

1-1-1937

## Bulletin 135 - Summer Session 1937

Eastern Illinois University

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### Recommended Citation

Eastern Illinois University, "Bulletin 135 - Summer Session 1937" (1937). *Eastern Illinois University Bulletin*. 215.  
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STATE OF ILLINOIS • HENRY HORNER, GOVERNOR

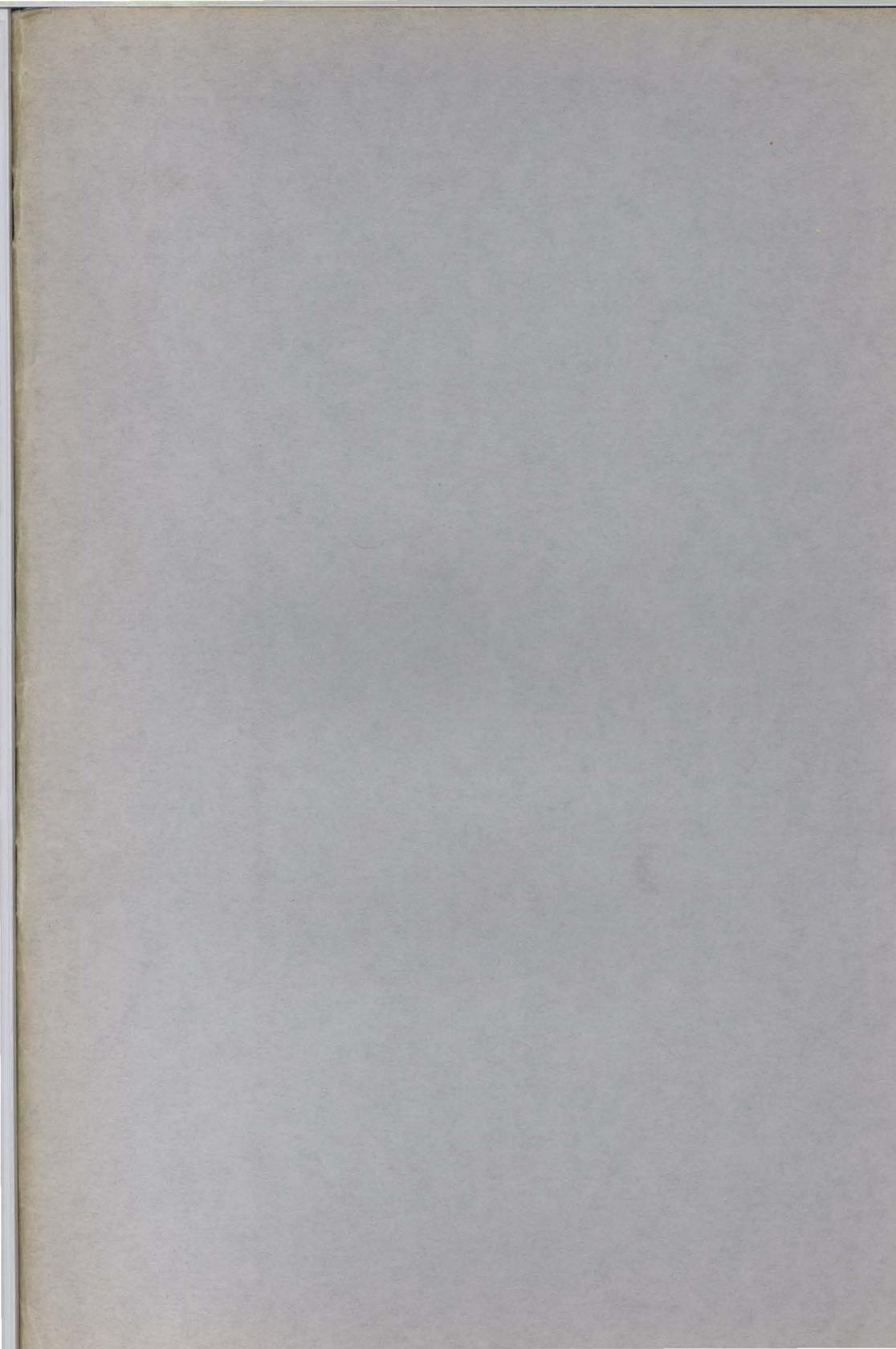
*Eastern Illinois State  
Teachers College*★★★

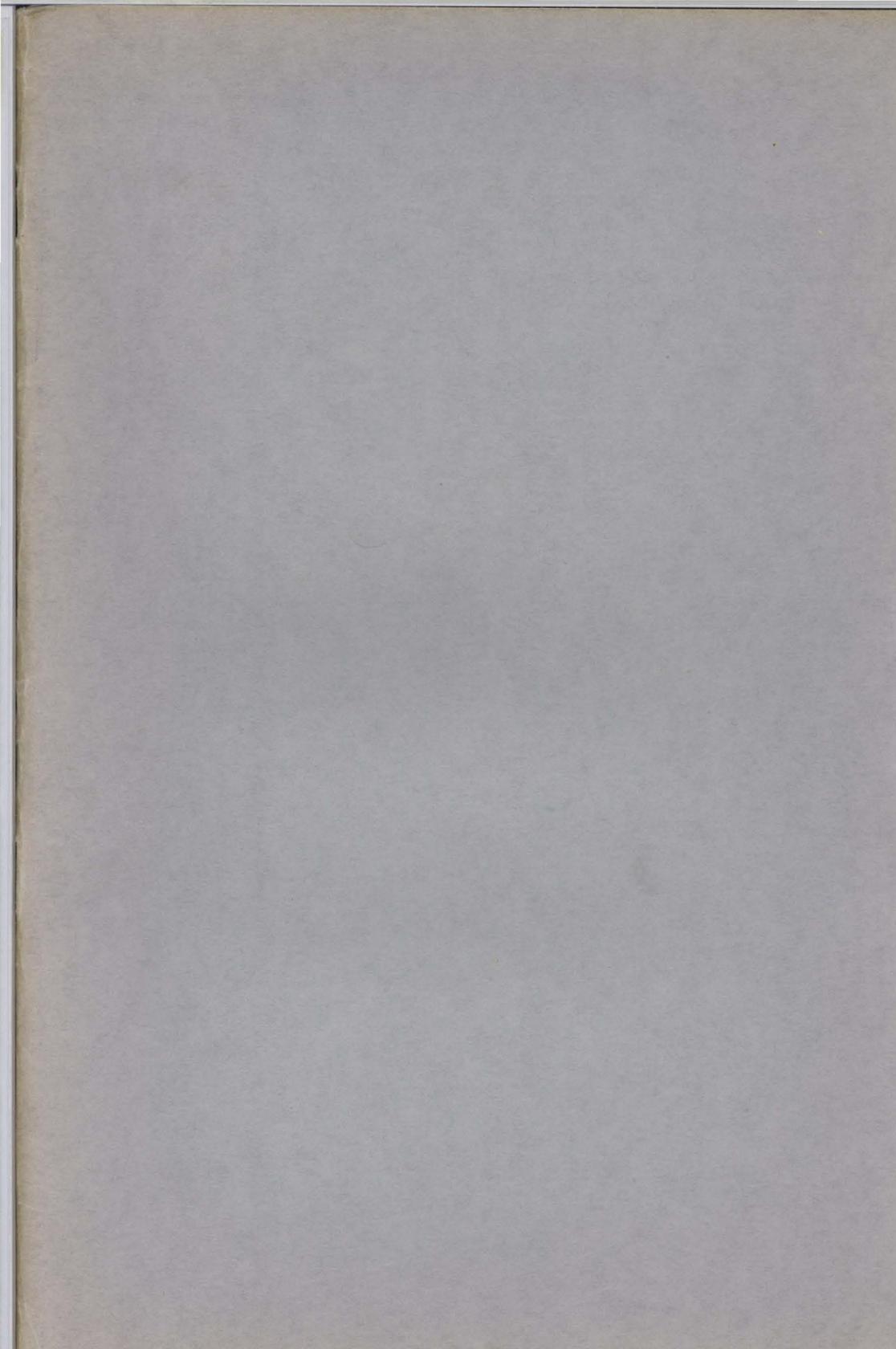


*Summer Term Bulletin* ★ 1937

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E I S T C  
CHARLESTON





# EASTERN ILLINOIS STATE TEACHERS COLLEGE

*37th Annual  
Summer Term  
June 14-August 6  
1937*

The Teachers College Bulletin—No. 135, January 1, 1937

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Published Quarterly by the Eastern Illinois State Teachers College  
at Charleston, Illinois

Entered March 5, 1902, as second class matter, at the post office at  
Charleston, Illinois. Act of Congress, July 16, 1894.



Airplane View of Campus

## EASTERN ILLINOIS STATE TEACHERS COLLEGE

### OBJECTIVE:

*The general objective of this college is to provide students who wish to teach with an integrated general and professional education in both the junior and senior colleges. This objective is fourfold: (1) scholarship; (2) skill in teaching; (3) personal fitness; (4) integration of all these aims into an understanding of our debt to the past, and our obligation to the future in the common enterprise of civilization.*

### RATING:

*Eastern Illinois State Teachers College is accredited*

*(1) as a Teachers College in the American Association of Teachers Colleges, and*

*(2) as a College in the North Central Association of Colleges and Secondary Schools.*

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STATE OF ILLINOIS

HENRY HORNER, Governor



DEPARTMENT OF

REGISTRATION AND EDUCATION

## THE NORMAL SCHOOL BOARD



EX-OFFICIO MEMBERS

JOHN J. HALLIHAN,

Director of Registration and Education,  
Springfield, *Chairman.*

JOHN A. WIELAND,

Superintendent of Public Instruction,  
Springfield, *Secretary.*



APPOINTED MEMBERS

1931-1937

JOHN D. DILL, Carbondale.  
WILLIAM R. BACH, Bloomington.  
MISS HARRIETT A. MCINTIRE, Mendota.

1937-1939

DR. WILLIAM E. SUNDERMAN, Charleston.  
CHARLES E. MCMORRIS, Marshall.  
JACOB E. ALSCHULER, Aurora.

1939-1941

MRS. REED GREEN, Cairo.  
ROSWELL B. O'HARRA, Macomb.  
DR. PRESTON BRADLEY, Chicago.



Under the provisions of the Civil Administrative Code for the consolidation of State Agencies under the direction of the Governor, the five State Normal Schools of Illinois are controlled by a single board consisting of eleven members: The Director of Registration and Education, who is ex-officio chairman, the Superintendent of Public Instruction, who is ex-officio secretary, and nine members appointed by the Governor for terms of six years.

## CONFESSION

If I have taught a little child to heed  
The subtle music of the printed page . . .  
The calm delight that comes to those who read  
Soft words that know no climate and not age.  
If thru the pictures, multi-colored, bright,  
He once transcends a dim reality,  
And finds a world enchanted, full of light—  
With silver ships upon an azure sea . . .  
Then who am I to tell him what is so—  
This little lad who reads there, chin in hand . . .  
Is there some deeper secret that I know?  
No thing remains he does not understand . . .  
The world is frank and open to a child—  
And that was why he turned the page and smiled.

—James Liotta.

# EASTERN ILLINOIS STATE TEACHERS COLLEGE

Charleston

SUMMER FACULTY, 1937

## Administration

- Robert Guy Buzzard, Ph.D.....President  
Diploma, Illinois State Normal University, 1914; S.B., 1916,  
S.M., 1917, The University of Chicago; Ph.D., Clark Univer-  
sity, 1925; University of Illinois, part time, 1931-37.
- Frank Andrew Beu, Ph.D.....Dean  
A.B., 1920, A.M., Northwestern University, 1923; Ph.D., The  
University of Chicago, 1936.
- Ellen A. Ford, A.M.....Dean, Emerita  
A.B., 1885, A.M., Syracuse University, 1894; The University of  
of Chicago, summer, 1897.
- Hobart Franklin Heller, A.M.....Dean of Men  
B.S., Gettysburg College, 1924; A.M., Columbia University,  
1931; State University of Iowa, summer, 1934; Graduate  
study, Columbia University, 1935-36.
- Catherine Favour Stilwell, Ph.D.....Dean of Women  
A.B., Radcliffe College, 1925; A.M., 1927, University of Cincin-  
nati; Graduate study, Columbia University, fall semester,  
1930-31; Ph.D., University of Cincinnati, 1932.
- Blanche Claire Thomas.....Registrar
- Raymond Rosco Gregg, A.M.....Business Manager  
Diploma, Southern Illinois State Normal University, 1917;  
Ph.B., 1922, A.M., 1923, The University of Chicago; Gradu-  
ate study, The University of Chicago, summers, 1926, 1927,  
1929, 1930, 1933, and 1934; Part-time graduate study, Uni-  
versity of Illinois, 1936-37.

## Art

- Frank Martin Gracey, A.M.  
B.A., Massachusetts Normal Art School, 1906; A.M., Yale Uni-  
versity, 1924; Ph.D., Boston University, (expected June,  
1937).
- Mildred Ruth Whiting, A.M.  
B.F.A., 1928, A.M., University of Nebraska, 1933; Graduate  
study, University of Minnesota, summer 1936; Ph.D., Uni-  
versity of Nebraska, (expected June, 1937).

## Botany

- Ernest Lincoln Stover, Ph.D.  
B.S., 1917, M.S., Ohio State University, 1919; Ph.D., The Uni-  
versity of Chicago, 1924.

## Chemistry

- Harris Eugene Phipps, Ph.D.  
A.B., Oberlin College, 1926; Night School, University of Ro-  
chester, 1926-27; A.M., Oberlin College, 1928; Ph.D., Univer-  
sity of Illinois, 1931.

## Commerce

- Earl Samuel Dickerson, M.S.  
B.S., Indiana State Teachers College, 1930; M.S., University  
of Illinois, 1934.

**Education**

- Jay B. MacGregor, Ph.D.  
A.B., Grinnell College, 1924; M.A., 1925, Ph.D., State University of Iowa, 1931.
- Paul W. Sloan, Ph.D.  
A.B., Defiance College, 1924; M.A., 1927, Ph.D., Ohio State University, 1933.
- Donald Allen Rothschild, Ph.D.  
A.B., 1924, A.M., University of Illinois, 1927; Ph.D., State University of Iowa, 1932.
- Harry Louis Metter, Ph.D.  
Diploma, Southern Illinois State Normal University, 1921; B.S., 1924, M.S., 1925, Ph.D., University of Illinois, 1933.

**English**

- Isabel McKinney, A.M.  
A.B., The University of Chicago, 1901; A.M., Columbia University, 1904; Graduate study, Teachers College, Columbia University, summer, 1916.
- Howard De Forest Widger, A.M.  
A.B., Yale University, 1910; Student, Columbia University Law School, 1910-11; A.M., University of Illinois, 1930; Part-time graduate study, University of Illinois, 1935-36.
- Robert Armand Shiley, A.M.  
A.B., 1925, A.M., State University of Iowa, 1926; Part-time graduate student, The University of Chicago, 1926-31; Graduate study, State University of Iowa, summers, 1929, 1930; The Sorbonne, University of Paris, summer, 1933; Graduate study, Yale University, 1936-37.
- Quincy Guy Burris, Ph.D.  
A.B., 1924, A.M., 1927, Ph.D., University of Illinois, 1930.
- James Glenn Ross, Ph.D.  
B.A., 1925, M.A., 1928, Ph.D., Ohio State University, 1933.

**Foreign Language**

- Kevin Joseph Guinagh, Ph.D.  
A.B., 1919, A.M., St. Vincent College, 1921; Catholic University of America, 1921-23; Ph.D., University of Pittsburgh, 1931.

**Geography**

- Ruby Mildred Harris, S.M.  
Diploma, Eastern Illinois State Normal School, 1912; S.B., 1922, S.M., The University of Chicago, 1932; Graduate study, The University of Chicago, summer, 1936.
- Rose Zeller, A.M.  
B.Ed., Illinois State Normal University, 1926; A.M., Clark University, 1930; Additional graduate study, Clark University, second semester, 1930, summer, 1935.

**Home Economics**

- Vivia Viola Russell, Ed.D.  
B.S., East Central State Teachers College, Ada, Oklahoma, 1927; A.M., Colorado State Teachers College, 1930; Ed.D., University of Oklahoma, 1936.
- Clara Mabel Attebery, A.M.  
B.S., University of Illinois, 1914; A.M., Columbia University, 1929; Iowa State College, summer, 1934; Graduate study New York University, summer, 1936, second half-year, 1936-37.

**Hygiene**

- Walter Merritt Scruggs, M.S.  
B.Ed., Eastern Illinois State Teachers College, 1928; M.S., University of Illinois, 1935; Graduate study, University of Illinois, summer, 1936.

**Industrial Arts**

- Lawrence F. Ashley, Ph.D.  
B.S., The Stout Institute, 1921; M.A., 1933, Ph.D., Ohio State University, 1936.
- Russell Henry Landis, M.S.  
B.S., The Stout Institute, 1930; M.S., Iowa State College, 1934; Graduate study, The University of Chicago, summer, 1936.

**Library**

- Mary Josephine Booth, B.L.S.  
A.B., Beloit College, 1900; B.L.S., University of Illinois Library School, 1904; The University of Chicago, second summer term, 1908.
- Lucile Zeda Crosby, B.S. in L.S.  
B.A., Friends University, Wichita, Kansas, 1925; B.S. in L.S., University of Illinois, 1930.
- Annabelle Thomson, B.S. in L.S.  
B.Ed., Illinois State Normal University, 1931; night school, University of Tulsa, 1931-32; B.S. in L.S., University of Illinois, 1933.
- Harriet Love, M.S.  
A.B., Vassar College, 1926; Certificate, Library School of the University of Wisconsin, 1927; M.S., School of Library Science, Western Reserve University, 1932.
- May Smith, M.S.  
Diploma, Eastern Illinois State Teachers College, 1921; B.S., 1924, M.S., University of Illinois, 1936.

**Mathematics**

- Edson Homer Taylor, Ph.D.  
B.S., National Normal University, 1896; A.M., 1905, Ph.D., Harvard University, 1909; Teachers College, Columbia University, first semester, 1912-13; student in Germany, second semester, 1912-13.
- Hobart Franklin Heller, A.M.  
B.S., Gettysburg College, 1924; Graduate study, The Pennsylvania State College, Extension, 1926-29, summer, 1927; A.M., Columbia University, 1931; Graduate study, State University of Iowa, summer, 1934; Graduate study, Columbia University, 1935-36.

**Music**

- Eugene Kemp Asbury, M.Mus.  
A.B., Indiana State Teachers College, 1927; Graduate study, Syracuse University, summer, 1930, first semester, 1930-31; M.Mus., Illinois Wesleyan University, 1936.
- Ethel I. Hanson, A.M.  
Diploma, Milwaukee State Teachers College, 1916; B.M., University of Wisconsin, 1924; Graduate study, Northwestern University, summers, 1931, 1932, 1933; A.M., University of Wisconsin, 1935.

**Penmanship**

- Jessie Martha Hunter, A.M.  
Normal Diploma, Ferris Institute, 1917; Palmer Method Summer Schools, Cedar Rapids, 1922, Boulder, 1924; A.B., 1931, A.M., Michigan State College, 1932; Graduate study, Columbia University, 1935-36.

**Physical Education**

- Charles P. Lantz, A.M.  
B.S., Gettysburg College, 1908; Student, The Chautauqua School of Physical Education, summers, 1909, 1910; Coaching School of University of Notre Dame, summer, 1925; A.M., The Pennsylvania State College, 1936.

Gilbert Carson, A.M.  
Diploma, Southern Illinois State Normal University, 1921; Coaching school, University of Illinois, summer, 1924; University of Colorado, summer, 1928; University of Southern California, first semester, 1929-30; B.Ed., Southern Illinois State Normal University, 1931; A.M., State University of Iowa, 1935.

Florence McAfee, A.M.  
A.B., The Pennsylvania State College, 1922; Two-year certificate, Graduate Department of Hygiene and Physical Education, Wellesley College, 1924; A.M., Columbia University, 1931; Graduate study, University of Wisconsin, summer, 1936.

#### Physics

Frank Louis Verwiebe, Ph.D.  
M.E., Cornell University, 1920; Graduate student, University of Buffalo, part-time, 1921-23; State Teachers College, Buffalo, part-time, 1923-24; M.S., 1930, Ph.D., The University of Chicago, 1933.

#### Social Science

Simeon E. Thomas, A.M.  
Ph.B., Upper Iowa University, 1898; A.M., State University of Iowa, 1902; Graduate study, Harvard University, 1902-04.

Charles Hubert Coleman, Ph.D.  
A.B., George Washington University, 1924; A.M., 1926, Ph.D., Columbia University, 1933.

Donald Rhodes Alter, Ph.D.  
B.S. in Ed., University of Missouri, 1920; A.M., Columbia University, 1924; Ph.D., University of Illinois, 1934.

#### Zoology

Charles Stockman Spooner, Ph.D.  
A.B., Cornell University, 1907; Part-time graduate student, Cornell University, 1911-12; A.M., 1918, Ph.D., University of Illinois, 1936.

#### Training School

Walter Wellman Cook, Ph.D. . . . . . Director  
A.B., 1923, A.M., 1926, Ph.D., State University of Iowa, 1931.

Edith Levake, A.M. . . . . . 7th Grade  
Diploma, State Normal School, Platteville, Wisconsin, 1910; B.S., The University of Chicago, 1927; Graduate study, The University of Chicago, summers, 1929, 1930, 1932, 1933; A.M., University of Southern California, 1935.

Emily Veronica Baker, A.M. . . . . . 6th Grade  
B.Ed., Illinois State Normal University, 1929; A.M., George Peabody College for Teachers, 1933.

Bernice I. Bankson, A.M. . . . . . 5th Grade  
Diploma, Illinois State Normal University, 1927; B.Ed., Eastern Illinois State Teachers College, 1932; A.M., Columbia University, 1933.

Myrtle Arnold, A.M. . . . . . 4th Grade  
Diploma, St. Cloud State Teachers College, 1917; B.S., University of Minnesota, 1930; A.M., George Peabody College for Teachers, 1935.

Nannilee Saunders, A.M. . . . . . 3rd Grade  
B.S., George Peabody College for Teachers, 1929; A.M., Columbia University, 1935.

Grace Geddes . . . . . 2nd Grade  
Diploma, Eastern Illinois State Teachers College, 1906; Teachers College, Columbia University, summer, 1910, years 1918-19, 1921-22.

Margaret B. Donley, A.M. . . . . . 1st Grade  
B.S., Kansas State Teachers College, Emporia, 1927; A.M., Columbia University, 1932.

Office

Clara Edith Willson.....	Stenographer
Violet Bird Taylor, B.A.....	Stenographer
B.A., College of Wooster, 1927.	
Lola Avalon Eberly, A.B.....	Stenographer
A.B., University of Nebraska, 1927.	
Lucile Mills Schaudt, A.B.....	Stenographer
A.B., University of Illinois, 1933.	
Henry J. Arnold, A.M.....	Manager, Textbook Library
A.B., DePauw University, 1923; A.M., University of Illinois, 1928.	
Camille Frank Monier.....	Superintendent of Grounds
Granvil Shafer .....	Superintendent of Buildings
Edson B. Clodfelter.....	Superintendent of Heating

## ENRICHMENT OF SUMMER SCHOOL PROGRAM

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Especial attention is called to the following courses:

### Elementary and Rural Teachers

- Art 26: Teachers Course in Public School Art.
- Art 39: Pottery.
- Botany 22: Local Flora.
- Education 49R: Current Rural Problems.
- English 23: Story-Telling.
- Geography 21: Climatology.
- Geography 31: South America.
- Industrial Arts 24: Grade School Handwork.
- Music 28: Public School Materials and Methods.
- Penmanship 20: Meets requirements for Palmer Certificate.

### High School Teachers:

- Art 49: Commercial Design.
- Botany 43: Microtechnic.
- Botany 46: Plant Anatomy and Identification of Woods.
- Calculus 43: Differential Calculus.
- Education 44: Tests and Measurements.
- Education 51: Abnormal Psychology.
- Education 53: Extra-curricular Activities.
- English 39: Dramatics in the High School.
- English 45: Oral English.
- Government 44: Local Government.
- \* History 49: Latin-American Nations.
- \* Industrial Arts 62: Farm Mechanics.
- \* Language 30: General Language.
- Latin 37: Latin Literature in Translation.
- Music 43, 44: Brass, Wind and String Instrument Technique.
- Physical Education 36: Coaching Basketball.
- Physical Education 38: Coaching Football.
- Physics 39: Radioactivity and X-rays.
- Shorthand 20: Beginning Shorthand.
- Typing 20, 21: Beginning and Advanced Typing.
- Zoology 43, 44, 45: Advanced Zoology.

\* New courses offered for first time.

## THE SUMMER TERM

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### GENERAL INFORMATION

#### PURPOSE

The eight weeks' summer term has been planned to make provision for the needs of five classes of students:

1. Graduates of recognized four-year high schools who wish to begin preparation for teaching.
2. Sophomores who wish to earn requirements for the limited elementary certificate; or to work toward the degree and the high school, the special, the supervisory, or the life elementary certificate.
3. Juniors or seniors who wish to continue work toward the degree and the high school, the special, the supervisory, or the life elementary certificate. Graduates of the Junior College are included in this group.
4. Ambitious teachers who have finished the two- or four-year course and desire additional instruction in the principles and techniques of teaching a subject in order to do better teaching next year.
5. Students who need to make up work due to irregularity or failure in courses.

#### ADMISSION

Graduates of recognized four-year high schools and holders of teachers' certificates are admitted to the summer term. Enrollment of students begins at 8:00 a. m. and closes at 4:30 p. m. on Monday, June 14. Class work begins Tuesday morning, June 15, at seven o'clock. Transcripts of high school credits should be sent to the Registrar several weeks before the opening of the summer term if possible. Students from other colleges must present a letter giving their official status at the time of leaving that institution.

#### CREDIT

The unit of measuring credit is the quarter hour, representing one recitation hour per week of prepared work for twelve weeks when the student load of prepared work is sixteen hours a week. It is equivalent to two-thirds of a semester hour. A statement of the amount of credit is included in the description of each course.

A year's college work is equivalent to forty-eight quarter hours (thirty-two semester hours) of prepared work. A year's work in one subject is equivalent to twelve quarter hours (eight semester hours). The normal load of work for each quarter of the regular school year is four full courses, giving sixteen quarter hours credit. The regular load of work for the eight weeks' summer term is three full courses, giving twelve quarter hours credit. Students with B average may register for a maximum of fourteen quarter hours of credit.

The daily program for the summer term is so arranged that the classes meet five times a week for sixty-minute periods for eight weeks, thus completing the equivalent for a twelve weeks' course in the regular school year. In the laboratory sciences, classes meet for eight sixty-minute periods a week for eight weeks, which is equivalent to twelve weeks' work in the regular year. The art, industrial arts, and home economics classes meet for ten sixty-minute periods a week for eight weeks, which is equivalent to twelve weeks' work in the regular year.

Physical education classes meet three times a week for four weeks and twice a week for four weeks, which is the equivalent to twelve weeks' work in the regular year.

Credit earned in piano, voice, required physical education, library use, dramatics, glee club, quartette, orchestra, or band is in excess of the 96 quarter hours required for a diploma and of the 192 quarter hours required for a degree. Such credit is recorded on the student's permanent record card and may play an important part when he is an applicant for a position.

#### NUMBERING OF COURSES

Courses numbered 20-29 are (with a few exceptions) required in a curriculum in the Junior College; courses numbered 30-39 are elective courses for those in the Junior College; courses numbered 40 or above are Senior College courses.

#### SCHOLARSHIP

Grades are expressed in letters as follows:

A, Excellent .....	3 grade points
B, Good .....	2 grade points
C, Average .....	1 grade point
D, Poor, but passing*.....	0 grade points
E, Condition .....	0 grade points
(Incomplete work)	
F, Failure .....	-1 grade point

\* Passing, but not accepted toward graduation or toward admission to practice teaching if more than one-fourth of the student's credits receive a grade of D.

#### ADMISSION TO PRACTICE TEACHING

1. For registration for practice teaching in any quarter in any curriculum not more than one-fourth of a student's credits may have a grade of D; that is, three-fourths of his courses must have a grade of C or above.

2. Sophomores in four-year curricula with B average (two grade points) in the freshman year may be admitted to Teaching 30 before the spring quarter if they need to fulfill legal requirements for the limited elementary certificate by the end of the sophomore year.

3. Sophomores in four-year curricula with average of 1.5 to 1.9 grade points (one-half grade point or more above C) may be admitted to Teaching 30 in the winter quarter if they plan the year's programs to include English 26, Arithmetic 20 and Geography 20 from the two-year grade curriculum and need to fulfill legal requirements for the limited elementary certificate by the end of the sophomore year.

4. Sophomores in four-year curricula with lower than 1.5 average in the freshman year are required to postpone Teaching 30 to the junior year.

5. No student may be admitted to practice teaching until he has achieved full sophomore standing and has completed at least eight quarter hours in education. Therefore, the sophomores in the four-year curricula planning to qualify for the limited elementary certificate should elect Education, 30, 31, 32 in the freshman year.

6. See page 18 for certification requirements.

#### GRADUATION REQUIREMENTS

The degree of Bachelor of Education (B.Ed.) is conferred upon those who complete a four-year curriculum; a junior college diploma is granted to those who complete the two-year curriculum for preparation of teachers for the grades. Four-year curricula prepare teachers for high school, for special grade work, and for positions as principals, supervisors, and teachers of special subjects. A year's resident work is required for a diploma or a degree.

Ninety-six quarter hours are required for a diploma and one hundred and ninety-two quarter hours for a degree.

C average is required for graduation and not more than one-fourth of the student's grades may be D. This means that a student must have as many grade points above C (1) as he has grades of D (0). This regulation went into effect with the class of 1935.

For the degree, one-third of the student's credits toward graduation must be in courses not open to freshmen and sophomores. This requirement is in accordance with the standard of the American Association of Teachers Colleges.

The University of Illinois admits to full graduate standing all graduates of the Teachers College who present twenty semester hours of content courses in one major academic subject other than education.

Students planning to teach in high schools should see that their records satisfy the requirements of the Illinois Examining Board and of the North Central Association.

#### EXPENSES

No tuition is charged for the summer term to those who are legal residents of Illinois. Tuition is charged to all who do not expect to teach in Illinois for a period of time equal to that covered by their attendance at the Eastern Illinois State Teachers College. This tuition charge is at the rate of \$25.00 a quarter of twelve weeks, or \$17.50 for eight weeks.

Students who are dropped for poor scholarship or who are on probation on account of low scholarship at other colleges and universities must pay tuition for the first summer term or until they have successfully completed one term of work at the accepted grade level of this institution. Those who do not take the required course leading toward a teachers' certificate, a diploma, or a degree must pay tuition. Freshmen or sophomore students not registered for required physical education will be regarded as tuition students.

Fees for the summer term (eight weeks) are \$13.75, distributed as follows:

Registration Fee .....	\$8.25
Student Activity Fee.....	3.00
	<hr/>
Book Rental Fee.....	\$11.25
	2.50
	<hr/>
Total.....	\$13.75

Holders of acceptable Lindly Scholarships or Normal School scholarships do not pay the registration fee of \$8.25. All necessary text-books are rented to students for \$2.50 for the term. Fees are charged in certain art, home economics, industrial arts, and laboratory science courses.

The cost of rooms for women in Pemberton Hall varies from \$1.75 to \$2.50 per week, with privileges of laundry; board in Pemberton Hall costs \$4.75 a week. In private families, the cost is about the same. A committee from the faculty and students assists students in selecting boarding and rooming places. Students may find approved boarding and rooming places by looking for the official "approved" card displayed by the householder.

#### PENALTIES

**Late registration.**—An additional fee of \$1.00 is paid for failing to complete registration on Monday, June 14.

**Change of program.**—A fee of \$1.00 is charged for a change of program after Wednesday, June 16.

**Use of library.**—For failure to return books, pictures, and magazines to the College library before scheduled time a fine is charged and must be paid before a student's record for the term is clear.

**Textbook library.**—For failure to return all books in good condition at the end of the term a fee of \$1.00 plus the cost of the book damaged or lost is charged.

No credits for the term are issued until the textbook library and college library accounts are cleared.

#### REMISSION OF FEES

No fees are remitted unless the student withdraws and notifies the Registrar in person or by letter received before twelve o'clock noon on Saturday, June 19.

#### ASSEMBLY

College Assembly is held in the Assembly Hall on Tuesdays at 11:20 and at other times by special announcement. Attendance is expected of all students and faculty unless excused by the Dean or the President.

#### SUMMER EXCURSIONS

The Departments of History, Geography and Biological Science will sponsor field trips each week-end. These excursions will be made at actual cost to the student, and are open to all who register by an announced time for each trip. Full details will be given in Assembly each week.

For 1937 the Departments of History and Geography offer a connected series of trips covering the history and geography of Illinois. Other students than those taking the trips for credit may be accommodated as long as transportation space is available. The following trips are planned:

1. The Lincoln Country of Illinois.
2. The Lincoln Country of Indiana and Kentucky.
3. Historic southern Illinois: Shawneetown, Golconda, Ft. Massac, Cairo, Ft. Chartres, Kaskaskia, Cahokia.
4. Historic western Illinois: Lincoln, Dickson Mound Builders Tombs, Carthage, Keokuk Dam, Nauvoo, Hannibal, Mo.
5. Historic northwestern Illinois: Princeton, Dixon, the Blackhawk country, Galena, Apple River Canyon, White Pines State Park.
6. The Starved Rock State Park and the Illinois Valley.
7. Chicago and environs.

For 1937 the Department of Biological Science will conduct a Saturday trip to the Turkey Run State Park in Indiana, and probably another to the proposed Rocky Branch State Park site in Illinois.

#### STUDENT TEACHING AND OBSERVATION

Opportunity is offered for supervised student teaching and observation in the first seven grades of the Training School.

It is possible to accept only a limited number for student-teaching credit in the summer term. Applicants are accepted in the order in which their applications are received providing they meet the requirements in practice teaching. Students wishing to register for

student teaching in the summer term should apply to the Director of Teacher Training in person or by mail as early as possible. The Training School is in session from 8:15 to 11:15 during the summer term. Requirements as to amount and quality of earned credit prerequisite to teaching are discussed under "Scholarship."

During the summer of 1937 practice teaching in the Training School will cease at the end of the sixth week. The seventh and eighth weeks will be devoted to daily conferences with the critic teacher of the respective grade in an intensive study of the teaching problems and procedures of that grade.

#### THE BUREAU OF TEACHER PLACEMENT

The purpose of the Bureau of Teacher Placement is to serve the public school officials of Illinois by assisting them in securing well-qualified teachers. Its purpose is also to assist any student or former student of the college in securing a teaching position provided his record here merits such recommendation.

It is the aim of the Bureau of Teacher Placement to furnish the prospective employer all of the information which is of interest to him in considering our applicants. This information is in pamphlet form and consists of the applicant's photograph, personal data, scholastic record, student-teaching record, high-school record, experience record, extra-curricular activity record, and home community references.

The bureau maintains a follow-up service by reports from supervising officers through which it keeps in touch with graduates who have been placed in teaching positions.

The services of the bureau are free to students enrolled in the college. Alumni who wish to register with the bureau are charged a \$1.00 registration fee.

#### PEMBERTON HALL

Room may be secured in Pemberton Hall by ninety-six women students at a cost ranging from \$14.00 to \$20.00, and board by about fifty more at \$38.00 for the term, payable on June 15. Applications for rooms are filed in the order in which they are received. A deposit of \$5.00 is required for a reservation at Pemberton Hall. Checks should be made payable to Eastern Illinois State Teachers College and mailed to the Dean of Women. Reservations will be filed at the Hall and a receipt for the deposit sent from the business office. This deposit is credited to the student, but forfeited if the student cancels the room reservation after Saturday, June 12.

#### DEAN OF WOMEN

The Dean of Women assists women students in adjusting and orienting themselves to the academic and social life of the college and community. The Dean makes every possible effort to know and assist individual students with their various problems. The Dean of Women also has charge of the housing bureau for women. All out-of-town students live either in Pemberton Hall or in private houses which are approved by a faculty committee. The approved list of houses is kept by the Dean of Women. Prospective women students should see her before renting rooms off-campus.

#### DEAN OF MEN

The Dean of Men assists the men students of the college in solving any problems which may confront them in regard to their life in the institution. An individual conference is held with each student sometime during the term so as to become better acquainted with him and to give the student more accurate counseling in regard to his problems. The Dean of Men has charge of the housing bureau for men, and keeps an approved list of rooming houses. Prospective men students should consult him in person or by mail before renting rooms for the summer term.

**"PANTHER LAIR" CO-OPERATIVE HOUSE**

The "Panther Lair," a ten-room house, adjacent to the campus, has been refurnished and serves as a men's dormitory and dining room. It will be operated during the summer session. Rooms rent at the rate of \$1.25 a week for each student, and board on a co-operative plan will probably cost from \$2.00 to \$2.50 a week. Inquiries should be addressed to the Dean of Men, Mr. Hobart F. Heller.

**LIBRARY**

The library, containing over 43,168 books and pamphlets, is open to all students. During the summer term of 1937 books on the following subjects will be exhibited:

1. Recent textbooks in arithmetic.
2. Recent readers.
3. Forty books for boys and girls.
4. Pamphlets on geography.

The Training School Library, located on the third floor of the Training School in charge of a children's librarian, is open to summer school students. Here are collected over 2,600 books suited to the needs of the elementary school and of the junior high school. For those who wish to obtain titles of books for school libraries, lists selected by those familiar with children's books are provided and conferences with the librarian are arranged. A course in story-telling is offered by the Training School Librarian. See English 23 in the "Description of Courses."

The following exhibits are on display in the Training School Library: 1. Poetry. 2. Picture books. 3. Good books at little cost. 4. Sources of stories and aids to story-telling. 5. Aids to book collection.

**CERTIFICATION REQUIREMENT**

The institutional credit blank for certification is not sent to the Illinois Examining Board if more than one-fourth of a student's grades are D. The blank requires "faculty recommendation of ability to teach." This recommendation is withheld if more than one-fourth of a student's grades are D. An average of C is required for certification. This means a student must have as many grade points above C as he has grades of D. No student will be recommended for a teacher's certificate until the required work in physical education, Penmanship 20, and Library 20 has been successfully completed, and the student has shown evidence of possessing sufficient fundamentals to pass a departmental examination in arithmetic, grammar, and geography, unless courses covering these subjects are taken in the various departments.

**PARENT-TEACHER ASSOCIATION WORK**

A non-credit course for teachers and for parent members is given for one week during the summer term. This course, sponsored by the Illinois Congress of Parents and Teachers, presents the work from the standpoint of the teacher. Practical problems of organization and program planning are considered and much time is given to conferences with teachers. The dates for this course will be announced early in the term.

**ANNOUNCEMENT FOR 1937-38**

Anyone interested in obtaining a bulletin of the college with full information concerning the college year 1937-38 should write to the Registrar, Miss Blanche C. Thomas.

The fall quarter of the regular college year 1937-38 begins with freshmen registration on Wednesday, September 15. Wednesday, Thursday and Friday, September 15-17, are devoted to freshmen orientation. All freshmen are required to attend this three-day period. Registration for sophomores, juniors, seniors and for transfer students having credit for more than one year of college work occurs on Saturday, September 18. Classwork begins on Monday, September 20, as per the regular class schedule.

#### MUSIC ACTIVITIES

Band, Orchestra, Glee Club and Harmonica Band will be conducted as extra-curricular activities. Students playing band and orchestral instruments are cordially invited to participate. Opportunity for private and group lessons is afforded.

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#### THE CERTIFICATING LAW

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I. The completion of the freshman year in any curriculum admits the student to examination for a limited elementary certificate.

II. Graduation from the two-year diploma curriculum gives a limited elementary certificate.

III. The completion of the first two years in any curriculum gives a limited elementary certificate provided the student's credits include one year of English, one year of education, electives (12 credits), and two quarters of work each in practice teaching, history (or social science), and mathematics (or natural science), making a total of 24 credits (96 quarter hours).

IV. Graduation with the degree gives a high-school certificate.

If the student has taught successfully for four years he may have also a supervisory certificate.

**Note:** For certification and for graduation the Eastern Illinois State Teachers College requires a C average and that not more than one-fourth of the student's grades shall be D. (See pages 14 and 18.)

ESSENTIAL FEATURES PERTAINING TO LIMITED CERTIFICATES PROVIDED FOR IN THE CERTIFICATING LAW ENACTED BY THE FIFTY-SIXTH GENERAL ASSEMBLY, 1929.

Analysis of Main Features of Certificates	NAME OF LIMITED CERTIFICATE				
	Super- visory	High School	Special	Kinder- garten Primary	Elemen- tary
(1)	(2)	(3)	(4)	(5)	(6)
<b>I. Scope of Validity:</b>					
(a) Duration of time.....	4 yr.	4 yr.	4 yr.	4 yr.	4 yr.
(b) General duties permitted.....	Teaching; super- vision	Teaching; super- vision	Teaching; super- vision	Teaching; super- vision kinder- garten	Teaching; super- vision
(c) Grades of school system	1-12	7-12	1-12	1-2	1-10
<b>II. Requirements for Issue on Credits:</b>					
(a) College semester hours.....	120	120	60 <sup>1</sup>	60 <sup>2</sup>	60
(b) Semester hours in education.....	15	15	12	Indefinite	10 <sup>3</sup>
(c) Teaching experience.....	4 yr.	0	0	0	0
(d) *Renewal conditions.....	Success; growth	Success; growth	Success; growth	Success; growth	Success; growth
<b>III. Requirements for Issue by Examination:</b>					
(a) College semester hours.....	60	60	30	30 <sup>2</sup>	30 <sup>5</sup>
(b) Teaching experience.....	4 yr.	0	0	0	0
(c) Number of subjects written.....	5	10	3 or more	3	18
(d) College semester hours for renewal--					
1. First renewal.....	90	90	60 <sup>1</sup>	60 <sup>2</sup>	60
2. Second renewal.....	120	120	60 <sup>1</sup>	60 <sup>2</sup>	60
3. Third renewal, etc.....	120	120	60 <sup>1</sup>	60 <sup>2</sup>	60
<b>IV. *Conditions of Exchange for Life Certificate:</b>					
(a) Years of successful experience.....	Super- vision 4 yr.	4 yr.	4 yr.	4 yr.	4 yr.
(b) College semester hours required.....	120	120	120	90	90
(c) College semester hours in education.....	15	Indefinite	Indefinite	Indefinite	Indefinite
(d) Name of certificate received.....	Life super- visory	Life high school	Life special	Life Kinder- garten Primary	Life elemen- tary

<sup>1</sup> Twenty hours in each subject named in certificate.

<sup>2</sup> Kindergarten-primary training.

<sup>3</sup> Five hours in practice teaching.

<sup>4</sup> Evidence of successful teaching and professional growth is prerequisite to the renewal of all certificates.

<sup>5</sup> Five hours in education.

<sup>6</sup> Life certificate may be obtained by successful examination and preparation of thesis if applicant fails in slight measure to meet hours of training required for exchange of limited certificate.

## DESCRIPTION OF COURSES

(For time-schedule of classes see the Program Sheet.)

### ART

24. **Introduction to Art.**—Lectures and laboratory problems in design, color, perspective, freehand drawing, and lettering. Required in the freshman year for teachers of the elementary school. (4 hours.)

26. **Teachers Course in Public-School Art.**—An introductory course in the theory and practice of teaching art in the elementary school, designed for those interested in the teaching of art in the elementary grades. The course is especially planned for teachers who are in schools where there are no supervisors of art. A graded course in public-school art is presented by lectures and developed by the students in laboratory problems in design, color, freehand drawing, perspective, lettering, manuscript writing, and appreciation of pictures and other art forms. All mediums practicable in the elementary grades are used in the laboratory work of the course. (4 hours.)

27. **Introduction to Art.**—Lectures and laboratory problems in design, color, perspective, freehand drawing, and lettering. Required in the freshman year for teachers of the elementary school. (4 hours.)

32. **Freehand Drawing, I.**—Application of principles of freehand perspective to representation. Drawing in pencil, charcoal, or crayon from geometric solids, casts, and other objects. Students begin outline drawing and work up to full light and shadow.

Required in the art and home economics curricula. Recommended to majors in mathematics and industrial arts. Elective in other curricula. (4 hours.)

35. **Drawing and Painting, I.**—Still life and outdoor sketching. Practice in composition and values in monochrome, leading to use of full color in crayons, pastels, or water colors. (4 hours.)

39. **Pottery.**—The application of design principles to clay modeling. (4 hours.)

44. **Interior Decoration.**—A practical course in the fundamentals of interior decoration from the fine arts point of view. A study of the various color theories with reference to interior architecture. The course includes the study and analysis of the aesthetic qualities of different periods and styles of furniture and of fabrics used in connection with furniture. The course is designed to develop discrimination and taste in the selection of materials used in interiors.

Required in the art and home economics curricula. Elective in other curricula. (4 hours.)

49. **Commercial Design.**—Problems in lettering, poster and advertising design. Study of the various means and processes of applying and reproducing commercial and industrial designs, with especial emphasis on the application to the high-school annual and to other school publications. Elective in other curricula on consultation with the head of the department. (4 hours.)

50. **Art History, III.**—The history of ornament, architecture, and sculpture with reference to present-day art forms in each field. Elective for juniors and seniors in other curricula. (4 hours.)

51. **Appreciation of Art.**—Lectures illustrated by lantern slides and other illustrative material. The course aims to increase the understanding of visual art forms through the study and interpretation of masterpieces of the space arts according to the principles of design.

The course is designed for juniors and seniors in the English curriculum. (4 hours.)

**COMMERCE**

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**Typewriting**

20. **Touch Typewriting.**—This is a beginning course in which the student is instructed in the use and care of the typewriter, the position at the machine, correct finger control, simple tabulations, and touch typing. Various drills to develop a thorough knowledge of the keyboard are used. Special emphasis is given to the typing of common business letters with their various forms and arrangements. (4 hours.)

21. **Business Forms and Letters; Typing Power.**—This course is a continuation of Course 20. Letter writing with emphasis on various forms and styles, special lines, and letter arrangement is concluded. Accuracy and speed tests are frequently used to increase the efficiency in machine writing. Business papers and the most common legal forms are introduced. (4 hours.)

**Stenography**

20. **Beginning Shorthand.**—A beginning course in the study of Gregg shorthand through the use of the "Gregg Manual." The course has as its aims the learning of the characters and principles presented, and the writing of dictated copy with its transcription at an average rate of speed; in brief, to develop in the student sufficient skill in the writing, reading, and transcribing of shorthand to be of some personal and vocational value. (4 hours.)

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**EDUCATION**

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**I. Supervised Student Teaching**

20, 21, 22, 30, 41G-47G. **Supervised Student Teaching.**—The first seven grades of the Training School will be in session three hours each day, and available for student teaching. It is possible to accept only a limited number for this work. Students are accepted in the order in which their applications are received.

Individuals desiring to enroll for student teaching should write to or confer with Mr. Cook before registering in order to arrange the hour for teaching. (4 hours.)

**II. Education**

20. **An Introduction to Education.**—A comprehensive survey of the field of education. Especial attention is given to the development of the American school system; to the aims and curricula of the various administrative units; to the cost, support, and administration of our schools; to qualifications for teachers and to the duties and relationships of teachers; to professionalizing teaching; and to opportunities in teaching. (4 hours.)

21. **Introduction to Educational Psychology.**—This is a beginning course and does not require previous study of psychology. The major topics dealt with are the methods of educational psychology, the physical basis of behavior, inherited and acquired responses, and the nature of the learning process. These topics are studied in their educational bearings. (4 hours.)

22. **Educational Psychology.**—A continuation of Education 21. The major topics taken up are the nature of the thinking process, transfer of training, individual differences and their measurement, and mental hygiene. These topics are studied in their educational bearings. Prerequisite: Education 21. (4 hours.)

23(43). **Principles of Education.**—The course deals with the properties of the human organism which make education possible, the properties of society which make education necessary, the historical concepts that have dominated organized education, and the place and aims of education in a democratic society. Emphasis is placed upon a study of recent social trends and their implications for education. (4 hours.)

24(45). **Directed Study and Observation of Teaching.**—Extra-instructional and instructional duties of the teacher are discussed. Problems pertaining to classroom management, such as establishing classroom routine, maintaining good discipline, teaching pupils to control themselves, providing a favorable physical environment, supervising the physical welfare of pupils, caring for materials and apparatus, keeping records and making reports, encouraging regular and punctual attendance, and directing extra-curricular activities, are taken up. Problems pertaining to instructions, such as planning lessons, directing study, evaluating results of teaching are considered. (4 hours.)

25. **Primary Education.**—A course devoted primarily to a study of problems pertaining to teaching in the first three grades. The principal topics taken up are the mental and the physical growth of the child during the pre-school and the primary periods; the aims and the curricula of the nursery school and the kindergarten; the aims, the curricula, the equipment and the materials of the primary school. (4 hours.)

44. **Tests and Measurements.**—About one-third of the time is devoted to educational statistics, with emphasis upon the applications of the various techniques presented. The remainder of the time is devoted to a brief study of the testing movement, of the advantages and limitations of various types of tests, of criteria for the selection of tests, of numerous standardized tests, and of the construction of tests in the student's major field. (4 hours.)

47. **Social Psychology.**—This course deals with the various phases of social behavior. Specifically, some of the problems dealt with are instinctive adaptation to social situations; group and individual reactions to social phenomena; customs; fashions; fads; conventions; national and racial attitudes; occupations; institutions; and the social self in the present-day world. (4 hours.)

49R. **Current Rural Problems.**—An analysis of current social issues as they affect the welfare of country and village people. The approach of these issues is made through the medium of current farm periodicals and two books: "A Study of Rural Society" by Kolb and Brumer, and "Readings Related to Agriculture" by Hamlin. Agricultural planning is discussed. Typical problems to be discussed are: How many rural people modify habits and institutions to advance the common welfare? What is the function of the rural teacher in the process of social change in rural America?

Elective in junior or senior year in the four-year rural curriculum. Prerequisite: sixteen quarter hours in education. (4 hours.)

51. **Abnormal Psychology.**—Points of view as regards the nature and varieties of personality. The significance of certain facts of normal and abnormal psychology, and their bearing upon the individual. Development of practical tests for use in detecting and diagnosing abnormalities. (4 hours.)

53. **Extra-Curricular Activities.**—The aim of this course is to discover and set up guiding principles for pupil participation in the life of the school. The following activities are considered: Home room and class organization, student council, school clubs, athletic association, state contests, school publications, music clubs, dramatics, social parties, extra-curricular finances. Special consideration is given to two important supplementary school agencies, Boy Scouts and Girl Scouts. In a laboratory period following the class hour, the men of the class are taken through the "Elements of Scoutmastership" to qualify as scoutmasters. For this work they will be awarded the training certificate of the Boy Scouts of America. A similar laboratory period is offered for the women of the class. Students are invited to bring all material available in their own school that bears on the topics of the course. (4 hours.)

## ENGLISH

20, 21. **Composition.**—A practical course, stressing the planning, outlining, and developing of short units, analysis of well-written material, the sentence, and fundamentals of good form in speech and writing. (4 hours.)

22. **Literature in the Grades.**—Emphasizes chiefly wide acquaintance with the great bodies of world literature—myth, legend, etc.—and with the best poetry suitable for children. (4 hours.)

23. **Story-Telling.**—Theory and practice in telling stories to children of different ages. This course may be substituted for English 22 or 34 in the two-year grade curriculum; it is elective elsewhere. (4 hours.)

24. **Reading.**—Designed both to improve the oral and silent reading of the pupils and to give them definite standards by which they may intelligently judge the reading of others. Some attention is given to methods of teaching reading in the grades. (4 hours.)

25. **Introduction to Literature.**—Designed to give the student an acquaintance with the most common types of English literature, including narrative and lyric poetry, biography and letters, the short story, and the essay. (4 hours.)

26. **Grammar.**—A course for those preparing to teach in the upper grades or in junior high school. (4 hours.)

30. **Speech.**—Preparation and delivery of original speeches; practical English phonetics; interpretative reading. Elective. (4 hours.)

30. **Nineteenth Century Prose Fiction.**—The primary aim is to arouse the student's interest in the best fiction, and the secondary, to furnish him with standards of judgment. (4 hours.)

36. **Shakespeare and the Elizabethan Drama.**—A study of Shakespeare's most important plays, and of their place in the development of English drama. Some attention is given to the chief dramatists contemporary with Shakespeare. (4 hours.)

39. **Dramatics.**—A study of the presentation of plays including the reading of contemporary dramas, the production of at least one play, and the dramatization of an episode or a short story. Some instruction in the coaching of plays is given. Accepted for English 37. (4 hours.)

43. **Contemporary Literature.**—Extensive reading in current literature introduces the student to the best that is being written today, and provides him with some standards of judgment with the hope of stimulating his enthusiasm for good books. (4 hours.)

44. **Advanced Rhetoric.**—Chiefly written composition, applying the principles of organization and effective expression to somewhat more extended material than do English 20 and 21. The course is intended to give both an introduction to the methods of research and opportunity for original work. Prerequisite: Junior College required English. (4 hours.)

45. **Oral English.**—Through prepared talks and discussions this course gives training in the effective expression of genuine ideas and opinions. Sincerity, adequate development of thought, the proper use of facts and evidence, and also the principles and practice of good delivery are stressed. Prerequisite: Junior College required English. (4 hours.)

46. **Modern English Poetry.**—Appreciation of the art of poetry, and a study of some of the chief English poets, as they illustrate the art. Beowulf to Chaucer. Required in the English curriculum. Elective in others. (4 hours.)

49. **The Essay.**—This course traces the development of the essay in English, with special attention to style. Eighteenth and nineteenth century essays are stressed most.

Required in the senior year of the English curriculum and elective for Juniors and seniors in any curriculum. (4 hours.)

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#### FOREIGN LANGUAGE

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30. **General Language.**—This course deals with the origin and inter-relationship of the European languages; the history of English and its dependence upon classic tongues; the pronunciation of Spanish, Italian, French and German; the international phonetic characters. (4 hours.)

#### Latin

37. **Latin Literature in Translation.**—Students who have had no Latin are given an opportunity to survey the field of Latin literature in English translations, made by noteworthy authors. Lectures supply the background for the masterpieces read. The English Department recognizes this as a substitute for English 35 (Greek Drama in translation) and, by special arrangement, with the head of the English Department, for certain other courses. (4 hours.)

51. **Virgil's Aeneid, Selections from Books VII-XII.**—Prerequisite: One year of Latin in college. Students who have had four years of Latin in high school may register for this course with the permission of the instructor. (4 hours.)

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#### GEOGRAPHY

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20. **Principles of Geography.**—A survey of the basic relationships between the natural environment and man's activities. This course is organized as a service course for those who are preparing for grade teaching and as a foundation for those who have selected geography as a major or minor subject. Required in the Junior College of those in the two-year curriculum for preparation of teachers for the grades. (4 hours.)

21. **Climatology.**—A treatment of climates and their causes. As a basis, a study is made of the form and motions of the earth as underlying influences upon the elements of weather and climate. Required in the Junior College of those in the two-year curriculum for preparation of teachers for the grades. (4 hours.)

31. **Geography of South America.**—A study of the countries of South America, showing the geographic basis for their stages of development and commercial relations. Prerequisite: Geography 20 and 21. Elective. (4 hours.)

40. **The Teaching of Geography.**—A study of the principles involved in the selection, organization and presentation of geographic material for elementary and secondary schools according to the individual needs of the class. Required in the senior year of those whose major subject is geography. (4 hours.)

46. **Urban Geography.**—A detailed study of the location, growth, decline and characteristics of cities as influenced by the natural environment. Prerequisite: Geography 20, 21. (4 hours.)

47. **Economic Geography.**—An advanced course for teachers of commercial geography in high school and for Senior College students. No prerequisite. (4 hours.)

## HOME ECONOMICS

30. **Clothing.**—Textile Study. A study of textile fibers, their production, nature and manufacture into fabrics. Microscopic and physical identification of fibers is made. The hygienic importance of clothing is given consideration. **Prerequisite:** Art 30. (4 hours.)

32. **Clothing.**—Dress Design. This course emphasizes the design phases of the clothing problems of individuals. Practical application is made of the principles studied. **Prerequisite:** Clothing 31. (4 hours.)

45. **Clothing Problems.**—This course provides opportunity for further study of various clothing problems. Special emphasis is placed on consumer problems. **Prerequisite:** Clothing 32. (4 hours.)

30. **Foods.**—The study of the production, composition, preservation, selection and preparation of foods, considering nutritive and health values. Breakfasts and luncheons. **Prerequisite:** Chemistry 30, 31, 32. (4 hours.)

40. **Administration and Methods in Home Economics.**—A practical interpretation and application of the principles of modern education to home-making subjects. **Prerequisite:** Junior standing in the Home Economics curriculum. (4 hours.)

45. **Home Management.**—The study and practice of all managerial problems connected with living in an average home. Four weeks' residence in a home management house required. **Prerequisite:** Senior standing in the Home Economics curriculum. (4 hours.)

46. **Child Development and Home Nursing.**—A study of the child and his development from the physical, psychological, social, and recreational standpoints. A study of the principles governing the location, furnishings, and care of the sick room; care of the patient; and first aid. **Prerequisite:** Junior standing in the Home Economics curriculum. (4 hours.)

## INDUSTRIAL ARTS

24. **Intermediate and Lower Grade Handwork.**—The development of activities making use of paper, wood, clay, textile materials, and paints such as will have educational value in connection with general educational objectives, and in the furtherance of other subject matter. A Teachers Manual of Activities will be developed in connection with the construction work undertaken. Required in the two-year curriculum unless Industrial Arts 25 is taken. Required in the four-year elementary curriculum for the lower grades. (4 hours.)

25. **Intermediate Grade Work.**—A general shop course for the orientation in activities, making use of wood, metal, clay, type, raffia. Required in the two-year curriculum unless Industrial Arts 24 is taken. Required in the four-year elementary curriculum for the lower grades. Required for Industrial Arts majors. (4 hours.)

28(48). **Machine Shop.**—The turning of cylindrical objects, tapers, and threading on the engine lathe. A beginning course in the principles underlying metal machine work and their values in the curriculum. Required in the Industrial Arts curriculum. (4 hours.)

31. **Mechanical Drawing.**—Course in the fundamentals of orthographic projection, isometric, oblique, and mechanical perspective. Lettering, machine design, and cabinet drawing are involved. Free-hand sketches are also made. Required in the Industrial Arts curriculum. (4 hours.)

50. **Architectural Drawing.**—Details in architecture and practice in planning residences and public buildings. Prerequisite: Industrial Arts 31. Required in the Industrial Arts curriculum. (4 hours.)

52. **Advanced Engineering Drawing.**—Machine parts, cams, and gears, together with an original design of a portable machine constitute the course. Elective. (4 hours.)

54. **Advanced Machine Work.**—The construction of a portable machine involving the use of the shaper, radio drill, milling machine, and lathes. Required in the Industrial Arts curriculum. (4 hours.)

59. **Elementary Printing.**—Hand composition and press work as taught in the secondary schools. Required in the Industrial Arts curriculum. (4 hours.)

60. **Advanced Printing.**—A continuation of Course 59 but involving more difficult problems and emphasizing make ready with various types of press feeding. Prerequisite: Industrial Arts 59. Required in the Industrial Arts curriculum. (4 hours.)

61. **Linotype Operation and Maintenance.**—Lecture and laboratory involving the operation of the linotype. Prerequisite: Industrial Arts 59. Required in the Industrial Arts curriculum. (4 hours.)

62. **Introduction to Farm Mechanics.**—The course consists of the application of Industrial Arts to problems of rural life. Materials of farm construction and maintenance and their application:

Woods: buildings, fences, equipment

Metals: buildings, fences, equipment

Leather: belting, harness

Cement: buildings, drives, equipment

Fiber: rope, splicing, etc.

Paints: kinds for outside and inside work; application.

Course open to all Industrial Arts majors as an elective, to all students who plan to major in agricultural studies at the University, and to agricultural teachers. (4 hours.)

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#### LIBRARY USE

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The aim of this course is to teach students to use the library with some degree of skill. Certain college courses require considerable work in the library, including reading and looking up references and assigned topics. To do this work with a wise expenditure of time and effort, students should know how to use the card catalogue, magazine indexes, and some reference books. Lessons, required of all students, are given to freshmen. The course offered this summer is accepted for this work.

20. **Use of the Library.**—Instruction and problems in the use of the catalogue, dictionaries, encyclopedias, Readers' Guide, and other reference books in history, biography, and education. 12 periods for the term. (1 hour.)

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#### MATHEMATICS

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20. **Arithmetic.**—This course includes notation and numeration, the fundamental operations with integers and with common and decimal fractions, factors and multiples, English and metric measures, involution and evolution, and simple problems in the measurement of surfaces and solids. The course covers the topics taken up in the first six grades as outlined in the Illinois State Course of Study. Special attention is given to the teaching of these topics in the lower grades. (4 hours.)

21. **Arithmetic for the Seventh and Eighth Grades.**—The primary object of this course is to prepare for the teaching of arithmetic in the seventh and eighth grades. The principal topics discussed are percentage and its applications to practical business problems, ratio and proportion, and the mensuration of surfaces and solids. It is the aim of the classroom instruction to familiarize the students with methods of instruction that can be readily adapted to the seventh and eighth grades. (4 hours.)

32. **Algebra.**—Exponents and radicals; logarithms; mathematical induction; binomial theorem; progressions; permutations and combinations, probability. Prerequisite: Algebra 31 or the equivalent. (4 hours.)

35. **Plane Analytic Geometry.**—The second course in analytic geometry. (4 hours.)

36. **Algebra.**—Theory of equations including elementary transformation, location of roots, and the solution of the cubic and biquadratic equations; limits, elementary properties of series. (4 hours.)

43. **Differential Calculus.**—(4 hours.)

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#### MUSIC

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0. **Theory and Sight Reading.**—The fundamentals of music, including ear training and sight reading for students in the two-year grade curriculum who have never studied music. Students registering for Music 28 are transferred to Music 0, a non-credit course, if they have not the prerequisite for Music 28. Students are permitted to take Music 0 in addition to regular work without the requirement of B average. (4 hours.)

24. **Theory.**—An intensive course open to those who have had Music 0. Scales, intervals, chords, and cadences are studied in singing, writing, playing and dictation. (4 hours.)

28. **Public School Music Methods and Materials.**—A course covering the teaching of music in rural schools and the first six grades of the elementary school. A review of fundamentals. Definite training in various problems to be presented in these grades and methods of presentation. Study of the child voice; rote songs and how to teach them; how to introduce sight-reading; listening lessons with lists of records for school use. (4 hours.)

31. **Harmony.**—An advanced study of harmony including the harmonization of melodies, chord progressions, modulations, chromatic alterations, and transposition. Original exercises in two- and three-part harmony. (4 hours.)

43, 44. **Brass, Wind, and String Instrument Technique.**—Comprehensive survey of materials for both band and orchestra; laboratory method stressed; class instruction methods employed to give students actual playing knowledge of all brass, wind and string instruments; technique of modern class instruction methods demonstrated. (4 hours for each course.)

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#### PENMANSHIP

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20. **Penmanship.**—This course aims to improve the student's writing and to make him familiar with a system of plain business writing and methods of presenting it to pupils in the grades.

The course includes correct position, muscular movement exercises, business forms of capital letters, small letters, figures, sentences, and page writing. Emphasis is placed upon blackboard writing. Satisfactory completion of this course entitles the student to a Palmer Certificate. (1 hour.)

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**PHYSICAL EDUCATION**

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Physical education, two hours a week for two years, is required of all candidates for a diploma or for a degree, and it is also a requirement for a certificate. This is in addition to the 96 quarter hours required for a diploma and to the 192 quarter hours required for a degree.

**Required Courses for Men**

**Equipment.** Each student taking physical education is required to have a gymnasium suit. This suit consists of a regulation sleeveless jersey and running pants (both gray), and soft-soled shoes. The student is required to keep these clean and in good condition.

**Regular Exercises in the Gymnasium, or Participation in Playground Work, Games, or Sports.**—First or second year's work. (1 hour.)

34. **Physical Education for Teachers, II.**—Advanced work in the gymnasium, playground work and games, athletic management for junior high schools. **Prerequisite:** At least sophomore classification. (4 hours.)

36. **Basketball.**—Study of the rules. Practice in passing, dribbling, shooting, pivoting, and team-play. Discussion of plays and tournaments. **Prerequisite:** At least sophomore classification. (4 hours.)

38. **Football.**—The theory and practice of the game. Fundamentals, rules, systems. **Prerequisite:** At least sophomore classification. (4 hours.)

**Required Courses for Women**

**Equipment.** Rubber-soled tennis shoes and any washable costume are required. These can be purchased at stores in the town.

Sports offered for the summer term are listed in the program found elsewhere in this bulletin.

30. **Principles of Physical Education.**—A theory course considering the place of physical education in society in America; relation of physical education to general education; the aims and objectives of physical education; principles guiding the choice of material; and methods of judging results. This course may be substituted for any of the required courses with the approval of the instructor. A note book is required. **Elective.** (1 hour.)

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**BIOLOGICAL SCIENCE**

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**I. Botany**

22. **General Local Flora.**—The identification of trees, native and ornamental shrubs, the common fresh water algae, liverworts, mosses, ferns, fungi, and flowering plants of the prairie and woodlands, with a study of the structures necessary for the recognition of these forms. The course is especially designed for those who teach or expect to teach the biological sciences in the secondary schools and for those who are interested in elementary science in the grades. **Prerequisite:** Consent of the instructor. (4 hours.)

43. **Microtechnic.**—A course designed for the purpose of giving the student a knowledge of the preparation and interpretation of microscopic slides. Each student can prepare and complete a set of microscopic slides for the teaching of high school botany at minimum cost. **Prerequisite:** Consent of the instructor. (4 hours.)

46. **Plant Anatomy and Identification of Woods.**—A study of the development and the ecological variations of the tissues of the leaves, stems, and roots of the seed plants and the hereditary types, special attention being given to the interpretation of microscopic slides of the above structures. A study of the structure of the wood of trees with special reference to the anatomy necessary for the identification of all of the common woods used in furniture and other uses. **Prerequisite:** Consent of the instructor. (4 hours.)

## II. Zoology

20. **Animal Biology.**—A consideration of fundamental biological principles based upon animal material. This course forms the first quarter of the first year course in zoology. The structure of cells, tissues, and organs, together with their functions, is considered. (4 hours.)

22. **Animal Biology.**—A study of the structure and habits of the animals of the various divisions of the animal kingdom. Their ecology, geographic distribution, and evolution are considered. **Elective.** (4 hours.)

Students enrolled in this course must either buy or rent a set of dissecting instruments.

30, 31, 32. **Vertebrate Zoology.**—A study of the anatomy, classification, and habits of various classes of vertebrates. Zoology 30 deals with fishes; Zoology 31, with amphibians and reptiles; Zoology 32, with birds and mammals. **Prerequisite:** Zoology 20, 21. **Elective.** (4 hours for each course.)

43, 44, 45. **Advanced Zoology.**—A study of insects which deals with the classification and ecology of this large and important class. Methods of collection and preparation of specimens are studied. The course prepares for teaching biological science in the upper grades or high school. **Prerequisite:** Zoology 20, 21. **Elective.** (4 hours for each course.)

## III. Hygiene

20. **Hygiene and Sanitation.**—The first half of the course considers health factors (environment, living habits, heredity), nutrition, the muscular, excretory, and nervous systems, and the ductless glands.

The second part takes up bacteria and the resistance of the body to them, immunity to disease, water and water purification, sewage disposal, ventilation, food preservation, and health departments. **Required in all curricula.** (4 hours.)

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## PHYSICAL SCIENCE

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### I. Chemistry

31. **Inorganic Chemistry.**—The halogens, structure of atoms and the periodic law; isotopes; determination of molecular and atomic weights; nitrogen and its compounds; sulphur and its compounds; phosphorus, arsenic, antimony; carbon and its oxides. **Prerequisite:** Chemistry 30. (4 hours.)

32. **Inorganic Chemistry.**—A continuation of Chemistry 31. The metals and an introduction to the qualitative analysis of the metals. **Prerequisite:** Chemistry 30, 31. (4 hours.)

43. **Organic Chemistry.**—An outline of the field of organic chemistry. Some emphasis is laid upon foods and allied substances because of their importance to those majoring in the biological sciences and home economics. **Prerequisite:** Chemistry 30, 31, 32. (4 hours.)

50. **Advanced Chemistry.**—Laboratory technique, maintenance and repair of apparatus such as that found in the average high-school laboratory, and use of the literature of chemistry are developed in the student by means of a simple research problem. The student is expected to choose the type of work in which he is most interested after consulting with the instructor. One quarter's work is required of all chemistry majors. **Prerequisites:** Senior College classification and Physics 30, 31, 32. (4 hours.)

## II. Physics

30. **Mechanics.**—This is the first quarter's work in the beginning course in college physics. The course includes a study of the laws of motion, force and energy relations, fluids, and molecular physics. (4 hours.)

39. **Radioactivity and X-rays.**—A class and laboratory course covering the important phenomena and the theoretical bases of radioactivity and X-radiation; electroscope and scintillation count measurements in radioactivity; absorption, fluorescence and reflection experiments with X-rays. **Prerequisite:** Physics 30, 31, 32. (4 hours.)

44. **Electrical Measurements.**—A laboratory course with experiments on high precision measurements. Potentiometer measurement of potential, current and resistance. Ballistic galvanometer measurements of quantity and capacity. Alternating current bridge. Electrochemical measurements. Magnetization and hysteresis measurement. Insulation resistance measurement. **Prerequisite:** Physics 31. (4 hours.)

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## SOCIAL SCIENCE

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### I. History

33. **History of the United States, 1492-1824.**—A brief survey of American exploration and colonization against the European background, with a more intensive study of the formation of the Union and the foundations of traditional American policies. (4 hours.)

34. **History of the United States, 1824-1876.**—Jacksonian Democracy and the beginnings of the modern pattern of political action; sectionalism and the westward movement; the Civil War and its aftermath. (4 hours.)

35. **History of the United States, 1876-1936.**—Development of industrial America and origins of present-day social and economic problems; movements for liberal reform; the World War and post-war problems, ending with an attempt to evaluate the New Deal. (4 hours.)

37. **Greek Civilization.**—This course includes a brief survey of the civilizations of the Nile, Tigris and the Euphrates valleys. The chief emphasis is on the early Greek settlements, their colonial expansion, the development of their economic and political institutions, their cultural life, and their contributions to the development of civilization. (4 hours.)

38. **Roman History.**—The early life of the Romans and the development of the institutions of the republic; the expansion of the Roman power; the development of the empire. Special attention is given to the development of political institutions and of the Roman law. (4 hours.)

39. **Medieval Europe, 500 to 1500 A. D.**—The break-up of the Roman Empire and the Barbarian Invasions; the development and significance of the Church; the development of the feudal organization of society; the crusading movement; the development of town life; the development of strong states; the Renaissance. (4 hours.)

49. **History of the Latin-American Nations.**—The chief events in the early settlement and the colonial period of their history, including an account of the administration and social, economic, and intellectual conditions under the old regime. The story of the revolutionary period and the establishment of national independence. An account of their political and constitutional struggles, their economic and cultural development, their international problems, and especially their economic and political relations with the United States. **Prerequisite:** Sophomore classification. (4 hours.)

## II. Government

44. **Local Government.**—A study of the structure and functions of the government of the political subdivisions of the State. About one-half of the course is devoted to city government, and one-half to the government of the county, township, and other local units. The governments of typical cities, townships, and counties of Illinois are studied in detail. The obligations of good citizenship are stressed, with particular attention to the responsibilities of the teacher to his community. (4 hours.)

## III. Sociology

45. **Social Problems and Social Trends.**—The nature of social problems; the problem of adjustment to external nature; population problems; problem of the distribution of wealth and income; health and physical welfare; control and care of defectives; the family and child welfare; crime; the meaning and agencies of social control. (4 hours.)