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1971

## **National College of Education Urban Campus Bulletin, 1971-72**

National College of Education

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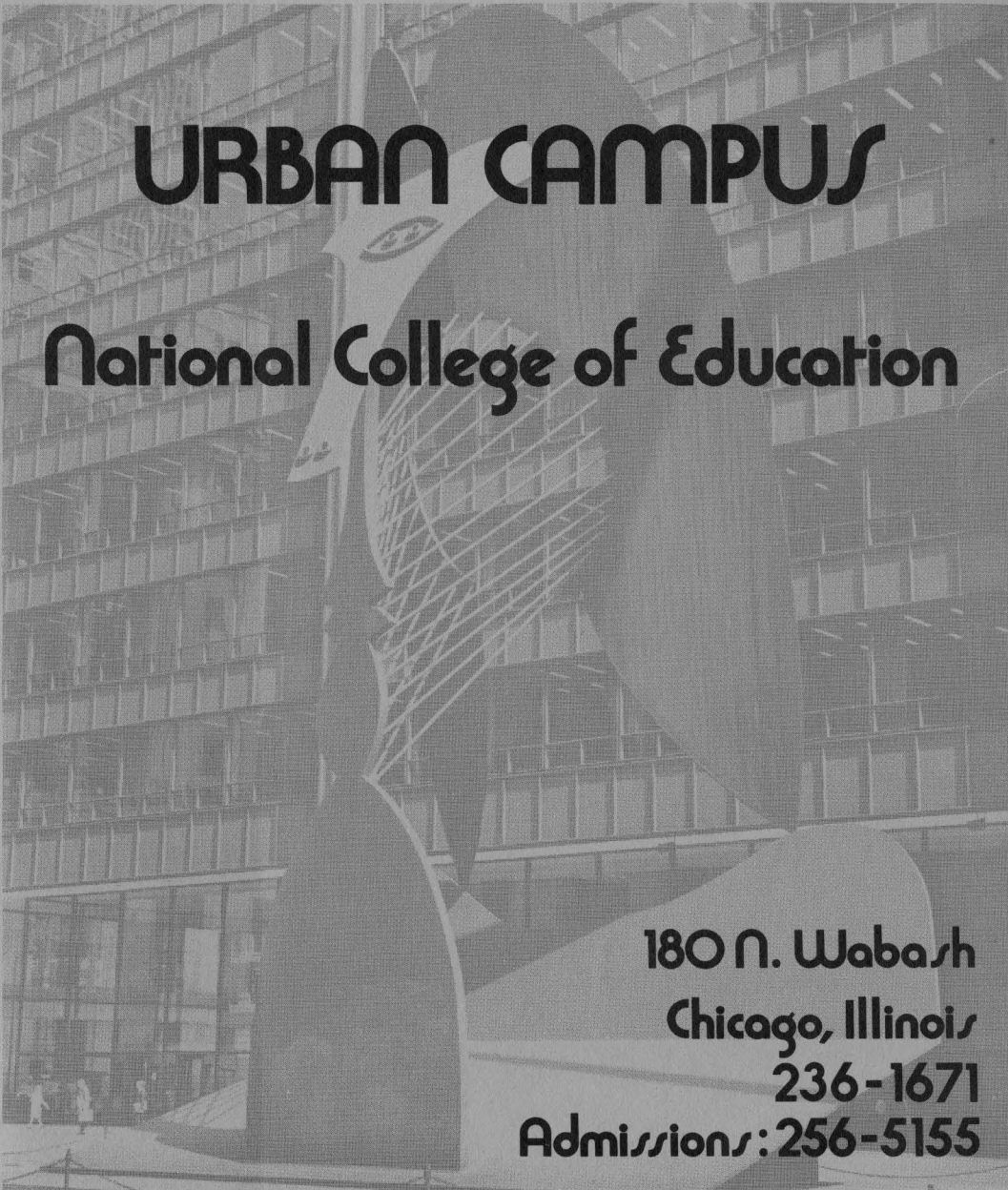


# URBAN CAMPUS

National College of Education

Spring  
Summer  
Fall

72



# URBAN CAMPUS

## National College of Education

National College of Education Urban Campus began in the fall of 1971, following 75 years of educational development as the Pestalozzi Froebel Teachers College. With rich heritage and a new sense of educational leadership from National College, it moves forward to meet the greater challenges of the 1970's.

NATIONAL COLLEGE OF EDUCATION  
URBAN CAMPUS BULLETIN

Volume 1

Number 1

180 N. Wabash

Chicago, Illinois

236-1671

Admissions: 256-5155

NATIONAL COLLEGE OF EDUCATION  
URBAN CAMPUS

URBAN CAMPUS CALENDAR

SPRING TERM 1971-1972

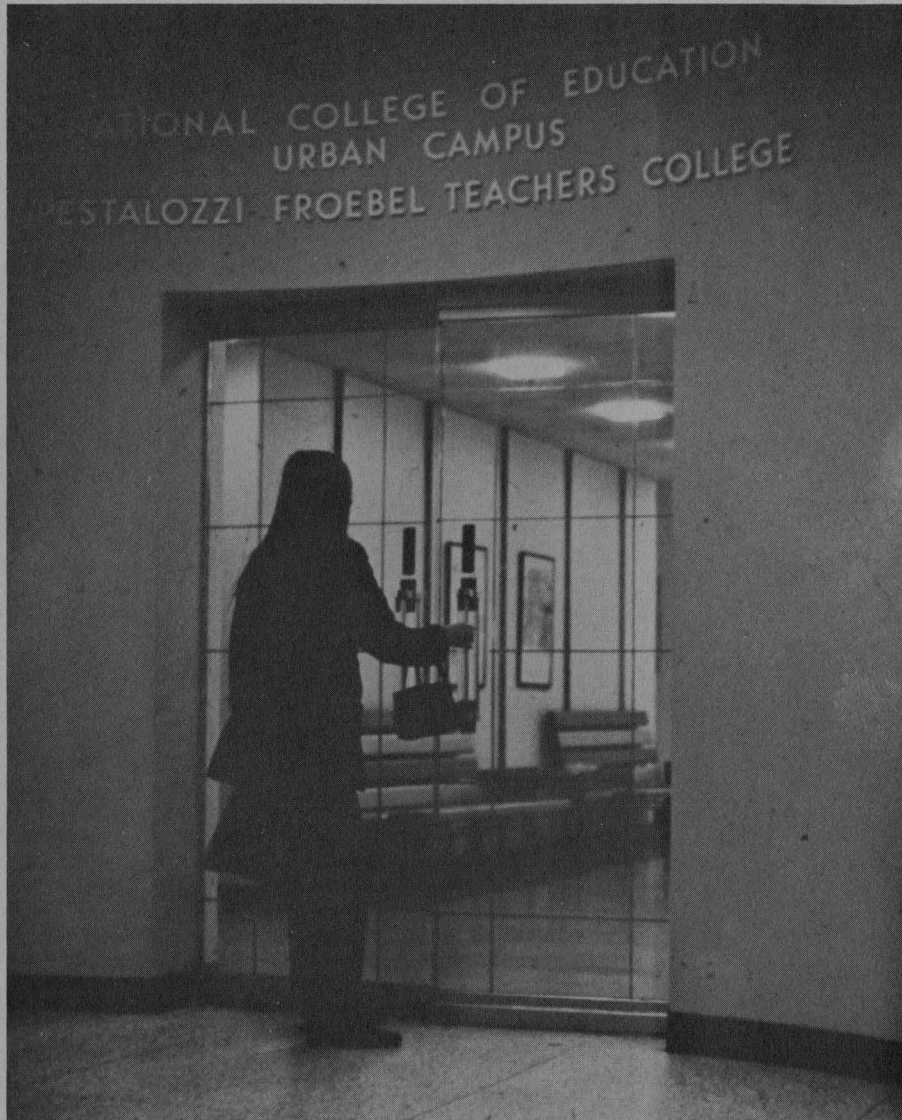
	1972
Registration For All Students . . . . .	January 10-January 31
Classes Convene . . . . .	January 31
Late Registration Ends . . . . .	February 7
Mid-Term Vacation Begins . . . . .	March 31
Classes Resume . . . . .	April 10
Spring Semester Ends . . . . .	June 3
January and June Commencement Exercises . . . . .	June 10

SUMMER SESSION 1972

Registration For All Students . . . . .	May 22-June 12
Classes Convene . . . . .	June 12
Summer Session Ends . . . . .	August 4
Summer Commencement Exercises . . . . .	August 18

FALL TERM 1972-1973

Registration For All Students . . . . .	August 28-September 11
New Student Orientation Program . . . . .	September 6
Classes Convene . . . . .	September 11
Late Registration Ends . . . . .	September 18
Thanksgiving Recess . . . . .	November 22, 23
Christmas Vacation Begins . . . . .	December 16
	1973
Classes Resume . . . . .	January 2
Fall Semester Ends . . . . .	January 20



#### ADMISSIONS ELIGIBILITY

National College of Education Urban Campus welcomes applications from men and women of all ages who either have a high school diploma or who have completed high school through the General Education Development Test. Applicants should be able to give evidence of their personal and professional promise through recommendation, academic reports, or personal interview.

Transfer students—who are in good

standing at their former college—are also welcome to apply for admission. They too are expected to show personal and professional promise through recommendations, academic reports, or personal interview. A minimum of 30 semester hours of credit, the equivalent of one year, must be taken at National in order to receive a degree from the Urban Campus.

Every endeavor will be made to enable transfer students to complete their work within the desired time.

#### ADMISSIONS PROCEDURES

1. Acquire, fill in, and return Application for Admission to the Urban Campus to the Office of Undergraduate Admissions, 2840 Sheridan Road, Evanston, Illinois, 60201.
2. Forward high school and/or any college transcripts, and results from either ACT or SAT testing programs.
3. Give school recommendation/Personality Rating Form to high school counselor or college Dean of Students and ask them to forward it to the Office of Undergraduate Admissions.
4. Whenever possible, arrange for a personal interview on campus or in your school. Telephone: Admissions Office 256-5155 Urban Campus 236-1671

## FINANCIAL ASSISTANCE

National College of Education Urban Campus maintains an active program of financial assistance. All applicants requesting aid are expected to apply for an Illinois State Scholarship or Grant. Combining a grant from the state and an award from the College, you can afford to attend the Urban Campus at minimal costs.

1. Obtain a Parents' Confidential Statement Form from the high school or college counseling office. (If necessary, it may be obtained from the Office of Financial Assistance, National College of Education.) Fill it out and forward it to the College Scholarship Service as soon as possible. Request that computations be sent to National College of Education. For an independent student or a married student not supported by parents, a Student's Financial Statement form available from National College of Education, should be used.
2. Residents of Illinois are expected to apply for an Illinois State Scholarship or Grant and have their award computed for National College of Education. High School seniors should have their applications in for the October 15th or the December 1st deadline. The February 1st

and April 1st deadline dates are for transfer students or high school seniors, although priority



for these dates is given by the State Scholarship Commission to transfer students. Applications are available from the high school or college, or from the Office of Financial Assistance at National College of Education.

3. Forward your completed Application for Financial Assistance to the Admissions Office with your Application for Admission.
4. Contact the Director of Financial Assistance by telephone or letter if you have questions regarding financial assistance or wish information regarding unique or special circumstances. Appointments for individual or family conferences are available. Telephone: (312) 256-5150, Ext. 42. All information is kept strictly confidential.

## GRADUATE STUDENTS

Courses leading toward the M.A.T., M.S. or M.Ed. degrees are available in the evenings or on Saturdays at the Urban Campus through the Graduate School. Special bulletins and listings are available upon request from the Graduate School. Inquiries regarding inservice programs should also be made to the Graduate School.

The Graduate School  
National College of Education  
2840 Sheridan Road  
Evanston, Illinois 60201  
256-5150, Ext. 71.



## PERSPECTIVES:

### *What We're Like—*

National College of Education Urban Campus is a college with a commitment and a purpose. We have a single goal of preparing teachers that will make the important difference: whether children succeed or fail in the classroom and in life.

Our focus is on the pre-school, early childhood and intermediate years, directing our impact on the periods of greatest impression in a child's educational experience.

Our goal is to motivate the prospective teacher and to channel his creative energies and talents toward developing effective and exciting learning environments.

### *Where We're Going—*

The Urban Campus is in a period of dramatic development. Though a majority of students currently enrolled are interested in a career in metropolitan area schools, a new dimension focusing on the urgent needs of the inner-city urban communities is already in formulation.

Beginning in September of 1972, the current teacher education program will include a unique feature designed to give special preparation for those planning a career in urban education.

Courses, including those in teaching methods and psychology, and actual teaching experiences will be tailored to realistic problems and needs.

### *What Does An Urban Campus Have To Offer?*

In addition to the excellent pre-professional experience, which is of primary importance, the Urban Campus offers you a location, convenient

to public transportation from city and suburbs;

Chicago's metropolitan cultural and social life;

the educational resources of a major urban center;

reasonable and realistic costs.

#### *What About The Teacher Surplus?*

Teachers are still being hired and always will be hired. In fact, the vast majority of National's graduates from 1971 are successfully placed in teaching positions. Excellent qualifications and preparation as well as flexibility are the keys to the current employment market.

#### *What Kind of Teachers Are Needed?*

Creative teachers. Concerned teachers. Committed teachers. Teachers with professional training and intensive experience.

Current national shortages still exist in the areas of early childhood education, pre-school education and special education.

#### *What Are The Advantages Of A Degree From National College of Education?*

National College of Education is fully accredited by the North Central Association of Colleges and Secondary Schools and by the National Council for Accreditation of Teacher Education and fully approved by the



Illinois State Board of Public Instruction. The Urban Campus is also fully approved by The Illinois State Board of Public Instruction and full accreditation from North Central Association is currently being pursued.

Graduates of National College enjoy full eligibility for certification in any state and in many foreign lands.

National College is a name well-known throughout the United States among elementary school principals, superintendents and teachers. Throughout its history, National has maintained an outstanding record in

helping its students find placement in teaching positions.

National's program is recognized as unique for the amount of actual classroom experience available to its students. Involvement and participation in classrooms begin very early and continue throughout the curriculum, culminating in two distinct student teaching experiences.

A degree from National College is a symbol of professional training and educational competency.

#### **PROGRAMS**

General Focus: Professionally qualified, competent teachers is the goal.

The emphasis in the curriculum is on the personal and professional development of the student. We are interested in producing not only theoreticians, but practical, effective, successful teachers as well.

#### **FOUR-YEAR PROGRAM**

To arrive at the above-mentioned goal, several different programs are offered. Two programs lead toward the Bachelor of Education degree and require a minimum of 120 semester hours of credit. The final 30 semester hours must be earned at National College's Urban Campus. A cumulative grade average of "C" or better must be maintained to remain in good standing.





**PRIMARY PROGRAM (Kindergarten through grade three)**

Degree Requirements Semester Hours

I.	General Education	66
	A. Language Arts Communication	18
	Children's Literature	2
	Literature	6
	Speech	4
	B. Natural Science and Math	20
	Biological Sciences, Including 2 Semester Hours in Health & Nutrition	8
	Physical Sci.	4
	Mathematics	4
	Elective	4
	C. Social Science	16
	U.S. History	3
	American Government	2
	History of Civilization or Modern European History	3
	Elective	8
	D. Fine and Applied Arts	12
	Fundamentals of Music	2
	Music for Children	2
	Music Appreciation	2

Introduction to Visual Arts 2  
 Arts & Crafts for Children 2  
 Art Appreciation 2

II.	Professional Education	44
	A. Psychology	6
	General Psychol.	3
	Child Growth & Development	3
	B. Curriculum and Methods	38
	Practicum: Introduction to Teaching	3
	Early Childhood Education	3
	Teaching of Reading	3
	Teaching Language Arts	2
	Teaching Arithmetic	2
	Teaching Physical Education	2
	Teaching Science	2
	Teaching Social Studies	2
	Tests & Measurements	2
	Student Teaching	10
	Classroom Management	2
	Philosophy of Education	2
	American Public Education	2
III.	General Electives	10
	Total	120



**INTERMEDIATE PROGRAM**  
(Grades four through six)

	Semester		
Degree Requirements	Hours		
I. General Education	64	II. Professional Education	44
A. Language Arts	18	A. Psychology	6
Communications 6		General Psychol. 3	
Literature for		Child Growth &	
Intermediate		Development 3	
Grades 2		B. Curriculum &	
Literature 6		Methods 38	
Speech 4		Practicum:	
B. Natural Sciences		Introduction to	
& Math 20		Teaching 3	
Biological		Intermediate	
Sciences, including		Education 4	
2 semester hours		Teaching of	
in Health &		Reading 3	
Nutrition 8		Teaching of	
Physical		Language Arts 2	
Sciences 6		Teaching of	
Mathematics 4		Arithmetic 2	
Electives 2		Teaching of	
C. Social Science 20		Physical	
U. S. History 3		Education 2	
American		Teaching of	
Government 2		Science 2	
History of		Teaching of	
Civilization or		Social Science 2	
Modern		Tests and	
European		Measurements 2	
History 3		Philosophy of	
American		Education 2	
Cultural		American Public	
Thought 3		Education 2	
Current Social		Student	
Problems 3		Teaching 10	
Electives 6		Classroom	
D. Fine & Applied		Management 2	
Arts		III. General Electives	
Humanities,		Total	

Including Art,  
Music &  
Literature 6

**PRE-SCHOOL / DAY-CARE PROGRAM**

In response to the quickly expanding pre-school and day care program throughout the country mainly due to increases in the number of working mothers, the Urban Campus offers a unique *two year* program leading toward a National College diploma. The curriculum includes early practical experiences in existing pre-school centers starting in the second semester of the program. Up to 30 hours of transfer credit may be accepted into the program.

Curriculum	Semester
	Hours
First Semester	16
Communications I	3
Biology I	3
Introduction to Sociology	3
General Psychology	3
Music Appreciation	2
Art for Pre-School	
Children	2
Second Semester	16
Child Development	3
Physical Science I	3
Teaching in the	
Nursery School	4
Literature for	
Young Children	2
Music for Pre-School	
Children	2
Speech Problems	
of Children	2
Third Semester	16
Behavior Problems of	
Young Children	3

Parent-Teacher		
Communications	2	
Child Health &		
Nutrition	2	
Society & Childhood	3	
Arts & Crafts	2	
Supervision and		
Administration of		
Nursery Schools	2	
Science for		
Young Children	2	
Fourth Semester		16
Practice Teaching	10	
Classroom Management	2	
Total		60

**URBAN EDUCATION EMPHASIS**

For students whose interests center around teaching in urban schools and working in the urban community, special course sequences have been designed to prepare the prospective teacher to meet the specific challenges of the urban community. Some courses may be taken as electives; others will be substituted for required courses. They may include such courses as:

- English As a Second Language
  - Methods of Teaching in the Inner City
  - Student Teaching in the Inner City
  - Curriculum Planning for a Multi-Cultured Classroom
  - Urban Sociology
  - The Open Classroom
- Other such courses will be developed as the program expands.

## STUDENT SERVICES

### Counseling

Every effort is made to treat students and their programs and interests individually. Upon acceptance to the College, each student is assigned a counselor from the College's administrative staff. Program planning and counseling take place during registration week, but personal conferences and informal discussions occur throughout the year. Instructors are eager to assist students on an individual basis. The primary interest at The Urban Campus is on the *individual student*.

### Placement

Students and alumni locate and secure teaching positions appropriate to their talents and needs through the College Placement Office. Assistance is given to students in preparing materials, in planning interviews and in distributing credentials and recommendations. This service is always available to graduates throughout their professional careers.

### Student Load

The normal full-time load of study is 15 semester hours. During the summer sessions, the maximum load for the 8 week term is 10 semester hours; for the 4 week term, 4 semester hours. Students who wish to exceed the normal load during the

fall and spring semesters should consult with the Dean of Students.

### Withdrawals

A student who wishes to drop a course after the close of the official change-of-a-course period must consult his counselor.

### Good Standing

A cumulative grade point average of "C" or better must be maintained to remain in good academic standing.

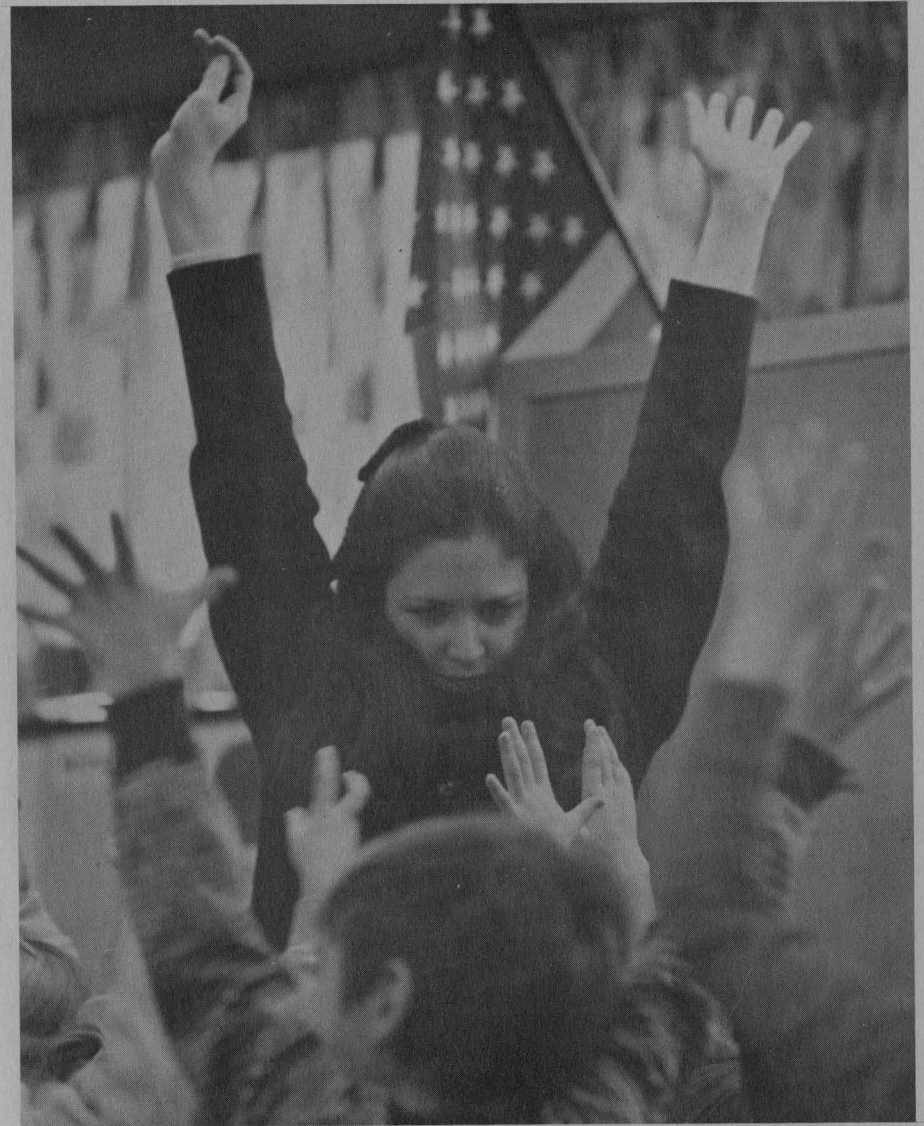
### Fees

A \$15.00 application fee is due at the time of application.

Tuition is computed according to the number of semester hours for which a student registers. The fee for the spring and summer terms is \$45.00 per semester hour. Therefore, if a student registers for 15 semester hours, which is the standard full-time load during spring, his tuition charge would be \$675.00

For the fall term, 1972, tuition is \$50.00 per semester hour, or \$750.00 for 15 semester hours of credit.

Applicants are reminded of the extensive financial assistance available through Federal Aid Programs, the Illinois State Scholarship and Grant Programs, and through National College's Urban Campus Financial Assistance Program.



# Course Descriptions

## ART

### **C-55—AN INTRODUCTION TO THE VISUAL ARTS**

A course designed to acquaint the student with the basic elements in art expression. A detailed study is made of line, form, space, color and texture as they relate to architecture, sculpture and painting, resulting in broader understanding and greater appreciation for the student. Lectures, discussions and trips to museums and exhibitions.

2 credits

### **C-56—ART APPRECIATION I**

Basic principles of visual arts are employed in seeking further understanding and appreciation of Western Art. Topics are selected which provide important and varied examples of painting, sculpture and architecture. An analytical study of masterpieces, including originals available in the Metropolitan area.

2 credits

### **C-57—ART APPRECIATION II**

A continuation of Art Appreciation I with emphasis on the historical, social and personal influences on the productions of representative artists.

2 credits

### **C-58—ART APPRECIATION — ART IN THE CITY**

A study of the major artistic resources and highlights of the city. Visits to, and directed observation of, prominent examples of architecture and art in various parts of Chicago.

2 credits

### **B-59—ARTS AND CRAFTS FOR CHILDREN**

An elementary course in crafts, emphasizing the development of imagination and creative ability in the use of a large variety of materials. Students work with media and study methods that are useful in teaching pre-school and primary grade children.

2 credits

### **B-59p—ART FOR THE PRE-SCHOOL CHILD**

An introduction to a wide variety of art media suitable for use with young children. Course is designed to help the student understand the importance of art media in enriching opportunities for young children. Lectures and demonstrations are combined where practical experience may be obtained.

2 credits

### **B-60—ART IN CHILD DEVELOPMENT**

The contribution of artistic activities to child development. Programs appropriate for various developmental stages; methods of evaluation.

2 credits.

### **D-46—ART IN THE PRIMARY CURRICULUM**

The development of art projects to implement the units of experience in the primary curriculum. The supervision of construction work and other art activities in the attainment of primary curriculum objectives. *Prerequisite: B-59, Arts and Crafts for Children.*

## EDUCATION

### **C-40—PHILOSOPHY OF EDUCATION**

A study of classic philosophies of education, together with significant contemporary currents of thought, for the purpose of comparison and the development by each student of a personal philosophy.

2 credits

### **C-48—AMERICAN EDUCATION**

The nature and function of the American educational system; basic issues confronting American schools in a changing society. European and colonial backgrounds leading to state control and tax support of education, growth of the curriculum, and increased professional requirements for teachers.

2 credits

### **B-43—NURSERY SCHOOL-KINDERGARTEN EDUCATION**

Organization of the school program to meet the inherent needs of children from two to six years of age. Relationship of the nursery school and kindergarten to the total school program; co-operation between the school and the home; development levels of children. Housing, equipment, materials, and health practices.

3 credits

### **C-23p—TEACHING IN THE NURSERY SCHOOL**

Relates the student to the major curriculum areas and knowledges concerning Childhood Education. Weekly seminars consider such topics as play, reading, writing, children's literature, mathematics, science, art and music, discipline, physical education, classroom organization and planning. The seminars allow for small group discussions of theoretical and practical approaches to teaching children. Resource consultants are utilized where appropriate. Weekly observations of nursery school children in selected schools will be a requirement for this course.

4 credits

### **C-43—RECENT TRENDS IN NURSERY SCHOOL-KINDERGARTEN EDUCATION**

An opportunity for teachers to review the underlying principles of nursery school and kindergarten education as a factor in child development. Experiments, research studies, and recent trends will be discussed and evaluated. *Open to experienced teachers only*

1 credit

### **D-43—INTRODUCTION TO PRE-SCHOOL ORGANIZATION AND ADMINISTRATION**

A discussion of recent trends in the organization and management of the

nursery school and kindergarten. Principles of child development as applied to pre-school education.

2 credits.

#### **D-42—WORKSHOP IN PRIMARY EDUCATION**

Basic principles for the development of the curriculum in the primary grades. An opportunity to work on individual classroom problems under guidance and supervision. *Open to experienced teachers only.*

2 credits

#### **B-21—PARENT-TEACHER EDUCATION**

The relationship between parents and teachers and its significance in childhood development and growth.

2 credits



#### **B-21p—PARENT-TEACHER COMMUNICATION**

Helps students develop the ability to work sensitively and effectively with parents and to gain an understanding of their mutual roles in the education of children. The importance of the socio-economic and cultural differences of parents and teachers and the effect these have upon mutual understanding will be explored. Students will have the opportunity to attend parent-teacher planning meetings, advisory committee meetings, parent study groups and school committee meetings.

2 credits

#### **B-26—AUDIO-VISUAL EDUCATION**

Theory, materials, application and evaluation of multi-media techniques of teaching. The use of recordings, exhibits, field trips, motion pictures, radio, television, etc. Laboratory experience in the operation of equipment.

2 credits

#### **A-41—TEACHING OF ARITHMETIC**

An introduction to the teaching of arithmetic in the primary grades; promoting quantitative experiences; developing fundamental arithmetical concepts; stimulating arithmetic readiness; introducing fundamental operations; teaching problem solving; emphasizing the "new math" concept.

2 credits

#### **D-12—RECENT TRENDS IN THE TEACHING OF ARITHMETIC**

An analysis and evaluation of recent research on the teaching of arithmetic; recent trends and controversial issues; the problem of grade placement; the role of arithmetic in the total curriculum; implication of recent research on the psychology of learning. *Open to experienced teachers only.*

1 credit

#### **A-46—TEACHING OF THE LANGUAGE ARTS**

Methods of teaching oral and written composition in primary grades; techniques of vocabulary development and spelling proficiency; promoting good speech habits; mechanics of writing and use of dramatization in furthering language growth.

2 credits

#### **D-16—RECENT TRENDS IN THE TEACHING OF LANGUAGE ARTS**

The teaching of oral and written composition, penmanship and spelling; activity and experience units; creative language work emphasizing vocabulary, choric speech, and the use of drama. *Open to experienced teachers only.*

1 credit.

#### **A-50—TEACHING OF READING**

A survey course on teaching of reading in the primary grades; the nature of the

reading process; historical development of teaching methods and instructional material; basic principles underlying a sound reading program; guidance in the fundamental stages of reading development.

2 credits

#### **C-50—THE TREATMENT OF READING DISABILITY**

The problem of diagnosing and correcting reading difficulties; the psychological, social, educational, emotional, and physical causes of reading disability; methods of analysis and remediation; use of standardized and informal tests; special techniques with the severely retarded reader. *Prerequisite: Teaching of Reading.*

2 credits

#### **D-50—INDIVIDUALIZED READING**

A survey of recent trends in the methods and materials in individualizing reading for children. An evaluation of available trade books and of pupil-teacher conference techniques.

2 credits

#### **A-20—TEACHING OF SCIENCE**

Approaches to the teaching of science in the primary grades. Class activities include: construction of materials, reviews of textbook series, developing and demonstrating teaching lessons, developing a curricular guide and visitation to community resources as an adjunct to science education.

2 credits

#### **A-22P—SCIENCE FOR CHILDREN**

Explores newer programs in science education for young children. The content of a science curriculum and approaches appropriate for young children are studied. Opportunities to examine, use and create science materials and to investigate potentially valuable science resources are included.

2 credits.

### **B-20—SCIENCE ACTIVITIES FOR PRIMARY GRADES**

A workshop course for experienced teachers. Students design, develop and demonstrate science teaching activities based upon accepted principles of educational psychology and philosophy. Opportunities are provided for the development of a problem-solving approach through use of physical and biological science content material. Procedures in lesson planning, class management, techniques of directing learning experiences and evaluation are also surveyed. *Open to experienced teachers only.*

2 credits

### **D-11—RECENT TRENDS IN THE TEACHING OF SCIENCE**

A study of the curricular trends in science education for the experienced teacher emphasizing trends in content and methods (correlation, quantitative, dis-

covery, problem-solving, and open-end approaches, increasing emphasis on methods of science) as well as trends in the science curriculum (curricular guides, in-service programs, community resources, use of television, scientific apparatus, and school and classroom libraries). *Open to experienced teachers only.*

1 credit

### **A-44—TEACHING OF THE SOCIAL STUDIES**

An introduction to the teaching of the social studies in the lower grades; the nature and organization of teaching units; sources and methods of selecting instructional materials; techniques of evaluating growth.

2 credits

### **D-15—RECENT TRENDS IN THE TEACHING OF SOCIAL STUDIES**

An analysis of recent research in the social studies curriculum of early childhood



education; implication of such research for classroom organization and instruction. Opportunities are provided to carry out individual projects in the selection and development of teaching units. *Open to experienced teachers only.*

1 credit

### **C-20—PRACTICUM: INTRODUCTION TO TEACHING**

A course designed as an orientation to teaching. Students spend one full morning per week in an elementary classroom supplemented by a weekly, two-hour seminar in which classroom experiences are discussed and evaluated. The student learns basic techniques for self-assessment.

3 credits

### **A-40—EARLY CHILDHOOD EDUCATION**

The curriculum of the kindergarten and primary grades is surveyed with emphasis on unified programs in the language arts, social studies, science, and arithmetic. Weekly observation of a variety of classrooms and grades is required. *Prerequisite: A-90, Child Growth and Development, or consent of the instructor.*

4 credits

### **B-42 C-42—CLASSROOM MANAGEMENT**

In this course those enrolled in Student Teaching meet to discuss and evaluate their experiences under the direction of their supervisor.

2 credits

### **B-42p—CLASSROOM MANAGEMENT**

The students enrolled in Student Teaching will meet at the college to discuss and evaluate their experiences under the direction of their supervisor.

2 credits

### **C-42p—ADMINISTRATION OF NURSERY SCHOOLS**

Provides opportunities for future nursery school teachers to consider the role of the director. Focus is on working with staff, the supervision of the total school program, relationship with parents and the community, and the special problems found in directing the various types of nursery schools. Each student will visit nursery schools, read widely in the fields of nursery school education, and prepare a paper centered on some problem related to her own work.

Elective — 2 credits

### **B-45—STUDENT TEACHING**

Observation and participation in one of the cooperating schools where the student receives experience in the classroom under the guidance of a carefully selected supervising teacher in public and private schools of the Chicago area. **PRE-REQUISITE: CONSENT OF THE DEAN AND OF THE DIRECTOR OF STUDENT TEACHING.** Consent will not be granted prior to the second half of the junior year. The student must have completed, in addition, a minimum of 90 semester hours, including the Teaching of Reading, Arithmetic, and Social Studies or Science. A physician's statement is required indicating that the student's health is adequate for the responsibilities of student teaching. Speech or language deficiencies must be removed before admission to student teaching will be granted.

5 credits

### **B-45p—STUDENT TEACHING IN THE NURSERY SCHOOL**

Provides the student with the opportunity to teach one semester in a nursery school with a qualified cooperating teacher and the guidance of a College Supervisor. Public and Private schools in the greater Chicago area are selected for student

teaching. Scheduled conferences with the cooperating school personnel and College Supervisor are a requirement so that the student may obtain maximum growth in the teaching situation.

10 credits

#### **D-45—STUDENT TEACHING**

A continuation of B-45. Classroom levels are utilized other than those which were selected for B-45. D-45 is required for graduation except where special permission has been granted by the Dean.

5 credits.

### **HEALTH AND PHYSICAL EDUCATION**

#### **A-26—CHILD HEALTH AND NUTRITION**

See Science and Mathematics Section for course description

#### **B-71—TEACHING OF PHYSICAL EDUCATION**

Methods of directing the physical activities of children. Stimulating creative expression; organizing and utilizing play activities for social, emotional and physical growth.

2 credits



#### **B-69b—CREATIVE EXPRESSION — RHYTHMS**

Children's interests and needs in expressing their ideas rhythmically. The selection of appropriate materials; methods of instruction; classroom demonstrations.

2 credits

#### **B-70—FOLK DANCING TECHNIQUES FOR PRIMARY GRADES**

Material and methods adaptable to kindergarten, primary and elementary grades. Includes a wide variety of folk, national and square dances.

2 credits.

### **LANGUAGE ARTS**

#### **A-11a—ENGLISH COMPOSITION I**

The study of current American usage and style with practice in writing and in the appropriate use of words and constructions in the sentence, paragraph and longer compositions. Topics include appropriateness of language to subject or situation, a review of grammar, punctuation, paragraph structure, words and the reference paper.

3 credits

#### **A-11b—ENGLISH COMPOSITION II**

A study of composition through the analysis of examples from modern prose. Topics include exposition, argument, narration, description, style, diction, and metaphor. *Prerequisite: A-11a, English Composition I.*

3 credits

#### **A-19a—SURVEY OF ENGLISH LITERATURE I**

English literature from its beginnings to the Romantic Movement. Topics include Old and Middle English periods, Renaissance poetry and prose, Elizabethan drama and poetry, 17th Century and Restoration literature, neo-classicism and the emergence of romanticism.

3 credits

#### **A-19b—SURVEY OF ENGLISH LITERATURE II**

Development of English literature from early Romantic Period to modern times. Topics include: Wordsworth; Coleridge; critics and essayists; the Victorian Period—Tennyson, Browning, late Victorian poets; contemporary literature. *Prerequisite: A-19, Survey of English Literature I.*

3 credits

#### **B-13—WORLD LITERATURE**

The reading and discussion of books that have had a profound influence on modern thought. Selections from different fields; literature, social science, science.

3 credits

#### **B-14—SHAKESPEARE: THE PLAY- WRIGHT AND POET**

A course in the works of Shakespeare, relating the man and his time. Works to be covered include the major plays and poems.

3 credits

#### **C-11—MODERN POETRY**

An approach to poetry giving the student a grasp of the nature of poetry, some reasonable means for reading it with appreciative understanding, and basic ideas of how to evaluate it.

2 credits

#### **C-14—THE SHORT STORY**

A consideration of short story technique; point of view, order and movement, focus, setting and characterization. American, English, French, Russian, Scandinavian and German short stories are read and analyzed.

3 credits

#### **B-49—CHILDREN'S LITERATURE**

A critical study of recent literature for children—informational as well as recreational; sources of children's literature and methods of selection, evaluation and presentation.

2 credits

#### **B-50p—LITERATURE FOR YOUNG CHILDREN**

Course is designed to acquaint the student with various forms of children's literature, to know literature available specifically for the young child and to be able to select quality literature appropriate for this age group. Authors and illustrations are also discussed.

2 credits.

#### **C-10—THE MODERN NOVEL**

Rise and development of the novel from Defoe to the present day. Principles for understanding and appreciating a variety of types.

3 credits



### A-12a—SURVEY OF AMERICAN LITERATURE I

A study of American literature from the founding of Jamestown to the Civil War. The Colonial Period, Jonathan Edwards, Franklin, Washington Irving, Cooper, Emerson, Poe, Hawthorne and New England Poets.

3 credits

### A-12b—SURVEY OF AMERICAN LITERATURE II

Development of American poetry and prose since the Civil War. Topics include Sidney Lanier, Emily Dickinson, Henry James, Robinson, Frost, Lindsay, Sandburg.

3 credits

### B-11—MODERN DRAMA

Modern tendencies in the drama of Europe and America since the time of Ibsen. Selected plays from such dramatists as Ibsen, Chekhov, Shaw, Hellman, O'Neill, Anderson, Inge and Miller.

3 credits

### B-69—CREATIVE EXPRESSION — DRAMATICS

Children's interests and needs in expressing their ideas dramatically in relationship to their total development; stimulating children's expression and furthering their interests.

2 credits

### A-13—EFFECTIVE SPEAKING

The basic nature of speech; practice in fundamentals and techniques of expressive oral communication with emphasis upon the preparation, organization and delivery of speeches for various occasions; the development of poise, self-confidence, and clear thinking in reference to any speaking situation. A two course sequence.

2 credits

### A-14—EFFECTIVE SPEAKING — VOICE AND DICTION

The course emphasizes the improvement of voice production and projection, vocal modulation and breathing for speech; accuracy in articulation, enunciation and pronunciation; concentration on the necessity of providing good examples of voice and speech for children. *Prerequisite: A-13, or consent of the instructor.*

2 credits

### B-17—SPEECH PROBLEMS OF CHILDREN

An introduction to children's speech problems as revealed in the classroom. Methods of detection and correction, the psychology of prevention.

3 credits

### C-17—ORAL INTERPRETATION OF LITERATURE

Communicating the meaning and mood of literary selections through adequate use of voice; tempo, volume, pitch, quality, and articulation. Presentation of literature to children as well as story telling are emphasized. *Prerequisite: A-13, Effective Speaking.*

2 credits

### C-18—CHORAL SPEAKING

Principles and techniques of choral speech, emphasizing the arrangement, adaptation and choral interpretation of children's stories, poetry, prose and drama as a teaching aid for classroom participation and assembly programs.

2 credits

### B-19—PHONETICS FOR TEACHERS

The study of the science of speech sounds of the International Phonetic Alphabet within the American English language. The identification, articulation and transcription of phonetic symbols and

phonemes as applied in the teaching of speaking, reading and corrective speech procedures.

2 credits

## MUSIC

### A-51—FUNDAMENTALS OF MUSIC

A basic theory course encompassing musical notation, scales, intervals, simple chords, ear training, melodic and harmonic dictation, with application of this material to the keyboard.

2 credits

### B-51—MUSIC FOR CHILDREN

The elementary principles of teaching young children individual and group singing, rhythm, and music appreciation. Music fundamentals are reviewed and the class is expected to compose a song and use their training in this course to provide a simple piano accompaniment, parts for transposing instruments and for a rhythm band. *Prerequisite: A-51, or consent of the instructor.*

2 credits

### B-53p—MUSIC FOR THE PRE-SCHOOL CHILD

The elementary principles of teaching young children individual and group singing, rhythm, and music appreciation. Music fundamentals are reviewed and the class is expected to compose a song and use their training in this course to provide a simple piano accompaniment, parts for transposing instruments and for a rhythm band.

2 credits

### C-51—MUSIC APPRECIATION

A series of music appreciation courses offer the student cultural enrichment by providing directed listening to serious music. While each course is independent of others in this series, C-51a is recommen-

ded initially as it includes training in the basic principles of listening to music. Approximately half of each class hour is devoted to such listening, and the student is required to attend at least one concert in each of the series' courses . . .

### C-51a—BACH TO SCHUMANN

Analysis of the musical forms and study of the music of Bach, Handel, Haydn, Mozart, Beethoven, Schubert, Berlioz, Mendelssohn, Chopin, and Schumann.

2 credits

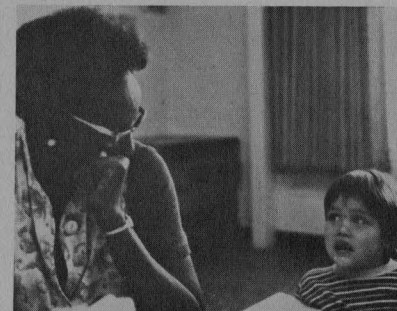
### C-51b—LISZT TO TCHAIKOWSKY

A continuation of C-51a in which works of the following composers are reviewed: Liszt, Wagner, Verdi, Franck, Bruckner, Bizet, Brahms, Moussorgsky, Rimsky-Korsakoff, Borodin, Tchaikowsky, Gounod, Saint-Saens, Greig, Dvorak, et al.

2 credits

### C-51c—CONTEMPORARY COMPOSERS

A survey of the major contemporary composers of various nations from the advent of the early radicals in modern music to the present. Among those considered are: R. Strauss, Schonberg, Berg, Krenik, Bartok, Hindemith, Webern, Stockhausen (Germany); Debussy, Ravel, Les Six, Boulex (France); Vaughn Williams, Walton, Britten (England);



Rachmaninoff, Stravinsky, Prokofief, Shostakovitch (Russia); de Falla, Granados, Chavez, Villa-Lobos (Spain and Latin America); MacDowell, Victor Herbert, Gershwin, Copeland, Harris, Barber, Menotti and Bernstein (U.S.A.).

2 credits

#### **C-51d—AMERICAN MUSIC**

The history of American music from the colonial days to the present. Among composers considered are: Hopkinson, Billings, Foster, the Macon Family, Parker, MacDowell, Herbert, Kern and Gershwin.

2 credits

#### **C-51e—OPERA**

History of the opera from 1600 to the present. Composers considered include Peri, Monteverdi, Gluck, Mozart, Wagner, Verdi, Bizet, Cound, Moussorgsky, Debussy, Puccini, Walton, Britten, Menotti and Barber.

2 credits

#### **C-51f—ORATORIO**

The history of the oratorio from medieval times to the present. Machault, Schitz, Carrissimi, Bach, Haydn, Mozart, Beethoven, Mendelssohn, Elgar, Honnegger and Walton are among the composers studied.

2 credits

#### **C-51g—FOLK MUSIC**

The history and folk songs of various nations (Russia, Central Europe, Germany, Italy, Scandinavia, Britain, France, Spain, Africa, South America, U.S.A., China, Japan, India) illustrated by in-school use of folk music and related aspects of folk dance and folk tales.

2 credits

### **PSYCHOLOGY**

#### **A-91—GENERAL PSYCHOLOGY**

The basic concepts of psychology;

heredity, maturation, motivation, emotions, conflicts, the special senses, learning, psychology of thinking personality and intelligence. The application of psychological principles to human relations.

3 credits

#### **A-90—CHILD GROWTH AND DEVELOPMENT**

Beginning with prenatal development and continuing through adolescence, a study of the physical, emotional, social and mental growth of the child in the family and as a member of society; an analysis of the implications of child growth for education. *Prerequisite: A-91.*

3 credits

#### **A-93p—CHILD DEVELOPMENT**

Beginning with prenatal development and continuing through adolescence, a study of the physical, emotional, social and mental growth of the child in the family and as a member of society; an analysis of the implications of child growth for education.

3 credits

#### **A-94p—BEHAVIOR PROBLEMS OF YOUNG CHILDREN**

Course designed to increase objectivity, and proficiency in observing and interpreting children's behavior; in addition to increase awareness of normal growth patterns of behavior. Lecture and observation facilities will be provided for study of young children.

3 credits

#### **B-91—PSYCHOLOGY OF LEARNING**

A study of the problems of learning as they apply in the classroom situation. Recent research and theories of learning, laws of learning, conditions affecting learning, and their implications for the classroom teacher.

2 credits

#### **C-91—BEHAVIOR PROBLEMS IN THE CLASSROOM**

The nature and etiology of behavior problems in children. Methods of diagnosis and assessment. Classroom techniques available for treating deviate behavior.

3 credits

#### **B-92—ABNORMAL PSYCHOLOGY**

Behavior problems and abnormalities. Heredity and environment factors in mental disorders. Discussion of the various types of abnormalities, their symptoms and treatment. An analytical study of methods used in the treatment of abnormalities. *Prerequisite: A-91, or consent of instructor.*

3 credits

#### **B-95—EDUCATIONAL EVALUATION**

How to record the progress and evaluate the work of children. Use of various tests, inventories, and other records. How to utilize the co-operation of the home in the process of evaluation and the various ways of reporting progress to the parents.

2 credits

#### **C-93—DEVELOPMENT OF PERSONALITY**

The growth of personality through adjustments to environmental pressure is the main problem of this unit of study. Both normal and abnormal adjustments are considered. Theories of personality are discussed. *Prerequisite: A-91, or consent of instructor.*

3 credits

#### **C-95—ADOLESCENT PSYCHOLOGY**

The physical, social, emotional and mental development of the adolescent. The basic problems of adjustment that confront adolescents in a changing society. The impact of adolescence on personality development; problems of maladjustment and their treatment.

3 credits

#### **B-93—SOCIAL PSYCHOLOGY**

This course is designed to aid the student in discovering such aspects of social phenomena as: the relationship between the individual and the group in society, the effects of group association upon the individual, the processes of group behavior, and the application of contemporary psychological principles to social problems. *Prerequisite: A-91, or consent of instructor.*

3 credits

#### **C-97—TEACHING THE SLOW-LEARNING CHILD**

Methods and materials for teaching the slow-learning child. Physical, emotional, social and intellectual factors responsible for retardation. Classroom techniques and procedures.

2 credits

#### **C-98—THE EXCEPTIONAL CHILD**

Gifted, retarded, socially and physically handicapped children. Individual case histories with their implications for the classroom teacher. Opportunities for further study and research.

3 credits

#### **D-91—GROUP DYNAMICS IN THE CLASSROOM**

The dynamics of personal interaction within the group. The emergence of group cohesion. The psychology of group and individual interaction.

2 credits

### **SCIENCE AND MATHEMATICS**

#### **A-60—EARTH SCIENCE I**

An introduction to the geographic study of the natural environment: land forms and surface configuration, weather and climate, non-human life forms, soils, rocks and minerals, continental water bodies, oceans and concepts of location and scale as they relate to area. Attention is focused on the salient characteristics of each of the



phenomena and the principles and processes that give order and logic to their areal distribution.

3 credits

### **C-61—EARTH SCIENCE II**

An introduction to the physical and chemical processes related to the nature, properties and development of the earth's crust and the development of land forms. Present-day processes are studied in the light of comparable conditions during geologic history. The history of the earth is studied as revealed by the rock strata, the evolution of plant and animal forms and the fossil record. *Prerequisite: A-60 or A-27a.*

3 credits

### **C-28c—PHYSICAL ANTHROPOLOGY**

Man's physical and cultural origins with emphasis on his biological evolution. Both the genetic mechanism and the course of man's biological evolution are examined as are the criteria of race, its distribution and origins.

3 credits

### **C-28a—BIOLOGICAL SCIENCE I**

An introduction to the general characteristics of living forms. Cellular morphology and biochemistry; concepts of specialization, species, populations and communities; basic plant life and animal organization; plant and animal reproduction and adaptation.

3 credits

### **C-28b—BIOLOGICAL SCIENCE II**

A survey of botany and zoology in which the phylogenetic relationships of major groups and the mechanism and course of evolution are emphasized. Topics covered include: the process of living forms; nutrition, including the alimentation and photosynthesis processes; gas exchange, including respiration and energy utiliza-

tion; the body fluids and nervous coordination. *Prerequisite: C-28a or C-28c.*

3 credits

### **B-80—ZOOLOGY**

A survey of animal and human biology. Elementary concepts and the principles of anatomy, physiology, embryology, evolution, heredity and ecology are studied, along with representative forms of major phyla.

3 credits

### **C-27—BOTANY**

A survey of plants with emphasis on reproduction methods, biotic relationships, genetics, evolution and the economic importance of particular species. The structures and functions of representative species from the major plant phyla are studied.

3 credits

### **A-29—HUMAN HEREDITY**

The basic course content covers the principles, the theories and the mechanics of genetics. Variations are studied as they apply to man. The cellular basis of heredity and the statistical approach are emphasized.

3 credits

### **A-27a—PHYSICAL SCIENCE I**

A broad elementary approach to physical science in which the four major areas of physics, chemistry, geology and astronomy are surveyed and inter-related. The first semester of a two semester survey sequence provides an introduction to the concepts and applications of the scientific method of inquiry. Force and motion as applied to the solar system, geology, climate and weather are also covered.

3 credits

### **A-27b—PHYSICAL SCIENCE II**

This second half of a two course Physical

Science survey amplifies the study of basic concepts presented in the first semester, concentrating on specific areas of study such as heat, wave motion, light, sound, magnetism, electricity, fundamental chemical processes, atomic and molecular theories. *Prerequisite: A-60, A-61 or A-27a.*

3 credits

### **A-26—CHILD HEALTH AND NUTRITION**

The study of biological and psychological aspects of human development from conception through adolescence, with emphasis upon childhood health and nutrition. Course content includes a study of the human reproductive system and the mechanism of heredity, leading to discussion of the specie's growth and development patterns. Nutrition of the expectant and nursing mother is stressed. The anatomy and physiology of the digestive system is studied, including the chemistry of foods and dietary requirements. Administration and organization of school and community health programs, including sanitation and disease prevention measures. Finally, the function of the teacher in promoting a healthful school environment is reviewed.

2 credits

### **D-30—MATHEMATICS FOR TEACHERS**

A study of the fundamental theory and operations of mathematics. Its purpose is to develop in the student the ability to perform and understand the basic computations of arithmetic. Some aspects of the new mathematics will be included and problem solving will be stressed throughout the course.

2 credits

### **D-31—CONCEPTS OF THE NEW MATHEMATICS**

This course focuses on the foundations of elementary mathematics to develop

appropriate backgrounds in the new mathematics. The student will be introduced to the new topics of present day mathematics, such as: Structure of the Number System, Set Theory, Number Bases, Modular Arithmetic, and Logic. Some topics in geometry will be discussed from a modern point of view.

2 credits

### **SOCIAL SCIENCE**

#### **C-45—THE RESOURCES OF COMMUNITY AGENCIES AND INSTITUTIONS**

Lectures on, and field trips to, important community agencies and institutions; the utilization of such resources in expanding children's backgrounds of meaningful experience.

3 credits

#### **A-25—INTRODUCTORY SOCIOLOGY**

A study of man's social environment and its impact on his personality and behavior. An analysis of various forms of group association; collective behavior; community organization; social interaction; social change. This is the fundamental course in the study of society.

3 credits

#### **B-97—MARRIAGE AND THE FAMILY**

The family as a unit of interacting personalities. The impact of family relationships on child development and growth. Problems of courtship, dating, mate choice, marital adjustment and family life in general.

3 credits

#### **B-34—CONTEMPORARY SOCIAL PROBLEMS**

The world scene as a background for understanding and interpreting the many problems which now exist; problems which challenge the schools and which children must face. Special emphasis is placed on the tensions which arise in the urban setting.

2 credits

**B-25—AMERICAN ECONOMY**

A survey of economic theory and philosophy. Analysis of money and banking, pricing process, organization of production and exchange, forms of business organizations, labor-management relations and the economic role of government in the United States.

3 credits

**B-28—CULTURAL ANTHROPOLOGY**

A preliminary study of the psycho-social environment; customs, mores, folkways, language, economic forces which play on the individual from birth to death. A comparison of various cultures; ancient, primitive and modern.

3 credits

**B-29—AMERICAN MINORITY GROUPS**

A survey of racial and national minority

groups in America, covering their historic backgrounds, their cultural characteristics, and their influence on American life. An examination of current legislation in the field of civil rights and the positions of state and federal governments is included. Ramifications and effects are analyzed.

2 credits

**C-28p—SOCIETY AND CHILDHOOD**

Designed to foster an understanding of the diverse cultural, social and community forces which affect children, their perceptions, behavior and their world. Students read widely in the fields of sociology and anthropology and have various supervised and sustained experiences with children in differing neighborhoods, in differing socio-economic, racial and religious groups.

3 credits

**A-31—HISTORY OF THE UNITED STATES — 1492 TO 1865**

A general survey of developments from Old-World origins to the termination of the Civil War. The War for Independence, development of the Constitution, the Federalist viewpoint and Jeffersonian democracy, Jacksonian democracy, westward expansion, economic changes, sectionalism and other factors leading to the Civil War.

3 credits

**A-32—HISTORY OF THE UNITED STATES — 1865 TO THE PRESENT**

Emphasis is upon the roots of problems confronting the United States as a great power. Topics analyzed from social, economic, political and intellectual points-of-view include Reconstruction, the New West, emergence of big business, Spanish-American War, technological advances, reform in the administrations of Theodore Roosevelt and Woodrow Wilson, the New Deal, the two World Wars and their aftermath.

3 credits

**B-31—AMERICAN GOVERNMENT**

A survey covering the structure, functions, and principles of national government. Examination of basic documents, theories, principles and practices. Particular emphasis on the study of the United States and Illinois Constitutions. This fulfills the requirements as stipulated by the Illinois State Teacher Certification Board.

2 credits

**A-37—CONTEMPORARY INTERNATIONAL RELATIONS**

Foreign policy of the United States. The origins of international law and diplomacy. Analysis of the world power situation. Designed to give the student a grasp of current trends in world affairs.

2 credits

**C-37—HISTORY OF LATIN AMERICA**

The political, social and cultural development of countries in Central and South America from the period of colonization to the present. The nature of Inter-American relationships.

3 credits

**A-38a—HISTORY OF CIVILIZATION**

A brief survey of civilization from the earliest times. Analyzed are the cultural, social, political and economics aspects of each period examined. Particular emphasis placed upon the Classical period.

3 credits

**A-38b—HISTORY OF CIVILIZATION**

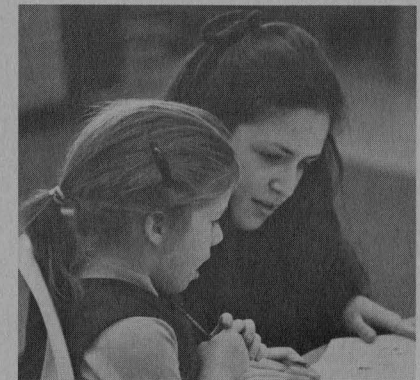
The second part of a general survey course with close examination of the Middle Ages, the Renaissance, and the Reformation.

3 credits

**B-38—MODERN EUROPEAN HISTORY**

The history of Europe from the 16th Century to the present: The Renaissance and Reformation, The French Revolution, the period of enlightenment, the emergence of modern states, the origins of World Wars I and II.

3 credits



**A-23—HISTORY OF THE NEAR AND MIDDLE EAST**

The political, economic and social history of the Near and Middle East. Colonialism, great power rivalries, the development of nationalism, the impact of religion. Nations studied include: Israel, Iran, Turkey and the Arab states.

3 credits

**A-24—HISTORY OF THE FAR EAST**

An introduction to Chinese, Japanese, and South and Southeast Asian history. Special emphasis on the impact of the

West upon the region, including such problems as colonialism, nationalism, independence and reform; significance of the area in world politics.

3 credits

NOTE: A number of these courses carry variable credit. The courses as herein listed show usual credit. Additional course offerings are listed in the schedules of classes issued at the beginning of each term and are described in the special bulletins.



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