

NORTHERN ILLINOIS UNIVERSITY
ARCHIVES

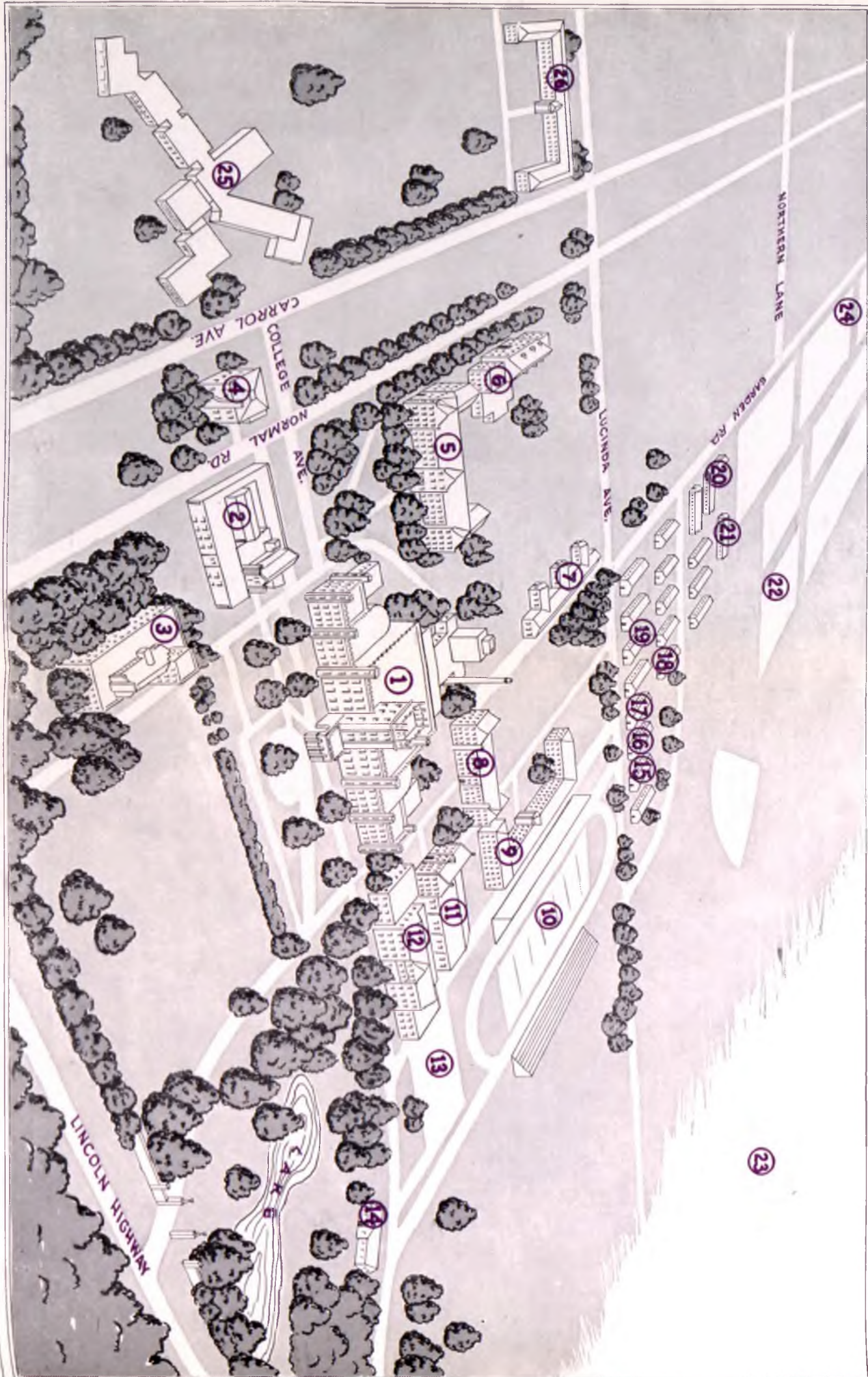
NORTHERN ILLINOIS STATE TEACHERS COLLEGE

Annual Graduate Catalog
1954-1955



DeKalb

This catalog describes course offerings for the academic year 1954-1955. For a listing of the courses offered in the Summer of 1954 see the Summer School Bulletin.



Key

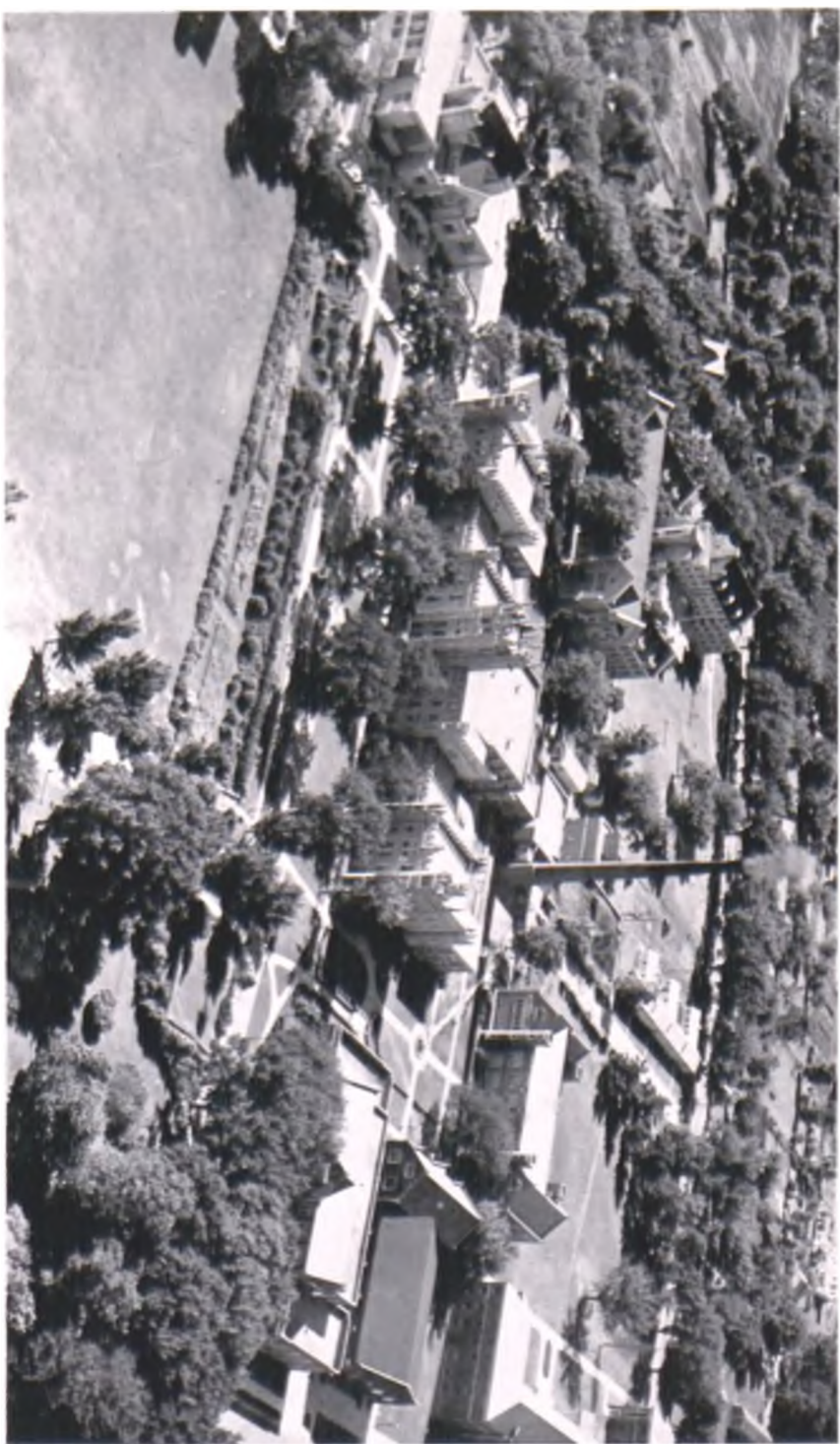
to

CAMPUS MAP

NORTHERN ILLINOIS STATE TEACHERS COLLEGE

DeKalb, Illinois

- | | |
|------------------------------|---|
| 1. Administration Building | 14. College Tea Room |
| 2. Parson Library | 15. Music Annex |
| 3. Science Building | 16. Regional Services Offices |
| 4. Home Management House | 17. Classroom Building |
| 5. Williston Hall (Women) | 18. Office Building |
| 6. Adams Hall (Women) | 19. Veterans Housing |
| 7. Cafeteria | 20. Bookstore & Duplicating |
| 8. McMurry Laboratory School | 21. Maintenance Shops |
| 9. Gilbert Hall (Men) | 22. Intramural Area |
| 10. Glidden Field | 23. Golf Course |
| 11. Men's Gymnasium | 24. Driving Range |
| 12. Industrial Arts Building | 25. Laboratory School (Blueprint Stage) |
| 13. Parking | 26. Women's Residence (Ground Broken) |



AERIAL VIEW OF NORTHERN'S CAMPS

STATE OF ILLINOIS
WILLIAM G. STRATTON, Governor

CATALOG

OF THE

GRADUATE SCHOOL

OF

NORTHERN ILLINOIS

STATE TEACHERS COLLEGE



1954-1955
DeKalb, Illinois

(Printed by Authority of the State of Illinois)



CAMPUS GATE



SWEN F. PARSON LIBRARY



SCIENCE BUILDING

STATE OF ILLINOIS
 WILLIAM G. STRATTON, Governor
THE TEACHERS COLLEGE BOARD
Appointed Members

1953-1959

MR. LEWIS M. WALKER, Chairman.....Gilman
 MRS. HARRIET LOWDEN MADLENER.....Oregon
 MR. ROYAL A. STIPES, JR.....Champaign

1953-1957

MR. CARL DUNBAR.....Macomb
 DR. WILLIAM C. REAVIS.....Chicago
 MR. CLARENCE R. ROPP.....Normal

1953-1955

MR. WALTER S. FREDENHAGEN.....Naperville
 MR. ALEXANDER A. SUMMERS.....Mattoon
 MR. CHAUNCEY B. WATSON, SR.DeKalb

Ex Officio Members

DR. VERNON L. NICKELL Superintendent of Public Instruction
Springfield
 MR. MORTON H. HOLLINGSWORTH, Director of Department of
 FinanceSpringfield

DR. RICHARD G. BROWNE, Executive Secretary and Educational
 CoordinatorSpringfield
 MR. CHARLES G. LANPHIER, Financial CoordinatorSpringfield

Northern Illinois State Teachers College is governed by the Teachers College Board. The Board consists of eleven members: the Superintendent of Public Instruction, the Director of Finance and nine members appointed by the Governor for a six-year term. The Executive Secretary and Educational Coordinator, and the Financial Coordinator are employees of the State Teachers College Board and are appointed by the Board for specific terms. The State Teachers College Board is the governing body for the four State Teachers Colleges of Illinois.

GRADUATE SCHOOL CALENDAR—1954-1955

SUMMER SESSION, 1954

Monday, May 10—Saturday, May 29 Preregistration
Monday, June 21 Registration 8:00 A. M.—3:30 P. M.
Tuesday, June 22 Class work begins 8:00 A. M.
Thursday, June 24 Last day for filing petition for admission to
candidacy for August degree candidates
Friday, June 25 Last day for filing application to take
comprehensive examination for August degree candidates
Monday, July 12 First day of comprehensive examinations for
August degree candidates
Friday, July 16 Last day for filing qualifying paper for
August degree candidates
Tuesday, August 3 Last day of comprehensive examinations for
August degree candidates
Thursday, August 12 Commencement 3:00 P. M.
Friday, August 13 Session closes at end of school day

FIRST SEMESTER, 1954-1955

Saturday, September 18 Registration 8:00 A. M.—3:30 P. M.
Saturday, September 18 Class work begins 9:00 A. M.
Monday, September 20 Registration 8:00 A. M.—7:00 P. M.*
Friday, October 22 Meeting of Rock River Division of I.E.A.
Friday and Saturday, October 29-30 Homecoming
Wednesday, November 24 .. Thanksgiving recess begins at 12:00 noon
Monday, November 29 Class work resumes 8:00 A. M.
Saturday, December 18 Christmas vacation begins after
regularly scheduled classes
Monday, January 3 Class work resumes 8:00 A. M.
Monday—Thursday, January 24-27 Undergraduate examinations
Saturday—Thursday, January 22-27 Graduate examinations
Friday, January 28 First Semester closes

SECOND SEMESTER, 1955

Wednesday, February 2 ----- Registration 8:00 A. M.—7:00 P. M.*
 Wednesday, February 2 -----Class work begins 5:00 P. M.
 Tuesday, April 5 .----- Easter recess begins after
 regularly scheduled classes
 Tuesday, April 12 -----Class work resumes 8:00 A. M.
 Thursday, April 14 ----- Last day for filing petition for admission to
 candidacy for June degree candidates
 Thursday, April 14 ----- Last day for filing application to take
 comprehensive examination for June degree candidates
 Friday, April 29 -----First day of comprehensive examinations for
 June degree candidates
 Friday, May 6 -----Last day for filing qualifying paper for
 June degree candidates
 Wednesday, May 25 -----Last day of comprehensive examinations for
 June degree candidates
 Monday, May 30 -----Holiday
 Sunday, June 5 -----Commencement 5:00 P. M.
 Tuesday—Friday, June 7-10 -----Undergraduate examinations
 Saturday—Friday, June 4-10 -----Graduate examinations
 Saturday, June 11 -----Second Semester closes

SUMMER SESSION, 1955

Monday, June 20	Registration 8:00 A. M.—3:30 P. M.
Tuesday, June 21	Class work begins 8:00 A. M.
Thursday, June 23	Last day for filing petition for admission to candidacy for August degree candidates
Friday, June 25	Last day for filing application to take comprehensive examination for August degree candidates
Monday, July 4	Holiday
Monday, July 11	First day of comprehensive examinations for August degree candidates
Friday, July 15	Last day for filing qualifying paper for August degree candidates
Tuesday, August 2	Last day of comprehensive examinations for August degree candidates
Thursday, August 11	Commencement 3:00 P. M.
Friday, August 12	Summer Session closes after regularly scheduled classes

*Registration offices remain open late enough during the first week of classes to accommodate evening students. After the first week these offices close at 4:30 P. M.

ADMINISTRATIVE STAFF

Leslie A. Holmes, Ph. D......President of the College
Francis R. Geigle, Ed. D. __Administrative Assistant to the President
Romeo M. Zulauf, A.M......Dean of Instruction
J. R. Hains, Ph.D. _____Dean of the Graduate School
Edith Leifheit, B.E. _____Registrar
Eugenie Donnelly, M.A. _____Director of Admissions
Constance Bax, M.S. ____Secretary to the Dean of the Graduate School

GRADUATE COUNCIL

J. R. Hains, Ph.D., Chairman	Dean of the Graduate School
Leslie A. Holmes, Ph.D.	President of the College
Romeo M. Zulaut, A.M.	Dean of Instruction
S. Orville Baker, Ph.D.	Department of English
Otto J. Gabel, Ph.D.	Department of Education
Francis R. Geigle, Ed.D.	Department of Business Education
Howard W. Gould, Ph.D.	Department of Physical Sciences
Earl W. Hayter, Ph.D.	Department of Social Sciences
Eugene W. Hellmich, Ph.D.	Department of Mathematics
W. V. O'Connell, Ed.D.	Department of Speech
George L. Terwilliger, Ed.D.	Department of Biological Sciences
Wallace Wesley, Hs.D.	Department of Physical Education for Women

Department representatives are elected by their departments.

GRADUATE FACULTY

GRADUATE FACULTY

Leslie A. Holmes, Ph.D.	.....	President
Francis R. Geigle, Ed.D.	.....	Administrative Assistant to the President and Head of the Department of Business Education
Romeo M. Zulauf, A.M.	.....	Dean of Instruction
J. R. Hainds, Ph.D.	.....	Dean of the Graduate School
Harold E. Aikins, Ph.D.	.....	Professor of Social Sciences
Virgil Alexander, Ph.D.	.....	Director of Instructional Materials
Miriam Anderson, Ed.D.	.....	Associate Professor and Head of Department of Physical Education for Women
Eleanor Anglin, Ph.D.	.....	Associate Professor of Education
S. Orville Baker, Ph.D.	.....	Associate Professor of English
Martin Bartels, Ph.D.	.....	Director of Placement
James W. Beach, Ph.D.	.....	Associate Professor of Mathematics
Bertha M. Bellis, Ph.D.	.....	Professor of Education
John Benben, Ph.D.	.....	Associate Professor of Education
John Bower, Ph.D.	.....	Assistant Professor of Chemistry
Robert A. Bullington, Ph.D.	.....	Associate Professor of Biological Sciences
Paul Burness, Ph.D.	.....	Assistant Professor of English
George P. Clark, Ph.D.	.....	Associate Professor of English
Joseph Clettenberg, Ph.D.	.....	Director of Extension
Paul Crawford, Ph.D.	.....	Professor of Speech
Thomas Dale, Ph.D.	.....	Assistant Professor of English
Irene Feltman, Ph.D.	.....	Assistant Professor of Education
Harvey Feyerherm, Ph.D.	.....	Associate Professor of Biological Sciences
Stuart D. Fink, Ph.D.	.....	Principal of McMurry Laboratory School
O. J. Gabel, Ph.D.	.....	Professor of Education

Howard W. Gould, Ph.D.-----Professor and Head of
Department of Physical Sciences

Eugene Grant, Ed.D.-----Associate Professor of Education

Clarence Ethel Hardgrove, Ph.D. Associate Professor of Mathematics

Lillian Haverland, Ph.D.----Assistant Professor of Physical Education

M. C. Hayes, Ph.D.-----Associate Professor of Education

Earl W. Hayter, Ph.D.-----Professor of Social Sciences

Eugene W. Hellmich, Ph.D. -----Professor and Head of
Department of Mathematics

Charles E. Howell, Ph.D. -----Professor of Social Sciences

Max S. Huebner, Ph.D.-----Director of Student Teaching

J. Frances Huey, Ed.D.-----Associate Professor of Education

Hugh Jameson, Ph.D.-----Professor and Head of
Department of Social Sciences

Eino Johnson, Ph.D.-----Associate Professor of Education

Frederick Kent, LL.D.-----Assistant Professor of Social Sciences

Richard Lawrence, Ed.D.-----Assistant Professor of Education

Howard Leavitt, Ed.D.-----Assistant Professor of Education

Norman Levaridsen, Ph.D.----Assistant Professor of Biological Sciences

Wendell A. Lindbeck, Ph.D.-----Professor of Physical Sciences

John W. Lloyd, Ed.D.-----Professor of Social Sciences

Lewis McFarland, Ph.D.-----Professor of Speech

Mary McCoy, Ph.D.-----Assistant Professor of Physical Education

Dorothy McGeoch, Ed.D. -----Associate Professor of Education

James J. Martin, Ph.D.-----Assistant Professor of Social Sciences

James Merritt, Ed.D.-----Assistant Director of Student Teaching

Helen R. Messenger, Ph.D.*-----Professor of Education

Wilma Miller, Pe.D.-----Associate Professor of Physical Education

C. E. Montgomery, Ph.D.*-----Professor of Biological Sciences

W. V. O'Connell, Ed.D.-----Professor and Head of Department
of Speech

John Pineault, Ed.D.-----Associate Professor of Business Education

Carl W. Proehl, Ed.D.-----Assistant Director of Student Teaching

Carl Rigney, Ph.D.-----Assistant Professor of Physical Sciences

T. A. Ringness, Ph.D.-----Associate Professor of Education

Frederick W. Rolf, Ph.D.-----Professor of Physical Sciences

John L. Rowe, Ed.D.-----Associate Professor of Business Education

W. Paul Street, Ph.D.-----Director of Regional Services

William B. Storm, A.M.*-----Associate Professor of Mathematics

E. Ruth Taylor, Ph. D.-----Professor of English

George L. Terwilliger, Ed.D.-----Professor and Head of
Department of Biological Sciences

Maude Uhland, Ph.D.-----Professor of English

Eleanor Volberding, Ph.D.-----Professor of Education

Frederic Weed, Ph.D.-----Associate Professor of Social Sciences

Wallace Wesley, Hs.D.-----Associate Professor of Physical Education

Esther Williams, Ed.D.-----Professor of Education

D. Kenneth Wilson, Ph.D.-----Associate Professor of Speech

Margaret Wood, Ph.D.-----Professor of Speech

W. A. Yauch, Ed.D.-----Professor and Head of
Department of Education

*Retired

NEWELL, D. GILBERT RESIDENCE HALL.



THE GRADUATE SCHOOL

Under authority granted by the Illinois State Teachers College Board, Northern Illinois State Teachers College has offered work leading to the degree of Master of Science in Education since 1951. Nine departments offer graduate study for properly qualified students: Biological Sciences, Business Education, Education, English, Mathematics, Physical Education for Women, Physical Sciences, Social Sciences, and Speech. Each of these departments offers a full major; the Department of Education lists four sequences; and groups of departments collaborate to offer majors in related areas. Within the fields covered by these nine departments, therefore, a wide variety in programs is a distinctive feature of the offerings.

Purpose

The graduate program at Northern Illinois State Teachers College has as its primary objective the improvement of public school teaching in the Northern Illinois area. It attempts to do this by offering advanced work both in subject matter fields and in professional education for teachers, supervisors, and administrators.

The graduate program is also designed to meet the demand for further study by those teachers who seek advanced work for reasons of intellectual growth and professional advancement. The offerings of the graduate school are sufficiently flexible to permit the pursuance of a course of study particularly adapted to the individual needs of the student. The college acts as an educational service agency for the Northern Illinois area, and it is expected that the graduate program will further this function by providing educational leadership and intellectual stimulation for both the teachers and the general public of this territory. Further, in many cases the graduate school can provide for a student a foundation for more advanced study in his particular area of specialization.

Admission Requirements

A candidate for admission to the Graduate School as a classified student must (1) hold a baccalaureate degree from an approved institution whose requirements for the degree are substantially equivalent to those of Northern Illinois State Teachers College or (2) be in the last semester of work leading to that degree from Northern Illinois State Teachers College.

A student must also hold a baccalaureate degree in order to be admitted as unclassified. An unclassified student may register for any courses which he is qualified to carry. Such courses may or may not be recognized in computing credit required for the degree if a student transfers from unclassified to classified status, as he may with the consent of the Graduate Council. An unclassified student need not have a departmental advisor or advisory committee.

All entering students must have a physical examination. This examination should be given by the family physician and is to be reported on a health chart furnished by the College. A smallpox vaccination at the time of examination is required unless a certificate of successful vaccination during the last three years can be furnished. The report of physical examination should be returned to the Student Health Service at least one week preceding the beginning of that semester in which the student plans to enroll.

Areas of Specialization

The student may select a major field of study from any of the participating departments named above; or in some cases he may select an interdepartmental or "area" major. Such combined majors are offered in Biological Sciences-Physical Sciences, Education-Biological Sciences, Education-Business Education, Education-English, Education-Mathematics, Education-Physical Education, Education-Physical Sciences, Education-Social Sciences, Education-Speech, English-Social Sciences-Speech, English-Social Sciences, English-Speech, and Mathematics-Sciences. (See p. 29.)

Application for Admission

Students who wish to register for graduate study should write to the Director of Admissions or the Dean of the Graduate School, requesting a copy of the form "Application for Admission to the Graduate School." This form should be completed and returned to the Director of Admissions no later than a week before registration.

A student who holds a baccalaureate degree from another college should ask the registrar of that college to forward a transcript of his academic record to the Director of Admissions. If a transfer of graduate credit is desired, applicants, before undertaking graduate work at Northern Illinois, should request the registrar of any institution concerned to send transcripts to the Director of Admissions.

Registration

Graduate students are expected to register during the regular registration period at the beginning of each semester (see calendar). Those who register after the specified dates are required to pay a "late registration fee" of \$3 00.

Arrangements for registration and for assignment to an advisor are made through the Office of the Dean of the Graduate School.

Auditors

Any full time graduate student may be permitted to audit, without added fees, one or more additional courses, either undergraduate or graduate, provided approval is first obtained from

the student's advisor, the instructor of the course, and the Dean of the Graduate School. A student who enrolls as an auditor in a course may not take the examinations in the course and will not receive credit.

Part time students may be permitted to audit additional courses on the same basis as regular students upon the payment of an added fee of \$5.50 per semester hour, with the provision that the total amount of fees paid will not exceed \$50.00 per semester.

Expenses

The average total expenses for room, board, books, and supplies is approximately \$800 to \$900 for the academic year. The fees for graduate students are as follows:

Full time students (per semester)	
Registration and activities fee	\$50.00
Additional fee for non-residents of Illinois ..	50.00
Part-time students (nine semester hours or less)	
Minimum fee	11.00
Per class hour	5.50
(No activity privileges extended)	
Special fees	
Matriculation fee (payable upon first admission only)	5.00
Graduation fee (payable at time of graduation only)	10.00
Late registration fee	3.00
Change of program fee	1.00
Duplicate transcript of record (after the first is issued)	1.00

Transcripts are not issued to persons who are under financial obligation to the College or the College Loan Fund.

Fees are due at the time of registration. No refunds on fees are granted after nine calendar days following the regular registration day.

Changes in class programs will be permitted only with the approval of the student's advisor, and a charge of \$1.00 will be made for each program change after the third day of the semester.

Students registering for a laboratory course in chemistry are required to purchase a \$5.00 "breakage coupon" at the Business Office. Refunds will be made on unused portions of the coupon.

The incidental and activities fees cover the following services and privileges: registration, library, health service, gymnasium, admission to athletic events, concerts, dramatic productions, lectures, speech events, and subscription to the weekly college newspaper and the college annual.

Veterans Affairs Office

The Veterans Affairs Office, which operates in conjunction with the Office of the Dean of Men, serves as a liaison between student veterans and governmental agencies concerned with educational benefits for veterans. Assistance is given to both undergraduate and graduate students in making necessary reports to the Veterans Administration and in obtaining educational benefits under the various public laws providing for the education and training of veterans. Inquiries concerning educational benefits for veterans should be directed to the Coordinator of Veterans Affairs.

Living Accommodations

The Dean of Men and the Dean of Women list rooms that are for rent in private homes, but do not make reservations for students. Rooms are available at approximately \$5 00 a week per person. In some cases, for a small additional charge, cooking facilities are provided.

The College maintains two residence halls for women—Williston Hall for freshmen, sophomore, and junior women; and Adams Hall for junior, senior, and graduate women students. The rate for board and room at Adams Hall is \$16.00 per week for those living in double rooms, and \$16.50 per week for those living in single rooms. Application for rooms in Adams Hall and all inquiries regarding housing for women should be addressed to the Dean of Women.

Gilbert Hall, the residence hall for men, has rooms available for graduate students. The rate for board and room is \$288.00 a semester, payable in advance. Further information regarding housing for men may be obtained at the Office of the Dean of Men.

All students living in college residence halls will be required to furnish their own towels, bed linens, and blankets.

Because of unsettled conditions in prices of food and labor, the college reserves the right to adjust charges for room and board during the college year. If an adjustment is necessary, it will become effective with the opening of any regular semester. Sufficient notice will be given to acquaint all students in the residences with this change.

In regard to housing in residence halls, applications from undergraduate students are given preference to applications from graduate students.

The College Cafeteria serves meals at a nominal cost. Fountain and short-order service is provided by the College Tea Room.

Twenty-four two-bedroom units and twenty-four one-bedroom units are available in the Veterans Housing Project. To be eligible for assignment in these apartments, either the husband or wife must be a veteran and the veteran must carry at least twelve semester hours of credit through each of the two

semesters of the college year and carry at least six semester hours of credit during the summer session.

All subletting must be approved by the Dean of Students and is limited to those students who would be eligible for an apartment themselves. Students may sublet their accommodations only during the summer session.

Inquiries concerning accommodations in the Veterans Housing Project should be directed to the Dean of Students.



ADMINISTRATION BUILDING

REQUIREMENTS FOR THE DEGREE OF MASTER OF SCIENCE IN EDUCATION

Candidacy

Admission to the Graduate School does not necessarily imply admission to candidacy for the master's degree. Upon the completion of eight semester hours of graduate work, and not later than the first month of his final semester, a student shall file application in the Office of the Dean of the Graduate School for admission to candidacy.

A student will not be admitted to candidacy for a degree until he is following a program approved by his advisor or advisory committee, which insures satisfaction of the requirements for certification to teach in Illinois.

Deficiencies

A graduate of an approved college or university is presumed to be eligible for advanced work in any department if he presents a major in the area of work of that department. Any specific courses or their equivalents which are prerequisites to advanced courses shall be looked upon as deficiencies, to be made up before the student takes such advanced courses.

Students who elect the sequence in education for elementary school teachers will be expected to regard as deficiencies those courses necessary for certification as an elementary school teacher in the State of Illinois.

Credit Requirement and Grading System

A candidate for the master's degree must earn a minimum of thirty-two semester hours of graduate credit and a minimum grade average of B. The minimum required number of semester hours in residence is twenty-two. Graduate credit is given only in those courses in which a grade of C- or better is earned.

Normally, not less than ten semester hours are to be earned in courses outside of the candidate's major field. In exceptional cases, this requirement may be waived by the Dean of the Graduate School. In order for exception to be considered the candidate, with the consent of his advisor or advisory committee, must submit a written petition to the Dean of the Graduate School, stating clearly his reasons for desiring waiver.

Grades and their honor point values are as follows:

Grade	Honor Points per unit credit
A	3
B	2
C +	1
C	1
C —	1
D	0
F	—1
Inc. (Incomplete)	0
Dr. (Dropped)	0
S. (Satisfactory)	0
N.S. (Not-satisfactory)	0

The grade average of all graduate students is computed on a cumulative basis, including the record of all graduate work which has been transferred to the record here. The honor point average at any time is the quotient obtained by dividing the total number of honor points by the total number of properly weighted credit courses which the student has taken up to that time.

In general, graduate classes meet on the basis of one hour of credit for each class hour. Certain classes, however, are of such nature that they require more than one hour of attendance for each hour of credit; and some courses confer more than one hour of credit for each hour in class. Particular information regarding a specific course may be obtained from the instructor, or from the Office of the Dean of the Graduate School.

Credits Transferable

Subject to the approval of the Dean of the Graduate School, a student will be allowed to transfer a maximum of six semester hours of graduate credit from another institution, none of which shall be in extension or correspondence work.

Credit for Extension Work

With the approval of the major department, a student will be permitted to offer for credit a maximum of eight semester hours in extension work taken from this institution. A list of centers approved for graduation extension work may be secured from the Dean of the Graduate School.

Courses for Which Credit Is Allowed

Only courses numbered 400-499 and 500-599 carry graduate credit. Not more than fifty per cent of the credit counted toward a degree may be earned in courses numbered 400-499.

Some college courses numbered in the 400's carry only undergraduate credit. Only those courses listed in this catalog carry graduate credit.

Completion of Graduate Work

All work for the master's degree must be completed within a period of six years unless exception is granted by the Graduate Council.

Advisory System

Each student is assigned, by the head of his major department, to an advisor or advisory committee whose purpose is to guide his selection of a program of studies and to recommend him, when properly qualified, for the degree. The advisor or advisory committee is selected by the head of the department in which the student is majoring.

The program of studies should be formulated by the student in conference with his advisor or advisory committee during the first semester of graduate work. Proper forms may be obtained from the Office of the Dean of the Graduate School and must be completed before a student may be admitted to candidacy. (See p. 17.)

Qualifying Paper

Before taking the final comprehensive examination, a candidate must submit a qualifying paper, which is to be a research study written in the candidate's major field. Its subject must be approved by the chairman of the student's advisory committee or by his advisor, and when completed it must be approved by the professor under whom it was written and two other readers. A minimum of 5,000 words, or its equivalent in studies of a scientific or statistical nature, is required. The paper must follow the recognized standard forms of footnoting and bibliography. The original paper and two carbon copies must be submitted in a standard folder to the Office of the Dean of the Graduate School. A statement showing approval by the staff members involved must be filed in the Office of the Dean of the Graduate School at least one week before the candidate appears for examination.

Examinations

Final written comprehensive examinations are required of all candidates for the master's degree at some time within the latter half of the semester which marks completion of work for the degree, but in any case at least one week before such completion. In some departments an oral examination is required as well. These examinations are given by the department or departments in which the major is taken. Students eligible for an examination must file with their major advisors and the Office of the Graduate School a notice of their intent to present themselves for it.

Departments concerned will post notices of the date and place for each examination at least two weeks before it is to be administered.

All students must meet the requirement mandated by Senate Bill Number 195 of the 68th General Assembly of the State of Illinois. In brief, this law requires satisfactory completion of an examination on the Constitution of the United States, the Constitution of the State of Illinois, and the proper use and display of the American flag. Students who have not satisfied the requirement at the undergraduate level must satisfy it at the graduate level.



POLLEY HALL, COLORADO STATE FIELD CAMPUS

GENERAL INFORMATION

Northern Illinois State Teachers College is located in DeKalb, a city of 13,000 people. This thriving city is sixty miles west of Chicago on United States Highway Alternate 30 and on State Highway 23. DeKalb is served by the Chicago and Northwestern Railroad and the Greyhound Bus Lines.

The Northern Illinois State Normal School was established by an act of the General Assembly in 1895 and began its work of educating teachers in September, 1899. By legislative enactment June, 1921, Northern Illinois State Normal School became Northern Illinois State Teachers College, and since that time two-year and four-year curricula have been offered to prepare elementary school teachers and high school teachers. However, in July, 1943, the awarding of a diploma for completion of the two-year curriculum was discontinued. Since 1921 the baccalaureate degree has been conferred upon the satisfactory completion of four years of college work.

In September, 1943, the Teachers College Board changed the original title of the degree conferred by the five State Teachers Colleges from Bachelor of Education to Bachelor of Science in Education. In the fall of 1945 a Two-Year General Education Curriculum was added with the approval of the Teachers College Board.

Early in 1951 the Teachers College Board approved a graduate program for Northern Illinois State Teachers College. This program was first offered in the summer of 1951.

ACCREDITATION

Northern Illinois State Teachers College is accredited by the North Central Association of Colleges and Secondary Schools and by the American Association of Colleges for Teacher Education as a baccalaureate and master's degree-granting institution.

BUILDINGS AND CAMPUS

The campus, covering over two hundred acres, is situated in the western part of the city. A part of the campus is heavily wooded with native vegetation and the remainder of the campus has been attractively landscaped with shrubbery and flower gardens. The picturesque campus lake and the meandering Kishwaukee River contribute to the beauty of the campus. Many consider the campus at "Northern" one of the most beautiful teachers college campuses in the country.

The campus building group comprises the Administration Building, Science Building, Willston Hall, Adams Hall, Gilbert Hall, the Home Management House, Parson Library, McMurry Laboratory School, the Industrial Arts Building, the Men's Gymnasium, the Veterans' Housing Project, the Cafeteria, the College Tea Room, the Book Exchange, and the barracks unit

housing the Division of Regional Services, Extension offices, and the Physical Therapy Center.

A new library building, the Swen Franklin Parson Library, is located directly north of the Science Building and west of the Administration Building. In addition to reserve and reference reading rooms, it includes a browsing room, curriculum laboratory, seminar rooms, a small auditorium, art and music listening rooms, visual education department, and a classroom for instruction in library science.

Over 86,000 books and more than 2,500 pamphlets are available for use. While the direct needs of the various departments are given first consideration, recreational reading has not been neglected. Reference and reserve books, as well as bound and current periodicals, are found in the reading rooms. A juvenile library is housed in the McMurry Laboratory School for the elementary grades. The library is staffed by twelve librarians and from twenty-five to thirty student assistants.

Requests for stack privileges are granted to graduate students by the Head Librarian. Also available to graduate students is a limited number of carrells. These are assigned to individuals by the Head Librarian.

The Administration Building, easily identified by its castellated towers, is a familiar landmark in DeKalb. This impressive building contains the administrative and business offices, an auditorium, student lounges, the health center, classrooms, and offices for faculty members.

The Science Building, dedicated on Commencement Day in 1943, contains over one hundred rooms, including well equipped laboratories, classrooms, offices and auxiliary rooms designed for special purposes. The Museum of Biology and the Barber Collection of Fossils and Minerals are housed in this building. The four main floors are designed to serve fields as indicated: first floor—physics and earth sciences, including geography; second floor—home economics; third floor—biological sciences; fourth floor—chemistry. The fifth floor and tower, although now largely unfurnished, will eventually be converted into classrooms and laboratories.

Williston Hall, a four-story brick residence for 250 college women is located near the Administration Building. The rooms are comfortably furnished and the hall has a homelike atmosphere. On the main floor are dining room facilities, a lounge, offices, and living quarters for residents. A recreation room and kitchenette are located in the basement.

Karl L. Adams Hall, which was opened in September, 1949, houses 120 women students, and is planned to meet their needs in accordance with recent trends in the housing of women students. Constructed of Illinois limestone, Adams Hall is decorated in bright colors and furnished attractively. Pictures by modern artists add to the interest of the living rooms.

Newell D. Gilbert Hall, a newly completed residence hall, houses 374 men. It includes dining room facilities, lounges, and offices in addition to completely modern rooms for students.

The Home Management House, located across the street from the new college library, is used by the Home Economics Department as a home for the seniors who wish to satisfy the requirements of high schools that employ vocational home economics teachers. The Home Management House affords an ideal laboratory for an important part of undergraduate education offered in the field of home economics.

The McMurry Laboratory School is the campus elementary school which serves as an observation and demonstration center and a laboratory for student teaching.

The Industrial Arts Building, located east of the Administration Building, contains laboratories for graphic arts, woods, metals, electricity and drawing, as well as classrooms and offices. A laboratory of industry and science occupies the entire second floor and represents one of the modern developments in industrial arts work.

In the Men's Gymnasium are classrooms, locker and shower rooms, a handball court, an athletic training room, and a basketball floor of regulation size with modern rollaway bleachers. East of the Men's Gymnasium lies the new varsity football field and track. North of the gymnasium and across Lucinda Avenue are the intramural athletic fields, which include facilities for such individual sports as tennis and badminton.

The Veterans' Housing Project includes forty-eight apartments for married students.

The College Cafeteria is conveniently situated on the west side of the drive which extends from Lucinda Avenue to the heating plant. At the east entrance to the campus on College Avenue is the College Tea Room, open for fountain and short-order service and offering facilities for special banquets and parties.

A Book Exchange, operated by the College, is conveniently located north of the Administration Building on Garden Road. Used textbooks are bought and sold at this exchange and incidental supplies necessary for class work may be purchased there.

The college has recently acquired 55 acres of land located one block west of the main campus. Construction of a new residence hall for women is now in progress on this site. Plans for a new laboratory school, also to be located in this area, are being completed.

LORADO TAFT FIELD CAMPUS

The Lorado Taft Field Campus is located approximately 35 miles west of DeKalb near the city of Oregon. This branch campus, adjacent to the Lowden Memorial State Park, is situated in the hilly and heavily wooded area on the east side of the Rock River. The buildings in this scenic area have been completely rehabilitated. All the buildings on this beautiful campus

are equipped for year-around use. The area is ideal for practical natural laboratory work. Here students have an opportunity to study various aspects of outdoor educational activities not available in the traditional classroom.

Overlooking the river is spacious Poley Hall. This hall is used for multiple purposes. It has excellent dining facilities including a very well equipped kitchen. In addition, it can easily be converted into a conference room, classroom, or laboratory.

Taft House, the former home of the famous sculptor Lorado Taft, has a comfortable lounge room, a library office, and several other rooms which can be used for numerous purposes.

Brown House has been converted into a comfortable dormitory with a capacity of approximately 30 persons. In addition, the near-by Heckman House in the Lowden Memorial State Park is available to the college and can be used for various functions.

NORTHERN ILLINOIS STATE TEACHERS COLLEGE FOUNDATION

The Northern Foundation is a non-profit corporation formed to assist in developing and increasing the facilities of the college and to encourage gifts of money, property, works of art and other material having educational, artistic, or historical value. It receives, holds, and administers such gifts with the primary object of serving purposes other than those for which the State of Illinois ordinarily makes sufficient appropriations. Managed by a board of directors consisting of the President of the College, the Chairman of the Teachers College Board, the Business Manager of the College, a faculty member, a member elected by the Alumni Association, and at least two others, it is empowered to transfer to the college any property assigned or conveyed to it.

One of the Foundation's major functions is the operation of a loan service for students. This service, which is located in the office of the Secretary-Treasurer, enables deserving students to borrow, at a low rate of interest, on personal notes.

Additional information may be secured from the Secretary-Treasurer, J. R. Hains.

LOAN FUNDS

Northern Illinois State Teachers College Foundation. The Foundation administers two funds from which deserving students may borrow, at a low rate of interest, on personal notes: the Bertha Bennett Sawyer Loan Fund and the Student Loan Fund. Loans are not made to entering students. Applications are made in the Office of the Secretary-Treasurer of the Foundation and must receive the approval of the Dean of the Graduate School.

The Gilbert Memorial Loan Fund. The Alumni of the College established this fund in recognition of the years of splendid service of Newell D. Gilbert, former head of the Department of

Education. The fund is used to help worthy students, and a low rate of interest is charged. Applications may be made with the Business Manager and must receive the approval of the Dean of the Graduate School.

Rotary Loan Fund. The Rotary Club of DeKalb has presented to the College the sum of five hundred dollars to be used as a loan for students in immediate need of cash. A committee composed of Rotary Club members on the faculty administers the fund. Information concerning the conditions under which loans are made may be secured from the Dean of Students.

HEALTH SERVICE

The Student Health Service, under the supervision of a physician, has headquarters in the Administration Building and is open during class hours. Students have the privilege of visiting the clinic for consultation, advice and treatment, and also for discussing health problems.

Hospitalization service, in either of the two hospitals in DeKalb, is furnished by the College, upon the recommendation of the college physician, for a period not to exceed seven days a year. The service provides room and board for seven days in a semi-private room and laboratory fees up to \$15.00. Physicians', surgeons', and private nurses' fees are extra and are paid by the student.

STUDENT TEACHING

Since student teaching is required for certification in Illinois, facilities for student teaching will be made available for graduate students. Unless exception is granted, however, they will not be provided before the student completes fifteen semester hours of graduate study in this school.

INTERNSHIP FOR GRADUATE STUDENTS

Field work under college supervision may be utilized to develop proficiencies and may be substituted for regular course work designed to help the student acquire the required proficiencies. Only those who have had student teaching or experience in schools are eligible for internship credit. For further information see course description under Education 595.

ASSISTANTSHIPS

A limited number of graduate assistantships are offered. They provide a maximum stipend of \$150 per month for the nine months of the academic year. Assistants are selected for their ability and are appointed on a half time basis with the understanding that their academic load may not exceed eight hours each semester.

Application forms for graduate assistantships can be procured from the office of the Dean of the Graduate School.

SPEECH REHABILITATION CENTER

During the summer of 1954, Northern Illinois State Teachers College will again cooperate with the Illinois Division of Services for Crippled Children by offering a six weeks program for children with organic speech problems. Undergraduate and graduate credit can be earned by participating in the program; for example, speech correction majors and early elementary majors may earn clock hours credit in clinical practice. In addition, a number of students from the departments of music, education, art, and physical education may be assigned to conduct individual and group activities under the supervision of faculty members. There is also a limited number of staff positions available.

THE PLACEMENT BUREAU

All available information shows that there will be continued critical need for teachers, especially in the elementary field. To aid students in securing desirable teaching positions the college, through its Placement Bureau, makes available to school officials or other prospective employers the credentials of its graduates. These credentials contain the following information regarding each student: (1) Academic record and scholastic standing, (2) Student teaching record, (3) Actual teaching experience, (4) Personal evaluation made by instructors, critic teachers, and other supervisors. When the number of candidates seeking positions exceeds the number of calls for teachers, it is the policy of the Placement Bureau to place teachers in the order of their superiority with reference to the points enumerated above.

The Bureau not only arranges for the placement of current graduates but also promotes the interests of those who have had several years of successful teaching experience.

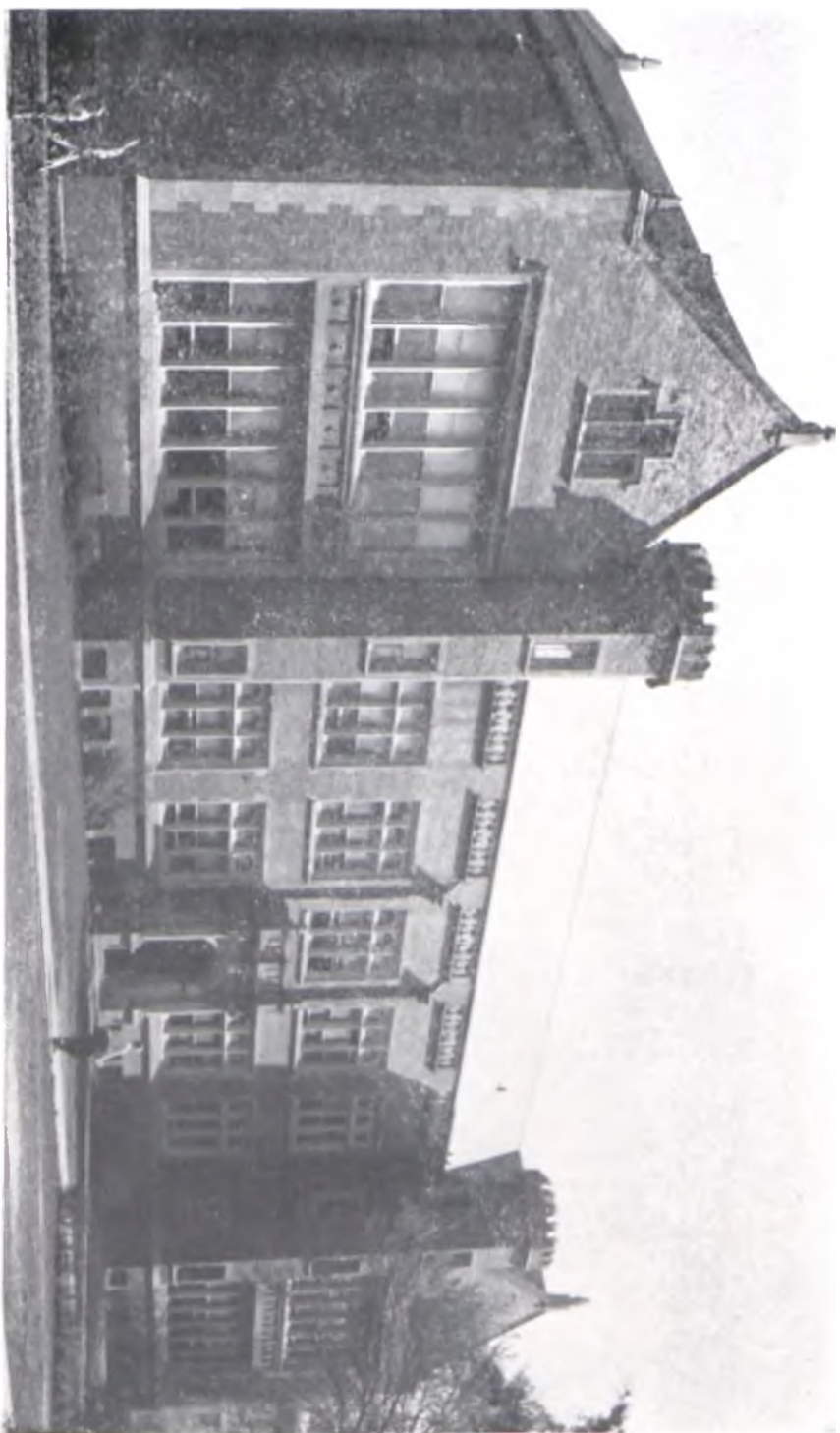
RECREATIONAL FACILITIES

The college sponsors an extensive intramural athletic program each semester. Regular tournaments are held in tennis, handball, playground ball, volleyball, basketball, wrestling, boxing, and golf.

Part of a new 50 acre area has been improved for intramural recreation, physical education classes, and athletic practice. There are tennis, handball, speedball, and volleyball courts; baseball and softball diamonds; football fields; athletic practice fields; hockey, soccer, and touch football fields; and a golf driving range. The area provides an opportunity for men and women to participate in various sports under excellent conditions.

Picnic areas are readily accessible in the Annie Glidden Woods adjacent to the campus and in Hopkins Park north of the city. The municipal swimming pool is also available to college students.

In general, graduate students are invited to participate in undergraduate activities, including band, orchestra, and chorus, which do not involve intercollegiate competition. Information regarding specific organizations can be obtained at the office of the Dean of the Graduate School.



McMURTRY LABORATORY SCHOOL



CAMPUS LAGOON

DEPARTMENTAL REQUIREMENTS FOR GRADUATE MAJORS AND DESCRIPTION OF COURSES

The student may select a program leading to the master's degree from any of the departments listed in the following pages; or, in some cases he may select an area major that cuts across departmental lines. In addition to the major in core described on pp. 29-32, area majors are planned at present in the following combinations:

Biological Sciences-Physical Sciences

Education-Biological Sciences	Education-Social Sciences
Education-Business Education	Education-Speech
Education-English	English-Social Sciences-Speech
Education-Mathematics	English-Social Sciences
Education-Physical Education	English-Speech
Education-Physical Sciences	Mathematics-Sciences

Information regarding area majors may be obtained by communicating with the head of any of the departments concerned.

When departmental programs are under consideration, the student is advised to consult carefully the section of this catalog devoted to requirements for admission to the Graduate School and requirements for the master's degree.

Departmental offerings will depend largely on the demand. In accordance with this policy, the College may find it necessary in some cases to withdraw courses designated to be offered in a given semester and in other cases to offer courses not designated for the semester. The numerals I and II indicate the semester (or semesters) designated for a course.

AREA MAJOR IN CORE

Two special curricula for the education of core teachers have been established at the graduate level. One of these is designed to equip teachers to use the core approach at the junior high school level. The other is designed to equip teachers to use a core program in the humanities at the senior high school level.

In each instance a special committee will guide the student in his assignment to a complete program. In each case a total of thirty-three semester hours is required. All required courses have been specifically designed for this program.

The Junior High School Core Program

Admission to this program is limited to those with a substantial subject matter major-minor background at the undergraduate level. In general this should be in the fields of general science, English, social sciences, or speech. Others interested are urged to consult the Dean of the Graduate School.

Electives, where included in the program, will be at the discretion of the student's advisory committee, with special reference to the student's previous training.

The following table is illustrative of the course requirements for the Junior High Core Curriculum. Parentheses indicate

number of semester hours credit. All numbers of courses refer to core courses.

Undergraduate Major-Minor Combination	General Science	English- Social Sciences	Social Sciences- English	English- Speech
Social Sciences	500 (3) 501 (3)	501 (3)	501 (3)	500 (3) 501 (3)
English-Speech	590 (4)		590 (4)	
English	591 (2)	591 (2) *		591 (2) *
Speech	581 (2)	581 (2) *	581 (2)	581 (2) *
Sciences	510 (2)	500 (3) 501 (3) 510 (2)	500 (3) 501 (3) 510 (2)	500 (3) 501 (3) 510 (2)
Education	531 (6) 532 (3)	531 (6) 532 (3)	531 (6) 532 (3)	531 (6) 532 (3)
Electives	(8)	(9)	(6)	(6)
Total	(33)	(33)	(33)	(33)

The Senior High School Humanities Centered Core Program

Admission to this program is limited to those with English majors, social science majors (or majors from other schools in any one of the social science fields with some work in the other areas), and speech majors with social science or English minors. Any other student will be considered on the basis of his individual background.

Electives, where included in the program, will be at the discretion of the student's advisory committee, with special reference to the student's previous training.

The following table is illustrative of the course requirements for the Humanities Centered Senior High School Core Curriculum. Parentheses indicate the number of semester hours credit. All numbers of courses refer to core courses.

Undergraduate Major-Minor Combination	Social Sciences- English	English- Social Sciences	Speech-English Speech-Social Sciences
Social Sciences	501 (3)	500 (3) 501 (3)	500 (3) 501 (3)
English-Speech	590 (4)	590 (4)	590 (4)
English	591 (2)		591 (2)
Speech	581 (2)	581 (2)	
Education	531 (6) 532 (3)	531 (6) 532 (3)	531 (6) 532 (3)
Humanities	500 (3)	500 (3)	500 (3)
Electives	(10)	(9)	(9)
Total	(33)	(33)	(33)

* English-Speech 590 may be substituted for English 591 and Speech 581 at discretion of the student's advisory committee.

Description of Courses

These courses are open to those not registered in the core curriculum only with the permission of the instructor.

Core—Education 531 Guidance of Learning On Demand
in the Core Curriculum

A laboratory course in which an opportunity is provided to observe, participate in, and study core programs. Attention is given to planning units of work and developing teaching techniques appropriate to core teaching.
Six semester hours credit.

Core—Education 532 On Demand
Development of Core Programs

Consideration of the development of a core program as a whole: evaluating pupil progress, evaluating the total program in terms of objectives, ways of working to improve core programs, and ways of initiating core programs in school systems.
Three semester hours credit.

Core—English-Speech 590 On Demand
Expository Speaking and Writing

Review of grammar: principles and methods of exposition applied in oral and written reports, in lecture-demonstrations, in essays, in group discussions, and in book reviews as employed in core programs in the junior and senior high school.
Four semester hours credit.

Core—English 591 On Demand
Drama, Fiction and Poetry

A study of available materials in junior and senior high school literature; elementary literary techniques; methods of encouraging original writing and of producing plays and dramatizing fiction; analysis of activities related to the study of literature and their adaptability to the core classroom; music, art, community analysis.
Two semester hours credit.

Core—Humanities 500 The Relationship On Demand
Between Society and Literature

A study of the relationships between forms of literature and the social milieu in which they were produced, with a view to understanding the impact of communication on society as a whole.
Three semester hours credit.

Core—Sciences 500-501

Science in Everyday Living

On Demand

A study of basic scientific principles, broad concepts, interrelationships from among the various science areas, and advances in scientific knowledge which influence human behavior and relate to problems of living.

It is recommended, but not required, that these two units be taken in number sequence.

Three semester hours credit for each unit.

Core—Sciences 510

Science in a Core Curriculum

On Demand

Relations of science to other areas of knowledge and to the core curriculum. Teaching materials. Development of resource units.

Prerequisite: Science Core 500 or 501, a major in science, or permission of the instructor.

Two semester hours credit.

Core—Social Sciences 500

Approaches to the Social Sciences

On Demand

An analysis of the various approaches to the social sciences, of the relationship of the social sciences to art and literature, to sciences, and to general education. Consideration of the problems of teaching current materials and controversial subjects. Three semester hours credit.

**Core—Social Sciences 501 Content of the Junior-Senior
High School Social Science Curriculum**

On Demand

A study of the relationship of the social sciences to vocational and educational guidance and of the content of the social sciences at the junior and/or the senior high school level as related to the total social scene, and the relation of social science materials to the local community.

Three semester hours credit.

**Core—Speech 581 Oral Interpretation of
Literature and Dramatics**

On Demand

Principles and methods of oral interpretation of literature and educational dramatics adapted to core programs in the junior and senior high school.

Two semester hours credit.

**DEPARTMENT OF BIOLOGICAL SCIENCES
GRADUATE MAJOR IN BIOLOGY**

Students who elect a graduate major in biology must satisfy the following course requirements in biology:

(a) Courses 416, 500a or 500b, 540, 542, 561 and 570.

- (b) Six additional semester hours credit from courses offered on the 400 or 500 levels.

Description of Courses

GENERAL BIOLOGY

- 400 Materials for High School Biology I**
Aims of biology in the life of the individual and the community and the materials best suited in the development of these aims are considered. Visits to high schools are included.
Prerequisite: One year of botany or zoology or equivalent.
Three semester hours credit.
- 401 Principles of School Health I**
Principles of planning school health programs. Methods of promoting healthful school environment discussed.
Prerequisite: Courses 255 and 355.
Three semester hours credit.
- 402 Community Health II**
Community health needs, including environment sanitation and general measures for disease prevention. Role of governmental and voluntary agencies discussed.
Prerequisite: Courses 255 and 355.
Three semester hours credit.
- 405 Field Course in Natural History Summer Session**
(For teachers in the elementary and secondary schools.)
Discussions, demonstrations, visual aids, the identification and preservation of biological specimens, and study of literature pertaining to the natural history of the Lorado Taft Field Campus and nearby areas.
Prerequisite: Course 105 or teaching experience.
Two weeks. Two semester hours credit.
- 406 Biological Conservation II**
A study of conservation practices that apply to biological resources. Emphasis placed upon materials and procedures of teaching conservation in the public schools. Conservation practices are observed in the field.
Three semester hours credit.
- 500a Science Problems of Elementary Grades I**
Development of constructive attitudes toward modern science in relation to problems in the elementary school. (Satisfies requirement for Education 584.)
Prerequisite: Course 105 or permission of instructor.
Two semester hours credit.

- 500b Methods and Materials for High School Biology II**
 Survey of problems of teaching biology in high school. Current research in this area studied.
 Prerequisite: Course 400.
 Two semester hours credit.
- 501 Advanced School Health On Demand**
 The school health program as it relates to the administrator and the teacher.
 Prerequisite: Course 401.
 Three semester hours credit.
- 513 Epidemiology On Demand**
 Causes, detection, and prevention of approximately forty common communicable diseases.
 Prerequisite: Course 313.
 Three semester hours credit.
- 540 Experimental Genetics II**
 Fundamental principles of genetics and cytogenetics illustrated by laboratory work with fruit fly, mold, or other suitable organisms.
 Lab fee—\$3.00.
 Prerequisite: Course 340.
 Two semester hours credit.
- 542 Evolution I**
 Theories of evolution; development of concept of evolution; factors in organic evolution.
 Prerequisite: Graduate standing.
 Two semester hours credit.
- 543 Cytology and Histology On Demand**
 Combination study of cell structure and tissue differentiation including both plants and animals.
 Prerequisite: Courses 212 and 252.
 Three semester hours credit.
- 561 Seminar I**
 Discussion of scientific literature and current problems in the teaching of biology. Special topics assigned to students.
 Prerequisite: Thirty hours in biology.
 Two semester hours credit.
- *570 Special Problems in Biology I and II**
 Independent study of problems under supervision of advisor appointed by Departmental Head. Writing of qualifying paper will be part of work.
 Prerequisite: Permission of Department Head.
 One to three semester hours credit. (Maximum six semester hours.)

* Course may be repeated for additional credit.

BOTANY

- 410 Plant Anatomy On Demand**
Structure, development, and kinds of plant tissue. Various types of tissues in their different relations and adaptations considered.
Prerequisite: One year of botany.
Three semester hours credit.
- 412 Mycology On Demand**
Structure and classification of fungi with emphasis on pathological relations. Diagnostic techniques are included.
Prerequisite: Course 211.
Three semester hours credit.
- 416 General Ecology II**
General ecological principles and the structure of various types of plant and animal communities. Includes field trips to representative areas.
Prerequisite: Courses 212, 252, or permission of the instructor.
Three semester hours credit.
- 510 Advanced Plant Physiology On Demand**
Physico-chemical activities of plant growth and development.
Prerequisite: Course 310: Physical Science 105, 165, or equivalent.
Three semester hours credit.
- 512 Plant Pathology I**
Specific casual agents or plant diseases, their identification and control measures. Emphasis placed on parasitism and the economy of crop diseases.
Offered on demand.
Prerequisite: Course 412.
Three semester hours credit.
- 514 Taxonomy On Demand**
Fundamental principles of classification of higher plants. Ecological distribution.
Prerequisite: One year of botany.
Three semester hours credit.
- 515 Plant Histology and Microtechnique II**
Practical laboratory methods in botanical (histochemical) and microtechnique including tests for wall and protoplasmic substances.
Offered on demand.
Prerequisite: Courses 310 and 410.
Three semester hours credit.

516 **Advanced Ecology** **I**
 Continuation of Biological Science 416. Influence of environmental factors upon distribution of organisms evaluated. Representative areas analyzed in detail.
 Offered on demand.
 Prerequisite: Course 416 or permission of instructor.
 Three semester hours credit.

520 **Advanced Plant Morphology** **On Demand**
 Vegetative and reproduction structures and their development. Emphasis on structural relationships between related groups.
 Prerequisite: Course 212 and permission of instructor.
 Three semester hours credit.

ZOOLOGY

450 **Parasitology** **I**
 Animal parasitism with emphasis on the external and internal parasites of man.
 Prerequisite: Course 251.
 Two semester hours credit.

454 **Embryology** **II**
 Principles and processes in the development of vertebrates. Detailed study of embryology of chick.
 Prerequisite: Course 252.
 Three semester hours credit.

456 **Fish and Wildlife** **II**
 A study of propagation and rearing of wildlife. Comparison of practices in various state conservation departments.
 Two semester hours credit.

554 **Advanced Embryology** **On Demand**
 Continuation of Biological Science 454. Detailed study of mammalian development. Assigned experimental work.
 Prerequisite: Course 454 or permission of instructor.
 Three semester hours credit.

555 **Advanced Physiology** **On Demand**
 Functional interrelations of organ systems. Special topics in physiology. Laboratory consists of experimental techniques and practical demonstrations.
 Prerequisite: Course 355.
 Three semester hours credit.

560 **Field Zoology** **II**
 Collection, preservation and identification of lower vertebrates and terrestrial and aquatic invertebrates. Detailed study of habits and life histories of selected forms.
 Three semester hours credit.

DEPARTMENT OF BUSINESS EDUCATION
GRADUATE MAJOR IN BUSINESS EDUCATION

Students who elect a graduate major in business education must satisfy the following course requirements in business education:

- (a) Courses 500 and 510.
- (b) At least six semester hours credit in courses 520, 521, 522 and 523.
- (c) Additional semester hours of credit to make a total of eighteen to be selected from courses offered on the 400 and 500 levels.

401 **Methods of Teaching Bookkeeping** **I and II**

A critical study is made of the teaching of bookkeeping on the secondary school level through an analysis of objectives, approaches, methods of presentation, testing and materials.
Two semester hours credit.

402 **Methods of Teaching General
Business Subjects** **I and II**

A study of content, objectives, materials and specific methods of presentation as they apply to such non-skill subjects as general business or junior business training, business law, business economics, salesmanship, business organization, etc. Two semester hours credit.

403 **Methods of Teaching Shorthand** **I and II**

The teaching methodology of Gregg Shorthand Simplified will be presented in relation to the following specific problems: guidance and selection of students, dictation and reading skills, fluency and proportion of outlines, testing and grading procedures, motivation, transcription, and mailability. Two semester hours credit.

404 **Methods of Teaching Typewriting** **I and II**

Basic consideration will be given to principles of motor skill development as applied to the teaching of typewriting in secondary schools. The following topics will receive special consideration: motivation, equipment, standards and grading, error elimination and remedial treatment, courses of study, curriculum problems, personal versus vocational typewriting, and statistical typewriting.
Two semester hours credit.

411 Business Law I I and II

A study of the law of contracts, agency, negotiable instruments, labor legislation, insurance, and suretyship. Some attention is given to court systems with special emphasis on the courts of Illinois. Case materials and problems are used. Three semester hours credit.

- 412 Business Law II I and II**
The law of bailments, common carriers, sales, partnerships, corporations, property, bankruptcy, torts, and business crimes is studied. Problems and case materials are used.
Three semester hours credit.
- 415 Consumer Economics On Demand**
A study of the economics of consumption with particular attention given to an analysis of the factors and forces underlying consumer demand.
Three semester hours credit.
- 416 Insurance On Demand**
A study of the basic principles of life insurance, fire insurance, casualty insurance, marine insurance, and surety and fidelity bonds.
Two semester hours credit.
- 420 Business English and Correspondence On Demand**
The use of correct and forceful English for business purposes. Attention is given to the various types of business correspondence. Ample practice is given in writing various types of business letters and reports.
Two semester hours credit.
- 430 Business Organization and Finance I and II**
Fundamental principles of operating, organizing, and financing the individually owned and corporate form of business enterprise. Some topics discussed are: getting started in business; important relationships within the framework of the business organizations; problems of location, housing, equipment, layout, purchasing and shipping.
Two semester hours credit.
- 431 Principles of Management On Demand**
The fundamentals of management; phases of administrative, staff, and operative management; and application of principles and techniques.
Three semester hours credit.
- 432 Office Management On Demand**
Application of the principles of management to the planning, organizing and controlling of office work; problems of office standards, business forms, and office methods.
Two semester hours credit.
- 433 Personnel Management On Demand**
Basic principles and procedures relating to employment, industrial health and safety, labor relations and morale, employee education and training, and wage and salary administration.
Two semester hours credit.

- 440 Principles of Salesmanship** **On Demand**
Techniques of selling in modern business; the sales department; and the salesman's function in the selling process. Two semester hours credit.
- 441 Principles of Marketing** **On Demand**
Functions of the marketing process and marketing institutions. Such topics as cost of marketing, produce exchanges, mail-order and chain stores, cooperatives and price are considered. Three semester hours credit.
- 442 Advertising** **On Demand**
The fundamentals of advertising in relation to modern business activities; advertising media, campaigns, and systems are considered. Two semester hours credit.
- 450 Money and Banking** **On Demand**
A short historical survey of money and the evolution of banking. The organization and the operation of banks, monetary theory and markets, and the functions of the Federal Reserve System are discussed. Three semester hours credit.
- 455 Individual and Business Taxation** **On Demand**
A study of the various types of Federal, State, and local taxes as they apply to the individual and various types of business organizations. Blanks and forms are used in the analysis of taxation problems. Three semester hours credit.
- 500 Principles and Problems of Business Education** **On Demand**
Designed to develop an understanding of the characteristics of present-day business education in terms of its basic principles and typical practices, problems, and trends. Three semester hours credit.
- 510 Administration and Supervision of Business Education** **On Demand**
General managerial problems of business education in the secondary school, designed for in-service business teachers. Administrative and supervisory problems pertaining specifically to business education are: curriculum construction and material, student measurement and evaluation, classroom supervision and rating, physical layout, and administration of supplies, textbooks and equipment. Three semester hours credit.
- 520 Techniques for Improvement of Instruction in Stenography** **On Demand**
A study of teaching techniques and an evaluation of research in methodology for the purpose of improving the instruction

in shorthand and transcription. Remedial practices, methods of motivation, and the use of classroom materials will be discussed through an exchange of ideas and experiences. Three semester hours credit.

- 521 Techniques for Improvement of Instruction in Typewriting On Demand**
Methods of improving the techniques of teaching typewriting through an examination of current research and the discussion of such problems as: typewriting in the curriculum; objectives; testing and grading for beginning, advanced and personal-use classes; remedial practices; motivation; and the use of materials and supplies.
Three semester hours credit.
- 522 Teaching Procedures in Bookkeeping and Accounting On Demand**
A study of the problems and techniques in the teaching of bookkeeping. The place of bookkeeping in the curriculum, methods of motivation, the use of visual aids and practice sets, testing and grading, and problems of individual teachers will be discussed.
Three semester hours credit.
- 523 Methods and Materials in Teaching General Business On Demand**
Designed primarily to improve the techniques of teaching the general and social-business subjects generally found in the secondary school business curriculum. An evaluation of classroom materials, methods, research, and current trends will be made through a mutual exchange of ideas and experiences.
Three semester hours credit.
- 530 Seminar in Consumer Problems On Demand**
Some of the problems considered in this course are: personal budgeting; the cooperative movement; consumer standards and grade labels; governmental aids for consumers; the buying of shelter; insurance and investments; the use of installment buying and other forms of credit.
Three semester hours credit.
- 540 Financial Statement Analysis On Demand**
Analysis and interpretation of financial reports with particular reference to the construction of statements, the meaning of accounts, ratios, and other evaluating indices.
Three semester hours credit.
- 550 Practicum in Office Machines On Demand**
Fundamentals of operating the dictaphone and transcription machines; key driven and rotary calculators; adding and listing machines; and duplicating machines.
Three semester hours credit.

A study of the problems involved in the performance of the marketing functions at the various levels of distribution and of the problems of policy determination by the manufacturer, the wholesaler, and the retailer.
Three semester hours credit.

DEPARTMENT OF EDUCATION

GRADUATE MAJOR IN EDUCATION

Students who elect a graduate major in education must develop certain proficiencies in one of four special fields. These proficiencies will usually be developed by satisfying the requirements of courses selected from the following recommended sequences:

- I. Teaching in the Elementary School—Education 500, 501, 510, 511, 512, 513, 572 and 581.
- II. The Principalship—Education 500, 501, 510, 541, 542, 551, 552, 572 and 581.
- III. Supervision and Curriculum—Education 500, 501, 510, 541, 542, 543, 551 and 572.
- IV. School Administration—Education 500, 501, 510, 542, 551, 552, 554 and 572.

A student who can satisfactorily demonstrate that he has the desired proficiencies will, with the approval of his advisor, be excused from one or more of the recommended courses. Field work under college supervision may be utilized to develop proficiencies and substituted for course work. In no case, however, shall less than twenty semester hours be taken in the Department of Education.

Students interested in teaching in secondary schools are advised to consider the area majors in Education and a subject matter field described on page 29.

Education 500 and 501 are prerequisite to all other education courses for students majoring in the Department of Education.

Departmental offerings will depend largely upon the needs of students. In general, courses listed in the special sequences will be offered during each summer session and once or twice during the school year in evening or Saturday morning classes.

Description of Courses

- 408
- Educational Statistics
(Also listed as Mathematics 408)

On Demand
- Frequency distributions, measures of central tendency, measures of variability, percentiles, the normal curve, correlation

and regression, reliability of measures, sampling, and analysis of variance. For students who have a need for meaning, interpretation, and application of statistical concepts without rigorous mathematical development.

Prerequisite: Mathematics 120 or equivalent.

Three semester hours credit.

409 Personnel and Guidance II

Introduction to the study of personnel work in elementary and secondary schools. Emphasis upon recognizing needs for personnel work, planning orientation, vocational and educational guidance.

Prerequisite: Senior standing.

Three semester hours credit.

410 Outdoor Education Summer Session

A course to acquaint teachers with the concepts and relationships of the natural environment and child learning which may serve as guides to the teaching procedures in outdoor education. This is to be accomplished through direct laboratory experiences in living, learning, and interpreting in outdoor situations. All teachers in the course will live on the field campus during the school week. The instructional staff will be interdepartmental.

Prerequisite: Student teaching or teaching experience.

Three five-day weeks. Three semester hours credit.

415 Treatment of Exceptional Children I

Psychology of atypical children—gifted, mentally subnormal, physically handicapped, socially maladjusted, educationally retarded. Ways of meeting their needs in special or regular classes, and in institutions.

Prerequisite: Course 300 or 301 or senior standing.

Three semester hours credit.

416 Personality Maladjustments and Mental Hygiene II

Personality development from infancy through adulthood. Healthful and unhealthful modes of adjustment, prevention of maladjustments, treatment of personality problems in school, clinic, and mental hospital.

Prerequisite: Course 300 or 301 or senior standing.

Three semester hours credit.

**424 Basic Procedures in Guidance of Learning
 (High School) I and II**

Modern principles of teaching and learning studied in relation to the guidance of learning activities in the high school class.

Prerequisite: Course 356 and by permission of the Head of the Education Department.

Three semester hours credit.

- 430 Audio-Visual Education I and II**
 A study of the selection, evaluation, and utilization of various audio-visual materials and techniques used in the instructional program. Provides understanding of the operation and maintenance of equipment.
 Prerequisite: Course 350 or 356, or permission of instructor.
 Three semester hours credit.
- 433 Junior High School Organization and Problems II**
 A survey of the development of the junior high school idea, reason for reorganization, administration problems, program making, co-curricular activities, vocational guidance, student participation in school government, and the junior high school plant.
 Prerequisite: Course 350 or 356, or permission of instructor.
 Three semester hours credit.
- 435 American Public Education I and II**
 An overflow of the organization of American public education, stressing school legislation and a teacher's point of view of the major aspects of organization and administration of public schools.
 Prerequisite: Course 350 or 356.
 Three semester hours credit.
- 466 Diagnosis and Treatment of Reading Difficulties I and II**
 A study of the causes of reading difficulties, their diagnosis and treatment.
 Prerequisite: Course 361.
 Three semester hours credit.
- 482 Reading in the High School (Also listed as English 482) I**
 A study of reading problems of high school students. Some attention also given to special problems of retarded readers.
 Three semester hours credit.
- 490 Beginning Student Teaching (Elementary School) Summer Session**
 The first experience in student teaching for elementary majors with approximately three hours of college or more. Experiences in guiding learning for both small and large groups of children.
 Prerequisite: See regulations concerning assignment, p. 25.
 One-half day. Three semester hours credit; or
 Full day. Six semester hours credit.

- 491 Advanced Student Teaching**
(Elementary School) **Summer Session**
- Emphasis on preparation and presentation of major teaching units and full classroom responsibility.
 Prerequisite: Course 490.
 One-half day. Three semester hours credit; or
 Full day. Six semester hours credit.
- 492 Advanced Student Teaching**
(Elementary School, Elective) **Summer Session**
- Provides opportunities to earn additional credit in student teaching for students needing or desiring it. Assignment is made only when facilities permit.
 Prerequisite: Course 491.
 One-half day. Three semester hours credit.
- 493 Student Teaching**
(Elementary School: Special Subjects) **I and II**
- Experiences in teaching one of the following fields to children; fine arts, home economics, industrial arts, music, physical education, and speech correction and required of majors in these areas.
 Prerequisite: Adequate background in the field of choice. See regulations concerning assignment, p. 25.
 One-fourth day, eighteen weeks. Three semester hours credit; or
 One-half day, nine weeks. Three semester hours credit.
 Speech rehabilitation center, summer session: credit to be arranged.
- 494 Student Teaching**
(Elementary School Elective) **Summer Session**
- Students majoring in the curricula for high school teachers may elect this course for either the first or an additional opportunity to work with elementary children in any phase or phases of the elementary curriculum depending upon available facilities.
 Prerequisite: See regulations concerning assignment, p. 25.
 One-half day. Three semester hours credit; or
 Full day. Six semester hours credit.
- 495 Student Teaching**
(High School, Special) **I and II**
- Offered by special permission to graduate students.
 Prerequisite: See regulations concerning assignment, p. 25.
 Five semester hours credit.

Student Teaching (Elementary or Secondary)

I and II

Elementary:

Nine weeks of full-time student teaching to be taken in the same semester as Education 475 and 476. Either of the following patterns may be selected:

- (a) Nine weeks of full-time student teaching followed by Education 475 and 476.
- (b) Education 475 and 476 followed by nine weeks of full-time student teaching.

Prerequisite: Course 375.

Seven semester hours credit.

Secondary:

Nine weeks of full-time student teaching to be taken in the same semester as Education 480. Either of the following patterns may be selected:

- (a) Nine weeks of full-time student teaching followed by Education 480 for three semester hours and, in addition, not more than six semester hours to be elected.
- (b) Education 480 for three semester hours and, in addition, not more than six semester hours to be elected, followed by nine weeks of full-time student teaching.

Prerequisite: Course 302.

Seven semester hours credit.

500

Social Foundations of Education

I and II

A study of the relation of education to society with particular emphasis upon problems of the present age; attention directed to significant cultural trends and their implications for schools. Three semester hours credit.

501

Psychological Foundations of Education

I and II

Study of how psychological investigations change curriculum and teaching methods and of the techniques of problem solving used in such research. Each student makes a detailed study of one psychological problem of concern to him in his teaching situation.

Three semester hours credit.

502

The Teaching of Arithmetic in the Elementary School (Also listed as Mathematics 502)

II

Consideration of the implications of research for methods of teaching, and the selection and arrangement of concepts and materials.

Prerequisite: Mathematics 400 or equivalent or teaching experience.

Three semester hours credit.

- 503 Independent Research in Education I and II**
 With the approval of the major advisor, a student may select a project on which to work during the term, either in the field or in the library, meet regularly with the advisor for consultation and guidance, and prepare a research paper as a culmination of study. Credit would be determined on the basis of twenty hours of work equaling one quarter hour. One to three semester hours credit.
- 510 Methods of Evaluation I**
 Emphasis on modern concepts of evaluation; construction and validation of evaluative instruments; use of standardized tests and scales; and procedures of evaluating relatively intangible outcomes.
 Two semester hours credit.
- 511 Understanding and Guiding the Elementary School Child Summer Session**
 Exploration of both individual and group problems in child development in which recent research and laboratory situations will be utilized. Viewing the schools in light of the theory of human growth.
 Six semester hours credit.
- 512 The Elementary School Curriculum I**
 A study of basic principles in the construction and administration of modern school curricula, the relation of the curriculum to society, and present practices in the schools.
 Two semester hours credit.
- 513 Problems in Elementary Education II**
 A seminar requiring individual investigations of problems in elementary education culminating in a research project.
 Two semester hours credit.
- 521 Understanding and Guiding Youth in the Secondary School Summer Session**
 Laboratory course with emphasis on direct experiences with secondary school youth. Intensive study of research materials that deal with understanding the nature of adolescents and techniques of guidance.
 Six semester hours credit.
- 523 Problems in Secondary Education II**
 A seminar requiring individual investigation of problems in secondary education culminating in a research paper.
 Two semester hours credit.

- 531 Guidance of Learning Experience in the Core Curriculum Summer Session**
- A laboratory course in which an opportunity is provided to observe, participate in and study core programs. Attention is given to planning units of work and developing effective teaching techniques appropriate to core teaching.
- Six semester hours credit.
- 532 Development of Core Programs Summer Session**
- Consideration of the development of a core program as a whole; evaluating pupil progress, evaluating the total program in terms of objectives, ways of working to improve core programs, and ways of initiating core programs in school systems.
- Three semester hours credit.
- 541 The Improvement of Instruction I and II**
- Techniques, functions and responsibilities of educational leaders in in-service improvement of the entire educational staff. Practical experience of members of the class used as a basis for development of emerging principles.
- Three semester hours credit.
- 542 Fundamentals of Curriculum Development I and II**
- A critical appraisal of principles and procedures applicable to development of educational programs in elementary and secondary schools. Particular attention given to theory and practice in the field of curriculum development and educational human relations.
- Three semester hours credit.
- 543 Problems in Curriculum and Supervision On Demand**
- A seminar offering opportunity for intensive investigation of curriculum problems of concern to individual students. Study will be summarized in a research paper. Should be taken after Education 542.
- Two semester hours credit.
- 551 School Organization and Administration I and II**
- A basic course in organization and administration. Develops a philosophy for school administration and understanding of the following areas of school administration; curricula, pupil administration, supervision, public relations, finance, executive efficiency.
- Three semester hours credit.

- 552 Duties of School Principals I and II**
 A study of the basic duties of elementary and secondary school principals in school organization and administration as well as the supervision of instruction.
 Three semester hours credit.
- 553 Problems in School Administration I and II**
 A seminar requiring individual investigation of fundamental problems in administration culminating in a research paper. Problems will be based largely on past or anticipated experience of the students.
 Three semester hours credit.
- 554 School Buildings and School Finance I and II**
 Problems dealing with educational finance and with planning school building programs. Field and laboratory work whenever possible.
 Three semester hours credit.
- 556 School Organization and Administration for Teachers Summer Session**
 Emphasis on the development of insight into the role of the teacher in organizational and administrative problems of the school.
 Two semester hours credit.
- 561 The Teacher's Role in Personnel Work I**
 Study of the need for personnel work, including guidance, of ways of meeting needs of elementary and high school pupils by the classroom or homeroom teacher, or specialized services to which teachers may refer individuals needing help.
 Two semester hours credit.
- 562 Guidance and Counseling Techniques II**
 Study of types of guidance and counseling being used in schools and institutions, of techniques of individual interviewing, and of interpretation and use of data obtained from interviews, tests, and other methods of studying individuals.
 Prerequisite: Course 561 or equivalent.
 Three semester hours credit.
- 566 Clinical Problems in Child Study II**
 A course providing clinical experiences in diagnosis of reading difficulties and the application of remedial procedures.
 Prerequisite: Course 300, 466, Student Teaching.
 Three semester hours credit.

- 572 School-Community Relations I and II**
Stresses the school's responsibility as a leader and interpreter of home-school-community relationships. Gives consideration to the task of interpreting the school to the community. Three semester hours credit.
- 581 The Teaching of Reading in the Elementary School I and II**
A study of the developmental reading program in the elementary grades. Consideration is given to this program from the language arts point of view. Three semester hours credit.
- 583 Social Learnings in the Elementary School On Demand**
Principles and procedures in the development of social experiences. Child growth and development, democratic values and processes, actual life situations and common life problems are stressed. One semester hour credit.
- 584 The Teaching of Science in the Elementary School On Demand**
A consideration of techniques used in selecting and providing experiences in elementary school science; includes the study of equipment and materials suitable for elementary school students. One semester hour credit.
- 586 Related Arts in the Elementary School On Demand**
The functions of the arts in the total elementary school program; an analysis of contemporary trends in the teaching of art, industrial arts, home economics, music, dance and literature. Two semester hours credit.
- 587 Problems in Audio-Visual Education On Demand**
Individual projects and research in selection and utilization of audio-visual materials and equipment; unit costs, evaluation procedures, and setting up and administering an audio-visual program. Three semester hours credit.
- 590 Group Process in Education Summer Session**
Democratic principles and patterns of group action analyzed and applied to teaching-learning situations on all levels.

One semester hour credit.

Concepts of statistics and measurement as applied to practical school problems. Uses and misuses of measurement. Two semester hours credit.

An evaluation of current philosophies in operation in the public schools.
Three semester hours credit.

The organization, administration and supervision of student teaching programs as seen by supervising teachers and other educational leaders (building principals and supervisors) who have responsibilities for student teaching.
Prerequisite: Permission of Instructor.
Two semester hours credit.

Credit to be arranged.

DEPARTMENT OF ENGLISH

GRADUATE MAJOR IN ENGLISH

Students who elect a graduate major in English will be expected to do approximately two-thirds of their graduate work in courses prescribed by the English department. The nature and scope of the courses prescribed will be determined by an examination of the individual student's undergraduate academic record and his general background. There are no specific prerequisites for any of the courses in this department. It is advisable, however, for the student to consult with each instructor before enrolling in his class.

Description of Courses

- 400 Creative Writing II**
Practice in developing papers of varying length and character. The class is conducted informally, much of the time being devoted to conferences and to critical evaluation of papers written by the members of the class.
Three semester hours credit.
- 435j School Publicity I**
This course is aimed at preparing prospective teachers to interpret the school to the public through such media as press, radio, and bulletin and pamphlet materials. It gives the student practice in preparation of news and other materials about the school and its problems and requires preparation of at least one paper in a form for publication.
Three semester hours credit.
- 470 The English Novel I**
Study and discussion of many novels of the eighteenth and nineteenth centuries. Emphasis upon the novel as a type of literature which has developed from simple early forms to highly finished later forms.
Three semester hours credit.
- 471 English Prose of the Nineteenth Century I**
A study of the main currents of nineteenth century thought as expressed in the writings of Carlyle, Mill, Ruskin, Macaulay, and others whose pronouncements exerted seminal influence.
Three semester hours credit.
- 473 Romantic Poetry I**
A study of Romantic themes and tendencies as they arose in the eighteenth century and came to flower in Coleridge, Wordsworth, Byron, Shelley, and Keats.
Three semester hours credit.

- 474 English Poetry of the Victorian Period II**
 A survey of English poetry from Tennyson to Hardy, with special emphasis upon Tennyson, Browning, Arnold, and Swinburne.
 Two semester hours credit.
- 475 Contemporary Poetry I**
 A study of contemporary poetry both from the point of view of its intrinsic interest and of its position in modern literary developments. Representative British and American poets are stressed.
 Two semester hours credit.
- 476 The Modern Novel II**
 A study of modern fictional trends, with emphasis upon the development of various movements on the European continent and their impact upon the twentieth century English and American novel.
 Three semester hours credit.
- 480 Materials of High School English I**
 A study of the methods, devices, techniques, and curricular materials useful to the English teacher in the secondary schools of Illinois.
 One and one-half semester hours credit.
- 481 Grammar for Teachers I**
 A study of the structure of current usage.
 One and one-half semester hours credit.
- 482 Reading in the High School I**
(Also Listed as Education 482)
 A study of the reading problems of high school students.
 Three semester hours credit.
- 485 English Drama to 1642 On Demand**
 Miracle and mystery plays, moralities, interludes, imitations of Latin tragedy and comedy, and the plays of such writers as Lyly, Green, Kyd, Marlowe, Jonson and Beaumont and Fletcher.
 Two semester hours credit.
- 486 Modern Drama II**
 Trends in British, Continental, and American drama from Ibsen to the present day, as illustrated by representative plays.
 Three semester hours credit.

- 505 History of Literary Criticism On Demand**
 Analytical, judicial, and interpretative functions of criticism considered in their relationship to creative achievement. Attention will be given to the exponents of the New Criticism. Three semester hours credit.
- 507 Chaucer I**
 Detailed readings of Chaucer's principal works, with emphasis on his literary growth and skill in interpreting medieval English life. There will be intensive study of Chaucer's language. Four semester hours credit.
- 512a Studies in American Literature I**
 The Puritan period and "The Age of Reason", with extensive reading in such authors as Cotton Mather, Edwards, Winthrop, Franklin, and Freneau. Three semester hours credit.
- 512b Studies in American Literature II**
 "The Romantic Movement" with reading in such leading nineteenth century figures as Emerson, Poe, Hawthorne, Lowell, and Melville. Three semester hours credit.
- 512c Studies in American Literature On Demand**
 Realism and Naturalism and their manifestations in the writings of Whitman, Twain, Harte, James, Howells, and others. Three semester hours credit.
- 560 Elizabethan Non-Dramatic Literature II**
 The development of Renaissance culture in England as reflected in sonnet cycles, "courtesy books", criticism, fiction, history, essays and translations. Emphasis on the non-dramatic works of the Humanists, Sidney, Spenser, Shakespeare, and Bacon. Three semester hours credit.
- 561 Milton and His Contemporaries On Demand**
 The Renaissance-Puritan conflict in Milton as seen in the longer poems and plays. Three revolutions — scientific-humanist, political, and theological — are studied in works of writers from 1630 to 1670. Three semester hours credit.

- 563 Pope and His Contemporaries On Demand**
 Pope's career as a satirist, his critical opinions, religious and philosophical ideas, and relations with contemporary literary and political figures.
 Three semester hours credit.
- 565 Johnson and His Contemporaries I**
 Johnson as a representative of the persistence of classical dogma and tradition, and as a psychologist, moralist, and critic. Attention will be given to recently published Boswell and Walpole material.
 Three semester hours credit.
- 571 Studies in Victorian Prose On Demand**
 Examination of the works of two or more important writers of non-fictional prose of the period.
 Three semester hours credit.
- 573a Studies in Coleridge and Wordsworth II**
 The philosophy of composition and practice of these poets, together with revelatory memoirs of the period. The Prelude will be studied as a prophetic introduction to psychoanalysis.
 Three semester hours credit.
- 573b Studies in Shelley and Keats On Demand**
 Emphasis on Shelley as a proponent of political and social reform, with attention to critical opinion regarding him. Study will be made of classical, as well as romantic, elements in Keats.
 Three semester hours credit.
- 574 Studies in Victorian Poetry I**
 The works of two or more important poets of the period and their relation to the literary, intellectual, and social movements of their age.
 Three semester hours credit.
- 576 Trends in the Twentieth Century Novel On Demand**
 Consideration of kaleidoscopic form; Biblical narrative as basis for fiction; patterns of decadence; war's impact on civilization; negations of Utopia; and disruptions of traditional form.
 Four semester hours credit.
- 580 Studies in Shakespeare I**
 Shakespeare's development as a dramatist, studied through representative plays. Consideration of his debt to contemporaries, his use of source studies, theories of tragedy. Shakespearean criticism.
 Three semester hours credit.

- 582a Problems in the Teaching of English in the Junior High School** **II**
- Study of recent research in the teaching of literature and communication skills in the later elementary and junior high school years.
Three semester hours credit.
- 582b Problems in the Teaching of English in the Senior High School** **On Demand**
- Methods of teaching language and literature in the senior high school. Emphasis is placed on objectives, materials and current trends in language education.
Three semester hours credit.
- 584 Restoration Drama** **On Demand**
- A study of the heroic drama, Restoration comedy and farce, classical tragedy, the ballad opera, and the beginnings of middle class theatre.
Three semester hours credit.
- 585 English Drama of the Nineteenth Century** **II**
- Spread of lower-class drama (especially melodrama and farce); the literary theatre of Byron, Shelley, Coleridge, Browning and Tennyson; the revival of Shakespeare, his great interpreters and his great romantic critics.
Three semester hours credit.
- 586 Trends in Twentieth Century Drama** **On Demand**
- An analysis of representative plays of dramatists from Shaw to T. S. Eliot, showing trends in naturalism, realism, romanticism, symbolism and expressionism. Special attention given to poetic drama.
Three semester hours credit.

DEPARTMENT OF MATHEMATICS GRADUATE MAJOR IN MATHEMATICS

Students who elect a graduate major in mathematics must satisfy the following course requirements in mathematics.

- (a) Courses 450 and 451 or equivalents of these courses were not included in the undergraduate program.
- (b) At least two semester hours credit in courses 550.
- (c) At least eight courses to be selected from courses 405, 408, 410, 415, 420, 430, 440, 505, 510, 515, 520, 530, and 540. At least four courses must be on the 500 level.

Description of Courses

- 402 Teaching Practices in Arithmetic I and II**
A study of the function of arithmetic in the elementary school, selection and organization of material, and good teaching methods as indicated by scientific studies on the teaching of arithmetic.
Prerequisite: Course 202 or 204.
Three semester hours credit.
- 405 Theory of Equations I**
Solution of the cubic and quartic equations by radicals, Descartes' rule of signs, Sturm's theorem, solution of numerical equations, determinants, systems of linear equations, and matrices.
Prerequisite: Course 320 or equivalent.
Three semester hours credit.
- 408 Educational Statistics (Also listed as Education 408) On Demand**
Frequency distributions, measures of central tendency, measures of variability, percentiles, the normal curve, correlation and regression, reliability of measures, sampling, and analysis of variance. For students who have a need for meaning, interpretation, and application of statistical concepts without rigorous mathematical development.
Prerequisite: Course 120 or equivalent.
Three semester hours credit.
- 410 Mathematics of Statistics I II**
Classification and presentation of data; probability; the normal probability curve; errors and computation; moments; curve fitting, including the graduation of the normal curve; theory of correlation.
Offered on demand.
Prerequisite: Course 320 or equivalent.
Three semester hours credit.
- 415 Advanced Synthetic Geometry I**
Foundations of the geometric structure; methods of proof and of discovering proof; geometry of the triangle, harmonic section, poles and polar, inversion, cross-ratio, and related topics.
Prerequisite: Course 130 or equivalent.
Two semester hours credit.

- 420 Differential Equations I II**
- Methods of solution of ordinary differential equations of the first order and higher orders. Practical applications of differential equations in solving problems in geometry and in science.
Offered on demand.
Prerequisite: Course 321 or equivalent.
Three semester hours credit.
- 430 Advanced Calculus I II**
- A further development of such topics as differentiation, partial derivatives, definite integrals, multiple integrals, and line integrals.
Offered on demand.
Prerequisite: Course 321 or equivalent.
Three semester hours credit.
- 440 History of Mathematics II**
- Development of each of the several branches of mathematics through the first steps of the calculus; outstanding contributors in the field of mathematics.
Two semester hours credit.
- 450 Teaching Practices in High School Mathematics I II**
- Mathematics of the seventh, eighth, and ninth years. Social and mathematical aims, selection and organization of content, methods of presenting topics in the classroom, classroom procedure, supplementary instructional equipment, and means of evaluating instruction.
Prerequisite: Course 320 or equivalent or consent of instructor.
Three semester hours credit.
- 451 Teaching Practices in High School Mathematics II I**
- Mathematics of the tenth, eleventh, and twelfth years. Topics similar to those listed in Mathematics 450.
Prerequisite: Course 320 or equivalent or consent of instructor.
Three semester hours credit.
- 502 The Teaching of Arithmetic in the Elementary School II**
- Consideration of the implications of search for methods of teaching, and the selection and arrangement of concepts and materials.
Prerequisite: Course 402 or equivalent.
Three semester hours credit.

- 505 Modern Algebra II**
Includes the topics real and complex numbers, polynomials, groups, rings, fields, matrices and determinants. Offered on demand.
Prerequisite: Course 405 or equivalent.
Two semester hours credit.
- 510 Mathematics of Statistics II I**
Continuation of Mathematics 410. Probability and statistical theory, frequency curves, partial correlation, multiple correlation, theory of sampling, Chi-square distribution, and interpolation and graduation.
Offered on demand.
Prerequisite: Course 410 or equivalent.
Two semester hours credit.
- 515 Advanced Analytic Geometry I**
Coordinates and cosines, planes and lines, determinants and matrices, surfaces and curves, quadric surfaces, and transformations.
Offered on demand.
Prerequisite: Course 221 or equivalent.
Two semester hours credit.
- 520 Differential Equations II I**
Continuation of Mathematics 420. Further consideration given to ordinary differential equations of the first order and higher order. Partial differential equations of the first and second orders.
Offered on demand.
Prerequisite: Course 420 or equivalent.
Two semester hours credit.
- 530 Advanced Calculus II I**
A continuation of topics in Mathematics 430 and also vectors and series. Offered on demand.
Prerequisite: Course 430 or equivalent.
Two semester hours credit.
- 540 Topics in Higher Mathematics for Teachers I**
Selected topics from algebra, geometry, and analysis including the function concept, theory of numbers, non-euclidean geometry, topology, postulational approach to mathematics, and constructions with ruler and compasses.
Two semester hours credit.

***550 Seminar in the Teaching of High School Mathematics II**

Individual and group problems related to the teaching of high school mathematics.

Prerequisite: Course 450 or 451 or equivalent.

Two semester hours credit.

**DEPARTMENT OF PHYSICAL EDUCATION FOR WOMEN
GRADUATE MAJOR IN PHYSICAL EDUCATION**

There are few prerequisites for many of the courses offered by the Department of Physical Education for Women at Northern Illinois State Teachers College. It is advisable, however, for the student to consult with the instructor of the class before enrollment.

Students who elect a graduate major in physical education must successfully complete a minimum of sixteen to eighteen semester hours graduate credit in physical education.

Description of Courses

440 Physical Education Organization and Administration I

Problems of organization and administration for health and physical education in elementary and secondary schools.

Two semester hours credit.

450 Physical Analysis of Normal and Abnormal Students I

Study of the growth and development of the normal child and the recognition of atypical conditions.

Three semester hours credit.

451 Body Mechanics in Physical Education I

Presents methods of teaching and evaluating body dynamics.

Three semester hours credit.

455 Sports Officiating I and II

Opportunity is offered for acquiring NSWA* officials' ratings in various sports. Not open to men.

Two semester hours credit.

460 History of Dance I

Exploration of dance in the historical development of cultures including modern trends in dance as an education medium.

One semester hour credit.

* Course may be repeated for additional credit

- 461 American Country Dance Methods and Materials II**
Teaching and calling of square and couple dances. Materials and techniques adaptable to schools and recreation programs. Two semester hours credit.
- 462 Dance Summary II**
Summary course in which the experiences of the group are planned to fit the needs of the student for teaching and personal accomplishment. Laboratory experiences are included as possible and needed. Two semester hours credit.
- 465 Form and Composition of Dance I**
Exploration of various approaches to creative work through discussions and experiences in the modern dance area. Two semester hours credit.
- 466 Dance Production II**
Organization, administration of dance productions; cooperative planning for all school productions; materials and their adaptations to dance, costuming, staging, make-up; dramatic implication for dance. Two semester hours credit.
- 510 Advanced Kinesiology I**
Review of elementary kinesiology and consideration of the laws of mechanics applicable to body movements. Prerequisite: Elementary Kinesiology. Three semester hours credit.
- 540 Seminar in Elementary School Physical Education I**
Study of present day programs and problems related to elementary school physical education. Emphasis is placed on laboratory experience in elementary physical education. Three semester hours credit.
- 543 Supervision of Health and Physical Education I**
Consideration of methods and procedures of supervision in school physical education programs. Three semester hours credit.
- 545 Workshop in School Camping II**
Laboratory experience in school camping at the Lorado Taft area. Study is made of camping as an integral function of the school. Two to three semester hours credit.

- 546 Evaluation in Health and Physical Education II**
 A consideration of evaluating achievement in health and physical education. Specific tests and measuring scales will be studied and applied.
 Three semester hours credit.
- 555 Seminar in Teaching Skills II**
 Practical and theoretical consideration of methods of teaching sports activities. Places emphasis on the scientific foundations of education.
 Three semester hours credit.
- 560 Seminar in Rhythm and Dance I**
 Rhythm and dance as a basic educational technique. Designed to assist the student in planning, teaching and supervising the rhythm and dance program in schools. Experiences in the group process.
 Prerequisite: Permission of the instructor.
 Three semester hours credit.
- 570 Methods of Research in Physical Education II**
 Introduction to methods and materials basic to research in the field. Approved methods of writing research reports. Required of all graduate students in physical education.
 Three semester hours credit.
- 571 Source Materials in Physical Education and Related Areas I and II**
 Opportunity for extensive reading in health, physical education and related areas. Current films in pertinent areas may be previewed.
 Two semester hours credit.
- 572 Current Trends in Physical Education II**
 Consideration of contemporary trends in the field of physical education and related areas.
 Two semester hours.
- 573 Individual Study of Problems in Physical Education I and II**
 Opportunity to work individually or in small groups under guidance on a problem of special concern. May be carried on in local situation.
 One to three semester hours.

DEPARTMENT OF PHYSICAL SCIENCES
GRADUATE MAJOR IN THE PHYSICAL SCIENCES

Students who elect a graduate major in the physical sciences must satisfy the following course requirements in the physical sciences:

The minimum requirement for a major in a single field is eleven semester hours.

Description of Courses

CHEMISTRY

- | | | |
|-----|--|------------------|
| 410 | Inorganic Preparations | I |
| | Application of fundamental principles in inorganic chemistry. Preparation and purification of selected inorganic compounds. Prerequisite: Course 320.
Three semester hours credit. | |
| 420 | Advanced Quantitative Analysis | II |
| | An advanced application of techniques acquired in Physical Science 320. Experiments such as limestone analysis, brass analysis, iodimetry and electrolytic determinations. Prerequisite: Course 320.
Three to five semester hours credit. | |
| 425 | Analytical Chemistry | On Demand |
| | Selected experiments including instrumental analysis. Prerequisite: Course 320.
Three semester hours credit. | |
| 430 | Organic Preparations | I |
| | Synthesis of representative organic compounds by application of fundamental organic reactions.
Offered every other year.
Prerequisite: Course 331 or equivalent.
One to three semester hours credit. | |
| 432 | Qualitative Organic Analysis | II |
| | Organic group reactions. Identification of organic compounds and mixtures by characteristic reactions.
Offered every other year.
Prerequisite: Course 331.
Three semester hours credit. | |
| 435 | Biological Chemistry | II |
| | Chemistry of biological processes.
Prerequisite: Course 330.
Four semester hours credit. | |

- 440 Physical Chemistry II**
 Study of the gaseous, liquid, and solid states. Atomic structure, elementary thermodynamics, colligative properties.
 Prerequisite: Course 320.
 Five semester hours credit.
- 441 Physical Chemistry I**
 Thermodynamics, chemical equilibrium, kinetics, and electrochemistry.
 Prerequisite: Course 440 and Mathematics 320.
 Three semester hours credit.
- 510 Advanced Inorganic Chemistry On Demand**
 Thorough treatment of fundamentals of inorganic chemistry.
 Prerequisite: Course 320.
 Three semester hours credit.
- *515 Chemistry Seminar On Demand**
 Discussion of selected topics in chemistry under staff supervision.
 Prerequisite: A minor in chemistry or equivalent.
 One semester hour credit.
- *519 Research On Demand**
 Individual study of a problem in experimental work, teaching procedure, or professional training under supervision of appointed staff member.
 Prerequisite: Permission of departmental head.
 One to five semester hours credit..
- 525 Topics in Analytical Chemistry On Demand**
 Lectures, discussions and reports on topics of special interest in analytical chemistry.
 Prerequisite: Course 320.
 One semester hour credit.
- 530 Advanced Organic Chemistry On Demand**
 Survey of field of organic chemistry including limitations of generalized group reactions, mechanism of organic reactions, and electronic nature of organic compounds.
 Prerequisite: Course 331.
 Three semester hours credit.

* Course may be repeated for additional credit.

535 Topics in Organic Chemistry On Demand
Lectures, discussions and reports on topics of special interest in organic chemistry.
Prerequisite: Course 331.
One semester hour credit.

545 Topics in General and Physical Chemistry On Demand
Lectures, discussions, and reports on topics of special interest in general and physical chemistry.
Prerequisite: Twenty-four hours chemistry.
One semester hour credit.

PHYSICS

450 Advanced General Physics On Demand
Topics selected to furnish thorough background for teaching and advanced study.
Prerequisite: One year of college physics or equivalent and permission of departmental head.
Two to four semester hours credit.

451 Advanced General Physics On Demand
Continuation of Physical Science 450.
Prerequisite: Course 450 or equivalent.
Two to four semester hours credit.

465 Acoustics On Demand
Fundamentals of wave motion and their application to sound. Reflection, diffraction, and absorption of sound as related to acoustic properties of rooms.
Prerequisite: One year of college physics or equivalent.
Two semester hours credit.

470 Electricity and Magnetism II
Electrostatics, Gauss's law, magnetic field, electric circuits, Kirchhoff's rules, induced EMF, elementary A. C. circuits, magnetic media, transformers, motors and generators.
Prerequisite: General physics and Mathematics 320 or equivalent.
Three semester hours credit.

471 Electrical Measurements II
Laboratory practice and apparatus used in measuring resistance, capacitance, potential difference, mutual and self-inductance, temperature coefficients; use and calibration of Voltmeters, galvanometers, potentiometers and bridges.
Prerequisite: Concurrent registration in, or completion of, Course 470.
Two semester hours credit.

- 475 Electronics I On Demand**
 D.C. and A.C. circuit theory applied to simple circuits used in modern electronics equipment. Vacuum tubes and radio receivers included.
 Prerequisite: Course 375 and Mathematics 320 or permission of instructor.
 Three semester hours credit.
- 480 Atomic Physics and Spectra II**
 Elementary particles; wave-particle dualism; the Bohr-atom; quantum numbers, energy states, and optical, beta, gamma, and X-ray spectra.
 Prerequisite: One year of college physics or equivalent.
 Three semester hours credit.
- 481 Atomic Physics and Spectra Laboratory II**
 Laboratory supplement to Physical Science 480; measurement of electronic charge, specific charge. Spectroscopy and energy level diagrams.
 Prerequisite: Concurrent registration in, or completion of, Course 480.
 Two semester hours credit.
- *555 Physics Seminar On Demand**
 Problems in physics discussed under guidance of staff.
 Prerequisite: One year of college physics or equivalent.
 May be repeated for credit, but total credit is limited to six semester hours.
 One to two semester hours credit.
- *559 Special Problems in Physics On Demand**
 Special problems in physics under supervision of staff. Problems may be technical in nature or concerned with teaching procedure.
 Prerequisite: One year of college physics or equivalent.
 May be repeated for credit, but total credit is limited to ten semester hours.
 One to five semester hours credit.
- 563 Thermodynamics On Demand**
 Laws of thermodynamics and their application to various thermal systems.
 Prerequisite: One year of college physics, differential and integral calculus.
 Two semester hours credit.

* Course may be repeated for additional credit.

- 575 Electronics II On Demand**
 Continuation of Physical Science 475. Oscillators, amplifiers, transmitters and industrial controls. Network theory considered.
 Prerequisite: Course 475 or permission of instructor.
 Three semester hours credit.

PHYSICAL SCIENCE AND PROFESSIONAL EDUCATION

- 405 History of Science On Demand**
 Development of physical science from the beginning of recorded history to the present time. Significant past stages and present trends emphasized.
 Two semester hours credit.
- 406 Biography of Famous Scientists On Demand**
 Work and personal characteristics of famous scientists. Oral and written reports required.
 Two semester hours credit.
- 490 Science Teaching Procedure in Elementary School
 (For Teachers and Supervisors) On Demand**
 Experiments and demonstrations suitable for elementary and junior high grades. (Not open to physical science majors and minors.)
 Three semester hours credit.
- 499 Teaching of Physical Sciences On Demand**
 Classroom and laboratory problems confronting the high school teacher.
 Prerequisite: Physical science major or permission of instructor.
 Two semester hours credit.
- 590 Physical Science for Elementary Teachers On Demand**
 Principles and applications of physical science illustrated by simple apparatus constructed by members of class. Satisfies requirements for Education 584. (Not open to physical science majors or minors.)
 Two to five semester hours credit.
- 591 Physical Science for Elementary Teachers On Demand**
 A continuation of Physical Science 590. (Not open to physical science majors and minors.)
 One to three semester hours credit.
- 525 Orientation of College Science to Public
 School Teaching On Demand**
 Adaptation of content of physical science courses to classroom teaching in primary and secondary schools.
 Prerequisite: Major or minor in physical sciences.
 Two semester hours credit.

DEPARTMENT OF SOCIAL SCIENCES
GRADUATE MAJOR IN THE SOCIAL SCIENCES

Students who elect a graduate major in the social sciences must satisfy the following course requirements in the social sciences:

Every major in the social sciences will have completed by the end of the fifth year a minimum of eight semester hours credit in each of the fields comprising the general area; namely, history, economics, sociology, and political science. At least three semester hours credit in each field must be at graduate level.

A maximum of six semester hours in independent study may be taken, not more than four semester hours of which may be in any one field.

Description of Courses

ECONOMICS

- | | | |
|-----|--|------------------|
| 464 | Public Finance and Public Education | On Demand |
| | Local, state, and national tax systems within the total economy; public debt and fiscal policies; public finance and education in Illinois.
Prerequisite: Course 360.
Two semester hours credit. | |
| 467 | The Cooperative Movement | On Demand |
| | Theory of cooperative enterprise, the practice of cooperative techniques in agriculture, industry, and distribution here and abroad, and competition between cooperative and non-cooperative business.
Prerequisite: Course 260.
Two semester hours credit. | |
| 468 | World Economic Problems | On Demand |
| | Technology and cultural lag, nationalism, population trends, international trade, basic raw materials, cartels, unemployment, and contemporary world organizations to deal with these problems are discussed.
Prerequisite: Course 360 or equivalent.
Three semester hours credit. | |
| 562 | Business Cycles | On Demand |
| | Prosperity-recession-depression-recovery patterns of modern economic society presented against a background of earlier attempts to account for the cyclical character of the economy.
Prerequisite: Course 350 or equivalent.
Two semester hours credit. | |

- 563 Modern Economic Systems On Demand**
 Capitalism, socialism, communism, facism, and cooperatives are compared in detail regarding economic institutions. decisions, production, agriculture, the mechanism of exchange. investment, distribution of income, public finance, labor, and international trade.
 Prerequisite: Course 360 or equivalent.
 Two semester hours credit.
- 564 Economic Well-Being and Education On Demand**
 Public education as an agency of social control and its effect on long run economic welfare. Specific aspects of consumption, savings, distribution and production influenced by education are dealt with.
 Prerequisite: Permission of the instructor.
 Three semester hours credit.
- *566 Independent Study in Economics I and II**
 Individually arranged readings for graduate students to complete requirements in Economics and to meet student's needs.
 Prerequisite: Course 360.
 Two semester hours credit. (Maximum four semester hours.)

HISTORY

- 420 American History, the Middle Period—1815-1850 I**
 An intensive study of a shorter period of national history. Attention is centered on the greatest possible understanding of a few major developments.
 Prerequisite: Courses 220 and 221.
 Two semester hours credit.
- 421 Twentieth Century United States II**
 The United States during its transition from a predominantly agricultural character to industrial and financial preeminence and an investigation of the nation's rise to leadership in world affairs.
 Prerequisite: Courses 220 and 221.
 Three semester hours credit.
- 422 Economic History of the United States On Demand**
 The evolution and expansion of American economic institutions and processes from colonial times to twentieth century prominence. Stress will be placed upon environmental factors, strategic location of raw materials, the impact of functional technology and the transition to finance capitalism.
 May be used to meet Departmental requirement in Economics.
 Three semester hours credit.

* Course may be repeated for additional credit.

- 423 **Intellectual and Social History of Twentieth Century United States** **On Demand**
 The cultural aspects of American life since the 90's with extensive use of phonographic documentaries as illustrative materials. The changing tastes in literature, drama, and music as well as attitudes, interests, and patterns of thinking during this three-generation span.
 Three semester hours credit.
- 425 **History of Colonial Latin America** **I**
 The Spanish, Portuguese and French colonial empires in America from their establishment to the wars of independence. The cultural and institutional aspects of the Indian and Latin peoples are stressed.
 Three semester hours credit.
- 426 **The Republican Period of Latin America** **II**
 The Latin American republics from the time of the revolutions against European colonial powers to the present. Political, economic, and social institutions will be carefully examined, with special stress upon the phenomenon of the Latin-American caudillo and dictator.
 Prerequisite: Course 332 or equivalent.
 Three semester hours credit.
- 430 **Twentieth Century Europe** **II**
 Intensive study of European and World affairs in this century. The two World Wars, their causes, efforts at keeping the peace attempts at international controls, issues, events and trends in history since 1945.
 Prerequisite: Course 332 or equivalent.
 Three semester hours credit.
- 432 **History of Ideas** **I and II**
 Designed to give some first-hand knowledge of what men throughout the ages have thought about the perennial problems which beset humanity. Lectures, readings, discussions.
 Prerequisite: Senior standing.
 Two semester hours credit.
- 434 **English History to 1603**
(Offered in alternate years; not offered in 1954-55) **I**
 Background for the study of medieval and renaissance English literature, and for the historical understanding of the origins and development of the English nation and people through the Tudor period.
 Two semester hours credit.

- 436 British History—1815 to Present** **I**
(Offered in alternate years; not offered in 1954-55)
 Background for romantic, Victorian, and contemporary English literature, and for the historical understanding of British institutions and peoples, including the Commonwealth of Nations and the development of socialistic institutions. Prerequisite: Courses 434 and 435 are desirable, but not required. Two semester hours credit.
- 438 American Social Reform Movements Since 1865** **II**
 A study of a number of the important reform movements. Includes those of the farmer, workers and intellectuals along with their declarations, platforms, social philosophies, techniques of action and principal achievements in national and local affairs. Prerequisite: Course 221. Two semester hours credit.
- 520 Historiography** **I**
 Great historians and their literature, what history has meant to historians of all ages, methods they have used, theories or philosophies they have held, history's role in understanding our world. Two semester hours credit.
- 522 Development of American Culture in the Eighteenth Century** **On Demand**
 A study of the Eighteenth century background of some of the more important aspects of present day American culture. The particular topics for intensive study to be selected by the student after consultation with the instructor. Two semester hours credit.
- 523 Technology in American Culture** **On Demand**
 Development of technology in America and its resulting influence upon our culture. Special emphasis on the influence of the machine on our agriculture, industry, transportation, and communications. Prerequisite: Course 280 or equivalent. Two semester hours credit.
- 524 Development of Urban Society in America** **On Demand**
 The growth of urbanism in our society and the many changes brought about as a result of this development. Consists of both historical and sociological treatment. Prerequisite: Course 280 or equivalent. May be used to meet departmental requirement in sociology. Two semester hours credit.

- 530 Medieval Influences on Modern Ideas and Institutions** **On Demand**
 Medieval fusion of Classical, Teutonic, Christian, Islamic, Celtic cultures; Education, philosophy, science, religion, government, law, art, as they reflect the fusion. Influence of Medieval ideas and institutions on modern culture.
 Two semester hours credit.
- 531 Renaissance Origins of the "Modern" in History** **On Demand**
 Renaissance of the 15th and 16th centuries in Italy and elsewhere. Literary and artistic reawakening. Economic, political, scientific, intellectual, and social forces which have determined the character of "modern" history.
 Two semester hours credit.
- 532 Religious Disunity and Intolerance in Western Civilization** **On Demand**
 Protestant Reformation, Catholic Reformation. Wars of Religion, concept and practice of "established church," origins of idea of separation of church and state, and beginnings of modern religious toleration.
 Two semester hours credit.
- 533 Eighteenth Century Origins of Contemporary Thought and Institutions** **On Demand**
 "Old Regime," Intellectual Revolution or "Age of Enlightenment," French Revolution and Napoleonic Era, studies as seedbed of contemporary thought and institutions, including "reactionary," liberal, and radical trends of past century.
 Two semester hours credit.
- 534 Great Revolutionary Movements of Modern History** **On Demand**
 English Revolutions of 17th century, French and American Revolutions of 18th century, Russian and Chinese Revolutions of 20th century, analyzed and compared as an exercise in historical synthesis and interpretation.
 Two semester hours credit.
- *536 Independent Study in History** **I and II**
 Open to qualified students who wish to do individual advanced work in history.
 Prerequisite: Consent of instructor.
 Two semester hours credit. (Maximum four semester hours.)

* Course may be repeated for additional credit.

POLITICAL SCIENCE

- 445 American Constitutional Development I**
This course is a study of the growth of the Federal Constitution by judicial interpretation. Leading cases of the Supreme Court are analyzed and discussed.
Prerequisite: Course 240.
Three semester hours credit.
- 446 The Far East II**
The impact of the Western nations on Eastern Asia since the opening of the Orient. Development of political and social institutions in China, Japan, and the Philippines.
Advisable prerequisite: A previous college course in European or world history.
Two semester hours credit.
- 449 International Relations II**
(Offered in alternate years; not offered in 1954-55)
Revolutions, war and peace, disarmament, choice of foreign policy, nationalism, balance of power, foreign policies of major nations, the United Nations, world government, trouble spots in the contemporary world.
Two semester hours credit.
- 495 Seminar in Current Problems of National Security Summer Session**
Issues and policies in government, politics, and economics in their historical and sociological perspective for elementary and secondary teachers. Specific units for teaching may be developed by individuals or groups.
Prerequisite: Senior or graduate standing. Auditors by permission of staff.
Four semester hours credit.
- 540 Public Administration On Demand**
The administration of governmental policies by state and nation. Included are federal departmentalization, the independent regulatory commissions, personnel policies, some administrative law, and the policy contributions of administrators.
Prerequisite: Course 240 or equivalent.
Three semester hours credit.
- 545 American Parties and Pressure Groups On Demand**
A descriptive survey of the policies, organization and functioning of American parties and the leading pressure groups. Included are general electoral behavior and sectional and group patterns in politics.
Advisable prerequisite: Course 240 or equivalent.
Two semester hours credit.

546 Foreign Governments On Demand

The development, structure and functioning of government and politics in Great Britain, France, the U.S.S.R., Japan, Germany, and Italy, with principal emphasis on the first three.

Prerequisite: Course 240 or equivalent.
Three semester hours credit.

548 The United Nations On Demand

The origins, structure and functioning of the United Nations and its specialized agencies. Included is a brief description of international organizations which existed before 1945.

Advisable prerequisite: A college course in European or world history.

Two semester hours credit.

***549 Independent Study in Political Science I**

Open to qualified students who wish to do individual advanced work in political science.

Prerequisite: Consent of instructor.

Two semester hours credit. (Maximum four semester hours credit.)

SOCIOLOGY

480 The Family I and II

A study of the family as a functional institution. Aims at those aspects of the family having primarily to do with the welfare of children. The family is presented both as a normal and potentially disorganized institution.

Two semester hours credit.

481 Marriage and Family Counseling On Demand

Provides the student with the available information for his own needs as an individual and supplies him the necessary aids for counseling in the secondary schools.

Two semester hours credit.

482 Criminology II

The underlying factors which tend toward a criminal career and the attempts at reform of the convicted criminal. It emphasizes the part taken by the various social institutions in the attack on the problems.

Prerequisite: Course 280.

Two semester hours credit.

483 Social Disorganization I

A detailed study of some of the major social problems arising out of a failure in social integration—divorce, crime, prostitution, racial and religious tensions, and the like.

Prerequisite: Course 280 or equivalent.

Two semester hours credit.

* Course may be repeated for additional credit.

- 490 Materials and Problems of High School Instruction in the Social Sciences I and II**
 Acquaintanceship afforded through individual and group projects with supplies, equipment, texts, references, fiction, magazines, newspapers, etc., available for use in high school social science classes.
 Prerequisite: Senior standing.
 Two semester hours credit.
- 491 Materials and Problems of Elementary School Instruction in the Social Sciences I and II**
 Acquaintanceship afforded through individual and group work with supplies, equipment, texts, and other aids available for use in the elementary social science classes correlates social studies with other classes.
 Prerequisite: Senior standing.
 Two semester hours credit.
- 580 Systematic Sociology On Demand**
 An examination of the historic patterns of sociological thought as developed by Comte, Giddings, Coolidge, Sumner, Thomas and others, and an attempt to synthesize the current patterns of sociological thought into a coherent system.
 Prerequisite: Course 280 or equivalent.
 Two semester hours credit.
- 581 Social Dynamics I**
 A study of some of the constants of social change, the variability of rates of change, the factors involved from a sociological point of view in the various forms of revolution typified by the industrial revolution, the Protestant Reformation, and various political movements.
 Prerequisite: Course 280 or equivalent.
 Two semester hours credit.
- 582 Social Attitudes On Demand**
 A study of the nature of social attitudes, their importance in modern society, their growth and development, their measurement and their control. An advanced study of attitude-forming techniques in a special area will be required of the student.
 Prerequisite: Course 280 or equivalent.
 Two semester hours credit.
- 583 Community Analysis II**
 Techniques of community study from the special viewpoint of the teacher or school administration will be developed. The student will be required to use these techniques in the study of specific aspect of a specific community as it relates to a specific school situation.
 Two semester hours credit.

Open to qualified students who wish to do individual advanced work in sociology.

Prerequisite: Consent of instructor.

Two semester hours credit. (Maximum four semester hours.)

DEPARTMENT OF SPEECH GRADUATE MAJOR IN SPEECH

Students who elect a graduate major in speech must satisfy the following course requirements:

(1) Approximately two-thirds of the graduate study program must be in courses offered by the Department of Speech.

(2) A student may concentrate his graduate study in the area of Drama, Interpretation, and Radio, or in the area of Public Address, or in the area of Speech Correction; but the student's advisor will reserve the right to require courses in more than one area if such are needed by the student.

(3) If the student's area of specialization is Drama, Interpretation, and Radio, the seminar in problems in that area, Speech 540, will be required; if the student's area of specialization is Public Address, the seminar in problems in this area, Speech 541, will be required; if the student's area of specialization is Speech Correction, one of the seminars in that area will be required and the student also will be expected to fulfill the state's requirements for certification as a speech correctionist.

Since the graduate study program is adapted to the background and the needs of the individual student, the only prerequisite for enrolling in any graduate course in speech is the consent of the instructor.

A student who elects a graduate major in the area of English-Social Sciences-Speech or in the area of English-Speech should consult his advisor relative to the planning of his program of study. In order to adapt to the individual student's needs, a high degree of flexibility is retained in the general policy relative to area majors. In planning the program, consideration is given to such factors as the student's specialization in his undergraduate study, his teaching program or plans, and the possibilities for enriching teaching resources.

Whether one elects an area major or a departmental major, the first step in planning a program of graduate study is consultation with one's advisor.

* Course may be repeated for additional credit.

Description of Courses

DRAMA, ORAL INTERPRETATION OF LITERATURE
AND RADIO

410 **Advanced Play Production** **On Demand**

Section I—Contemporary methods of play production, dramatic theory and play analysis, little theater organization, specific problems of producing in educational and community theaters, and the teaching potentialities of extra curricular dramatic activities at the secondary level.

Prerequisite: Consent of instructor.

Section II—An adaptation of Section I with emphasis on creative dramatics in the elementary school.

Prerequisite: Consent of instructor

Two semester hours credit for either section.

430 **Advanced Oral Interpretation of Literature** On Demand

A continuation of Speech 230 designed to develop increased skill in the technique of reading, in creative imagination, and in the expression of emotional power.

Prerequisite: Consent of instructor.

Two semester hours credit.

450 **Radio Speaking** **On Demand**

Section I—Composition and delivery of various types of radio programs and continuity.

Prerequisite: Consent of instructor.

Section II—Composition and delivery of various types of radio programs and platform addresses which school administrators and teachers are called upon to present.

Prerequisite: Consent of instructor.

Two semester hours credit for either section.

510 History of the Theater On Demand

History of the drama in performance as a continuum directly related to the development of western civilization, together with the implications of the development of the educational and community theaters.

Prerequisite: Consent of instructor.

Three semester hours credit.

511 **Acting and Directing** **On Demand**

Consideration of the theater as a cultural and recreational outlet in the community and of the problems involved in the production of classics of dramatic literature, with emphasis on projects in characterization, voice, and movement.

Prerequisite: Consent of instructor.

Two semester hours credit.

- 515 Advanced Technical Practice On Demand**
- The theory and practice of stage design, stage lighting, scenery and properties construction, sound effects, with special reference to modern theater design and stage equipment as applicable to the needs of educational and community theaters. Prerequisite: Consent of instructor. Two semester hours credit.
- 530 Lecture-Recital On Demand**
- Intensive work in the preparation and presentation of lecture-recitals. Prerequisite: Consent of instructor. Two semester hours credit.
- PUBLIC ADDRESS
- 400 Introduction to Rhetorical Criticism On Demand**
- Basic concepts, terminology, and methods of classical and modern criticism, with emphasis on the evolution of public speaking from the era of the ancient Greeks to the present era. Prerequisite: Consent of instructor. Three semester hours credit.
- 500 Ancient and Medieval Rhetoric and Public Address On Demand**
- The contributions of Plato, Aristotle, Cicero, Quintilian, Augustine and others to rhetorical theory and analysis of the speeches of some of the principal ancient and medieval orators. Prerequisite: Consent of instructor. Two semester hours credit.
- 501 Critical Studies in Oratorical Theory On Demand**
- The contributions of Bacon, Wilson, Campbell, Blair, Whately, John Quincy Adams, and others, to rhetorical theory, with its adaptation to modern conditions. Together, this course and Speech 500 examine the theory of public speaking from the earliest times to the present. Prerequisite: Consent of instructor. Two semester hours credit.
- 502 History and Criticism of British Public Address On Demand**
- The application of the principles of rhetorical criticism in the study of the speeches of some of the principal eighteenth and nineteenth century British speakers. Prerequisite: Consent of instructor. Two semester hours credit.

- 503 **History and Criticism of American Public Address I** **On Demand**
 The application of the principles of rhetorical criticism in the study of the speeches of some of the principal American speakers in the period from colonial times to the close of the Civil War.
 Prerequisite: Consent of instructor.
 Two semester hours credit.
- 504 **History and Criticism of American Public Address II** **On Demand**
 The application of the principles of rhetorical criticism in the study of the speeches of some of the principal American speakers in the period from the close of the Civil War to the present.
 Prerequisite: Consent of instructor.
 Two semester hours credit.
- 505 **The High School Forensic Program** **On Demand**
 The organization, direction, and evaluation of intra-school, community, and inter-school activities in debate, discussion, extempore speaking, and oratory.
 Prerequisite: Consent of instructor.
 Two semester hours credit.
- 506 **Advanced Public Speaking and Group Discussion** **On Demand**
 A course designed especially for school administrators and teachers who are not specialists in speech but who, in the discharge of their professional and civic duties, are called upon to give various types of speeches, to lead group discussions, and to preside at meetings governed by parliamentary law.
 Prerequisite: Consent of instructor.
 Two semester hours credit.
- SPEECH PATHOLCGY AND HEARING
- 420 **Hearing Testing** **On Demand**
 Students are instructed in the use of hearing testing equipment such as the speech and pure tone audiometers. The course also includes the anatomy of the ear, medical and surgical problems of the ear, and the physics of sound.
 Prerequisite: Consent of instructor.
 Three semester hours credit.
- 421 **Communication Problems of Hearing** **On Demand**
 The teaching of lip reading skills and techniques employed in speech and auditory training for the deaf and hard of hearing.
 Prerequisite: Consent of instructor.
 Three semester hours credit.

- 422 Clinical Methods in Speech Pathology On Demand**
 Clinical therapies for the correction of the various types of defective speech as well as public school speech correction methods and administrative procedures. Supervised clinical work with children and adults to the extent of three hours per week beyond class meetings is required of each student. Prerequisite: Consent of instructor.
 Three semester hours credit.
- *423 Clinical Practices in Speech Pathology On Demand**
 Clinical practice in the college clinic, out-patient service, and the DeKalb Therapy Center. One class hour per week with two clock hours per week of clinical work are required per semester hour.
 Prerequisite: Consent of instructor.
 One to three semester hours credit. (Maximum of three semester hours credit.)
- 520 Introduction to Speech Pathology On Demand**
 Causes of speech problems and their diagnosis as related to therapy and rehabilitation are presented. Survey of current texts and research regarding various methods for diagnosis of speech defects and the development of specific therapies. Prerequisite: Consent of instructor.
 Three semester hours credit.
- 521 Principles and Methods for Correction of Organic Disorders of Speech On Demand**
 Causes and therapies for various organic disorders of speech such as cleft palate, cerebral palsy, and aphasia. Prerequisite: Consent of instructor.
 Three semester hours credit.
- *522 Advanced Clinical Practice in Speech and Hearing On Demand**
 Supervised clinical practice in the college clinic, grade schools, high schools, and special schools. One class hour per week with two clock hours per week of clinical work required per semester hour.
 Prerequisite: Consent of instructor.
 One to three semester hours credit.
- 523 Laboratory Methods in Speech On Demand**
 Use of instruments for standardizing testing procedures in the study and diagnosis of speech disorders with special reference to rehabilitative measures. Prerequisite: Consent of instructor.
 Two semester hours credit.

* Course may be repeated for additional credit.

- 524 Voice Science** **On Demand**
 Study of the transmission of speech with special reference to pitch, loudness, and quality aspects. Orientation into the fields of psycho-acoustics and psychophysics.
 Prerequisite: Consent of instructor.
 Two semester hours credit.
- 525 Seminar in Speech Pathology: Voice and Articulation** **On Demand**
 Critical study of research dealing with the causes and diagnosis of voice and articulation problems as related to remedial procedures.
 Prerequisite: Consent of instructor.
 Two semester hours credit.
- 526 Seminar in Speech Pathology: Stuttering** **On Demand**
 Study of the various schools of thought on stuttering, their theories and therapies. Basic approaches to the problem of stuttering in children and adults.
 Prerequisite: Consent of instructor.
 Two semester hours credit.
- 527 Advanced Audiology and Audiometry** **On Demand**
 Critical study of research in hearing and its application to the testing and rehabilitation of the hard of hearing and deaf. Detailed study of tests and measurements of hearing, and hearing aid evaluation.
 Prerequisite: Consent of instructor.
 Two semester hours credit.
- 528 Seminar in Hearing** **On Demand**
 The psychology of the hard of hearing and deaf, prevention of hearing disorders, techniques of lip reading, and auditory training.
 Prerequisite: Consent of instructor.
 Two semester hours credit.

Note to Students Who Wish to Qualify as Speech Correctionists

The following are the special requirements of the State of Illinois for speech correctionists: (These should not be confused with requirements for the major or minor in Speech which qualify one to teach speech in an Illinois high school.)

Within the general statement concerning qualifications of speech correction teachers in the Illinois Plan booklet, Circular Series E, No. 12, revised 1952, are the following specific requirements for a teacher of speech correction in the State of Illinois:

- A. Valid teacher's certificate.
- B. Possession of personal speech habits which meet an acceptable standard in both voice and diction.
- C. A background of courses which will insure an adequate preparation in subject matter and techniques of the field, including:

1. Twenty-three semester hours in speech correction courses, including phonetics, anatomy and physiology of speech and hearing mechanism, speech correction, speech science, speech pathology, and student teaching in speech correction, 200 clock hours,** at least half of which are in the school situation.
2. Six semester hours in the field of the hard of hearing and deaf, including hearing testing techniques and interpretation, and communication problems of hearing (speech, speech reading, auditory training.)
3. Six semester hours of background area courses in pupil evaluation, including tests and measurements, a course in the field of guidance or clinical psychology (abnormal, personality), teaching of reading, and student teaching of academic subjects.

SPEECH PEDAGOGY

440 **The Teaching of Speech** **On Demand**

The problems confronting the teacher of speech, including the organization, content, and methods of teaching the foundational course in speech and other courses in a balanced speech curriculum.

Prerequisite: Consent of instructor.

Three semester hours credit.

540 **Seminar in Problems in Radio, Interpretative Reading, and Dramatics** **On Demand**

An exploration of the problems and the findings of research in this area of speech education, and, for the student with a special interest in this area, guidance in the selecting and conducting of his major graduate investigation.

Prerequisite: Consent of instructor.

Two semester hours credit.

541 **Seminar in Problems in the Teaching of Public Speaking, Discussion, and Debate** **On Demand**

An exploration of the problems and the findings of research in this area of speech education, and, for the student with a special interest in this area, guidance in the selecting and conducting of his major graduate investigation.

Prerequisite: Consent of instructor.

Two semester hours credit.

*599 **Directed Individual Study** **On Demand**

Individual study of problems in any area of speech: speech pathology, drama, interpretation, radio, public address, speech pedagogy, hearing and related fields.

Prerequisite: Consent of instructor.

One to three semester hours credit.

* Course may be repeated for additional credit.

**This is to be interpreted as a minimum requirement. Students are urged to avail themselves of every opportunity to acquire additional clinical experience.

COLLEGE TEA ROOM





CAMPUS WALK

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