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## Bulletin 139 - Summer Session 1938

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STATE OF ILLINOIS • HENRY HORNER, GOVERNOR

*Eastern Illinois State  
Teachers College\*\*\**



*Teachers College Bulletin  
Summer Term ★ ★ 1938*

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**E I S T C**  
**C H A R L E S T O N**

## 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. **Lettering.**—A laboratory course based on a study of established styles and modern lettering. Arrangements and compositions worked out with pens and brushes, and applied to various subject matter and materials. The student should consult the head of the department as to hours. Elective. (4 hours.)

30. **Design, I. Art Structure.**—The study of fundamentals in the application of color and design. The properties and qualities of color and the elements of design are demonstrated and applied in laboratory problems. Required in the art and home economics curricula. Elective in other curricula. (4 hours.)

31. **Design, II.**—A continuation of Art 30. Study and application of principles of design and color to various types of patterns suitable for textiles and certain other materials. Designs are created by the students in several mediums. The course includes some lettering and poster design. Required in the art and home economics curricula. Prerequisite: Art 30. (4 hours.)

33. **Freehand Drawing, II.**—A continuation of Art 32. More advanced study of the application of the principles of perspective and representation. Life drawing is introduced in the study of proportions and attitudes of the human figure, with emphasis on methods of denoting action. Sketching in short poses and the technique used in finished drawings in longer poses are demonstrated. Required in the art curriculum. Prerequisites: Art 30 and Art 32. (4 hours.)

34. **Design, III. Applied Design.**—The study of decoration applied to woodblock and linoleum printing, leather tooling and weaving of textiles. Required in the art curriculum. Prerequisite: Art 33. (4 hours.)

36. **Industrial Arts.**—A continuation of Industrial Arts 25. This is an advanced course in applied design. Elective. (4 hours.)

38. **Art History, I.**—The background of the space arts. A consideration of the social and aesthetic significances of present-day art forms as expressed in architecture, painting, sculpture, and the crafts, such as furniture, metal work, textiles, records, and ceramics. Lectures illustrated by lantern slides. Required in the art curriculum. Recommended to students of the social sciences. Elective in other curricula. (4 hours.)

43. **Design, IV.**—Advanced work in pictorial and decorative compositions for easel and mural paintings. The course includes illustration work, beginning with composition of one figure with simple background in flat tones in three values and advancing to full light and shadow with several figures. A draped model will be used. Required in the art curriculum. Open only to students who have had one or more years of design and freehand drawing. (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.)

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. Elective in other curricula. (4 hours.)

52. **Oil Painting.**—Opportunity is given for oil painting during the afternoon of each day under the direction of Paul Turner Sargent, an artist of distinction. Credit for four quarter hours may be earned, or course taken without credit. Cost of equipment about \$7.50. Others than students may register for course without fee if room permits. Persons desiring course are asked to write Dr. Frank M. Gracey, head of the Department of Art, before summer school begins, so place may be reserved in class and equipment ordered. Elective.

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## COMMERCE

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### Typewriting

20. **Typewriting.**—Elementary instruction in typewriting. The work includes development of correct writing habits, drills in rhythm, simple tabulation, and letter writing. Speed requirements: minimum of twenty net words per minute for five minutes with three errors or less. (4 hours.)

21. **Typewriting.**—This course includes the typewriting of different types of business letters, special attention being given to the form, arrangement, and style. Also includes the typewriting of telegrams, cablegrams, radiograms, manuscripts, reports, rough drafts, displayed matter, tabulations, billing, and common forms of legal documents. Speed requirement: minimum of thirty net words per minute for ten minutes with five errors or less. (4 hours.)

22. **Typewriting.**—In this course, skill development is continued at a higher level. More advanced work is given in business letters, telegraphic communications, tables and other statistical matter, billing and business instruments, legal and business documents, and related typing projects. Speed requirement: minimum of forty net words per minute for ten minutes with five errors or less. (4 hours.)

40. **Methods of Teaching Typewriting.**—Methods of teaching both beginning and advanced typewriting courses are included. Demonstrations are given in the teaching of typewriting technique. Proficiency in the subject matter must be demonstrated before credit in this course is granted. (4 hours.)

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### Shorthand

23. **Shorthand.**—A beginning course in the study of Gregg shorthand. Effort is concentrated on a thorough study of principles, brief forms, and phrasing. Elementary dictation and transcription powers are developed concurrently with the training in theory. (4 hours.)

24. **Shorthand.**—A study of the principles of the shorthand system is completed. The ability to take dictation and transcribe, both business letters and articles, is further developed. (4 hours.)

40. **Methods of Teaching Shorthand.**—This course is designed for teachers and prospective teachers who desire to make a practical study of classroom problems involved in the different methods of teaching the manual. Special attention is given to the teaching of advanced dictation and transcription. Demonstrations are given in the different methods of teaching shorthand. Each student must demonstrate proficiency in Gregg shorthand theory and in taking dictation before a grade in this course is granted. (4 hours.)

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## EDUCATION

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### I. Supervised Student Teaching

20, 21, 22, 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.)

24R. **Directed Study of Rural Teaching.**—An opportunity is offered the student to study instructional and extra-instructional teaching and learning activities. The course is organized into the following illustrative units of work: lesson planning, the assignment, questioning, directed study, socialized recitation, diagnostic teaching, remedial teaching, drill, review, examination, routine, discipline and control, professional relationships and growth, and school records. **Required in the sophomore year of the two-year rural school curriculum. Prerequisite:** eight quarter hours in 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 instruction, 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.)

46. **Modern Trends in Education.**—The topics discussed vary from year to year. Each student is expected to choose for detailed study one problem in which he is especially interested. Topics such as the following are illustrative of the kind that may be taken up: curriculum building; progressive education; the guidance movement; financing education; educational research in special fields, such as reading, academic freedom, visual education, radio in education. Elective in Junior or senior year. Prerequisite: sixteen quarter hours in education. (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.)

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 Scout-mastership" 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.)

54. **Guidance and Counseling.**—A survey of the adjustment problems of the elementary and secondary pupil as normal outgrowth of teacher-pupil relations and teacher observation. The case method is used furnishing the student with suggested techniques for assisting pupils in the development of stabilized personalities. (4 hours.)

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#### ENGLISH

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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 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.)

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

31. **Speech.**—Argumentation and debate; principles, and participation in class debates on subjects of current interest. **Required for a speech minor.** (4 hours.)

35. **Greek Drama.**—Origins and development of classical drama: Aeschylus, Sophocles, Euripides, with a study of Greek life and thought, and their contribution to our culture. **Elective. Prerequisite:** English 30, 31, 34. (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.)

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. **Play Production.**—The student receives instruction and practical experience in the technique of dramatics, including acting, stagecraft, theater organization, and directing. **Required for a speech minor.** (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.)

47. **Modern English Poetry.**—Appreciation of the art of poetry, and a study of some of the chief English poets, as they illustrate the art. Milton to Burns. **Required in the English curriculum. Elective in others.** (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 with simple exercises; the international phonetic characters. (4 hours.)

### Latin

25. **Latin.**—Caesar's Civil War. The work is designed to enrich the background of those who teach Caesar's Gallic War in high school. Prerequisite: Two years of Latin in high school. Advanced students may register for this course as Latin 52 and will receive special assignments. (4 hours.)

40s. **The Teaching of Latin.**—This course is offered for teachers of Latin. It aims to evaluate the objectives of Latin instruction and to examine effective methods of presenting the subject in high school. An attempt is made to serve the individual needs of those who enroll. (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.)

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

33. **Physiography.**—A study of the processes which change the surface of the earth. The course includes quite extensive work in interpreting the earth's surface through the use of topographic maps. This course should be elected by those who may teach physiography or general science in high school. (4 hours.)

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

45. **Geography of Asia.**—An advanced course dealing chiefly with China, Japan, and India after a general survey of the continent. Prerequisite: Geography 30, 31, 43. (4 hours.)

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## HOME ECONOMICS

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### Clothing

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.)

### Foods

31. **Foods.**—A further study of facts and principles involved in food preparation with emphasis on buying and utilization to meet varied interests, needs and activities. Holiday cookery, luncheons and simple dinners. Prerequisite: Foods 30. (4 hours.)

43. **Foods.**—Experimental Cookery. A study of food preparation and cookery processes from a chemical and physical basis. Recipes analyzed and effects of various proportions studied. Prerequisite: Foods 32 and Chemistry 43. (4 hours.)



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**Home Economics**

43. **Household Equipment.**—Special training in selection, methods of operation, and care of household appliances. **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. Eight weeks' residence in a home management house required. **Prerequisite:** Junior standing in the home economics curriculum. (4 hours.)

47. **Family Relationships.**—The study of relationships in the family. The causes and effects of present-day trends in family life. **Prerequisite:** Junior standing in the home economics curriculum. (4 hours.)

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**INDUSTRIAL ARTS**

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23 (53). **Auto Mechanics.**—Mechanical principles employed in the automobile; study and comparison of standard commercial cars. Repair work is done on various types of automobiles. **Required.** (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.** (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.** (4 hours.)

39. **Household Equipment.**—Repair and Testing.—The purchase and installation of equipment. **Required.** (4 hours.)

41, 42, 43. **Practice Teaching in the General Shop.**—Two hours daily. (4 hours for each course.)

Practice teaching in Industrial Arts is offered for the first time as a summer term course. A limited number of Industrial Arts majors may avail themselves of this opportunity. High school students who come from neighboring districts as well as those adjacent to the college may earn as much as a full unit toward graduation by putting in six hours daily. Scout craft is emphasized for them and opportunity to earn various merit badges is afforded. Therefore, instead of going to a summer camp, a high school student may come to the college and receive the benefit of instruction which will count toward his high school diploma and may have all the good times in craft work which he might expect at camp. No fees are charged except for materials used.

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

57. **General Shop.**—Advanced course for seniors and experienced teachers. Organization and practice in developing laboratory areas for the junior high school. **Required.** (4 hours.)

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

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

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

63. **Traffic Efficiency and Automobile Operation.**—Critical analysis of accidents on the highway and various methods of accident prevention; significance of rules, regulations, and courtesy; tests for the safe driver; teaching the essential knowledge of automobile mechanisms, and practical automobile driving. Prerequisites: Educational Psychology, or equivalent, and automobile driving experience. Consent of instructor. (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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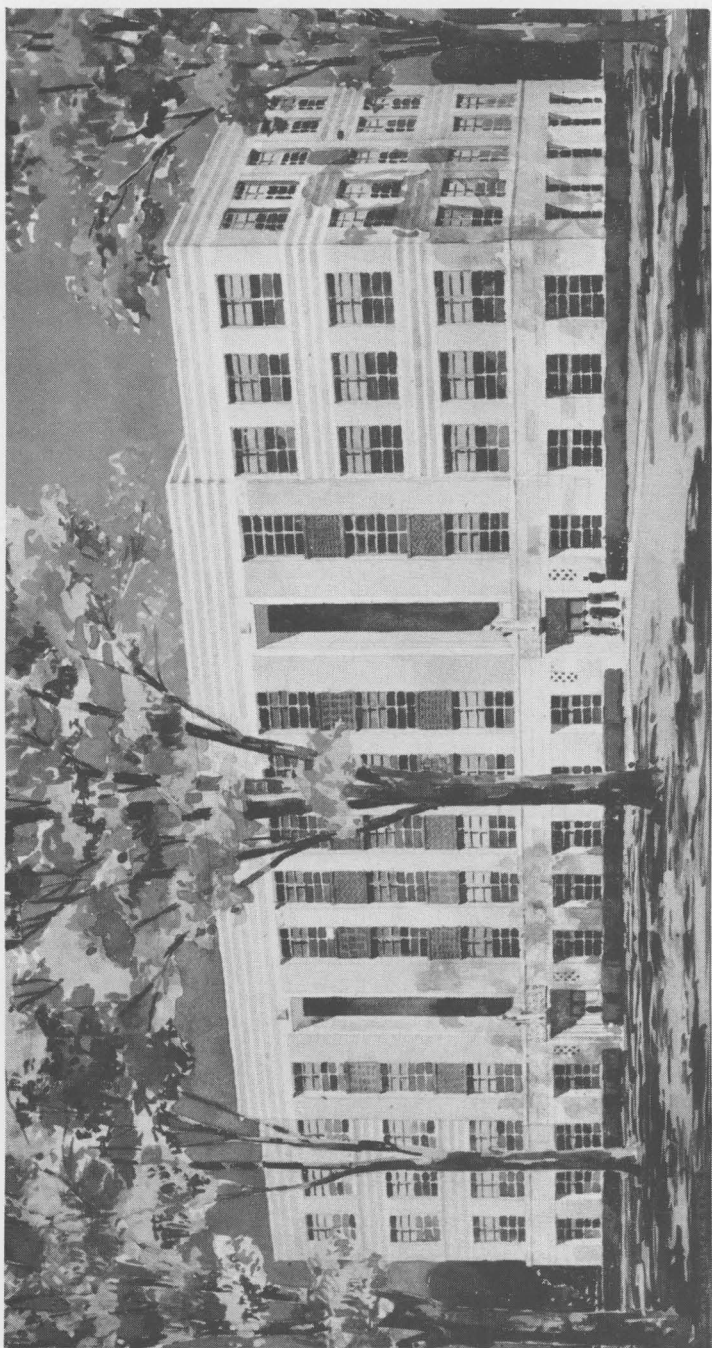
#### MATHEMATICS

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20. **The Science, Psychology, and Teaching of Number.**—This course deals with the science, psychology, and teaching of number and its processes and applications. Special attention is given to the subject matter and the technique of teaching mathematics in the first six grades. Required in the two-year curriculum and in the four-year elementary curriculum; also required of students whose major subject is mathematics. (4 hours.)

21. **Mathematics in the Upper Grades.**—The primary object of this course is to prepare teachers of mathematics for the upper grades of the elementary school. The subject matter of those grades is discussed from the standpoint of the psychological and scientific development and of its use. In presenting this subject matter, methods of teaching are used that can be readily adapted to the upper grades. Required in the two-year curriculum and in the four-year elementary curriculum. (4 hours.)

28. **College Geometry.**—The objects of this course are to improve and extend the student's knowledge of the content and methods of Euclidian geometry and to give an introduction to modern geometry. Required in the sophomore year of those whose major subject is mathematics. (4 hours.)



Architect's Drawing.

SCIENCE BUILDING.

100  
100  
100

30 (31). **Algebra and Trigonometry.**—Three hours per week are devoted to college algebra and two hours to trigonometry. Review of elementary reductions, graphs, the function idea, linear and quadratic equations, systems of equations, second and third order determinants, exponents, logarithms. Topics from trigonometry include solution of right triangles and oblique triangles, elementary relations among the trigonometric functions. **Prerequisite: One year or more of high school algebra. (4 hours.)**

34. **Analytic Geometry.**—The geometry of the straight line, circle, parabola, ellipse, and hyperbola. Parametric equations. **Prerequisite: Mathematics 30. (4 hours.)**

40. **The Teaching of High School Mathematics.**—Required in the junior year of those whose major subject is mathematics. **(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.)**

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.)**

29. **Music Appreciation and the Listener.**—This course is open to all college students. Lecture and laboratory method is employed to make intelligent music appreciation possible for those who have little musical background. The following subjects are discussed. Monophony and polyphony; folk songs and art songs and how they are to be distinguished and evaluated; sonata, concerto, and the symphony; classic, romantic, and modern vocal and instrumental forms; music and its philosophy. **Elective. (4 hours.)**

30, 31, 32. **Harmony.**—A study of the principles of chord progressions and of primary and secondary chords and their inversions; of the dominant seventh and ninth chords, of modulations, of secondary sevenths, of chromatically altered chords, of non-harmonic tones, of ornamentations, of pedal point, and of suspensions. Harmonic principles are applied to practical problems of writing in the smaller forms. **(4 hours for each course.)**

34, 35. **Instrumental Technique.**—Music 34 is an intensive study of woodwind instruments; Music 35, brass instruments. The discussion includes care, proper lip adjustment, breathing, phrasing, tone production, and methods of teaching the various instruments. Intelligent study should fit the student with training adequate to make a proper approach to elementary and secondary school band and orchestra work. **(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. The 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.)

33. **Physical Education for Teachers, I.**—The history of physical education; the physical education program. (4 hours.)

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.)

41. **Practice Teaching in Gymnasium and Playground Work.**—**Prerequisite:** Senior College classification. (4 hours.)

44. **The Organization and Administration of Physical Education.**—Program, curriculum, the physical education plant, finances, the gymnasium, locker room, shower room, equipment, records, inter-school relations. **Prerequisite:** Senior College 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.

Required courses and sports offered for the summer term are listed in the program found elsewhere in this bulletin.

31W. **Methods of Teaching Games.**—This course deals with the theory and technique of teaching team sports, individual sports, and recreational activities in the elementary school. (4 hours.)

32W. **Methods of Teaching Games.**—This course deals with the theory and technique of teaching team sports, individual sports, and recreational activities in the high school. (4 hours.)

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**BIOLOGICAL SCIENCE**


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**I. Botany**

21. **College Botany.**—A study of the reproduction of flowering plants, the development of fruit and seeds from the parts of the flower, the mechanism of heredity, and a brief study of the great groups of plants. **Prerequisite:** Botany 20. **Elective.** (4 hours.)

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.)

32. **Economic Botany.**—The relation of vegetation centers to crop centers; the effect of environment factors on the production of carbohydrates, fats, fibers, and other plant products; the value of microorganisms in the important economic practices carried on by their use; the control of the life processes of plants with special reference to the cultural practices in the arts of agriculture and in industry. This is not a laboratory course, but some field trips are required. Prerequisite: Botany 20 and 21. Elective. (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.)

21. **Animal Biology.**—This course is concerned with the various types of reproduction in animals and with genetics and eugenics. Prerequisite: Zoology 20 or equivalent. Elective. (4 hours.)

24. **Nature Study.**—A course in bird study. The aim of the course is to familiarize the student with birds in the field. Recognition of birds, a study of their nesting habits, food habits, and economic importance make up the subject matter of the course. Much of the work is done in the field. Accepted for required science in the elementary curriculum, or as an elective in the sophomore year of the elementary curriculum. (4 hours.)

25. **Nature Study.**—A study of the insects which are common in the local environment. Means of recognition, life history studies, and control measures are stressed. The insects of the fields, woods, and waters are studied as well as those found on the various farm crops. Much of the work is done in the field. Accepted for required science in the elementary curriculum, or as an elective in the sophomore year of the elementary curriculum. (4 hours.)

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.)

## 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

### I. Chemistry

30. **General Inorganic Chemistry.**—Matter and energy; elements, compounds and mixtures; studies of oxygen, hydrogen, water; fundamental laws and theories of chemistry; symbols, formulas, equations, equilibrium; solutions, ionization, chlorine and its compounds; the balancing of equations in metathetic reactions and in oxidation-reduction reactions. (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

31. **Magnetism and Electricity.**—This is one term of the regular first year of college physics. No prerequisites other than the usual high-school mathematics. (4 hours.)

35. **Mechanics and Heat.**—Second year experiments with Atwood's machine, elastic and inelastic impact, simple harmonic motion; Boyle's and Charles's Law, vapor pressure, mechanical equivalent of heat. (4 hours.)

36. **Light.**—Second year experiments with lenses and mirrors, prism and grating spectroscopy, Michelson interferometer and polarization phenomena. (4 hours.)

37. **Modern Physics.**—Second year experiments with radioactivity, discharge tubes, vacuum tubes, photo-electricity, thermocouples, X-rays. (4 hours.)

45 (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. Electro-chemical 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. Two field trips through the Lincoln country are required for credit in this course. (4 hours.)

35. **History of the United States, 1876-1937.**—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 civilization 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.)

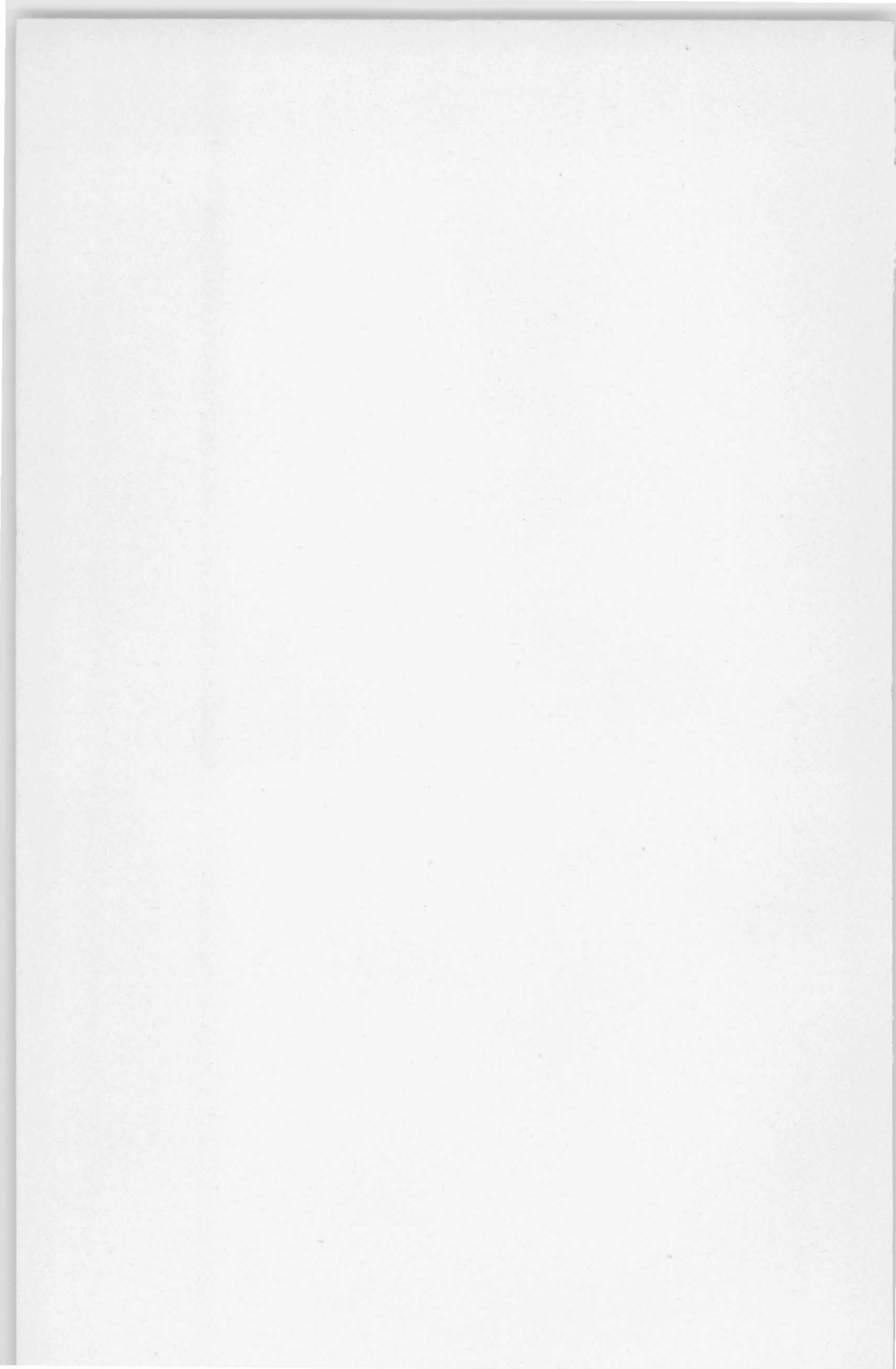
## II. Government

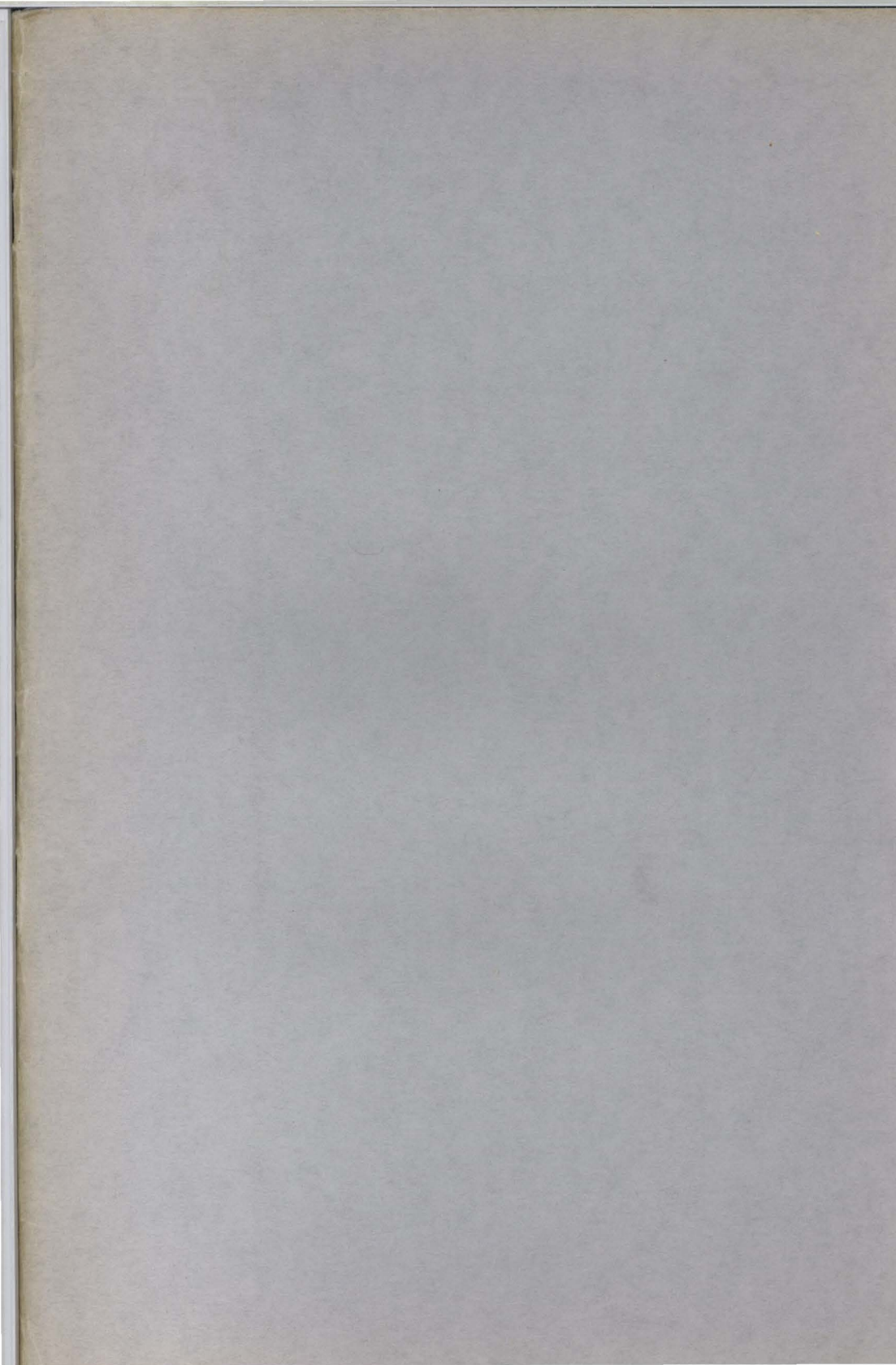
45. **The National Government.**—A study of the structure and functions of the national government of the United States, with particular attention paid to federal-state relationships. The development of federal institutions is traced. The Constitution of the United States is examined in detail. The obligations of federal citizenship are stressed. (4 hours.)

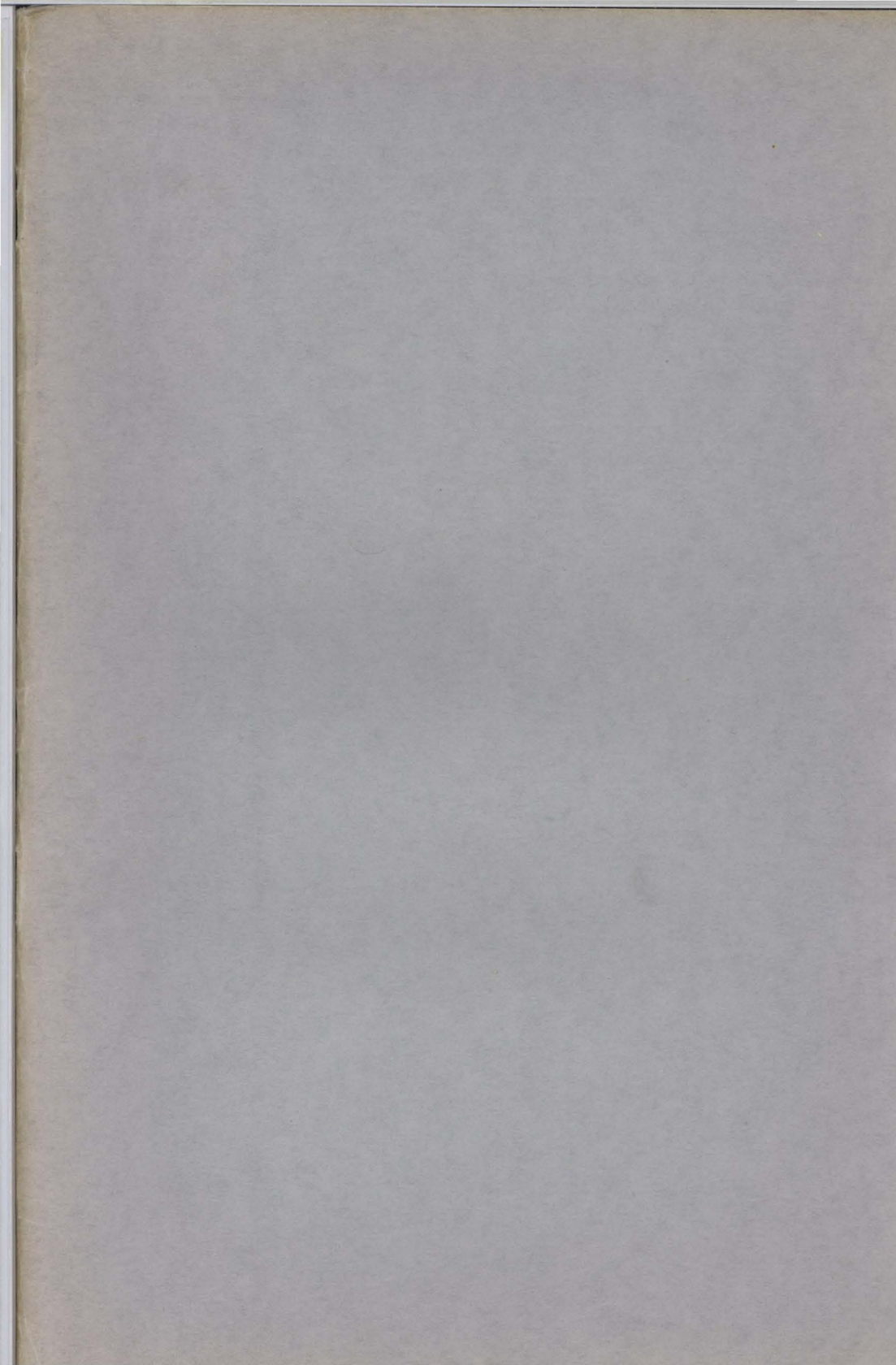
47. **International Relations of the United States.**—A study of the place of the United States in the world community with particular attention to the methods and policies of the United States in dealing with foreign nations. The development of the machinery and spirit of international cooperation is traced. (4 hours.)

## III. Sociology

43. **The Community and Society.**—The contemporary community as the unit of social study, the bases of community life, types of communities, of activities, of organization, of government, and of maladjustments; community planning; relations of the community to society as a whole. (4 hours.)







STATE OF ILLINOIS

HENRY HORNER, Governor

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# EASTERN ILLINOIS STATE TEACHERS COLLEGE

*38th Annual  
Summer Term  
June 13-August 5  
1938*

The Teachers College Bulletin—No. 139, January 1, 1938

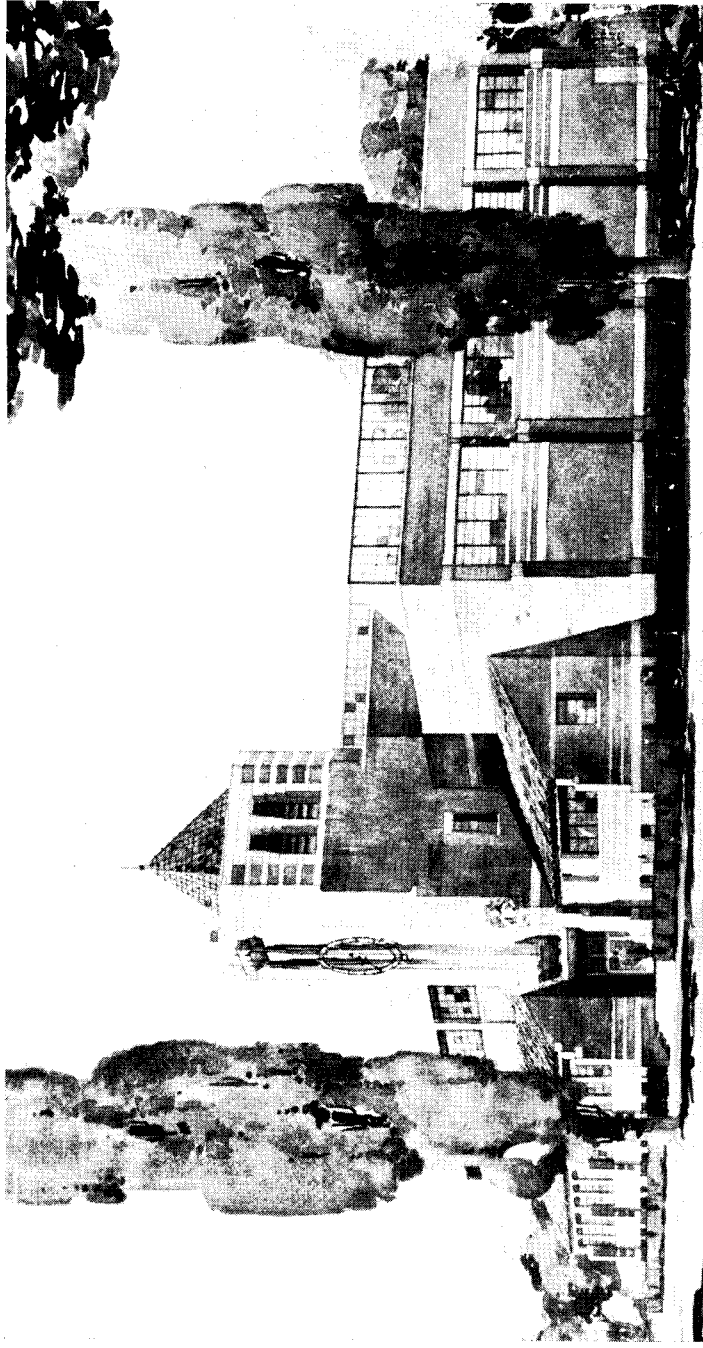
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Published Quarterly by the Eastern Illinois State Teachers College  
at Charleston, Illinois

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



(48936)



Architect's Drawing.

HEALTH EDUCATION BUILDING.

## 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.

MISS HARRIETT A. MCINTIRE, Mendota.

1933-1939

DR. WILLIAM E. SUNDERMAN, Charleston.

CHARLES E. MCMORRIS, Marshall.

JACOB E. ALSCHULER, Aurora.

1935-1941

MRS. REED GREEN, Cairo.

ROSWELL B. O'HARRA, Macomb.

DR. PRESTON BRADLEY, Chicago.

1937-1943

OTTO G. BEICH, Bloomington.



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.

\* Term expired. Present members continued in office pending reappointment or appointment of successors.

## 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, 1938

(Date of Joining Staff in Parentheses)

#### 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. (1933.)
- Frank Andrew Beu, Ph.D.....Dean  
A.B., 1920, A.M., Northwestern University, 1923; Ph.D., The  
University of Chicago, 1936. (1927.)
- Ellen A. Ford, A.M.....Dean, Emerita  
A.B., 1885, A.M., Syracuse University, 1894; The University of  
Chicago, summer, 1897. (1899.)
- 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. (1931.)
- 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. (1936.)
- Blanche Claire Thomas (1922).....Registrar
- Raymond Rosco Gregg, A.M.....Business Manager  
Diploma, Southern Illinois State Normal University, 1917;  
Ph.B., 1922, A.M., The University of Chicago, 1923; 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. (1934.)
- Marion Adams Maxim, A.B.....Director of Pemberton Hall  
A.B., Oberlin College, 1928; Graduate study, Northwestern  
University, 1929-30; Harvard University Medical School,  
summer, 1931; Boston University, 1931-33; Radcliffe College,  
1935-37. (1937.)

#### Art

- Frank Martin Gracey, Ph.D.  
B.A., Massachusetts Normal Art School, 1906; A.M., Yale Uni-  
versity, 1924; Ph.D., Boston University, 1937. (1936.)
- Mildred Ruth Whiting, Ph.D.  
B.F.A., 1928, A.M., University of Nebraska, 1933; Graduate  
study, University of Minnesota, summer 1936; Ph.D., Uni-  
versity of Nebraska, February, 1938. (1936.)
- Paul Turner Sargent  
Diploma, Eastern Illinois State Normal School, 1906; Graduate,  
The Art Institute of Chicago, 1911; post-graduate study, The  
Art Institute of Chicago, 1911-12; professional practice in  
Art, 1912—date. (1938.)

#### Botany

- Hiram Frederick Thut, Ph.D.  
A.B., Bluffton College, 1925; A.M., 1926, Ph.D., Ohio State  
University, 1930. (1932.)

#### Chemistry

- Harris Eugene Phipps, Ph.D.  
A.B., Oberlin College, 1926; Night School, University of  
Rochester, 1926-27; A.M., Oberlin College, 1928; Ph.D., Uni-  
versity of Illinois, 1931. (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. (1923.)
- Rose Zeller, A.M.  
B.Ed., Illinois State Normal University, 1926; A.M., Clark University, 1930; Graduate study, Clark University, second semester, 1930, summer, 1935, year, 1937-38. (1930.)

**Home Economics**

- Ruth Schmalhausen, A.M.  
Ph.B., University of Chicago, 1932; A.M., Columbia University, 1932. (1937.)
- Clara Mabel Attebery, A.M.  
B.S., University of Illinois, 1914; A.M., Columbia University, 1929; Graduate study, Iowa State College, summer, 1934, New York University, summer, 1936, second half year, 1936-37. (1934.)

**Hygiene**

- Sidney Britton Goff, M.D.  
B.S., University of Wisconsin, 1921; M.D., Rush Medical College, The University of Chicago, 1931. (1937.)

**Industrial Arts**

- 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; The Pennsylvania State College, 1937-38. (1930.)
- Wayne P. Hughes, A.M.  
Diploma, The Stout Institute, 1923; Coaching School, University of Notre Dame, summer, 1924; B.S., The Stout Institute, 1934; A.M., Columbia University, 1935. (1923.)
- Oliver William Fischer, A.M.  
B.S., Bradley Polytechnic Institute, 1930; A.M., University of Missouri, 1936. (1937.)

**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. (1904.)
- May Smith, M.S.  
Diploma, Eastern Illinois State Teachers College, 1921; B.S., 1924, M.S., University of Illinois, 1936. (1931.)
- Lucille Zeda Crosby, B.S. in L.S.  
B.A., Friends University, 1925; B.S. in L.S., University of Illinois, 1930. (1935.)
- Esther Duggleby, B.S. in L.S.  
A.E., University of Denver, 1926; Library School, University of Iowa, summer session, 1929; B.S. in L.S., University of Illinois, 1931; Graduate study, University of Illinois Library School, 1934-35, summers, 1935 and 1937. (1935.)
- 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. (1932.)

**Mathematics**

- Hobart Franklin Heller, A.M.  
B.S., Gettysburg College, 1924; A.M., Columbia University, 1931; Graduate study, State University of Iowa, summer, 1934; Columbia University, 1935-36. (1931.)

**Zoology**

- Charles Stockman Spooner, Ph.D.  
 A.B., Cornell University, 1907; Part-time graduate student,  
 Cornell University, 1911-12; A.M., University of Illinois, 1918;  
 Graduate study, The University of Chicago, summer, 1918;  
 Ph.D., University of Illinois, 1936. (1919.) (Part-time.)
- Walter Merritt Scruggs, M.S.  
 B.Ed., Eastern Illinois State Teachers College, 1928; M.S.,  
 University of Illinois, 1935; Graduate study, Harvard Uni-  
 versity, 1937-38. (1929.)

**Training School**

- Walter Wellman Cook, Ph.D.  
 Director of Teacher Training and Placement Bureau. (Part-  
 time.); A.B., 1923, A.M., 1926, Ph.D., State University of  
 Iowa, 1931. (1931.)
- Harry Louis Metter, Ph.D.  
 Acting Director of Teacher Training and Placement Bureau  
 Diploma, Southern Illinois State Normal University, 1921;  
 B.S., 1924, M.S., 1925, Ph.D., University of Illinois, 1933.  
 (1934.)
- Leah I. Stevens, S.M. .... 7th Grade  
 Diploma, Illinois State Normal University, 1917; S.B., The  
 University of Chicago, 1924; Summer field trip, Clark Uni-  
 versity, 1927; S.M., The University of Chicago, 1934; Grad-  
 uate study, Columbia University, summer, 1937. (1920.)
- Emily Veronica Baker, A.M. .... 6th Grade  
 B.Ed., Illinois State Normal University, 1929; A.M., George  
 Peabody College for Teachers, 1933. (1935.)
- Barbara Stiegmeyer, A.M. .... 5th Grade  
 A.B., 1929, A.M., University of Illinois, 1932. (1938.)
- Myrtle Arnold, A.M. .... 4th Grade  
 Diploma, St. Cloud State Teachers College, 1917; B.S., Uni-  
 versity of Minnesota, 1930; A.M., George Peabody College  
 for Teachers, 1935. (1930.)
- Nannilee Saunders, A.M. .... 3d Grade  
 B.S., George Peabody College for Teachers, 1929; A.M., Co-  
 lumbia University, 1935. (1935.)
- Olive Lenore Thompson, A.M. .... 2d Grade  
 A.B., Iowa State Teachers College, 1930; A.M., The State  
 University of Iowa, 1936. (1937.)
- Margaret B. Donley, A.M. .... 1st Grade  
 B.S., Kansas State Teachers College, Emporia, 1927; A.M.,  
 Columbia University, 1932. (1935.)

**Office**

- Clara Edith Willson. (1923.) .... Stenographer
- Violet Bird Taylor, B.A. .... Stenographer  
 B.A., College of Wooster, 1927. (1935.)
- Lola Avalon Eberly, A.B. .... Stenographer  
 A.B., University of Nebraska, 1927. (1932.)
- Loretta Catherine Harvey, A.B. .... Stenographer  
 A.B., University of Illinois, 1931. (1937.)
- Dorothy Virginia Davis. .... Stenographer  
 Eastern Illinois State Teachers College. (1937.)
- Henry J. Arnold, A.M. .... Manager, Textbook Library  
 A.B., DePauw University, 1923; A.M., University of Illinois,  
 1928. (1935.)
- Roy Kenneth Wilson, B.Ed. ....  
 .... Director of Alumni Activities and Public Relations  
 B.Ed., Eastern Illinois State Teachers College, 1936. (1937.)
- Camille Frank Monier. (1935.) .... Superintendent of Grounds
- Granvil Shafer. (1910.) .... Superintendent of Buildings
- Edson B. Clodfelter. (1918.) .... Superintendent of Heating

**Zoology**

- Charles Stockman Spooner, Ph.D.  
 A.B., Cornell University, 1907; Part-time graduate student,  
 Cornell University, 1911-12; A.M., University of Illinois, 1918;  
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 B.Ed., Illinois State Normal University, 1929; A.M., George  
 Peabody College for Teachers, 1933. (1935.)
- Barbara Stiegmeyer, A.M.....5th Grade  
 A.B., 1929, A.M., University of Illinois, 1932. (1933.)
- Myrtle Arnold, A.M.....4th Grade  
 Diploma, St. Cloud State Teachers College, 1917; B.S., Uni-  
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 for Teachers, 1935. (1930.)
- Nannilee Saunders, A.M.....3d Grade  
 B.S., George Peabody College for Teachers, 1929; A.M., Col-  
 umbia University, 1935. (1935.)
- Olive Lenore Thompson, A.M.....2d Grade  
 A.B., Iowa State Teachers College, 1930; A.M., The State  
 University of Iowa, 1936. (1937.)
- Margaret B. Donley, A.M.....1st Grade  
 B.S., Kansas State Teachers College, Emporia, 1927; A.M.,  
 Columbia University, 1932. (1935.)

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- Violet Bird Taylor, B.A.....Stenographer  
 B.A., College of Wooster, 1927. (1935.)
- Lola Avalon Eberly, A.B.....Stenographer  
 A.B., University of Nebraska, 1927. (1932.)
- Loretta Catherine Harvey, A.B.....Stenographer  
 A.B., University of Illinois, 1931. (1937.)
- Dorothy Virginia Davis.....Stenographer  
 Eastern Illinois State Teachers College. (1937.)
- Henry J. Arnold, A.M.....Manager, Textbook Library  
 A.B., DePauw University, 1923; A.M., University of Illinois,  
 1928. (1935.)
- Roy Kenneth Wilson, B.Ed.....  
 .....Director of Alumni Activities and Public Relations  
 B.Ed., Eastern Illinois State Teachers College, 1936. (1937.)
- Camille Frank Monier. (1935.).....Superintendent of Grounds
- Granvil Shafer. (1910.).....Superintendent of Buildings
- Edson B. Clodfelter. (1918.).....Superintendent of Heating

## ENRICHMENT OF SUMMER SCHOOL PROGRAM

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Espesial attention is called to the following courses:

### Elementary and Rural Teachers:

- Art 26: Teachers Course in Public School Art.
- Botany 22: Local Flora.
- English 23: Story-Telling.
- Geography 21: Climatology.
- Geography 30: North America.
- Music 28: Public School Materials and Methods.
- Penmanship 20: Meets requirements for Palmer Certificate.
- \*Physical Education 31W: Methods of Teaching Games in the Elementary School.
- \*Zoology 24: Bird Study.
- \*Zoology 25: Insect Study.

### High School Teachers:

- Art 49: Commercial Design.
- \*Art 52: Oil Painting.
- Botany 32: Economic Botany.
- Education 44: Tests and Measurements.
- Education 51: Abnormal Psychology.
- \*Education 54: Guidance and Counseling.
- English 45: Oral English.
- \*Government 47: International Relations of the United States.
- Industrial Arts 62: Farm Mechanics.
- \*Industrial Arts 63: Traffic Efficiency and Automobile Operation.
- Language 30: General Language.
- \*Latin 25: Caesar's Civil War.
- Music 34, 35: Wind and Brass Instrument Technique.
- \*Physical Education 32W: Methods of Teaching Games in the High School.
- Physical Education 36: Coaching Basketball.
- \*Physical Education 41: Practice Teaching in Gymnasium and Playground Work.
- Shorthand 23, 24: Beginning Shorthand.
- \*Shorthand 40: Methods in Shorthand.
- Typewriting 20, 21, 22: Beginning and Advanced Typewriting.
- \*Typewriting 40: Methods in Typewriting.

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\* New courses offered for first time.



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**

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, plus the student activity fee and book rental fee.

Students who are dropped for poor scholarship or who are on probation on account of low scholarship at other colleges and universities, unless they have been out of school for one year, must pay tuition, plus the student activity fee and book rental fee, 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/>
	\$11.25
Book Rental Fee.....	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 textbooks 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 \$2.00 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 13.

**Change of program.**—A fee of \$1.00 is charged for a change of program after Wednesday, June 15.

**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 18.

**ASSEMBLY**

College Assembly is held in the Assembly Hall on Tuesdays at 11:30 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 1938 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 1938 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 1938 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.

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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 \$16.00 to \$20.00, and board at \$38.00 for the term, payable on June 14. 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 Head of Pemberton Hall, Miss Marion Maxim. 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 11.

#### 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.

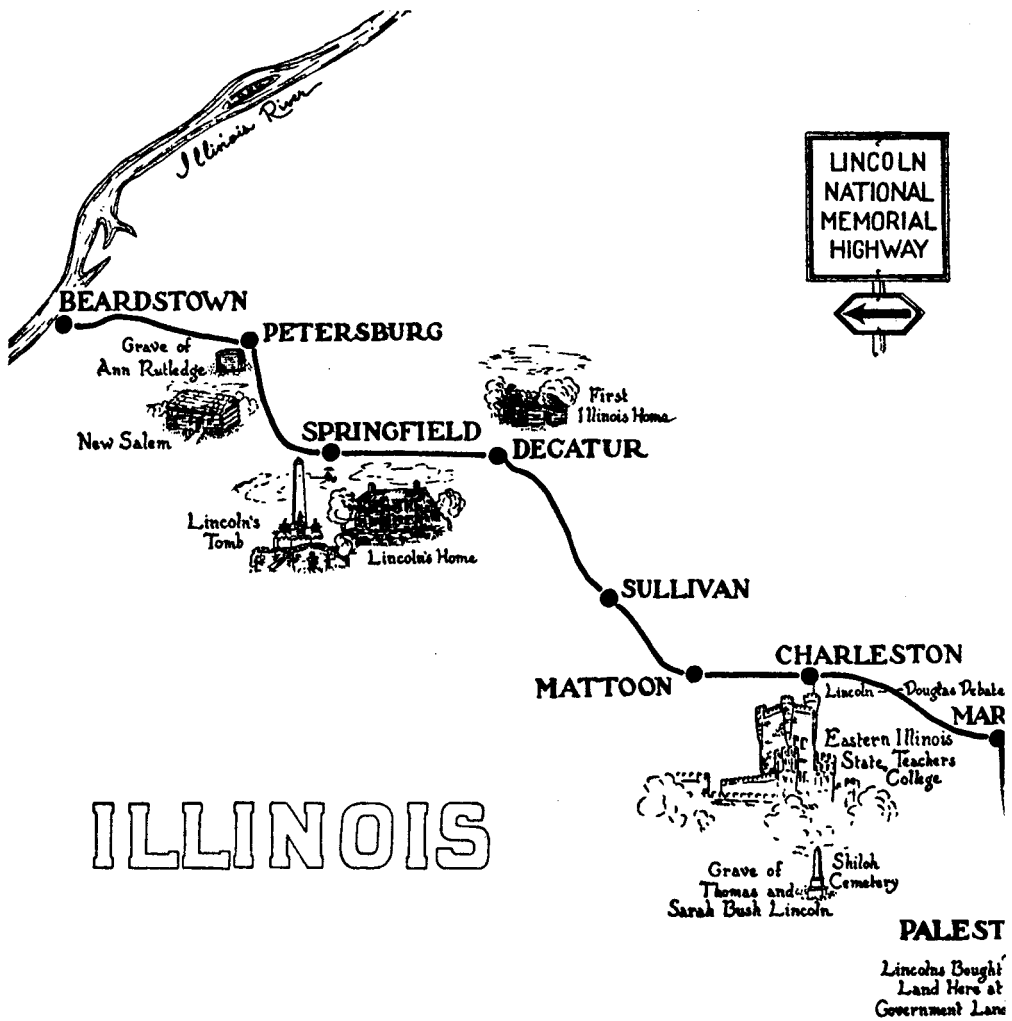
#### "PANTHER LAIR" CO-OPERATIVE HOUSE

The "Panther Lair," a ten-room house, adjacent to the campus, has been refurbished and serves as a men's dormitory and dining room. It is 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 costs from \$2.00 to \$2.50 a week. Inquiries should be addressed to the Dean of Men, Mr. Hobart F. Heller.

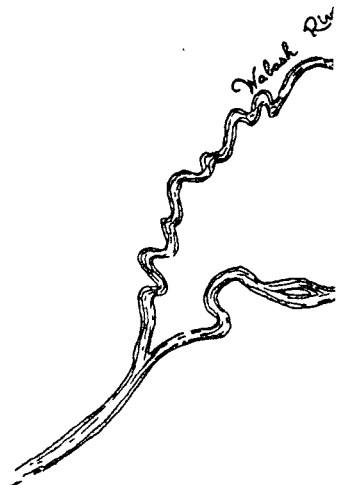
#### LIBRARY

The library, containing over 49,614 books and pamphlets, is open to all students. During the summer term of 1933 books on the following subjects will be exhibited:

1. Recent textbooks.
2. Forty books for boys and girls.
3. Pamphlets on geography.



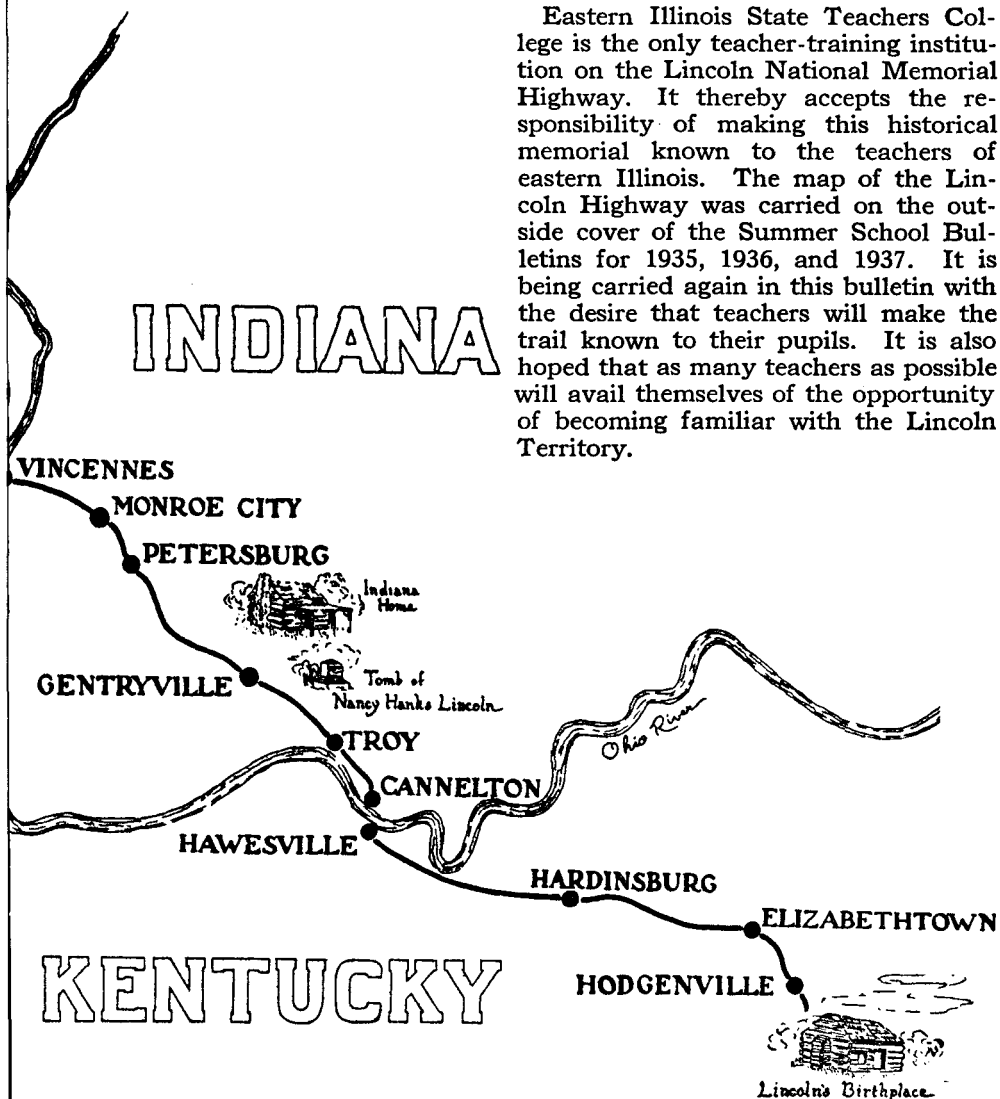
The  
 Teachers College  
 on the  
 Lincoln Memorial  
 Highway



The Lincoln National Memorial Highway was planned to commemorate the route traveled by Thomas Lincoln and his family from near Hodgenville, Kentucky, the birthplace of Abraham Lincoln, to Beardstown, Illinois. It thus connects places of historical importance in the life of Abraham Lincoln. That part of the Highway in Illinois was located in 1930-1931, after the examination of all available evidence, by a commission consisting of Hon. Logan Hay, Dr. Schmidt, Dr. Barrett, Governor Henry Horner (then Judge), and Paul Angle. Most of the Highway is now a paved road and the few remaining gaps will doubtless soon be paved. Many parks and monuments commemorating important events in the life of the Lincoln family are to be found along this Highway.

Eastern Illinois State Teachers College is the only teacher-training institution on the Lincoln National Memorial Highway. It thereby accepts the responsibility of making this historical memorial known to the teachers of eastern Illinois. The map of the Lincoln Highway was carried on the outside cover of the Summer School Bulletins for 1935, 1936, and 1937. It is being carried again in this bulletin with the desire that teachers will make the trail known to their pupils. It is also hoped that as many teachers as possible will avail themselves of the opportunity of becoming familiar with the Lincoln Territory.

# INDIANA



# KENTUCKY

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 grades 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.

#### **SUMMER EDUCATIONAL CONFERENCE**

The Third Annual Summer Educational Conference, Book and Equipment Exhibit, will be held Wednesday, Thursday, and Friday, July 6, 7, 8. Prominent educators will speak and the most recent books and materials for teaching will be on exhibit.

#### **ANNOUNCEMENT FOR 1938-39**

Anyone interested in obtaining a bulletin of the college with full information concerning the college year 1938-39 should write to the Registrar, Miss Blanche C. Thomas.

#### **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.

#### **THE CERTIFICATING LAW**

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

II. The completion of the two-year grade curriculum gives a limited elementary certificate.

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#### **THE CERTIFICATING LAW**

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

II. The completion of the two-year grade curriculum gives a limited elementary certificate.



III. The completion of the first two years in any curriculum (96 quarter hours) gives a limited elementary certificate, provided the student's credits include the following courses: (See also note below.)

English (English 20 and 21 or 26).....	8 quarter hours
Mathematics or Natural Science (2 quarters).	8 quarter hours
History or Social Science (2 quarters).....	8 quarter hours
Education (Educational Psychology—Education 21 or 22—2½ sem. hours and Principles of Education—Education 23 (43)—2½ sem. hours) .....	8 quarter hours
Practice Teaching (Teaching 20, 21).....	8 quarter hours
Electives .....	56 quarter hours

96 quarter hours

IV. Graduation with the degree gives a high school or elementary certificate.

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

Note: For certification and graduation requirements relative to scholarship, see pages 14 and 20.

No student will be recommended for a limited elementary certificate until the required work in physical education, Penmanship 20, and Library 20 has been successfully completed. Any student in a four-year curriculum desiring to obtain a limited elementary certificate must show 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.

**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; supervision 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) <sup>4</sup> 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. <sup>6</sup>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 or exchange of limited certificate.