent of instructor.

305-4 Educational Psychology. Study of the learner and the learning process. Includes study of behavior, discipline, development, the school environment, application of learning theories, and methods of assessment. Prerequisite: GSB 201c and admission to teacher education program.

380-2 to 4 Practicum in Instructional Roles. Emphasizes small group management, classroom logistics, development of objectives, and measurement and evaluation. Class members conduct instructional activities with special groups or small groups of students satisfying requirements of other courses. Prerequisite: 305 and consent of instructor.

412-4 Mental Hygiene A survey of principles concerning factors and condi-

412-4 Mental Hygiene. A survey of principles concerning factors and conditions in personal life that tend to facilitate or deter mental health. Mental health viewed as living creatively in an atmosphere of satisfactory interpersonal relations. Prerequisite: 305.

422a-4 Construction and Use of Evaluation Instruments. Theory and techniques of measurement. Construction and use of teacher-made tests. Prerequisite: 305.

442-4 Basic Principles of Guidance. Introductory course on student personnel services. Survey of philosophy, principles, and organization of guidance serv-

ices. Prerequisite: 305.

481-2 to 12 Seminar. Conducted by staff members and distinguished guest lecturers on pertinent topics. Prerequisite: 305 and consent of instructor and department.

501-2 to 12 Special Research Problems. 505-4 Introduction to Statistical Methods.

506-4 Advanced Statistical Methods.

507-4 Design and Analysis of Experiments.

511-4 Educational Implications of Learning Theories.

515-4 Psychological Aspects of Education. 521-8 (4,4) Analysis of Classroom Behavior.

530-4 Standardized Testing: Theory, Use, and Interpretation.

531-4 Theory of Measurement.

532-8 (4,4) Individual Measurement Theory.

537-4 Counseling Theory and Practice.

541-4 Occupational Information and Guidance.

543-4 Guidance through groups.

545m-4 Doctoral Seminar in Psychological Foundations of Education.

546-8 (4,4) Personality Assessment.

548-2 to 40 Practicum in Secondary Guidance.

553-2 to 4 Organization and Administration of Guidance and Pupil Personnel Services.

555-2 to 12 Seminar in School Psychology.

562-8 (4,4) Human Development in Education.

567-2 to 12 Topical Seminar in Educational Psychology. 568-2 to 12 Topical Seminar in Counseling and Guidance. 580-2 to 10 Topical Seminar in Statistics and Measurement.

581–1 to 12 Specialized Practicum in Counseling, Guidance, and Counselor Supervision.

590-2 Seminar in Behavioral Foundations.

596-2 to 12 Independent Investigation.

597-1 to 12 Independent Study.

599-1 to 9 Thesis.

600-1 to 48 Dissertation.

Health Education

Department, Concentration, Courses

Professors Donald N. Boydston, Ed.D. (Acting Chairman)
Deward K. Grissom, Ed.D.

John R. LeFevre, Ed.D. Charles E. Richardson, Ed.D. Robert D. Russell, Ed.D. Andrew T. Vaughan, Ed.D.

Associate Professors James E. Aaron, Ed.D.

Leslie Ralph Casey Ed.D. Assistant Professors Eileen M. Harris, Ph.D.

Frances K. Phillips, M.A. Dale O. Ritzel, Ph.D.

Raymon J. Vincent, Ph.D. Instructor Herbert L. Vogel, M.S.

Bachelor of Science Degree, COLLEGE OF EDUCATION

The Department of Health Education offers two specializations within the health education concentration and three secondary specializations. The two specializations are:

- 1. Health Education in Secondary Schools. For those individuals planning to teach or to supervise health education in the secondary schools.
- 2. Health Education in Elementary Schools. For those individuals planning to supervise health education in the elementary schools.

The three secondary specializations are:

- 1. Health Education in Secondary Schools. For those individuals planning to be secondary school supervisors or administrators.
- 2. Health Education in Elementary Schools. For those individuals planning to be elementary supervisors or administrators.
- 3. Driver and Safety Education. For those individuals planning to be school administrators, to teach driver education, to teach health education, or to work in any phase of safety education.

These specializations, in general, constitute minimal preparation for the positions listed. Consequently, all candidates are strongly urged to complete additional work in the field.

General Studies Requirements	67
Requirements for Concentration in Health Education with a spe-	
cialization in:	48-49
Health Education in Secondary Schools	
Health Education 301, 305, 312, 325, 334s, 400, 401, 405, 471,	
491, plus 10 elective hours in Health Education.	

Health Education in Elementary Schools

Health Education 301, 305, 312, 325, 334s, 350, 400, 401, 405,

471 plus Elementary Education 100, 203, and 314.

College of Education Requirements	<i>'</i> 32
Electives	45-47
Total	193

Requirements for Secondary Specializations

Health Education in Secondary Schools

Health Education 305, 312, 334s, 401, 471, 491, plus 7 elective hours in Health Education.

Health Education in Elementary Schools

Health Education 305, 312, 334s, 350, 401, 471, plus 7 elective hours in Health Education.

Driver and Safety Education

Health Education 302s, 313s, 323s or 334s, 442s, 443s, 475s, plus 6 hours of electives from the following: Health Education 323s, 334s, 415s, 445s, 480s, Special Education 400, 410A, 410B, Psychology 303, 305, 312, 404, 320, Instructional Materials 417.

Courses

301-4 Health Education Concepts, Advanced. A survey of health sciences applied to healthful living. The dynamics of health and environment, behavior fitness, disease, addition, havituation and population control.

302s-4 Driver and Traffic Safety Education I. Prepares the college student for

teaching driver education and training in the secondary school. Prerequisite:

a valid driver's license.

305-4 Principles and Foundations of Health Education. Introduction to philosophy and history of health education as well as functions of the school health department and voluntary agency interaction in the health education program. Prerequisite for all 300 and above.

311-4 Child Development. Physical development of the child beginning with the study of pregnancy, prenatal and maternal care continuing with overview

of development from birth through puberty.

312-4 Emotional Health. Concepts of positive emotional health as related to teacher and parent in terms of influences on the child in the classroom and

community.

313s-4 Introduction to Safety Education. Prepares for safety education in the public schools. Concerns safety as a social problem, development of safety skills, accident causes, teacher liability, research in the field.

323s-4 Methods and Materials in Safety Education. To acquaint student with

material aids and methods, techniques in the teaching of safety education at

elementary and secondary school levels.

325-3 Community Health Problems. Problems of a community health nature are treated and methods outlined to meet the problems. Areas include community health organization, problems of the environment, food, sanitation, and

disease. Epidemiological process stressed.

330-4 Consumer Health. Legislation on state and federal levels affecting the health of the consumer; official agencies serving as watchdogs of consumer health; non-official agencies (AMA, CU, etc.) doing the same job; health and medical protection in the form of insurance, group practice, prepayment, etc.; health hazards of the space age; false and misleading information and advertising in health and medicine; cultists and faddist and their effect on the health of the consumer; media and publications and consumer health.

334s-4 First Aid. Red Cross First Aid Course with lectures, demonstrations,

and practical applications. Red Cross Instructor's Certificate given.

350-4 Health Education Methods and Materials for Elementary Teachers. Designed to show the prospective teacher fundamental processes, techniques,

and material aids involved in elementary school health teaching.

355-4 Introduction to Public Health. Philosophy, organization, administration, and functions of federal, state, and local, official and voluntary public health agencies. Periodic field trips involved.

356-5 Public Health II. An examination of specific public health problems

and measures of control. Intended for health science students only.

400-4 Health Appraisal of School Children. Prerequisite: Not open to students

who have had 450.

401-3 Disease Prevention and Control. Principles and practices in the prevention and control of communicable, chronic, and degenerative diseases in the school and community.

405-4 Sex Education in Schools. Problems of teaching sex education in schools. Designed to meet state requirements for preparation of teachers. Prerequisite:

Jr., Sr., or graduate status.

415s-3 to 4 Workshop in Driver Education and Traffic Safety. Prerequisite: 302 or equivalent.

426-3 Knowledge Testing in Health Education.

442s-4 Practicum in Driver and Traffic Safety Education II. Provides prospective teachers with dual-control, simulation, and multiple-car laboratory teaching experiences. Teaching beginners, developing programmed lessons, methods and materials of instruction included. Prerequisite: 302s.

443s-4 Driver & Traffic Safety Education Program Administration III. Includes a study of program administration, supervision, and planning. Pre-

requisite: 442s.

445s-4 Driver Simulation. For in-service and pre-service teachers and supervisors of driver and traffic safety education. Includes methods of instruction, equipment familiarization, program development and objectives. Prerequisite: 443s or consent of the instructor.

450-4 Health Education in the Elementary School. Prerequisite: Not open to students who have had 400.

460-4 School Health Programs.

461-4 to 8 Workshop in Health Education.

462-4 Health Education Workshop.

463-1 to 4 Workshop in Health Education with Emphasis in Disaster Pre-

paredness.

464-4 Workshop in Alcohol and Drug Education. Summer workshop for those responsible for teaching about alcohol and drug substances. Emphasis on motivations for use, nonuse, and abuse and on the varieties of effects in the young and older. Translates concepts, ideas, and information into teaching materials and approaches.

470s-4 Highway Safety as Related to Stimulants and Depressants. Relationship between alcohol and drugs and traffic accident causes. Concepts and educational programs designed to alleviate alcohol and drug related accidents. Pre-

requisite: advanced standing or consent of instructor. 471-4 Organization and Administration of School Health.

475s-4 Traffic Law Enforcement and Planning. Acquaints safety and driver education teachers with the purposes of traffic law enforcement and engineering and the methods used to fulfill these purposes. Emphasis on ways of improving existing services. Prerequisite: 443s or consent of instructor.

480s-Workshop in Safety Education. Prerequisite: 313 or 323 or consent of

instructor.

481s-4 Safety Education Workshop. Prerequisite: 313 or 323 or 480s or consent

of instructor.

485–4 International Health. A survey and analysis of the health beliefs, values, and practices of peoples in other cultures, with particular attention to how these beliefs and practices fit into a total way of life. An international orientation of potential value to both prospective teachers and students in other fields.

488-4 Educational Aspects of Environmental Sanitation.

489-4 Introduction to Vital Statistics.

490-2 to 12 Field work in School and Community Health, Field training, observation, and participation in current public agency and school health programs. Provides practical experience for the health education student. Restricted to majors in the department or by special permission of the instructor. 491-4 Health Teaching Methods in School and Community. An intensive study of and practice at various dimensions of teacher-student relations in the classroom with emphasis on the multiple roles of the teacher. Prerequisites: 305, 471 or consent of instructor.

495s-4 Driver Education for the Handicapped. Methods and techniques designed to teach handicapped persons how to drive. Consideration of programs for EMH and physically handicapped. Familiarization with assistive equipment and program materials. Prerequisite: advanced standing or consent of

instructor.

500-4 Community Organization for Health Education.

510-4 Construction of the Curriculum in Health Education and Safety.

511-5 Practicum in Health Education Workshop.

515-4 Review Current Literature in Health Education Public Health and Safety Education.

520-4 to 6 Special Projects in Health and Safety.

525s-4 Organization Administration and Supervision of Safety Education.

526-4 Evaluation in Health Education and Safety.

530s-4 Problems and Research in Accident Prevention.

533-12 (4,4,4) **Human Conservation**.

536–4 Professional Preparation in Health Education. 540s–1 to 4 Readings in Traffic and Safety Education. 545s–4 Externship in Traffic and Safety Education.

550s-4 Current Developments in Driver and Safety Education.

590-4 to 12 Field Internship.

597-3 (1,1,1) Seminar in Health Education and Safety.

599-3 to 9 Thesis.

600-1 to 48 Dissertation.

Health Science

Concentration

Bachelor of Arts Degree, COLLEGE OF LIBERAL ARTS AND SCIENCES

General Studies Requirements 67

Supplementary Two-Year College Requirement in FL/Mathematics	21-25
1 year Mathematics	
GSC Foreign Language 9 *	
2nd year Mathematics or Foreign Language 201a,b,c 9 to 11	
Requirements for Concentration in Health Science	. 64
Electives	36-40
Total	192

The courses offered for a major in Health Science cover a wide range of subjects in the biological, physical, social and behavioral sciences. Students interested in this area should consult with the Liberal Arts and Sciences Advisement Office in order to satisfy requirements that will meet specific professional objectives.

Higher Education

Department, Concentration (Graduate Only), Courses

Richard M. Thomas, Ed.D. Professors Oliver J. Caldwell, M.A. Arthur L. Casebeer, Ed.D. Donald J. Tolle, Ed.D. I. Clark Davis, Ed.D. Associate Professors Loren Jung. Jack W. Graham, Ph.D. Ph.D. John E. Grinnell, Ph.D. (Emer-Roland Keene, Ed.D. Assistant Professors Bruce Swinburne, John Hawley, Ph.D. John E. King, Ph.D. (Chairman) Elwyn E. Zimmerman, Ph.D.

Courses

402-2 Principles of Student Personnel Group Work. Acquaints the student with group work possibilities and functions in higher education.
510-4 Higher Education in the United States.
512-4 Higher Education in Selected Nations.
513-4 Organization and Administration in Higher Education.

515-4 College Student Personnel Work: Operations and Policies.
516-4 College Student and College Culture.

518-4 College Teacher and College Teaching. 522-1 to 12 Readings in Higher Education.

523-1 to 12 Internship in Higher Education. (Selected areas.)

524-2 to 6 Individual Study.

535–2 to 24 Higher Education Seminar I. 545–3 to 15 Higher Education Seminar II. 551–4 Curriculum Design and Policy.

555–4 Philosophy of Higher Education. 565–4 The Community-Junior College.

578-4 Economic Aspects of Higher Education.

589-4 to 8 Advanced Research.

595-1 to 12 Higher Education Seminar III.

599-1 to 9 Thesis.

600-1 to 48 Dissertation.

History

Department, Concentration, Courses

Research Professor C. Harvey Gardiner, Ph.D.
Professors George W. Adams, Ph.D.
Harry Ammon, Ph.D.
George L. Cherry, Ph.D.
Betty Fladeland, Ph.D.
Ping-chia Kuo, Ph.D.

John Y. Simon, Ph.D.

Associate Professors Howard W. Allen, Ph.D.
H. Arnold Borton, Ph.D.
Montgomery G. Carrott, Ph.D.
(Chairman)
John Clifford, Ph.D.

^{*} GSC Foreign Language does not satisfy GSC requirements for a major in the College of Liberal Arts and Sciences.

David E. Conrad, Ph.D.
Donald S. Detwiler, Ph.D.
Robert L. Gold, Ph.D.
William A. Pitkin, Ph.D. (Emeritus)
Lonnie R. Shelby, Ph.D.
Eugene Trani, Ph.D.
Henry S. Vyverberg, Ph.D.
John I. Wright, M.A. (Emeritus)
Assistant Professors Michael C. Batinski, Ph.D.

Donald L. Brehm, Ph.D.
John E. Dotson, Ph.D.
Gossic H. Hudson, Ph.D.
Harold A. McFarlin, Ph.D.
James B. Murphy, Ph.D.
David P. Werlich, Ph.D.
Stanley Zucker, Ph.D.
Instructor Edward J. O'Day, M.A.
Lecturer Clarence Hendershot, Ph.D.
(Emeritus)

A concentration in history consists of a minimum of forty-eight quarter hours, necessary for certification for secondary school teaching. Students who plan advanced study in preparation for college teaching or other professional careers are advised to take added work. A secondary concentration is recommended but not required.

Courses should be distributed over at least two fields of history (American, European, Latin-American, Asian, and African). Students who intend to concentrate in history should consult with the chairman or a designated member of the history faculty at the time of registration, in order to plan a course of study. When possible, transfer students should report to the department prior to their first quarter of attendance.

Students with exceptional scholarly promise may be invited into the departmental honors program, which begins with a colloquium in the junior year, and continues with an honors seminar and thesis prepared under the direction of a member of the department in the senior year. Graduation with honors is given to those who successfully complete the program.

Bachelor of Arts Degree, College of Liberal arts and Sciences

General Studies Requirements (Including GSD Mathematics)	67
Foreign Language: GSC FL-9 and FL 201-9 *	18
Additional mathematics to complete one year	3
Requirements for Concentration in History	40
GSB 100–8 or other European history $\dots (8) + 1$	
GSB 300–9 or other American history	
Courses in Latin American, Asian, or African history 9	
History electives	
Electives (these may include 32 hours Education for teacher cer-	
tification) tification)	64
Total	192
Bachelor of Science Degree, COLLEGE OF EDUCATION	
General Studies Requirements (Including GSB 201c)	67
Requirements for Concentration in History	46-55
Additional mathematics or foreign language to total two years	6–15
GSB 100–8 or other European history (8) + 1	
GSB 300–9 or other American history	
History electives, divided between American and two	
other fields	
Requirements in Education (Guidance 305, SEd 310, 315 or 488,	
352, and two electives)	36

^{*} GSC Foreign Language does not satisfy the GSC requirement in the College of Liberal Arts and Sciences.

Electives (may include a teaching minor)	34-43
Total	192

SECONDARY CONCENTRATION

A secondary concentration in history ordinarily consists of thirty hours, including GSB 100a,b and GSB 300a,b,c. The student should divide the remainder of his work between two fields, and take a reasonable portion of his elective courses at the 400 level.

Courses

251-4 Problems in the History of World Civilization. Seminar focusing on selected topics in world history. Prerequisite: President's Scholars status and proficiency exams in GSB 100a,b.

GSB 300-9 (3,3,3) History of the United States. 303-3 The Great Depression in the U.S. Causes and effects of the great depression and of governmental measures for relief, recovery, and reform during the years 1929-41.

304-9 (3,3,3) History of the Ancient World. (a) The Near East; b) Greece;

(c) Rome. May be taken individually or in any sequence.

308-3 History of Illinois. The history of the state from 1818 to the present. Recommended for students with a concentration in history and those who expect to teach in elementary schools.

309-6 (3,3) Survey of Black American History. The black man's role and con-

tribution in the building of America, and his ongoing fight for equality. 315-6 (3,3) Intellectual History of the Western World. (a) The ancient world. (b) The Middle Ages and Renaissance.

322-12 (4,4,4) English History. (a) Britain to 1603; (b) 1603-1815; (c)

since 1815. May be taken individually or in any sequence.

330-3 The Revolution and the Constitution. A study of the conflicting forces which produced the American Revolution, led to the creation of the federal union and shaped the early republic.

332-9 (3,3,3) Medieval History. (a) Early Middle Ages, 500-1000, (b) High Middle Ages, 1000-1300, (c) Late Middle Ages, 1300-1500.
333-9 (3,3,3) Modern European History. (a) Early modern Europe. (b) The 18th and 19th centuries. (c) The 20th century.

349-9 (3,3,3) History of Africa. (a) Pre-colonial Africa. Sub-Saharan Africa from earliest times; early empires in East, Central, and West Africa; pre-colonial relationships with Europe and Asia; the slave trade. (b) Africa in the colonial period. Colonial empires in Africa; institutional changes brought by western rule; and nationalistic reaction. (c) Independent Africa. The emergence of modern African states and societies.

352-9 (3,3,3) History of Latin America. (a) Colonial Latin America; (b) 19th century. (c) 20th century. May be taken individually or in any sequence. 365-6 (3,3) History of Chinese Civilization. The march of Chinese civilization from prehistoric times to the present stressing social structure, government institutions, and intellectual movements. (a) Antiquity to 1644; (b) 1644 to present. Offered alternate years with 367. Prerequisite: six hours of 300-level Social Science or consent of instructor.

367-6 (3,3) History of the Far East. (a) Introduction to 1800; (b) 1800-

1945. May be taken singly or in either sequence.

GSB 369-3 The Contemporary Far East.

GSB 380-6 (3,3) East Europe.

398-3 History Honors. Great ideas and works of history, with discussion of conflicting interpretations of major historical problems. Prerequisite: junior standing and consent of department.

401-9 (3,3,3) History of the South. Social, economic, political, and cultural developments of the South. (a) To 1850. (b) 1850-1900. (c) Since 1900. 403-6 (3,3) American Economic History. (a) To 1800. (b) 1800-1900.

404-3 Democracy, Nationalism, and Sectionalism, 1790-1828. Issues and conflicts which dominated the American political scene prior to the emergence

of Jacksonian democracy. Prerequisite: GSB 300a. 405-6 (3,3) United States History 1850-1896. (a) Civil war. (b) Reconstruction and industrialization. Prerequisite: GSB 300b or consent of instructor.

406-6 (3,3) Diplomatic History of Europe. (a) From the Congress of Vienna to the Fall of Bismarck (1815-1890). (b) From the background of the First

World War to the present (since 1890).

408-6 (3,3) Problems in Black American History. Developments which formed the foundation for the "Black Revolution" of the present time. Prerequisite:

6 hours of 300-level social science courses or consent of instructor.
409-9 (3,3,3) United States Constitutional History. Origin and development

of the American constitution, from English background through the convention to the present. (a) to 1830. (b) 1830–1912. (c) 1912 to present. 410–2 to 5 Special Readings in History. Supervised readings for students with sufficient background. Registration by special permission only. Offered on

411-9 (3,3,3) Social and Intellectual History of the United States. (a) 1607-1830; (b) 1830-1900; (c) 1900 to present. The development of American society and a study of various types of economic, social, and political thought that have influenced it.

414-9 (3,3,3) Intellectual History of Modern Europe. (a) The Enlighten-

ment; (b) The 19th century; (c) The 20th century.

416-6 (3,3) Early Modern Europe. (a) Renaissance. (b) Reformation. Pre-

requisite: six hours of 300-level social science or consent of instructor.

417-9 (3,3,3) Advanced English History. (a) The Empire-Commonwealth; (b) Constitutional History; (c) English Culture in the Age of American Colonization.

419-6 (3,3) Europe in the Age of Absolutism. (a) 1648-1715. (b) 1715-1789. Prerequisite: six hours of social science at 300 level or consent of instructor.

420-3 The French Revolution. A sketch of the passing of feudalism in France, the background and development of the revolutionary movement, and the

Napoleonic period. 425-6 (3,3) American Colonial History. (a) Discovery and Settlement;

(b) British Imperial structure-American independence.

428-3 The Age of Jackson. Origins, background, and development of that phase of American democracy associated with the Jacksonian era. The

political, social, and economic history of the years 1815-44.

430-9 (3,3,3) Late Modern Europe. Problems in the political, social, and military history of Europe in the twentieth century. (a) First World War and interwar years. (b) Second World War years. (c) Since 1945. Prerequisite: GSB 100b or 333c.

434-9 (3,3,3) Social and Political History of Modern Europe. (a) 1815-1850 (b) 1850-1885 (c) 1885 to World War I. Changing social structure of Europe caused by industrialization. The consequence of this development in terms of the emergence of new social forces and political problems. Prerequisite: GSB

100b.

435-9 (3,3,3) Twentieth Century United States History. Important developments. (a) 1896-1919. (b) 1919-1937. (c) 1937 to present. Prerequisite: GSB

300c and or consent of instructor.

440-9 (3,3,3) History of American Diplomacy. A study of the important treaty relations of the United States and a general consideration of American foreign policies. (a) America in isolation (to 1860). (b) The emerging America (from 1860 to 1920). (c) America on the world scene (1920 to the present). Prerequisite: 6 hours 300-level social science courses or consent of instructor. 442-9 (3,3,3) History of the West. (a) Colonial; (b) Trans-Allegheny; (c) Trans-Mississippi.

448-6 (3,3) History of Southeast Asia. (a) To 1900. (b) 1900 to present. 449-6 (3,3) Advanced African History. (a) Cultural history of traditional states, the slave trade, and the interaction of traditional systems and European culture. (b) Investigations into the most important historical questions and interpretations of the regions covered in (a). Prerequisite: 349a,b or c, or consent of instructor, or graduate standing.
451-3 Great Historians. Writings of historians from Herodotus to Toynbee.

Prerequisite: 6 hours of 300-level social science courses or consent of in-

structor.

452-3 Methods of Historical Research. Fundamentals of historical investiga-

tion, criticism, and composition. For concentrations in history only.

455–3 History of Inner-Asian Relations. Tribes, migrations, wars, and power politics in Central Asia and outlying areas of China from Han times through 19th century rivalries to latest developments along the Sino-Soviet frontier. 460-9 (3,3,3) Social and Institutional History of the Middle Ages. (a) Ecclesiastical. (b) Seigneurial. (c) Urban.

461-6 (3,3) Cultural and Intellectual History of the Middle Ages. (a) Early

Middle Ages. (b) High Middle Ages.

463-6 (3,3) History of France. Social, economic, political, and intellectual evolution from medieval origins to the present day. French contributions to Western culture. (a) Middle Ages to Absolutism. (b) French Revolution to the Fifth Republic. Prerequisite: 6 hours 300-level social science courses or consent of department.

464-6 (3,3) History of Germany. (a) German state and society from the Middle Ages to the early 19th century. (b) Germany since 1815. Prerequisite: six

hours of 300-level social science or consent of instructor.

465-6 (3,3) History of Russia. (a) Traditional Russia to 1905. (b) Revolutionary Russia since 1905. Prerequisite: GSB 101b,c or consent of instructor.

466-3 History of Scandinavia. Denmark, Norway, Sweden, Finland, and Iceland. Related history of the Baltic and North Sea regions, from prehistoric

times to the present.

470-3 Argentina and Chile. A narrative and comparative study of the independent era of the history of these two leading states of South America. Prerequisite: 300-level social science or consent of department.

471-6 (3,3) History of Mexico. (a) 19th century; (b) 20th century. Significant political, economic, diplomatic, social, and cultural aspects of Mexican

life from independence to modern Mexican life.

472-3 Colonial Latin America. Policies and practices. Theory and operation of the colonial system. Prerequisite: 6 hours of 300-level social science courses or consent of instructor.
473-6 (3,3) The Caribbean Area. (a) In the 18th and 19th centuries, (b)

in the 20th century.

474-3 United States-Mexican Relations. Relations between the United States and Mexico. Prerequisite: 6 hours of 300-level social science courses or consent of instructor.

475-6 (3,3) Dictatorships in Latin America. (a) the 19th century; (b) the 20th century. A political, economic, social and military study of the domestic and international aspects of dictatorship. Prerequisite: Junior standing or

higher.

476-3 Andean South America Since Independence. A narrative and comparative study of Bolivia, Colombia, Ecuador, and Peru in the nineteenth and twentieth centuries. Prerequisite: 6 hours of 300 level social science or consent

of department.

477-3 Brazil Since Independence. Cultural, diplomatic, military, political, and socio-economic elements of Brazilian life from independence to the current era. Prerequisite: 6 hours of 300 level social science or consent of instructor. 478-9 (3,3,3) History of Spain. Institutional intellectual, socioeconomic, and political history from the middle ages to the present. (a) Medieval Spain (to 1500). (b) The Imperial Period (1469-1825). (c) Modern Spain (since 1808). prerequisite: 6 hrs. of 300-level social sciences courses or consent of instructor. 481-6 (3,3) History of Rome. (a) Rome from Republic to Empire, 133 B.C.-A.D. 14. (b) Roman Empire to the death of Constantine. Prerequisite: six

hours of 300-level social science or consent of instructor.

490-3 Problems in United States History. Topics vary with instructor. May be repeated for a maximum of six quarter hours provided registrations cover different topics. Topics announced in advance. Prerequisite: consent of instructor. 498-6 (3,3) History Honors. Principles of historical method, research, and writing for senior honor students only. (a) Methodology. (b) Research, honor

thesis. Prerequisite: consent of department.

500-4 to 20 (4 to 10 each) History Seminar. (a) American history. (c) Latin American history.

509-4 Studies in Negro History.

510-2 to 12 Readings in History. 514-4 Studies in Asian History.

515-8 (4,4) Seminar in Twentieth Century United States History.

518-4 England in the Age of the "Glorious Revolution."

519-8 (4,4) The Age of Jefferson.

520-8 (4,4) Sectionalism and Reform.

521-8 (4,4) Seminar in American Diplomatic History. 522-8 (4,4) Seminar in American Economic History.

523-8 (4,4) Seminar in American Social History.

524-8 (4,4) Seminar in American Constitutional History.

525–8 (4,4) Seminar in American Colonial History. 553–4 New Viewpoints in American History. 568–8 (4,4) Seminar in Illinois History. 575–12 (4,4,4) Studies in Latin American History. 582–4 to 8 (4) Studies in Medieval and Renaissance History.

583–8 to 16 (4,4) Seminar in Medieval and Renaissance History. 586–4 to 8 (4) Studies in Early Modern European History.

587-8 to 16 (4,4) Seminar in Early Modern European History.

590-4 to 8 (4) Studies in Modern European History.

591-8 to 16 (4,4) Seminar in Modern European History. 598-3 (1,1,1) Teaching History in College. 599-1 to 9 Thesis.

600-1 to 48 Dissertation.

Home Economics

School, Courses

The School of Home Economics grants the Bachelor of Science degree. Until recently all students followed a concentration in home economics, but this has been split into concentrations offered by the various departments. Concentrations currently offered are: child and family, clothing and textiles, family economics and management, food and nutrition, home economics education, and interior design. Requirements for the concentrations are listed in this chapter under the appropriate department as are the course listings for each department. No secondary concentration is required.

The Home Economics Honors Program

An Honors Program in the School of Home Economics provides individualized programs for the student with high academic ability.

Selection depends upon (1) recommendations of the faculty members, (2) cumulative grade point average (4.00 is minimum, below 4.25 requires recommendation by the faculty and the Honors Council), (3) a personal interview for measuring other desirable characteristics, and (4) percentile ranks on the University's entrance examinations.

In selecting freshmen for participation in informal group discussions prior to formal honors study, percentile ranks on the University's entrance examinations, high school records, recommendations from the high school faculty, and the personal interview will be utilized.

For admission into the formal program, the student may apply independently to the Honors Council or may be encouraged by any member of the faculty to apply on the basis of his records and staff recommendations.

Courses

259-3 to 80. For credit earned in home economics subjects or home economics occupational proficiency. Credit is established by departmental evaluation. Prerequisite: transfer from two-year programs.

The Home Economics Honors courses are listed below. In each course, the subject matter depends upon the needs and interests of the students.

305-2 to 6 Home Economics Honors Seminar.

306-2 to 6 Home Economics Honors Seminar.

387-2 to 8 Special Problems—Honors.

388-2 to 8 Research and Investigations—Honors.

Home Economics Education

Department, Concentration, Courses

84

(18)

(8)

9

11

Professor Anna Carol Fults, Ph.D.
(Chairman)
Associate Professor Dorothy Keenan,
D.Ed.

Assistant Professors Phyllis Bubnas, M.S. in Ed. Rose Mary Carter, Ph.D. Edna J. Eddleman, Ph.D. Instructor Violet Moore, M.S.

Bachelor of Science Degree, SCHOOL OF HOME ECONOMICS

Teaching Vocational Homemaking Specialization

These courses meet the needs of students desiring to teach home economics in school departments maintained according to the provisions of the federal vocational acts. A vocational home economics certificate requires a bachelor's degree in home economics from an institution and in a course of study approved for teacher training by the Vocational Division of the United States Office of Education and by the State Board for Vocational Education and Rehabilitation. Southern Illinois University is so approved for training home economics teachers. General Studies Requirements 67 Requirements for Concentration in Home Economics Education with a Specialization in Teaching Vocational Homemaking ... 101-102 GSB 201b, 201c, and 211b, GSC 101, GSD 103 (18)Chemistry 110, 240 (8)Child and Family 227, 237, 345b 9 Clothing and Textiles 127–4, 233, 304 11 Family Economics and Management 323, 324, 331, 16 Food and Nutrition 100, 256, 320, 335 15 Guidance 305 4 Home Economics Education 111, 309a,b, 310, 313 ... 16 Interior Design 131, 327 6 Secondary Education 310, 352b 16 Elective in Home Economics 3-4 (select from Child and Family 366, Clothing and Textiles 360, Food and Nutrition 321 or advanced home economics course) Elective in Education 4 (select from Education Administration 355, Guidance 422a, Instructional Materials 417, Secondary Education 407a.b. or Secondary Education 340) Electives Total 192 Extension Specialization These courses prepare students for positions as Home Advisers, 4-H Club Agents or Advisers, and, with further training, extension specialists. General Studies Requirements 67 Requirements for Concentration in Home Economics Education

Chemistry 110, 240

Child and Family 227, 237, 345b

Clothing and Textiles 127b-4, 233, 304

Family Economics and Management 323, 324, 331,	
332, 341	
Food and Nutrition 100, 256, 320, 321, 335	
Home Economics Education 111, 370, 371	
Interior Design 131, 327	
Journalism 393	
Speech 102 or 303 4	
Elective—advanced course in Home Economics 4	
Electives Psychology 304 or 307; Sociology 335 or 336, Community	
Development 401	41
Total	192
Total	192

Courses

111-2 Home Economics Orientation. Surveying professional opportunities in home economics; planning for the development of personal and professional

proficiencies.

306-2 Seminar and Readings in Home Economics Education. A philosophical approach to the field of home economics. Social, psychological, anthropological, economic considerations as held by home economists and others in relation to the professions in the field of home economics and for homemaking in a democratic society. Offered alternate years.

307-3 Methods of Teaching for Non-Teaching Majors. Educational principles for use in situations outside of the formal classroom. Selection and organization of materials. Practice in using a variety of techniques and teaching aids

tion of materials. Practice in using a variety of techniques and teaching aids. Offered in spring for dietetics majors. Offered in winter for others.

309a-3 Program Planning in Home Economics. Philosophy; the total vocational program in home economics education; developing files. Student should register for 313-1 concurrently or prior to 309 for the pre-student teaching and September Field Experience. Prerequisite or concurrently Guidance 305; Secondary Education 310.

309b-3 Methods of Teaching in Home Economics. Curriculum, unit and lesson

planning, methods, techniques, and teaching aids; completing files. Prerequisite: 309a. To be taken the quarter preceding student teaching.

310-4 Evaluation and Adult Education. Using and developing instruments for evaluation with respect to goals of a family-community centered homemaking program and preparing students to carry on adult education. Prerequisites: 309 and Secondary Education 352 concurrently.

313-2 to 4 Special Problems. For students recommended by the chairman of their department and the instructor in charge for independent directed study.

their department and the instructor in charge for independent, directed study. 370-5 History, Development, and Principles of Extension Work. A study of the history, development, organization, and purposes of extension work. Discussion of problems and principles of conducting and administering extension work in home economics. Field trips. Offered alternate years.

371-6 Field Experience. Six weeks of observing and assisting a county home

adviser. Opportunity for supervised learning experiences in various phases

of extension work. Prerequisite: 370.

414-4 Home Economics for Elementary Teachers. Units of work in nutrition,

school lunches, family and social relationships, textiles, and clothing.

415-1 Introduction to Graduate Study. Seminar to orient the student to graduate work through relation of courses to goals of program, standards of work, habits of thinking, communication of ideas, uses of professional materials and publications. Required. Students should take at first opportunity. **481–2 to 6 Readings.** Supervised readings for qualified students. Prerequisite:

consent of instructor and chairman of department.
485-3 Principles and Philosophies of Vocational and Technical Education.

(See Occupational Education 485.)

500-4 Research Methods.

505-4 Home Economics in Secondary Schools. 506-4 Evaluative Procedures in Home Economics.

507-2 to 8 Workshop.

510-4 Supervision of Home Economics. 510a-1 to 4 Practicum in Supervision.

515-4 Trends and Issues.

516-4 Advanced Methods of Teaching Home Economics.

517-4 Methods and Materials for Adult Programs in Home Economics.

525-4 Cooperative Vocational-Technical Education.

571-4 Recent Research.

572-2 to 8 Special Problems. 573-1 to 6 Seminar: Research in Home Economics. 599-2 to 9 Thesis. 600-3 to 48 Dissertation.

Industrial Technology

Concentration, Courses (See Technology)

Instructional Materials

Department, Secondary Concentration, Courses

Professors Gordon K. Butts, Ed.D. (Chairman) Ralph McCoy, Ph.D.
Paul R. Wendt, Ph.D.
Associate Professors Donald A. Ingli,

Ph.D.

Irving Spigle, Ed.D.

Donald Winsor, Ed.D. Assistant Professors Doris Dale, Ph.D. Kathleen Fletcher, M.S. Fred Jurgemeyer, Ed.D. Charles Klasek, Ph.D.

Carl Planinc, Éd.D. Instructor Dorothy Cox, M.A.

Courses in the utilization and administration of teaching materials are designed to train both audiovisual coordinators and librarians to become fully qualified instructional materials specialists who can administer all teaching materials.

Secondary Concentration

Persons trained primarily as teachers may qualify for part-time professional service in a school library by completing 24 hours of work in approved courses which are 401, 403, 405, 406, 407, and 420.

Courses

400-2 Library Research Methods. Introduction to the use of library materials in graduate research. Includes a survey of scholarly publishing and the use of reference works in various subjects.

401-4 Introduction to Cataloging. Organization of library materials. Emphasis on cataloging and classification. Acquisition and processing procedures. Both the Dewey Decimal and Library of Congress classification schemes studied. Laboratory assignments.

403-4 School Library Functions and Management. Effective library services in relation to the educational objectives of elementary and secondary school programs: organization, supervision, finance, housing, equipment, standards,

and evaluation.

405-4 Library Materials for Children. Study of the aids, methods, and criteria for the selection and use of books and other instructional materials for children in the elementary schools. Open to juniors with consent of instructor. 406-4 Library Materials for Adolescents. A study of the aids, methods, and criteria for the selection and use of books and other instructional materials for students in the high school. Open to juniors with consent of instructor. 407-4 Basic Reference Sources. Evaluation, selection, and use of reference sources for elementary and secondary school libraries. Principles and methods

of reference service.
413-4 Cataloging of NonBook Materials. The classification, cataloging, preparation and circulation of all types of nonbook materials such as films, film-

strips, slides, realia, etc. Prerequisite: 401.

417-4 Audia-Visual Methods in Education. Selection and utilization of instructional materials in the learning environment, elementary through adult levels. Audio and visual materials and procedures are emphasized with some attention given to bibliographies and reference books for teachers. Prerequisite: Guidance 305.

420-4 School Library Activities and Practice. Supervised practice and observation integrated with instruction in the typical activities of school librarianship: storytelling, publicity, developing units of library instruction, and work with students. Prerequisites: 308, 403, 405, or 406, 407.

440-4 Photography for Teachers. Photography as a tool of communication in the modern school. Techniques of camera handling, visually planning a story magnetic property colored idea.

story, macrophotography, color slides, and other processes.

445–4 Preparation of Teacher-Made Audio-Visual Materials. Laboratory practice in the preparation of bulletin boards, opaque materials, models, slides, recordings, feltboards, and other graphic materials. Prerequisite: 417 or con-

sent of instructor.

448-4 Supervision and Administration of an Audio-Visual Program. Provides professional information and training for anyone who has administrative responsibilities for an audio-visual program. For teachers, coordinators, or directors. Prerequisite: 417 or consent of instructor.

450-4 Classroom Teaching with Television. Classroom utilization of open and closed circuit television. Emphasis is placed on the changed role of the classroom teacher who uses television. Evaluation of programming, technicalities of ETV, and definition of responsibilities are included. Demonstration and a tour of production facilities are provided.

457-4 Radio and Television in the Classroom. Educational programs and their value to the teacher in the classroom. Sample tapes of radio programs

and kinescopes are used.

458-4 The Medium of the Motion Picture. A study of the full range of expression by motion pictures including the documentary, theatrical, educational, experimental, and industrial films. Representative films are screened. 470-4 Program Automated Instruction. The principles and practices of writing both linear and intrinsic types of programmed instruction with emphasis on pictorial and performance branches. Individual experience in planning and producing programs.

505-4 Literature of the Humanities.

506-4 Literature of the Social Sciences. 510-4 Mass Communications in Education.

514–4 Survey of Research and Development in Instructional Materials.

523-4 Seminar on Junior College Librarianship.

530–4 History of Media.

545-4 Cooperative Design of Instructional Materials.

546-4 Integration of Audio-Visual Materials in the Classroom.

547-4 School Film and Filmstrip Production.

549-4 Visual Learning.

554-4 Administration of an Instructional Materials Center.

560-4 Seminar in Instructional Materials.

570-4 to 12 Practicum in Instructional Materials.

576-2 to 8 Problems in Instructional Materials.

599-5 to 9 Thesis.

600-1 to 48 Dissertation.

Inter-American Studies

Concentration

The Inter-American Studies program, under the direction of the Latin American Institute, was initiated in 1958 to meet the ever-increasing demand for personnel qualified to deal with questions related to Mexico and the countries in Central America, the Caribbean, and South America. Government, business, and other interests require the services of individuals who have a general comprehension of the problems and potentialities of the area, plus the necessary language skills to make possible graduates' highest-level performance in the field. Thus, the course of studies for this

program is necessarily interdisciplinary. The student is given a firm general background in the history, geography, economics, anthropology, language, and literature of the English, Portuguese, and Spanish speaking countries in the New World. Further, special emphasis is placed upon the students' acquiring a working knowledge of Spanish and Portuguese. This level of linguistic skill is essential to permit a clear understanding of Latin Americans of all levels and backgrounds and as an indispensable skill or tool for anyone who intends to work in any professional capacity in Latin America regardless of an individual's specialized field of interest in business, government, agriculture, teaching, research, etc.

Bachelor of Arts Degree, College of Liberal arts and Sciences General Studies Requirements (Includes GSD 107-5) 67 Supplementary Two-Year College Requirement in FL/Mathematics Foreign Language GSC 140-9, 201-9*(9) + 9 Requirements for Concentration in Inter-American Studies \dots 77 GSC 135-9, Portuguese 9 Economics 419, 429 8 Foreign Languages: Spanish 201-9, 220-6, 320-6, 333-9 ... 30 Geography 467 7 6 History 352a,b, and 3 hours chosen from 352c, 471, 473 9 Philosophy 340; 477 or 478 8 Electives

Students coming to Southern Illinois University without any foreign language must take GSC 140-9 and Spanish 140 as prerequisites to the specified courses in the language. If their special interests demand, they should expect also to take such additional courses as desired in psychology, sociology, economics, or business administration.

Interior Design

Department, Concentration, Courses

Professor Thomas M. Brooks, Ph.D. Assistant Professor Lucy Stewart M.S.

Instructor Nancy D. Greene, M.S.

These courses prepare students for the professional practice of interior design in the residential, commercial, and contract design fields. Employment opportunities for the graduate designer exist with architectural firms as well as a variety of retail organizations and furnishing manufacturers.

Bachelor of Science Degree, SCHOOL OF HOME ECONOMICS	
General Studies Requirements	67
Requirements for Concentration in Interior Design	103
Architectural Drafting 110a,b, 121b, 146b, 150, 151, 250a 26	
Art 100, 225a,b,c	

^{*} GSC Foreign Language does not satisfy GSC requirement for a major in the College of Liberal Arts and Sciences.

Child and Family 227, 237 6	
Clothing and Textiles 104	
Family Economics and Management 341 4	
Interior Design 231a,b, 300, 331, 380, 381, 389, 390,	
391a,b,c, 394, 491	
Electives	22
GSC 101, Administrative Sciences 170; Finance 271; Interior De-	
sign 371; Journalism 331, 393; Photography 320.	
Total	$\overline{192}$

Courses

131-3 Introduction to Design. Analysis of the visual environment, principles and elements of design. Laboratory. Not open to interior design majors.

and elements of design. Laboratory. Not open to interior design majors. **231–6 (3,3) Basic Interior Design.** Design principles and elements applied to two- and three-dimensional space problems. Open to interior design majors only.

300-2 to 4 Display and Exhibition Design. Application of design principles and the use of graphics. Two- and three-dimensional display and exhibit design problems. Laboratory problems. Emphasis on model-making techniques. Prerequisite: 131 or 231

requisite: 131 or 231.

327-3 Home Furnishings and Interiors. Principles and elements of design related to selection and arrangement of furniture and the use of fabrics, accessories, and other media utilized in furnishing homes and their interiors.

Prerequisite: 131, or equivalent, or consent of instructor.

331-3 Textile Design. Laboratory experiences in applying the principles and elements of design to textiles. Linoleum block printing, silk screen printing, contemporary embroidery, batik, tie-dye, and other techniques. Prerequisite: 231a, or equivalent, or consent of instructor.

371-6 Field Experience. Supervised learning experience with a firm. Summer quarter only. Open to interior design majors within three quarters of

graduation.

380–4 History of Interior Design Through the 19th Century. Furnishings and interiors from antiquity to the late 19th century. Prerequisites: *AD 110b and 231a,b or consent of instructor.

381–4 20th Century Interior Design. Furnishings and interiors from the late 19th century to the present. Prerequisites: *AD 110b and 231a,b or consent of

instructor.

389-4 Furniture Design. Anthropometrics and systems analysis in the design of several original furniture pieces. Emphasis on production of construction drawings and model-making techniques. Prerequisite: 381 or consent of

instructor.

390-5 Interior Design. Design residential and commercial interior space. Includes designing for individual and small group activities such as a typical office task, residential group conversation, televiewing, dining, and food preparation. Prerequisites: 110a or equivalent. May be taken concurrently. 391-15 (5,5,5) Intermediate Interior Design. Analysis and design of interior space. (a) Residential interiors, complete design and specifications for large and small-scale housing, based upon family needs. (b) Commercial interiors such as restaurants, hotels, and motels. (c) Commercial interiors, large and small scale office and transportation facilities. Must be taken in a,b,c sequence. Prerequisite: 390.

394-4 Professional Practice. Techniques and methods of an interior design business. Includes contract specifications, customer relations, professional

ethics. Prerequisite: 391c, or consent of instructor.

396–2 to 5 Special Problems. Directed independent work and study in areas determined by the students interests and needs. Prerequisite: consent of instructor.

418-2 to 8 Workshop. Current problems facing the professional interior designer. Discussion, reports, lectures, design solution presentations and other methods of analyzing and working on design problems. Prerequisite: consent of chairman.

470-4 Interior Design Seminar. Development of systematic approach involving

67 48

24

systems analysis, human factors engineering, environmental variables. Prerequisite: consent of chairman.

481-2 to 6 Readings. Individual interests in design-related research. Pre-

requisite: consent of chairman.

491-4 Advanced Interior Design. Systematic analysis of human factors as determinants of design solutions for large-scale interiors. Prerequisite: consent of instructor.

Journalism

School, Concentration, Courses

Professors Charles C. Clayton, B.J.
James L. C. Ford, Ph.D.
Howard R. Long, Ph.D. (Chairman)
Ralph E. McCoy, Ph.D.
Willis Moore, Ph.D.
Bryce W. Rucker, Ph.D.
Associate Professors Jim A. Hart, Ph.D.

William Manion Rice, Ph.D.

Assistant Professors L. Erwin Atwood,
Ph.D.
C. Richard Gruny, LL.B.
William H. Lyons, M.A.

Instructor Clifton O. Lawhorne, Ph.D.

Lecturers William M. Epperheimer,
B.S.
Mary K. Frazer, M.S.

Journalism courses are designed to give thorough professional training in both theory and practice in a number of fields of journalism. The areas include daily and weekly newspapers, advertising, periodicals, radio and television news, education, free lance writing, industrial publications, news agencies, public relations, and research. In addition to courses, professional conferences, field trips, aid to high school newspapers and year-books are offered.

Bachelor of Science Degree, SCHOOL OF COMMUNICATIONS AND FINE ARTS

Journalism students must demonstrate a working knowledge of typewriting based upon a minimum straight copy rate of thirty words per minute. This proficiency must be demonstrated by the end of the junior year. Secretarial and Business Education 201a for no academic credit is an acceptable substitute for the proficiency examination.

Subject to the approval of the department chairman, undergraduate students may receive as much as 12 hours of journalism credit toward their degree for work not taken in residence on the Carbondale campus.

With the exception of Journalism 345, 346, and 370, admission to all Journalism courses must be approved by the chairman or his representative.

Journalism Courses must be approved by the director or his representative.

General Studies Requirements
Requirements for Concentration in Journalism
Journalism 345, 346, 300, 301, 302, 370, 383a, 399
One of five specializations below
Advertising: 372, 373, 374, 376, 389
Community Newspaper: 303, 330, 350, 351, 383b, 442 18
Magazine: 303, 359, 369, 383b, 397, 398, 442
News and Editorial: 303, 330, 383b, 390, 391, 442 18
Telecommunications: 303, 310a, 310b, 325, 442 15
Journalism electives to complete 48 hours 5–11
Requirements for Secondary Concentration
The Secondary Concentration must be in a related area approved
by the faculty and must be declared by the time the student has

accumulated 140 hours toward graduation	
Electives	53
At least 40 hours of upper-class coursework in the College of Liberal	
Arts and Sciences or other areas approved by the faculty	
Total	192

Courses

100-1 to 6 (1,1,1,1,1) Current Events. Contemporary events and their treatment in the newspaper and periodical press. May not be counted toward the journalism concentration. Any combination of 100 and GSB 310 may be taken

for a total of six hours credit.

300-3 The News. Study of the newspaper story with experience in writing and rewriting news; the fundamentals of copyreading. Prerequisite: 345, 346. 301-3, 302-3, 303-3 News Writing and Editing I, II, III. How to cover assignments and write news stories; preparation of copy for publication; writing headines; laboratory exercises. Must be taken in I, II, III sequence. Prerequisite: 300.

310-6 (3,3) Radio T.V. News. (a) Radio TV News. (b) Cable television reporting. Researching, writing, and producing local affairs presentations for CATV systems. Primary attention given to community news. Must be taken in a,b, sequence. Prerequisite: 300, 301, 302, 303.

325-3 Telecommunications. The broad range of functions of telecommunications in society. Emphasis on the forces contributing to the emergence of CATV as an instrument of local public affairs journalism. Prerequisite: consent of instructor.

330-3 Editorial Writing. The work and responsibility of the editor and editorial writer with emphasis upon editorial writing and thinking. Editorial

problems, methods, policies, and style. Prerequisite: 303.

345-3 History of Journalism. Development of American journalism with emphasis upon the struggle for freedom of the press, leading editors, out-

standing newspapers and periodicals.

346-3 Mass Media and Modern Society. Newspaper, radio and television, magazines and specialized publications, films, books, press associations, and feature syndicates. Their relationship to the institutions of modern society: government, church and school, and business and labor, with particular reference to economic and social factors.

349-2 Practicum. Study, observation, and participation in publication activities. Work required on *The Egyptian* newspaper. Prerequisite: 390 or 391. 350-3 The Community Newspaper. The small newspaper recognized as a distinct medium, performing a specialized function for its readers. Equal weight given to the problem of news presentation and to leadership with careful examination of news and editorial policies of representative newspapers. 351-3 Community Newspaper Management. Organization, operation, and policy of the revenue departments of the weekly and small daily newspapers with special attention to the circulation procedures, retail, general, and classified advertising problems, and other phases of management. Prerequisite: 350. 359-3 Magazine Careers and History. Consideration of various divisions in general circulation, specialized publications, and professional-technical journals. Magazine staff activity in editorial, layout, production, research, and promotion; free-lance writing.

369-3 Magazine Writing. The writing of magazine articles by the free-lancer

and staff member. Prerequisites: 300, 301, 302.

370-3 Principles of Advertising. Advertising fundamentals in relation to modern business activities; economic and social aspects, research, media,

appeals, production, schedules.

371-3 Advertising Salesmanship. Practical application of the principles of advertising copy and layout as related to the mechanics and psychology of space selling. Students engage in daily work with newspaper advertisers, handling specific assignments in various lines of business. Prerequisite: 370. 372-5 Advertising Copy, Layout, and Production. The principles and practices in the preparation of copy and layout for all types and forms of advertising, as well as study of the processes involved in the production of advertising. Prerequisite: 373.

373-3 Advertising Media and Markets. Manufacturers' advertising procedures related to campaigns, markets and market research, media, and organization of the advertising function. Prerequisite: 374.

374-3 Advertising Policies and Problems. Application of advertising prin-

ciples to merchandising, sales, promotion, research. Prerequisite: 370.

376-4 Advertising Campaigns. Application of advertising principles and skills to the solution of a specific problem; coordination of strategy and technique. Prerequisite: 372.

382-3 Newspaper Promotion and Circulation. Prerequisite: senior standing. 383-6 (3,3) Newspaper Production Management. (a) Photography and typography in publication. Includes photography and printing processes, analysis of photographs, writing cutlines, preparation of picture pages, cropping and scaling. (b) The makeup of newspapers, copyfitting, head schedules, and the organization of newspaper production. Must be taken in a,b sequence. Prerequisite: taken concurrently with 345 or 346.

385-1 to 2 Radio-TV Special Events. Prerequisite: 310.

389-3 Basic Research in Journalism. Introduction to the language of communication research and the relationship of research to the practice of journalism. Includes a survey of frequently used research techniques and an examination of current research reports. Prerequisite: senior standing.

390-3 Advanced Reporting. Covering city council meetings, courthouse, city hall, courts, society, and other special assignments. Prerequisite: 303.

391-3 Feature Writing. How to plan and write newspaper features and special

articles. Prerequisite: 303.

393-3 Publicity Methods. Not open to students with concentration in journalism. Designed for students who do not plan a career in writing, but desire guidance and practice in writing for newspapers and magazines about their

fields of specialization.

395-3 Introduction to Mass Communication Theory. Acquaints the student with current concepts in mass communication theory and empirical evidence derived from investigations generated by the theory. Contains three areas: the communication process, social and psychological effects on the new process, and mass communication and political behavior. Prerequisite: senior standing. 397-3 Special Publications. The function and operation of industrial, trade, and business publications. Relationships of management and personnel through the editorial policies and practices of such special publications. Prerequisite: 369.

398-3 Magazine Production and Layout. The editorial and production functions of the magazine. Application of the principles of article layout and

makeup to editorial content. Printing production. Prerequisite: 383.

399-1 Senior Seminar. Contemporary newspaper policies as related to pro-

fessional journalism. Prerequisite: last quarter majors.

401-3 International Journalism. A study of the history, development, current status and implications of the press and news services of other countries, and their relationship to the international communications system. Prerequisite: senior standing

421-4 School Publications. Designed for the prospective journalism teacher or high school publication director. Deals with practical production problems

of newspapers and yearbooks.

422-3 Teaching High School Journalism. Teaching methods of journalism in secondary schools, organization and course of study, bibliography, use of journalism courses for school publications production.

431-3 Public Relations. Study of current methods of planning and executing public relations policies; evaluation of media; preparation of campaigns. Pre-

requisite: senior journalism majors only.

432-4 Foundations of Mass Communications Theory. Construction of communication theory, development of communication models, and relation of empirical investigations to theories of mass communication. Prerequisite: graduate standing or consent of instructor.
433-8 (4,4) Research Theory and Design. (a) Research design, sample selec-

tion, and methods appropriate to field, experimental, and survey research. (b) Research Methods. Series of research projects utilizing a variety of research methods. Class discussion precedes and follows each project. Prerequisite: 432 or consent of instructor.

442-3 The Law of Journalism. Legal limitations and privileges affecting publishing, fair comment, criticism, contempt of court, right of privacy, copyright, and legal provisions affecting advertising. Prerequisite: senior journalism

majors only.

445-4 Specialized Writing. Researching and writing about areas of special interest such as education, mental health, and home economics. Prerequisite:

consent of instructor.

450-3 Mass Media Management. Basic economic theory of the firm. Management science. Operations research. Computer utilization. Media production technology. Readings and seminar discussions emphasizing application of these areas to mass media management. Prerequisite: 370, 383a, and GSB 211a, or equivalent, or consent of instructor.

455-3 Seminar on Media Problems. Readings and weekly seminar discussions on the role of the journalist in seeking solutions to the problems of mass media. Prerequisite: senior standing and consent of instructor.

479-3 Role of Advertising in our Society. An exhaustive analysis of the literature covering such topics as: definitions and scope of advertising; advertising and the press; advertising as a social and economic force; evaluation of advertising, policies as related to the practices of specific business firms.

494-3 Criticism and Reviewing. Theory and practice of the critical analysis

of literature and other arts.

498-1 to 12 Readings. Supervised readings. Not more than 6 hours may apply toward the master's degree. Prerequisite: consent of instructor.

501-3 Literature of Journalism. 530-2 Seminar in Press Freedom. 531-3 Seminar: Public Relations.

532-4 Seminar: Mass Communication Theory. 533-1 to 12 Research Problems in Journalism.

540-3 Philosophy of Journalism.

545-3 Studies in Journalism History. 590-3 Seminar in Journalism History.

591-1 to 12 Topical Seminar in Communication.

592-3 Communication and National Development.

595-0 Graduate Seminar.

598-1 to 12 Readings. 599-1 to 8 Thesis.

600-1 to 48 Dissertation.

Law Enforcement

Program, Concentration

(Also See Correctional Services)

Assistant Professor Melvin Wallace, M.S.

Law enforcement is rapidly developing as a truly professional field as a wider range of knowledge and ability is required to meet the complexities of modern society.

The law enforcement student will not be enrolled in a program of "police" skills" that would be taught in a police academy, such as firearms, crowd control, or personal defense. He will learn methods of crime control, criminal behavior, methods of crime detection, community problems in law enforcement, criminal law, and police administration, and will develop an understanding of people and of interpersonal relationships.

The student will spend one term prior to graduation working with a

police agency under supervision.

Working police officers may enroll in the program on a part-time basis with the assurance that faculty members will help them to arrange classes compatibly with their duty schedule. In many cases, part-time students can take advantage of classes offered at various off-campus locations throughout the area.

An advisory committee made up of persons active in law enforcement

assists the program. Current members are: Mervin O'Melia, executive director of the Illinois Local Governmental Law Enforcement Officers Training Board, Springfield; James T. Moreland, special agent in charge, Springfield office of the Federal Bureau of Investigation; Capt. Dwight Pittman, commander of the Illinois State Police Training Academy, Springfield; Joe Dakin, Chief of Police, Carbondale; State's Attorney Ron L. Briggs of Jackson County, Murphysboro; Thomas Leffler, security officer, Southern Illinois University at Carbondale; and Robert McCann. director of the Chicago City Police Training Academy.

A minimum of 96 hours credit is required for the associate degree.

Associate In Art Degree, VOCATIONAL-TECHNICAL INSTITUTE

Requirements for Concentration in Law Enforcement	
ĜSB 102a, 201b,c, 211b	6
GSD 101, 102, 103	9
Administration of Justice 201	4
Government 232	4
Sociology 372	4
Vocational and Technical Careers 102	3
Correctional Services—Law Enforcement 103, 105, 107, 113, 115, 205,	
208, 209, 210, 213, 215, 221, 225	6
Total	16

Courses

(See Correctional Services and Law Enforcement)

Liberal Arts and Sciences

Courses

259-3 to 80 Transfer Credit. For transfer of elective credits in Liberal Arts and Sciences subjects when credit is to be established by department evaluation.

Prerequisite: junior standing.

300-1 to 4 Individual Interdisciplinary Readings. Advance support and approval of at least two faculty sponsors from different departments and the

approval of the dean are required for enrollment in this course.

301-1 to 4 Individual Interdisciplinary Research. Advance support and approval of at least two faculty sponsors from different departments and the approval of the dean are required for enrollment in this course.

302-1 to 4 Individual Interdisciplinary Field Study. Advance support and approval of at least two faculty sponsors from different departments and the approval of the dean are required for enrollment in this course.

303-2 to 4 Interdisciplinary Studies. Offered in a variety of forms, including readings, research, or field study. Initiated by at least two faculty members from different departments. Approval by the dean is required during the quarter prior to its offering. May be repeated.

Linguistics

Department, Secondary Concentration, Courses

Professors James E. Redden, Ph.D. Nguyen Dinh-Hoa, Ph.D. Charles Parish, Ph.D. Associate Professors Glenn G. Gilbert, Ph.D.

Patricia L. Carrell, Ph.D.

Assistant Professors Aristotle Katranides, Ph.D.
Instructors Raymond O. Silverstein, Beverly Hill Konneker, B.A.

Linguistics 401a,b, 405, 408	
Electives	8-10
Anthropology 401, 413, 418, 470 3–20	
Engineering 222 3	
English 300, 403 8	
French 352 3	
GSC 363a,b	
German 413a,b 6	
Linguistics 404, 430, 450, 506a * 4-40	
Mathematics 426a,b 6	
Philosophy 320, 420, 425, 482	
Psychology 315, 407 8	
Romance Philology 410 4	
Russian 415	
Spanish 415 3	
Total	28

The elective courses for a minor must be worked out with an adviser and the chairman of the Department of Linguistics. Students who expect to take a secondary concentration in linguistics are advised to choose GSD 104 for the three-hour communications requirement under Area D.

Courses

100-9 (3,3,3) Oral English for Foreign Students. Four hours of oral English and one hour in-class composition. Elective for foreign students. Cannot substitute for English 105, but may be taken concurrently.

tute for English 105, but may be taken concurrently.

401-8 (4,4) Introduction to Linguistics. (a) General linguistics, fundamentals of the nature, structure, and functioning of language. (b) Structural linguistics, methods of descriptive linguistics, and analytical procedures. May be taken singly.

402-9 to 12 (4,4,1-4) Phonetics. (a) Theory and practice of articulatory phonetics. (b) Theory and practice of instrumental phonetics. (c) Transcription laboratory.

403-4 English Phonology. Analysis of spoken English, American, and British.

Prerequisite: 401a, or b, or equivalent. 404-4 American Dialects. Phonemics of American English. Emphasis in the

major American dialects. Prerequisite: 401b, 402a, or equivalent.

405-4 Structural Phonology. Survey of phonological theory (phonemic and distinctive feature theory); examination of various phonological systems. Prerequisite: 402a.

408-4 Introduction to Transformational Syntax. Basic concepts and formalism of transformational generative grammars. Prerequisite: 401b or consent of

instructor.

410-1 to 45 (5,5,5,5,5,5,) Uncommon Languages. g,h,i Intermediate Vietnamese (p), (q), (r) Review of structure of modern spoken Lao. Introduction to writ-

^{*} Only outstanding students who have the special permission of the graduate dean may enroll in 506a as undergraduates. The usual procedures for obtaining the permission of the graduate dean are to be followed for each student.

ten language. Emphasis on conversational style. (s), (t), (u) Review of structure of modern spoken Cambodian. Introduction to written language. Emphasis on conversational style. Prerequisite: GSC 250 g,h,i, or p,q,r, or s,t,u. 420-12 (4,4,4) Uncommon Languages. (Advanced Vietnamese). (Same as Foreign Languages 420.) Reading of third-year level materials in preparation for classes conducted in Vietnamese. Review of grammar. Prerequisite: 410 or equivalent. 430-20 (4,4,4,4,4) Grammatical Structures. Detailed analysis of the structure of particular languages. Prerequisite: 401a,b, or equivalent. 450-12 (4,4,4) Language Families. Synchronic survey of language families or sub-families. Prerequisite: 401a,b, or equivalent. 501-4 Contrastive Linguistics. 504-4 Contrastive Linguistics.
504-4 Dialectology.
505-4 Generative Phonology.
506-8 (4,4) Historical Linguistics.
508-4 Advanced Transformational Syntax.
510-4 History of Linguistics.
530-4 to 12 Historical Grammatical Structures. 540-2 to 8 Studies in Linguistics. 550-8 (4,4) Pro-seminar in Linguistics. 570-3 Classroom Techniques in Teaching English as a Foreign Language. 571-3 Language Laboratories. 572-3 Preparation of Teaching Materials in English as a Foreign Language. 573-3 Practicum in EFL Materials Development. 580-4 Seminar in Special Problems of English as a Foreign Language. 581–6 (2,2,2) Methods Practicum in English as a Foreign Language. 585–2 Teaching College Composition to Foreign Students. 596-4 Stylistics. 597-2 to 12 Readings in Linguistics 599-2 to 9 Thesis.

Marketing

Department, Concentration, Courses

Professors R. Clifton Andersen, D.B.A.
(Chairman)

William P. Dommermuth, Ph.D.
Robert S. Hancock, Ph.D.
Charles H. Hindersman, D.B.A.

Associate Professors Kendall A.
Adams, Ph.D.
Donald L. Perry, Ph.D.

Andrew F. Powell, Ph.D.

Assistant Professors Donald L. James,
D.B.A.
Charles E. Rosenbarger, M.B.A.

Instructors Ronald L. Decker, M.A.

James R. Moore, M.S. Jay A. Smith, M.S., M.B.A. Michael F. Timmerman, M.B.A.

Marketing consists of the performance of those activities associated with the flow of goods and services from producers to consumers and business users. The program is designed to provide the student with an understanding of the role of marketing in an economic system and in a business organization. Emphasis is upon the development of an analytical approach to the creative solution of marketing problems.

Bachelor of Science Degree, SCHOOL OF BUSINESS

Marketing Electives 16	
Electives	
Total	192

^{*} For information regarding requirements for concentration in marketing effective through Summer 1972, consult department or Academic Advisement Center, School of Business.

301-4 Marketing Fundamentals. Management of a firm's marketing function within a dynamic operating environment. The role of marketing within the firm and its relationship to the economy. Prerequisite: Accounting 251a, Economics 214.

303-4 Behavioral Science in Business. Examination of the underlying determinants of human behavior in business settings. Prerequisite: GSD 110, GSB

201, or equivalent, or consent of instructor.

326-4 Quantitative Techniques in Marketing. An introduction to and survey of, mathematical tools of decision making in marketing situations. Application of these techniques to the analyses of marketing problems is emphasized.

Prerequisite: 301, Mathematics 150a or 140a.

329-4 Retail Management. This is a course designed to present the basic principles and decision areas such as location, layout, organization, personnel, merchandise control, sales promotion, advertising, etc., of retail and wholesale merchandising through an inter-related and managerial perspective. Prerequisite: 301.

335-4 International Marketing. Analysis of international operations. Emphasis on the factors influencing marketing to and within foreign countries and the alternative methods of operations open to international firms. Pre-

requisite: 301, consent of instructor.

341-4 Transportation. Transportation in business. Organization and economic aspects of the United States transportation system including rail, highway, air, pipeline, and water transportation. Regulatory problems of transportation. Current transportation developments and situations. Prerequisite: one course

in economic principles.

363-4 Promotional Concepts. The role of promotional activities in the firm's marketing function. Advertising, personal selling, and sales promotion. The relationship of consumer behavior to the area of promotion. Prerequisite: 301. 390-4 Marketing Research and Analysis. The basic procedures and theory appropriate to solving various types of marketing problems in the context of business organization and decision models. Prerequisite: 301, one course in statistics.

401-4 Problems in Retailing. An analysis of current problems in distribution of consumer goods. Emphasis on retailing in the distribution system. Prere-

quisite: 363.

438-4 Sales Management. Analysis of the management of the sales effort within the marketing system. Philosophies, concepts, and judgement criteria of the sales function in relationship to the total marketing program. Prerequisite: 363. 439-4 Industrial Marketing. Analysis of decision criteria related to the marketing of industrial products. Emphasis on program development, formulation of the marketing mix, and the behavioral relationships in the modern industrial organization. Prerequisite: 363.

450-4 Introduction to Managerial Marketing. Designed to give an over-all view of the field of marketing and the field of marketing policy decisions. Cases are used to illustrate theory covered. Prerequisite: Restricted to grad-

uate students.

452-4 Physical Distribution Management. Integration of physical distribution activities of the firm into a system. Transportation and location as elements of the system. Inventories and service as constraints upon the system. Planning, operation, organization, and management of the system. Prerequisite: 301, Economics 215.

463-4 Advertising Management. Advertising from the viewpoint of business management. Develops an understanding of the role of advertising under various conditions. Problems of integrating advertising strategy into the firm's

marketing program. Prerequisite: 363, 390.

493-4 Marketing Policies. A comprehensive and integrative view of market-

ing policy formulation. Marketing decisions analyzed and discussed. Prerequisites: 363, 390, and 4 additional hours in Marketing. 499-4 Undergraduate Seminar in Marketing. Aspects and issues in the field of marketing. Enrollment limited to senior students of high academic standing. Prerequisite: invitation; completion of 16 hours of Marketing.

Mathematics

Department, Concentration, Courses

Professors Nicolas Artemiadis, D. Sc. James Allen Crenshaw, Ph.D. Amos H. Black, Ph.D. Kenneth Danhoff, Ph.D. Theodore A. Burton, Ph.D. Neal E. Foland, Ph.D. (Chairman) John W. Hooker Worthen Hunsaker, Ph.D. Lauwerens Kuipers, Ph.D. David Kammler, Ph.D. Carl E. Langenhop, Ph.D. Abraham M. Mark, Ph.D. Ronald Brian Kirk, Ph.D. Charles F. Koch, Ph.D. Richard Millman, Ph.D. Charles Maxwell, Ph.D. Wilbur C. McDaniel, Ph.D.
John M. H. Olmsted, Ph.D.
Michael Skalsky, D.N.Sc.
Joseph C. Wilson, Ph.D.
Associate Professors Herman Biester-Melvin Nathanson, Ph.D. Harold Niederreitor, Ph.D. Thomas B. Paine, Ph.D. S. Panchapakesan, Ph.D. Franklin D. Pedersen, Ph.D. feldt, Ph.D. Katherine Pedersen, Ph.D. Ward D. Bowsma, Ph.D. Jonathan Selden, Ph.D. Elbert Fulkerson, M.A. (Emeritus) Robert Shock, Ph.D. Chi Song Wong, Ph.D. Alice K. Wright, M.A. (Emerita) Leslie Dean Gates, Jr., Ph.D. Ronald C. Grimmer, Ph.D. Dilla Hall, Ph.D. (Emeritus) Tyan Yeh, Ph.D. Robert A. Moore, Ph.D. Herbert H. Snyder, Ph.D. Thomas H. Starks, Ph.D. Instructors Imogene C. Beckemeyer, M.A. John Samuel Brown, M.S. Carl Townsend, Ph.D. George Elston, M.S. James L. Slechticky, M.S. Assistant Professors Alphonse H. Baartmans, Ph.D. Larry L. Wimp, M.A.

Students intending to concentrate in mathematics must plan schedules of mathematics courses numbered above 299 with a mathematics adviser. Mathematics grade must be at least C in courses numbered 150 or above.

Bachelor of Arts Degree, College of Liberal arts and Sciences

General Studies Requirements		67 67
GSC-FL (French, German, or Russian recommended)	9	*
Mathematics 111–10 or advanced standing	(5), 5	
Mathematics 150–10, 252–7, 221–3 (A student may take 150		
and 252 by proficiency examination or he may substitute		
honors calculus, which allows extra credit, for them	20	
Computer Science 202	3	
Mathematics electives numbered above 299, excluding 310,		
311, 321, and 410, but including at least 12 hours in		
courses numbered above 399 and including one of the fol-		
lowing two-quarter sequences: 419-6; 421-6; 426-6; 428,		
429-6; 433-6; 452-6; 475-6; 480-6; 483-6	30	
Physics 211 (A block of courses on the approved list in the		
department office may be substituted for this; physics will		
count as GSA hours.)	(9)	
Electives		58
/T , 1		192
Total		102

^{*} GSC For. Lang. does not satisfy GSC requirements for a major in LA&S.

Bachelor of Science Degree, College of Education		
General Studies Requirements		67
Requirements for Concentration in Mathematics \dots		67
GSC-FL (French, German, or Russian recommended)	9	
Mathematics 111–10 or advanced standing	(5), 5	
Mathematics 150–10, 252–7, 221–3 (A student may take 150		
and 252 by proficiency examination or he may substitute		
honors calculus, which allows extra credit, for them.)	20	
Computer Science 202	3	
Mathematics electives numbered above 299, excluding 310,		
321, and 410, but including at least 9 hours in courses		
numbered above 399	30	
Physics 211a and 212a (211b,c and 212b,c recommended;		
counts as GSA hours)	(4)	
Other requirements are listed under Secondary Education.		
Mathematics 311 may be substituted for Secondary Educa-		
tion 315.		

Honors Work

Mathematics 159 and 259 provide honors material in calculus and analytic geometry for properly qualified freshman and sophomore students. Mathematics 395 and 495 are used for individual honors work for upper level undergraduates in mathematics.

Secondary Concentration

A secondary concentration in mathematics must include Mathematics 252a and at least 12 hours of courses numbered above 252a other than 310, 311, or 410. At least a C is required in all mathematics courses numbered 150 and above.

Courses

108-3 Basic Transitional Mathematics. Intermediate topics in algebra and principles of trigonometry, for students of at least C ability in mathematics who intend to study calculus or to take 111b later. Prerequisite: GSD 107. 111-10 (5,5) College Algebra and Trigonometry. For students who have had intermediate algebra and plane geometry in high school. Students who have had some college algebra, but no trigonometry, may enter 111b after first taking 108 in place of 111a, if they have approval of General Studies Advisement. Must be taken in a,b sequence. Prerequisite: GSD 106 or high school equivalent. 140-6 (3,3) Short Course in Calculus. Limits, derivative, applications of derivative, max-min problems from business, economics, and physics; including discrete problems via continuous models, definite integral, use of tables, functions of two variables, partial derivatives, max-min problems, Lagrange multipliers. Prerequisite: 111a.

pliers. Prerequisite: 111a.

150-10 (5,5) Elementary Calculus and Analytic Geometry. Elementary differential and integral calculus with analytic geometry and applications. Definite integral and differentiation of transcentental functions. High ability students, in particular, entering freshmen qualified to start calculus and analytic geometry, should seek advice in the Department of Mathematics concerning the advantages of taking 159. Must be taken in a,b sequence. Prerequisite: 111b.

159-14 (7,7) Elementary Calculus—Honors. An honors version of 150 covering the topics of 150 as well as additional selected topics. No student receives credit for both 150a and 159a or for both 150b and 159b. Must be taken in a,b sequence. Prerequisite: consent of department.

221-3 Introduction to Linear Algebra. Vector spaces, linear dependence, systems of linear equations, linear transformations, matrices, and inner products.

tems of linear equations, linear transformations, matrices, and inner products. Examples and elementary problems. Credit is not given for both 221 and 321. Prerequisite: 150b.
252-7 (4,3) Intermediate Calculus and Analytic Geometry. Continuation of

150. Includes differential and integral calculus, applications, introduction to solid analytic geometry, infinite series. Must be taken in a,b sequence. Pre-

requisite: 150b or 159b.

259-11 (6,5) Intermediate Calculus-Honors. Covers topics of 252 and additional selected topics. Either part of this course may be substituted for the corresponding part of 252. Credit is not given for corresponding parts of both courses. Must be taken in a,b sequence. Prerequisite: 150b or 159b, and consent of department.

301-3 Fundamental Concepts. A treatment of selected basic topics from set theory, logic, and the real number system. Prerequisite: 150b or consent of

department.

305-6 (3,3) Applied Mathematics for the Physical Sciences. (a) Ordinary differential equations, and applications; (b) Additional topics in applied mathematics such as finite difference methods, Laplace transforms, and Fourier series. Must be taken in a,b sequence. Prerequisite: 252b.
310-4 The Teaching of Elementary Mathematics. A professional treatment of

the subject matter of arithmetic methods and a study of trends and current literature on the teaching of arithmetic. For elementary education concentration only. Prerequisite: GSD 107.

311-3 The Teaching of Secondary Mathematics. A study of the nature and

objectives of the secondary mathematics curriculum. Particular attention is given to the means of introducing new ideas into the high school program. For students preparing to be certified teachers of secondary mathematics. Does not count toward a mathematics concentration for Bachelor of Arts degree students. Prerequisite: 301, 319, 335a.

319-3 Introduction to Abstract Algebra. The basic abstract algebraic structures.

Prerequisite: 301 or consent of department.

321-3 Elementary Matrix Algebra. Matrix operations, determinants, matrix inversion, rank and equivalence, linear equations. Prerequisite: 140a or 150a. 325-3 Introduction to Number Theory. Properties of integers. Primes, divisibility, congruences, and Diophantine equations. Prerequisite: 301 or consent of department.

335-6 (3,3) Concepts of Geometry. An elementary introduction to various geometric systems to acquaint the student with the interrelationship between geometries of current interest. Topics include axiom systems, absolute plane geometry, Euclidean geometry, and non-Euclidean geometry. Must be taken

in a,b sequence. Prerequisite 252a and 301 or consent of instructor.

352-3 Introduction to Analysis. Examination of such concepts as continuity and limit and their negations, in the context of elementary calculus, in relation to the operations of addition, multiplication, and composition of functions, and to the structure of a vector space of functions. Prerequisite: 301 or consent

of department.

395-2 to 12 Readings in Mathematics. Supervised reading in selected subjects. Prerequisite: 4.00 grade point average in mathematics and consent of chairman. 400-3 History of Mathematics. An introduction to the development of major mathematical concepts. Particular attention given to the evolution of the abstract concept of space, to the evolution of abstract algebra, to the evolution of the function concept, and to the changes in the concept of rigor in the development of mathematics from 600 B.C. to the present time. Prerequisite: 301 or consent of instructor.

401-3 Set Theory. Ordinal numbers, transfinite induction, cardinal numbers and their arithmetic properties, Cantor theorem, Shroeder-Berstein theorem, the axiom of choice and its equivalent forms, the continuum hypothesis. Pre-

requisite: 301 or consent of instructor.

410-16 (4,4,4,4) Statistical Analysis. For students in fields using statistical methods but who are not required to take calculus. Includes (a) elements of probability, estimation, and testing hypotheses; (b) the general linear model (multiple linear regression, analysis of variance, analysis of covariance) and nonparametric statistics; (c) design of experiments; (d) sample survey techniques. May not be used to satisfy requirements for a mathematics concentration. Three lectures and two laboratory hours per week. Must be taken in either a,b,c,d or a,b,d,c sequence. Prerequisites: 111b or consent of instructor. 419-6 (3,3) Algebraic Structures. A study of the properties of such basic algebraic structures as groups, rings, fields. Must be taken in a,b sequence. Prerequisite: 301 or consent of department.

421-6 (3,3) Linear Algebra. The theory of determinants and systems of linear

equations; vector spaces, linear independence, bases, dimension; linear transformations, change of base, similarity; quadratic and Hermitian forms, orthogonal and unitary transformations; triangular and diagonal form; eigenvalues and eigenvectors; normal matrices; nilpotent and idempotent matrices, the spectral theorem. Must be taken in a,b sequence. Prerequisite: 252b and 301 or consent of department.

425-3 Theory of Numbers. Selected topics from number theory. Prerequisite: 325 or consent of instructor.

426-6 (3,3) Introduction to Mathematical Logic. Classical propositional calculus and functional calculi of first and second order from the primitive basis. Consistency and completeness. Validity and satisfiability. Must be taken in a,b sequence. Prerequisite: 301 or consent of department.

428-3 Discrete Structures. (Same as Computer Science 442.) Review of sets, functions, and relations. Algebraic structures including semi-groups, groups, and Boolean algebras. Subalgebras, congruence relations, homomorphisms, and direct products. Elements of graph theory. Applications to various areas of computer science. Prerequisite: 301.

429-3 Applied Boolean Algebra. (Same as Computer Science 445.) Application to switching circuits and propositional logic. Circuit simplification, logical circuits, and sequential circuits. Prerequisite: 428 or Computer Science 442. 430-4 Projective Geometry. Introduction to the fundamental concepts of projective geometry. Topics usually include the study of conics, polar systems of conics, homogeneous coordinates, cross-ratio, harmonic sets, duality, projectivities, and involutions. Prerequisite: 252a and 301 or consent of instructor. 432-4 Philosophy of Mathematics.

433-6 (3,3) Introduction to Topology. Topological spaces, continuity and homeomorphisms, construction of topologies, separation, compactness, connectedness, completeness. Must be taken in a,b sequence. Prerequisite: 301 or con-

sent of department.

435-6 (3,3) Elementary Differential Geometry. (a) Classical differential geometry of curves from the modern viewpoint with emphasis on Frenet-Serret formulas. (b) Geometric aspects of surfaces, motivated by the theory of curves. Includes basic definition on manifolds (vector field, differential forms, tensors, Lie brackets), manifolds with a linear connection, Riemannian geometry, submanifolds of Rn with emphasis on (Gaussian and Riemannian) curvature. Pre-

requisite: 221 and 252b.

440-2 to 4¹ Modern Algebra for Teachers. An introduction to algebra as a logical system, including groups, rings, and fields. Prerequisite: consent of

instructor.

442-2 to 4¹ Survey of Geometry. A survey of geometry, including projective geometry, topology, etc. Prerequisite: consent of instructor.

451-3 Introduction to the Theory of Computation. (See Computer Science

451.) Prerequisite: 428 and either 429 of consent of instructor. **452-9** (3,3,3) Advanced Calculus. Fundamental concepts of analysis: limits, continuity, differentiation, and integration. Major topics include partial differentiation, vector analysis, Riemann-Stieltjes integrals, multiple integrals, infinite series, improper integrals, uniform convergence, Fourier series, and line and surface integrals. Must be taken in a,b,c sequence. Prerequisite: 252b.

455-9 (3,3,3) Advanced Mathematics for the Physical Sciences. (a) Theory of functions of complex variable, analytic functions, contour integration, and conformal mapping. (b) Ordinary differential equations; existence and uniqueness for initial value and boundary value problems, oscillation, stability. (c) Introduction to vector fields, line integrals, divergence and curl, integral theorems, the one-dimensional wave and heat equations, and separation of variables technique. May be taken individually or in any sequence. Prerequisite: to 455a, 252b; to 455b, 305b; to 455c, 305b; or consent of instructor.

460-4 Modern Geometry. Advanced topics in Euclidean geometry by the synthetic method. Topics include the nine-point circle, Simson line, theorems of Ceva and Menelaus, coaxal circles, harmonic section, poles and polars, similitude, and inversion. Prerequisite: 20 hours of college mathematics.

472-3 Introduction to Mathematical Programming. (Same as Computer Science 472.) Linear programming, game theory, and dynamic programming. Pre-

requisite: 421a.

475-6 (3,3) Numerical Analysis I. (Same as Computer Science 464.) Theory and practice of computation. Emphasis on methods useful with high speed digital computers. Includes the solution of nonlinear equations, interpolation and approximation, numerical differentiation and integration, solution of differential equations, matrix calculations, and the solution of systems of linear equations. No credit for both 475 and Computer Science 461. Must be taken in a,b sequence. Prerequisite: 221 or 421a, 305a, and CS 202

480-9 (3,3,3) Probability. Introduction to probability theory. Includes the algebra of possibilities; discrete and continuous distributions, limit theorems, generating functions, and some elements of stochastic processes. Must be taken

in a,b,c sequence. Prerequisite: 252b.

483-9 (3,3,3) Introduction to Mathematical Statistics. A mathematical development of the elements of statistical theory. (a) Probability distributions. generating functions, and limit theorems; (b) Statistical inference: estimation, tests of hypotheses, general linear hypothesis; (c) Design of experiments—a mathematical model approach. Must be taken in a,b,c sequence with the exception that 480a, 421a, and consent of instructor may replace 483a. A student will not be allowed university credit for both 480a and 483a. Prerequisite: 252b.

495-1 to 10. Special Topics in Mathematics. Individual study or small group discussions in special areas of interest under the direction of a member of the faculty. Prerequisite: consent of chairman and instructor.

501-9 (3,3,3) Real Variables.

502-3 to 18 Advanced Topics in Ordinary Differential Equations.

505-9 (3,3,3) Theory of Ordinary Differential Equations. 507-9 (3,3,3) Partial Differential Equations. 510-9 (3,3,3) Mathematical Logic.

512-3 to 18 Advanced Topics in Mathematical Logic.

520-9 (3,3,3) Modern Algebra. 522-3 to 18 Advanced Topics in Algebra.

525-3 to 18 Advanced Topics in Number Theory.

527-3 Formal Languages. 528-3 Automata Theory.

529-3 Theory of Computability. 530-9 (3,3,3) General Topology. 531-9 (3,3,3) Algebraic Topology.

532-3 to 18 Advanced Topics in Topology.

536-3 Differential Geometry. 543-41 Probability for Teachers.

545-41 Intermediate Analysis for High School Teachers.

548-2 to 4 1 Trends in School Mathematics.

550-1 to 10 Seminar.

551-9 (3,3,3) Functional Analysis.

552-3 to 18 Advanced Topics in Analysis.

555-9 (3,3,3) Complex Variables. 560-6 (3,3) Calculus of Variations. 572-6 (3,3) Numerical Analysis II.

580-9 (3,3,3) Mathematical Methods of Statistics.

581-9 (3,3,3) Advanced Probability Theory.

592-2 to 4 1 Research in Mathematics Education.

595-1 to 10 Special Project. 599-1 to 9 Thesis.

600-1 to 48 Dissertation.

Media Technology (Library Assistant)

Program, Concentration, Courses

Assistant Professor Robert L. White,

The broad field of media technology offers the technician trained in the library and audio-visual sciences a multitude of opportunities in business, industry, and education.

The student in media technology (library assistant) may choose to con-

¹These courses are open to candidates for the Master of Science in Education degree in mathematics, to National Science Foundation Institute participants, and to those who have received the consent of the chairman of mathematics or the director of the institute.

centrate on one of three specialties: audio-visual equipment, graphics for

audio-visual centers, or library assisting.

Each student will learn the basics of media equipment, reference tools, library services, photography, cataloging, preparation of media materials, and other skills common to the field. He will work in the area of his particular interest in one of three other programs offered in the school: electronics technology for the audio-visual specialist, commercial graphics—design for the graphics specialist, and secretarial and office practices for the library assistant.

Prior to graduation, the student will spend a term in supervised internship in the university's Morris Library, Learning Resources Service, or in other selected institutions or businesses.

An advisory committee works closely with the faculty to help keep the program responsive to changing needs in the field. Current members are: Clayton Highum, director of the undergraduate library, Morris Library, Southern Illinois University at Carbondale; Jerry Hostetler, director of the film library, Learning Resources Service, Southern Illinois University at Carbondale; Ronnie Doerge, Ronnie's Audio-Visual, Harrisburg; John Bauernfeind, director of the media center, Herrin Community Unit 4; James Ubel, director, Shawnee Library System, Carterville; Joe Birk, Encyclopedia Britannica, Jackson, Missouri; and Leslie Stilley, superintendent of Educational Service Region, Marion.

A minimum of 99 credit hours is required for the associate degree.

Associate In Art Degree, VOCATIONAL-TECHNICAL INSTITUTE

Requirements for Concentration in Media Technology (Library As-
sistant)
GSB 201c
GSD 101, 102, 103 9
Electronic Data Processing 107 3
Secretarial and Office Specialties 101a
Vocational and Technical Careers 102, 104 6
Media Technology 101, 103, 107, 109, 111, 203a,b 209, 211a,b, 213a,b,
215, 217 63
Electives
Recommended: Commercial Graphics 110; Electronics Technology
101a, 125a, 127; Secretarial and Office Specialties 101b,c, 107
Total 99

Courses

101-4 Introduction to Media Equipment. Students receive extensive training in the operations, maintenance, and scheduling of projection systems (16mm, 8mm, 2 x 2 slides, overhead projectors, and projection screens) and audio systems (tape recorders, public address, record players, speakers, microphones, and audio duplication systems). Lecture 2 hours. Laboratory 4 hours.

103-4 Introduction to Media Libraries. Introduction to the broad field of media

103-4 Introduction to Media Libraries. Introduction to the broad field of media technology, with basic information about the principal fields of media services and types of media programs. Study of current trends in the media field and the opportunities available at the subprofessional level. Lecture 2 hours. Laboratory 4 hours.

tory 4 hours.

107–4 Media Reference Tools. Introduction to the basic sources, resources, and reference tools used in elementary, secondary, and university media centers. Lecture 2 hours. Laboratory 4 hours.

109-4 Cataloging of Printed Media. Students will catalog and classify printed

media based on present-day practice with interpretation of the Anglo-American

cataloging rules. Lecture 2 hours. Laboratory 4 hours.

111-4 Cataloging of Non-Printed Media. Students will catalog, classify, and prepare for circulation all types of non-printed media such as films, filmstrips, etc. Lecture 2 hours. Laboratory 4 hours. Prerequisite: 109.

203-8 (4,4) Preparation of Media Materials. Students receive lecture/laboratory problems leading to student mastery of graphic techniques essential for the production of non-projected media materials (charts, graphs, posters, bulletin boards, silk screening, duplication processes) and projected media materials (2 x 2 slides, overhead transparencies, video tapes). Lecture 2 hours. Laboratory 4 hours. Prerequisite: 101.

209-4 to 12 Media Intern. Students receive supervised training and work experience in a professional library, audio visual center, or media center. Students submit weekly reports and term reports of their activities. Periodic discussions are led by the coordinator and attended by other students. Media intern training includes work commensurate with abilities mastered in formal class programs and wider experience obtained from direct association with professional library media staff. Prerequisite: 20 credit hours of Media Tech-

nology courses.
211-8 (4,4) Media Services. Students will work with the processes connected with ordering, check-in, claiming, and organization of all types of printed and non-printed media including serial publications, government documents, etc. Lecture 2 hours. Laboratory 4 hours. Prerequisite: 103, 107, 109.

213-8 (4,4) Introduction to Photography. Students receive extensive work with

35mm cameras, 120 cameras, 4 x 5 cameras, and darkroom techniques. Students produce photographic prints, transparencies, copy work, photomurals, 2 x 2 color slides, and photo displays. Students are required to work with studio lights, correct for color balance, and provide maintenance of equipment. Lecture 2 hours. Laboratory 4 hours.

215-4 Multimedia Techniques. Students produce one major multi-media presentation and three minor multi-media productions. Students are required to analyze their audience, select the media for the message, produce the materials, rehearse the program, present the production, and evaluate its effectiveness. Lecture 2 hours. Laboratory 4 hours. Prerequisite: 203, 213.

217-3 Seminar and Problems. Seminar students do research of literature that relate to the state of the art of Media Technology. Field trips and guest lecturers provide important data for students to evaluate in the merging role of printed and non-printed materials as utilized in Media Technology. Lecture 2 hours. Laboratory 2 hours. Prerequisite: 20 credit hours of Media Technology courses.

Microbiology

Department, Concentration, Courses

Professors Carl C. Lindegren, Ph.D. (Emeritus) Dan O. McClary, Ph.D. Maurice Ogur, Ph.D. (Chairman)

Hassan Rouhandeh, Ph.D. Isaac L. Shechmeister, Ph.D. Associate Professor Richard Gilmore,

Microbiology deals with the study of microorganisms, examining various forms, their classification, growth, reproduction, heredity, biochemistry, ecology, and their relationship to other living organisms including man. The following program of study prepares one for laboratory or teaching positions after the bachelor's degree or for graduate study leading to advanced degrees.

Opportunities for specialized training in diagnostic bacteriology, virology, immunology, genetics, biochemistry and industrial processes are

available.

Bachelor of Arts Degree, College of Liberal arts and Sciences

General Studies Requirements Supplementary Two-Year College Requirement in FL/Mathematics 26-33

1 year Mathematics 8 to 13 GSC Foreign Language 9* 2nd year Math or FL 201a,b,c 9 to 11 Requirements for Concentration in Microbiology Biology 305, 306, 307, 308 16 Microbiology 301, 302 10 Microbiology electives including a minimum of 9 hours in 400-level laboratory courses in microbiology 25 Chemistry 122a,b and 123a,b; 305 or 341 20–25	83–88
Physics 206, 207	
Electives	4–16
Total	$\overline{192}$

^{*} GSC FL will not satisfy the GSC requirement in the College of Liberal Arts and Sciences.

Recommended substitutions Physics 206, 207 for GSA 101a, Chemistry 121 for GSA 101b. Advanced standing possible in GSA 201.

Secondary Concentration

A secondary concentration in microbiology consists of 24 hours, to include 301, 302, and other courses determined by the student in consultation with his microbiology adviser.

Courses

301-5 Principles of Microbiology. A survey of morphology, structure, metabolism, population dynamics, and heredity of the microbial agents, with particular emphasis on pure culture methods of study of the bacteria, viruses, and related organisms. Four hours lecture, 5 hours laboratory. Prerequisite: one year of college chemistry and GSA 201a or equivalent.

302-5 General Microbiology. Differentiation and classification of the bacteria

302-5 General Microbiology. Differentiation and classification of the bacteria and other microorganisms; their biochemical activities; genetics; biological and physical interrelationships; their prevalence and importance in air, water, foods, and soil; and their economic exploitation by man. Three hours lecture,

5 hours laboratory. Prerequisite: 301.

390-2 to 5 Undergraduate Research Participation. Faculty directed individual or group research. Prerequisites: 4.00 grade point average in microbiology or consent of the department.

401-1 Undergraduate Seminar. Prerequisite: senior standing and consent of

instructor. This course may be taken for credit once only.

403-3 Medical Bacteriology. A general survey of the mechanisms of infection, epidemiology, and immunity and the specific application of these principles to the symptomatology, diagnosis, treatment, and control of the more common bacterial infections of man. Three hours lecture. Prerequisite: 302.

the symptomatology, diagnosis, treatment, and control of the more common bacterial infections of man. Three hours lecture. Prerequisite: 302.

404-2 Medical Bacteriology Laboratory. Procedures for the collection and handling of medical specimens for microbial examination and for cultivation and identification of the pathogenic organisms by their morphological, biochemical, and serological characteristics. Five hours laboratory. Prerequisite:

or corequisite 403.

421–3 Microbiology of Foods Lecture. The relationships of microorganisms to the preparation and preservation of foods with consideration of the laws governing sanitation, chemical preservatives, and fair dealing of the food producer. Three hours lecture. Prerequisite: 301.

422–2 Microbiology of Foods Laboratory. Methods for preservation, sanitary inspection, and microbiological examination of foods. Four hours laboratory.

Prerequisite: or corequisite 421.

423–3 Industrial Fermentation. The application of the chemical activities of microorganisms to the industrial production of beverages, foods, antibiotics, and various commercial chemicals. Prerequisites: 301 and organic chemistry. **425A–3 Biochemistry and Physiology of Microorganisms.** The chemical basis of physiological functions in microbial cells. Prerequisites: 301 and organic chemistry.

425B-3 Biochemistry and Physiology of Microorganisms, Lecture. Continuation of 425A. Prerequisite: 425A.

426A-3 Biochemistry and Physiology of Microorganisms. Four hours laboratory and one hour discussion. Prerequisite: or corequisite 425A.

426B-3 Biochemistry and Physiology of Microorganisms, Laboratory. Con-

tinuation of 426A. Prerequisite: 426A.

441-3 Virology Lecture. General properties; classification and multiplication of bacterial and animal viruses; lysogeny; immunological and serological reactions; relation of viruses to cancer; and consideration of selected viral diseases of animals. Four hours lecture. Prerequisite: 302.
442-3 Virology Laboratory. Tissue culture methods, multiplication and assay

of animal and bacterial viruses, purification, electron microscopy, interference, immunity. Six hours laboratory. Prerequisite: or corequisite 441.

451-3 Immunology Lecture. Antigens, antibodies, and antigen-antibody reactions in vitro and in vivo, natural and acquired immunity. Four hours lecture.

Prerequisite: 302.

452-3 Immunology Laboratory. Natural defense mechanisms and immune response, preparation of antigens and antibodies, serologic reactions, conjugated antibodies, electrophoresis, anaphylaxis. Six hours laboratory. Prerequisite: or corequisite 451 and senior or graduate status.

460-3 Genetics of Bacteria and Viruses Lecture. Genetic mechanisms, mutation, transformation, recombination, transduction, lysogeny, phenotypic mixing,

and reactivation phenomena. Three hours lecture. Prerequisite: 302. 461-3 Genetics of Bacteria and Viruses Laboratory. Six hours laboratory. Pre-

requisite: or corequisite 460.

462-3 Fungal Genetics Lecture. Mendelien and molecular genetics of neurospora and yeast. Mutant induction, sexual crosses, tetrad analysis, linkage, and mapping. Three hours lecture. Prerequisite: Biology 305.
463-3 Fungal Genetics Laboratory. Six hours laboratory. Prerequisite: or

corequisite 462 and consent of instructor.

500-1 Seminar.

502-4 Evolution of Genetic Thought. 503-2 Cytology of Microorganisms.

504-5 Methods of Microbiological Research.

511-1 to 15 Research.

528-1 to 10 Readings in Microbiology.

541-6 Advanced Virology. 542-3 Molecular Virology. 543-3 Molecular Virology Laboratory.

562-3 Molecular Genetics.

599-3 to 9 Thesis.

600-3 to 48 Dissertation.

Mortuary Science and Funeral Service

Program, Concentration, Courses

Associate Professor Donald G. Hertz, Instructor Jay Boulanger, M.S. M.S.

This is the only mortuary science program offered in a public university in Illinois. It is fully accredited by the American Board of Funeral Service Education and by the Illinois Department of Registration and Education. Enrollment is limited.

The program requires two full calendar years for completion, with seven quarters of on-campus instruction and one quarter of internship in a funeral home. In addition to specialized studies which prepare the student for the profession, he will have a number of courses which lead to understanding of the psychological, sociological and theological implications of death.

Faculty members are licensed funeral directors and embalmers with experience in the field. Professional courses are offered in the program's own preparation room-laboratory. Graduates of the program are prepared to take the state examination for licensing.

Persons active in the profession serve on the program's advisory committee. Current members are: Roger Ytterberg, Order of the Golden Rule, Springfield; Joseph McCracken, McCracken Funeral Home, Pana; Hugh Kenny, Chicago Funeral Directors Services Association; Donald Yurs, Yurs Funeral Home, St. Charles; James Couch, Couch Funeral Home, Chicago; William Froelich, Jr., Froelich Memorial Home, Gridley; Daniel A. Justen, Peter M. Justen and Son Funeral Home, McHenry; Joseph W. Schilling, Schilling Funeral Home, Mattoon; Nyle Huffman, Huffman Funeral Home, Carbondale; James R. Wilson, Wilson Funeral Home, Marion; and Robert W. Ninker, executive secretary. Illinois Funeral Directors Association, Springfield.

A minimum of 122 hours credit is required for the associate degree.

Associate In Technology Degree, VOCATIONAL-TECHNICAL INSTITUTE

Requirements for Concentration in Mortuary Science and Funeral Service	
GSB 201c	4
GSD 101a, 102, 103	9
Health Education 401	3
Psychology 305 or Health Education 312	4
Secretarial and Office Specialties 110a, 226	8
Vocational and Technical Careers 115a	4
Mortuary Science and Funeral Service 101a,b, 110, 202a,b, 203,	
205, 206, 208, 210a,b, 225a,b, 230a,b, 250, 275, 280	70
Electives	20
Required: Choice from at least two of the following GS areas:	
Humanities, Social Studies, Natural Science	
Total	122

Courses

101-6 (3,3) The Funeral History and Customs. (a) The student will trace the history of funeral service from ancient times through modern practices. Emphasized is the development of funeral practices in the United States. Lecture 3 hours. (b) The student studies the customs of various cultures throughout the world including religious, fraternal, and military rites in the United States. He will demonstrate a knowledge of funeral service organizations and will discuss topical areas of current discussion. Lecture 3 hours. Must be taken in a,b sequence.

110-4 Embalming Chemistry. The student will study the chemistry of the body, sanitation, toxicology, chemical change in deceased human remains, disinfection, and embalming fluids. His laboratory assignments will be designed to complement the lecture material. Lecture 3 hours. Laboratory 3 hours. Pre-

requisite: introductory course in chemistry.

202-6 (3,3) Restorative Art. (a) The student will study the anatomical structure of the cranial and facial areas of the human skull. He will describe the facial proportions and facial markings. His laboratory assignments will consist of modeling the various facial features. Lecture 2 hours. Laboratory 3 hours. (b) The student studies the methods and techniques used to restore facial features that might have been destroyed by traumatic and pathological conditions. He will demonstrate a knowledge of color and cosmetology theory. Laboratory assignments will include modeling, applying cosmetics, making hair restorations and he will cast facial features. Lecture 2 hours. Laboratory 3 hours. Must be taken in a,b sequence.

203-3 Introduction to Embalming. The student will be introduced to techniques of embalming through a study of the body, sanitation, embalming agents, instru-

ments, and methods of embalming. Lecture 3 hours.

205-4 Pathology. The student will be introduced to the study of the cause, course, and effects of disease upon the human body. He will study ways in

which tissue changes affect the embalming process. Lecture 4 hours. Pre-

requisite: 230.

206-5 Introductory Microbiology. The student will survey microbiology: morphology, structure, physiology, populations of microbial organisms, microbial destruction, immunology, and pathogenic agents. Lecture 3 hours. Laboratory 6 hours.

208-3 Public Health Laws and Regulations. The student traces the laws and regulations that govern the practice of funeral service. He will study the Illinois license law, vital statistics act, transportation rules and Social Security regulations. The funeral director's responsibilities and relationships to local boards of health and the State Department of Public Health are emphasized.

Lecture 3 hours.

210-6 (3,3) Psychology of Funeral Services. (a) This course is designed to acquaint the student with an overview of Psychology as applied to funeral service: death, grief and mourning. Lecture 3 hours. (b) The student will examine interpersonal and public relations as they affect the funeral service practitioner in his relationship with the public he serves. Lecture 3 hours. 225-8 (4,4) Embalming Theory and Practice. (a) The student studies the theory, practices, and techniques of sanitation, restoration and preservation of deceased human remains. Emphasis is placed on the anatomy of the circulatory system, the autopsied case, and cavity embalming. His laboratory experience will consist of embalming deceased human remains and other related activities. Lecture 3 hours. Laboratory 3 hours. Prerequisite: 203. (b) The student studies the contents of the thoracic and abdominal cavities and the treatment of special cases that might be encountered in the embalming process. His laboratory experience is a continuation of 225a. Lecture 3 hours. Laboratory 3 hours. Must be taken in a,b sequence.

230-6 (3,3) Mortuary Anatomy. (a) The student will study the structure and function of the human body as a whole including: general organization, structural organization, tissues, skeletal system, nervous system and circulatory system. Lecture 3 hours. (b) The student will study: physiology of circulation, glands, respiratory system, digestive system, genito-urinary system, integument and special senses. Lecture 3 hours. Must be taken in a,b sequence.

250-5 Mortuary Management. The student examines the problems involved in the practice of funeral management. Includes: the funeral director's responsibilities from the first call until the completion of the last service rendered the family, funeral home operation and records, laws, ethics, and professional regulations. Lecture 5 hours.

275-12 Funeral Service Internship. The student will spend one quarter in a University approved funeral home learning in actual practice situations: functional organization, procedures, and policies of the establishment. He will perform duties and services as assigned by preceptor and coordinator to include surveillance of and participation in the execution of total services rendered to a family. Service reports and assignments are required to be completed by the student. Prerequisite: all other requirements of the mortuary science cur-

riculum must be met.

280-2 Funeral Service Seminar. Formal discussions are held to evaluate the experiences and progress of the participants in the internship program. Preparations are made for the board examinations. Must be taken concurrently with 275. Mandatory pass/fail.

Music

Bateman, M.M.

School, Concentration, Courses

Research Professor Marjorie Lawrence
Professors Steven Barwick, Ph.D.
Will Gay Bottje, D.M.A.
Roderick Gordon, Ph.D.
Robert Mueller, Ph.D.
Robert W. House, Ed.D. (Director)
Catherine McHugh, Ph.D.
Robert Mueller, Ph.D.
Phillip H. Olsson, M.M.
Associate Professors Marianne Webb

John Boe, Ph.D.
George Hussey, M.A.
Lawrence Intravaia, D.M.A.
Nicholas Koenigstein, M.M.
Robert Resnick, M.M.
Melvin Siener, M.A.
Charles D. Taylor, Ed.D.
Jervis Underwood, D.M.A.
Mary Elaine Wallace, M.M.
Kent Werner, Ph.D.
John Wharton, M.M.

Assistant Professors Clyn Barrus,
D.M.A.
John Eddins, Ph.D.
Samuel Floyd, Ph.D.
Mary Jane Grizzell, M.M.
Elisabeth Hartline, M.M.
Burt Kageff, M.M.
Robert Kingsbury, M.M.
George Nadaf, M.M.
Alan Oldfield, Ph.D.
Helen Poulos, D.M.A.

Dan Pressley, M.M.
Eugene Stiman, M.M.
Richard Strawn, M.M.
James Stroud, M.M.
Instructors London Branch, M.M.
Lawrence Franklin, M.M.
Marjorie Frazee, M.M.
Michael Hanes, M.M.
Donald Lemasters, M.A.
Kay Pace, M.M.

During each academic year, a series of distinguished musicians join the faculty and students for a period of workshops, seminars, and performances. The roster for the past few years has included the following: Carl Weinrich, organist; Ernest and Lory Wallfisch, viola and piano duo; Willi Apel, Louis Cuyler, and Nicholas Slonimsky, musicologists; Joseph Szigeti, violinist; Robert Goldsand, pianist; and Reginald Kell, clarinetist; and Nadia Boulanger.

In addition, artists from related fields have included Katherine Dunham, dancer; Edith Lutyens Bel Geddes, costume supervisor; and Max Kaplan, musicologist-sociologist.

General Requirements

The requirements for entrance and for graduation as set forth in this bulletin are in accordance with the published regulations of the National Association of Schools of Music, of which the School of Music is a member.

Each resident music student must maintain a satisfactory membership in either a university band, orchestra, or chorus every quarter he is enrolled at Southern Illinois University, with the exception of the student teaching quarter. Concurrent membership in three university performing groups is the maximum.

Each student with a concentration or secondary concentration in a field of music and enrolled in at least two credits of applied music must participate in the regular music convocations and studio classes held on Mondays at ten o'clock; such a student must also attend five approved campus recitals or concerts, in which he is not a participant, each term. A deficiency attendance will result in the student's being given a grade of incomplete in his applied music.

Bachelor of music candidates specializing in performance must complete at least one quarter in their principal field of applied music at the 400 level and must present a half recital in their junior year and a full recital in their senior year. Those specializing in another area of music or music education must complete at least one term in applied music at the 300 level and may elect, with their teacher's consent, to substitute single solo appearances on group recitals for the half and full recital requirement.

Bachelor of Music Degree, COLLEGE OF COMMUNICATIONS AND FINE ARTS

General Studies Requirements (including GSA 361-3)	67
Requirements for concentration in music	114
Music (theory) 105–12; 205–9; 326–6; 441–6 (3) + 33	
Music (history) 106–3 and 357–9 (4) + 8	

Music 010E-6 Class Piano or proficiency and sec-		
ondary instrument	6	
Music (applied) 12 quarters of ensemble	12 1	
One of the specializations listed below	55 ²	
Performance		
Music 140–440 principal field, 12 quarters 42		
Music 461 and 462 4		
Music electives (voice students take second		
foreign language) 9		
Music Theory-Composition		
Music 140–440, principal field, 12 quarters 24		
Music 309–4, 312–6, and 409–2 12	Y	
Music 444–6 or 481–6 6		
Music electives		
Music History-Literature		
Music 140–440, principal field, 12 quarters 24		
Music 411a,b,c		
Music electives		
Second year of foreign language 9		
Electives		11
Total		192

¹ For students combining this specialization with the prescribed courses for state certification in education, the applied specialization will be elected for 2 hours per quarter, totaling 24 hours.

² Before the end of his sophomore year the student should choose an area of specialization. This choice is subject to approval by the faculty adviser and the chairman.

Music Education Specialization

The following requirements may be satisfied in twelve quarters; they meet the requirements for the State Special Teaching Certificate.
General Studies Requirements
Requirements for concentration in music with specialization in music
education
Music (theory) 105–12; 205–9; 309A–2 and 326–4 or
441-4
Music (history) 106–3 and 357–9 (4) + 8
Music (applied) 11 quarters of ensemble
Music 140–440 principal applied field (9 quarters) 18
Music 010F-1 Class Voice
Music 318a,b,c-4
Sec. Ed. 310-4; Guid. 305-4; Ed. Ad. and Found. 355-4
El. Ed. 351–8; Sec. Ed. 352–8
One of the specializations listed below:
Instrumental Music Education
Music 010A,B,C,D-6 6
Music 010E-3 or proficiency and additional class
instrument 3
Music electives
Music 305i–3
Music 305v-3 or 451-3, or choral ensembles-3 3
Choral Music Education
Music 010E–6 proficiency and secondary instrument 6
Music electives 6
Music 305v-3 3

24

Curricum and Courses	1 1 200
Music 300A–3 or 451–3	
Double Specialization in Music and Music Education	
The following is a five year baccalaureate program allow emphasis in applied music, or music theory-composition, or mu literature, plus meeting requirements for the State Special Certificate. ¹	sic history-
General Studies Requirements (including GSA 361-3)	67
Requirements for concentration in music with a double special	
in music and music education	
Music (theory) 105–12; 205–12; 309A–2; 326–6; 441–6 (3) + 35
Music (history) 106–3 and 357–9) + 8
Music 140–440 principal applied field	28
Music 010A,B,C,D-6 or 300A-3 and 451-3	6
Music 010E–6	6
Music 010F–1	1
Music (applied) 14 quarters of ensemble	14
Music 318a,b,c	4
Music 305i or v	3
Sec. Ed. 310–4; Guid. 305–4; Ed. Ad. 355–4	12
El. Ed. 351–4 to 8; Sec. Ed. 352–8 to 12	16

Bachelor of Arts Degree, College of Liberal arts and Sciences

These courses are for students who wish to specialize in music as part of their general cultural education. They may also be taken as background training by those who may plan to pursue advanced studies in such fields as music criticism and aesthetics.

Music electives to increase specialization in applied music, theory-composition, or history-literature

Required courses are 105–12, 106–3, 140–6, 205–12, 240–6, 357–9, 001 or 002 or 003–6 and electives in music to complete a total of 63 hours. Students must comply with the studio hour and recital attendance requirements listed above under general requirements in music. GSC foreign language does not satisfy the GSC requirements in the College of Liberal Arts and Sciences.

Secondary Concentration

The secondary concentration in music includes 105–12, 106–3, 140–6, 357–9, 001 or 002 or 003–3 for a total of 33 hours. Students must comply with the studio hour and recital attendance requirements listed above under General Requirements in Music.

Courses

001-5 (1,1,1,1,1) Band. (a) Saluki Marching Band, (b) Symphonic Band, (c) Stage Band, (d) Laboratory Band, and (e) Wind Ensemble. Prerequisite: c,e by audition; a,b,d by consent of instructor.

site: c,e by audition; a,b,d by consent of instructor.

002-4 (1,1,1,1,1,1) (a) University Choir, (b) University Singers, (c) Male Glee Club, and (d) Women's Choral Ensemble. (e) Angel Flight Angelaires.

(f) Southern Singers. (g) SIU Chorale. (h) Opera Chorus. May be taken in

any sequence. Any part may be repeated for 12 quarters. Prerequisite: a,b,c,d by consent of instructor; e by membership in Angel Flight; f,g,h by audition. 003-2 (1,1) Orchestra. (a) University orchestra, (b) Chamber orchestra. Pre-

requisite: a by audition; b by consent of instructor.

010-1 to 15 Class Applied Music. Offered in all areas of applied music except organ. These courses include the minimum instruction required for passing the proficiency examinations in piano and voice and they offer practical training in the basic principles of playing the instruments of the orchestra and band. They also include introductory techniques and methods for teaching instrumental and choral groups in the elementary and secondary schools.

a. Strings
b. Woodwinds
f. Voice

b. Woodwinds c. Brass d. Percussion g. Guitar

May be taken in any sequence. Each area offers graded instruction in the various instruments at one credit per quarter, and may be repeated until the top level is reached. Prerequisite: concentration or secondary concentration in

music, elementary education, or early childhood.

105-12 (4,4,4) Theory of Music. Fundamentals of music in sight singing, ear training, harmony, and keyboard harmony. For those planning a concentration or secondary concentration in music. Assumes performing ability, music reading facility, and basic keyboard facility or enroll concurrently in 010E. Pre-

requisite: 200 or music reading facility.

106-3 Survey of Music Literature. Characteristic forms and styles. Analysis and listening. Examples from the leading composures of each era. Prerequisite:

concentration is music.

140, 240, 340, 440, 540-1 to 4 Private Applied Music. Offered at 5 levels in the areas listed below. Prerequisite for 140: concentration or secondary concentration in music, or consent of instructor. Those with concentration or secondary concentration register for 2 credits unless previously approved for emphasis in applied music by their applied jury's; all others register for 1 credit. Requirements include weekly lesson time and studio hour, regular practice periods, and attendance at a specified number of recitals. May be repeated for three quarters at each level, unless applied jury requires additional quarters.

k. Piano
l. French Horn
m. Trumpet
n. Trombone
o. Tuba a. Violinb. Viola c. Cello d. String Bass e. Flute f. Oboe p. Baritoneq. Voice g. Clarinet r. Organ h. Bassoon i. Saxophone s. Harpsichord

j. Percussion 200-3 Fundamentals of Music. Rudiments of music for those with little or no musical background. Recommended as a course preliminary to 300 (not for music concentrations). May be taken concurrently with 010e.

205-12 (4,4,4) Theory of Music. Advanced harmonic techniques, modulation, altered chords, chromatic harmony, counterpoint, and introduction to contemporary harmonic principles. Must be taken in a,b,c sequence. Prerequisite: 105c.

240-1 to 4 Private Applied Music. (See Music 140).

300-9 (3,3,3) Music Education—Elementary. Teaching music in the elementary grades. (a) For music concentrations only; (b) For nonmusic concentrations only, emphasizing work in grades 4-6; (c) For nonmusic concentrations only, emphasizing work in grades K-3. Prerequisite: for a, 105c; for b, 200 or equivalent; for c, 010e, or equivalent.

302-6 (3,3) Music Education. (a) Music in Special Education. (Same as Special Education 302a.) For non-music concentrations only. Prerequisite 200 or equivalent. 010G, class guitar recommended as an elective. (b) Music in Early Childhood. For non-music concentrations only. Prerequisite: one quarter of

class piano or equivalent.

305I-3 Instrumental Problems and Materials. Administration of the school instrumental music program. Emphasis on library, physical facilities, organization of the marching band, arranging music for out-of-door performances. 305V-3 Vocal Problems, Materials, and Conducting. Vocal and psychological

problems in handling choral groups, reading and acquaintance with a variety of choral materials at the high school level, and interpretation through conducting techniques.

309-4 (2,2) Arranging. (a) Rudiments of arranging, choral and instrumental. (b) Techniques of arranging for the small ensemble. Must be taken in a,b

sequence. Prerequisite: 105c.

312-2 to 6 Composition. Original composition in the smaller forms for piano, voice, string quartet, and other small combinations. Prerequisite: 205c.

315-2 Opera Repertory.

318-6 (2,2,2) Conducting. (a) Basic conducting techniques; (b) Choral or instrumental conducting techniques. Prerequisite: 318a. (c) Conducting. Prerequisite: 318a.

326-6 (2,2,2) Analysis. The element of structure, form, and design in musical composition. Perequisite: 205c.

340-1 to 4 Private Applied Music. (See Music 140.)

341-1 to 6 Accompanying Lab. A performance laboratory for students whose principal instrument is piano and who have attained sufficient skill to accompany the music soloist or performing group.

346-2 to 36 Opera Workshop. May be repeated for credit. 347-2 to 36 Music Theater Workshop. May be repeated for credit.

357-9 (3,3,3) Music History and Literature. Prerequisite: 105c and junior

standing.

365-5 (1,1,1,1,1) Chamber Music. (a) Vocal; (b) String; (c) Woodwind; (d) Brass; (e) Percussion; (f) Keyboard. Any part may be repeated twelve quarters. Prerequisite: consent of instructor.

375-2 Advanced Aural Skills. Intensive study of intervals, chords, harmonic and melodic movement, rhythmic patterns, musical texture and structure, aural

analysis. Prerequisite: 205c.

405-3 Seminar in Instrumental Music Education. Advanced problems of administration and supervision of public school instrumental music programs, selection of appropriate materials for study and development, rehearsal techniques, preparation and techniques for performances of all types. Prerequisite: 305I.

409-2 Band Arranging. Advanced methods and techniques in arranging for the concert and marching bands from public school to collegiate level. Includes methods of transcribing from orchestral, organ, and piano literature. Pre-

requisite: 309a or equivalent.
411-9 (3,3,3) (a) Symphonic Literature. Development of the symphony and the symphonic poem to 1900; (b) Choral Literature. The literature of the larger vocal forms such as the cantata and oratorio to 1900; (c) Chamber Music Literature. Chamber music literature from the Renaissance to the

414-2 to 6 Collegium Musicum. Practicum in the preparation and performance of music from early times to the classical period. Prerequisite: Music

Concentration and/or consent of the department.

420-1 to 3 Music Education Practicum. A shop-laboratory course dealing with the selection, adjustments, maintenance, and repair of musical instruments. 430-2 Stage Band Arranging. The study and analysis of jazz harmony, melody, and rhythm as applied to modern instrumentation. Workshop wherein

arrangements are written and played. Prerequisite: 309a.

431-2 Organization and Development of the High School Stage Band. The relationship of the stage band to the overall music program; instrumentation; sources of music; types of presentation; rehearsal techniques; study of the effective application of dynamics, phrasing, intonation, and balance for improved

performance. Prerequisite: 430.
441-6 (2,2,2) Counterpoint. (a) 16th Century Counterpoint. Special counterpoint and creative writing in the style of Palestrina and his contemporaries. Prerequisite: 105c; (b) 18th Century Counterpoint. Analysis and creative writing in the contrapuntal-harmonic technique of Bach and his contemporaries. Prerequisite: 105c; (c) Canon and Fugue. Analysis and creative writing of the larger imitative forms. Prerequisite: 441b.

444-2 to 6. Intermediate Composition. Required of undergraduates with concentration in theory-composition, culminating with original works in contemporary idioms. Taught by individual instruction. Prerequisites: 312 and con-

sent of department.

447-6 (3,3) Electronic Music. (a) Introduction to classical studio equipment

and techniques; use of voltage controlled equipment. Individual laboratory experience available. (b) Emphasis on creative projects, more sophisticated sound experimentation and analysis. Enrollment limited. Must be taken in a,b sequence. Prerequisite: 449 or GSA 361; consent of instructor required. 451-2 to 3 Teaching General Classroom Music.

453-2 to 6 Choral Materials and Techniques. Demonstration and performance of choral rehearsal procedures; developing tone, diction, blend, and balance; concert production; performance of selected choral materials appropriate for

junior and senior high school. Prerequisite: consent of instructor.

454–2 to 6 Instrumental Materials and Techniques. Demonstration and performance of instrumental music rehearsal procedures; developing tone, articulation, blend, and balance; concert production; performance of selected materials appropriate for junior and senior high school. Prerequisite: consent of instructor.

455-2 to 6 Elementary Music Education Workshop.

456-6 (3,3) Music for Exceptional Children. (a) Theories, applications, and techniques for therapeutic and recreational use of music with physically and mentally handicapped children. Includes keyboard, autoharp, guitar, and tuned and untuned classroom instruments. (b) Applications for the gifted, emotionally disturbed, and culturally disadvantaged child. Prerequisite: Must be taken in a,b sequence. 302a or consent.

460-3 Teaching Music Appreciation. Principles and methods for secondary schools and colleges; theories upon which various methods and principles are

based.

Teaching Techniques and Materials for the Beginning and Inter-461-2 mediate Levels. Designed to meet the needs of applied students in the Bachelor of Music or Master of Music degree programs in which the problems of private studio teaching and college-level teaching are discussed.

462-2 Teaching Techniques and Materials for the Advanced Student. Pre-

requisite: 461.

468-2 to 12 Music Productions. Study of the techniques involved in staging

operas and musicals.

471-6 (3,3) Ethnomusicology. (Same as Anthropology 471) A survey of theory, method, and form in ethnomusicology, with concentration on selected geo-graphical areas. (a) Oceania, Asia, and Africa. (b) Middle East, Europe, and the New World.

481-1 to 6 Readings in Theory.

482-1 to 6 Readings in Music History and Literature.

483-1 to 6 Readings in Music Education.

499-1 to 12 Independent Study. Opportunity for the capable student to engage in original investigations with faculty specialists. May be repeated for credit. Prerequisite: consent of instructor.

501-3 Introduction to Graduate Study in Music.

502–6 (2,2,2) Analytic Techniques. 503–3 to 4 Objective Research Techniques in Music Education.

504-6 (3,3) Medieval and Renaissance Music.

505-3 Music of the Baroque Period.
506-3 Music of the Classical Period.
507-3 Music of the Romantic and Impressionistic Periods.
508-3 Music of the Twentieth Century.

509-3 The History and Philosophy of Music Education.

512-3 History of Opera.

522–3 Seminar: Music History and Literature. 531–2 to 9 Advanced Composition.

535-3 Contemporary Idioms.

540-1 to 4 Private Applied Music. (See Music 140.)

545-3 to 9 Pedagogy of Music Theory.

546-3 Musical Aesthetics

550-3 Administration and Supervision of Music.

556–2 to 6 Advanced Conducting. 560–2 to 3 Seminar in Music Education. 566-1 to 12 Instrumental Ensembles.

567-1 to 12 Vocal Ensembles.

568-2 to 12 Opera Workshop.

598-6 Graduate Recital.

599-3 to 9 Thesis.

Nursing

Pre-professional Program

The Nursing Division of Southern Illinois University at Edwardsville, offers an educational program leading to a Bachelor of Science degree in Nursing. The curriculum is designed to prepare qualified individuals to function competently as beginning professional nurse practitioners; to participate in providing a broad scope of health care in a variety of settings; to obtain a foundation for continued growth and graduate education. The curriculum assists students in developing the behaviors and abilities necessary to function therapeutically with people while achieving greater self-direction, self-realization and professonal identity in an era characterized by change.

The first two years of the four-year program may be completed at the Carbondale Campus of Southern Illinois University. During the first two years, the student must successfully complete all courses prerequisite to the nursing major. The student must then transfer to the Edwardsville campus of Southern Illinois University at the beginning of the summer quarter of the sophomore year. Completion of Nursing 280a,b,c during the summer quarter of the sophomore year is required for the student to enroll in the nursing major in the junior year.

General Studies Requirements (Waive GSA-3)	67
Prerequisite to Nursing 280a	30
GSA 101a 4	
GSA 201a-4, 201b-4 8	
GSD 107a 5	
Chemistry 110–4, 240–4 8	
Microbiology 301–5 5	
Divisional Requirements	66
GSA 301–4 4	
GSB 102a-4, 102b-4 8	
GSB 201b-4, 201c-4 8	
GSB 321–4, 341–3	
GSC 100–3 or 101–3	
GSC 102–3 3	
GSC 200–3 or 206–4 3 or 4	
GSC 208–4 4	
GSD 101–3, 102–3, 103–3	
GSD 110–3	
GSE 1–1–1 3	
Chemistry 350–4 4	
Physiology 300b-4 4	

All students are strongly urged to seek quarterly academic advisement based on the sequence of the revised four-year curriculum plan. The grade of *C* or above is required in all nursing courses and general studies area A.

Occupational Education

Department, Concentration, Courses

(Formerly Technical and Industrial Education)

Professors John Erickson, D.Ed.
Wayne S. Ramp, Ed.D.
Ronald W. Stadt, Ed.D. (Chairman)
Associate Professors Larry J. Bailey,
Ed.D.
Raymond E. Bittle, Ed.D.
Richard F. Bortz, Ph.D.

James Jenkins, Jr., D.Ed.
James A. Sullivan, Ed.D.

Assistant Professors Theodore Buila,
Ph.D.
Dennis Nystrom, Ed.D.

Instructors John F. Huck, M.Ed.
Bill J. Shields, M.S.
Lawrence Weisman, M.Ed.

Programs are designed to prepare persons for teaching, supervisory, and leadership roles in occupational education in schools, colleges, and industry. Students are made aware of and become knowledgeable about roles, relationships, and expertise in a variety of enterprises.

Enterprise teaching (formerly industrial arts) encompasses a broad area of study in elementary and secondary schools. It involves the study of (1) technological aspects of productive society under the headings: visual communications; energy conversion and power transmission; materials and processes; and electronics and instrumentation and (2) human aspects of the world of work in courses such as industrial sociology, industrial psychology, management and economics.

Secondary occupational teaching concerns specialized instruction in the vocational-technical occupations of machine-tool, electronics, drafting, automotives, nursing and other health, industrial-oriented, and personal and public service occupations. Persons following this program are certified to teach in high schools and area vocational schools. They may also teach in industry, private schools, and community junior colleges.

Occupational teaching involves instructing youth and adults in highly skilled occupational areas such as, dental hygiene, electronics, practical nursing, automotives, aviation, health, and commercial art, which require basic and intermediate knowledge of science and mathematics as well as advanced knowledge of applications in a defined line of endeavor.

Persons who wish to complete a degree immediately after high school are advised to prepare for enterprise teaching. People with work experience or post-secondary technical or vocational education in a technical institute or junior college are advised to prepare for secondary or technical teaching.

Bachelor of Science Degree, SCHOOL OF ENGINEERING AND TECHNOLOGY

TECHNOLOGI	
General Studies Requirements	67
Guidance and Educational Psychology 305	4
Mathematics 111–10 *	+5
Occupational Education 485, 493	6
Specialization Groupings	110
Enterprise Teaching: 100, 201-8, 305-8, 207, 307, 310-8, 420-8,	
421, Sociology 338 or Psychology 323 or Psychology 320; Eco-	
nomics 214, 215; Administrative Sciences 340, 341; Educational	
Administration and Foundations 355; Secondary Education 310,	
352–16; electives 18.	
Secondary Occupational Teaching: concentration specialty 48,	
319-24, 488, 489, 490; Educational Administration and Founda-	
tion 355; Secondary Education 310, 352–16; electives 8.	

^{*} People with certain non-industrial related specialties may do General Studies mathematics and five hours of electives.

Occupational Teaching: concentration specialty 60, supporting areas 9, 319-24, 419-8, 488, 489, 490. Total 192

Courses

100-4 Introduction to Enterprise. Classroom, laboratory, and library. Emphasis

on instructing children and youths in career opportunities.

201-6 (3,3) Communications. (a) Introduction to the language of industry involving technical sketching, projections and developments, graphic symbolism, printing, duplicating, photography, and copying. (b) Advanced concepts and techniques involving graphic projections, intersections, and developments; relief, offset, and silk screen printing; mimeograph, xerography, photography, and other processes.

207-4 Energy Conversion Systems. Analysis by type, cost, and utilization factors of natural power sources, heat engines, turbines, electro mechanical converters, direct converters, and chemical converters. Develops concepts of input, output, and efficiency factors.

259-3 to 80 Occupational Subjects. This is a designation for occupational credit

earned or for occupational proficiency. Credit is established by departmental

evaluation.

302-4 Construction Methods for Primary Teachers. Various media such as wood, metal, and paper. Acquainting the primary teacher with the materials, tools, and processes which students at the primary level can manipulate and use in the classroom. Laboratory.

303-4 Diversified Crafts for Teachers and Recreational Leaders. Experience in constructional activities involving the use of wood, metals, leathers, plastics, reed, raffia, clay, and other materials adaptable to the needs and interests of

camp counselors and elementary school leaders. Laboratory.

305-8 (4,4) Materials and Processes. (a) Behavior of materials. The nature of industrial materials, their physical properties, structure, natural state, extraction, and processing. Emphasis on testing, joining, and the industrial applications of various wood, metal, plastic, and ceramic materials. (b) Process analysis. Concepts and techniques in cutting, shaping, forming, treating, polishing, finishing, and testing various wood, metal, plastic, and ceramic materials. 307-4 Power Transmission Systems. Analysis by type, cost, and utilization factors of mechanical, electrical and fluid power transmitting, and fluid control system. Develops concepts of input, output, and efficiency factors.

310-8 (4,4) Electronics & Instrumentation. (a) Introduction to electron theory, optics and sound, electrostatics, circuit theory, control instrumentation, and automation. (b) Principles and applications of circuit theory, control instrumentation in open and closed systems, computer language, computer graphics, and numerical control, from the general education standpoint. 319-3 to 24 Occupational Internship. Includes job skills and knowledges, management-worker relations, supervised instruction, conferences and evaluations.

Prerequisite: consent of coordinator.

380-2 to 12 Special Skills in Teaching Occupational Subjects. Develops new and special skills for teaching occupational subjects. Prerequisite: 20 hours in teaching specialty.

419-4 to 16 Student Teaching in Occupational Programs. Experience in special

and post-secondary occupational programs. Prerequisite: 319, 490.

420-8 (4,4) Enterprise: The Man-Machine System. Classroom, laboratory, and library study of man-machine systems in a variety of industries and institutions with emphasis on teaching children and youth to understand the world of work. For advanced students and experienced teachers. Must be

taken in a,b sequence. Prerequisite: 20 hours in occupational education.

421-4 Principles of Enterprise Teaching. Problems and special methods of teaching in enterprise education programs. Prerequisite: 16 hours occupational

education courses.

425-2 to 12 Practicum. Applications of occupational skills and knowledge. Cooperative arrangements with corporations and professional agencies provide opportunity to study under specialists. Prerequisite: 20 hours in specialty. 430-2 to 8 Special Problems. Assistance and guidance in the investigation and solution of occupational education problems. Prerequisite: consent of instructor and coordinator.

450-2 to 12 Advanced Occupational Skills and Knowledges. For experienced professionals seeking advanced techniques in specialized areas of occupational

education. Prerequisite: intermediate level study in the specialty.
485-3 Principles and Philosophy of Vocational and Technical Education.
(Same as Agricultural Industries 485, Home Economics Education 485, Secondary Education 485, Secretarial and Business Education 485.) Team teaching ondary Education 485, Secretarial and Business Education 485.) Team teaching used. Gives an understanding of the nature and purpose of practical arts, vocational and technical education, their relationships and differences, and the place of each in preparing people for the world of work.

488–3 Analysis for Occupational Education. Fundamentals of analyzing occupations and careers for establishing units of instruction for occupational education courses. Required for occupational teachers, coordinators, and supervisors. Prerequisite: 12 hours in teaching specialty.

489–3 Organization of Subject Matter. Course and unit construction, preparation of materials for distribution to students, preparation of teacher-made tests, course evaluation and updating. Prerequisite: 488.

490–3 Principles of Occupational Teaching. Methods of teaching in occupational education programs. Required for occupational teachers, coordinators, and supervisors. Prerequisite: 12 hours in teaching specialty.

493–3 Audio-Visual Media for Occupational Education. Selection, development,

493-3 Audio-Visual Media for Occupational Education. Selection, development,

analysis, and use of commercial and self-made software systems.

500-8 (4,4) Legislation, Organization, and Administration of Occupational Education.

502-4 Evaluation of Occupational Education Programs.
505-4 Administration and Supervision of Occupational Education.

506-4 Cooperative Programs.

510-4 Planning Occupational Education Facilities. 525-4 Cooperative Vocational-Technical Education. 540-4 Research in Occupational Education.

541-4 Occupational Information and Guidance. 550-4 College Teaching of Occupational Education.

560-2 to 12 (2 to 8 per quarter) New Developments in Occupational Education.

570-2 to 6 Special Investigations.

580-1 to 9 Seminar. 599-1 to 9 Thesis.

Philosophy

Department, Concentration, Courses

Research Professor Lewis Hahn, Ph.D. Professors Frederick P. Bargebrehr, Ph.D.

James A. Diefenbeck, Ph.D. Elizabeth Eames, Ph.D. S. Morris Eames, Ph.D. Risieri Frondizi, Ph.D.

John Frank Hayward, Ph.D.

Wayne Leys, Ph.D.
Willis Moore, Ph.D. (Chairman)
George K. Plochmann, Ph.D.

Charles D. Tenney, Ph.D. (Emer-

Henry M. Weimen, Ph.D. (Emeritus)

Associate Professors David S. Clarke, Ph.D.

John Howie, Ph.D. Shu-Hsien Liu, Ph.D. George McClure, Ph.D.

Assistant Professors Douglas M. Allen,

 ${
m Ph.D}$ Michael N. Audi, Ph.D. Garth Gillan, Ph.D. Richard Howard, Ph.D. Matthew Kelly, Ph.D.

Visiting Professors Paul A. Schilpp, Ph.D. Charles D. Tenney, Ph.D.

General Studies courses in philosophy are available at each level for use in partial satisfaction of the requirements in Area C. The prospective philosophy student is advised to elect at least one such course at each of the first two levels.

Bachelor of Arts Degree, College of Liberal arts and Sciences

General Studies Requirements Supplementary Two-Year College Requirement in FL/Mathematics 21-25

1 year Math $(5) + 3$ to 5	
GSC Foreign Language 9 *	
2nd year Math or Foreign Language 201a,b,c 9 to 11	
Requirements for Concentration in Philosophy	45
GSC 381, 382, 383 plus any two of the following courses:	
Philosophy 300, 306, 320, GSC 386, GSC 387 (6) + 9	
Philosophy electives to complete 45 hours, 3 or 4 of	
which may be selected from philosophy courses in the	
first two levels of GSC, and at least 3 courses of which	
must be at the 400 level	
Secondary Concentration (consult with philosophy department	
	24
Electives 31–	35
Total 1	92

^{*} GSC Foreign Language does not satisfy GSC requirements for a major in LA&S.

SECONDARY CONCENTRATION

A secondary concentration in philosophy requires 24 hours, 6 or 7 of which may be selected from philosophy courses offered at the first two levels of General Studies and Philosophy and 12 of which should be selected from the courses listed above for the major concentration.

HONORS

Honors in philosophy will be granted to eligible majors who successfully complete three honors courses in philosophy (one in their junior year and two in their senior year, or vice versa), maintain a 4.25 average in Philosophy and a 4.000 overall grade point average, and have their written work in honors courses accepted by the departmental Honors Committee. These honors courses may be elected for credit by non-majors, but only by students approved by the department.

Courses

200-4 Types of Philosophy: An Introduction. Survey of the traditional branches and problems of philosophy, such as religion, metaphysics, epistemol-

ogy, ethics, political theory, aesthetics, and history.

300-4 Elementary Metaphysics. Presentation of answers to the most general problems of existence. An attempt to unify all scientific approaches to reality through the laying down of common principles.

301-4 Philosophy of Religion. An analysis of problems in the psychology, metaphysics, and social effects of religion. Among topics discussed are the nature of mystical experience, the existence of God, and problems of suffering, prayer, and immortality.

prayer, and immortality.

306-4 Nineteenth Century Philosophy. Survey of European philosophy from Kant to the end of the 19th century. Prerequisite: 383 or consent of de-

partment.

GSC 310-3 Religious Foundations of Western Civilization.

GSC 311-3 Philosophies and Religions of India.

GSC 312-3 Philosophies and Religions of the Far East.

320-4 Deductive Logic. Main forms of deductive inference. Emphasis on the use of the symbolism of modern logic to evaluate inferences.

340-4 Ethical Theories. Nature of ethics and morality, ethical skepticism, emotivism, ethical relativism, and representative universalistic ethics. Bentham,

Mill, Aristotle, Kant, Blanshard, and Brightman. 342-4 Social Philosophy. One or more major social philosophies influential in present-day society, e.g., laissez-faire liberalism, Marxism, and socialism. 345-3 Black Social Philosophy. Investigation of the social philosophy of such thinkers as Martin Luther King, Jr., Malcolm X, and Eldridge Cleaver. Emphasis on concepts and issues of particular relevance for Black Americans. Prerequisite: junior standing or permission of department.

355-4 Philosophy of Education. (See Educational Administration and Founda-

360-4 Philosophy of Art. The significance of art as a human activity, its nature and standards as seen in the problems of criticism, and the relation of art to other forms of knowledge.

GSC or GSA 363-6 (3,3) Philosophy of Science.

GSC 381-3 Greek Philosophy.

GSC 382-3 Graeco-Roman and Medieval Philosophies.

GSC 383-3 Early Modern Philosophy. GSC 386-3 Early American Philosophy. GSC 387-3 Recent American Philosophy.

389-3 Existential Philosophy. Surveys the two main sources of existentialism, the life philosophies of Kierkegaard and Nietzsche and the phenomenology of Husserl, and introduces the major philosophical themes of representative thinkers: J. P. Sartre, M. Heidegger, G. Marcel, and others.

400-4 Contemporary Mind. Analysis of thought-patterns and motivations dominating the American mind during the present decade of the 20th century. 406-4 Philosophy of Biology. Leading concepts of biological sciences: species, evolution, life, organism and part, etc. Abstract ideas of biology are related, wherever possible, to specific experiments recorded in scientific literature. Pre-requisites: 300 or 320, and three laboratory or field courses in the biological sciences or consent of instructor.

415-3 Logic of the Social Sciences. Logical and epistemological examination of the social studies as types of knowledge. Basic problems in philosophy of science with major emphasis upon social science: relationship of theory to fact, nature of induction, nature of causal law, testability, influence of value judgments, etc. Intended for students with considerable maturity in a social

science or in philosophy.

420-4 Theory of Logic. Propositions, analysis of terms, theory of inference, both formal and material. Prerequisite: 320.

424-3 Advanced Formal Logic. Special relevance to philosophy students. Includes logical principles, many-valued logics, modal logics, and the logic of imperatives. Prerequisite: 320.

425-3 Philosophy of Language. Introduction to basic problems in the philosophy of language, including alternative theories of meaning and reference and the

relation between meaning and intention.

432-4 Philosophy of Mathematics. Major philosophical questions arising from consideration of mathematics: Is mathematical knowledge a priori or empirical? analytic or synthetic? or not knowledge at all? what is the status of mathematical entities such as points, lines, etc. The philosophic implications of the discovery of non-Euclidean geometry discussed. A critical survey of various philosophies of mathematics given, including nominalism, conceptualism and intuitionism, realism and logicism, and formalism. Prerequisite: 320 or 15 hours of Mathematics.

441-4 Philosophy of Politics. (Same as Government 441.) Some of the central problems of modern political life, such as sovereignty, world government, authority and consent, the relations of economics and social studies to political theory. Prerequisite: GSC 102 or 340 or consent of instructor.

443-4 Philosophy of History. Classical and contemporary reflections on the nature of history and historical knowledge as the basis for dealing with the

humanities. Prerequisite: consent of instructor.

460-4 Advanced Philosophy of Art. The definition of art, its relations to science, culture, and morals; the various types of art defined. Familiarity with at least one of the fine arts is assumed. Prerequisites: GSC 207 or 360, and six courses in music, painting, sculpture, literature, or drama.
465-3 British Moralists. Texts and commentaries for 17th and 18th centuries.

Moral philosophy of Hobbes, Locke, Cudworth, Hutcheson, Butler, Price, and Hume. Prerequisite: 340 or consent of department.
471-8 (4,4) The Classic Greek Philosophers. (a) Plato. (b) Aristotle. Prerequi-

site: GSC 381 or consent of department.

472-12 (4,4,4) Seventeenth Century Philosophers. (a) Descartes. (b) Locke. (c) Spinoza. Prerequisite: GSC 383 or consent of department. 473-8 (4,4) Eighteenth Century Philosophers. (a) Hume. (b) Kant. Prerequi-

site: GSC 383 or consent of department.

474-12 (4,4,4) Nineteenth Century Philosophers. (a) Hegel. (b) J. S. Mill. (c)

Marx. Prerequisite: 306 or consent of department.

477-4 Latin American Philosophy. A survey of philosophic thought in Latin America from colonial times through nineteenth century positivism and the reactions against it, up to recent trends. Reading of original texts in English translations. Discussions and reports.

478-4 Seminar in Latin American Thought. (See Spanish 478.)

482-3 Recent European Philosophy. Philosophical trends in Europe for the end of the 19th Century to the present. Phenomenology, existentialism, the new Marxism, structuralism, and other developments. Language, history, culture,

and politics.

490-2 to 12 Special Problems. Hours and credits to be arranged. Courses for qualified seniors and graduates who need to pursue certain topics further than regularly titled courses permit. Special topics announced from time to time. Students are invited to suggest topics for individual study and papers or for group study. Consent of instructor in all cases required.
497-12 (4,4,4) Honors. Topic varies. Enrollment restricted to undergraduates.

Prerequisite: consent of department.

500-4 Metaphysics.

501-4 Philosophy of Religion.

503-4 Philosophical Ideas in Literature.

505-4 Philosophy of Science. 510-4 Indian Philosophy. 511-4 Chinese Philosophy.

512-4 Philosophy of Culture. 515-4 Theory of Nature.

520-4 Logic.

524-4 Analytic Philosophy. 530-4 Theory of Knowledge.

531-4 Whitehead.

540-4 Philosophy of Journalism.

542–4 Political and Legal Philosophy. 545–4 Ethics. 550–4 Theory of Value.

560-4 Aesthetics.

570-4 American Idealism.
572-4 Twentieth Century Philosophers.
575-8 (4,4) Phenomenology and Existential Philosophy. 577-12 (4,4,4) Dewey.

579-4 Bertrand Russell. 581-4 Plato. 582-4 Aristotle. 584-4 Medieval Philosophy. 585-4 British Empiricism.

586–4 Spinoza. 587–4 Hegel.

588-12 (4,4,4) Kant.

590-2 to 16 General Graduate Seminar.

591–1 to 5 Readings in Philosophy. 599–2 to 9 Thesis.

600-3 to 48 Dissertation.

Photography (See Cinema and Photography)

Physical Education for Men

Department, Concentration, Courses

Professors Edward J. Shea, Ph.D. (Chairman)

Associate Professors Ronald G. Knowlton, Ph.D.
Glenn Martin, M.S.
John W. Stotlar, D.P.Ed.
James J. Wilkinson, P.E.D.

Assistant Professors Kenneth J. Ackerman, M.S.

Peter J. Carroll, Ph.D. C. C. Franklin, M.S. Larry A. Good, Ed.D. Norman C. Greene, M.S. Lynn C. Holder, M.S.

William T. Meade, M.S.
Ted Okita, M.A.
Robert R. Spackman, M.S.
Instructors Bill Brown, M.S.
William Dodd, M.S.
Walter T. Ellis, M.S.
Raymond B. Essick, M.S.
Robert Hailey, M.Ed.

Lewis Hartzog, M.S. George Iubelt, M.S. Richard C. Jones, M.S. Paul Lambert, M.Ed. Linn L. Long, M.S. Robert W. Mazie, M.S. Richard E. Towers, M.S.

The physical education concentration qualifies young people for positions as teachers, coaches, or specialists in public and private elementary or secondary schools, colleges, and universities as well as other social agencies which promote physical activity programs. Courses are designed to meet the requirements of state departments of education and other agencies which have adopted professional standards.

Complete and integrated experience in teaching physical education and assisting in coaching under qualified supervisors is provided in the cooperating schools of the area. Added experiences are gained through membership in the Physical Education Club; membership in professional associations; participation on intramural teams; assisting in service class testing; professional journals; and working with recreational and school groups in teaching techniques of various activities.

Bachelor of Science Degree, COLLEGE OF EDUCATION

General Studies Requirements	67
Required for Physical Education Majors	
GSA 101a, 101b, 301; GSB 102a, 306; GSC 102; GSD 103	
Requirements for Concentration in Physical Education for Men	47
Physiology 300	
Physical Education for Men 100–16, 303A, 303B, 305, 320, 341,	
350, 354, 355, 370, 376	
Professional Requirements	28
Guidance 422a, Instructional Materials 417 are required	
Electives	50
(Recommended—A secondary concentration of 24–30 hours and in-	
cluding these courses—Health Ed. 460, Recreation 365, GSA	
201a, 201b; GSB 102b; GSD 110)	
Total	192
10tut	102

Secondary Concentration—Men

A secondary concentration is 42 hours and must include 100–16, 303–6, 305, 350, 354, 370, 376, Physiology 300, and GSA 301.

Courses

100a-2 Methods of Teaching Swimming. Stresses techniques and methods of teaching applied to individual and group instruction. Basic strokes, underwater swimming, elementary diving, body and breath control, self support, and watermanship. Prerequisite for nonswimmers: audit beginner's swimming course. 100b-1 Methods of Teaching Golf. To prepare the student to teach the fundamental aspects of golf, with emphasis on adaptation to varied approaches in teaching.

100c-1 Methods of Teaching Tennis. Enables the student to acquire, through practice, the knowledge and skills necessary to teach this activity; includes consideration of desirable teaching materials to enhance instruction.

100d-1 Methods of Teaching Individual and Team Activities.

100e-1 Methods of Teaching Basic Rhythms.

100f-2 Methods of Teaching Exercise.

100g-2 Methods of Teaching Football. Individual instruction and practice in all the fundamentals of the game such as passing, kicking, blocking, tackling,

running. Emphasis on effective methods of teaching and coaching.

100h-2 Methods of Teaching Basketball. Deals with individual and team fundamentals with special emphasis on passing, pivoting, shooting, dribbling, and variety of play patterns concerned with offense and defense. Basic methods of teaching and coaching.

100i-2 Methods of Teaching Baseball. Development of the practical skills and ability to teach and coach the techniques of batting, fielding, and playing the

various positions in the game.

100j-2 Methods of Teaching Track and Field. Students gain practical experience as a foundation for learning the techniques of teaching the running and

field events. Emphasis on individual analysis of movement.

100k-2 Methods of Teaching Gymnastics. To develop individual techniques in stunts and tumbling, calisthenics, parallel bars, side horses, trampoline, and high bar; fundamental skills, individual and group methods of instruction.

100m-2 Methods of Teaching Wrestling. Enables the student to master the

fundamental skills of wrestling as well as to teach the individual and group

methods of wrestling instruction.

101-2 Orientation Practicum in Physical Education. To introduce the student to his professional field, to enable him to secure a concept of the role of physical education in total education, and to crystallize his thinking in relation to vocational objectives. The significant historical aspects of physical education and its role in the broad cultural heritage in order to provide an interpretation and perspective to contemporary issues and developments. Freshman year.

170-2 Varsity Football. 171-2 Varsity Basketball.

171-2 Varsity Basketball. 172-2 Varsity Track. 173-2 Varsity Tennis. 174-2 Varsity Gymnastics. 175-2 Varsity Golf. 176-2 Varsity Swimming. 178-2 Varsity Cross County

178-2 Varsity Swinning.
178-2 Varsity Cross Country.
179-2 Varsity Wrestling.
213-3 Stage Movement. (See Theater 213.)
220-1 Recreational Activities and Games (Outdoor).
221-1 Recreational Activities and Games (Indoor).
230a-2 Classical Ballet. (See Theater 230A.)

230b-2 to 22 Intermediate and Advanced Ballet. (See Theater 230A.)

2306-2 to 22 Intermediate and Advanced Banet. (See Theater 250A.)
273-1 to 6 Dance Workshop. (See Theater 273.)
303-6 (3,3) Kinesiology. (a) Force system, its relation to the mechanics of muscle action. Analysis of muscular-skeletal forces involved in physical education activities. (b) Applied body mechanics with the application of mechanical activities. Must be taken in

laws and principles to performance in physical activities. Must be taken in a,b sequence. Prerequisite: Physiology 300, GSA 101a and 301.

305-3 Physical Education for the Atypical Student. Deals with the recognition of physical deviations from the normal student and with the provisions of special or modified physical education or recreational activities for such students. Prerequisites: Physiology 300.

306-1 Advanced Stunts and Tumbling.

307-1 Advanced Apparatus.
309-5 Methods of Teaching Dance. (See Theater 309.)

312-4 History and Philosophy of Dance. (See Theater 312.)

313-4 Dance Production. (See Theater 313.)

315-2 Scuba Diving. Includes elementary through advanced underwater swimming techniques and an openwater diving experience when weather permits. Leads to YMCA certification. Prerequisite: GSE 101b or consent of instructor. 318-1 Water Safety Instructor. Methods and techniques of teaching swimming, diving, and life saving. Techniques approved by the YMCA and the American Red Cross. Leads to certification as a leader-examiner by the YMCA and as water safety instructor by the ARC. Prerequisite: current senior life saving certification.

320-4 Physiology of Muscular Activity. Immediate and long range effects of muscular activity on body systems. Integrative nature of body functions and

environmental influences on human performance efficiency. Laboratory to be

arranged. Prerequisite: GSA 301.

330a-2 Theory of Basketball Coaching. Different types of offense and defense studied; special emphasis given to early season conditioning and practice, offensive and defensive drills, team strategy, rules of the game. Prerequisite:

330b-2 Theory of Football Coaching. Deals with all phases of the game; offensive and defensive formation analyzed; strengths and weakness of each studied; various types of individual plays analyzed; rules discussed. Prerequisite: 100g. 331a-2 Theory of Swimming Coaching. Treatment of foundations and principles underlying coaching methods; comparative study differences in prevailing theories and methods; development of programs of training in pre-season, midseason, and post-season of competition. Prerequisite: 100a.

331b-2 Theory of Baseball Coaching. A study of the strategy of the game; the conduct of daily practice; analysis of the rules and their application to play

situations. Also effective methods of coaching for the best results. Prerequi-

site: 100i.

331c-2 Theory of Track and Field Coaching. Theoretical concepts dealing with the effective performance in running and field events; special emphasis on methods of training for such events; methods of organizing and conducting track and field meets. Prerequisite: 100j.

331d-2 Theory of Wrestling Coaching. Prepares students to develop program of wrestling; includes comparative knowledge of problems, techniques, materials, and systems in coaching wrestling as well as the organization and admin-

istration of the wrestling program. Prerequisite: 100m.

331e-2 Theory of Tennis Coaching. Theory of advanced strokes, strategy and tactics, scheduling and conducting matches, tournaments, exhibitions and clinics; officiating; organizing and promoting development programs. Prerequisite: 100c.

331f-2 Theory of Gymnastic Coaching. Deals with all phases of gymnastics; organization of dual meets, championships, and exhibitional teams; practice schedules; care and purchase of equipment; development and evaluation of exercises and routines; techniques of judging. Prerequisite: 100k.

335-2 Administration of Aquatics. The organization, administration, and super-

vision of aquatic programs in institutional and community swimming pools and camp waterfronts; the construction, operation, and maintenance of pools and waterfronts; personnel and program problems.

341-3 Principles of Physical Education. An understanding of the scientific foundations of physical education as implied by the accepted principles of psychology, physiology, sociology, biology, educational method of philosophy, anatomy, kinesiology, and related areas. Senior year.

345a-1 Officiating of Fall Sports. Interpretation of rules in football, cross coun-

try, and soccer; techniques of officiating; code of ethics, for officials and players; problems of officiating. Officiating practice required.

345b-1 Officiating of Winter Sports. Interpretation of rules in basketball, wrestling, and swimming; techniques of officiating; code of ethics for officials and

players; problems of officiating. Officiating practice required.

345c-1 Officiating of Spring Sports. Interpretation of rules in baseball, track and field, tennis and golf; techniques of officiating; code of ethics for officials

and players; problems of officiating. Officiating practice required.

350-Methods and Materials for Teaching Physical Education Activities in the Elementary School. The organization and conduct of the program with special emphasis on program planning, evaluation of materials, observation and practice in creative rhythms, singing games, folk dancing, and games of low organization. Two hours lecture; 2 hours laboratory.

354-3 Organization and Administration of Physical Education and Athletics. The organization and conduct of the total program of physical education including interscholastic athletics based upon accepted educational policies and

practices. Emphasis on problems of administration.

355-2 Assisting Techniques. 370-4 Tests and Measurements in Physical Education. Measurements as an aid in determining student needs, curriculum construction, teaching effectiveness, and the attainment of educational objectives. Includes the selection, administration, and interpretation of tests. Three hours lecture; 2 hours labora-

tory. 374-1 Advance Folk Dance. (See Theater 374.)

376-3 Care and Prevention of Athletic Injuries. The theoretical and practical

methods of preventing and treating athletic injuries; techniques of taping and bandaging; emergency first aid; massage; use of physical therapy modalities. Two hours lecture; 2 hours laboratory. Prerequisite: Physiology 300.

377-1 Horseback Riding. Fee required and self transportation.
378-1 Canoeing and Boating. Prerequisite: Intermediate Swimming or equiv-

379-1 Preclassic Dance Forms (See Theater 379.)
400-4 Evaluation in Physical Education. Historical background of measurement in physical education; selection and evaluation of contemporary testing devices; structure and use of tests; administering the testing program; and interpretation and application of results. Fulfills the tests and measurements course requirements for the Master of Science degree.

402-4 Organization and Administration of Intramural and Extramural Activities. Planning intramural programs of sports; planning and coordinating extra-

mural activities commonly associated with physical education.

403-4 The Adaptation of Physical and Recreational Activities to the Handicapped Individual. Recognition of postural deviations; devising and planning programs for the physically atypical.

404-2 to 4 The Teaching of Sports. Teaching methods, officiating, organization,

safety precautions, and selecting equipment for sports.

406-4 Basic Concepts of Physical Education. The place of physical education in the school program, and the concepts underlying the program. (Required of all students not presenting the undergraduate courses 354 or 340.)

407-2 to 4 Advanced Theory and Techniques in the Prevention and Rehabilitation of Athletic Injuries. Theoretical and practical methods of preventing and

treating athletic injuries.

408-2 to 4 Workshop: Physical Fitness—Its Role and Application in Education. Improvement of programs and teaching techniques involved in the development of various aspects of physical fitness. Units on postural status; body weight control; tension factors, causes, and control; exercise tolerance; and general body mechanics and control.

410-4 Behavioral Foundations of Coaching. Behavioral problems of the athlete and coach and possible solutions to such problems. Application of behavioral principles and theories as a basis for understanding the interaction between coach and student in the athletic environment. Prerequisite: Guidance 305, or

equivalent; or consent of instructor.

416-4 Current Theories and Practices in the Teaching of Dance. (Same as Physical Education—Women 416 and Theater 416.) History and evolution of

dance; place of dance in education.

420-4 Physiological Effects of Motor Activity. The general physiological effects of motor activity upon the structure and function of body organs; specific effect of exercise on the muscular system. Prerequisite: GSA 301.

475-2 to 4 Individual Research. (Selected areas with 2 to 4 hours in each.)

500-4 Techniques of Research.

501-4 Curriculum in Physical Education.

502-4 Foundations of Motor Skills. 503-4 Seminar in Physical Education.

504-4 Research Project in Physical Education. 508-4 Administration of Interschool Athletics. 509-4 Supervision of Physical Education.

510-4 Motor Development.

511-4 Analysis of Human Physical Movement.

513-4 Perceptual Motor Learning of Physical Skills.
514-4 Advanced Laboratory Techniques for Physical Exercise.
515-4 Body Composition and Human Physical Performance.
517-4 Athletic and Physical Education Facility, Design, Construction, and

Maintenance.

520-4 Metabolic Analysis of Human Activity. 525-1 to 6 Readings in Physical Education. 599-1 to 9 Thesis.

600-2 to 48 Dissertation.

Physical Education for Women

Department, Concentration, Courses

Professors Dorothy Davies, Ed.D. JoAnne Thorpe, Ph.D. (Chairman)
Helen Zimmerman, Ph.D.

Associate Professors Marjorie Bond
Potter, Ph.D.
Charlotte West, M.Ed.
Assistant Professors Dorothy Muzzey,
M.S. (Emeritus)
Jean Stehr, M.A.

Instructors
Kay Bree
Sarah Da
Marcile I
Julee Illr
Assistant Professors Dorothy Muzzey,
mens,

Instructors Claudia Blackman, M.S.
Kay Brechtelsbauer, M.S.
Sarah Davidson Cotten, M.S.
Marcile Franklin, M.S.
Julee Illner, M.S.
Herbert Vogel, M.S.
Assistant Instructor Margaret Clemens, Diploma

The physical education concentration qualifies young people for positions as teachers, coaches, or specialists in public and private elementary or secondary schools, colleges, and universities as well as other social agencies which promote physical activity programs. Courses are designed to meet the requirements of state departments of education and other agencies which have adopted professional standards.

Complete and integrated experience in teaching physical education and assisting in coaching under qualified supervisors is provided in the cooperating schools of the area. Added experiences are gained through membership in the Physical Education Club; membership in professional associations; participation on intramural teams; assisting in service class testing; professional journals; and working with recreational and school groups in teaching techniques of various activities.

Bachelor of Science Degree, COLLEGE OF EDUCATION

67 GSA 301, GSD 103, GSE 201 Requirements for Concentration in Physical Education for Women . . 68 Physical Education for Women 115d 115i, 115k, 115n, 115o, 115p, plus 3 of the following 115b, 115g, 115a, 115m, 209, 210, 115L, 115h, 115f, 115c, 115j, 115e, 302, 303, 304-9, 309a or b, 320, 350, 351, 352, 353, 354, 370 First Aid 2–4 Electives in Physical Education for Women Courses 6-8 A minimum of 5 of these elective hours must be in methods courses. Secondary Concentration 24 (Required for Standard High School Certificates, not required for Standard Special Certificates) Professional Education Classes 29 192

Anyone who transfers from another university and wants to concentrate in physical education for women must complete a minimum of 15 hours in physical education senior college courses at Southern Illinois University at Carbondale.

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Courses

Exercise for Fitness 115d.

Team Sports 115b, 115e, 115i, 115k, 115p.

Aquatics 115L, 271, 316, 317, 318, 355a,b, 378. Individual Sports 115b, 115a, 115g, 218, 115m, 229, 328, 377, 115n.

Gymnastics 115d. Dance 209, 115h, 115f, 230B, 230A, 240, 115j, 272, 312, 374, 376, 379, 416.

Teaching Physical Education in Elementary School 319, 350.

Teaching Physical Education in Secondary School 302, 304, 360, 362. Camping 348.

Professional Courses 209, 210, 303, 309a,b, 351a, 356a, 352, 353, 354, 355a, 356c, 370, 302, 320, 376.

115a-1 Archery. 115b-1 Badminton.

115c-1 Basketball.

115d-1 Exercise for Fitness.

115e-1 Field Hockey. 115f-1 Folk Dancing.

115g-1 Golf.
115h-1 Beginning Contemporary Dance. Fundamentals of movement and composition. A basic course culminating with experience in contemporary dance composition.

115i-1 Soccer and Speedball.

115j-1 Square and Social Dance.

115k-1 Softball. 115l-1 Intermediate Swimming. Prerequisite: Pass beginning swimming test.

115m-1 Tennis. 115m-1 Track and Field. 115o-1 Tumbling and Gymnastics. 115p-1 Volleyball.

209-2 Rhythmic Analysis. A study of the function and component factors of music as they relate to dance and the teaching of dance. Prerequisite: 115f,h. 210-2 Motor Learning. A course designed to teach, compare, and contrast principles of learning psychomotor skills to more general principles of learning. to show application of principles of programmed learning to the learning of psychomotor skills, and to present selected research studies in motor learning. Prerequisite: sophomore standing.
213–3 Stage Movement. (See Theater 213.)
218–1 Intermediate Fencing. Prerequisite: GSE 114M or equivalent.

229-1 Intermediate Golf. Prerequisite: GSE 114e or equivalent.
230A-2 Beginning Techniques of Classical Ballet. (See Theater 230A.)
230B-2 to 22 Intermediate and Advanced Ballet. (See Theater 230B.) Prerequi-

site: 230A, or consent of instructor.
240-2 to 24 Theory and Techniques of Contemporary Dance. The study of contemporary dance including muscular sensitivity, control of the dance instrument, exploration of time, space, shape, and motion leading to the development of aesthetic perception.

271-1 Sailing.

273-1 to 6 Dance Workshop. (See Theater 273.)
301-2 Techniques of Teaching Recreational Sports. Analysis and methods of teaching badminton, deck tennis, volley tennis, table tennis, and other recreational sports.

302-1 Teaching Practicum. A course designed to give major students an opportunity to observe and to assist in teaching activity courses under the direct

supervision of college Instructors. Prerequisite: departmental consent. 303-4 Kinesiology. The mechanical analysis of physical education activities through the study of joint and muscle action. Prerequisite: anatomy. 304-24 (2,2,3,2,3,2,2,2,2,2,2) Techniques of Teaching Sports. Methods of teaching, construction of daily lesson plans, and analysis of techniques. (a) Methods of Teaching soccer-speedball. Prerequisite: 115i; (b) Methods of Teaching Field Hockey. Prerequisite: 115E; (c) Methods of Teaching Basketball. Prerequisite: 115C; (d) Methods of Teaching Gymnastics, Tumbling and Trampoline. Prerequisite: 115o; (e) Methods of Teaching Tennis. Prerequisite: 115m; (f) Methods of Teaching Volleyball. Prerequisite: 115p; (g) Methods of Teaching Archery. Prerequisite: 115a; (h) Methods of Teaching Radminton Preing Archery. Prerequisite: 115a; (h) Methods of Teaching Badminton. Prerequisite: 115b; (i) Methods of Teaching Golf. Prerequisite: 115g; (j) Methods of Teaching Track and Field. Prerequisite: 115n; (k) Methods of Teaching Softball. Prerequisite: 115k.

309-6 (3,3) Methods of Teaching Dance. A course dealing with each of the various types of dance, including fundamental progressions and composition in each type. (a) Folk, Social, and Square Dance. Prerequisite: 115f, 115j, (b) Modern Dance. Prerequisite: 115h.

312-4 History and Philosophy of Dance. The history and development of dance

from primitive to contemporary forms.

313-4 Dance Production. Advanced dance techniques and choreography. Choreographic emphasis including staging and production of dance. Prerequisite: GSE 113e or consent of instructor.

316-1 Advanced Swimming. Prerequisite: 211 or equivalent.

318-1 Water Safety Instructor. Development of personal skills and methods of teaching swimming and lifesaving. American Red Cross Water Safety Instructor Certificate may be earned. Prerequisite: current senior lifesaving card. 319-4 Teaching Elementary School Group Activities. Study of age characteristics, planning of activity programs for all grade levels, techniques of teaching

activities to elementary grades, fulfillment of the Illinois requirements for elementary school teachers. Prerequisite: Psychology 301 or Guidance 305.

320-4 Physiology of Muscular Activity. Immediate and long range effects of muscular activity on both systems. Integrative nature of body functions and activities of the property of environmental influences on human performance efficiency. Laboratory to be arranged. Prerequisite: GSA 301.

328-1 Intermediate Tennis. Prerequisite: 228.

348-2 to 4 Camp and Community Leadership. Fundamentals of Scouting, Camping, and counseling. A weekend camping trip required.
350-4 Teaching Physical Education in the Elementary School. For supervisors and teachers of physical education. Curriculum planning, based on grade characteristics and educational philosophy, presentation of skills including skill tests, lead-up games, stunts and tumbling, games of low organization, creative rhythms, singing games, and folk dance. Second level (advanced

course 356B).
351-2 Physical Education for Special Students. Techniques of physical examination, postural defects and their correction, activities suitable for the atypical program building, and correlation of this program with the physical

education curriculum.

352-2 History of Physical Education. A study of the background and develop-

ment of physical education.

353-4 Organization and Administration of Physical Education. Criteria for the selection of activities, the organization of classes, the policies and the personnel, the physical plant and its upkeep, the planning, utilization and care of equipment in the physical education program. Prerequisite: 354.

354-2 Principles and Philosophies of Physical Education. The scientific foun-

dations applied to physical education.

355-3 (or 4) Methods of Teaching Swimming. Methods of teaching swimming

and lifesaving. (First level). Prerequisite: 115L or equivalent.

356-9 (3,3,3) Advanced Methods of Teaching Physical Education. (a) Special Students (Second level). Prerequisite: 351. (b) Elementary Schools (Second level). Prerequisite: 350. (c) Swimming (Second level). Prerequisite: 355. 362-1 to 4 Teaching Basic Activities to Junior and Senior High School Girls.

Teaching badminton, softball, basic movement and recreational games. 369-4 Improving Teaching Through Testing (Workshop). Teaching aids, diag-

nostic measures, practices, and standardized tests for a variety of physical

skills. Principles of programmed learning applied to psychomotor tasks.

370-3 to 4 Tests and Measurements in Physical Education. The theory of measurement in health and physical education, the selection and administration of appropriate tests and the interpretation of results. Projects required.

374-1 Advanced Folk Dance. Prerequisite: 222 or equivalent.

376-3 Emergency Care and Prevention of Athletic Injury. The theoretical and practical methods of preventing and treating athletic injuries, techniques of taping and bandaging, emergency first aid, massage, use of physical therapy modalities. Lecture and laboratory sessions. Prerequisite: Physiology 300 and GSA 301

379-3 Preclassic Dance Forms. (Same as Theater 379). Lectures and readings in dance of the 16th, 17th and early 18th centuries. Study and execution of

representative preclassic dances. Prerequisite: 230 and 240.

400-4 Evaluation in Physical Education. Historical background of measurement in physical education, selection and evaluation of contemporary testing devices, structure and use of tests, administering the testing program, and interpretation and application of results. Fulfills the tests and measurements course requirements for the Master of Science degree.

402-4 Organization and Administration of Intramural and Extramural Activities. Planning intramural programs of sports, planning and coordinating ex-

tramural activities commonly associated with physical education.

403-4 The Adaptation of Physical and Recreational Activities to the Handicapped Individual. Recognition of postural deviations devising and planning programs for the physically atypical.

404-2 to 4 The Teaching of Sports. Teaching methods, officiating, class organization, analysis of skills, and the application of the principles of motor

learning.

406-4 Basic Concepts of Physical Education. The place of physical education in the school program and the concepts underlying the program. (Required of all students not presenting the courses 354 or 340.)

407-2 to 4 Advanced Theory and Techniques in the Prevention and Rehabilitation of Athletic Injuries. Theoretical and practical methods of preventing and

treating athletic injuries.

408-2 to 4 Physical Fitness—Its Role and Application in Education. Improvement of programs and teaching techniques involved in the development of various aspects of physical fitness, Units on postural status, body weight control, tension factors, causes, and control, exercise tolerance, and general body mechanics and control.

410-4 Behavioral Foundations of Coaching. Behavioral problems of the athlete and coach and possible solutions to such problems. Application of behavioral principles and theories as a basis for understanding the interaction between coach and student in the athletic environment. Prerequisite: Guidance 305 or

equivalent; consent of the instructor.

415-4 Workshop in Gymnastics for Women. For undergraduates and graduates. Techniques and theory of teaching, coaching, judging official performances, conducting gymnastic meets, clinics, and demonstrations. Spotting and analysis of performance.

416-4 Current Theories and Practices in the Teaching of Dance. (See Physical

Education—Men 416.)

420-4 Physiological Effects of Motor Activity. The general physiological effects of motor activity upon the structure and functions of body organs, specific

effect of exercise on the muscular system. Prerequisite: GSA 301.

444-2 to 8 Contemporary Dance Workshop. Dance technique and theory, composition, improvisation, and production. Advanced study of the problems of choreography and production in their presentation as theater. Public performance is required. Prerequisite: 1 year of technique and theory or equivalent.

475-2 to 4 Individual Research. The selection, investigation, and writing of a research topic under supervision of an instructor. (a) dance; (b) kinesiology; (c) measurement; (d) motor development; (e) physiology of exercise, and

(f) history and philosophy.

500-4 Techniques of Research.

501-4 Curriculum in Physical Education.

502-4 Foundations of Motor Skills.

503-4 Seminar in Physical Education.

504-4 Research Project in Physical Education. 508-4 Administration of Interschool Athletics.

509-4 Supervision of Physical Education.

510-4 Motor Development.

511-4 Analysis of Human Physical Movement. 513-4 Perceptual Motor Learning of Physical Skills. 514-4 Advanced Laboratory Techniques for Physical Exercise.

515-4 Body Composition and Human Physical Performance.

517-4 Athletic and Physical Education Facility, Design, Construction, and Maintenance.

525-1 to 6 Readings in Physical Education. 599-1 to 9 Thesis.

600-2 to 48 Dissertation.

Physical Therapy Assistant

Program, Concentration, Courses

Assistant Professor Ted Y. Okita, M.S.

The physical therapy assistant works with the registered physical therapist under the prescriptions of a physician to treat disabilities resulting from birth defects, disease or injury.

The student will learn massage, exercise, ultra-sonics, hydrotherapy, and other therapeutic techniques in actual practice in the university's Clinical Center. He will work with professional therapists in learning such complex procedures as administering manual muscle tests, electrical muscle and nerve tests, and other evaluative measures.

Before graduation, the student will serve a three-month internship in

a hospital, rehabilitation center, or extended care facility.

This is the only university-level physical therapy assistant program of its kind. It is served by an advisory committee which provides supportive expertise. Current members are David Collins, chief physical therapist, St. Mary's Hospital, Decatur; Mrs. Virginia Daniel, chairman, Department of Physical Therapy, Chicago Medical College; Dr. Harold Kaplan, Department of Physiology, Southern Illinois University at Carbondale; Dr. Bruce Safman, St. John's Hospital, Springfield; and Miss Elizabeth Wood, educational director of the physical therapy program of Northwestern University Medical School, Chicago.

A minimum of 106 credit hours is required for the associate degree.

Associate in Art Degree, VOCATIONAL-TECHNICAL INSTITUTE Requirements for Concentration in Physical Therapy Assistant

-	4000 000000 100 0000000 00000 000 00000 = 1100 0000 = 1100	
	GSA 101a,b, 201a,b, 301	20
	GSB 201b,c	8
	GSC 100 or 101	3
	GSD 101, 102, 103, 107	14
	GSE	1
	Health Education 334a	4
	Occupational Education 303	
	Physical Education for Men 303a,b	
	Physiology 300	
	Psychology 303 or 304 or 305	4
	Physical Therapy Assistant 100a,b, 202, 203, 205, 207, 209, 213, 214,	
	221, 222	31
	Floativos	7

Recommended: GSA 302; GSB 306; GSE 201; Chemistry 115, 122A and 123A, 122B and 123B; Mathematics 111a,b; Physical Education for Men 305, 320, 370, 376; Physical Education for Women 351; Vocational and Technical Careers 102

Total 106

Courses

100-2 (1.1) Physical Therapy Orientation. The student will be able to describe the historical background, professional ethics, and legal aspects of physical therapy practice. He will be able to understand the relationship of physical therapy to total health care. Lecture 1 hour, laboratory 1 hour.

202-3 Physical Rehabilitative Techniques. The student will be able to demon-

strate rehabilitative procedures such as bed positioning, range of motion exercises, transfer activities and gait training. He will understand the concepts of total rehabilitation. Lecture 2 hours, laboratory 2 hours. Prerequisite: 100. 203-2 Pathology. The student will be able to understand the fundamental basis of disease. Emphasis will be placed on those conditions treated through physical therapy procedures. The student will be able to describe the process of inflammation and repair of bone and soft tissue injuries. Lecture 2 hours. Prerequisite: GSA 301.

205-3 Physical Therapy Science. The student will be able to describe selected medical and surgical conditions from the standpoint of etiology, clinical signs and symptoms, and physical therapy treatment. Lecture 3 hours. Prerequisite:

100 - 2.

207-2 Massage. The student will be able to demonstrate massage techniques for specific conditions through role playing and supervised application of massage to selected patients. He will understand the scientific principles of massage and be aware of indications and contraindications for massage. Lecture 1 hour.

Laboratory 2 hours. Prerequisite: 100, 202.

209-3 Therapeutic Exercise. The student will be able to administer therapeutic exercise techniques for specific clinical conditions through demonstrations and supervised application of exercise to selected patients. He will understand the scientific principles of therapeutic exercise and acquire the skills to effectively and safely utilize exercise equipment. Lecture 2 hours. Laboratory 2 hours. Prerequisite: PHSL 300.

213-3 Therapeutic Modalities. The student will be able to demonstrate procedures used in the safe application of local heat and cold and understand their physiologic effects. The student will be able to describe the indication and contraindications for the use of heat and cold Lecture 2 hours, laboratory 2.

contraindications for the use of heat and cold. Lecture 2 hours, laboratory 2 hours. Prerequisite: GSA 101-8.

214-3 Physical Therapy Science Practicum. The student will be able to carry out routine physical therapy procedures with selected patients. He will be able to assist in maintaining records and develop cooperative spirit with other mem-

bers of the department. He will be able to relate to the patient in a professional manner and recognize limits of his professional competence. Lecture 1 hour. Laboratory 6 hours. Prerequisite: 207, 209, 213.

221-8 Clinical Internship. The student will be able to apply previously learned theories and techniques of patient care through closely supervised practicum experience in two large general hospitals. Prerequisite: Completion of all other requirements of physical therapy curriculum with a minimum grade average requirements of physical therapy curriculum with a minimum grade average of 3.0. Prerequisite: all requirements with GPA 3.0.

222-2 Clinical Seminar. The student will be able to discuss with the coordinator of the program patient care and problems encountered during internship. He will have the opportunity to evaluate his educational experience at Southern Illinois University and his clinical internship experience. The grade for this course will be either pass or fail. This course must be taken concurrently with 221.

Physics and Astronomy

Department, Concentration (Physics), Courses

Professors Martin J. Arvin, Ph.D.	Mykola Saporoschenko, Ph.D.
(Emeritus)	Richard G. Schlecht, Ph.D.
Bruno J. Gruber, Ph.D.	Assistant Professors Brian L. Beers
Lauriston C. Marshall, Ph.D.	Ph.D.
William E. Nickell, Ph.D.	Brent W. Benson, Ph.D.
Richard E. Watson, Ph.D.	Walter L. Borst, Ph.D.
Otis B. Young, Ph.D. (Emeritus)	Subir K. Bose, Ph.D.
John R. Zimmerman, Ph.D.	J. Craig Carrell, Ph.D.
(Chairman)	Chuen-Chuen Chang-Fang, Ph.D.
Robert N. Zitter, Ph.D.	John D. Cutnell, Ph.D.
Associate Professors Mario E. Foglio,	Huey W. Huang, Ph.D.
Ph.D.	Kenneth W. Johnson, Ph.D.
Walter C. Henneberger, Ph.D.	Edwin F Pearson, Ph.D.
Harry H. Nickle, Ph.D.	Frank C. Sanders, Jr., Ph.D.

Physics

The undergraduate concentration in physics leading to the Bachelor of Arts degree provides for a mastery of basic principles and methods of classical and modern physics and for flexibility in application through a breadth of coverage of the field. Students considering a concentration in physics are urged to consult with the undergraduate adviser of the physics department.

Bachelor of Arts Degree, COLLEGE OF LIBERAL ARTS AND SCIEN	ICES
General Studies Requirements (Advanced Standing assumed.) Supplementary Two-Year College Requirement in FL/Mathematics	59
GSC Foreign Language * (French, German, or Russian recommended)	
Mathematics: Mathematics 111–10 (or advanced standing) and Mathematics 150–10	20
Requirements for Concentration in Physics	
123a-2 and 122b-3 and 123b-2 (240-4 may be taken in	
lieu of 122b and 123b)	
* GSC Foreign Language does not satisfy GSC requirement in the College of Liberal	Arts and
Sciences. 1 For students who do not pass a proficiency examination in chemistry.	

Physics 111–9 and 112–3, or 206–9 and 207–3, or 211–9 and	
212–3; 301, 304, 305, 307, 309, 310, 401, 404, 410a, 415–12,	
plus 4 hours from 311, 312, and 418	
<i>Electives</i>	28
Recommended: Applied Science 401, 418, 421, 422; Chemistry	
122c and 123c, 305, 460 or 461; Engineering 222, 313, 420,	
GSB 211, 311, 354, 361; Geology 416, 435; Mathematics 421,	
452, 455, 475, 480, 483; Physics 300, 302, 405, 410b	
77-1-1	

Bachelor of Science Degree, COLLEGE OF EDUCATION

For this degree the requirements differ from those for the Bachelor of Arts degree in the following respects: No foreign language is required. Thirty-three hours of 300 or above physics courses, including 301, 305, 415–12 and 6 hours of laboratory courses selected from 307, 311, 312 and 418.

Secondary Concentration *

A secondary concentration in physics requires 24 hours and must include Physics 111–9 and 112–3, or 206–9 and 207–3, or 211–9 and 212–3 and two of the following: 300–4, 310–3 and 311–1, or 309–3 and 312–2 (no calculus prerequisite). Students having completed calculus may select 304-3, and those taking differential equations may select from 301-3 and 305a,b to meet requirements.

Courses

111-9 (3,3,3) College Physics-Honors. Restricted to freshmen. May be taken beginning with either the fall or the winter quarter. Prerequisite: advanced

standing in Mathematics 111a and consent of department.

112-3 (1,1,1) College Physics Laboratory. Three hours of laboratory per week.

Prerequisite: concurrent enrollment in 111.

206-9 (3,3,3) College Physics. Designed to meet preprofessional requirements and the needs of all students in the sciences, except physics and engineering. Must be taken in a,b,c or a,c,b sequence. Prerequisite: Math 111b. 207-3 (1,1,1) College Physics Laboratory. One 3-hour laboratory period per

week, taken concurrently with 206.
211-9 (3,3,3) University Physics. Calculus for science, mathematics, and preengineering students. Laboratory. (a) Mechanics. (b) Light, sound, and heat. (c) Electricity and magnetism. Prerequisite: Mathematics 150b or concurrent enrollment.

212-3 (1,1,1) University Physics Laboratory. Three hours per week. Pre-

requisite: concurrent enrollment in 211.

300-4 Introduction to Modern Physics. Continuation of 211. Three lectures, one recitation, and one three-hour laboratory per week. Prerequisite: 111, or 206, or 211.

301-3 Mechanics. Intermediate theoretical particle mechanics using vector analysis. Prerequisites: 111a, 206a, or 211a; Mathematics 305a, or concurrent

enrollment, or consent of instructor.

302-3 Astronomy-Honors. Current knowledge of the universe and the gathering of that knowledge. Includes properties of the solar system and theories of its origin, the structure and evolution of stars. Supplemented by occasional hours of evening observation. Prerequisite: Mathematics 150b and one of GSA 101a,

Physics 111a, 206a, or 211a, or consent of instructor.

304-3 Thermodynamics. A macroscopic study of the thermal properties of matter and the laws of thermodynamics. Prerequisites: 111b, 206b, or 211b and

Mathematics 252b.

305–6 (3,3) Introduction to Electric Theory. Vector treatment of the theory, electrostatics in vacua and in matter, steady currents, electromagnetism and quasi-steady currents. Prerequisites: 111, 206, or 211; Mathematics 305a, or concurrent enrollment, or consent of instructor.

307-2 Electrical Measurements. A laboratory course illustrating basic electrical and magnetic properties and emphasizing precision in their measurement.

Prerequisite: 305b or concurrent enrollment.

309-3 Electric Circuits. Electron tube and transistor circuit principles with applications to radio receivers, transmitters, and power supplies. Prerequisite:

111c, 206c, or 211c.
310-3 Light. Light propagation and optical instruments: reflection, refraction, interference, diffraction, and polarization of light. Prerequisite: 111b, 206b, or

211b. 311-1 Optics Laboratory. Advanced experiments in geometrical and physical optics. Three laboratory hours per week. Prerequisite: 310 or concurrent enrollment.

312-2 Electric Circuits Laboratory. Laboratory studies of properties of elec-

tron tubes and transistors and basic circuits employing them in power supplies, amplifiers, and oscillators. Prerequisite: 309 or concurrent enrollment.

401-3 Mechanics. Rigid body mechanics, normal coordinates, mechanics of continuous media, and advanced principles. Prerequisites: 301, Mathematics 455c or consent of instructor.

404-6 (3,3) Physical Electronics. Kinetic theory and statistical mechanics with applications to electronic conduction in solids, vacuum, and gases, electron emission and ballistics; Bose-Einstein and Fermi statistics, electron theory of metals; semiconductors; quantum physical phenomena of the solid state. Pre-

metals; semiconductors; quantum physical phenomena of the solid state. Prerequisite: 304, 305, 401 (or consent of instructor).

405-3 Electronics. Advanced theory and application of vacuum tubes and semiconductor devices as circuit elements in power supplies, oscillators, amplifiers, and shaping circuits. Prerequisites: 305 and 309 or consent of instructor.

410-6 (3,3) Introduction to Electromagnetic Wave Theory. A theoretical study of electromagnetic wave generation, propagation, and detection, with applications to microwaves and modern optics. Prerequisites: 305, 310.

415-12 (3,3,3,3) Modern Physics. Elements of wave mechanics, special relativity, atomic, molecular, and nuclear physics. Prerequisites: 301, 305, Mathematics 455c or consent of instructor.

418-1 to 4 Modern Physics Laboratory.

418-1 to 4 Modern Physics Laboratory.
420-2 to 5 Special Projects. Each student is assigned to a definite investigative

topic. Adapted to advanced undergraduate students. Prerequisite: 301, 305.
447-5 Topics in Classical Physics. Assists experienced teachers to improve their understanding of classical physics and the strategy of presenting it. Employed phasis on demonstration of phenomena as basic strategy in the introduction of new material. Attention given to the design of demonstration apparatus. Related laboratory experience is an integral part of the course. Prerequisite:

consent of department.

448-5 Topics in Modern Physics. Assists experienced teachers to extend their understanding of modern physics. Lectures and demonstrations aim at improvement of the means of presenting the ideas of modern physics. Related laboratory experience is an integral part of this course. Prerequisite: consent

of department.

449-3 (1,1,1) In-Service Institute for Teachers of Physics. A series of lectures, demonstrations, discussions, and films to assist teachers of high school physics in meeting their classroom problems and responsibility. Prerequisite: consent of department.

504-12 (4,4,4) X-Ray Diffraction and Lattice Dynamics.

510-9 (3,3,3) Classical Mechanics.

511-9 (3,3,3) Mathematical Methods of Physics.

520-2 to 5 Special Projects.

530-9 (3,3,3) Electromagnetic Theory. 531-9 (3,3,3) Quantum Mechanics.

532–9 (3,3,3) Advanced Quantum Mechanics. 540–9 (3,3,3) Nuclear Physics.

550-9 (3,3,3) Atomic and Molecular Spectra.

560-9 (3,3,3) Statistical Mechanics. 570-9 (3,3,3) Solid State Physics.

575-1 to 4 Graduate Seminar.

580-3 to 6 Selected Topics in Physics.

590-1 to 9 Thesis.

592-1 Colloguy in Molecular Science.

597-3 to 45 Special Topics in Molecular Science. 598-3 to 25 Special Projects in Molecular Science.

599-1 to 9 Thesis.

600-1 to 48 Dissertation.

Physiology

Department, Concentration, Courses

Professors Florence M. Foote, Ph.D. George H. Gass, Ph.D. Harold M. Kaplan, Ph.D. (Chairman) Alfred Richardson, Ph.D. Associate Professors Tom T. Dunagan,

Richard V. Lee, M.D. Joseph P. Miranti, M.D. Assistant Professor Donald M. Miller, Ph.D. Alexander C. Warner, Ph.D.

Adjunct Professor Eli L. Borkon, M.D.

Bachelor of Arts Degree, College of Liberal arts and Sciences

General Studies Requirements Supplementary Two-Year College Requirement in FL/Mathematics 18–20 Mathematics 111–10, and 150–10

GSC FL-9, and FL 201-9 *	
Requirements for Concentration in Physiology	72
Physiology electives selected in consultation with the chair-	
man to total at least 48 hours	
A background of basic courses in chemistry, mathematics,	
physics, and zoology is required. Core courses in Biology	
305, 306, 307, 308 involving 16 hours as part of the 48 hour	
concentration are required	
Electives	33-35
Total	192

^{*} GSC FL does not satisfy GSC requirement in the College of Liberal Arts and Sciences.

Secondary Concentration

A secondary concentration in physiology requires a minimum of 24 hours.

JUNIOR—SENIOR HONORS PROGRAM

Students who, as sophomores, have shown outstanding ability in GSA 201 series or core curriculum in biological sciences may be accepted into the Honors Program in their junior year. Honors students engage in independent research in Physiology 456 during their junior and senior years.

Courses

300-4 to 5 Human Anatomy. Lectures, demonstrations, and periodic observation of the prosected body. Lectures confined to bones, joints, muscles, and nerves. Primarily for students in physical education. Four hours lecture per week for 4 quarter hours of credit. One section, 300b, spring term, is reserved chiefly for nursing, mortuary science, and some biology students. All bodily systems are reviewed. Four lecture and 2 laboratory sessions per week earn 5 quarter hours in the 300b section.

GSA 301-4 Principles of Physiology.

GSA 302-3 Psychobiological Foundations of Behavior.

410-15 (5,5,5) Advanced Anatomy. Dissection of the human body. Primarily for students with a concentration in physiology and other biological sciences. Not a premedical course. Two hours lecture, 6 hours laboratory. Prerequisite: consent of instructor.

414-4 Anatomy and Physiology of Speech and Hearing Mechanisms. The anatomy and physiology of the vocal apparatus. Primarily for students with a concentration in speech pathology. Three hours lecture, 2 hours laboratory.

415-8 (4,4) Experimental Animal Surgery. (a) Preparation of animals for

surgery. Anesthesia, instruments, care of animal quarters, selected excercises. (b) Special surgical exercises. Two hours lecture, 4 hours laboratory. Part b may be elected independently of a only by permission of the instructor.

417-8 (4,4) Principles of Pharmacology. Action of drugs and other chemical substances upon the living organism. Physiological and biochemical events resulting from the action of drugs. Pharmacodynamics, chemo-therapy, toxicology, and therapeutics. Prerequisites: basic courses in chemistry and biological sciences. Two hours lecture, 2 hours laboratory.

430-12 (3,3,3,3) Cellular Physiology. The nature and mechanism of the living cell. Chemical and physical aspects of vital activity.

433-4 Comparative Physiology. Fundamental physiological processes and the manner in which they vary in various groups of animals. Recommended for a concentration in physiology and for students in other biological sciences. Three hours lecture, 2 hours laboratory.

440-3 Electron Microscopy. Lectures, demonstrations, and practical experience with the electron microscope. Fundamentals of specimen preparation. Open to students with advanced knowledge of any natural or physical sciences. Two

hours lecture, 2 hours laboratory.

450-1 to 16 Special Problems in Physiology. Eight hours laboratory. Prerequisite: consent of department.

456-4 to 12 Independent Research for Honors. Supervised research and investi-

J.

gation in different branches of physiology. Undergraduate honors students only.

Prerequisite: consent of instructor and chairman.

460-15 (5,5,5) Mammalian Physiology. Function and biochemical organization in mammals, especially man. Open to students with adequate courses in biological sciences and chemistry. (a) blood, circulation, respiration; (b) digestion, excretion, endocrines; (c) nervous system sense organs. Three hours lecture, 4 hours laboratory.
465-9 (3,3,3) Biophysics. Principles of measurement. Physiology of man in his

physical environment. Internal physics of the human body as it functions, in-

cluding the vital organs. Prerequisite: 3 terms biology, 3 terms physics.

471-9 (3,3,3) Biophysical Instrumentation. Principles of electronics accenting solid state circuit designs that apply to biophysics, biology, or the physical sciences. Circuit construction for instruments included. Prerequisite: two terms of physics or consent of instructor.

500-1 to 9 Advanced Seminar.

519-4 Endocrinology.

520-9 (3,3,3) Physiological Techniques.

521-1 to 6 Readings in Current Physiological Literature.

540-8 (4,4) Advanced Comparative Physiology.

550-3 Radiation Biology.

560-2 to 12 Special Research.

565-3 Biophysics.

580-2 to 18 (2 to 3 for each topic) Current Topics in Physiology. Readings and group discussions in areas of current interest. (a) Biological structure. (b) Biophysics. (c) Cardiovascular physiology. (d) Cellular physiology. (e) Endocrinology and pharmacology. (f) Metabolism. (g) Neurophysiology. Prerequisite: background in biological sciences and consent of instructor. 599-3 to 9 Thesis.

600-1 to 48 Doctoral Dissertation.

Plant Industries

Department, Concentration, Courses

Professors J. Leasure, Ph.D. K. (Chairman) James B. Mowry, Ph.D.

Herbert L. Portz, Ph.D.

Associate Professors Gerald D. Coorts, Ph.D.

Donald M. Elkins, Ph.D. Irvin G. Hillyer, Ph.D. Joe H. Jones, Ph.D.

Oval Myers, Jr., Ph.D. Farrel Olsen, Ph.D.

Donald P. Satchell, Ph.D. James A. Tweedy, Ph.D. Professors

Assistant Donald Stucky, Ph.D. Edward C. Varsa, Ph.D.

Instructor George Kapusta, M.A.

Adjunct Professors Roland C. Blake, John W. Hull, Ph.D. Stanley Nemec, Ph.D.

The Department of Plant Industries includes crop production, horticulture and soils. There are many widely varied opportunities for students with an interest in plants or soils. A student may choose a general option within the department and select most of his upper division credits from a wide choice of electives throughout the School of Agriculture and the University. If his interests are more specialized, he may elect the science option and concentrate in one particular area, or he may elect an option which permits him to combine a broad background in plants and soils with selected business courses and business related electives.

Opportunities for individual studies, work in special problems, and seminars are available and students in all options are urged to make use of them to meet the goals and needs of their respective programs.

Bachelor of Science Degree, SCHOOL OF AGRICULTURE

		OPTIONS	
	General	Science	Business
General Studies	67	67	67

GSA 101b or chemistry substitute ¹ 4	_	4	
Chem 122a,b and Chem 123a,b –	10	_	
GSA 201a,b or 210a,b required ² 8	8	8	
GSB-Ag Ind 204 substituted for			
GSB 211a 4	4	4	
GSD 101, 102, 103b 9	9	9	
GSD 107 5	-	5	
Math 111b required –	5	_	
Requirements for Concentration in Plant			
Industries	60	71	70-72
Ag. Ind. 350 5	_	_	
An. Ind. 121a,b 5	_	-	
Courses in two other departments			
in agriculture –	7	7	
Bot. 320	5	· _	
Pl. Ind. 109, 264, 301, 381	14	14	
Other Pl. Ind. courses			
Other Agriculture Electives 18	8	8	
Mathematics 3, Physical Sciences or	O	O	
Biological Sciences	24		
Accounting 250, Ad. Sci. 301 or	27		
340, Marketing 301 or Ag. I. 354 –		11–12	
Business electives and supporting	_	11-12	
		12–13	
courses –	- CF		E4 EE
Electives		54	54–55
<i>Total</i>	192	192	192

Chem 110, 240, or 122 and 123 can be substituted (4-10 hours) for GSA 101b or GSA 105.
 GSA 201 highly preferred.
 Prerequisite of 111a or Math 108 required for Math 111b.

109-4 Principles of Field Crop Production. Plant development and production of important field crops emphasizing crops of the midwestern United States, plant classification and botannical structure; essential plant processes; crop ecology; crop improvement; seeds and seeding; crop production practices. Field trip.

259-3 to 60 Technology in Agriculture. This is a designation for credit earned in technical or occupational proficiency when credit is to be established (by departmental evaluation) for work above the high school level. Prerequisite:

transfer from two-year program.

264-4 General Horticulture. General principles of plant propagation, vegetable growing, fruit growing, landscape gardening, and floriculture. Field trip. Seniors cannot enroll without consent of department.

301-5 Soil Science. (See Forestry 301.)

302-3 to 4 Advanced Soil Science. Basic principles of soil physics, chemistry

and fertility as they relate to plant production. Prerequisite: 301.

303-3 Landscape Plant Materials. Classification, identification, landscape characteristics, and function of landscape plants, and ecological considerations in their selection and use. Prerequisite: GSA 201b.

304-5 (3,2) Landscape Design. (a) Introduction to theory and principles of landscape design as applied to the modern home. Property selection and climate control. (b) Laboratory. Practical application in modern methods of property planning including the individual components of the completed

landscape plan and selection of plants.

306-5 (3,2) Soil and Water Conservation. (Same as Agricultural Industries 306.) (a) The study of the theoretical factors affecting soil erosion and excessive water run-off, including practices of water management and soil conserva-tion. Prerequisite: 301. (b) Laboratory. Practical structure methods of controlling water run-off and soil erosion. Prerequisite: 306a or concurrent en-

rollment.

309-4 Field Crop Production. Principles of growth and production of common field crops: cereals, forages, and miscellaneous crops; growth characteristics; adaptation; improvement; culture; diseases and insects and their control; utilization. Field trip. Prerequisite: GSA 201b.

310-4 Morphology of Crop Plants. Cellular structure, vegetative and repro-

ductive development, and gross morphology of the major crop plants. Utilization of crop plant parts. Prerequisite: GSA 201b or equivalent.

315-4 Plant Genetics. Principles of genetics and evolution of plants. Pre-

requisite: GSA 201b.

316-4 Small Fruits. Production of strawberries, brambles, grapes, and miscellaneous small fruits. Field trips. Prerequisite: GSA 201b or concurrent enrollment or consent of department.

324-4 Orcharding. Commercial tree fruit growing, physiology, orchard practices, pest control, harvesting, and marketing. Field trips. Prerequisites: 264, GSA 201b or concurrent enrollment.

GSA 345-3 Economic Botany.

347-3 Garden Flowers. Culture, identification, and use of flowering bulbs, annuals, biennials, and perennials in the home flower garden. Prerequisite: GSA 201b or consent of department.

359-3 to 5 Intern Program. Work experience program in either an agricultural agency of the government or agri-business. Prerequisite: junior standing. 381-1 to 2 Plant Science Seminar. Recent scientific developments in the field

of plant science. Limited to senior students. Maximum one hour per term.

390-1 to 6 Special Studies in Plant Industries. Assignments involving research

and individual problems. Prerequisite: consent of chairman.

391-1 to 6 Honors in Plant Industries. Independent undergraduate research sufficiently important to require 3 hours per week of productive effort for each credit hour. Prerequisite: junior standing, GPA of 4.0 with a 4.25 in the major, and consent of department chairman.

401-4 Soil Physics. Physical properties of the soil; factors affecting them, their measurements, evaluation, and influence in determination of soil productivity.

Prerequisite: 301.

402-4 Soil Morphology and Classification. Morphology and soil formation, description and identification of soil profiles, classification of soils, techniques of soil mapping, and interpretation of survey data. Field trips cost approximately \$6.00. Prerequisite: 301.

403-4 Soil Chemistry. Inorganic and organic colloids, ionic exchange, oxidationreduction processes, acidity, alkalinity, and salinity, and how each relates to plant nutrition and growth. Prerequisite: 301.

404-3 Turf Management. Principles and methods of establishing and maintaining turf for homes, recreational areas, and public grounds. Study of basic plant and soil materials, fertility, culture, water management, and pest control as related to turf-grasses in variable environments. Field trips. Prerequisite: GSA 201b or equivalent; course in soils recommended.

406-5 Radioisotopes, Principles, and Practices. Principles of radioisotope technology as applied to agricultural and biological sciences. Prerequisite: general

chemistry and biochemistry or equivalent.
407-5 (3,2) Fertilizers and Soil Fertility. (a) Lecture. The uses of fertilizer material; effects of various fertilizers on soils and crops; fertility maintenance and soil management. Prerequisite: one course in soils; (b) Laboratory. The laboratory study of the chemistry and fertility of soils. Parallels the theoretical presentation given in 407a. Prerequisite: 407a or concurrent enrollment.

408-4 World Crop Production Problems. Ecological and physiological factors influencing production in various areas of the world. Natural limitations on crop production. Non-agricultural factors influencing world crop output. Pre-

requisite: 109.

409-3 Crop Physiology and Ecology. The effects and significance of physiological and ecological parameters on crop yields. Prerequisite: Botany 320 or

consent of instructor.

415-4 Plant Breeding. Principles of plant breeding emphasized together with their application to the practical breeding of horticultural, agronomic, and forest plants. Prerequisite: any course in genetics.

418-4 Weeds and Their Control. Losses due to weeds, weed identification and distribution, methods of weed dissemination and reproduction. Mechanical, biological, and chemical control of weeds. State and federal legislation pertaining to weed control herbicides. Herbicide commercialization. Field trips. Pre-

requisite: GSA 201b or concurrent enrollment.

419-4 Forage Crop Management. Forage crop production and utilization; forage crop characteristics, breeding, and ecology; grasslands as related to animal production, soil conservation, crop rotation, and land use. Field trip costs

approximately \$3.00. Prerequisite: GSA 201b.

424-5 (3,2) Soil Microbiology. (a) Lecture. A study of the numbers, characteristics, and biochemical activities of soil micro-organisms, with particular consideration of their role in the transformations of organic matter, nitrogen, and minerals as related to soil fertility and management. Prerequisite: one course in Microbiology or soils; (b) Laboratory. Experiments designed to determine numbers, and to study the characteristics and biochemical activities of the soil microflora as related to fertility. Prerequisites: 424a, or concurrent enrollment, Microbiology 301.

437-4 Commercial Vegetable Production. Culture, harvesting, and marketing of commercial vegetables. Field trips cost approximately \$3.00. Two hours

laboratory. Prerequisite: 264 or consent of department.

438-3 Advanced Studies in Vegetable Crops. Genetics, morphological, and physiological factors influencing the production of vegetable crops. Offered in alternate years. Prerequisite: 264, Botany 320 or consent of department. 440-5 Plant Propagation. Fundamental principles of asexual and sexual propagation.

gation of horticultural plants. Actual work with seeds, cuttings, grafts, and

other methods of propagation. Prerequisite: 264.

444-4 Floriculture. Principles governing production, timing, and marketing of the major floricultural crops grown in the commercial greenhouse. Field trip. Prerequisite: 264.

507-3 Advanced Soil Fertility.

518-4 Principles of Herbicide Action.

520-1 to 6 Readings.

533-5 Growth and Development in Plants.

575-1 to 6 Research. 581-1 to 6 Seminar.

588-1 to 12 International Graduate Studies.

590-1 to 4 Special Studies in Plant Industries. 599-1 to 9 Thesis.

President's Scholars

Courses

111-0 Freshman Honors Colloquium. Open to freshman in the 90th percentile on SIU predicted grade point average.

251-1 to 12 Honors Seminar. Prerequisite: President's Scholar status. 351a-3 to 12 (3,3,3,3) Honors Seminar. Credit earned for these seminars may

be used to satisfy the 300-level requirement for General Studies Area A. 351b-3 to 12 (3,3,3,3) Honors Seminar. Credit earned for these seminars may be used to satisfy the 300-level requirement for General Studies Area B. 351c-3 to 12 (3,3,3,3) Honors Seminar. Credit earned for these seminars may

be used to satisfy the 300-level requirement for General Studies Area C. 399-2 to 15 Honors Project. Preparation of honors paper or comparable project under joint supervision of President's Scholar Program and a faculty member of a subject-matter department. Prerequisite: consent of President's Scholar Program.

499-3 to 9 Undergraduate Honors Thesis. Preparation of honors thesis under supervision of a committee consisting of one or more faculty members in appropriate disciplines and a representative of the President's Scholar Program. Prerequisite: consent of department and the President's Scholars Program

Committee.

Psychology

Department, Concentration, Courses

Professors Gene Jerome Brutten. Ph.D. Neil A. Carrier, Ph.D.

David Ehrenfreund, Ph.D. (Chairman) Jack W. Graham, Ph.D.

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Alfred Lit, Ph.D. James H. McHose, Ph.D. Janet E. Rafferty, Ph.D. Donald J. Shoemaker, Ph.D. William C. Westberg, Ph.D. Associate Professors Stanley L. Brodsky, Ph.D. Vincent A. Harren, Ph.D. Clayton E. Ladd, Ph.D. Robert A. Levitt, Ph.D. G. Donald MacLean, Ph.D. Donald Meltzer, Ph.D. James P. O'Donnell, Ph.D. Gordon F. Pitz, Ph.D. Thomas Purcell, Ph.D. Gordon Rader, Ph.D. Robert C. Radtke, Ph.D. David C. Rimm, Ph.D.	Eu Th Ra Assist L. Te Do Ste Th Ne Jol Ro Jol Ra Instru

Eugene L. Ringuette, Ph.D.
Thomas R. Schill, Ph.D.
Ralph E. Van Atta, Ph.D.
Assistant Professors William A. Anthony, Ph.D.
L. DeMoyne Bekker, Ph.D.
Terence D. Buck, Ph.D.
Don A. Irwin, Ph.D.
Steven P. McNeel, Ph.D.
Thomas O. Mitchell, Ph.D.
Nerella A. Ramanaiah, Ph.D.
John B. Rijsman, Ph.D.
Ronald R. Schmeck, Ph.D.
John F. Snyder, Ph.D.
John W Somervill, Ph.D.
Rachel Wendt, Ph.D.
Instructor Shirley Dunagan, M.S.

The undergraduate concentration in psychology is primarily aimed at providing broad general education rather than specialized professional training in psychology; to become a professional psychologist the student must usually complete from two to four years of postgraduate study.

Bachelor of Arts Degree, College of Liberal arts and Sciences General Studies Requirements Supplementary Two-Year College Requirement in FL/Mathematics 18–20 Mathematics 111-10, and 150-10 GSC FL-9, and FL 201-9 * Requirements for Concentration in Psychology 40 GSB201c, GSA301 (8) Psychology 211 Psychology electives: At least two courses from 301, 303, 304, 305, 307, 320, 322; any two courses from 311, 312, 314, 315; any two courses from 404, 407, 408, 414, 421, 431, 440, 451, 461, 465, 467, 479, 490; and any two additional courses from those listed above 32 Electives 65-67

Total

Secondary Concentration

A secondary concentration in psychology consists of 24 hours of psychology courses.

Junior-Senior Honors Program

A small number of students are selected each year for the honors program. Selection criteria are promising academic performance (4.0 overall GPA and 4.25 psychology GPA minimum), expressed interest, and recommendation of department adviser. Emphasis is on small seminar and individual research work by the student.

Courses

101-4 Developing Effective Relationships. Literature relevant to human interaction. Personalized learning experience. Student is encouraged to make im-

^{*} GSC Foreign Languages does not satisfy GSC requirement in the College of Arts and Sciences.

mediate use of relevant information in developing more effective relationships with peers, parents, and significant others. Examination of personal beliefs

and values. 211-8 (4,4) Principles and Methods of Psychology. An introduction to the experimental methods utilized in the study of behavior. (a) The application of methods to the study of sensation, perception, and learning; (b) the analysis and interpretation of data. Lecture and laboratory. Prerequisite: GSB 201c. 295-1 to 18 Undergraduate Seminar: Selected Topics. Varied content. Offered as need exists and as faculty interests and time permit. Prerequisite: consent of instructor.

301-4 Child Psychology. A study of the biological and psychological development of the child from birth through puberty, and of relevant research methods and results. Prerequisite. GSB 201c.

GSA 302-3 Psychophysiological Foundations of Behavior.

303-4 Adolescent Psychology. Examines the physical and psychological development of the adolescent, and the relevance of childhood development to ado-

lescent problems. Prerequisite: GSB 201c.

304-4 Psychology of Maturity and Old Age. A consideration of psychological factors in later maturity and old age and their concomitant problems, both

individual and societal. Prerequisite: GSB 201c.

305-4 Psychology of Personality. A study of the inferred patterns underlying an individual's unique reactions to his environment. Investigates the motivations, development, and methods of changing these patterns, and how personality processes are studied. Prerequisite: GSB 201c.

307-4 Social Psychology. Introduction to the study of the individual's interaction with his social environment. Considers problems of social learning, attitude formation, communication, social influence processes and group behavior.

Prerequisite: GSB 201c.

311-4 Experimental Psychology: Learning. Investigates the processes governing behavioral change. Experimental studies of conditioning, memory, and forgetting will be emphasized. Laboratory work will include the design and conduct of experiments with humans and animals. Lecture and laboratory. Prerequisite: 211a,b.

312-4 Experimental Psychology: Perception. Investigates the variables influencing an organism's stimulation by his environment. The structure and operation of the sense organs as well as complex perceptual phenomena are

examined in lectures and laboratory. Prerequisite: 211a,b.

313-4 Experimental Psychology: Motivation. An examination of both biological and social variables influencing the activation, direction, and maintenance of behavior. Laboratory work will examine the effects of motivation upon

behavior. Lecture and laboratory. Prerequisite: 211a,b.

314-4 Experimental Psychology: Physiological. The role of the nervous and endocrine systems in the behavior of organisms. Lecture and laboratory. Prerequisite: GSB 201c and GSA 301 and not taken concurrently with GSA 302. 315-4 Experimental Psychology: Cognitive Processes. Considers the human being as an information-processing and decision-making device and examines ways in which information is selected, stored, retrieved, and translated into behavior. Lectures, demonstration experiments, and original research. Prerequisite: 211b.

320–4 Industrial Psychology. A study of the use of psychological methods in the analysis of human factors problems in business and industry. Prerequisite:

GSB 201c.

322-4 Personnel Psychology. A study of the use of psychological methods in the selection, placement, and evaluation of personnel in business and industry.

Prerequisite: GSB 201c.

323-4 Psychology of Employee Relations. Job satisfaction and morale, psychological aspects of labor relations, interviewing methods, and human relations training. Lecture. Prerequisite: GSB 201c.

399a-1 to 9, 399b-1 to 12 Research and Investigation: Honors. Intensive study in selected areas for students qualified for honors work in psychology. A research paper or equivalent will be required. Prerequisite: consent of chairman. (a) For juniors. (b) For seniors.

404-4 Theories of Perception. An examination of the different theories concerned with an organism's sensory contact with his environment. Physiological, social, and organizational theories of perception will be considered. Prerequisite: GSB 211b or consent of instructor.

407-4 Theories of Learning. Consideration of contemporary theories and their

relation to experimental data. Prerequisite: 211a,b or consent of instructor. 408-4 Theories of Motivation. Systematic analysis of the concept of motivation with emphasis on its utility as an explanatory component of general behavior theory. Prerequisite: 211b or consent of instructor.

414-4 Advances in Physiological Psychology. Reading and discussion of articles dealing with recent significant advances in the neuroendocrine bases of behavior. Prerequisite: 314, or consent of instructor.

415-4 Psychopharmacology. The effects of drugs on psychological processes

and on the behavior of humans and animals. These effects related to the physiological and biochemical alterations that drugs produce. Prerequisite: Chemistry 122a and 123a or Psychology 314 and GSA 301, and GSB 201c,

or consent of instructor.

421-4 Psychological Tests and Measurements. Principles of psychological measurement, including errors of measurement, techniques for estimating reliability and validity, techniques of test construction, and problems in assessment and prediction. The laboratory will include the use of selected instruments. Lecture and laboratory. Prerequisite: 8 hours of psychology.

425-4 Mathematical Psychology. Survey of mathematical models of behavior, elementary models of learning, perception, and decision making. Prerequisite: Mathematics 480a, 421a, 410a or consent of instructor.

431-4 Psychopathology. Classification, description, etiology and treatment of the disorders of personality organization and behavioral integration. Observations in a state mental hospital setting. Prerequisite: 305 or consent of instructor.

440-4 Theories of Personality. A review and critical evaluation of major personality theories and their supporting evidence. Prerequisite: 305 or consent

451-4 Advanced Child Psychology. An examination of the concepts, methods, and problems of human development with consideration of both its psychological and psychosocial aspects. Prerequisite: 211b, 301 or consent of instructor. 459-4 Theory and Practice in the Preschool. Designed for those in nursery education and related fields. Examines the variety of topics and provides lectures, demonstrations, and practicum experience in the child study cooperative nursery. Prerequisite: consent of instructor.

461-4 Advanced Social Psychology. Examines current areas of interest in the study of social behavior: language behavior, communication, social influence, attitude change, interpersonal perception, etc. Emphasis is on the individual

in the social context. Prerequisite: 307 or consent of instructor.

465-4 Group Dynamics and Individual Behavior. Examination of research and theory in the area of small-group interaction. Examines such topics as group structure and function, group-solving, leadership, etc. Prerequisite: 307 or con-

sent of instructor.

467-4 Psychology of Black Americans. Critical examination of the issues in research and theory. Psychological differences between Black and white Americans. Includes self-concept, personality and temperament, intellectual functioning, behavioral genetics, socialization practices, and intergroup and intragroup relations. Prerequisite: 307 and GSB 201c.

479-4 Animal Behavior. (See Zoology 479.)
490-1 to 16 Independent Projects. Independent readings and projects in psy-

chology. Prerequisite: consent of instructor.

495-1 to 18 Seminar: Selected Topics. Varied content. To be offered from time to time as need exists and as faculty interest and time permit. Prerequisite: consent of instructor.

509-4 Instrumentation in Behavioral Science.

510-4 History and Systems.

512-4 Sensory Processes.

514-8 (4,4) Physiological Psychology.

516-4 Learning Processes. 522-4 Research Design and Inference III.

523-2 Research Seminar.

524-4 Multivariate Methods in Psychology.

525-4 Mental Test Theory.

526-4 Experimental Design in Psychology. 530-4 Personality Theory and Dynamics.

531-8 Advanced Psychopathology.

532-2 Experimental Approaches to Personality.

533-3 Experimental Approaches to Psychopathology. 536-4 Fundamentals of Counseling. 537-4 Counseling and Psychotherapy. 538-2 Group Psychotherapy. 539-4 Experimental Approaches to Psychotherapy. 541-4 Psychodiagnostics I. 543-6 (4,2) Psychodiagnostics II. 545-2 Psychodiagnosis III. 547-4 Assessment Procedures in Counseling. 552-4 Experimental Child Psychology. 554-2 Developmental Theory. 556-2 Psychological Treatment of the Child. 561-4 Social Influence Processes.
562-4 Observational Techniques and Content Analysis. 564-4 Communication and Group Behavior. 571-4 Industrial Motivation and Morale. 573-2 Selection and Placement. 574-2 Psychology of Industrial Relations. 576-2 to 4 Human Engineering. 581-4 Psychophysical Methods. 590-1 to 16 Readings in Psychology. 591-1 to 36 Research in Psychology. 593-1 to 18 Practicum in Psychology. 595-1 to 18 Advanced Seminar. 598-2 Ethical and Professional Problems in Psychology. 599-1 to 9 Thesis. 600-1 to 45 Dissertation.

Radio-Television

Department, Concentration, Courses

Professor Charles W. Shipley, Ph.D.
(Chairman)

Associate Professor Thomas Olson,
Ph.D.
Buren C. Robbins, M.A.

Assistant Professors Homer Eugene
Dybvig, M.F.A.
John L. Kurtz, M.A.
Charles T. Lynch, M.A.
Donald J. Norwood, M.A.
Frank W. Oglesbee, Ph.D.

David K. Terwische, Ph.D.

Instructors W. Edward Brown, B.A.
Richard Hildreth, M.A.

Richard Hildreth, M.A.
William Criswell, B.A.
Charles Hall, B.A.
William Jegl, M.A.
Vincent Keys, B.S.
Bernard Roscetti, M.A.

Bachelor of Science Degree, SCHOOL OF COMMUNICATIONS

General Studies Requirements	67
Requirements for Concentration in Radio-Television	48
Secondary Concentration in a Related Area	24
Electives	53
Total	192

RT 300M, P, and S must each be completed with at least a grade of C before any other courses in the Department of Radio-Television are taken. A student must have completed 48 quarter hours of university credit before entering either RT 300M, P, or S; students with 67 quarter hours or more may take two of the entry courses, and students with 96 quarter hours or more may take all three in their entering quarter.

Students may elect to pursue the following specializations: performance, writing, programming, news and public affairs, television production, radio production or may choose the general sequence.

Each student with a concentration in radio-television must by the end of his sophomore year:

1. Either achieve a grade of B in both GSD 101 and 102 or a grade of

C in English 390.

2. Either demonstrate proficiency in typing at 30 words per minute by passing a test administered by the Department of Secretarial and Business Education, or pass Secretarial and Business Education 201a with a grade of B.

Courses

300M-5 Radio-Television Performance/Production Techniques. Performance and production for both radio and television. Performance sequence emphasizes both speaking and writing techniques. Production sequence introduces students to basic radio and television production and equipment.

300P-5 Programming and Analysis. Examination of the structure of broadcast programming and audience analysis. Included are criteria for the evaluation of

program content.

300S-5 Foundations of Radio-Television. History and governmental control of American Broadcasting. Includes discussion of the industry, network structure, and local station organization and economics.

302-2 Basic Radio Production. Equipment and facilities for radio production. Correct techniques for radio communication stressed. Prerequisite: 300M, P,

and S.

303-3 Basic Television Production. Equipment and facilities for television production. Correct techniques for television communication stressed. Prerequi-

site: 300M, P, and S.
310-3 Radio-TV News. (Same as Journalism 310.) The basic techniques of writing, re-writing, and editing news from local and wire service sources, for presentation on radio and television. Actual practice with the WSIU and WSIU-TV facilities are stressed. Prerequisite: Journalism 301, 302, 303 and R-T 300M,P,S.

325-3 Cable Communications. Legal-historical-economic survey of the new cable technology and the cable communications system. Industry trends and patterns of growth, agency rules, governmental policy statements, and scholarly studies. Prerequisite: 300 M, P, and S.

340-4 Analysis of Broadcast Production. Existing broadcast techniques. Develops the student's sensitivity to and perception of broadcasting production as

a tool for communication. Prerequisite: 300M, P, and S.

351-3 Programs and Audiences. The structure of broadcast programs, programming objectives, audience characteristics, analysis methods, preparation of station program schedules. Development, organization and planning of new programs within limitations of budgets and local situations. Program revising.

Prerequisite: 300M,P,S.

352-3 Broadcast Laws and Policies. Legal aspects of broadcasting in America. Precedent legal cases and actions by the Federal Communications Commission. Industry and network codes. International agreements. Prerequisite: 300M,P,S. 360-3 Radio Announcing. Radio Announcing techniques and extensive practice for various announcing situations. Emphasis is placed on vocal development and interpretation. Numerous audio recordings. Two 1-hour lectures and 2-hour laboratory each week. Prerequisite: minimum grade of B in 300M and theater

361-3 Television Announcing. Television announcing techniques for such situations as voice-over-film, special events, on-camera studio programs, and commercial presentations. Television studio facilities and video tape facilities for practice and performance. Prerequisite: minimum grade of B in 300M and Theater 203.

363-4 Radio Program Production. Techniques of producing and directing radio programs with emphasis on creative use of sound effects and music. Two hours of lecture and 4 hours of lab each week. Lab hours are devoted to actual pro-

duction of radio programs for use on WSIU. Prerequisite: 300M,P,S. 369-4 Television Directing. Instruction and practical experience in the directing of television programs. Techniques of directing all types of programs including news, instructional, remotes, panel and music. Two 1-hour lectures and one 4-hour laboratory each week. Prerequisite: 364 and 300 M,P,S. 370-2 Films for Television. The use of films and video tape in the television

industry. Included are sections on local film production as well as programming and securing syndicated programs from outside sources. This course is designed for the student concentrating in television interested in programming and management. Prerequisite: 300M,P,S.

371-3 Techniques of Staging, Lighting and Graphics for Television. A study of television studio set design, the various techniques of studio lighting, and the special demands of the graphic arts in television production. Prerequisite:

300M,P,S, and 364 or consent.

374-2 Studio Operations (Television). Opportunity to perfect operational and production techniques for television through work and actual production of television programs on WSIU-TV and the closed circuit television operation. May be repeated for a maximum of 4 hours. Prerequisite: 303.

375–1 to 4 Problems in Radio-television Programming. Prerequisite: 300M,P,S. 377-3 Radio and TV Advertising. Study and practical radio-television experience in designing and developing promotional and publicity campaigns for the radio and television media. Scope of study includes radio and television advertising and sales techniques, methods and skills. Prerequisite: 300M,P,S,

and Journalism 370 and 371, or consent.

383-4 Broadcast Writing. Various forms for radio and television including continuity, spot, feature, and program. Prerequisite: 300M,P,S, and 363, 364. 386-4 Advanced Radio Production. On-air radio production responsibilities and independent creative radio production responsibilities. Two hours of lecture

and 8 hours of laboratory per week. Prerequisite: 302, 340, and 383.

387-4 Advanced Television Production. Merging of all aspects of television on communication to produce the complete television production. Emphasis on writing and producing. Prerequisite: 303, 340, 369, 383.

390-5 Broadcast Station Management. Objectives, procedures, equipment,

costs, and policies in radio and television station development, management

and operation. Prerequisites: 300M,P,S.

393-3 Radio, Television, and Society. The interrelation of radio and television with social habit patterns and with economic and political systems. Inter-

national broadcasting. Prerequisite: 300M,P,S, 351, 352.

430-3 Public Affairs and the Radio-TV Establishment. Interdisciplinary examination of selected current major public issues and study of broadcast management's responses to those issues. Operational organization and reorganization, policy development, and procurement and allocation of personnel and other resources as responses to the developing public affairs commitment. Prerequisite: 300M,P,S.

453-3 Radio-TV in Education. History and role of radio and television in education. Philosophies for education by radio and television. Analysis of types of educational broadcasting, including in-school broadcasting, adult education and service programs. Prorequisites 200M P.S.

cation, and service programs. Prerequisite: 300M,P,S.

464-3 Instruments of Public Affairs, Television Programming. Study and practice of sophisticated film and studio tools and techniques necessary for creation of public affairs television programming. Prerequisite: 300M,P,S, and consent of instructor.

467-3 Radio-Television Production Survey. Production problems including writing, announcing, production, direction, sales, and management. For non-majors only. Prerequisite: 300M,P,S.

470-4 Advanced Film Production. Writing, filming, and editing of short film documentaries. Students work individually and in crews. Film and laboratory fee. Prerequisite: 370 or Cinema and Photography 355.

475-1 to 8 Individual Study. May be repeated for a total of 8 hours, but for no more than 4 hours in one quarter. Assignments made by radio-television in-

structors. Prerequisite: consent of instructor.

481-4 ITV Administration, Production, Utilization. Analysis of production capabilities and needs for the area served, concentrating on research and evaluations of currently available productions and those being produced in regard to their use within school systems, commercial organizations, and other institutions. Utilization factors in instructional use of TV and other electronic media. Prerequisite: 300M,P,S.

490-4 to 8 Theater-Television Workshop. (Same as Theater 490.) Offered for two quarters, spring and summer. Experimental workshop in theatrical television involving lighting, blocking, rehearsing, video taping, and production technique. Two-quarter sequence suggested. Prerequisite: 364, 369, 374, 383 or

consent of instructor.

Recreation

Department, Concentration, Courses

Professor William H. Freeberg, D.Rec. Instructors William R. Abernathy, Loren E. Taylor, Ed.D. M.S. William Associate Professors Jane Uhles, M.S. O'Brien, Ph.D. (Chairman)

The Department of Recreation prepares the student for positions in the management of man's leisure time pursuits. The department builds its curriculum on a broad General Studies foundation, offers professional and skills courses within the Department of Recreation, and draws from many related departments of the University for competencies and skills in the preparation of leaders for the recreation profession.

The curriculum emphasizes the practical as well as the theoretical aspects of recreation by offering practicums, supervised field experience, and internships in various recreating settings throughout Illinois and the

nation.

Students majoring in recreation are required to complete 67 hours of General Studies, 58 hours of professional courses, a total of 16 hours of practicum and leadership experience in at least two areas of interest, and work closely with the department advisers in selecting electives for their chosen area of specialization or option.

The Department of Recreation offers courses leading to specialization in (1) park and community recreation, (2) recreation for special populations, (3) outdoor recreation, and (4) commercial recreation management.

Students concentrating in recreation who wish to teach in the public schools must complete a teaching major and fulfill the requirements of

the College of Education.

Students concentrating in recreation should start early in their college careers developing skills and competencies in music, dance, arts and crafts, literature, sports and games, nature, drama, and other leisure and cultural areas. The American Red Cross life saving certificate, American Camping Association camperaft certificate, workshop certificates in recreation sponsored by the state and national recreation and park associations, and other certificates in instructional areas are desirable in preparation for positions in recreation management.

As soon as possible the recreation major will decide on one of the four options and elect courses for his area of specialization. The undergraduate advisers in the Department of Recreation are available to students to explain job opportunities and to outline required and elective courses for

their chosen option.

Bachelor of Science Degree, COLLEGE OF EDUCATION

General Studies Requirements	
Requirements for Concentration in Recreation	. 74
English 392	3
Guidance 305	4
Health Education 334s	4
Instructional Materials 417	4
Psychology 305, 307	8
Recreation 300, 302, 305, 310, 320, 365, 380, 425, 490	19
Sociology 301, 473	8

Speech 102 or 303	4	
One of the Following Four Specializations		24-38
Park and Community Recreation		
Accounting 251a	4	
Administrative Sciences 340	4	
Community Development 401	4	
Recreation 302, 315, 325, 330, 340, 470	22	
Sociology 340	4	
Recreation For Special Populations		
Psychology 304	4	
Recreation 315, 325, 330, 340	15	
Sociology 340	4	
Special Education 400		
Outdoor Recreation		
GSA 312, 321, 340	9	
Accounting 251a	4	
Administrative Sciences 340	4	
Plant Industries 404	3	
Recreation 301, 330, 368	10	
Commercial Recreation Management		
Accounting 251a, 251b		
Administrative Sciences 170, 301, 340		
Finance 320		
Electives		13–27
Total		. 192

Courses

300-4 Introduction to Recreation. Basic philosophical and historical foundations and development of leisure and recreation in light of economic, political, and social change.

301-4 Outdoor Education. To acquaint students with the philosophy and techniques of teaching in the out-of-doors. Ways and means of various out-

door learning experiences.

302-4 Institutional Recreation. Philosophy, objectives, and basic concepts of therapeutic recreation. Emphasis on rehabilitation needs and "team" approach

in institutional and community setting. Prerequisites: 300, 305.

305–4 Programs in Recreation. Essential elements and basic principles involved in organization and administration of various types of recreation programs.

Emphasis on leadership processes. Prerequisite: 300.

310-3 Social Recreation. Acquaints the student with the various recreation skills and leadership techniques in activities suitable for a variety of recreation settings and population groups. Prerequisite: 201, 202.

315–3 Dramatics in Recreation. Principles, materials, and techniques of producing all types of dramatic activities for recreation with emphasis upon improvements and informal dramatics. Prorequisites 201, 202

impromptu and informal dramatics. Prerequisite: 201, 202.

320-4 Nature Interpretation. (Same as Conservation and Outdoor Education 320.) Acquaints the student with opportunities for the interpretations of the natural phenomenon. Avocational as well as the vocational aspects of natural resources.

325-3 Leisurecrafts. Methods and materials in arts and crafts projects suitable for playgrounds, recreation centers, clubs, and camps. Emphasis on use and care of simple tools, use of native and inexpensive materials, and creativity. Prerequisite: 201, 202.

330-3 Camperaft. Leadership skills in the use of native materials and simple

tools; identification and dietary use of wild fruits, berries and plants; outdoor cooking; construction of shelters and camp facilities; and other camperafts. 340-3 Recreation Activities. Methods, materials, and leadership techniques for conducting social recreation for the physically handicapped, the mentally retarded, the aged, and other special populations. Prerequisite: 302. 360-4 Playground Administration.

365-4 Organization and Administration of Community Recreation. Administrative procedures in park and recreation departments-organization, finance, personnel, facilities, program, public relations, and other areas of administration. Prerequisites: 201, 202, and 15 hours of recreation.

368-4 Camp Management. Principles and procedures of selection and super-

vision of personnel, program planning, food preparation, health and safety, camp maintenance, evaluation, and other responsibilities of camp administration. Prerequisites: 201, 202, and 15 hours of recreation.

380-1 to 4 Field Work. Supervised leadership experience in a public or private

agency with emphasis on recreation activities common to such organizational programs. Prerequisite: 20 hours in recreation.

425-4 Recreation Areas and Facilities. Principles of planning, construction, management, and maintenance of shelters, utilities, sanitation structures, erosion control, and other related problems. Prerequisites: 201, 202, and 15 hours of recreation.

450-4 Performing Arts in Recreation and Education. Principles, materials, and techniques of producing all types of drama, music, and dance activities for a

variety of recreation and education settings and population groups.

470-4 School and Community Recreation. The role of the public schools in community recreation. Emphasis on current practices and trends in curriculum

content, adult education, extracurricular activities, after-school and vacation programs, and cooperative programs with other agencies.

490-12 to 16 Internship in Recreation and Outdoor Education. Experience in a professional setting. Emphasis on administrative, supervisory, teaching, and program leadership. School, community, industrial, agency, park and forest, and other situations. Will not be counted toward requirements of a graduate program. Prerequisite: 20 hours recreation courses.

500-4 Principles of Recreation.

510-4 Outdoor Education Workshop.

520-4 Recreation Administration Workshop.

525-4 Special Population Workshop. 530-4 Recreation Program Workshop.

540-4 Planning Outdoor Areas for Education and Recreation.

570-4 Seminar in Recreation and Outdoor Education.

596-2 to 9 Independent Study.

599-5 to 9 Thesis.

Rehabilitation

Institute, Concentration (graduate only), Courses

Professors Nathan H. Azrin

John E. Grenfell

Guy A. Renzaglia (Director) Associate Professors Robert L. Camp-

bell

Martin Groder Robert E. Lee

Joseph P. Miranti

Richard M. Sanders Brockman Schumacher

Assistant Professors Harry A. Allen

Margaret S. Gardner

Don F. Hake Roger Poppen Harris B. Rubin Louis Vieceli

Courses

414-1 to 16 Developing Employment Opportunities. Trains rehabilitation personnel in the attitudes, methods, and skills pertinent to placement of handicapped persons in competitive and other occupations. Prerequisite: consent of instructor.

417-4 Rehabilitation of the Economically Deprived. Analysis of employment problems of the economically deprived with attention to training, counseling,

and programs for rehabilitation.

420-3 to 4 Human Development and Behavior. Consideration of human develop-

ment from the framework of the major theories. Acquisition and maintenance of diverse behavior patterns. Prerequisite: advance standing.

480-2 to 4 An Introduction to Rehabilitation. The philosophy, procedures, and practices underlying the rehabilitation movement, including the history and legislation that have contributed to its rapid development.

481-2 An Introduction to Employment and Developmental Services. The development and growth of employment services and special youth centers, cur-

rent social needs and trends, and the organizational patterns in such centers. 485-4 Scientific Methods in the Behavioral Sciences. Scientific methods as an approach to the investigation of human behavior including consideration of

various systems of behavior theory and practice.

486-4 Introduction to Behavior Modification. Overview of the field of behavior modification, its procedures, techniques, and methods. A survey of current literature examining the various populations being utilized.

490-1 to 6 Readings in Rehabilitation. Select readings in rehabilitation supervised by the staff. Prerequisite: consent of instructor.

501-6 (2,2,2) Rehabilitation Administration. 503-2 Case Management in Rehabilitation.

511-2 to 4 Vocational Development and Occupational Choice.

519-2 to 3 Selection, Placement, and Follow-up.

520-4 Functional Analysis of Behavior.

521-4 Child Behavior.

526-4 Complex Human Behavior. 531-2 to 4 Vocational Appraisal.

532-3 to 4 Assessment Procedures in Rehabilitation.

533-4 Measurement in Behavior Change.

535-4 Schedules of Reinforcement.

536A-4 Individual Assessment in Rehabilitation.

537-4 Diagnostic Procedures for Special Populations.

539-1 to 6 Behavioral Programming.

541-1 to 6 Medical Aspects of Rehabilitation.

543-4 Structural Basis of Behavior.

551-3 to 4 General Rehabilitation Counseling.

552-4 Rehabilitation Counseling Research. 555-2 Rehabilitation Counseling with Mentally Retarded.

556-2 to 4 Group Procedures in Rehabilitation. 558-4 Programed Instruction and Behavior.

561-2 to 3 Psycho-social Aspects of Disability.

563-4 to 8 Aversive Control and Aggressive Behavior.
564-4 Sexual Behavior.
565-4 Verbal Behavior.
567-4 School-Related Behavior.
571-1 to 6 Seminar in Selected Topics.

574-1 to 12 Seminar in Pastoral Counseling. 576-1 to 12 Seminar in Behavior Modification.

578-1 to 6 Seminar in Correctional Rehabilitation Counseling.

585-1 to 24 Practicum in Rehabilitation. 589-0 to 12 Internship in Rehabilitation. 590-1 to 16 Independent Projects. 591-1 to 16 Research in Rehabilitation.

599-1 to 9 Thesis.

Religious Studies

Secondary Concentration, Courses

Professor John F. Hayward, Ph.D. Assistant Professor L. Edward Smith, (Director) Charles C. Lemert, B.D., Ph.D.

Secondary Concentration

Students may take a secondary concentration in religious studies by completing at least 30 hours of courses from (a) the list below; (b) certain General Studies courses in the C area (102, 110, 215, 307, 310, 311, 312, 333) but not more than sixteen hours in this classification; (c) related courses in other departments, subject to the approval of the religious studies director.

Students wishing to arrange for a special concentration between religious studies and other departments should consult with the religious studies director.

Religious studies programs enable a student to examine a broad spectrum

of world religions, ancient and modern, thereby contributing to his liberal education in other aspects of the humanities and social sciences. These concentrations are also useful as background for graduate work in the humanities or social sciences and for graduate professional studies in religion.

Courses

301-3 Contemporary Western Religious Thought. A critical evaluation of current religious thought and movements.

320-6 (3,3) Biblical Studies. (a) Old Testament History and Literature; (b) New Testament History and Literature. Prerequisite: junior standing or consent of instructor.

330-9 (3,3,3) History of Western Religious Thought. (a) Early and Medieval; (b) Reformation Era; (c) Post Reformation and Modern. Prerequisite: junior standing or consent of instructor.

331-9 (3,3,3) Religions in America. The origin and growth of American Protestantism, Catholicism, and Judaism as well as cults and protests arising outside these. (a) The colonial period-faith and reason. (b) The nineteenth century—The age of reform. (c) The twentieth century-religious ferment. Prerequisite: sophomore standing, consent of instructor.

340-3 History of Ideas in Judaism. Ancient and modern developments in

Jewish law, cult, prophetism, sects, mysticism, realism, and utopia. Prerequisite: GSC 215, or 310, or 333, or consent of the instructor. 341-4 Themes in Greek Tragedies and the New Testament. (Same as Greek 341) Greek tragedies and passages from the Synoptic Gospels and the Letters of Paul showing similarities and differences in their treatment of such themes as freedom, law, love, and justice. Prerequisite: GSC 330 or 320 or 332 or drama course and GSC 215 or 310 or consent of instructor.

352-4 Urban Ethics. Sociological, historical, imaginative, and strategic methods applied to studies of black, ethnic, street-corner, sub-urban, pre-urban, post-urban communities. Problems considered: time, space, justice, oppression, evil,

utopia. Basic question: is urban life possible?

353-4 Social Ethical Styles. Methods of identifying social problems, criticizing the ethical arrangements of social groups, and developing strategies for effective and humane life. Sample problem areas: sexism, technocracy, sexuality, revolution, militarism, celebration, racism, communal life. Principal question: How can humanity be created?

376-1 to 4 Honors Readings in Religion. Topics selected by student and instructor which ordinarily are not covered in depth in regular course offerings.

Prerequisite: consent of department.

Secondary Education

Department, Courses

Professors Melvin O. Alston, Ed.D. Robert L. Buser, Ed.D. (Chairman) Claude J. Dykhouse, Ph.D. Troy W. Edwards, Ed.D. John H. Erickson, Ed.D. William H. Evans, Ed.D. Ross Jean Fligor, Ph.D. Daryle E. Keefer, Ph.D. John D. Mees, Ed.D. Ronald W. Stadt, Ed.D. Stephens, W. Ed.D. Clarence (Emeritus)John Richard Verduin, Ph.D.

Associate Professors Frank C. Adams,

Arthur L. Aikman, Ph.D. Bruce C. Appleby, Ph.D. Jo Ann Boydston, Ph.D. Billy G. Dixon, Ph.D. Raymond P. DeJarnett, Ph.D. Miriam C. Dusenbery, Ph.D. James C. Redden, Ph.D. Assistant Professors Roderic C. Botts, Ph.D. Harold R. Hungerford, Ph.D. Michael Jackson, Ed.D. Helen H. James, Ph.D.

Ruth Long, Ed.D. Harry G. Miller, Ed.D.

One who is preparing to teach in junior high school, high school, or junior college does not concentrate in secondary education but must concentrate in any of the areas listed below.

The Department of Secondary Education concerns itself with the sequences of professional education courses that lead to certification for teaching in the junior high school, the high school, and the junior college. In addition, it advises students concerning areas of academic concentrations.

Bachelor of Science Degree, COLLEGE OF EDUCATION

A student in the College of Education who is preparing to teach in junior high school or high school may select areas of concentration-in any of the following:

Agricultural Education Art Education Biological Sciences Botany ¹ Business Teacher Education Chemistry

Business Teacher
Education
Chemistry
Economics
English
French
General Science
Geography

German
Government
Health Education
History
Home Economics

Education
Journalism
Language Arts
Latin
Mathematics
Music

Occupational Education

Physical Education for

Men

Physics

Physical Education for Women

Russian Social Studies Spanish Speech Zoology ¹

Secondary Concentration

With the consent of an academic adviser, a secondary concentration may be selected from the following:

Black American Studies Botany ¹ Business Teacher Education Chemistry Driver and Safety

Biological Sciences

Education
Earth Sciences
Economics
English
French
Geography

German
Government
Health Education
History

Instructional Materials Journalism Latin Mathematics Microbiology

Music Occupational Education Philosophy Physical Education for Men

Physical Education for

Women
Physics
Physiology
Psychology
Russian
Sociology
Spanish
Speech
Zoology
1

Standard High School Certificate

A student may enter the Secondary Education program of the College of Education by transfer (1) from the General Studies program (provided he has attained 64 quarter hours), (2) from other academic units, or (3) from other institutions. In each case, he is subject to the following requirements.

- 1. He must meet the requirements related to the state and federal constitutions satisfied by either Government 231, or one of the following: GSB 211b, 300a.
- 2. There is no general requirement in foreign language in the Department of Secondary Education except in those situations where the student must meet a foreign language requirement as part of his major academic concentration.
- 3. He must complete either one area of concentration of at least 48 hours or one area of concentration of 36 hours and two minor areas with a sufficient number of hours to meet the teaching requirements for each.

¹ A student with a concentration in botany or zoology should have a secondary concentration in the other in order to meet certification standards for teaching biology at the high school level.

(Certain broad areas including biological sciences, English language arts, physical education, physical sciences, and social studies have special certification requirements. Students electing to work in these areas should adhere closely to the course of study presented through the designated academic adviser.)

4. He must, if working for certification at the secondary level, complete the following sequence of professional education courses, for at least 32

hours.

Art 308

Educational Administration and Foundations 355

Guidance 422a

Home Economics Education 310

Instructional Materials 417

Secondary Education 340, 407

5. He must satisfy the Student Teaching prerequisites. Anyone who wishes to qualify for the Standard Special Certificate for grades K through 12 should see below.

A student in an academic unit other than the College of Education who desires to obtain a Standard High School Certificate should follow the teacher preparation program as described in this bulletin.

Standard Special Certificate

The Standard Special Certificate is valid for four years for teaching the special subject or subjects named on the certificate in grades kindergarten through 12. This certificate may be issued to one who has a bachelor's degree and presents certified evidence of having earned credit as follows:

General Studies Requirements	67
Professional Education Requirements	32
Guidance 305 4	
Secondary Education 315 or Special Methods 3	
Secondary Education 310, 352, and Elementary Education	
351	
Two of the following courses: 6–9	
Agricultural Industries 311	
Art 308	
Educational Administration and Foundations 355	
Guidance 422a	
Home Economics Education 310	
Instructional Materials 417	
Secondary Education 340, 407	
Area of Concentration	48
Electives	45
Total	192

Courses

301-2 Early Fall Field Experience. Acquaints prospective secondary teachers early in their professional program with the teaching-learning process in relevant classrooms. Minimum period of two weeks in early September.

310-4 History and Principles of Secondary Education. This course presents the nature, objectives, and current practices found in secondary schools throughout America. Prerequisite: Guidance 305 or Psychology 303, admission to the teacher education program, completion of 18 or more quarter hours in a declared concentration.

312-2 to 8 Instructional Analysis and Field Work. Analysis of classroom interaction in public schools. Allows the teacher education student to move into classrooms for direct observation and participation. May be taken in two hour blocks up to eight hours credit. Prerequisite: admission to teacher

education program.

315-4 Secondary School Methods. Various types of procedures used for effective classroom teaching constitute the basis of study and discussion. The problem approach and unit method are stressed. Prerequisite: 310 or concurrent en-

rollment.

340-4 Teaching Reading in High School. A foundation course in how to teach reading in junior and senior high school: developmental and corrective reading programs; appraisal of reading abilities; methods and materials of instruction. Prerequisite: Guidance 305.

352-8 to 16 Secondary Student Teaching.
375-2 to 4 Individual Research. Selection, investigation, and writing of a research topic, in one of the following areas: (a) Curriculum. (b) Instruction. (c) Language arts. (d) Science. (e) Reading. (f) Social studies. (g) Problems in secondary education. (h) Junior high school methodology. 402-4 Aerospace Education Workshop. Teachers learn about current develop-

ments in this area and how to incorporate aerospace information into existing curricula. They study in some detail the social, political, and economic con-

sequences of this era.

407-8 (4,4) The Middle and Junior High School. (a) Organization, administration, and curriculum. (b) Workshop. Enables teachers to discover and evaluate new content, methods, and materials available and develops teacher-made functional instructional models. Must be taken in a,b sequence. Middle or junior high school teaching experience may be substituted for a as a prerequisite to b.

485–3 Principles and Philosophies of Vocational and Technical Education.

(See Technical and Industrial Education 485.)

487-4 Teaching the Natural Sciences in Secondary Schools. Objectives of science education; instruction methods and techniques appropriate for teaching science; desirable equipment, audio-visual aids, and instructional material; development of a course outline and at least one instruction unit. Prerequisite:

310 or concurrent.
488-3 Teaching Social Studies in Secondary Schools. Deals with objectives, scope and sequence of curriculum, methods of teaching different courses and

age groups, materials and evaluation. Prerequisite: 310 or concurrent.

490-4 Workshop in Economics Education. (See Economics 490.)

495-2 to 4 Seminar in Problems Related to Teaching Disadvantaged Youth. Prerequisite: consent of instructor.

498-2 to 6 Field Study Abroad. Orientation and study before travel; readings, reports, and planned travel. Includes visits to cultural and educational institutions. Prerequisite: consent of instructor.

506-4 Reading in the Secondary School.

507-2 to 4 Readings in Reading.

508-4 Current Developments in Selected Subject Areas in Secondary Schools.

509-4 to 8 Practicum in Reading. 510-4 to 8 Seminar: Problems in Reading.

514-4 Organization and Administration of Reading Programs.

516-4 to 12 Internship in Reading. 518-2 Supervision of Student Teachers. 521-12 (4,4,4) Diagnosis and Correction of Reading Disabilities.

560-2 to 12 (2 to 8 per quarter). New Developments in Occupational Education.

561-4 Curriculum.

562-4 Secondary School Curriculum.

564-4 Secondary Principalship.

566-4 Seminar in Instruction. 570-4 Student Activities.

571-4 Seminar in Curriculum.

572-4 Seminar: Research and Evaluation in Secondary Education.

575-2 to 4 Individual Research.

588-4 Social Studies Education in the Secondary School Curriculum.

591-4 Workshop in Secondary Education. 596-5 to 9 Independent Investigation.

597-4 Seminar in Proposal Development.

598–2 to 12 Practicum. 599–3 to 9 Thesis.

600-1 to 48 Dissertation.

Secretarial and Business Education

Department, Concentration (See Business Teacher Education), Courses

Professors Harry B. Bauernfeind, M.A. Harry E. Jacobson, Ph.D. Harves C. Rahe, Ed.D. (Chairman) Instructor Marcia A. Anderson, M.S. Assistant Professor Van A. Buboltz, O. June Burger, M.S.

The Department of Secretarial and Business Education offers a business teacher education concentration, the purpose of which is to prepare business teachers for work in high schools, community colleges, and other institutions in which business subjects are taught.

Students who prepare to teach business subjects also become qualified for work in business and industry, particularly in secretarial, accounting, marketing, and management positions. Upon graduation, then, business teacher education majors have job opportunities in two areas: (1) working as teachers, supervisors, or administrators in educational institutions; and (2) working as secretaries, accountants, office managers, and in other positions in business and industry.

Courses

Tests are given during the first week of all shorthand and typewriting courses to insure the correct placement of students in classes.

201-9 (3,3,3) Typewriting. Mastery of the keyboard, speed and accuracy in the touch operation of the typewriter, and skill and knowledge needed for vocational and personal uses. Must be taken in a,b,c sequence. (a) May not be taken for credit by students who have had previous high school or other formal instruction in typewriting; (b) Prerequisite: 201a or equivalent. (c)

Prerequisite: 201b or equivalent.

221-12 (4,4,4) Shorthand and Transcription. The Gregg shorthand system and the development of skill and knowledge required in taking dictation and transcribing it on the typewriter. (a) May not be taken for credit by students who have had previous high school or other formal instruction in shorthand.

(b), (c) Must be taken in a,b,c sequence.
241-1 Duplicating. Skills and knowledges in the preparation of master copies and stencils and the operation of liquid and stencil duplicators. Prerequisite:

201a or equivalent.

242-1 Calculating Machines for Accountants. Fundamental knowledges and skills needed by accountants in the selection and use of calculating machines.

Emphasis on special problems encountered by accountants.

243-1 Keypunch. Emphasis on skill development and solving special problems,

such as setting up program cards, determining fields, and tabulating numerical copy. Prerequisite: 201a or equivalent.

259-3 to 80 Business Subjects. For business credits earned when credit is to be established by departmental evaluation. Prerequisite: junior standing.

304-3 Advanced Typewriting. Emphasis on development of advanced typewriting skills and knowledges and their application in typing office style copy including statistical reports; tabulation of unarranged materials; business correspondence; legal, medical, governmental, and technical typewriting problems; typing from rough draft copy; and voice writing machine transcription. Pretyping from rough draft copy; and voice writing machine transcription. Prerequisite: 201c or equivalent.

317-4 Applications and Fundamentals of Data Processing in Business Education. Data processing taught in high school business classes. Emphasis on vocabulary development, unit record equipment, concepts of programming, fundamentals of computer mathematics and applications, and flow charting. 324–8 (4,4) Advanced Shorthand and Transcription. The development of highlevel dictation and transcription skills and knowledges. Must be taken in a,b sequence. Prerequisite: 221c or equivalent.

326-4 Executive Secretarial Procedures. For secretaries and administrative assistants, covering personality and human relationships, office mail, office equipment, travel, sources of information, communications, and business re-

ports. Prerequisite: 201c or equivalent.

341-4 Office Calculating Machines. Operation of basic types of office calculating machines, emphasizing the characteristic uses of each kind of machine in the office. Laboratory practice required on electronic, key driven, printing, and rotary calculators and on ten-key and full-keyboard adding-listing machines.

403–3 Teaching Typewriting. Methods of instruction, skill-building principles and techniques, selection and preparation of instructional materials, standards of achievement, review of course content, and evaluation of pupil performance. Prerequisite: 304 or equivalent.

404-3 Teaching Shorthand and Transcription. Methods of instruction, skillbuilding principles and techniques, selection and preparation of instructional materials, review of course content, standards of achievement, and evaluation

of pupil performance. Prerequisite: 221c or equivalent.

405-3 Teaching General Business Subjects. Development and use of instructional methods and materials, review of course content, and the evaluation of pupil progress in such basic business subjects as general business, consumer education, and business law.

406-4 Teaching Office Practice and Office Machines. Instructional methods and materials for and the evaluation of pupil performance in office practice, clerical practice, and office machines. Review of course content. Prerequisite:

341 or equivalent.

408-4 Teaching Bookkeeping and Accounting. Teaching procedures, instructional materials, and evaluation of pupil progress in bookkeeping and accounting; instruction and practice in operations taught in high school and community college bookkeeping-accounting classes. Prerequisite: Accounting

251b or equivalent.

409-4 Teaching Distributive Education. For those who plan to become teachercoordinators of vocational cooperative or in-school distributive education programs. Emphasis on the planning of facilities; selection and review of course content; preparation of instructional materials; organization and arrangement of units; related instruction; simulated block and project plans; and student evaluation. Prerequisite: Marketing 301.

410-4 Teaching Consumer Education. For teaching in secondary schools and junior colleges. Emphasis on meeting state requirements for teachers of consumer education in Illinois. Selection and study of course content; preparation of instruction and materials; organization and arrangement of units of study; and planning an evaluation program. Prerequisite: GSB 346, or Finance

305, or equivalent.
411-1 to 6 Workshop in Business Education. Major issues in business teacher education. Offered during one or two weeks of the summer session. Prerequi-

site: senior standing.

412-4 Teaching Data Processing. Instructional methods and materials for and the evaluation of pupil progress in data processing. Prerequisite: 417 or Data

Processing 101a.

414-6 (3,3) Organization and Administration of Cooperative Vocational Business Education Programs. (a) Philosophy and objectives of cooperative vocational programs, methods of selecting students' work stations, and placing and coordinating students in supervised cooperative work stations. (b) Preparation of instructional materials, job analysis, conducting related infomation classes, evaluating workers and work stations, advisory committees, public relations aspects of cooperative programs. Prerequisite: consent of instructor.

415-6 Supervised Business Experience and Related Study. Prepares teachers

and coordinators in accordance with the requirements of the Illinois State plan for the administration of vocational education. Principles and problems of co-ordinating in-school or cooperative vocational business education programs; supervised occupational experience; classroom analysis and evaluation of onthe-job experiences of the members of the class in relation to their future work as coordinators and vocational teachers. Prerequisite: consent of instructor. **426–4 Office Management.** Principles of management applied to office problems.

Emphasis on the role of the office in business management; office organization; physical facilities and layout of office; office services, procedures, standards, and controls; and records management.

427-4 Records Administration. The value of records, their creation, control, retention, and disposition. Application of principles to such records as medical, legal, educational, industrial, and governmental.

485-4 Principles and Philosophies of Vocational and Technical Education.

(See Technical and Industrial Education 485.)

500-4 Principles and Problems of Business Education.

502-4 Research in Business Education.

503-4 Tests and Measurements in Business Education.

508-4 Administration and Supervision in Business Education. 509-4 Improvement of Instruction in General (Basic) Business Subjects.

510-4 Improvement of Instruction in Secretarial Subjects.

525-4 Cooperative Vocational-Technical Education.

590-1 to 5 Readings in Business Education.

591-2 to 5 Individual Research in Business Education.

599-1 to 9 Thesis.

Secretarial and Office Specialties

Program, Concentration, Courses

Professor Marvin P. Hill, M.S. Associate Professor Chester E. Johnston, M.S. Assistant Professors James K. Mark-

well, M.S.

Theresa B. Miriani, M.S.

Ruth B. Soderstrom, M.S. Frank Eugene Vaughn, M.S. Instructors Lillian R. Greathouse, B.S. Helen Richey, M.S.

James E. Tooley, M.S.

The business world offers many opportunities for secretarial and office personnel with special interests and intense training in specific areas. Both men and women find this a rewarding career field.

Students in this program are not forced into a mold. They may prepare for the position they want in the field that interests them by creating an individualized program of study. They will gain shorthand and typing proficiency and other office skills through a core of basic courses, and may then draw from a variety of allied health, technical, and business programs to specialize for such positions as legal secretary, insurance assistant, medical secretary, engineering, secretary, administrative assistant, or technical secretary.

Court and conference reporting is offered as a third-year specialization for graduates of associate-degree secretarial programs at Southern Illinois University at Carbondale or other post-secondary schools. Students combine classroom instruction with actual courtroom experience in the company of an official reporter to qualify to pass the National Shorthand Reporters Association test.

An advisory committee composed of professional secretaries and business executives serves the program. Current members are: Avis Cardwell, official circuit court reporter, Murphysboro; Charles Cox, supervisor of personnel services, Olin Corporation, Marion; Rosemary Hendricks, secretary development and manuals coordinator, Eli Lilly and Company, Indianapolis; Lois Nelson, Southern Illinois University Foundation, Carbondale; and Pearl Roberts, certified professional secretary, Johnston City.

A minimum of 96 hours credit is required for the associate degree. A minimum of 30 hours credit beyond the associate degree is required for the certificate in court and conference reporting.

Courses

posting, trial balance, accounting cycles, sales and cash receipts, purchase and cash payments, notes, deferrals, and accruals. Lecture 4 hours. (b) Accounts receivable, inventory and plant assets, accounting systems, concepts and control. Payroll and sales taxes, partnership, corporation (nature and formation), capital stock, earning and dividend. Lecture 4 hours. (c) Departments and branch, manufacturing analysis and interpretation of financial statements. Control accounting-manufacturing and process cost, job order, budgetary control standard costs, income taxes, cost relationship for management, special analysis and internal reports and other reports. Lecture 4 hours. Must be taken in a,b,c sequence.

126-3 Fundamentals of Business. This survey of business services provides a general knowledge of the modern business world and a basis for determining occupational possibilities and requirements. Lecture 3 hours.

127-6 (3,3) Salesmanship. Principles and techniques of selling. (a) Basic principles of salesmanship. Personality requirements, techniques of making sales in the retail stores, retail sales problems and ways to solve them. (b) Analysis of the techniques of prospecting used in specialized selling; determining customer needs, presenting merchandise, meeting objections, and professionally assisting customers. Lecture 3 hours. May be taken in a,b or b,a sequence.

226-8 (4,4) Business Law. (a) Introduction to the history and philosophy of law, contract law, and agency law. Lecture 4 hours. (b) Negotiable instruments law, contract law, and agency law. Lecture 4 nours. (b) Negotiable instruments law, sales law, suretyship law. Lecture 4 hours. Must be taken in a,b sequence. 227–4 Office Administration and Supervision. Principles of management as applied to office work. Emphasis on the role of the office in business management; office organization; physical facilities of the office; office services, procedures, standards, and controls; and records management. Lecture 4 hours. Prerequisite: 126.

Social Studies

Concentration

General Studies Requirements 67				
Requirements of a	a Concentration in Social Studies		96 1	
	Required Courses	Electives	Total	
U.S. History	GSB 300,a,b,c 9	3	12	
World History	GSB 100a,b 8	4	12	
Economics	GSB 211a; 214; 215 12	$0-12^{2}$	12–24 ³	
Geography	300 4	$8-20^{2}$	12–24 ³	
Sociology	GSB 201b; 301 8	4–16°	$12-24$ 3	
Government	GSB 211b, 232 8	4–16°	12–24 ³	
Electives	· · · · · · · · · · · · · · · · · · ·		29	

Social Welfare

Program, Concentration, Courses

Associate Professor Joseph C. Eades, Ph.D. (Director) Instructors Martha E. Brelje, M.A.

Foster S. Brown, M.S.W. Carol McDermott, M.S.W. Anita L. Rosen, Ed.M.

The social welfare program offers an interdisciplinary curriculum and field work experience leading to a Bachelor of Science degree in social welfare for persons planning a career in social work or one of the other service professions.

> Bachelor of Science Degree, COLLEGE OF LIBERAL ARTS AND SCIENCES

Supplementary Two-Year College Requirement in FL/Mathematics 21–25

1 year Mathematics	
GSC Foreign Language *	
2nd year Mathematics or Foreign Language 201a,b,c 9 to 11	
Requirements for Concentration in Social Welfare	53–55
Social Welfare 375, 383, 481a,b, 482, 490	
At least two of the following courses:	
Government 232, 340, 360, 361, 420, 425, 438, and 463 7–9	
At least two of the following courses:	
Psychology 301, 303, 304, 305, 307, 431, and 440	
At least two of the following courses:	
Sociology 301, 302, 308, 312, 333, 335, 340, 372, 426, 427,	
435, 452, 460, 472, 473	
Electives	45–51
Total	192

^{*} GSC Foreign Language does not satisfy GSC requirements for a major in LA&S.

³ The total hours in an area will also depend upon the student's choice of 24 hour and 12 hour

concentrations.

Courses

375-4 Social Welfare as a Social Institution. Interdependence of social, cultural, political and economic factors in the history, theory and practice of social welfare, with special reference to development of the social work profession in response to welfare problems.

383-4 Introduction to Interviewing. Theory and practice of interviewing as a means of gaining information, and of understanding and imparting the same. Focus is on the interview as a tool in social work, but principles are generally

applicable.

391-3 Social Services and Minority Groups. Exploration of the needs, experiences, and attitudes of minority groups pertaining to social welfare services. Implications for policy and programs in such areas of service as physical and mental health, child welfare, family planning, income maintenance, recreation, education, training, and employment. Prerequisite: 375.

396-1 to 6 Readings in Social Welfare. Varying topics not ordinarily covered in depth in regular courses and of specific interest to advanced students. Pre-

requisite: consent of instructor.

481-8 (4,4) Processes in Social Work (a) Analysis of generic base of social work and of theory, rationale and practice of casework (b) Analysis of social group work, community welfare organization methods and interventive techniques. Prerequisite: 375.

482-10 Social Work in Selected Agencies. At least 16 hours per week of supervised experience in a social agency with concurrent weekly seminar. Prerequi-

site 481 and consent of instructor.

490-4 Seminar on Problems and Issues in Social Welfare. Critical evaluation of contemporary social work practice, innovations, social policy and planning. Prerequisite: 481.

496–1 to 6 Independent Research in Social Welfare. Not for graduate students. Prerequisite: consent of instructor.

Sociology

Department, Concentration, Courses

Professors Charles Royce Snyder, Ph.D. (Chairman) Thomas Grant Eynon, Ph.D. Elmer Hugh Johnson, Ph.D. Herman R. Lantz, Ph.D. Peter Andreas Munch, Ph.D.

Associate Professors Ernest Kahlar
Alix, Ph.D.
Melvin Schubert Brooks, Ph.D.
Frank Comstock Nall, II, Ph.D.

¹ The 96 required hours are obtained by taking a minimum of 12 hours in U.S. History and 12 hours in World History; 24 hours in each of two of the other fields; and 12 hours in each of the remaining two fields. Choices of 24 hours and 12 hour concentration remain with the student. ² The hours of electives needed will depend upon the student's choice of 24 hour and 12 hour concentrations.

Robert Denton Rossel, Ph.D.
Assistant Professors Jerry Collins
Gaston, Ph.D.
Roland Kenneth Hawkes, Ph.D.
Charles Clay Lemert, Ph.D.
Thomas Walter Martin, Ph.D.
Michael Larimer Rainey, Ph.D.
Erling Ribbing, Ph.D.
Donald Eugene Voth, Ph.D.
Instructors Paul S. Denise, M.A.
Paula Jo Dubeck, M.A.
Stephen Francis Hall, M.A.
Lewellyn Hendrix, M.A.
,

Charles Clay Lamert, B.D.
Edward James McGlynn, M.A.
James Daniel McMillin, M.A.
Elizabeth Williams Nall, M.A.
Edgar Ivan Patterson, M.A.

Visiting Professor Magdalena Sokolowska, M.D. and Ph.D. Boalt, Adjunct Professor Gunnar Ph.D. E. Raymond Research AssociateWakeley, Ph.D.

Bachelor of Arts Degree, COLLEGE OF LIBERAL ARTS AND SCIENCES

General Studies Requirements	67
Supplementary Two-Year College Requirement in FL/Mathematics	21-25
1 year Mathematics	
GSC Foreign Language * (9)	
2nd year Mathematics or Foreign Language 201a,b,c 9 to 11	
Requirements for Concentration in Sociology	42
GSB 201-8 (4 hours count toward the concentration) $(4) + 4$	
Sociology 497–Senior Seminar	
Sociology—Two 400-level courses	
Sociology electives	
Electives	58–62
Total	$\overline{192}$

^{*} GSC Foreign Language does not satisfy GSC requirements in LA&S.

Secondary Concentration

A secondary concentration in sociology consists of a minimum of 24 hours.

HONORS PROGRAM

The department offers an honors program for academically outstanding sociology majors. Qualifications for acceptance into this program consist of: (1) an overall grade point average of at least 4.00, (2) completion of 12 hours in sociology courses with a grade point average of at least 4.25. Three honors courses are offered at the junior and senior class levels. For details, qualified students interested in this program should consult the director of undergraduate studies in the sociology department.

Courses

Courses in sociology are listed according to numerical order. However, the second digit in the course number indicates its field as follows:

General Sociology 00-09

Methodology and Research Techniques

10-19 20-29 30-39 40-49 50-59 Social Psychology

Social Organization and Structure

Family

Sociology of Knowledge

Social Disorganization and Deviance

60–69 70–79

70-79 Special Fields
80-89 Applied Field
301-4 Principles of Sociology. The structure and functions of social relationship systems, both simple and complex. Analysis of processes of social differentiation, integration, and disorganization. Prerequisite: junior standing.
302-4 Contemporary Social Problems. Discussion and analysis of selected contemporary social problems with consideration of alternative courses of action. Prerequisite: one social groups action. Prerequisite: one sociology course.

305-4 Social Institutions. Concepts of institutions; origins, development, and variability of institutions; lag and change. Prerequisite: GSB 201b or 301. 306-4 Social Control. The means and principles of social controls; social institutions as factors in control; techniques of directing social action. Prerequisite: GSB 201b or 301.

308-4 Statistics for Social Science. Methods and application of statistics in the social sciences. Statistical methods in demography, ecology, testing and

guidance, social problems. Examination of empirical studies in these and related areas. Prerequisite: 301, or GSB 201b, or consent of instructor.

312-4 Elements of Sociological Research. Types of research. Principles and steps in research procedure. Selected techniques. Prerequisite: 308, or equivalent, or consent of instructor.

GSB 321-3 Socialization of the Individual. GSB 325-3 Race and Minority Relations.

332-4 Social Organization. An examination of the determinants of social organization; intensive analysis of institutional configurations, social stratification, and systems of social control; review of writings. Prerequisite: 301.

fication, and systems of social control; review of writings. Prerequisite: 301. 333-4 Community Organization. Factors involved in community organization; types, aims, and objectives; community diagnosis; individual case study of specific community. Prerequisite: 301 or GSB 201b. 335-4 Urban Sociology. The rise, development, structure, culture, planning, and problems in early and modern cities. Prerequisite: 301 or GSB 201b. 338-4 Industrial Sociology. Social organization and processes within the formal and informal structure of the industrial unit; research and experimental materials concerning social determinants of morale, status and role of the worker. Prerequisite: GSB 201b or 301. 340-4 The Family. The family in historic and contemporary society; evolution of the modern family; changes in family functions, structures, and roles. Prerequisite: GSB 201b or 301.

Prerequisite: GSB 201b or 301. GSB 341-3 Marriage.

351-4 Sociology of Religion. Function of religious institutions in society and their relationship to other major social institutions; role in social control and group solidarity. Prerequisite: GSB 201b or 301.
352-4 Urban Ethics. (See Religious Studies 352.)
371-4 Population and Migration. Characteristics of population, problems of growth, composition, distribution, differential fertility, international and internal migration. Prerequisite: 301 or consent of instructor.

372-4 Criminology. The nature of crime; criminal statistics; casual factors; theories and procedures in prevention and treatment. Prerequisite: GSB

201b or 301.

374-4 Sociology of Education. Methods, principles, and data of sociology applied to the school situation; relation of the school to other institutions and groups. Prerequisite: consent of instructor, or GSB 201b or 301.

396-1 to 5 Readings in Sociology.

396h-1 to 4 Honors Readings in Sociology. Topics selected jointly by student and instructor which ordinarily are not covered in depth in regular course offerings. Prerequisite: consent of department. Prerequisite: consent of instructor.

397h-6 (3,3) Honors Seminar in Sociology. Varying sociological topics studied in depth and breadth. Maximum opportunity for student participation in the exploration of the subject. May be repeated for a total of two quarters. Pre-

requisite: consent of department.

406-4 Social Change. Processes of social change in the modern world; culture lag and conflict of norms; individual and social problems arising from conflicting systems of social values and cultural norms. Prerequisite: two sociology courses or consent of instructor.

415-3 Logic of the Social Sciences. (See Philosophy 415.)

424-4 Collective Behavior. The behavior of people in large groups; collective interstimulations and emotions; crowds, audiences, and publics; mass stimuli

and mass response. Prerequisite: GSB 321 or consent of instructor.

426-4 Social Factors in Behavior and Personality. How group situations and values affect behavior and shape personality; development of concepts, roleconcepts, attitudes, values; theories of motivation; self-concepts; conflicting social values in relation to individual motivation. Prerequisite: GSB 321 or Psychology 305, or consent of instructor.

427-4 Personality and Social Adjustment. Basic mechanisms of adjustive behavior; concepts and criteria of personal integration and social adjustment;

varieties of adjustive and nonadjustive behavior; theories of personal organization and disorganization; selected problems. Prerequisite: GSB 321 or

Psychology 305 or consent of instructor.

435-4 Social Stratification. A comparative study of social class systems, with emphasis on the American systems. Relationships of class position to behavior in family, religion, politics, etc. Prerequisite: two sociology courses or consent of instructor.

437-4 Sociology of Rural Development. Development in the United States and other countries. Conceptions of rural, urban, developed, and underdeveloped considered. Analytic frames of reference for treating these phenomena compared. Prerequisite: two sociology courses or consent of instructor.

438-4 Sociology of Occupations and Professions. Natural history and institutional aspects of occupations in our society, cultural context of occupations

in both primitive and modern society, preparation for jobs, human values in work, promotion and discharge, mobility, retirement. Prerequisite: two sociology

courses or consent of instructor.

450-4 Social Thought I: Before 1800. The ideological basis of Western society. The classical foundations. Trends of thought from the Renaissance to the Enlightenment. Prerequisite: two sociology courses or consent of instructor. 451-4 Social Thought II: The Sociological Movement. From Romanticism to Realism; rise and development of scientific social thought. Prerequisite: two sociology courses or consent of instructor.

452-4 Black Social Thought. Original works of black writers from the standpoint of problems and prospects of black people in America, and the social context in which these works developed. Relevance of these writings to understanding the current racial situation in the United States considered. Prerequi-

site: one sociology course and consent of instructor.

453-4 Social Movements. A sociological study of modern social movements: social and cultural backgrounds, forms of expression and organization; social structure of social movements, their role and function in modern society.

Prerequisite: two sociology courses or consent of instructor.

454-4 Sociology of Science. Emphasis on the origins and growth of science in historical perspective, reciprocal relations between science and society in the twentieth century, science as a social system, differentiation within and relations between disciplines, and implications of the social organization of scientific research and funding. Prerequisite: two sociology courses or consent of instructor.

460-4 Sociology of Medicine. Man and his adaptation to illness, the sick role, the doctor patient relationship, the organization of medical care and health institutions in the United States, and the role of the sociologist in the health

fields. Prerequisite: two sociology courses or consent of instructor.

471-4 Principles of Demography. Techniques in analyzing and evaluating data on human population; composition, birth and death rates, life tables, migration data, estimates of future trend. Practical uses of demographic techniques. Prerequisites: consent of instructor.

472-4 The American Correctional System. (See Administration of Justice 472.)

473-4 Juvenile Delinquency. (See Administration of Justice 473.)

497-4 Senior Seminar. Contemporary issues in sociology and the analysis of these issues. Prerequisite: senior standing with 20 hours in sociology or consent of instructor.

498-8 (4,4) Individual Research. With a faculty member the student arranges a research topic resulting in a paper or report. Prerequisite: senior standing

with 20 hours of sociology and consent of instructor.

498h-1 to 4 Honors Independent Research. Advanced research study of a problem. Not for graduate students. Prerequisite: consent of department. 499-4 Special Projects. The class works in groups or in concert in the development and completion of a theoretical or applied project. Prerequisite: 308, 312, and senior standing with 20 hours of sociology or consent of instructor.

501-4 Survey of Sociological Theory.

502-4 Seminar in European Sociological Theory: 1800-1910.

503-4 Seminar in European Sociological Theory: 1910 to the Present.

504-4 Seminar in American Sociology.

506-4 Seminar in Contemporary Sociological Theory.

512-6 to 7 (4,2 to 3) Sociological Research.

519-4 Methodological Foundations of the Social Sciences.

521-4 Seminar in Social Psychology. 522-4 Sociology of Small Groups.

526-12 (4,4,4) Quantitative Methods in Sociology. 529-4 Sampling and Inference in Social Research.

530-2 to 4 Selected Topics in Social Research.

532-4 Urban Social Structure.

533-4 Ecology of Human Communities. 534-4 Seminar in Intergroup Relations. 537-4 Sociology of Law. 538-4 Seminar in Industrial Sociology. 539-4 Sociology of Bureaucracy.

542-4 Seminar on the Family. 543-4 Seminar in Family Variability. 544-4 Seminar in Family Research. 545-4 The Family and Social Change. 551-4 Seminar in the Sociology of Religion.

561-4 Alcohol and Society.

562-4 Deviance and Disorganization.

563-4 Research Problems in Deviance and Disorganization.

564-4 Social Factors in Mental Disorders.

566-4 Community Organization and Disorganization.

572-4 Seminar in Criminology. 591-2 to 6 Individual Research. 596-2 to 12 Readings in Sociology. 599-2 to 9 Thesis.

600-1 to 48 Dissertation.

Special Concentration

Concentration

In addition to the regular areas of concentration, the University encourages a student with special needs and interests to design his own area of concentration. He may develop a special concentration in the following manner:

1. The student should consult a faculty member about a possible

program.

2. The student should draft a program which is coherent and unified, showing the courses he plans to take, and explaining the purpose of his program.

3. The completed program should have the support of at least one fac-

ulty sponsor and the dean or deans of the academic units involved.

4. Final approval including the title designation of the concentration must come from the vice president for academic affairs or his representative.

Approval of a special area of concentration does not exempt a student from any University requirements or from any of the requirements of the academic unit from which his degree will be awarded.

Special Education

Department, Concentration, Courses

Professor James M. Crowner, Ph.D. (Chairman) Kristen Juul, Ed.D.

Associate Professors John P. Casey, Ph.D.

Marvin Lee Joiner, Ph.D. Ph.D. Elizabeth McKay,

(Emerita) Howard Morgan, Ed.D. Assistant Professors John Ed.D. Instructor Anne Campbell, M.S. Adjunct Professor Khatchadour Pal-

Wyatt Stephens, Ph.D.

andjian, M.D. Visiting Professor Alice Thompson, Ph.D.

Each area of concentration in special education leads to certification for teachers of a specific kind of exceptional child.

Students who are concentrating in other areas of education may qualify for the above mentioned special certificate for teachers of exceptional children by taking variable hours of additional course work in a specific area of exceptionality. Usually this course work can be taken in place of regular electives, and can be obtained in the junior and senior years. This permits a student, by time of graduation, to qualify for both his regular teaching certificate and the special certificate.

Students may pursue a concentration in special education with pro-

Bachelor of Science Degree, College of Education

Students may pursue a concentration in special education with pro-
gram emphasis in either of two areas of specialization: the emotionally
disturbed (maladjusted), and the educable mentally retarded.
General Studies Requirements 67
Requirements of a Concentration in Special Education
GSA 110, 210 (16)
GSB 102a,b, 201b,c, 211b, 300b,c (22) + 4
GSC 100 or 101, 102
Any one of GSC 200, 201, 203, 204, 205, 206; and
any one of GSC 202, 209, 210 (7)
GSD 101, 102, 103, 107
Art 300 or Occupational Education 303 4
Mathematics 310 4
Music 300b or c
Physical Education for Women 319 4
Three elective hours of Physical Education Activity 3
Elementary Education
GSB 331 or Educational Administration 355 3-4
Elementary Education 314, 337, and 351–16
Guidance and Educational Psychology 412 (Winter
Quarter)
Psychology 301 4
One area of Specialization
EDUCATION OF MALADJUSTED CHILDREN
EDUCATION OF MALADJUSTED CHILDREN
EDUCATION OF MALADJUSTED CHILDREN
EDUCATION OF MALADJUSTED CHILDREN 60–64 Elementary Education 351, 437 12–16 Guidance 422a 4
Elementary Education 351, 437
EDUCATION OF MALADJUSTED CHILDREN 60–64 Elementary Education 351, 437 12–16 Guidance 422a 4 Psychology 305, 307, 431, 465 16 Rehabilitation 400, 486 4
Elementary Education 351, 437
EDUCATION OF MALADJUSTED CHILDREN 60–64 Elementary Education 351, 437 12–16 Guidance 422a 4 Psychology 305, 307, 431, 465 16 Rehabilitation 400, 486 4
EDUCATION OF MALADJUSTED CHILDREN 60–64 Elementary Education 351, 437 12–16 Guidance 422a 4 Psychology 305, 307, 431, 465 16 Rehabilitation 400, 486 4 Special Education 400, 410a, 411a, 413a, 420a 20 EDUCATION OF THE MENTALLY RETARDED 48
EDUCATION OF MALADJUSTED CHILDREN 60–64 Elementary Education 351, 437 12–16 Guidance 422a 4 Psychology 305, 307, 431, 465 16 Rehabilitation 400, 486 4 Special Education 400, 410a, 411a, 413a, 420a 20 EDUCATION OF THE MENTALLY RETARDED 48 Special Education 400, 410b, 411, 413b, 420b 20
EDUCATION OF MALADJUSTED CHILDREN 60–64 Elementary Education 351, 437 12–16 Guidance 422a 4 Psychology 305, 307, 431, 465 16 Rehabilitation 400, 486 4 Special Education 400, 410a, 411a, 413a, 420a 20 EDUCATION OF THE MENTALLY RETARDED 48 Special Education 400, 410b, 411, 413b, 420b 20 Speech Pathology and Audiology 428 4
EDUCATION OF MALADJUSTED CHILDREN 60–64 Elementary Education 351, 437 12–16 Guidance 422a 4 Psychology 305, 307, 431, 465 16 Rehabilitation 400, 486 4 Special Education 400, 410a, 411a, 413a, 420a 20 EDUCATION OF THE MENTALLY RETARDED 48 Special Education 400, 410b, 411, 413b, 420b 20 Speech Pathology and Audiology 428 4 Elementary Education 351 12
EDUCATION OF MALADJUSTED CHILDREN 60–64 Elementary Education 351, 437 12–16 Guidance 422a 4 Psychology 305, 307, 431, 465 16 Rehabilitation 400, 486 4 Special Education 400, 410a, 411a, 413a, 420a 20 EDUCATION OF THE MENTALLY RETARDED 48 Special Education 400, 410b, 411, 413b, 420b 20 Speech Pathology and Audiology 428 4 Elementary Education 351 12 Guidance 422a 4
EDUCATION OF MALADJUSTED CHILDREN 60–64 Elementary Education 351, 437 12–16 Guidance 422a 4 Psychology 305, 307, 431, 465 16 Rehabilitation 400, 486 4 Special Education 400, 410a, 411a, 413a, 420a 20 EDUCATION OF THE MENTALLY RETARDED 48 Special Education 400, 410b, 411, 413b, 420b 20 Speech Pathology and Audiology 428 4 Elementary Education 351 12 Guidance 422a 4 Electives (300 level or above) may be chosen from the
EDUCATION OF MALADJUSTED CHILDREN 60–64 Elementary Education 351, 437 12–16 Guidance 422a 4 Psychology 305, 307, 431, 465 16 Rehabilitation 400, 486 4 Special Education 400, 410a, 411a, 413a, 420a 20 EDUCATION OF THE MENTALLY RETARDED 48 Special Education 400, 410b, 411, 413b, 420b 20 Speech Pathology and Audiology 428 4 Elementary Education 351 12 Guidance 422a 4 Electives (300 level or above) may be chosen from the following areas: guidance and educational psychol-
EDUCATION OF MALADJUSTED CHILDREN 60–64 Elementary Education 351, 437 12–16 Guidance 422a 4 Psychology 305, 307, 431, 465 16 Rehabilitation 400, 486 4 Special Education 400, 410a, 411a, 413a, 420a 20 EDUCATION OF THE MENTALLY RETARDED 48 Special Education 400, 410b, 411, 413b, 420b 20 Speech Pathology and Audiology 428 4 Elementary Education 351 12 Guidance 422a 4 Electives (300 level or above) may be chosen from the following areas: guidance and educational psychology, audio-visual aids, related courses in sociology,
EDUCATION OF MALADJUSTED CHILDREN 60–64 Elementary Education 351, 437 12–16 Guidance 422a 4 Psychology 305, 307, 431, 465 16 Rehabilitation 400, 486 4 Special Education 400, 410a, 411a, 413a, 420a 20 EDUCATION OF THE MENTALLY RETARDED 48 Special Education 400, 410b, 411, 413b, 420b 20 Speech Pathology and Audiology 428 4 Elementary Education 351 12 Guidance 422a 4 Electives (300 level or above) may be chosen from the following areas: guidance and educational psychology, audio-visual aids, related courses in sociology, psychology, economics, or health education, rehabili-
EDUCATION OF MALADJUSTED CHILDREN 60–64 Elementary Education 351, 437 12–16 Guidance 422a 4 Psychology 305, 307, 431, 465 16 Rehabilitation 400, 486 4 Special Education 400, 410a, 411a, 413a, 420a 20 EDUCATION OF THE MENTALLY RETARDED 48 Special Education 400, 410b, 411, 413b, 420b 20 Speech Pathology and Audiology 428 4 Elementary Education 351 12 Guidance 422a 4 Electives (300 level or above) may be chosen from the following areas: guidance and educational psychology, audio-visual aids, related courses in sociology, psychology, economics, or health education, rehabilitation, related courses in other areas of special edu-
EDUCATION OF MALADJUSTED CHILDREN 60–64 Elementary Education 351, 437 12–16 Guidance 422a 4 Psychology 305, 307, 431, 465 16 Rehabilitation 400, 486 4 Special Education 400, 410a, 411a, 413a, 420a 20 EDUCATION OF THE MENTALLY RETARDED 48 Special Education 400, 410b, 411, 413b, 420b 20 Speech Pathology and Audiology 428 4 Elementary Education 351 12 Guidance 422a 4 Electives (300 level or above) may be chosen from the following areas: guidance and educational psychology, audio-visual aids, related courses in sociology, psychology, economics, or health education, rehabilitation, related courses in other areas of special education related courses in other areas of special education 8
EDUCATION OF MALADJUSTED CHILDREN 60–64 Elementary Education 351, 437 12–16 Guidance 422a 4 Psychology 305, 307, 431, 465 16 Rehabilitation 400, 486 4 Special Education 400, 410a, 411a, 413a, 420a 20 EDUCATION OF THE MENTALLY RETARDED 48 Special Education 400, 410b, 411, 413b, 420b 20 Speech Pathology and Audiology 428 4 Elementary Education 351 12 Guidance 422a 4 Electives (300 level or above) may be chosen from the following areas: guidance and educational psychology, audio-visual aids, related courses in sociology, psychology, economics, or health education, rehabilitation, related courses in other areas of special edu-

may need to take additional courses which are required in the elementary education program but which are not required in the secondary program.

Courses

200-2 Orientation to the Education of Exceptional Children. A survey of exceptional children. Program modification by regular classroom teachers is stressed.

302A-3 Music in Special Education. (See Music 302a.)

400-4 The Exceptional Child. Physical, mental, emotional, and social traits of all types of exceptional children. Effects of handicaps in learning situations. Methods of differentiation and techniques for rehabilitation. Individual case studies used; observations and field trips. Prerequisites: Psychology 301 or 303, or consent of instructor.

410a-4 Problems and Characteristics of the Emotionally Disturbed Child. Diagnosis, screening, classroom management, placement considerations, goals, and the effective use of ancillary services. Emphasis on the understanding of maladaptive behavior through principles of learning and behavior dynamics. Prerequisite: 414 or consent of instructor.

410b-4 Problems and Characteristics of the Mentally Retarded Child. Objectives, curriculum, methods, and materials of instruction for slow learners. Emphasis upon the principles of learning as they can be applied to this group. Observations. Prerequisite: 414.

410c-4 Problems and Characteristics of the Gifted Child. Designed to help

teachers in the identification of and programming for gifted and talented children. Prerequisite: Psychology 301 or 303, or consent of instructor.

410e-4 Problems and Characteristics of Children with Specific Learning Disabilities. Behavioral, emotional, physical, and learning characteristics of children with learning disabilities. Emphasis on receptive and expressive modalities for learning; theories dealing with etiology and treatment. Prerequisite: 414. Consent of instructor.

411-4 Assessment and Remediation of Learning Disabilities. (Same as Guidance 411.) Special tests and remedial programs designed for children with specific learning disabilities of a perceptual, or coordination nature and who may demonstrate related adjustment problems. Prerequisite: 414 and consent

of instructor.

413a-4 Directed Observation of Emotionally Disturbed Children. Student observation and participation in group and individual work with emotionally disturbed children. Often taken concurrently with 410a. Prerequisite: consent of instructor.

413b-4 Directed Observation of Mentally Retarded Children. Student observation and participation in group and individual work with mentally retarded children. Prerequisite: 414, 410b or concurrent, and a concentration in special

education.

420a-4 Methods and Materials for Teaching Emotionally Disturbed Children.

Prerequisite: 410a and consent of instructor.

420b-4 Methods and Materials for Teaching Mentally Retarded Children. Usually offered in conjunction with practice teaching. Prerequisite: 410b and consent of instructor.

420e-4 Methods and Materials for Teaching Children with Learning Disabilities. Techniques for implementing educational therapy and remediation of children with learning disabilities. Emphasis on visual, auditory, tactile, and fine and gross motor problems. Prerequisite: 411, 414. 428-4 Speech Correction for the Classroom Teacher. (Same as Speech Pathol-

ogy and Audiology 428.)

496-2 to 8 Readings and Independent Study in Special Education. Study of a highly specific problem area in the education of exceptional children. Open only to selected seniors and graduate students. Prerequisite: 414 and consent

501-8 (4,4) Special Research Problem.

513-4 Organization, Administration, and Supervision of Special Classes.

515-4 Itinerant Teaching of Exceptional Children.

517-4 The Atypical Child and Social Agencies.

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518-2 to 20 Workshop in Special Education. 577-4 to 12 Practicum in Special Education. 580a-4 Seminar: Education of Maladjusted Children. 580b-4 Seminar: Education of Mentally Retarded Children. 590-4 Seminar: Education of Children with Mental Deviations. 591-4 Seminar: Education of Physically Handicapped Children. 592-4 Seminar: Education of Children with Learning and Behavioral Disorders. 596-5 to 9 Independent Investigation. 599-2 to 9 Thesis. 600-1 to 48 Dissertation. Speech Department, Concentration, Courses Professors Earl Edsel Bradley, Ph.D. Dorothy C. Higginbotham, Ph.D. Ralph A. Micken, Ph.D. (Chairman) Keith Sanders, Ph.D. William D. Smith, Ph.D. Assistant Professors Lynn Bradley, M.AThomas Pace, Ph.D.
David Potter, Ph.D.
C. Horton Talley, Ph.D.
Associate Professors Lester R. Breni-Roy Clark, M.A. Robert Fish, Ph.D. Lyle Hamilton, Ph.D. Raymond D. Wiley, M.S. Instructors Jerry Allen, M.A. Beverly Goodiel, M.A. man, Ph.D. Richard P. Hibbs, M.A. Russel Jennings, Ph.D. Marion Kleinau, Ph.D. Marvin Kleinau, M.A. Bachelor of Science Degree, SCHOOL OF COMMUNICATIONS AND FINE ARTS 60 HOUR CONCENTRATION 67 Requirements for Concentration in Speech 60 Speech 102, 202, 203 Electives in speech Electives 65 Total48 HOUR CONCENTRATION 67 Requirements for Concentration in Speech 48 Speech 102, 202, 203 Speech electives Secondary Concentration 24 Electives 53 192 Total Interpretation Specialization A. For students obtaining a 60-hour speech major with specialization in interpretation. 67 (Including GSC 200, GSD 103, GSE 113d, GSE 113e; GSB 201b and GSB 201c strongly recommended.)

Requirements for Concentration in Speech

, ,	
Speech 102 or 202, 203, 209, 301 or 311, 309, 323, 401, 422 or 423 o 424, 434A, 430-4	r
Electives in Speech	0
(To be determined upon consultation with advisor)	
Theater Requirements	6
Electives	8
Psychology, English, Theater)	
Total	. 192
B. For students obtaining a teaching certificate with emphasis i	
terpretation.	
Students pursuing a teaching degree should follow the teaching riculum in Speech Education listed below with the following adjustn	
1. Electives allowed in the Speech curriculum should be taken terpretation.	
2. The secondary concentration should be the regular English r	ninor.
Bachelor of Science Degree, COLLEGE OF EDUCATION OR	
Bachelor of Science Degree, COLLEGE OF COMMUNICATION AND FINE ARTS)
General Studies Requirements	67
(Including GSB 201c, 211b or 300a, GSC 200, GSD 103, and GSE 201.)	
Requirements for Concentration in Speech	58–60
Speech 102, 104, 200, 202, 205, 209, 222, 301, 304, 311, 313, 323, 407, 408, 417, 418, 422, 423, 424, 425, 427	
R-TV 300M, 300P, 300S, 467; Journalism 346, 395	
Theater 203, 207, 305, 401, 402, 409, 410, 412, 414, 432 18	26
Professional Education Requirements	36
Secondary Education 310 4	
Education: two courses (Ed. Ad. and Found. 355, Guid 422a, IM 417, Sec Ed. 407, 340)	
Speech 406	
Secondary Education 352	24
One secondary concentration is required in a separate area with a	41
sufficient number of hours to meet the teaching requirements	
for that area. English or Social Sciences are recommended. Electives	5-7
Total	192
Public Relations	

Public Relations

The Public Relations specialization consists of an integrated program designed by an interdisciplinary committee. The curriculum has been reviewed and approved by the Public Relations Society of America and is supervised by the Coordinator of Public Relations in the Department of Speech.

Building upon the Liberal Arts and Sciences and General Studies re-

quirements the curriculum is designed to provide fundamental knowledge in communication and social science, and the organization and functions of business and government. The broad coverage of these areas in twelve academic departments provides a sound preparation for both a career in Public Relations and for graduate work in the field of communication.

Students who have areas of special interest may work out minimal deviations from this curriculum with the concurrence of the Coordinator.

General Bladies Requirements
Requirements for Concentration in Speech with a Specialization
in Public Relations
GSB 211A, 211B, 201B, 201C (16)
GSD 103, 110 (6)
Speech 203, 301, 303, 331
Journalism 345, 300, 301, 302, 370, 391
Radio-TV 300S, 300P
Psychology 307, 323
Sociology GSB 325 and 302 or 332 or 335 or 338 or 375 or
406 7
Social Work 383
Administrative Sciences 341 and 301 or 340 8
Marketing 301, 363 8
Government 360
Research Methods: Sociology 312 or Marketing 390 or
Administrative Sciences 361 or Journalism 389 3-4
Design 375
Accounting 250 4
Secretarial 201A (if needed to reach typing proficiency of
30 WPM) 0–3
Special electives selected from:
Journalism 369, 391, 395, 397
Administrative Sciences 350, 474
Speech 311, 435
Government 232
Sociology (any Sociology course listed above in required
course selection)
Psychology 320, 305
<i>Electives</i>
Total
Bachelor of Arts Degree, College of Liberal arts and Sciences
General Studies Requirements 67
(Including GSC 200, GSD 103)
Supplementary Two-Year College Requirement in Foreign Lan-

guage/Mathematics(5) + 3-5One Year Mathematics(5) + 3-5GSC Foreign Language(9)*

^{*} GSC foreign language does not satisfy GSC requirements in the College of Liberal Arts and Science.

2nd Year Mathematics or Foreign Language 9-11	40
Requirements for Concentration in Speech	48
Electives in Speech	
Secondary Concentration	24
Electives	53
Total	192

Secondary Concentration

A 30-hour secondary concentration in speech should be planned in consultation with the chairman of the department or the director of speech education. Students electing speech as a secondary concentration to a teaching concentration must include Speech 406.

Courses

102-4 Public Speaking. The components of effective speech with actual preparation and presentation of several types of speeches. Prerequisite: GSD 103. 104-4 Training the Speaking Voice. Designed for those students who desire to improve their voice and articulation. Prerequisite: GSD 103.

200-4 Phonetics. Instruction on the use of phonetic symbols to record the speech sounds of midland American English, with emphasis on ear training, and a description of place and manner of production of these sounds.

201-2 Parliamentary Law. How to conduct a meeting. Study and practice of the rules of parliamentary procedure.

202-3 Principles of Discussion. Principles and methods of group discussion. Current problems used as materials for discussion.

203-4 Introduction to Interpersonal Communication. Interpersonal communication as a psycho-social-political process. Emphasis on examination of transactional behavior as a facet of interpersonal and intergroup relations. Prerequisite: GSD 103 or equivalent.

205-4 Argumentation and Debate. Critical factors involved in the process of oral and written advocacy. Emphasis on analysis, evidence, reasoning, case study method, and decision-making.

209-1 Forensic Activities. Limited to 2 hours of credit each year for participating in forensic activities. Note: A maximum of 5 hours of 209 and 309 may be applied on a concentration in speech. A maximum of 8 hours of 209 and 309 may be applied toward graduation. Prerequisite: consent of instructor.

222-2 Introduction to Speech Education. Examination of areas of speech edu-

cation, their relationships, problems and potential for prospective teachers. Focuses on developing a teaching-perspective with practical insights for course work early in one's educational program. Required for all prospective secondary school speech teachers. Prerequisite: GSD 103, GSC 200.

300-4 Phonemics of American English. Study of the phonemics of American English with postfolder and a property of the phonemics.

English with particular emphasis in the major American dialects. Course designed especially for concentrations in speech, theater, and radio-TV. Prerequisite: 200 or consent of instructor and chairman.

301-4 Persuasion. Psychological principles involved in influencing individuals

and groups.

303-4 Business and Professional Speaking. Survey of organizational communication. Classical rhetorical theory, modern communication theory, gentuctions. Composition and delivery of eral semantics fundamentals, and human relations. Composition and delivery of major speech. Briefing, interview and conference techniques. Audio-visual aids.

Class attends a civic group luncheon.
304-3 Great Speeches in American and British History. Speakers as they deal with historic issues in America and Britain.

309-1 Forensic Activities. Limited to 2 hours of credit each year, for participation in forensic activities. Note: A maximum of 5 hours of 209 and 309 may be applied on a concentration in Speech. A maximum of 8 hours of 209 and 309 may be applied toward graduation. Prerequisite: junior standing and consent of instructor.

311-4 Communication and Social Process. Communication theory and its relation to social process. Prerequisite: 203.

313-4 Speech Composition. Rhetorical techniques of public address. Two major

speeches prepared, with every possible refinement. Prerequisite: 102.

323-4 Oral Interpretation II. Intermediate course furthering the development of techniques for the oral experience of literature based upon literary analysis.

Prerequisite: GSC 200, consent of instructor.

331-4 Public Relations Policies and Practice. Philosophy, principles, policies, and practice of public relations. Historical review of industrial, institutional, governmental, and service agency PR; managerial and communicative functions; internal and external publics. Lecture, audio-visual media, and guest public relations practitioners. Prerequisite: junior standing.

401-4 Creative Dramatics. (Same as Theater 401.) Materials, techniques, and procedures for conducting sessions in informal drama with emphasis on its contribution to the total growth and development of the child. Lectures, ob-

servations, and student participation. Prerequisite: junior standing.

406-4 Teaching Speech in Secondary Schools. Philosophy of speech education, and effective teaching of speech through curricular and extra-curricular work.

Prerequisite: 16 hours of speech.

407-8 (4,4) American Public Address. Critical studies of American speakers; selected speakers and speeches which reflect the dominant social and political ideas in American history. A lecture, reading, and discussion course. Parts may be taken independently.

408-4 Psychology of Speech. Nature and development of speech, its basic

psychology, and the part speech plays in personality development.

417-4 Contemporary Public Address. A critical study of speakers and speeches selected to present the characteristic ideas of leading social and political developments in national and international affairs since 1918. A lecture, reading, and discussion course.

418-4 British Public Address. Critical study of British speakers to c. 1920. Selection of material will be governed both by men and the issues that moved

men throughout British history.

422-4 Oral Interpretation of Prose. The study of the prose form through analysis and performance. Prerequisite: 323, GSC 200 or consent of instructor. 423-4 Oral Interpretation of Poetry. The study of poetic form through analysis and performance. Prerequisite: 323, GSC 200 or consent of instructor. 424-4 Oral Interpretation of Dramatic Literature. The study of dramatic form through analysis and performance. Prerequisite: 323, GSC 200 or consent of

instructor.

425-3 Techniques of Discussion Leadership. Studies in the field of group discussion designed to clarify the functions and concepts of the leader in democratic society.

427-4 Secondary School Forensic Program. Coaching and organizational methods for extracurricular and curricular forensic programs in the secondary

schools.

428-4 Communication Theories and Models. Survey, analysis, and criticism of contemporary theories and models of human communication with an emphasis on behavioral theories and models.

429-4 Experimental Studies in Oral Communication. Principles of research design accompanied by a critical examination of research in oral communica-

tion. Prerequisite: 428.

430-2 to 4 Independent Study. Creative project to be completed in one quarter. Nature of assignment determined by student and instructor and approved by department chairman. Prerequisite: 12 hours speech courses and consent

of instructor.

431-2 to 12 Internship or Practicum in Public Relations. Students compete for a professional quarter under the supervision of the director of PR instruction and the PR group of a corporation, institution, agency, or counseling firm. Credit depends upon the demands and complexity of the work which the student performs. Evaluation is a joint function of the group professionals and the director. Prerequisite: senior standing; ADSC 340; Marketing 301, 363; Journalism 370, one or more Journalism courses in newswriting; and one or more courses in research methods.

434-8 (4,4) Group Performance. (a) Group performance media of oral interpretation. Theory and practical application. Prerequisite: 323 or consent of instructor. (b) Group performance media of oral interpretation with a focus upon children's literature. Prerequisite: 401, Elementary Education 413 or consent of

instructor.

435-4 Studies in Organizational Communication. Communication systems and behavior within formal organizations. Focused on theory and research of informational and directive communication as related to channels, structures, status, involvement, morale, and leadership. Prerequisite: 303.

441-4 Teaching Speech in Elementary Schools. Study of oral language development in children, analysis of their speech needs, and methods of teaching speech in elementary schools with emphasis on speech improvement and development.

opment of basic speech skills.

445-12 (4,4,4) Language Behavior. Psycholinguistic approach to language learning and the use of language. Relation of language to other developing behaviors. Applicability of psychological and linguistic theories to social psychological aspects of language communication.

449-4 General Semantics. Means of changing implications so that language, in spoken or written form, describes the life facts.

450-12 (4,4,4) Laboratory in Interpersonal Communication. Communication viewed as a process of relating and evaluating. Applications of general semantics and related philosophy, methodology, and research to the functioning of the class itself through various speech activities. The course encompasses the common core of communication behaviors relevant to the chief communication specialties.

500-4 Survey of Classical Rhetoric.

501-4 Teaching Oral Language at the Preschool and Early Elementary Level. 504-4 Medieval and Renaissance Rhetoric.

505-4 Modern Rhetorical Theory 507-6 (3,3) Studies in Public Address. 508-4 Seminar: Studies in Discussion.

510-4 Seminar: Persuasion and Social Control. 511-4 (2,2) Teaching the College Speech Course. 520-3 Philosophical Foundations of Speech.

522-4 to 12 Studies in Interpretation.

523-3 Seminar: Problems in Interpretation.

524-6 (3,3) Seminar: Rhetoric and Public Address.

525-4 Seminar: Speech Education. 526-4 Language Behavior Seminar.

530-1 to 4 Research Problems.

532-4 (2,2) Areas and Techniques of Research in Speech. 540-4 Seminar: Experimental Communications Research. 542-4 Seminar in non-Quantitative Research Methods.

599-2 to 9 Thesis.

600-1 to 48 Dissertation.

Speech Pathology and Audiology

Department, Concentration, Courses

Professors John O. Anderson, Ph.D. I. P. Brackett, Ph.D. (Chairman) Eugene J. Brutten, Ph.D. Herbert Koepp-Baker, Ph.D. Michael S. Hoshiko, Ph.D. Donald J. Shoemaker, Ph.D. Associate Professors Chester J. Atkin- Adjunct Professor Fred Nolen, D.D.S.

son, Ph.D. Cameron W. Garbutt, Ph.D. Ronald G. Hansen, Ph.D. Alfred B. Copeland, Ph.D. Assistant Professor Sue Ann Pace,

Ph.D.

Speech pathology and audiology is an area which has as its objective the training of qualified personnel to work with people impaired in either

speech or hearing. Positions in this field are available in the public schools, colleges, and universities, and in highly specialized public or private clinics.

Clinical experience is obtained through work at the University's Speech and Hearing Clinic, which is one of the participating agencies in the Cooperative Clinical Services. Additional practicum experience is available at the University School; a six-week summer camping program in cooperation with the Division of Services for Crippled Children and the

Easter Seal Society; the Marion V. A. Hospital; A. L. Bowen Children's Center; the Anna State Hospital; and rehabilitation work sponsored by the Division of Vocational Rehabilitation.

Programs of study lead to the academic and practicum requirements for the Certificate of Clinical Competence of the American Speech and Hearing Association. Certification by ASHA requires a master's degree or its equivalent, and students are encouraged to attain this level.

Bachelor of Science Degree, COLLEGE OF COMMUNICATIONS AND FINE ARTS

deneral Staates Requirements	٠.
Requirements for Concentration in Speech Pathology and Audiology	60-62
GSB 201c (4)	
Psychology 301 4	
Guidance 412, Psychology 305 or Health Education 312 4	
Guidance 422a 4	
Special Education 200 or 414 2–4	
Speech Pathology and Audiology 200, 203, 212, 318, 319,	
405, 406, 412 or 415, 414, 416, 419	
Electives	
Total	

Bachelor of Science Degree, COLLEGE OF COMMUNICATIONS AND FINE ARTS

A student in the College of Communications and Fine Arts who plans to be a public school speech clinician in Illinois, thereby needing to meet the requirements for a Limited Special Teaching Certificate should follow the plan listed below.

General Studies Requirements	67
Requirements for Concentration in Speech Pathology and Audiology	86-94
GSB 201c (4)	
GSB 331, Educational Administration 355, or Instruc-	
tional Materials 417	
GSB 211b, 300a, or Govt. 300 3-4	
GSD 103 with grade of C	
Psychology 301	
Guidance 412, Psychology 305 or Health Education 312.	
Guidance 422a	
Special Education 200 or 414 2–4	
Elementary Education 314 and 337	
Elementary Education 351b	
Speech Pathology and Audiology 200, 203, 212, 318, 319,	
405, 406, 412, or 415, 414, 416, 419	
Electives	32–40
Total	192

For certification, students must accumulate two hundred clock hours—

275 ASHA—of supervised case work in a teacher-training center. The requirement is satisfied by Elementary Education 351b or Speech Pathology and Audiology 405.

Bachelor of Science, COLLEGE OF EDUCATION

A student in the College of Education who wishes to become a speech clinician in the public schools should follow the plan listed immediately above, in addition to any special requirements of the College of Education.

Courses

100-0 to 2 Speech Clinic. For students with speech and hearing deviations who

need individual help. Course may be repeated up to 4 hours.

104-4 Training the Speaking Voice. For those students who desire to improve

their voice and articulation.

200-4 Phonetics. Instruction in the Use of phonetic symbols to record the speech sounds of midland American English, with emphasis on ear training, and a description of place and manner of production of these sounds.

203-4 Introduction to Speech Science. An introduction to the science of general speech including the history of research in the field and significant experi-

mental trends in the future. Open to all students.

212-4 Articulatory Problems and Delayed Speech. Acquaints the student with articulatory speech defects. Diagnostic and therapeutic techniques stressed. Prerequisite: 200 or concurrent.
318-4 Voice and Cleft Palate. Voice disorders including cleft palate. Prerequi-

site: 212, or consent of instructor.

319-4 Stuttering. Deals with diagnostic and therapeutic techniques for the understanding and treatment of stuttering. Prerequisite: 212, or consent of instructor.

400-1 to 4 Independent Study in Speech Pathology and Audiology. Activities involved shall be investigative, creative, or clinical in character. Must be arranged in advance with the instructor. May be repeated for up to 6

hours.

405-12 (4,4,4) Practicum in Speech and Hearing Therapy. Clinical and school procedures in speech pathology and audiology. One hour of class per week, and 2 hours of clinical activity or work on clinically related projects for each hour of credit. (a) emphasizes therapeutic procedures; (b) emphasizes diagnostic techniques; (c) emphasizes the utilization of forms and the preparation of reports. Prerequisite: junior standing.

406-4 Techniques and Interpretation of Hearing Tests. Principles and techniques of testing the hearing and interpreting those tests in terms of the indi-

vidual's needs. Prerequisite: 416 or consent of instructor.

409-4 The Tactics of Research in Hearing and Speech Pathology. Presentation and evaluation of the strategies and procedural tactics of behavioral research. Prerequisite: advanced standing.

412-4 Cerebral Palsy. An investigation of the etiology, problems, and therapy

of cerebral palsy. Prerequisite: 212, 414 or consent of instructor.

414-4 Anatomy and Physiology of Speech and Hearing Mechanisms. (See Physiology 414.)

415-4 Aphasia. An investigation of the etiology, problems, and therapy of aphasia. Prerequisite: 412, 414 or consent of instructor. 416-4 Introduction to Audiology. Provides the student with a basic orienta-

tion to the professional field of audiology, its history and its goals. Basic acoustics, the phylogeny, anatomy and physiology of the human ear, and significant pathologies of the ear are presented. Prerequisite: junior standing or consent of instructor.

419-4 Communication Problems of the Deaf and Hard of Hearing. (Same as Special Education 419.) Objectives and techniques for the teaching of lip reading, speech conservation, and auditory training. Prerequisite: 406 or con-

sent of instructor.

420-4 Advanced Clinical Audiometry. Principles and procedures for advanced audiometric testing, advanced problems in bone conduction measurements, in evaluation of loudness recruitment, in topodiagnostic audiometry, and non-organic hearing loss are presented. Practical techniques include speech audiometry, Bekesy audiometry, conditioned pure tone electrodermal audiometry,

and use of the Zwislocki Acoustic Bridge. Prerequisite: 416 and 406 or consent

of instructor.

428-4 Speech Correction for the Classroom Teacher. (Same as Special Education 428.) Etiology and therapy of common speech defects. Open to in-service teachers, seniors, and graduate students in education.

515-1 to 4 Readings in Speech Pathology and Audiology.

516-4 Seminar in Psychoacoustics.

520-4 Seminar in Physiological Acoustics.

521-1 to 4 Seminar in Articulation and Delayed Speech. 522-16 (4,4,4,4) Seminar in Organic Speech Problems.

524-4 Seminar in Language Disorders.

528-4 Seminar in Experimental Audiology. 529–12 (4,4,4) Seminar in Stuttering Behavior.

530-1 to 4 Research Problems in Speech Pathology & Audiology.

531-1 to 4 Seminar in Experimental Phonetics.

533-1 to 4 Seminar in Speech Science. 534-1 to 4 Seminar in Instrumentation.

536-1 to 4 Seminar in Administration of Speech and Hearing Programs.

599-2 to 9 Thesis.

600-1 to 48 Dissertation.

Student Teaching

Professors Anna Carol Fults, Ph.D. Harves C. Rahe, Ed.D. Associate Professors Cleo D. Carter, ${
m Ed.D.}$

John P. Casey, Ed.D. Billy G. Dixon, Ph.D. (Chairman) William Matthias, Ed.D.

Berniece B. Seiferth, Ed.D. John W. Stotlar, D.P.Ed.

Assistant Professors E. L. Bencini, M.S.

Charles R. Heinz, Ed.D. Joseph H. King, Ed.D. Cedric A. Pope, Ed.D.

James D. Quisenberry, Ph.D. Madelyn Treece, M.A. Instructors Joyce M. Bradfield, M.A.

Bill Brown, M.Ed. Margaret Buser, M.S. Joan M. Eggemeyer, M.S. Edra T. Meyer, M.A. Eryn Moore, M.S. H. Vivian Shelton, M.S.

Michael Solliday, M.A. John F. Williams, M.A. Ruth B. Wood, M.A.

Lecturers William Lipsey, D.Ed.

Supervised student teaching is conducted in cooperating public schools in Southern Illinois, suburban Chicago, and the Chicago city schools. The College of Education requires 16 hours of student teaching for the Bachelor of Science degree. Students are expected to enroll for the entire 16 hours during one quarter.

One of the following professional-quarter plans of student teaching must be pursued by the student with the approval of the chairman of

student teaching.

The student teacher, under all plans, must follow the same daily schedule as his public school cooperating teacher. This means that the student teacher is to remain in school for the entire day and to participate in whatever extra-curricular activities his cooperating teacher participates.

During the professional quarter, the student teacher is expected to follow the school calendar of the school district in which he has been placed. During the time in which university students are student teaching, it may therefore be necessary for them to follow a calendar different from the quarterly University calendar. When this is necessary, the chairman of student teaching will inform the student sufficiently far enough in advance in order that the student may make necessary arrangements.

Student teaching is a full professional commitment on the part of the student and is considered a professional quarter of experience in the field carrying 16 hours of credit. Additional hours can be taken only on a regular overload basis with special permission from the chairman of student teaching and the director of student personnel services.

No student may pursue a student teaching assignment other than one described above under one of the several professional quarter plans unless approved by the Chairman of Student Teaching. To request such approval, the student must complete the form, Petition for Special Student Teaching Consideration. This form may be secured from the Office of the Chairman of Student Teaching, Room 135, Wham Education Building.

Since student teaching is designed in terms of the needs of beginning teachers for complete and integrated experience, and since more than one supervisor may be in charge of the work done by the student teacher, no part of the work may be dropped by the student teacher with the expectation of continuing the remainder of the work for credit. Furthermore, if one supervisor finds it necessary to drop a student teacher from a part of the program, the College of Education reserves the right to require such student teacher to drop all of his program of assigned student teaching rather than merely a part of it.

If one wishes to student teach during the Fall, Winter, or Spring quarters of the academic year, it is necessary that his application be submitted prior to March 15 of the academic year preceding the quarter in which he wishes to student teach. Announcements will appear in the *Daily Egyptian*; major departments; and all academic advisement units will be notified. Students are scheduled for either Fall, Winter, or Spring quarter of the following year on the basis of information given on the application.

Application for student teaching during the summer sessions should be made not later than February 1 of the year they want an assignment. Application blanks may be secured from the office of the chairman of student teaching.

Students are cautioned not to commit themselves to local housing for the quarter in which they may be doing student teaching. A housing contract cannot be used as justification for needing an assignment to a local school for the professional quarter. If the student is living in university housing, he should notify the housing office of the quarter he will be offcampus for the professional quarter.

Elementary Professional Quarter

This professional quarter is devoted to full-time student teaching in one of the elementary grades, 1 through 6, in an approved off-campus center. The student earns 16 hours of credit and is expected to participate in the instructional program, curricular as well as extra-curricular, for the entire school day, following exactly the schedule of his cooperating teacher.

Students register for Elementary Education 351 (student teaching) for 16 hours of credit.

Early-Childhood Education Professional Quarter

This professional quarter is devoted to full-time student teaching in either Kindergarten or one of the primary grades in an approved off-campus center. The student must indicate his preference at the time of filing the Final Application for Student Teaching. The student earns 16 hours of credit and is expected to participate in the instructional program, curricular as well as extra-curricular, for the entire school day, following exactly the schedule of his cooperating teacher.

Students register for Elementary Education 350 (student teaching) for 16 hours of credit.

Secondary Professional Quarter (EXCEPT VOCATIONAL AGRICULTURE AND VOCATIONAL HOME ECONOMICS)

This professional quarter is designed for the student who wishes to student teach in a specific subject matter area in one of the approved off-campus secondary schools, grades 7 through 12. The student is placed in an assignment which is consistent with his teaching major. The student earns 16 hours of credit and is expected to participate in the instructional program, curricular as well as extra-curricular, for the entire school day, following exactly the schedule of his cooperating teacher(s).

Students register for Secondary Education 352 (Student Teaching) for 16 hours of credit. Students register for the section consistent with their

teaching major.

Vocational Agriculture Professional Quarter

Seniors preparing to be teachers of vocational agriculture do their student teaching in a professional quarter. The first week of the quarter is spent in an approved public school center. The 2nd and 3rd weeks of the quarter are spent on-campus in an intensive study of methods. Weeks 4 through 11 are given to supervised teaching in the same public school center. The last week of the quarter is spent on-campus for further intensive work in the evaluation of the student teaching experience.

Students may participate in this professional quarter only during the Fall or Winter quarters. The student registers for Agriculture Industries

309 for 4 hours of credit and Agriculture Industries 312–12.

The student is responsible for transportation to and from the center and also housing. It is recommended but not mandatory that the student teacher reside in the community while teaching. He is expected to remain on duty as long as the supervising teacher requires. He makes necessary visits after school hours to the homes of students to observe supervised farming programs. This may be true also for Saturday mornings. The student teacher is expected to attend all evening meetings such as the FFA, PTA, and adult farmer classes.

Vocational Home Economics Professional Quarter

This professional quarter is for students preparing to teach Home Economics at the secondary school level. During the first two weeks of this quarter, the student participates in an intensive study of methods. Weeks 3 through 11 are given to supervised teaching in an approved public school center. During the final week of the quarter, the student is oncampus for further intensive work in the evaluation of the student teaching experience.

The student registers for Secondary Education 352 (Student Teaching) for 12 hours of credit and Home Economics Education 310 for 4 hours of credit. The student is expected to participate in the instructional program, curricular as well as extra-curricular, for the entire school day, following

exactly the schedule of his cooperating teacher.

In the off-campus student-teaching centers, students are assisted in locating housing by the university supervisors of home economics education and the local public school teacher. Students who live in University Housing should indicate to the coordinator of housing the time when they will be off-campus for student teaching or Home Management House

residence so that adjustments in contracts can be made. Students living in housing other than university housing should make arrangements directly with those involved.

Student Teaching Prerequisites

1. Each student must have made formal application for entrance into the Teacher Education Program and must present his copy of the approved application when applying for student teaching.

2. A student must have 128 quarter hours of credit with a minimum of a 3.25 cumulative average before beginning work in student teaching.

3. The student is responsible for having all transcripts of credit earned at colleges or universities other than Southern Illinois University on file in the Office of the Chairman of Student Teaching. (This requirement does not apply for hours of credit earned at Southern Illinois University.)

4. Before student teaching, the student in secondary education must have at least 30 quarter hours in the subject which he proposes to teach. Such credit must meet the approval of the respective department chairman. Each secondary student must have major academic training in a public school teaching subject.

5. Each student must have at least 11 quarter hours in professional education courses prior to doing student teaching. He must have successfully completed a course in each of the subjects listed under the appropriate heading below:

Secondary: general psychology, educational or adolescent psychology, secondary teaching methods (a special secondary methods course is accepted only for teaching in the respective major teaching area), and history and principles of secondary education.

Elementary: general psychology, educational or child psychology, reading methods, general elementary methods, and two additional special methods courses in elementary education.

Early Childhood Education: general psychology, educational or child psychology, reading methods, kindergarten primary methods, Elementary Education 203 and 309. Each student in early childhood education must also be approved in class piano.

6. Previous to student teaching, all students must have completed GSD 101 and GSD 102 with a minimum grade of C in each course. Further, all students must complete a GSC English 200- or 300-level course with a minimum grade of C. If a student has a B or better in each course, GSD 101 and GSD 102, he may waive the GSC English 200- or 300-level requirement, as concerns the prerequisite for student teaching.

7. The student must have established at least one quarter of residence at Southern Illinois University, earning a minimum of 16 quarter hours of

credit, prior to any student teaching assignment.

8. Every student teacher must have a health clearance from the University Health Service. The health clearance consists of a tuberculin test. If it is not convenient to come to the Health Service in Carbondale, the student may have a tuberculin test by his own medical doctor. The health clearance must be filed with the Chairman of Student Teaching.

Clinical Experiences Other Than Student Teaching

Other opportunities are provided for students in the Teacher Education Program to observe and participate in the teaching-learning process in a clinical setting. This setting might be a public school classroom; this setting might also be in the on-campus Teaching Skills Laboratory. In conjunction with observation and participation in a public school classroom, the student might elect either of the two following programs.

EARLY FALL FIELD EXPERIENCE

The student observes and participates for the opening two or three weeks of the public school year in a classroom in a cooperating school district. This observation is under the direction of the public school cooperating teacher and a University Supervisor from the Department of Student Teaching. The student spends the entire school day for this period of time gaining insights into the procedures utilized in beginning the school year. Every effort is made to place the student in a location which will be consistent with his student teaching assignment.

The student registers for either Elementary Education 301 or Secondary Education 301 for 2 hours of credit. Due to the nature of this experience, it is available only during the Fall quarter. The student *must also* submit an application to the Department of Student Teaching in order that placement can be secured.

INSTRUCTIONAL ANALYSIS AND FIELD WORK

The student observes and participates in a public school classroom under the direction of the public school cooperating teacher and the University Supervisor from the Department of Student Teaching. In this capacity the student will have an opportunity to perform many duties related to the teaching-learning process. These might include: preparing instructional materials, "setting-up" instructional equipment, evaluating student work, tutoring an individual student, working with a small group of students under the guidance of the cooperating teacher, etc. For this experience, the student might spend one entire day per week in a designated classroom, a specified number of mornings or afternoons, a block of one or two hours every day, or any other arrangement that would be deemed beneficial.

The student registers for either Elementary Education 312 or Secondary Education 312 for from 2 to 8 hours of credit. The student *must also* submit an application to the Department of Student Teaching in order that placement can be secured. At the time the application is submitted, the student should make an appointment with the Coordinator of Pre-Student Teaching Field Experiences in order to determine the time commitment and credit involved.

TEACHING SKILLS LABORATORY

In conjunction with the on-campus Teaching Skills Laboratory, the student can engage in various activities which are designed to assist him in acquiring, practicing, and evaluating the specific skills associated with the teaching process. The student can view video-tapes for the purpose of analysis of instructional processes. He can view various "demonstration tapes" which will be designed, along with related study guides, to assist him in specific teaching skills. Through "micro-teaching" arrangements the student can practice these skills and arrive, eventually, at an evaluation of how effectively he can employ those skills.

The main objective of such a laboratory is to assist the student in focusing on the various processes that teachers employ in effective instructional procedures. The student can gain credit for participation in the various programs of the lab by registering for Elementary Education 312 or Secondary Education 312. Consultation with the Coordinator of the

Teaching Skills Laboratory will be necessary in order to determine the number of hours of credit.

Standards for Admission to a Teacher Education Program

A student may apply for admission to the Teacher Education Program with a minimum of 48 quarter hours of academic work. The application process starts with the submission of a formal application blank to the assistant dean of the College of Education. The application form must be accompanied by the most recent grade report. It must be submitted in person since no applications are accepted by mail. If the applicant has an overall grade point average of 3.15 or better the application is reviewed and the student is interviewed by the assistant dean. The applicant is then admitted into the Teacher Education Program on a pending status. He remains on a pending status for at least one quarter. A pending status permits the applicant to take the first course in the sequence of the professional requirements and introductory courses in his major field. At the end of his first quarter, the applicant's department recommends advancement to a provisional status, to an unconditional status, or continued pending status. Provisional status permits an additional course in the professional education sequence and additional course work in the major teaching field.

In the Spring quarter, 1972, quotas were set for each teaching major in the Teacher Education Program. Certain of the teaching fields are overcrowded. The quotas established reflect this fact. Students are encouraged to investigate the feasibility of applying for a particular teaching field early in their undergraduate career by contacting their adviser or the major department in which they wish to specialize.

Application forms for admission to the Teacher Education Program may be secured at the assistant dean's office, College of Education, Wham Building, Room 108.

Technical and Industrial Education (See Occupational Education)

Technology

Department

Professors E. Leon Dunning, Ph.D. (Chairman)
Marvin E. Johnson, Ed.D.

Associate Professor Clifford M. Moel-

ler, M.S.

Assistant Professors Joseph E. Barbay, Ph.D.

Dale Besterfield, Ph.D. C. Stuart Ferrell, Ph.D. Mark E. Klopp, M.Ed. Carlyle G. Ott, M.S.

Instructors Han Lin Chen, M.S.
Robert R. Ferketich, M.S.
Willard C. Hart, B.S.
Virginia McWhorter, B.S.
John R. Novy, M.S.
Jan R. Sonner, Ph.D.

Lecturer Paul E. Andrews, M.B.A.
C. Lee Rogers, M.S.

Two degree programs are available in technology. One program leads to the Bachelor of Science degree with a concentration in engineering technology with options in one of three areas; civil engineering technology, electrical engineering technology, or mechanical engineering technology. The other program leads to the Bachelor of Science degree with a concentration in industrial technology.

Engineering technology courses contain topics related to the design and

development of products. Industrial technology courses contain topics

related to the manufacture and distribution of products.

The present technological society has increased the demand for new types of personnel known as technologists. A technologist utilizes established methods to achieve improvements in existing designs and systems. Technologists should be knowledgeable in the "state of the art" of a particular technology, capable of utilizing handbooks and other forms of codified information with skill and discrimination, and sufficiently versed in mathematics and the sciences to recognize sound procedures.

The Technology curricula are flexible enough to provide the means whereby graduates of two-year occupational programs can obtain a bache-

lor of science degree in a minimum length of time.

The programs are designed to provide the necessary training for entry into employment upon the completion of the baccalaureate degree. Opportunities for advanced study are available in business-related fields of education.

Bachelor of Science Degree, SCHOOL OF ENGINEERING AND **TECHNOLOGY**

Engineering Technology

General Studies Requirements	67
Requirements for Concentration in Engineering Technology	125
GSA 101b(4)	
GSB 361 (3)	
Engineering 222 3	
Engineering Technology 100-0, 102a,b-6, 260a,b-7, 304a-4,	
311a-4, 313a-4, 318a-4	
Mathematics 111a,b, 150a,b, 252a	
Physics 206, 207 (8) + 4	
Electives 6	
Requirements for Options	
Civil: Geology 220-3, Engineering Technology 310a,b-6, 311b-3,	
314a-3, 315-4, 318c-3, 363a & b or c, 364a,b-7, 426a-3, approved	
technical electives–24	
Electrical: Engineering Technology 304b,c-6, 332a,b,c-9, 403a,b-8, 437a,b,c-9, 438a,b-8, approved technical electives-24	
Mechanical: Engineering Technology 102c-3, 245b-3, 301a,b-6,	
308a-3, 313b-4, 318b-3, 320a,b-6, 323-3, 424a,b,c-9, approved technical electives-24	
Total	192

Courses (ENGINEERING TECHNOLOGY)

100-0 Orientation. (Same as Engineering 100, Industrial Technology 100.) Introduction to engineering and technology. Develops an understanding of the role of engineering and technology in industry and guides thinking in relation

to occupational goals.

102-9 (3,3,3) Graphic Communication. (a) Basic principles of graphic communication including orthographic (multiview) projection; sections and conventions; charts and graphs; pictorial drawing. (b) Principles of graphic communication. The graphical solution of problems involving the spatial relationships of points, lines, and planes. (c) Principles and practice of graphic communication including auxiliary views; dimensioning and tolerancing; applications in technology. Five hours lecture-laboratory per week for each section. Must be taken in a be sequence Must be taken in a,b,c sequence.

236-3 Electrical Instrumentation. Theory and use of D.C. and A.C. instruments; measurement and error, units, standards, meters, bridges, oscilloscopes, electronic instruments, instruments for generation and analysis of waveforms, counters, and transducers. Laboratory. Prerequisite: Mathematics 111.

245-9 (3,3,3) Electrical Systems for Industry. (a) Fundamentals of electrical

power distribution: electrical concepts and units, codes, wire sizes, grounds, lighting and industrial wiring. (b) Fundamentals of electrical motors: motor types, synchronous motors, fractional horsepower motors, applications, bearings, lubrication, and rebuilding. (c) Introduction to electronics: laboratory practices, oscilloscopes, meters, components, power supplies, amplifiers, and characteristics of semiconductor devices. Prerequisite: Mathematics 111.

260-7 (3,4) Statics and Dynamics. (a) Principles of forces, moments, and static equilibrium. (b) Moments of inertia and kinematics of particles and rigid bodies. Must be taken in a,b sequence. Prerequisite: Mathematics 150b or

concurrent enrollment.

301-6 (3,3) Refrigeration and Air Conditioning. (a) Discussion of refrigerating cycles. Refrigeration at more than one level. Operation and ratings of various types of compressors, evaporators, condensers, and automatic controls used in commercial refrigerating systems. Heat flow problems in condensers, evaporators, and cooling towers. (b) Control of temperature and humidity in buildings, or other large areas. Air handling equipment, duct systems, and air distribution within the space. Fundamental principles and techniques for cooling and dehumidification for comfort. Equipment and control systems. Must be taken in a,b sequence. Prerequisite: 313b or concurrent.

304-10 (4,3,3) Electrical Circuits. (a) Foundations of electrical theory, solutions to D.C. steady state networks by the branch method, equivalent circuits, loop currents, and node voltages. Study of network theorems and dependent sources. Prerequisite: Mathematics 150a. (b) A. C. circuit theory by phasor transform method, complex power, three phase sources, mutual coupling, transformers. Prerequisite: 304a and Mathematics 150b. (c) Complex frequency, frequency response from pole-zero plots, Bode plots, transient analysis, introduction to Laplace transform methods. Laboratory. Prerequisite:

Mathematics 150b or concurrent enrollment.

308-9 (3,3,3) Machine Design. (a) Applications of the principles of mechanics to problems of design and development, mechanisms for specific functions, dynamic effects and friction in mechanisms. (b) Strength and safety considerations in design of machine parts. Fatigue and stress concentrations; power transmissions, bearings, brakes, clutches, and springs. (c) Combined stresses; helical, bevel, and worm gearing; curved beams, thick cylinder and flat plates; high-speed cams. The student puts previous studies into practice by design of a complete machine. Laboratory. Must be taken in a,b,c sequence. Prerequisite: 260-9.

310-9 (3,3,3) Construction Mechanics. (a) A study of construction methods, the forces involved in the management of machinery and manpower. (b,c) The dynamics of estimating, scheduling and controlling procedures. Must be

taken in a,b,c sequence. Prerequisite: 260b.

311-7 (4,3) Strength of Materials. (a) Stress and strain in elastic and plastic states. Failure theories; elastic torsion; thick cylinders; energy methods. (b) Mechanics of elastic and plastic materials, applications to brittle, ductile, and transitional modes of fracture and fatigue. Laboratory. Prerequisite: 260b. 313-8 (4,4) Elementary Heat Power. (a) The fundamental laws of heat power, properties of systems, liquids, vapors, and liquid-vapor mixtures. (b) Engine cycles and applications. Prerequisite: Mathematics 150a. 314-9 (3,3,3) Soil Mechanics. (a) Mechanics of soil masses; soils as engi-

neering materials. Soil identification and testing. (b) Shearing resistance and consolidation of soils, deformations with an analytical review of the theoretical concepts, results of laboratory materials, including cement, foundation, and surfacing materials. Use of X-ray diffraction and Debye-Scherrer camera equipment. Influence of mineral constituents on soil behavior and design.

Laboratory. Must be taken in a,b,c sequence. Prerequisite: 311b.

315-4 Elementary Structural Analysis. Application of the principles of mechanics to the determination of forces and deflections in statically determinate structures for fixed and moving loads. Prerequisite: 311b.

318-10 (4,3,3) Hydraulics and Pneumatics. (a) Fundamentals of fluid statics, basic fluid flow concepts for idealized fluids with applications, and introduction to viscous fluids. Laboratory. (b) Viscous fluid flow in open and closed conduits including multi-reservoir and conduit systems. Experimental techniques including hydraulic modeling. Basic hydraulic machinery and fluid power systems. Laboratory. (c) Hydrology. Flood routing and flood control. Fundamental principles of sediment transport and the collection and analysis of field data.

Field trip. Must be taken in a,b,c sequence. Prerequisite: 260b.

320-9 (3,3,3) Mechanical Laboratory. (a) A study of various types of measuring instruments. (b) Fuels and lubricants testing and exhaust gas analysis. (c) A study of the characteristics of internal combustion engines, steam turbines, compressors, pumps, fans, and refrigeration systems. Report writing. Labora-

tory. Must be taken in a,b,c sequence. Prerequisite: 313a.

322-6 (3,3) Power Plants. (a) The design and principles of operation of internal combustion engines. The Otto, Diesel, and Brayton cycles and the fundamental thermodynamic laws involved. (b) Theories of combustion and detonation, combustion charts, fuels, and air tables. Effects of chemical equilibrium and variable specific heats. Cetane and octane numbers; carburetion and injection. Must be taken in a,b sequence. Prerequisite: 313a.

323-3 Operation of Public Utilities. Public utility regulation; electric utility load factors, rates fixed and operating costs power plant economics, and

load factors, rates, fixed and operating costs, power plant economics, and power distribution policy. Prerequisite: GSB 361.

332-9 (3,3,3) Electromechanical Principles and Devices. (a) Introduction to di-

332-9 (3,3,3) Electromechanical Principles and Devices. (a) Introduction to direct and alternating current machinery. Theory and operating characteristics of D.C. generators and D.C. motors. (b) Special applications of D.C. machines. Theory and operating characteristics of A.C. generators and transformers. (c) Theory and operating characteristics of polyphase and single phase A.C. motors. Special applications of A.C. motors. Laboratory. Must be taken in a,b,c sequence. Prerequisite: 304a or concurrent enrollment.

340-4 Mechanisms. Design and analysis of machine elements. Analysis of the motion of rigid hadies in appear and design of liploges.

motion of rigid bodies in space and design of linkages, gears, and cams. Includes analytical and graphical techniques. General methods and parametric

studies. Laboratory. Prerequisite: 260c and Engineering 222.

342-3 Technology Design. An elective project on any engineering subject selected by the student with advice from the instructor. Stimulates original thought and creativity. Laboratory. Prerequisite: senior standing.

347-3 Foundations. Subsurface investigation, theory of consolidation and settlement, strength theory and conditions of failure due to stresses imposed by engineering structures on foundation materials. Laboratory. Prerequisite: 314b. 363-12 (4,4,4) Surveying. (a) Use and care of surveying instruments; principles of surveying; computations; concepts and applications of advanced surveying. (b) Route surveying; field astronomy; land surveying; state coordinate systems; construction surveying; geodesy. (c) Precise surveying; topographic surveying; least squares adjustment methods; other surveying applications and geodetic principles. May be taken in a,b, or a,c, or a,b,c sequence. Prerequisite: 102b and Mathematics 111b.

364-7 (3,4) Highway Engineering. (a) Highway administration, planning, economics and finance. Highway surveys, plans and computation. Traffic engineering. (b) Highway design, drainage, roadside development and subgrade structure. Instruction in all types of base courses, surfaces and paving. Highway construction and maintenance. Preferred in sequence but not required.

Prerequisite: 314a, 363a and senior standing.

403-12 (4,4,4) Electronics Technology. The characteristics and applications of semiconductor devices: (a) Fundamental theory and operation of semiconductor diodes and bipolar transistors, incremental models for transistors, biasing, stability and feedback of single and multistage amplifiers. (b) Parameters and applications of field effect transistors, optoelectronic devices, thyristors, unijunction transistors and amorphors semiconductors. (c) Parameters and applications of operational amplifiers, linear integrated circuits, monolithic voltage

regulators and digital integrated circuits. Laboratory. Prerequisite: 304. 415-3 Basics of Concrete Structural Design. Analysis and design of basic reinforced concrete structural elements using ACI design handbooks. Consideration of both working stress and ultimate strength design. Not for graduate

credit. Prerequisite: 311b, 315.

416-3 Basics of Structural Steel Design. Analysis and design of simple structural elements and connections for steel buildings and bridges. Use of AISC

code. Not for graduate credit. Laboratory. Prerequisite: 311b, 315.

426–9 (3,3,3) Photogrammetry. (a) Cameras and photography; flight planning; mathematical principles of vertical and tilted aerial photographs; ground control methods; extension of control; stereoscopy and parallax; basic instruments, stereo plotters, and latest developments. (b) Rectification of tilted photographs; stereoscopic plotting instruments; principles and use of oblique photography; analytic photogrammetry and new concepts. (c) Analysis of aerial photographs to determine soil and rock formations and their properties; interpretations for engineering and regional planning purposes. Laboratory. May be taken in a,b, or a,c, or a,b,c sequence. Prerequisite: 363 or consent of instructor.

429-9 (3,3,3) Power Systems Technology.
430-1 to 8 Special Problems in Industry and Technology. Special opportunity for students to obtain assistance and guidance in the investigation and solution of selected technical problems. Prerequisite: consent of coordinator.

437-9 (3,3,3) Communications Systems Technology. (a) Design of matching networks, impedance-admittance locus diagrams, transmission line equations, transmission line charts, stub matching. Prerequisite: 303a. (b) Electromagnetic fields in rectangular and circular wave guides, microwave techniques, antennas. (c) Unified treatment of various types of transmission systems with emphasis on the role of system bandwidth and noise in limiting the transmission of

438-11 (4,4,3) Design of Control and Digital Systems. (a) Fundamentals of control systems: equations of electrical, mechanical, hydraulic, and thermal systems; applications of Laplace transforms, transfer functions, block diagrams and flowgraphs. Analog computation laboratory. (b) Basic graphical and design methods: root locus, frequency response, Nyquist diagrams, and compensator design. Control systems laboratory. (c) Design of digital systems: Logic operations, number systems, and applications. Prerequisite: 304.

450-4 Industrial Systems Analysis. Teaches the systems required for successful industrial operations. The role of the computer in system design and application emphasized. Not for graduate credit. Prerequisite: 365, 375, 382,

Engineering 222.

Bachelor of Science Degree, SCHOOL OF ENGINEERING AND TECHNOLOGY

Industrial Technology

General Studies Requirements	67
Requirements for Concentration in Industrial Technology	125
$GSA 101b \dots (4)$	
GSB 361	
GSD 110	
Administrative Sciences 340 4	
Engineering 222 3	
Engineering Technology 102a,b,c-9, 245a,b-6	
Industrial Technology 100–0, 300a–4, 307–5, 317–5, 318–3,	
325–5, 358–5, 365–4, 375–4, 382–4, 465a–4	
Mathematics 111 $\dots \dots $	
Psychology 320 or Administrative Sciences 301 or 385 4	
Physics 206, 207 (8) + 4	
Technical Electives	
Electives should be chosen from the following areas: Industrial	
Technology, Engineering Technology, Administrative Sciences,	
Economics, Marketing, Accounting, Finance, Psychology, Mathe-	
matics or courses approved by the curriculum advisor. Suggested	
groups of electives are as follows: Industrial Design (IT 342, 359,	
362, 369), Manufacturing (IT 300b, 335, 340, 341, 342), Super-	
vision and Personnel (IT 340, Ad. Sc. 385, Psych. 305, 322,	
323), and Technical Sales (MKT 301, 363, 439).	
Total	102

Graduates of two-year occupational programs may receive credit toward the above requirements.

Courses (INDUSTRIAL TECHNOLOGY)

100–0 Orientation. (See Engineering Technology 100.)

220-3 Survey of Industrial Processes. Acquaints the non-major to the various processes equipment and materials used in American industry. Emphasis on relative costs and effectiveness of alternative methods. Not open to industrial technology majors.

259-3 to 80 Occupation Credit. For occupational credit earned at junior colleges or technical institutes when credit is to be granted by departmental

evaluation.

300-8 (4,4) Plastic Process. (a) Polymeric synthesis systems of manufacturing plastic materials and of the properties of plastics. Includes design analysis of commercial plastic products. (b) Study of thermosetting plastics as to composition, properties, and methods of manufacture. Includes commercial applications for tooling and consumer products and design with all kinds of plastics.

Lecture, laboratory. Prerequisite: GSA 101b.

307-5 Analytical Problems in Technology. Methods of formulation and solution of special problems encountered in industry and technology using

advanced techniques. Prerequisites: Mathematics 111a,b or equivalent.

317-5 Casting and Metal Forming Process. Analysis of metal casting processes, testing instruments, and production equipment. Analysis of metal forming techniques and the newer techniques of explosive, electro-discharge, and ultrasonic forming. Powder metallurgy. Lecture, laboratory. Prerequisite: Mathematics 111a.

318-3 Materials Joining. Welding processes including design, strength, and production equipment, and other metal joining techniques such as metal fasteners, adhesive bonding, brazing, and soldering. Lecture, laboratory. 319-3 to 24 (3 per quarter) Industrial Internship. Industrial experience in-

cludes job skills, manufacturing processes, technical information, and labor-management relationships with supervised instruction, conferences and exam-

inations. Prerequisite: consent of instructor.

325-5 Metal Removal Processes. Metal removal theory, cutting economics, and properties of cutting materials. Conventional production equipment and newer techniques; chemical, electro-discharge, and ultrasonic. Lecture, laboratory.

Prerequisite: Mathematics 111a.

335-3 Metallurgy and Heat Treatment. Analysis of metal structures and principles of heat treatment. Lecture, laboratory. Prerequisite: Mathematics

111a.

340-3 Numerical Control. Principles of numerical control process and introduction to numerical control programming. Lecture, laboratory. Prerequisite: 325a and Engineering Technology 102a.

341-3 Maintenance. Preventive maintenance procedures, maintenance shop organization, and equipment maintenance problems.
342-3 Industrial Finishes. Analysis of methods and equipment of industrial finishing processes including electrostatics, enameling, anodizing, and other protective and decorative coatings.

351-3 Industrial Metrology. Control of size and geometric specifications. Emphasis on comparative gauges, work holding devices, and tolerance charts. Pre-

requisite: 365.

358-5 Materials Handling and Plant Layout. Methods and equipment. Plant

layout methods and techniques. Prerequisite: 325 and 317.

359-4 Design Illustration. Theory and practical applications of axonometric and perspective projection techniques including the theory and application of rendering techniques; lecture, laboratory. Prerequisite: Engineering Technology 102b.

362-3 Industrial Packaging. Analysis of packing principles, equipment, and

365-4 Quality Control. Analysis of control charts, military sampling procedures,

and inspection systems. Prerequisite: senior standing.

369-8 (4,4) Industrial Design. (a) Introduction to the basic design concepts including design process developments, design phases, and communications. Concentration on factors influencing design, design analysis and creative thinking. (b) Environmental and human factors in design. Student is required to complete a design project. Must be taken in sequence.

375-4 Production and Inventory Control. Production and inventory control

systems with emphasis on cost analysis. Prerequisite: Engineering 222.

382-4 Motion and Time Study. Principles and practices of motion and time study including process charts, operation charts, motion summary, and time

standards. Prerequisite: senior standing.
425-3 Advanced Process Design and Control. Extension of other process courses offered. Meets the need of those students who enter the field of manufacturing by giving more emphasis on planning, estimating, and control of industrial processes. Not for graduate credit. Prerequisite: 317, 318, 325.

440-4 Manufacturing Policy. Review of all areas covered by the industrial technology program. Includes problems for solution which simulate existing conditions in industry. Students present their solutions to the class and to the instructor in a formal manner. Prerequisite: 358, 365, 375, 382, or consent.

450-4 Industrial Systems Analysis. Teaches the systems required for successful industrial operations. The role of the computer in system design and application emphasized. Not for graduate credit. Prerequisite: 365, 375, 382, Engineering 222

ing 222.
465-8 (4,4) Industrial Safety. (a) Principles of industrial accident prevention; accident statistics and costs; appraising safety performances; industrial hazards and safeguards; fire control. (b) Effective industrial safety organizations, management and supervision; safety psychology and training programs; health safeguards; occupational diseases and other industrial hazards. Prerequisite: senior standing.

Theater

Department, Concentration, Courses

Professors Archibald McLeod, Ph.D. (Chairman) Christian H. Moe, Ph.D. Associate Professor Charles Zoeckler, B.A.

Assistant Professors Winston G. Gray, Ph.D. Phillip R. Hendren, M.A. Darwin R. Payne, M.A. Eelin S. Harrison, M.A.

Instruction and training in all phases of dramatic production for the stage and in basic techniques for dramatic production in television, radio, and motion pictures are provided.

Education for dramatic production entails (1) training and practice in acting, directing, and technical production (stage management, crew work, the planning and execution of costumes, lighting, and scenery); (2) understanding of the essential nature of theater art through study of theater esthetics, history, and criticism; (3) a survey of theater management practices; (4) a study of the principles and techniques of play-

writing and; (5) a knowledge of dramatic literature.

The courses are designed to achieve the following objectives: (1) to teach the theory and practice of play production; (2) to provide a foundation for graduate study, in dramatic production, theory, and history; (3) to provide basic professional training in all phases of dramatic production for stage, screen, radio, and television; (4) to provide the general college student with opportunities to participate on an extracurricular basis in a cooperative artistic enterprise, and with courses which will contribute to a broad liberal arts education; (5) to provide the student of general speech with training and experience in an important type of speech activity; (6) to provide campus, city, and area with live theater performances of the best plays, including children's plays and operas, of past and present; and (7) to permit students some degree of specialization in any one of four areas of theater production: acting and directing; scenic/costume design and technical direction; playwriting and dramatic literature; and dance; and to provide a foundation in theater history and theory.

The Southern Players, under the supervision of the Theater faculty, produce each year five full-length plays, three plays for children, five student-directed full-length plays, and three programs of original one-acts. Each fall the Touring Theater, a troupe composed of students registered in 322 tours Southern Illinois for several weeks, performing daily a full-length play for adults and a play for children. Each summer a resident stock company produces a five-production playbill in the air-conditioned University Theater.

Bachelor of Science Degree, COLLEGE OF COMMUNICATIONS AND FINE ARTS

The following requirements are established for four areas of specialization: Acting-Directing, Design-Technical, Playwriting-Dramatic Literature, and Dance. Each area of specialization has a core curriculum (common in the first three areas), a specialized curriculum, and a limited number of electives. Since the core curriculum for Dance is somewhat different from that of the other three areas, it is listed separately. General Studies Requirements GSD 103 GSE 5 hours from 103, 104, 113, 114 (5)English 460a,b,c, or d, or 464, or 468 Theater 111a,b,c, 207, 217, 311, 308 and 322 (Tour or Acting-Directing English 460a,b,c,d, or 464, 471a,b, or 468 (any one course) 4 Theater 203, 213, 305, 317, 402b, 417 21 Theater Electives 4-5 Design-Technical Interior Design 380 or 433 4 Theater 412, 414, 415, 432, 438 21 Theater Electives 4-5 Playwriting-Dramatic Literature English 460a,b,c,d, or 464, or 471a,b, or 468 (any two courses) 8 Psychology 305 4 Theater 402b, 411, 438 12 Theater Electives 5-6Total (with Core) 89–90 Core Curriculum for Dance 42 9 GSD 103 (3)GSE 5 hours from 103, 104, 113, 114 (5)Theater 111a,b,c, 217, 322, 402a, 403 33 Theater 230, 240, 273, 313, 312, 400 (six quarters), 416... 42 Theater Electives 5

Secondary Concentration

Required courses are Theater 111a, 217, 207, 311, 402a, GSC 354a,b, (Total: 25) for students in the College of Communications and Fine Arts; GSC 203, 354a,b, Theater 111a, 217, 402a, 438 (Total: 24) for students in the College of Liberal Arts and Sciences; GSC 203, Theater 230, 240, 313, 312, 416 (Total: 36) for students with a secondary concentration in Theater-Dance.

Courses

111-9 (3,3,3) Staging Techniques. All phases of dramatic production in connection with departmental public presentations. Lectures and laboratory.
203-4 Voice and Diction. Principles and practice in personal vocal and articulatory development and control. General group drills in phonation, resonance and vocal variety; drills for clarity and ease in articulation. For specific vocal needs; individual exercises, coaching and critical comment; leading to increased effectiveness in formal reading and speaking situations.
207-4 Fundamentals of Theatrical Design. Graphic media and workshop exercises acquaint students with the problems encountered by the director, scene designer, costumer, and lighting director in providing a suitable environment, by visual means, for the actor.
208-1 to 3 Dramatic Activities. Credit to be earned by participation in public

208-1 to 3 Dramatic Activities. Credit to be earned by participation in public performances.

213-3 Stage Movement.
217-4 Acting. Basic techniques of acting in all dramatic media. Emphasis on expression through bodily action and movements. Develops the actor's fundamental tools: motivation, sensory perception, voice, bodily action, movement, and a working vocabulary. Exercises.

230A-2 Beginning Techniques of Classical Ballet. (Same as Physical Education for Women 230A.) Basic ballet and introduction to centre work.

230B-2 to 22 Intermediate and Advanced Ballet. (Same as Physical Education for Women 230B.) Intermediate and advanced ballet including barre and centre combinations. Prerequisite: 230A or consent of instructor.

240-2 to 24 Theory and Technique of Contemporary Dance. (See Physical Education—Women 240.)

273-1 to 6 Dance Workshop.

305-2 Stage Make-up. Theory and technique of various types of make-ups. 308-1 to 3 Dramatic Activities. Same as 208. 311-4 Introduction to Playwriting. The preparation of a one-act play from germinal idea to completed script. Those scripts indicating a certain level of

^{*} GSC Foreign Language does not satisfy GSC requirements in LA&S.

artistry and technical control to be produced in a laboratory theater program. Course includes the analysis of dramaturgical technique and theory through the study of selected plays and criticism. Prerequisite: one course in dramatic literature and consent of instructor.

312-4 History and Philosophy of Dance.
313-4 Dance Production.
317-4 Intermediate Acting. Practical application, through various scenes and exercises, of the elements of concentration, emotional recall, rhythm, observation, characterization, and rehearsal methods. Prerequisite: 217.

322-2 to 14 Practicum in Theater. Practical experience in acting, directing, and associated theater work in area tours and summer stock. Credit may be earned for the course both on tour and in stock.

GSC 354-6 (3,3) History of the Theater.

374-1 Advanced Folk Dance.

379-3 Preclassic Dance Forms. (Same as Physical Education—Women 379.) Lectures and readings in dance of the 16th, 17th, and early 18th centuries. Study and execution of representative preclassic dances. Prerequisite: 230. 400-0 Theater Problems. Group discussion of current problems, productions, and developments in the university theater. Includes special lectures, symposiums, production critiques. One hour weekly non-credit course required for 6 quarters for all majors, and for 3 quarters for all theater graduate students. 401-4 Creative Dramatics. (See Speech 401.)

402-8 (4,4) Play Directing. (a) The principles and procedures of play direction including play selection, interpretation, and the patterning of auditory and visual stimuli; (b) Continuation of 402a emphasizing rehearsal procedures, control of tempo and mood, styles of presentation and perform-

ance, and other techniques in the direction of plays.

403-4 Aesthetics of the Drama and the Theater. Principles and practice of modern dramatic production in the light of modern aesthetic theory. A course

attempting to formulate an aesthetic judgment of the theater.

404-4 Theater Management. Theater operational procedure, including both fundamental structuring and house management. The former aspect includes administration, purchasing, and accounting practices, ticket sales, publicity, promotion, and public relations. The latter aspect covers the management of

box-office and ushering.

405-8 (4,4) The Scenic Imagination. (a) A study of the purely creative side of stage production. It includes an analysis of the script and its meaning for an audience; a poetic evaluation of the setting, costumes, and lighting; and the blocking out of the stage action; (b) Theater research and documentation; an approach to sketches and models; a review of the historic forms of staging, with emphasis on the modern styles from naturalism to epic theater. Prerequisite: seniors and graduates only.

407-1 Sound in Theater. Consideration of and practice in the application of sound (incidental music, effects,) to dramatic production. Prerequisite: 111a,b. 409-4 High School Theater and Its Production Problems. Consideration of stage machinery, equipment, light controls and instruments, production, and

techniques. Analysis of basic needs of the high school theater.

410-3 Children's Theater. Creative dramatics; dramatization of children's literature; play production for elementary schools. Recommended for educa-

tion concentrations.

411-4 Playwriting. The writing of a full-length play, a children's play, or a historical pageant-drama forms the basis of the course. Students may elect to write two one-act plays. Individual conferences supplement the class discussion and analysis of student writing. Prerequisite: 311 and consent of instructor.

412-4 Stage Design. The design of settings for the stage and other dramatic media. Prerequisite: 207.

414-4 Costume Design. History of western costume from Greek to Renaissance and its adaptation to stage use. Theory and principles of theatrical costuming. Application of principles of design and colour. Designs for single

scenes.

415-4 Costume Design. History of costume, Renaissance through 19th Century. Style, fantasy, and the comic in costume design. Principles of dramatic theory and criticism as applied to costume design. Evaluation of research tools. Methods and procedures in designing costumes for a complete show. Prerequisite: 414.

416-4 Current Theories and Practices in the Teaching of Dance. (See Physical

Education 416.)

417-4 Advanced Acting. Lectures, readings, and practical application dealing

with advanced studies of characterizations and acting styles on an individual

basis. Prerequisite: 217, 317.

432-4 Stage Lighting. Instruments and control equipment; principals and techniques of lighting dramatic productions.

438-4 Contemporary Developments in the Theater. Critical study of theory and practice in acting, directing, production, and architecture in the modern theater. The rise and development of the film, radio, and television as dramatic modion. matic media.

444-2 to 8 Contemporary Dance Workshop.
490-4 to 8 Television-Theater Workshop. Prerequisite: senior standing and consent of department. (See Radio-Television 490.)

502-4 Advanced Directing. 503-12 (4,4,4) Advanced Technical Problems.

504-4 The Comic Theater. 505-4 The Tragic Theater. 506-4 The American Theater. 519-1 to 12 Theater Practicum. 526-3 to 12 Seminar in Theater Arts.

530-1 to 4 Research Problems in Theater.

599-1 to 9 Thesis.

Tool and Manufacturing Technology (Numerical Control)

Program, Concentration, Courses

Professor Harry R. Soderstrom, M.S. Associate Professor Murnice H. Dallman, M.S.

Assistant Professors Clarence Beau-

champ, M.S. John E. Griswold, M.S. Duncan L. Lampman, M.S. Frank W. Muhich, M.S. Lelon Traylor, M.S.

Instructors Eugene Sanders, B.S. Philip W. Tregoning, B.S.

Engineering technicians with broad technical knowledge and manual skills are in demand throughout industry.

The student in this program will have the advantage of courses in data processing that will give him the ability to work with computer-assisted

programming for numerical controlled machines.

He will learn to design and test industrial, electrical, hydraulic, and pneumatic power circuits; to read blueprints, design basic jigs and fixtures. make shop sketches, and alter existing machines for structural changes; and to build basic progressive dies, draw dies, die casting dies, and plastic injection mold dies.

The graduate will have the technical background to work with engineers in research, development and testing, plus skills in metal cutting that will

give him the abilities of a tool maker.

Representatives of industry serve on an advisory committee which helps to keep the program responsive to needs in the field. Current members are: Leonard Bottomley, manager of technical service and standards, Ingersoll Milling Machine Company, Rockford; Ward K. Lamport, manager of value analysis and target costing, Caterpillar Tractor Company, East Peoria; Jim McConnell, Affiliated Hospital Products, St. Louis; Harry Wiskoski, Barry-Wehmiller Company, St. Louis; and John Marko, Bell Telephone Laboratories, Naperville.

A minimum of 99 hours credit is required for the associate degree.

Associate In Technology Degree, VOCATIONAL-TECHNICAL INSTITUTE

Requirements for Concentration in Tool and Manufacturing (Numerical Control)

GSA 101a and 101b or VTC 120 GSB 201c, 211a or 211b

GSD 101 and 103 or VTC 102	6
Data Processing 208a,b	6
Mathematics 111a	5
Vocational and Technical Careers 105	3
Tool and Manufacturing Technology 101a,b,c, 125a,b,c, 128, 185a,b,	
210, 211, 212, 220, 221, 222, 275b,c	60
Electives	3
Recommended: GSD 102; Tool and Manufacturing Technology	
180a,b; Vocational and Technical Careers 118	
Total	99

101-15 (5,5,5) Tool and Manufacturing Laboratory. (a) Drill press, bench work and engine lathe. The student will perform the basic operations covering the operation of the drill press and engine lathe. He will perform basic bench work operations involving layout and handtools. Laboratory 15 hours. Must be taken concurrently with 125a or consent of instructor. (b) Advanced engine lathe, shaper, vertical mill. The student will demonstrate his ability to operate the engine lathe, shaper and vertical mill commensurate with a level that is necessary for industrial application and production based on machinability of metals. Laboratory 15 hours. Must be taken concurrently with 125b or consent of instructor. (c) Milling machines and grinder. The student will set up and operate the various milling machines and grinding machines common to the tool room and manufacturing. Laboratory 15 hours. Must be taken concurrently with 125c or consent of instructor. Must be taken in a,b,c sequence or by consent of instructor.

125-9 (3,3,3) Tool and Manufacturing Theory. (a) Introduction to machine tools. The student will demonstrate his knowledge of the basic machine tool operations also bench and hand tool techniques. Lecture 3 hours. (b) Machinability of metals. The student will demonstrate his ability to select correct cutting speeds, feeds, and tool geometry for various alloy steels and to understand the relationship of the factors involved. Lecture 3 hours. (c) Milling techniques and abrasive machining. The student will demonstrate his knowledge of the various tool room and production milling machines and grinders, their construction, set-up and operation. Lecture 3 hours. Must be taken in a,b,c

sequence or by consent of instructor.

128-3 Hydraulics and Pneumatic Controls. The student will demonstrate his ability to understand industrial fluid power and its application in industry. The student designs, tests and implements hydraulic and pneumatic circuits that are

applicable to industry. Lecture 3 hours.

176-6 (3,3) Manufacturing Processes. (a) The student will demonstrate his ability to understand the metal cutting machines common to the accepted production applications. (b) The student will demonstrate his ability to understand casting, forging, forming, estrusion, powder-metallurgy and other chipless process techniques as applied to manufacturing processes. Lecture 3 hours. 180-9 (3,3,3) Oxy-Acetylene and Electric Arc Welding. Provides the machinist and other tradesmen with enough welding experience to make simple repairs. (a) Oxy-acetylene and electric arc. (b) Metallic arc and T.I.G. welding. (c) T.I.G., M.I.G., and special metallic arc applications. Lecture 1 hour. Laboratory 4 hours. Must be taken in a,b, or a,b,c, or b,c sequence or consent of instructor.

185-10 (3,3,4) Technical Drawing. (a) Principles of orthographic projections, conventional representations and symbols, dimensioning and sketching. Lecture 2 hours. Laboratory 2 hours. (b) The use of instruments for working drawings

including sectional and auxiliary dimensioning. Lecture 1 hour. Laboratory 4 hours. (c) The drawings of jigs, fixtures, and special tools. Lecture 3 hours. Laboratory 2 hours. Must be taken in a,b,c sequence.

210-4 Beginning Numerical Control and Production Machining. The student will demonstrate his ability to set up and operate the NC controlled milling machine according to industrial applications and procedures. Laboratory 10 machine according to industrial applications and procedures. Laboratory 10 hours. Prerequisite: 125.

211-4 Tool and Die and Electrical Discharge Machinery. The student will

demonstrate his ability to set up and operate the electrical discharge machine on die and mold making applications. He will also demonstrate his ability to build progressive and plastic mold dies. Laboratory 10 hours. Prerequisite: 210. 212-4 Advanced Numerical Control and Production Machinery. The student

will demonstrate his ability to set up and operate advanced production jobs on the turret lathe, tracer lathe and numerical control milling machine. Laboratory 10 hours. Prerequisite: 211.

220-3 Quality Control and Inspection Practice Theory. The student will demonstrate his ability to apply the principles of quality control, gaging, measuring

and inspection practices. Lecture 3 hours. Prerequisite: 125.

221-3 Electrical Discharge Machinery and Tool and Die Theory. The student will be required to understand the E.D.M. process. To select proper machine settings for a given application. The E.D.M. process will be incorporated into basic die and mold making. Lecture 3 hours. Prerequisite: 220.

222-3 Process Planning and Cost Estimating. The student will demonstrate his ability to process plan and run cost estimates on typical production parts. Lecture 3 hours. Prerequisite: 221.

275-9 (3,3,3) Metallurgy. (a) Welding Metallurgy. The student will demonstrate his ability to recognize heat affected zones and grain structures. Further, he will study phase diagrams and metal characteristics as it applies to welding procedures. Lecture 3 hours. (b) Ferrous Metallurgy. The student will demonstrate his understanding in the theory of alloys, phase diagrams, metal characteristics and simple heat treating processes. Lecture 3 hours. (c) Tool Steel Metallurgy. The student will demonstrate his ability to be able to apply the basic heat treating procedures on the tool steels common to industrial uses. He will also demonstrate his ability to select the proper steels in relationship to design criteria. Lecture 3 hours. Laboratory 2 hours. Must be taken in the a,b or a,b,c or b,c sequence or by consent of instructor.

University

Courses

200-3 (1,1,1) University Convocation. Speakers, concerts, dramatic performances, and other events of cultural value and general interest to campus and local community. Attendance at each individual event open to all without charge. Students may register for up to three quarters for a total of three quarter-hours of credit. To gain credit in any quarter, the student must at-

tend eight events.

240-4 Private Pilot. Prepares the beginning flight student for the FAA Private Pilot certificate. Includes 36 classroom hours of ground instruction, 35 hours of individual ground instruction, 1 hour of flight simulator training and a minimum of 35 hours of flight training. This course carries substantial charges which may change from time to time. For exact charges contact the Office of Admissions and Records.

241-3 Basic Flight. Begins preparation for the FAA Commercial Pilot certificate. Includes 24 classroom hours of ground instruction, 10 hours of individual ground discussion, 1 hour of flight simulator training, and 40 hours of flight training. This course carries substantial additional charges which may change from time to time. For exact charges contact the Office of Admissions and

242-3 Intermediate Flight. Continues preparation for the FAA Commercial Pilot certificate. Includes 24 classroom hours of ground instruction, 10 hours of individual ground discussion, 1 hour of flight simulator training, and 40 hours of flight training. This course carries substantial additional charges which may change from time to time. For exact charges contact the Office of Admissions and Records.

243-3 Advanced Flight. Completes requirements for the FAA Commercial Pilot certificate. Includes 24 classroom hours of ground instruction, 10 hours of individual ground discussion, 1 hour of flight simulator training, and 40 hours of flight training. This course carries substantial additional charges which may change from time to time. For exact charges contact the Office of Admissions

and Records.

244-4 Instrument Flight. Prepares the student for an instrument rating on his pilots certificate. Includes 36 classroom hours of ground instruction, 30 hours of individual ground discussion, 10 hours of flight simulator training, and 20 hours of dual flight instruction. This course carries substantial additional charges which may change from time to time. For exact charges contact the Office of Admissions and Records.

245-3 Flight Instructor—Airplanes. Prepares the commercial pilot for an FAA Flight Instructor certificate. Includes 25 hours of dual flight training and 40 hours of individual ground instruction. This course carries substantial additional charges which may change from time to time. For exact charges con-

tact the Office of Admissions and Records.

246-1 Flight Instructor—Instruments. Prepares the student for an instrument rating on his flight instructor certificate. Includes 10 hours of dual flight training, 15 hours of individual ground discussion, and 1 hour of flight simulator training. This course carries substantial additional charges which may change from time to time. For exact charges contact the Office of Admissions and

247-1 Multi-Engine Airplane Pilot. Prepares the student for the FAA multiengine airplane rating. Includes 10 hours of flight training in multi-engine aircraft; 10 hours of individual ground discussion. This course carries substantial additional charges which may change from time to time. For exact charges

contact the Office of Admissions and Records.

248-1 Airline Transport Pilot. Prepares the commercial pilot for the FAA Airline Transport Pilot certificate. Includes 40 hours of ground instruction and 20 hours of flight training in single-engine or multi-engine aircraft. This course carries substantial additional charges which may change from time to time. For exact charges contact the Office of Admissions and Records.

300-9 (3,3,3) Independent Studies in Student Governance. For holders of

major campus student offices. Discussion sessions arranged with the assistant

to the chancellor for student relations. Pass-Fail grades only.

Vocational and Technical Careers Courses

Professor Arden L. Pratt Assistant Professor Arthur Workun, M.S.

Instructors Dorothy Bleyer, M.S. in

Howard Crenshaw, M.S.

Charles Crowe, M.A. James Harbison, M.S. Donald Smith, M.S. Mary Wright, B.S. Wangshik Shin, M.A.

Courses

101-3 Business Correspondence. A brief review of fundamentals and a complete study of letter forms and letter mechanics. Various types of business letters and report writing with adequate practice in writing application, sales, adjustment,

inquiry, and credit letters. Lecture 3 hours. Prerequisite: GSD 101.

102-3 Technical Writing. Development of an understanding of basic writing techniques, such as definition, description of mechanisms and processes, and classification. Also a study of technical style, audience analysis, and graphic classification. aids. Preparation and presentation of abstracts, book reviews, and a term research technical report, done in correct form, with precise diction, and in a clear and effective style. Lecture 3 hours. Prerequisite: GSD 101.

104-3 Business Mathematics. The use of mathematics in modern business. Involves calculations such as: interest rates, amortization schedules, discounts,

mark up, payroll computations. Lecture 3 hours.

105-3 Technical Mathematics. A study of mathematics with the specific emphasis on the technical needs of the student. Slide rule (multiplication, division, location of decimal, proportion, squares and square root), application in geometry, algebra review, line equations, functions and graphs, exponents and logarithms. Lecture 3 hours. Prerequisite: satisfactory ACT or GSD 106.

107-4 General Systems Physics. The student will demonstrate his knowledge in the basic principles and theories of electricity, hydraulics and pneumatics. Lecture 2 hours. Laboratory 4 hours.

108-3 Automotive Chemistry Laboratory. The student will demonstrate his ability to analyze fuels and lubricants and detect impurities and contaminates.

Lecture 2 hours. Laboratory 3 hours.

115-8 (4,4) Introduction to Chemistry. (a) A study of the structure of matter including a survey of the common elements and compounds and the changes during the chemical reactions. Also a study of inorganic acids bases, salts, solutions, the periodic tables, equation balancing, and the metric system. (b) A study of the chemistry of organic compounds, carbohydrates, proteins, and lipids relating them specifically to body functions. Also the chemistry of digestion, metabolism, respiration, blood enzymes, hormones, and vitamins. Lecture 3 hours. Lab 3 hours. Must be taken in a,b sequence. Prerequisite: consent of adviser.

118-4 Applied Calculus. A study of calculus specifically oriented towards the needs of the technicians. Includes a study of the functions, graphical methods of the calculus, the derivative and its applications, and the integral and its applications. Lecture 4 hours. Prerequisite: Mathematics 111a.

120-4 Basic Applied Physics. A study of those phases of physics dealing with heat, magnetism, and electricity. Lecture 4 hours. Prerequisites: 105 and GSA

l01a.

141-5 Introduction to Physiology. A survey of the functions of the human body for students desiring basic but comprehensive knowledge of human physiology.

Lecture 5 hours.

201-2 Job Orientation. Special instructional sessions offered on personality, clothing, job application and professional ethics. Preparation of a portfolio consisting of a personal data sheet, an analysis of prospective employing firms, sample letters of application, and an acceptance or refusal. Practice in being interviewed by representatives of business and industry. Lecture 2 hours. 232-4 Labor Management Relations Problems. Personnel policies, selection and employment, employee benefits, labor organizations and governmental activities, employee-employer relations, grievance procedure, wage and salary standards, and use of practical industrial psychology. Lecture 4 hours.

Zoology

Department, Concentration, Courses

Professors Richard E. Blackwelder,
Ph.D.
Harvey I. Fisher, Ph.D.
Edwin C. Galbreath, Ph.D.
William M. Gersbacher, Ph.D.
(Emeritus)
Herman J. Haas, Ph.D.
Willard D. Klimstra, Ph.D.
William M. Lewis, Ph.D.
Howard J. Stains, Ph.D.
Associate Professors Ronald A. Brandon, Ph.D.
DuWayne C. Englert, Ph.D.
George Garoian, Ph.D.
Jan Martan, Ph.D.

Hilda A. Stein, M.S. (Emerita)
Assistant Professors Terence R. Anthoney, Ph.D.
Joseph A. Beatty, Ph.D.
William G. Dyer, Ph.D.
William C. George, Ph.D.
Roy C. Heidinger, Ph.D.
Samuel R. Jewell, Ph.D.
Eugene L. Lange, Ph.D.
Eugene A. LeFebvre, Ph.D.
J. E. McPherson, Ph.D.
Bruce W. Peterson, Ph.D.
Benjamin A. Shepherd, Ph.D.
John B. Stahl, Ph.D.
George H. Waring, Ph.D.

A concentration in zoology is an appropriate beginning for those wishing to specialize in teaching or research in the zoological sciences and allied fields (e.g. conservation, fisheries management, wildlife management, dentistry, medicine and veterinary medicine).

Students planning to concentrate in zoology should consult with the director of undergraduate studies in zoology for current information about

the department and its programs.

Students concentrating in zoology are encouraged to develop an individualized curriculum by consulting with an appropriate faculty member of the Department of Zoology or with the director of undergraduate studies in zoology. The curriculum must include: Biology 305, 306, 307, 308; Zoology 317a,b, Zoology 382 (3 quarters), and electives to total at least 48 quarter hours. No courses offered in the General Studies program will be accepted as electives within the concentration. The individualized curriculum can not be approved until the student has completed the biology requirements. If an individualized program is not developed and approved, the prescribed curriculum presented below must be completed.

Bachelor of Arts or Bachelor of Science Degree, COLLEGE OF LIBERAL ARTS AND SCIENCES

General Studies Requirements	67
Supplementary Two-Year College Requirement in FL/Mathematics	21-25
1 year Mathematics	
GSC Foreign Language (French, German or Rus-	
sian recommended) 9 *	
2nd year Mathematics or Foreign Language 201a,b,c 9 to 11	
Requirements for Concentration in Zoology	93
GSA 201a,b(8)	
Biology 305, 306, 307, 308	
Chemistry 122a,b, and 123a,b, 305a,b 20	
Mathematics 150a,b	
Physics 111 or 206 9	
Zoology 309, 317a,b, 382, 426, 430a,b, 441, 479 38	
Electives	
Recommended: three quarters of botany, two of physics, one of	
physiology, one of microbiology, and organic chemistry	7–11
Total	$\overline{192}$

^{*} GSC FL does not satisfy GSC requirements in the College of Liberal Arts and Sciences.

Bachelor of Science Degree, COLLEGE OF EDUCATION

Degrees taken in the College of Education must satisfy all requirements of that college for the Bachelor of Science degree. The requirements for the concentration in zoology are the same in both colleges.

Secondary Concentration

A secondary concentration in Zoology consists of 24 hours, including Zoology 317a,b. Electives from the following areas may be used to complete the 24-hour minimum requirement; Biology 305, 306, 307, 308, GSA 312, 313, 314, 315, and zoology (any course except 322). Liberal Arts and Science students should take GSC FL-9 to satisfy the college language requirement.

Courses

300-5 Vertebrate Embryology. Development of the individual with the frog, chick, and pig as types. Three lectures and four laboratory hours per week. Prerequisite: 318a.

309-5 Elementary Cytology. Introduction to structure and function of the cell on an elementary level. Three lecture and four laboratory hours per week. Prerequisite: 15 hours of biology.

GSA 312-3 Conservation of Natural Resources.
GSA 313-3 Evolution.
GSA 314-3 Man's Genetic Heritage.
GSA 315-3 History of Biology.
316-4 Insect Pests and Their Control. Principal injurious insects and their allies; chemical and biological methods of control. (Credit may not be used toward a concentration in zoology.) Two lecture and 4 laboratory hours per week. Prerequisite: GSA 201b.
317-10 (5.5) Diversity of Animals Diversity and its tayonomic treatment in

317-10 (5,5) Diversity of Animals. Diversity and its taxonomic treatment in invertebrate and vertebrate animals, emphasizing structure, function, life cycles, and evolution. Must be taken in a,b sequence. Students who have completed 102 cannot receive credit for 317a. Students who have completed 103 cannot receive credit for 317b. Prerequisite: any 3 of Biology 305, 306, 307, or 308.

318-8 (4,4) Vertebrate Anatomy. The structure of vertebrate organ systems. (a) Three lectures and 2 laboratory hours per week. (b) One lecture and 6 laboratory hours per week. To be taken in a,b sequence. Prerequisite: 317b or consent of instructor.

321-5 Histological Techniques in Zoology. Methods of preparing material for microscopic study. Two lecture and 6 laboratory hours per week. Prerequi-

site: one year of biological sciences or consent of instructor.

322-2 to 5 Problems in Zoology. Research on zoological problems. Prerequisite: 4.25 grade point average, senior standing, and approval of the department or faculty. (Credit may not be used toward a secondary concentration

in zoology.)

340-3 Teleology and Optimality in Biological Systems. The design and purpose of biological structures from the molecular to the population level. Reference to evolutionary origins, engineering principles, and systemic integrations. Prerequisite: any 2 of Biology 305, 306, 307, or 308.

351-5 Ecological Methods. Basic ecological field techniques for analysis of

community structure and functional relationships. Cost of field trips may be \$5 to \$25 per student. One conference and eight laboratory hours per week.

Prerequisite: 317 and Biology 307.
382-3 (1,1,1) Zoology Seminar for Seniors. Three quarters required of seniors

concentrating in zoology. Prerequisite: senior standing.

402-4 Natural History of Invertebrates. Observation, identification, and life histories. Designed for teachers. Not for students specializing in invertebrate zoology. Prerequisite: 317a.

403-4 Natural History of Vertebrates. Observation, identification, and life histories. Designed for teachers. Not for students specializing in vertebrate zoology. Prerequisite: 317b.

404-2 to 12 Zoology. Field Studies. A trip of four to eight weeks to acquaint

404-2 to 12 Zoology Field Studies. A trip of four to eight weeks to acquaint students with animals in various environments and/or with methods of field study, collection, and preservation. Arrangements made in advance of term. Cost per individual will be approximately \$25 per week. (Only 4 hours may be used for credit.) Prerequisite: consent of department.

406-4 Protozoology. Taxonomy, cytology, reproduction, and physiology of unicellular animals. Laboratory methods of culturing and studying. Prerequi-

site: 317a.

407-5 Parasitology. Principles, collection, identification, morphology, life histories, and control measures. Prerequisite: 317a.

408-4 Herpetology. Taxonomic groups, identification, morphology, and natural

history of amphibians and reptiles. Prerequisite: 317b.

409-5 Histology. Microscopic structure of organs and tissues with emphasis on mammalian forms. Prerequisite: 15 hours biological sciences.

410-5 Vertebrate Paleontology. History of vertebrate animals in terms of their morphological change, geological succession, and ecological relationships.

Prerequisite: 318a or Geology 301.

413-10 (5,5) The Lower and Higher Invertebrates. (a) Structure, phylogeny, and natural history of the lower invertebrates, through lophophorates. (b) Structure, phylogeny, and natural history of the higher invertebrates, protostomes, deuterostomes. Taken in a,b sequence. Prerequisite: 317a,b.

414-5 Freshwater Invertebrates. Taxonomic groups, identification and natural history of the regional fauna. Prerequisite: 317a.

415-4 Limnology. Lakes and other inland waters, the organisms living in them and factors affecting these organisms. Prerequisite: 317a.

them, and factors affecting these organisms. Prerequisite: 317a.
425-4 (2,2) Genetic Methods. Experimental methods in applying basic principles of genetics. (a) Monogenic and digenic inheritance, sex-linkage, gene interaction, linkage, and chromosome mapping. (b) Mutation, artificial and natural selection, gene frequencies, and genetic drift. Four hours laboratory per week. Must be taken in a,b sequence. Prerequisite: Biology 305.

426-4 Comparative Endocrinology. Comparison of mechanisms influencing hormone release, hormone biosynthesis, and the effects of hormones on target tissues. Includes ablation and histology of glands, and chemical and bioassays with vertebrates and invertebrates. Prerequisite: Biology 308 and consent of instructor.

430-8 (4,4) Biological Statistics. (a) Examination of distributions, the parametric statistics and simple regression theory. (b) Examination of experimental design, the analysis of variance, and the analysis of covariance. Prerequisite: consent of instructor.

441-4 Emergence of Order in Biological Systems. From molecular to the gross morphological level: cybernetic, systemic, thermodynamic, and evolutionary aspects. Prerequisite: 300 and one course in cellular physiology or consent of instructor.

459-4 Game Birds. Identification, life history, ecology, and management. Cost of field trips up to \$15 per student. Prerequisite: 317a,b or consent of instructor. 461-4 Mammalogy. Taxonomic groups, identification, and natural history of

mammals. Prerequisite: 317b.

463-4 Wildlife Management. The principles and varied techniques of managing wildlife resources. Cost of field trips up to \$15 per student. Prerequisite: 15 hours of biological science or consent of instructor.

465-4 Ichthyology. Taxonomic groups, identification, and natural history of fishes. Prerequisite: 317b.

466-4 Fish Management. Sampling, dynamics, and manipulation of fish populations, age and growth of fishes, and habitat improvement. Prerequisites: 15 hours of biological science, consent of instructor.

467-4 Ornithology. Classification and recognition of birds and the study of their songs, nests, migratory habits, and other behavior. Cost of field trips may be \$5 to \$10 per student. Two lecture and 4 laboratory hours per week. Prerequisite: 317b.

- 471-4 Entomology. Principles of the structure, classification, and life histories of insects. Two lectures and 4 laboratory hours per week. Prerequisite: 317a. 479-4 Animal Behavior. (Same as Animal Industries 479.) The biological basis for the actions and responses of animals. Prerequisite: GSA 301, or 302, or equivalent.
 508-4 Helminthology.

512-3 Animal Geography.

- 514-4 Advanced Entomology. 520-5 Advanced Invertebrates.
- 521-4 Advanced Limnology.

525-5 Cytology.

540-3 Factors in Animal Reproduction.

542–3 Osteology.

561-4 Game Mammals.

566-4 Fish Culture.

- 573-4 Physiological Ecology. 577-3 Population Ecology.
- 578-4 Population Genetics.

580-4 Advanced Systematics.

581-3 The Zoological Literature.

582-6 (1,1,1,1,1,1) Graduate Zoology Seminar. 583-3 (1,1,1) Teaching of Zoology in College.

585-1 to 33 Seminars.

596-1 to 12 Special Research.

599-1 to 12 Research and Thesis for Master's Degree.

600-1 to 48 Research and Dissertation for Doctor of Philosophy Degree.



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OBJECTIVES OF SOUTHERN ILLINOIS UNIVERSITY

TO EXALT BEAUTY

In God,

in nature, and

in art; Teaching how to love the best

but to keep the human touch;

TO ADVANCE LEARNING

In all lines of truth

wherever they may lead,

Showing how to think rather than what to think,

Assisting the powers

of the mind

In their self-development;

TO FORWARD IDEAS AND IDEALS

In our democracy,

Inspiring respect for others

as for ourselves,

Ever promoting freedom with responsibility;

O BECOME A CENTER OF ORDER AND LIGHT

That knowledge may lead

to understanding

And understanding to wisdom.



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