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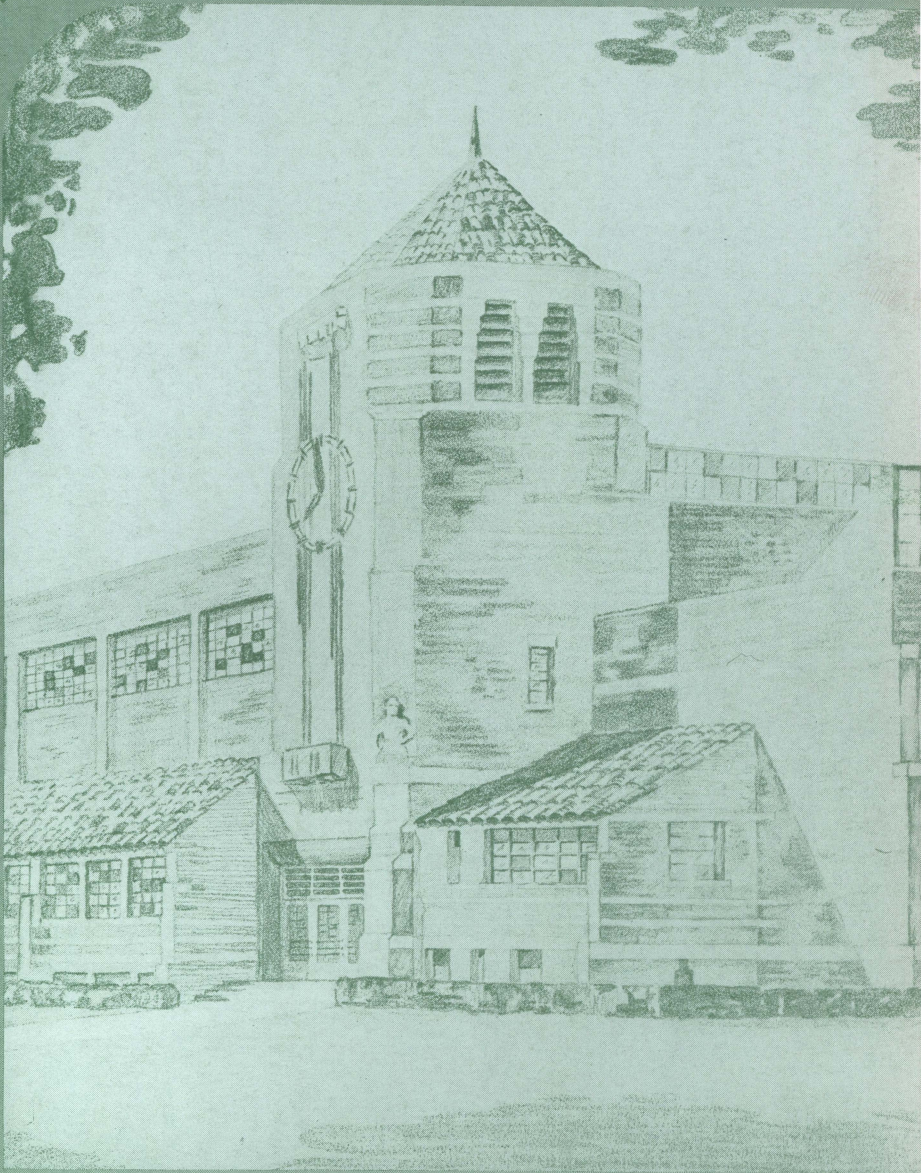
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# EASTERN ILLINOIS STATE TEACHERS COLLEGE BULLETIN



STATE OF ILLINOIS  
HENRY HORNER, Governor

CHARLESTON, ILLINOIS

SUMMER TERM 1939



## To the Unknown Teacher

---

I sing the praise of the Unknown Teacher. Great generals win campaigns, but it is the Unknown Soldier who wins the war. Famous educators plan new systems of pedagogy, but it is the Unknown Teacher who delivers and guides the young. He lives in obscurity and contends with hardship. For him no trumpets blare, no chariots wait, no golden decorations are decreed. He keeps the watch along the borders of darkness, and makes the attack on the trenches of ignorance and folly. Patient in his duty, he strives to conquer the evil powers which are enemies of youth. He awakens sleeping spirits. He quickens the indolent, encourages the eager, and steadies the unstable. He communicates his own joy in learning, and shares with boys and girls the best treasures of his mind. He lights many candles, which, in later years, will shine back to cheer him. This is his reward.

Knowledge may be gained from books; but the love of knowledge is transmitted only by personal contact. No one has deserved better of the Republic than the Unknown Teacher. No one is more worthy to be enrolled in a democratic Aristocracy, "King of himself and servant of mankind."

HENRY VAN DYKE.

# EASTERN ILLINOIS STATE TEACHERS COLLEGE BULLETIN

**39th Annual  
Summer Term  
June 12-August 4  
1939**

The Teachers College Bulletin—No. 143, January 1, 1939.

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at Charleston, Illinois

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Charleston, Illinois. Act of Congress, July 16, 1894.



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(76237)

## 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, 1939

(Date of Joining Staff in Parentheses)

(Asterisk (\*) indicates head of the department.)

#### 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; A.M., University of Illinois, 1938. (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; Graduate study, State University of Iowa, summer,  
1934; 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.....Registrar (1922)
- 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, 1936-38. (1934.)
- Harry Louis Metter, Ph.D.....Director  
of Teacher Training and Placement  
Diploma, Southern Illinois State Normal University, 1921;  
B. S., 1924, M.S., 1925, Ph.D., University of Illinois, 1933.  
(1934.)
- Donald Allen Rothschild, Ph.D.....Principal, High School  
A.B., 1924, A.M., University of Illinois, 1927; Ph.D., State  
University of Iowa, 1932. (1934.)
- Arthur U. Edwards, Ph.D.....Principal, Elementary School  
A.B., Iowa State Teachers College, 1924; A.M., 1928, Ph.D.,  
State University of Iowa, 1932. (1937.)
- Hans Christian Olsen, Ph.D.....Director  
of Off-Campus Student-Teaching  
A.B., Nebraska State Teachers College, 1920; M.A., 1922, Ph.D.,  
Columbia University, 1926. (1938.)
- Bryan Heise, Ph.D.....Director of Extension  
A.B., 1919, A.M., Ohio State University, 1926; Ph.D., Univer-  
sity of Michigan, 1937. (1937.)
- Mary Ellen Thompson, R.N.....College Nurse  
Student, North Dakota Agricultural College, 1903-4; Student,  
State Normal School, Moorhead, Minnesota, 1905-6; Gradu-  
ate, St. John's Training School for Nurses, Fargo, North  
Dakota, 1916. (1930.)
- Beatrice Miriam Yates, A.M.....Director of Pemberton Hall  
A.B., Cornell College, 1927; A.M., Columbia University, 1930.  
(1938.)
- Camille F. Monier.....Superintendent of Grounds (1935.)



- Granvil Shafer.....Superintendent of Buildings (1910.)  
 Edson B. Clodfelter.....Superintendent of Heating (1918.)  
 Clara Edith Willson.....Stenographer (1923.)  
 Violet Bird Taylor, B.A.....Stenographer  
 B.A., Wooster College, 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.)

**Art**

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

**Biological Science***Botany*

- Ernest Lincoln Stover, Ph.D.\*.....Professor  
 B.S., 1917, M.S., Ohio State University, 1919; Ph.D., The Uni-  
 versity of Chicago, 1924. (1923.)

*Zoology*

- Charles Stockman Spooner, Ph.D.\*.....Associate Professor  
 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.)

*Nature Study*

- Walter Merritt Scruggs, M.S.....Instructor  
 B.Ed., Eastern Illinois State Teachers College, 1928; M.S.,  
 University of Illinois, 1935; Graduate study, Harvard Univer-  
 sity, 1937-38. (1929.)

*Hygiene*

- Sidney Britton Goff, M.D.....Instructor and College Physician  
 B.S., University of Wisconsin, 1921; M.D., Rush Medical Col-  
 lege, The University of Chicago, 1931. (1937.)  
 Harold Maxon Cavins, M.S.....Instructor  
 B.S., University of Illinois, 1924; M.S., The Pennsylvania State  
 College, 1928; Graduate study, Michigan State College, sum-  
 mer, 1930; Iowa State College, summer, 1934; Stanford  
 University, 1937-38. (1928.)

**Commerce**

- James Michael Thompson, Ed.D.\*.....Assistant Professor  
 B.S., Nebraska State Normal School, 1929; A.M., Colorado  
 State Teachers College, 1933; Ed.D., New York University,  
 1936. (1937.)

James O. Thompson, M.A.....Instructor  
A.B., 1934, M.A., Colorado State College of Education, 1936;  
Graduate study, Oklahoma Agricultural and Mechanical Col-  
lege, summers 1937 and 1938. (Substitute Instructor, summer,  
1939.)

#### Education

Frank Andrew Beu, Ph.D.....Professor  
A.B., 1920, A.M., Northwestern University, 1923; Ph.D., The  
University of Chicago, 1936. (1927.)  
Harry Louis Metter, Ph.D.....Associate Professor  
Diploma, Southern Illinois State Normal University, 1921;  
B.S., 1924, M.S., 1925, Ph.D., University of Illinois, 1933.  
(1934.)  
Donald Allen Rothschild, Ph.D.....Associate Professor  
A.B., 1924, A.M., University of Illinois, 1927; Ph.D., State  
University of Iowa, 1932. (1934.)  
Bryan Heise, Ph.D.....Assistant Professor  
A.B., 1919, A.M., Ohio State University, 1926; Ph.D., Univer-  
sity of Michigan, 1937. (1937.)  
Arthur U. Edwards, Ph.D.....Assistant Professor  
A.B., Iowa State Teachers College, 1924; A.M., 1928, Ph.D.,  
State University of Iowa, 1932. (1937.)  
Hans Christian Olsen, Ph.D.....Assistant Professor  
A.B., Nebraska State Teachers College, 1920; M.A., 1922,  
Ph.D., Columbia University, 1926. (1938.)  
William H. Zeigel, Ph.D.....Assistant Professor  
B.S., Kirksville State Teachers College, 1925; A.M., 1926, Ph.D.,  
University of Missouri, 1930. (1937.)

#### English

Howard DeForest Widger, A.M.....Professor  
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, 1935-37, 1938-39.  
(1912.)  
Franklyn Lehman Andrews, A.M.....Associate Professor  
Ph.B., The University of Chicago, 1922; A.M., University of  
Illinois, 1929; Graduate study, Columbia University, summer  
terms, 1936 and 1937. (1929.)  
Eugene M. Waffle, A.M.....Assistant Professor  
A.B., Indiana State Teachers College, 1925; Graduate study,  
The University of Chicago, 1925-26; A.M., Columbia Uni-  
versity, 1932; Graduate study, George Peabody College for  
Teachers, 1934-36, spring quarters, 1937 and 1939. (1926.)  
Robert Armand Shiley, A.M.....Instructor  
A.B., 1925, A.M., State University of Iowa, 1926; Part-time  
graduate student, The University of Chicago, 1926-31; Grad-  
uate study, State University of Iowa, summers, 1929, 1930;  
The Sorbonne, University of Paris, summer, 1933; Yale  
University, 1936-39. (1931.)  
Harriet Love, M.S.....Instructor  
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.)

#### Geography

Rose Zeller, A.M.....Instructor  
B.Ed., Illinois State Normal University, 1926; A.M., Clark  
University, 1930; Graduate study, Clark University, second  
semester, 1930, summer, 1935; 1937-39. (1930.)  
Harry E. Hoy, Ph.D.....Instructor  
B.S., 1929, A.M., 1933, Ph.D., University of Nebraska, 1939.  
(Substitute Instructor, summer, 1939.)

#### Home Economics

Marie Evelyn Lindberg, M.S.....Instructor  
B.S., University of Minnesota, 1932; M.S., University of  
Iowa, 1934. (1938.)



- Hazle M. Bledsoe, M.S.....Instructor  
 B.S., Central Missouri State Teachers College, 1926; M.S.,  
 Colorado State College, 1935; University of Wisconsin, sum-  
 mer terms, 1928, 1931; Vogue School of Design, 1938. (Sub-  
 stitute Instructor, summer, 1939.)
- Gertrude Seyb, M.S.....Instructor  
 B.S., Kansas State Agricultural College, 1931; M.S., Univer-  
 sity of Illinois, 1939. (Substitute Instructor, summer, 1939.)

**Industrial Arts**

- Walter A. Klehm, Ed.D.\*.....Associate Professor  
 A.B., North Central College, 1924; M.A., University of Illinois,  
 1929; Ed.D., University of Missouri, 1936. (1938.)
- John Allan McClure, M.S.....Instructor  
 B.S., 1933, M.S., University of Illinois, 1937. (1938.)
- Merlin Raymond Wagner, M.S.....Instructor  
 B.S., The Stout Institute, 1932; M.S., Oregon State Agricul-  
 tural College, 1933; Graduate study, Oregon State Agricul-  
 tural College, 1936-37. (1937.)
- Oliver William Fischer, A.M.....Instructor  
 B.S., Bradley Polytechnic Institute, 1930; A.M., University of  
 Missouri, 1936. (1937.)

**Library**

- Mary Josephine Booth, B.L.S.\*.....Associate Professor  
 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. ....Instructor  
 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.....Instructor  
 B.A., Friends University, 1925; B.S. in L.S., University of  
 Illinois, 1930. (1935.)
- Esther Duggleby, M.A. ....Instructor  
 A.B., University of Denver, 1926; Library School, University  
 of Iowa, summer session, 1929; B.S. in L.S., 1931, M.A.,  
 University of Illinois, 1938. (1935.)
- Harriet Love, M.S. ....Instructor  
 A.B., Vassar College, 1926; Certificate, Library School of the  
 University of Wisconsin, 1927; M.S., School of Library Sci-  
 ence, Western Reserve University, 1932. (1932.)

**Mathematics**

- Edson Homer Taylor, Ph.D.\*.....Professor  
 B.S., National Normal University 1896; A.M., 1905, Ph.D.,  
 Harvard University, 1909; Teachers College, Columbia Uni-  
 versity, first semester, 1912-13; Student in Germany, second  
 semester, 1912-13. (1899.)
- Hobart Franklin Heller, A.M.....Assistant Professor  
 B.S., Gettysburg College, 1924; A.M., Columbia University,  
 1931; Graduate study, State University of Iowa, summer,  
 1934; Columbia University, 1935-36. (1931.)

**Music**

- Irving Wolfe, Ph.D.\*.....Assistant Professor  
 B.A., Iowa State Teachers College, 1925; M.S., 1931, Ph.D.,  
 Northwestern University, 1936. (1937.)
- Robert Austin Warner, M.A.....Instructor  
 A.B., Iowa State Teachers College, 1933; M.A., Eastman  
 School of Music, University of Rochester, 1938. (1938.)
- Ethel I. Hanson, A.M.....Instructor  
 Diploma, Milwaukee State Teachers College, 1916; B.M., Uni-  
 versity of Wisconsin, 1924; Graduate study, Northwestern  
 University, summers, 1931, 1932, 1933; A.M., University of  
 Wisconsin, 1935. (1927.)

**Penmanship**

Jessie Martha Hunter, A.M.....Instructor  
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. (1937.)

**Physical Education***Men*

Paris John Van Horn, M.S.....Instructor  
B.S., Indiana State Teachers College, 1926; M.S., Indiana University, 1935; Graduate study, Indiana University, summers, 1937, 1938. (1935.)

Gilbert Carson, A.M. ....Instructor  
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. (1936.)

*Women*

Mabel J. Hupprich, M.S.....Instructor  
B.S., 1926, M.S., University of Wisconsin, 1930; Graduate study, University of Wisconsin, 1933-34. (1934.)

Edith Crawford Haight, M.A.....Instructor  
A.B., Women's College of the University of North Carolina, 1915; M.A., Columbia University, 1926. (1938.)

**Physical Science***Chemistry*

Harris Eugene Phipps, Ph.D.\*.....Associate Professor  
A.B., Oberlin College, 1926; Night school, University of Rochester, 1926-27; A.M., Oberlin College, 1928; Ph.D., University of Illinois, 1931. (1931.)

*Physics*

Frank Louis Verwiebe, Ph.D.....Assistant Professor  
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; Graduate study, The University of Chicago, summer, 1938; visiting professor, Vanderbilt University, 1938-39. (1934.)

**Social Science**

Simeon E. Thomas, A.M., LL.D.\*.....Professor  
Ph.B., Upper Iowa University, 1898; A.M., State University of Iowa, 1902; Graduate study, Harvard University, 1902-4; LL.D., Upper Iowa University, 1937. (1906.)

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

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

**Speech**

James Glenn Ross, Ph.D.\*.....Assistant Professor  
B.A., 1925, M.A., 1928, Ph.D., Ohio State University, 1933. (1934.)

**Training School**

Harry Louis Metter, Ph.D.....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.)

- Arthur U. Edwards, Ph.D.....Principal of Elementary School  
A.B., Iowa State Teachers College, 1924; A.M., 1928, Ph.D.,  
State University of Iowa, 1932. (1937.)
- Edith Levake, A.M.....Instructor and Seventh Grade Critic  
Diploma, State Normal School, Platteville, Wisconsin, 1910; B.S.,  
The University of Chicago, 1927; Graduate study, The Uni-  
versity of Chicago, summers, 1929, 1930, 1932, 1933; A.M.,  
University of Southern California, 1935; Graduate study,  
University of Mexico, summer, 1938. (1924.)
- Emily Veronica Baker, A.M....Instructor and Sixth Grade Critic  
B.Ed., Illinois State Normal University, 1929; A.M., George  
Peabody College for Teachers, 1933; part-time graduate  
study, University of Illinois, 1936-37, first semester, 1937-38;  
graduate study, Columbia University, summer, 1938. (1935.)
- Bernice I. Bankson, A.M.....Instructor and Fifth Grade Critic  
Diploma, Illinois State Normal University, 1927; B.Ed., East-  
ern Illinois State Teachers College, 1932; A.M., Columbia  
University, 1933; Graduate study, University of California,  
summer, 1938. (1933.)
- Hettie Ellender Blythe, A.M...Instructor and Fourth Grade Critic  
B.Ed., Eastern Illinois State Teachers College, 1929; A.M.,  
Columbia University, 1935. (Substitute Instructor, summer,  
1939.)
- Mae Jessie Ivey, A.M.....Instructor and Third Grade Critic  
Ph.B., The University of Chicago, 1928; A.M., Columbia Uni-  
versity, 1932. (Substitute Instructor, summer, 1939.)
- Mary Letitia Ellicott, A.M....Instructor and Second Grade Critic  
Diploma, State Teachers College, Chadron, Nebraska, 1924;  
A.B., 1929, A.M., Colorado State College of Education, 1931.  
(Substitute Instructor, summer, 1939.)
- Margaret B. Donley, A.M.....Instructor and First Grade Critic  
B.S., Kansas State Teachers College, Emporia, 1927; A.M.,  
Columbia University, 1932. (1935.)

**NEW COURSES OFFERED FOR THE FIRST TIME IN  
SUMMER SCHOOL****Elementary and Rural Teachers:**

Art 233: Blackboard and Instrumental Drawing.  
Education 453: Extra-curricular Activities.  
History 247, 248, 249: Field History of Eastern United States and Southern Canada.  
Home Economics 305: Home Economics for Rural and Elementary School Teachers.  
Industrial Arts 225: Intermediate Grade Handwork.  
Industrial Arts 230: Woodwork for Women.  
Library 220: School Libraries: Selection and Management.  
Manuscript Writing 121.  
Physical Education 120: Physical Education Activities (Men).  
Physical Education 226: Physical Education Activities (Men), continued.

**High School Teachers:**

Art 237: History of Painting.  
Art 352: Landscape Painting.  
Chemistry 300: Photography.  
Commerce 230: Accounting.  
Commerce 340: Methods and Materials for Teaching Introduction to Business.  
Biology 124: Bird Study.  
Biology 125: Insect Study.  
Biology 129: Methods in Elementary Science.  
Education 448: School Organization and Administration.  
Education 453: Extra-curricular Activities.  
Speech 233: Principles of Speech Correction.  
Speech 444: Play Production.  
Geography 447: Economic Geography.  
Geography 448: Conservation of Natural Resources.  
History 247, 248, 249: Field History of Eastern United States and Southern Canada.  
Home Economics 201: Textiles.  
Home Economics 301: Meal Planning and Table Service.  
Home Economics 441, 442, 443: Practice Teaching.  
Industrial Arts 134: Bench Woodwork.  
Industrial Arts 135: Intermediate Woodwork.  
Industrial Arts 230: Woodwork for Women.  
Industrial Arts 441, 442, 443: Practice Teaching.  
Library 220: School Libraries: Selection and Management.  
Mathematics 437: Descriptive Astronomy.  
Music 236: Violin Technique.  
Music 338: Choral Conducting.  
Physical Education 120: Physical Education Activities (Men).  
Physical Education 226: Physical Education Activities (Men), continued.  
Physical Education 346: The Dance in Education (Women).  
Physical Education 452: Playground Supervision (Women).

## 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 four classes of students:

1. Graduates of recognized four-year high schools who wish to begin preparation for teaching.
2. Students 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. 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.
4. 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 12. Class work begins Tuesday morning, June 13, at seven o'clock. Transcripts of high school credits should be sent to the Registrar several weeks before the opening of the summer term. 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 laboratory courses in art, industrial arts, and home economics 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, chorus, 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 101-199 are freshman courses; 201-299, sophomore courses; 301-399, junior courses; 401-499, senior 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. Students in four-year curricula with an average of 1.5 grade points may be admitted to practice teaching in the sophomore or junior year.
3. 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. Sophomores in the four-year curricula planning to qualify for the limited elementary certificate should elect Education 230, 231, 232 in the freshman year.
4. See page 19 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 certification from the two- and four-year curricula. Not more than one-fourth of the student's grades may be D. This means that a student must have as many grades above C (1) as he has grades of D (0).

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 \$15 a quarter of twelve weeks, or \$10 for eight weeks, in addition to all fees described below.



Students (1) who are dropped for poor scholarship or (2) 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 fees listed below, 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 or library use 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

Lindly Scholarships and the new Normal School Scholarships are not accepted for the summer term if the holder of the scholarship has used it for as many as three quarters of the regular year. Holders of such acceptable scholarships do not pay the registration fee of \$8.25.

All necessary textbooks are rented to students for \$2.50 for the summer term. Fees are charged for certain art, home economics, industrial arts, and laboratory science courses. A fee of \$1 per quarter is charged for the use of a typewriter.

The cost of rooms for women in Pemberton Hall varies from \$2 to \$2.50 per week, with privileges of laundry; board in Pemberton Hall costs \$5 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 is paid for failing to complete registration on Monday, June 12.

**Change of program.**—A fee of \$1 is charged for a change of program after Wednesday, June 14.

**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 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 17.

#### ASSEMBLY

College Assembly is held in the Assembly Hall on Tuesdays at the following times:

7:00 the first week  
10:30 the second week  
8:10 the third week  
none the fourth week  
10:30 the fifth week  
9:20 the sixth week  
8:10 the seventh week  
7:00 the eighth week

### **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, provided 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 1939 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-one women students at a cost ranging from \$16.00 to \$20.00, and board at \$40.00 for the term, payable on June 13. 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 Beatrice Yates. 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 10.

### **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 men students 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 is also operated during the summer term. Rooms rent at the rate of \$1.25 a week for each student, and board on a co-operative plan costs \$3.50 a week. Inquiries should be addressed to the Dean of Men, Mr. Hobart F. Heller.

#### **LIBRARY**

The library, containing over 51,773 books and pamphlets, is open to all students. During the summer term books on different subjects are exhibited.

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 3,000 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 123 in the "Description of Courses."

Exhibits are on display in the Training School Library, and are changed weekly in order that a variety of material may be called to the special attention of visitors.

#### **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 120, and Library 120 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 Fourth Annual Summer Educational Conference and Book and Equipment Exhibit will be held Tuesday, Wednesday, and Thursday, June 20, 21, 22. Prominent educators will speak and the most recent books and materials for teaching will be on exhibit.

## ANNOUNCEMENT FOR 1939-40

Anyone interested in obtaining a bulletin of the college with full information concerning the college year 1939-40 should write to the Registrar, Miss Blanche C. Thomas.

## MUSIC ACTIVITIES

Band, Orchestra, Glee Club, and Chorus will be conducted as extra-curricular activities. Students playing band and orchestral instruments are cordially invited to participate.

## 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 elementary 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 120 and 121 or 126).....	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 131 or 132—2½ sem. hours and Principles of Education—Education 223 (343)—2½ sem. hours).....	8 quarter hours
Practice Teaching (Teaching 220, 221).....	8 quarter hours
Electives .....	56 quarter hours

96 quarter hours

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

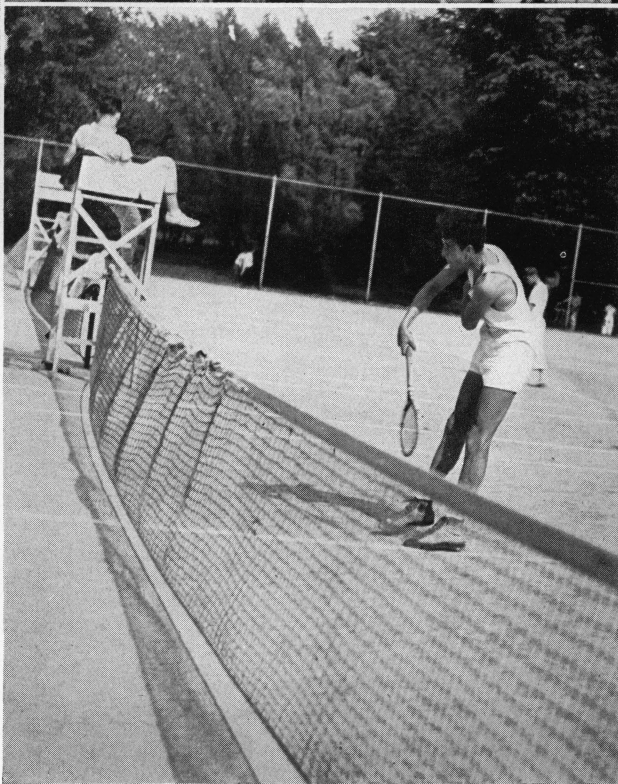
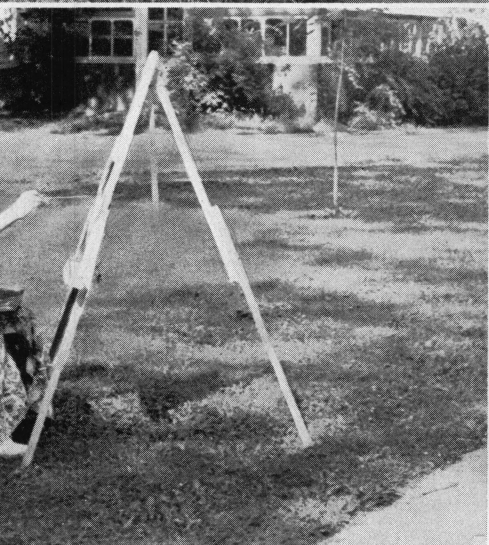
If the student has taught successfully for four years he may have also a supervisory certificate.

Note: For certification and graduation requirements relative to scholarship, see pages 15 and 19.

No student will be recommended for a limited elementary certificate until the required work in physical education, Penmanship 120, and Library 120 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.



- Upper Left, Tuesday Evening C
- Lower Left, On the Nine-Hole
- Upper Center, Across the Iris C
- Lower Center, Instruction in L
- Upper Right, Crowd at Mrs. R
- Lower Right, A Smoky Drive c



us Sing.

us Golf Course.

en.

scape Painting.

velt's Lecture in New Auditorium.

e Campus Courts.



# EASTERN ILLINOIS STATE TEACHERS COLLEGE

## SUMMER SCHEDULE, 1939

7:00-8:00		8:10-9:10		9:20-10:20		10:30-11:30		1:00-2:00		2:10-3:10		3:20-4:20	
				Anatomy 225 —M. T. Th. F. Dr. Goff (9:20-11:30)		Accounting 230 R. 46 Mr. J. O. Thompson Art 237 Mr. Gracey Art 340 Miss Whiting							
Mr. Gracey		Art 124		Art 130, 131				Mr. Gracey		Art 127, 233			
		Miss Whiting				Biology 125—M. T. Th. F. Mr. Spooner		Miss Whiting		Art 239		Teaching 220, 221, 222 Mr. Metter	
Biology 124 (6-8) Mr. Scruggs M.T.Th.F.						Biology 129—M. T. Th. F. Mr. Scruggs		Mr. Sargent		Art 352			
Botany 120—M. T. Th. F. Mr. Stover						Botany 230—M. T. Th. F. Mr. Stover		Botany 122—M. T. Th. F. Mr. Stover					
Chemistry 300—M. T. Th. F. Mr. Phipps						Chemistry 131—M. T. Th. F. Mr. Phipps		Chemistry 451—M. T. Th. F. Mr. Phipps					
Education 224R Mr. Olsen		R. 11		Education 130 Mr. Beu		R. 17		Economics 344 Mr. Thomas		R. 35			
Education 448 Mr. Metter		R. 17		Education 223 Mr. Zeigel		R. 10		Education 132 Mr. Olsen		R. 11		Education 345 Mr. Olsen	
Education 451 Mr. Rothschild		R. 10		Education 225 Mr. Metter		R. 11		Education 447 Mr. Zeigel		R. 10		Education 343 Mr. Zeigel	
								Education 453 Mr. Heise		R. 27			
English 234 Mr. Widger		R. 27		English 122 Mr. Widger		R. 27		English 121 Mr. Ross		R. 40			
English 343 Mr. Shiley		R. 24		English 230 Mr. Waffle		R. 39		English 120 Mr. Waffle		R. 39		English 123 Miss Love	
				English 344 Mr. Andrews		R. 25		English 348 Mr. Andrews		R. 24		English 237 Mr. Shiley	
Geography 130 Miss Zeller		S. 316		Geography 120 Miss Zeller		S. 316		Geography 121 Miss Zeller		S. 316		Geography 448 Mr. Hoy	
Government 343 Mr. Thomas		R. 35		Geography 236 Mr. Hoy		S. 315		Home Economics 201 Miss Bledsoe				Home Economics 344 Miss Lindberg	
Home Economics 232 Miss Bledsoe				Home Economics 232 Miss Bledsoe				Home Economics 301 Miss Lindberg		Home Economics 305 Miss Bledsoe			
Home Economics 441 Miss Seyb				Home Economics 441 Miss Seyb				Home Economics 442 Miss Seyb		Home Economics 443 Miss Seyb			
History 137 Mr. Alter		R. 38		History 138 Mr. Alter		R. 38		History 233 Mr. Wood		R. 9		History 234 Mr. Wood	
								History 340 Mr. Alter		R. 38			

7:00-8:00	8:10-9:10	9:20-10:20	10:30-11:30	1:00-2:00	2:10-3:10	3:20-4:20
	History 235	III Hygiene 120		History 247, 248, 249 (Tour)		
	Mr. Thomas R. 35	Mr. Cavins		Mr. Coleman		
I Hygiene 120 Mr. Cavins	II Hygiene 120 Mr. Cavins	II Industrial Arts 224 Mr. Wagner R. 16P				
Industrial Arts 134, 135 Mr. Wagner		Industrial Arts 230 Mr. McClure R. 14P		Industrial Arts 359, 460 Mr. Wagner R. 17P		
I Industrial Arts 224 Mr. Klehm		Industrial Arts 442 Mr. Fischer		Industrial Arts 136, 226, 348, 354 Mr. McClure R. 19P		
Industrial Arts 463 Mr. McClure		Intro. to Business 340 Mr. Thompson R. 46		Industrial Arts 225 Mr. Klehm R. 14P		
Industrial Arts 441 Mr. Fischer		Library 120 T. Th. Miss Booth R. 17	Library 220 Miss Booth R. 17	Industrial Arts 443 Mr. Fischer		
Mathematics 120 Mr. Taylor R. 26	Mathematics 437 Mr. Taylor R. 26	Mathematics 121 Mr. Heller R. 25	Mathematics 131 Mr. Heller R. 25	Mathematics 340 Mr. Taylor R. 26		
	Music 230, 231, 232 Mr. Warner R. 42		Manuscript Writing 121 Mr. Klehm G. 106		Music 126 Miss Hanson R. 45	Chorus M. W. Mr. Wolfe
Music 229 Mr. Warner R. 45	Music 338 Mr. Wolfe R. 45	Music 120, 121 Mr. Wolfe R. 45		Music 228 Miss Hanson R. 45	Music 236 Mr. Warner B. B.	Women's Glee Club Miss Hanson T. Th.
I Penmanship 120 Miss Hunter R. 8T	II Penmanship 120 Miss Hunter R. 8T	Music 221 Miss Hanson	III Penmanship 120 Miss Hunter R. 8T	IV Penmanship 120 Miss Hunter R. 8T		Band or Orch. T. Th. Mr. Warner
Phys. Educ. 120 Mr. Carson G. 137	Phys. Educ. 226 Mr. Van Horn G. 138	Phys. Educ. 348 Mr. Carson G. 137	Phys. Educ. 347 Mr. Van Horn G. 138	P. E. M. W. Th. Mr. Carson	P. E. T. Th. F. Mr. Carson	
P. E. M. W. Th. Mr. Van Horn	P. E. T. Th. F. Mr. Carson	P. E. (Golf) Mr. Van Horn		P. E. (Tennis) M. W. Th. Mr. Van Horn		
P. E. (Arch) M. W. F. Miss Haight						
P. E. (Ten.) M. W. F. Miss Hupprich	P. E. (Arch.) M. W. F. Miss Haight	Phys. Educ. 346 Miss Hupprich G. 138	Phys. Educ. 452 Miss Haight G. 137	Intramurals Mr. Carson and Mr. Van Horn		
P. E. (Golf) T. Th. F. Miss Hupprich	P. E. (Ten.) M. W. F. Miss Hupprich	P. E. (Baseball) Miss Haight T. Th. F.	P. E. (Golf) T. Th. F. Miss Hupprich	Recreational Activities Miss Hupprich and Miss Haight		
P. E. (Folk Dancing) Miss Haight T. Th. F.						
Physics 130—M. T. Th. F. Mr. Verwiebe S. 114		Physics 235, 237—M. T. Th. F. Mr. Verwiebe S. 112		Physics 344—M. T. Th. F. Mr. Verwiebe S. 114		
	Speech 233 Mr. Ross R. 40		Reading 124 Mr. Edwards R. 12T			
Shorthand 124, 125 Mr. J. O. Thompson R. 29	Speech 444 Mr. Shiley R. 24		Speech 345 Mr. Ross R. 40	Sociology 444 Mr. Wood R. 35		
Typing 120 Mr. Thompson R. 30	Typing 121, 122 Mr. J. O. Thompson R. 30					
	Typing 232 Mr. Thompson R. 46			Zoology 120—M. T. Th. F. Mr. Scruggs		
Zoology 122—M. T. Th. F. Mr. Spooner				Zoology 343, 344, 345—M. T. Th. F. Mr. Spooner		

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)
I. Scope of Validity:					
(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 1-2	Teaching; super- vision
(c) Grades of school system.....	1-12	7-12	1-12		1-10
II. Requirements for Issue on Credits:					
(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
III. Requirements for Issue by Examination:					
(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
IV. <sup>6</sup> Conditions of Exchange for Life Certificate:					
(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

124. **Teaching Art in the Grades.**—An introductory course for students preparing to teach in the elementary grades. Exercises in color, design, representation, lettering, and appreciation, which are suitable to each grade, are developed by lecture and laboratory work. **Required in the two- and four-year curricula for elementary school teachers. (4 hours.)**

127. **Lettering.**—A laboratory course based on a study of established styles and modern lettering, with various applications. **Elective. By permission of instructor. (4 hours.)**

130. **Drawing and Design.**—Introduction to color, design, and drawing. **Required in the art and home economics curricula. Elective in others. (4 hours.)**

131. **Design.**—Lectures and laboratory work in the principles and application of design, including color, lettering, posters, block printing, and textile decoration. **Required in the art and home economics curricula. Prerequisite: Art 130. (4 hours.)**

233. **Blackboard and Instrumental Drawing.**—A course designed to enable the teacher of any subject to use the blackboard confidently and effectively as an aid to teaching; and to use with neatness and accuracy instruments frequently needed in geometrical construction for diagrammatic perspective and for drawing to scale. **Required in the art curriculum. Elective in others. (4 hours.)**

237. **History of Painting.**—Lectures and research in the development of painting to gain familiarity with acknowledged masters. **Required in the art curriculum. Elective in others. (4 hours.)**

239. **Pottery.**—The application of design principles to the making of articles in clay, and the processes involved. **Art 239 or 234 required in the art curriculum. Elective in others. (4 hours.)**

340. **Teaching Art in High School.**—This course presents lectures, laboratory exercises, investigation, and observation of senior or junior high-school art teaching. **Required in the art curriculum. (4 hours.)**

352. **Landscape 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. **Elective. No prerequisite. (4 hours.)**

### COMMERCE

#### I. Typewriting

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

121. **Typewriting, Continued.**—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.)**

122. **Typewriting, Continued.**—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.)

232. **Principles and Problems of Office Practice.**—A practical course in the subject matter of office practice, including filing, duplicating devices, dictating machines, adding and calculating machines, and a related typewriting project. **Prerequisite:** Typewriting 230 and 231, or permission of the instructor. Class limited to twenty-four. (4 hours.)

## II. Shorthand

124. **Shorthand, Continued.**—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. No credit for less than one year's work. (4 hours.)

125. **Shorthand, Continued.**—Speed combined with accuracy is the aim of this course. Shorthand theory is reviewed and shorthand vocabularies are further developed. Speed requirement: minimum of sixty words per minute for five minutes to be transcribed with 98 per cent accuracy. No credit for less than one year's work. (4 hours.)

## III. Accounting

230. **Accounting.**—This course does not presume any previous training in bookkeeping. The balance sheet and profit and loss statements are studied first, leading up to the introduction of accounts. The course aims to give a thorough drill in the principles of accounting as applied to single proprietorship. (4 hours.)

## IV. Methods

340. **Methods and Materials for Teaching Introduction to Business.**—This course provides a study and review of the subject matter of introduction to business, junior business training, elementary business training, practical economics, or general business, as the subject is variously called. It also deals with consumer education for business as presented in secondary schools. (4 hours.)

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# EDUCATION

## I. Education

130. **An Introduction to Education.**—A comprehensive survey of the field of education. Especial attention is given to the development of the American school system, aims and curricula of the various administrative units, cost, support, and administration of our schools, qualifications for teachers, the duties and the relationships of teachers, professionalizing teaching, and opportunities in teaching. **Required of freshmen in the two-year and sophomores in the four-year curriculum for the preparation of elementary teachers.** (4 hours.)

131. **Introduction to Educational Psychology.**—This is a beginning course and does not assume 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. **Required of freshmen in the two-year and sophomores in the four-year curriculum for the preparation of elementary teachers.** **Prerequisite:** Education 130. (4 hours.)

132. **Educational Psychology.**—A continuation of Education 131. The major topics dealt with are the nature of the thinking process, transfer of training, individual differences and their measurement, and mental hygiene. Required of freshmen in the two-year and sophomores in the four-year curriculum for the preparation of elementary teachers. Prerequisite: Education 130 and 131. (4 hours.)

223. **Principles of Education with Special Reference to the Elementary School.**—The course deals with properties of the human organism that make education possible, properties of society that make education necessary, historical concepts that have dominated organized education, the place of education in a democratic society, and the aims of education in a democratic society. Emphasis is placed upon a study of recent social trends and their implications for education. Required in the sophomore year of the two-year curriculum. Prerequisite: Education 130, 131, 132. (4 hours.)

224R. **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: Education 130, 131, 132. (4 hours.)

225. **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; teaching the various subjects in the curriculum of the primary grades; and personal characteristics and professional preparation of the primary teacher. Required in the two-year curriculum of students preparing to teach in the lower grades. Prerequisite: twelve quarter hours in education. (4 hours.)

343. **Principles of Education with Special Reference to the Secondary School.**—The topics dealt with are the same as in Education 223, but special attention is given to their implications for the secondary school. Required of juniors in the four-year curriculum for the preparation of secondary school teachers. Prerequisite: Education 230, 231, 232. (4 hours.)

344. **Tests and Measurements.**—About one-third of the time is devoted to educational statistics, with emphasis upon the applications of the various techniques that are presented. The remainder of the time is devoted to a brief study of the testing movement, advantages and limitations of various types of tests, criteria for the selection of tests, examination of numerous standardized tests, and the construction of tests in the student's major field. Required of all students in either the junior or senior year. Prerequisite: sixteen quarter hours in education. (4 hours.)

345. **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, directing the recitation, and evaluating the results of teaching, are also considered. Numerous observations in the Training School are an integral part of the course. Required in the junior year of the four-year curriculum. Prerequisite: Education 230, 231, 232. (4 hours.)

446. **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.)**

447. **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. **Required in the four-year elementary curriculum. Elective in junior or senior year in other curricula. Prerequisite: sixteen quarter hours in education. (4 hours.)**

448. **School Organization and Administration.**—This is an introductory course for students who desire a knowledge of problems in educational organization, administration, and supervision in the nation, the state, and local units. The first half of the course gives an understanding of the problems of administration to enable all members of an organization to cooperate with those in final administrative authority in the formulation of policies. The second half of the course presents the problems of the elementary and high-school principal in organizing and administering schools. School law and finance as well as current educational problems receive attention in this course. **Elective in junior or senior year. Prerequisite: sixteen quarter hours in education. (4 hours.)**

451. **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. **Elective. Prerequisite: twelve quarter hours in education. (4 hours.)**

453. **Extra-curricular Activities.**—A practical course dealing with such topics as parent-teacher associations; educational conferences; exhibit of school materials, with special reference to the exhibit of commercial supplies brought to the campus each summer; Junior Red Cross; the work of the Department of Public Health in Illinois; the work of the Conservation Department and of the State Biological Survey; rural education, radio education, and visual education. Provisions will be made for students to attend special programs and to visit exhibits. Representatives from various organizations, such as the P.T.A., Junior Red Cross, and the Department of Public Health will co-operate with the instructor in presenting materials in their special fields. **Elective. Prerequisite: twelve quarter hours in education. (4 hours.)**

454. **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. **Elective. (4 hours.)**

## II. Supervised Student Teaching

220, 221, 222, 441G-447G. **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. Metter before registering in order to arrange the hour for teaching. **(4 hours.)**

## ENGLISH

120, 121. **Composition.**—A course in the fundamentals of good speaking and writing. Creditable work in English 120, 121 is a prerequisite to teaching in the Training School. Credit for English 120, 121 may be earned in one, two, or more quarters according to individual progress. Students who complete English 121 when registered for English 120 may substitute another English credit for English 120, being counted excused from English 120. **Required in the freshman year in all curricula. (4 hours for each course.)**

122. **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. **Required in the first year of the two and four-year curriculum for lower grades. (4 hours.)**

123. **Story-Telling.**—Theory and practice in telling stories to children of different ages. **Elective. The course may be substituted for English 122 or 124 in the two-year curriculum. (4 hours.)**

124. **Reading.**—This course covers briefly the development of reading objectives, materials, and methods in the elementary school. A summary is made of the results of the scientific studies in the field. Procedures in the development of skills in the various types of reading are studied and demonstrated. **Required in the two- and four-year elementary curriculum. (4 hours.)**

126. **Grammar.**—A study of the English sentence, with some attention to the parts of speech. Methods are illustrated and stressed. This is primarily a course for those preparing to teach in the upper grades or in junior or senior high school English, but is open to any student who feels the need of grammatical insight. **Required in the freshman year of the two- and four-year elementary curriculum for the upper grades and in the English curriculum. (4 hours.)**

230. **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. **Required in the English curriculum. (4 hours.)**

234. **American Literature.**—A survey of American literature from the beginning to the present, stressing trends and major writers, with as much reading in the originals as possible. **Required in the English curriculum. (4 hours.)**

236. **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. **Required in the English curriculum. (4 hours.)**

237. **Modern Drama.**—The purpose of this course is to familiarize the student with what is best in modern drama. **Elective. (4 hours.)**

343. **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. **Required or elective in the junior year in all curricula. (4 hours.)**

344. **Advanced Rhetoric.**—Chiefly written composition, applying the principles of organization and effective expression to somewhat more extended material than do English 120 and 121. The course is intended to give both an introduction to the methods of research and opportunity for original work. **Prerequisite: Junior College required English. Required or elective in the junior year in all curricula. (4 hours.)**

348. **Modern English Poetry.**—Appreciation of the art of poetry, and a study of some of the chief English poets, as they illustrate the art. **Nineteenth Century Poetry. Required in the English curriculum; elective in others. (4 hours.)**

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## GEOGRAPHY

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120. **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 of all students who major or minor in geography and in the two- and four-year curricula for preparation of teachers for the grades. Elective for others. (4 hours.)**

121. **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 of all students who major or minor in geography and in the two- and four-year curricula for preparation of teachers for the upper grades. Elective for others. (4 hours.)

130. **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 120.

121. Elective in other curricula. (4 hours.)

236. **Elements of Geology.**—The course presents the history of the earth and life to the present form, emphasizing the explanation of the distribution and accessibility of the mineral resources of the earth. It is offered as a cultural subject and as a foundation for advanced study and reading in the fields of geography, botany, and zoölogy. Required in the four-year elementary curriculum also. (4 hours.)

447. **Economic Geography.**—An advanced course for teachers of commercial geography in high school. No prerequisite. Open only to students of the Senior College. (4 hours.)

448. **The Conservation of Natural Resources.**—A study of problems dealing with the conservation of soil, minerals, forests, and waters, with special reference to the United States. No prerequisite. Open only to students of the Senior College. (4 hours.)

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## HISTORY AND SOCIAL SCIENCE

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### I. History

137. **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.)

138. **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.)

233. **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 foundation of traditional American policies. (4 hours.)

234. **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.)

235. **History of the United States, 1876 to the Present.**—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.)

247, 248, 249 (or History 247, 248, Geography 249.). **Field History of Eastern United States and Southern Canada.**—A field study by bus of the historical setting and cultural development of the Eastern United States and Southern Canada. The class will have several preliminary days on campus, spend six weeks in the field, and a final week on campus. The following itinerary will be followed: Charleston, Vincennes, Lincoln country of Indiana-Kentucky, the blue-grass country, the Kentucky hill-country, Cumberland Gap, Norris Dam, Great Smoky National Park, Great Valley of Virginia, Natural Bridge, Lee's tomb, Jefferson's home, Richmond, Williamsburg, Jamestown, Yorktown, Fredericksburg battleground, Mt. Vernon, Alexandria, four

days in the national capital, Annapolis, Baltimore, Frederick, Gettysburg, Valley Forge, Independence Square, Washington Crossing, six days in New York for its World's Fair and environs, Cape Cod and Plymouth, Boston and vicinity, Mt. Monadnock, the White Mountains, Quebec, Montreal, Ottawa, Thousand Islands, Toronto, Niagara Falls, Detroit, and home to Charleston. Cost of trip about \$150 including college registration, transportation, hotel accommodations, admissions, laboratory field book and maps; meals, laundry, and personal incidentals are extra. **Class limited to twenty-five. Registration by mail in advance with instructor, Dr. Charles H. Coleman. Eight to twelve hours credit in elective history. Part credit in geography may be arranged.**

**340. Methods.**—The characteristics of the social sciences and their place in the public school curriculum; training in methods of study; kinds and use of illustrative material; selection and use of collateral reading; critical examination of representative textbooks; examination and appraisal of classroom procedures. **Required in the junior year of those whose major subject is the social sciences. (4 hours.)**

## II. Economics

**344. Principles of Economics.**—Basic characteristics of the economic order; free private enterprise and capitalistic organization of industry; the operation of the existing economic order; price as influenced by competition, cost of production, monopoly, and public authority. **Required in the home economics and history curricula. Elective in others. (4 hours.)**

## III. Government

**343. State Government.**—A study of the structure and functions of the government of the state. The course directs attention particularly to the government of Illinois. The obligations of good citizenship are stressed. The Constitution of Illinois is examined in detail. Suggestions concerning the technique of teaching government in high school are included in all the government courses offered in the college. Students are made familiar with desirable illustrative material and choice collateral reading. **(4 hours.)**

## IV. Sociology

**444. Principles of Sociology.**—Social relations and institutions, society as communication, competitive cooperation and functional patterns, spatial structure of society, social change, social disorganization, the person in relation to culture and the social organization, social control, and social reform. **Required in the home economics and history curricula. (4 hours.)**

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## HOME ECONOMICS

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**201. (C. 31). Textiles.**—Useful information, suggestions, and directions concerning every kind of textile fiber, yarn, and fabric on the market today. **Required. Prerequisite: Home Economics 101. (4 hours.)**

**232 (C. 32). Clothing Construction.**—A treatment of the fundamental processes of clothing construction and repair, with a study of the operation and care of the sewing machine and its attachments. **Required. Prerequisites: Home Economics 101, 201. (4 hours.)**

**301 (F. 32). Meal Planning and Table Service.**—Application of food selection, buying, and the principles of cookery to the serving of meals to both small and large groups of people. **Required. Prerequisites: Home Economics 102, 202. (4 hours.)**

**305. Home Economics for Rural and Elementary School Teachers.**—This course is designed to help rural and elementary teachers with problems which they meet in the home economics field. **Special**

attention will be given to school lunches, the school cafeteria, first aid, nutrition of children, and principles of food preparation in relation to the special needs of teachers in the course. Some attention will be given to the planning of special occasions and to home economics material furnishing a background for special activity units. **Accepted toward the requirements for an elementary certificate.** Home Economics majors will not be given credit toward graduation for this course. (4 hours.)

344 (F. 44). **Advanced Nutrition.**—A study of the factors which promote and maintain optimum nutrition. **Required. Prerequisites:** Home Economics 102, 202; Chemistry 210, 211, 212; Botany 235. (4 hours.)

441, 442, 443. **Practice Teaching.**—A limited number of Home Economics majors will be given an opportunity to take practice teaching during the summer term. High-school students may earn as much as a full unit toward graduation by enrolling for six hours daily. The program is arranged so that a student may enroll for only the morning or afternoon session and receive one-half unit of credit. Girl Scout and Camp Fire training will be included as part of the program. **Two hours daily. (4 hours for each course.)**

## INDUSTRIAL ARTS

134. **Bench Woodwork.**—The function, care, and use of the principal woodworking hand tools are studied. Consideration is given to many types of woodworking supplies and to woodfinishing. This course is for men; Industrial Arts 230 is for women. **Required of majors or minors in Industrial Arts. (4 hours.)**

135. **Intermediate Woodwork.**—A thorough study of lumber is made. Woodfinishing also is included. A limit is set as to types of projects. **Required of majors or minors in Industrial Arts. Prerequisite: Industrial Arts 134. (4 hours.)**

136 (135). **General Metal Work.**—Problems in mild steel, wrought iron, and sheet metal. Processes in bending, hammering, shaping, and finishing cold metal. Some practice in oxyacetylene welding and forge work. Related information. **Required. (4 hours.)**

224. **Primary Grade Handwork.**—A course to familiarize teachers in these grades with materials and processes in using them for educational ends. A teacher's manual is developed. Numerous projects are made. **Required in the two-year curriculum unless Industrial Arts 225 is taken. Required in the four-year elementary curriculum. (4 hours.)**

225. **Intermediate Grade Handwork.**—An orientation course for freshmen industrial arts majors and a course for teachers in the intermediate grades whose major is elementary education. Industrial Arts activities in woods, metals, ceramics, textiles, and the graphic arts. (4 hours.)

226. **Sheet Metal.**—The construction of simple sheet metal problems including pipe intersections; practice in surface development as applied to the sheet metal worker's trade. Related information. **Required. (4 hours.)**

230. **Woodwork for Women.**—This is a course in beginning bench woodwork for women. It is designed to meet handwork needs in the seventh and eighth grades where women are teachers. Such heavy materials as used in Industrial Arts 134 are eliminated. The making of projects which may be used for home convenience and decoration, as book-ends, pencil holders, and letter holders, are undertaken. **Elective. (4 hours.)**

348. **Machine Metal Work.**—Problems on the engine lathe. Principles of machine shop work. **Required. (4 hours.)**

354. **Advanced Machine Metal Work.**—Milling machine, shaper, and radio drill processes. Some practice in oxyacetylene welding. Related information. **Prerequisite: Industrial Arts 348. Required. (4 hours.)**

359. **Printing.**—Hand composition and press work. Methods of teaching printing in the public schools. Practice in type setting and press feeding. **Required.** (4 hours.)

441, 442, 443. **Practice Teaching in the General Shop.**—Practice teaching in Industrial Arts is offered for the second 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. **Two hours daily. (4 hours for each course.)**

460. **Printing.**—Advanced problems in hand composition, business forms, and design. Make-ready on platen and cylinder presses. Press feeding. **Required. Prerequisite: Industrial Arts 359. (4 hours.)**

463. **Traffic Efficiency and Automobile Operation.**—Owing to the increased use of the automobile and the great increase in automobile accidents, instruction in the operation of these machines is becoming increasingly necessary. The main topics considered in this course are basic facts of the mechanism of the automobile; accidents, their cause and prevention; driving regulations; the art of driving; inspection and maintenance of the automobile; and points to be considered in the purchase of an automobile. **Elective. (4 hours.)**

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## THE USE OF THE LIBRARY

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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.

120. **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.)**

220. **School Libraries: Selection and Management.**—Many teachers of rural and small town schools have the responsibility of managing school libraries in addition to their regular teaching duties. This course in the organization, selection, and evaluation of books and other materials for rural, elementary, and high school libraries is offered to help administer these collections to the best advantage. **No prerequisite. Elective in any curriculum. Not open to freshmen. Two hours daily. Lecture and laboratory. (4 hours.)**

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## MATHEMATICS

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120. **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- and four-year elementary curricula; also required of students whose major subject is mathematics. (4 hours.)**

121. **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- and four-year elementary curricula. (4 hours.)**

131 (32). **Algebra and Trigonometry.**—A continuation of Mathematics 130. The binomial theorem, progressions, inequalities, complex numbers, compound interest and annuities, permutations and combinations, probability, elementary theory of equations. Topics from trigonometry to include identities, trigonometric equations, inverse functions, radian measure, De Moivre's Theorem. **Required. Prerequisite: Mathematics 130. (4 hours.)**

340. **The Teaching of High School Mathematics.**—**Required in the junior year of those whose major subject is mathematics. (4 hours.)**

437. **Descriptive Astronomy.**—This is a non-mathematical course for the general student. The object of the course is to open up the fields of solar and stellar astronomy so that the student may have some appreciation of the structure of the universe and of the problems and progress of modern astronomy, and may gain knowledge and ability to read the literature of the subject with pleasure and profit. The course is of especial interest to teachers of geography and general science. The work of the course includes lectures, recitations, and field work with the four-inch telescope. **Elective. (4 hours.)**

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## MUSIC

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120, 121. **Elements of Musicianship.**—Primary emphasis of the course is placed upon the musical development of the prospective teacher by means of group and individual singing, bodily movements in response to rhythms, study of elementary music theory, ear training and simple dictation, music reading, study of the elements of design in music, and acquaintance with music literature used in the appreciation phase of the elementary school music curriculum. **Required of students in the two- and four-year elementary curricula. Not open to students who have credit for Sight Singing, Ear Training, and Aural Theory. Prerequisite to Music 228. (2 hours for each course.)**

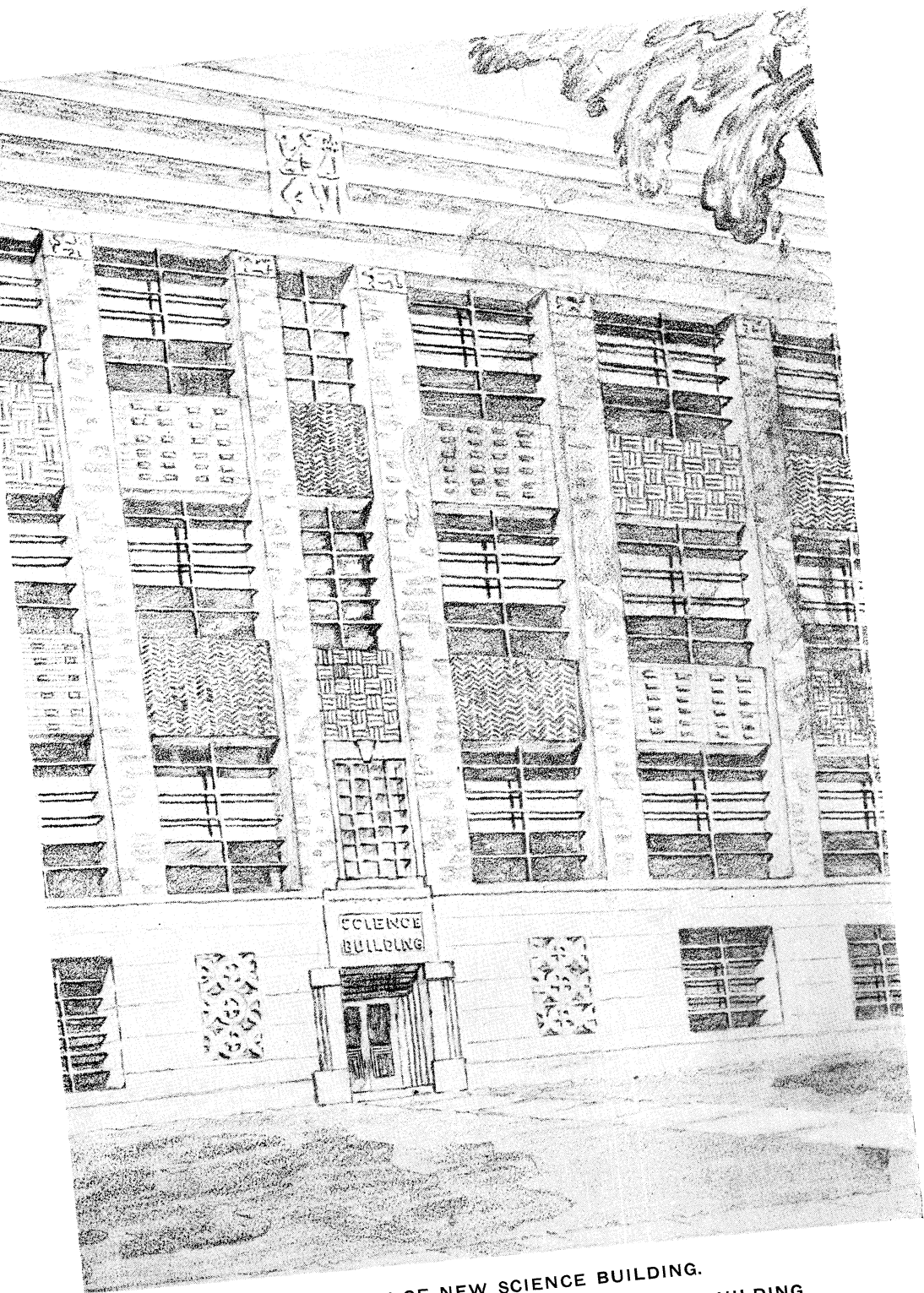
126. **Class Piano.**—A beginning course, intended for students who have had no previous piano study. Stress is placed on the development of ability to play simple melodies and accompaniments, including ready sight reading. Material is selected with special reference to the needs of elementary teachers. **(2 hours.)**

228. **Music in Elementary Schools.**—A study of the objectives, methods and materials of music education in the elementary grades. Teaching theories and basic principles underlying the musical development of the child are discussed in class, and made clear through observation of music teaching in the Training School. **Required of music majors and of students preparing to teach in an elementary grade or in a rural school. Prerequisite in four-year elementary curriculum: Music 120 and 121 or 125. (4 hours.)**

229. **Music Appreciation.**—An enriching cultural course, open to all college students. A study is made of various types and forms of music as a means of increasing the student's enjoyment in listening to music. Many favorite selections from the great music literature are made familiar through hearing and analysis. **(4 hours.)**

230, 231, 232. **Harmony.**—The principles of chord progressions are studied and practiced through analysis, singing, playing at the keyboard, and writing in staff notation. Materials used include primary and secondary triads and their inversions, seventh and ninth chords, chromatically altered chords, modulations, and non-harmonic tones and ornamentations. The work of the course emphasizes the





- ABOVE: VIEW OF NEW SCIENCE BUILDING.
- ON COVER: VIEW OF HEALTH EDUCATION BUILDING.

(Pencil Sketches by Ray Beckley, '41)

thorough development of functional skill in composing, arranging and improvising accompaniments, using materials and problems common to the needs of music teaching. **Prerequisite:** Music 125. (4 hours for each course.)

**236. Violin Technique.**—Practice is given in playing the violin as a means of attaining technical facility and an understanding of playing problems adequate for teaching pupils in public schools. Methods of group instruction are exemplified. (2 hours.)

**338. Choral Conducting.**—A practical course in conducting, including a study of baton technique and practice in effective interpretation of choral music using the class and beginning choral organizations on the campus as laboratory groups. (2 hours.)

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### PENMANSHIP

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**120. Penmanship.**—The course in penmanship is designed to give the students an opportunity to improve their own handwriting, both at the desk and at the blackboard, and at the same time they are given methods of teaching for each grade. The students make individual progress charts and learn how to grade their own handwriting as well as that of the children's from various standard handwriting scales. The students who have made satisfactory progress at the end of the first six weeks may start writing for their teachers certificates. During the last four weeks, these students are given a chance to observe and to teach handwriting in the Training School. This course not only enables the students to acquire a thorough knowledge of the subject, but gives them an opportunity to complete all requirements for the teachers certificate in handwriting. **Required in the two- and four-year elementary curricula and in the commerce curricula.** (1 hour.)

**121. Manuscript Writing.**—The new method of manuscript writing on paper and on the blackboard is covered in this course. Speed is emphasized. Methods of teaching manuscript writing are also studied. **Not accepted for Penmanship 120. Elective.** (1 hour.)

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### PHYSICAL EDUCATION FOR MEN

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**120. Physical Education Activities.**—This is an introductory course in physical education activities, including volleyball, badminton, basketball, calisthenics, tumbling, simple stunts, and apparatus work. Rules, strategy, and techniques are studied and practiced in these activities. **Required.** (4 hours.)

**226. Physical Education Activities.**—This course is a study and practice of the physical education activities for the different age levels, including elementary, junior and senior high schools. It also includes the organization, management, and methods in the leadership of the various activities. **Required.** (4 hours.)

**347 (36). Basketball Coaching.**—This course deals with the professional aspect of basketball coaching. It involves offensive and defensive styles of play, fundamentals, team play, and a study of the rules including the changes in the rules. **Required.** (4 hours.)

**348 (38). Football Coaching.**—This course deals with the fundamentals of football, including blocking, tackling, passing, kicking, offensive and defensive line and backfield play and the different systems of play. **Required.** (4 hours.)

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### PHYSICAL EDUCATION FOR WOMEN

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**346. The Dance in Education.**—Fundamentals in rhythmic education; the teaching of dancing in the public school physical education program. This course is accompanied by rhythmic form and analysis and includes folk dancing, tap, and social dancing. (4 hours.)

**452. Playground Supervision.**—The following topics are dealt with in this course: A review of the child's play needs as the basis for setting up the objectives for the playground; criteria for the choice of equipment and standards for its use and care; activity interests for the different age levels; methods of organization for activity groups; general administrative problems of the playground. (4 hours.)

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## BIOLOGICAL SCIENCE

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### I. Hygiene

**120. 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.)

### II. Botany

**120. General Botany.**—A course designed to give the student a knowledge of the fundamental physiological processes concerned in the growth of plants, and of the external and internal structures which are concerned in these processes in leaves, stems, and roots. It includes also the effects of environment on these processes and structures. Required in the two-year curriculum, unless Zoology 123 (or 120) or Botany 121 or 122 is taken. Elective in other curricula. (4 hours.)

**122. General Local Flora.**—The identification of trees in winter and summer condition, of the common fresh water algae, liverworts, mosses and ferns, and of flowering plants as the season advances; and a study of structures which is necessary for the recognition of these forms. This course is designed especially for those who expect to teach biological science in secondary schools. Prerequisite: Botany 120, 121, or permission of the instructor. Elective. (4 hours.)

**230. The Morphology of Green Plants.**—A study of the vegetative and reproductive structures of the green plants and a comparative study of the typical life histories of the great groups. The course consists mostly of laboratory work. Prerequisite: Botany 120, 121. Elective. (4 hours.)

### III. Zoology

**120. 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. Elective. (4 hours.)

**122. 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.

**343, 344, 345. Advanced Zoology.**—A study of insects. Deals with the classification and ecology of this large and important class. Methods of collection and preparation of specimens are studied. This course prepares for teaching biological science in the upper grades or high school. Prerequisite: Zoology 120, 121. Elective. (4 hours for each course.)

#### IV. Biology

124. **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.)

125. **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.)

129. **Elementary Science.**—This course is planned to serve two main purposes: (1) to acquaint the teacher with content suitable for an elementary science course, (2) to acquaint the teacher with the technique of the unit method which is recommended in bulletins on the elementary curriculum issued recently by the Illinois State Department of Instruction. The class is given the opportunity of observing the work of the sixth grade in elementary science which is taught by the unit method. The course is conducted by a member of the science department and a critic from the Training School. Serious consideration is given to the matter of handling units in science with equipment which is available in the typical elementary school. **Elective.** (4 hours.)

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### PHYSICAL SCIENCE

#### I. Chemistry

131. **Inorganic Chemistry.**—The halogens, structure of atoms and the periodic law, isotopes; determination of molecular and atomic weights; nitrogen and its compounds; sulfur and its compounds; phosphorus, arsenic, antimony; carbon and its oxides. **Prerequisite:** Chemistry 130. (4 hours.)

300. **Photography.**—An elementary treatment of the chemistry of the photographic process. The technique of handling photographic materials—developing, printing, enlarging, making lantern slides. **Prerequisite:** Chemistry 130, 131, 132. **Physics 132 is helpful but not required.** (4 hours.)

451. **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 studied 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. **Prerequisite:** Senior College classification and **Physics 130, 131, 132.** (4 hours.)

#### II. Physics

130. **College Physics.**—Mechanics and heat. (4 hours.)

235. **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.)

237. **Modern Physics.**—Second year experiments with radioactivity, discharge tubes, vacuum tubes, photo-electricity, thermocouples, X-rays. **Prerequisite:** **Physics 130, 131, 132.** (4 hours.)

344. **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 131. (4 hours.)**

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### **SPEECH**

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233. **Principles of Speech Correction.**—This course is designed to give the student a practical knowledge of the various kinds of speech defects and their treatment. The individual psychology of the speech-handicapped person is emphasized. **Required. (4 hours.)**

345. **Public Speaking.**—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.)**

444. **Play Production.**—The student receives instruction and practical experience in the technique of dramatics, including acting, stagecraft, theater organization, and directing. **Required. (4 hours.)**







