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Correspondence Courses

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CORRESPONDENCE COURSES

INTRODUCTION

Although the direct or residence method of instruction is superior in some respects, the correspondence method presents a number of advantages which make it particularly suited to the need of the serious student who is actively interested in the mastery of his studies.

Some of the more apparent advantages of correspondence instruction are: a correspondence course may be begun at any time and completed without interruption as rapidly or as slowly as desired; the student may concentrate upon one course at a time; he is unhampered by limitations of time in studying or reciting, or by the rate of a class through the course. Every part of each assignment is covered thoroughly, individual attention being given to each student, which insures the mastery of the course. The recitations take written form, giving training in logical thinking and arrangement of data, and developing the student's ability of expression. Writing the assignments helps the student to remember the significant points of the course, and the written assignments give it permanent form, easily accessible for future reference. Moreover, correspondence study, seriously undertaken, develops in a marked degree the student's initiative, self-reliance, accuracy, and above all his perseverance.

GENERAL INFORMATION

Correspondence courses do not offer a short cut; they are organized to coincide as closely as possible with the corresponding courses offered in residence at the University and are usually given by instructors having charge of similar residence courses. The chief merit of such courses is that they offer the isolated student, teacher, housewife, and businessman the opportunity of advantageously using spare hours at home in pursuing studies for college credit under University tutelage.

A correspondence course is presented in a number of assignments, ordinarily fourteen assignments for a 2-unit course and twenty-one for a 3-unit course. From six to nine hours of preparation are expected on each assignment, since an assignment represents approximately a week's work in residence.

Each assignment contains full directions for study, including references to the texts, necessary suggestions or assistance, and questions to be answered by the student.

Upon the satisfactory completion of a correspondence course, including a final examination, college credit will be granted. (A semester hour, referred to as a unit of credit, represents one class period per week for a semester of 17 weeks, two hours of preparation being expected for each recitation.)

Credit earned through correspondence in any upper division (numbered 100 or above) courses listed in this bulletin may be presented in partial or complete fulfillment of the requirements for the granting or renewal of teaching certificates in Arizona except when graduate credit is required. Correspondence credit in education courses which are starred are accepted in partial fulfillment of the requirements for the Administrative Certificate. Credit in the correspondence courses National and State Constitutions, The Teaching of Language Arts, and School and Community Health is accepted by the State Board of Education in fulfillment of the law requiring each teacher to take these courses in Arizona.

Correspondence courses are not included under the G.I. or Korean Bill of Rights.

From time to time, as demand warrants, new correspondence courses will be added to the list offered. It is advisable to request

new courses especially desired, since a real demand must be evinced before a course will be offered regularly through correspondence.

Membership is maintained in the National University Extension Association. Information concerning correspondence courses offered by member institutions is available on request.

REGULATIONS

No preliminary examinations or general prerequisites are required for enrollment in correspondence courses except in certain advanced courses. Credit will not be granted in those courses requiring prerequisites unless satisfactory evidence is presented that such prerequisites have been fully met. If the correspondence student should later matriculate at the University he must, of course, comply with the requirements for admission to residence courses.

Correspondence courses may be begun at any time and may be completed as rapidly as the character of the work will permit, excepting that a 1-unit course may not be completed in less than one week, a 2-unit course in less than two weeks, etc. Students are allowed a maximum of 12 months from date of enrollment to complete the work for which they have enrolled. If work is not completed within the allotted time, a time extension may be gained through the payment of a nominal fee for each course.

Correspondence courses may not be undertaken by a student while in regular attendance at an institution of learning without the written consent of the institutional authorities.

Students may enroll for as many courses as they feel they can pursue with profit; ordinarily, however, it is better to enroll for and complete one course at a time.

No transfer of enrollment from one individual to another will be permitted.

A final examination must be passed satisfactorily in each course before credit is awarded; this examination may be written either at the University or in the student's home town under conditions approved by the director of Correspondence Instruction. Results of the final examination will be given great weight in determining a student's grade for a course.

A maximum of 60 semester hours (units) of credit earned by correspondence may be applied toward a bachelor's degree; but Correspondence Instruction does not necessarily undertake to furnish that number of suitable units to each applicant.

A student taking residence work at the University of Arizona may not enroll for correspondence courses without the written approval of the dean of his college. Students who have been dismissed from the University for disciplinary reasons may not enroll for correspondence courses during the period of their disqualification. Students disqualified for scholarship reasons may enroll for correspondence courses only if they show special permission from the dean of the college in which they were enrolled.

Correspondence credit is not accepted as prelegal credit for admission to the College of Law. Residence credit will not be allowed for correspondence courses, nor will they be accepted for graduate credit.

Correspondence Instruction reserves the right to reject any enrollment if it feels that the best interests of the student or of the University will not be served through such enrollment.

ENROLLMENT PROCEDURE

The prospective student should give fully the information requested on the Application for Instruction form. This must be easily legible. (Additional application forms may be secured at any time on request.)

The course or courses to be enrolled for should be clearly listed under Correspondence Courses Desired. The application should then be signed and mailed to Correspondence Instruction, University of Arizona, Tucson, Arizona, with the required enrollment fee.

If the enrollment is rejected, the fee will be returned and the student notified. If it is accepted, a receipt and the first few assignments of the course will be sent to the student, remaining assignments being sent as needed.

In case of a change in the mailing address of a student, Correspondence Instruction should be notified immediately so that corrected assignments may be returned to the student promptly.

FEES

Enrollment fees for correspondence courses are arranged on the basis of the number of units in a given course at a rate of \$7.50 per unit. Thus a 2-unit course requires an enrollment fee of \$15, while a 3-unit course requires \$22.50. All fees must be paid when application for enrollment is made.

In case a course is not completed within 12 months of the time of enrollment, a time extension of 12 additional months may be secured through the payment of a "time-extension" fee of \$2 for each course. This time-extension privilege may be exercised only within six months after date of expiration of the original enrollment, and only one time extension is allowed for each course.

A fee of \$2 will be charged for changing an enrollment from one course to another. Changes in enrollment may be made only within six months after date of original enrollment and provided no work has been done by the student on the original course. Should a student receive a failing grade on the final examination and be granted the privilege of taking a second, a fee of \$2 will be charged for the accommodation. The second examination must be taken before the expiration of the enrollment.

Fees will ordinarily not be refunded because of a student's inability or unwillingness to pursue a course which he has begun. If no work has been done on a course and the student wishes to withdraw his enrollment, all fees will be refunded with the exception of a sum of \$2 per course to cover enrollment costs. Such refund of fees will be made only if the enrollment is withdrawn within six months after date of original enrollment.

TEXTBOOKS AND SUPPLIES

Students are expected to purchase their own textbooks and supplies.

Textbooks required for each course are listed in the Introductory Statement accompanying the assignments. Students should order these directly from the Associated Students' Bookstore, University of Arizona, Tucson, Arizona (do not order from Correspondence Instruction). Books and supplies will be sent on order through C.O.D. parcel post, all costs being paid by the student.

To secure uniformity in submitted assignments and to save postage, a light paper, 8½ by 11 inches in size, especially suitable for correspondence manuscripts, has been adopted. Orders for this paper will be filled by the Associated Students' Bookstore through C.O.D. parcel post at nominal cost.

Textbook materials are not available on loan from the University Library. Local libraries should have some background and collateral materials easily available. If not, the University Library, in some instances, can supply reference books on loan for a limited period. The mailing costs are to be paid by the borrower, and requests should be directed to the University Library.

ANNOUNCEMENT OF COURSES

AGRICULTURE

- 1-C. Principles of Dairying. (1 unit) R. G. Fosslard
Profitable dairying and dairy sanitation; properties of milk; operation of cream separators; testing milk; and butter making. (Seven assignments.)
- 114-C. Feeding Livestock. (3 units) E. B. Stanley
Selection, evaluation and use of feeds for beef cattle, sheep, swine, and horses. (Twenty assignments.)
- 207-C. Soil Physics. (3 units) H. V. Smith
The mechanical composition of soils; physical characteristics of soil colloids; soil consistency; soil structure; soil water; soil air; soil temperature; physical properties of soil and tillage; physical properties of soils in relation to runoff and erosion. (Twenty-one assignments.)

ANTHROPOLOGY

- 1a-C. Introduction to Anthropology I. (3 units) Clara Lee Tanner
The organic nature of man, his origin, physical characteristics and race differences, and a preview of world archaeology. (Twenty-one assignments.)
- 1b-C. Introduction to Anthropology II. (3 units) Clara Lee Tanner
Cultural anthropology stressing subsistence and craft, the social organization of man, property, religion, language and society, and culture. (Twenty-one assignments.)
- 108-C. Egypt. (2 units) Clara Lee Tanner
A cultural survey of the Nile Valley; geographical and geological histories; origin of the people and amalgamations. Study of social, religious, and political organizations and historical development of architecture. Brief survey of the place of Egypt in world history. (Fourteen assignments.)

BUSINESS ADMINISTRATION

- 6-C. Introduction to Business. (3 units) Leahmae McCoy
An introductory survey of the fundamental characteristics and functions of modern business. Main divisions of this course are business organization, production, personnel, marketing, finance, managerial controls, and government and business. (Twenty-one assignments.)
- 11-C. Economic Geography. (3 units) G. F. Herrick
An introductory study of major world regions and resources. The use of maps, climates, and world politics are also dealt with. This course is arranged to interest all who desire a geographic background for world understanding. (Twenty-one assignments.)
- 31a-1C. Principles of Accounting I. (2 units) L. A. Myers
Fundamental principles of accounting, including the development of the theory of debits and credits applicable to both balance sheet and profit and loss accounting; journalizing and posting; use of special journals; account classification and the operation of controlling accounts; procedures involved in the recording of purchases, sales, cash receipts, and disbursements; payroll tax accounting and negotiable instruments. (Fourteen assignments.)
- 31a-2C. Principles of Accounting II. (2 units) L. A. Myers
Principles of Accounting I or its equivalent is a prerequisite to this course. The course covers periodic adjustment entries; the preparation of working sheets from which periodic financial statements are made; closing entries; special records of original entry; and accounting for a departmentalized business. (Fourteen assignments.)

- 31b-1C. Principles of Accounting III. (2 units) L. A. Myers
Principles of Accounting II or its equivalent is a prerequisite to this course. Full consideration is given to the organization and accounts peculiar to the corporation, including capital stock, surplus and bonded debts; consignments; installment sales; partnership, branch and tax accounting; the retail inventory method; and budgeting and executive control. (Fourteen assignments.)
- 31b-2C. Principles of Accounting IV. (2 units) L. A. Myers
Principles of Accounting III or its equivalent is a prerequisite for this course. The course covers manufacturing accounting principles, records, cost methods and statements; operation of the voucher system and expense distribution. (Fourteen assignments.)
- 220a-C. Business Law I. (3 units) R. C. Parnell
A business course dealing with the fundamental principles of law of contracts and agency. (Twenty-one assignments.)
- 220b-C. Business Law II. (3 units) R. C. Parnell
A continuation of Business Law I taking up topics of agency, negotiable instruments, sales, partnerships, corporations, property rights, etc. (Twenty-one assignments.)

DRAMATIC ARTS

- 40a-C. History of the Theatre I. (3 units) Fairfax P. Walkup
A study of the development of the drama, from Egypt to the end of the nineteenth century, with emphasis on styles of drama, presentation, and artistic contributions of each type. (Twenty-one assignments.)

ECONOMICS

- 1a-C. Introduction to Economics I. (3 units) E. J. Brown
The fundamental structure and principles which underlie economic and business life. The texts used have been revised and include a discussion of recently enacted legislation. Some of the topics considered are: value and price, monopolies, distribution, rent, interest, profits, wages, money and banking, attempts at price stabilization, and recent monetary developments. (Twenty-one assignments.)
- 1b-C. Introduction to Economics II. (3 units) E. J. Brown
This is a continuation of Introduction to Economics I. Questions considered include taxation, industrial organization, the N.R.A., the business cycle, interregional trade and exchange, problems of labor, and plans of social reform such as profit sharing, single tax, co-operation, and socialism. (Twenty-one assignments.)
- 101-C. Contemporary Economics. (3 units) G. L. Gifford
Principles of economics adapted to the needs of those in the technical fields of engineering and mining. Includes the study of both principles and problems. Not open to students who have credit in Economics 1a and 1b or 2a and 2b. (Twenty-one assignments.)
- 248-C. Money and Banking. (3 units) E. J. Brown
A general course covering the monetary and banking systems and their relation to other parts of the economic system. The course includes a study of the nature of money, monetary standards and systems, the development and operation of the commercial banking system, the Federal Reserve System, international financial problems, monetary theory and some current problems of monetary and fiscal policy. P: Econ. 1b, 2b. (Twenty-one assignments.)

EDUCATION

- 151-C. Educational Psychology. (3 units) R. A. Crowell
How to bring about most certainly and economically the changes in the behavior of the individual which seem to be desirable in enabling him to function well in the American social, economic, and political system. The course involves the recognition of general principles of learning and their specific application together with a brief review of measurement and guidance. Prerequisite, Psychology 1a or its equivalent. (Twenty assignments.)

- 209-C. Principles of Vocational Education. (2 units) R. W. Cline
Theory, principles, practices, and the development of vocational education. Objectives, content, organization and problems, from the standpoint of the individual and economic society. (Fourteen assignments.)
- 211-C.* History of Education. (3 units) R. A. Crowell
Educational movements and leaders of special significance in the development of present educational systems and theories. Greek and Roman education, early and medieval Christian institutions, the rise and development of universities, the Renaissance, the Reformation, humanism, and realism will be considered from the standpoint of their educational effects. The stages in the development of national systems of education in Germany, France, England, and America will receive definite treatment. Special attention will be directed toward the growth of the public school system in the United States. The work of Comenius, Rousseau, Pestalozzi, Herbert, and Froebel with their permanent educational contributions will be studied. Present tendencies and expansions will also be considered. (Twenty assignments.)
- 212-C.* History of Education in the United States. (3 units) R. A. Crowell
A course dealing with the development of our educational system from colonial foundations to the present. The aims of the course will be to bring about increased understanding and appreciation of the national system through authentic information as to its origin and the principles involved. (Twenty assignments.)
- 221-C. The Elementary School Curriculum. (3 units) V. H. Kelley
The purpose and curriculum of the elementary school. Accepted and proposed aims, analysis, and evaluation of objective studies, and proposals concerning the elementary-school course of study. Rating scales for elementary-school courses and the scoring of several courses by means of these scales. A defensible curriculum for the elementary school will be proposed and considered. (Twenty-one assignments.)
- 225-C. The Teaching of Language Arts. (3 units) V. H. Kelley
A basic course in elementary curriculum and methods involving the functions, organization of materials, and methods of teaching the language arts of spelling, handwriting, oral and written communication and reading. Prerequisites: upper division standing; 151. (Twenty-one assignments.)
- 231-C. The High School as an Institution. (3 units) R. A. Crowell
For all preparing for teaching or for administrative work in secondary schools. The object of the course is to provide a thorough understanding of the high school as an institution. The purpose and development of the high school and a brief comparison with European secondary schools; the high-school student body; the relationship of high school to the elementary school and to the college; the curriculum; the outlook for secondary education. (Twenty assignments.)
- 250-C. Mental Hygiene. (2 units) P. J. Danielson
A study of the conflicts and adjustments made necessary by the increasing complexity of the social life of American communities. With the modern changes in family life, produced largely by industrial changes, an increasing responsibility is placed upon teachers as guides in the mental adjustment of the children in their care. A study of how to meet this responsibility is the object of the course. (Fifteen assignments.)
- 254-C.* Statistical Methods in Education. (3 units) C. B. Merritt
Elementary methods of dealing quantitatively with school data and data resulting from experimental investigations. (Twenty assignments.)

*Starred courses may be applied toward the requirements for the Administrative Certificate.

- 257-C. Educational Tests & Measurements. (3 units) C. B. Merritt
The principles underlying the construction, use, and interpretation of good examinations will be studied. Some practice in making and in taking objective tests will be a feature of the course and a survey of the standardized tests now available in the particular teaching subject of the student will be required. (Twenty-one assignments.)
- 279-C. Kindergarten-Primary Curriculum. (3 units) Genevieve B. Syverson
This course defines the school's function in meeting the needs of children in early and middle childhood (through third grade). It will consider the child, his growth and learning processes, units of work, subject matter areas, reporting and evaluating and guidance in growth in self-discipline. (Twenty-one assignments.)

ENGLISH

- X-C. English Composition. (0 units)† Ruth B. Gaede
A corrective course in grammar, spelling, punctuation, sentence and paragraph structure, designed for those who are deficient in the mechanics of English composition and therefore not qualified to enter English 1a, or for others who wish to learn the fundamentals of written English. (Twenty-one assignments. Enrollment fee, \$22.50.)
- 6-C. Modern Grammar and Usage. (3 units) Alsie F. Schulman
Presupposes a considerable knowledge of the parts of speech and of sentence analysis—varied functions of words, phrases, and clauses in sentences. Stress is placed upon points of grammar likely to give trouble. (Twenty-one assignments.)
- 24b-C. American Literature II. (3 units) Arthur M. Kay
A critical survey of American poetry, prose, and fiction from Walt Whitman to T. S. Elliot. (Twenty-one assignments.)
- 104-C. Story Writing. (3 units) R. Barney Childs
Elementary study of theory, with analysis of typical stories and practice in writing stories. (Twenty-one assignments.)
- 226a-C. Survey of English Literature I. (3 units) R. Barney Childs
A study of representative British writers. Supplementary reading in literary history. (Twenty-one assignments.)
- 226b-C. Survey of English Literature II. (3 units) R. Barney Childs
A continuation of Survey of English Literature I, carrying the study to the present day. (Twenty-one assignments.)
- 231a-C. Shakespeare I. (3 units) H. Christian Kiefer
A study of ten Shakespearean plays and of the facts of Shakespeare's life, the age in which he lived, and the theatrical history of his time. (Twenty-one assignments.)
- 234-C. Modern Drama. (3 units) H. Christian Kiefer
The study of twenty-one representative British and Continental dramas from Ibsen to O'Casey. (Twenty-one assignments.)

FRENCH

- 1a-1C. Elementary French I. (2 units) R. M. Hammond
A course for beginners in which grammar, composition, and reading are emphasized. Elementary French may be undertaken only when satisfactory arrangements for acquiring pronunciation can be made by the student, such as private instruction or residence with French-speaking people. An oral examination may be required upon completion of this course before credit is allowed. (Fourteen assignments.)

†English X is of subcollegiate grade and hence is not evaluated in terms of units that may be counted toward a degree.

- 1a-2C. Elementary French II. (2 units) R. M. Hammond
This course is a continuation of Elementary French I. Elementary French I and II cover the first semester's work in college. (Fourteen assignments.)
- 1b-1C. Elementary French III. (2 units) R. M. Hammond
This course covers the ground ordinarily covered in the first half of the second semester in college. (Fourteen assignments.)
- 1b-2C. Elementary French IV. (2 units) R. M. Hammond
This course is a continuation of Elementary French III. Elementary French III and IV cover the second semester's work in college. (Fourteen assignments.)
- 3a-1C. Intermediate French I. (2 units) R. M. Hammond
This course undertakes the study of grammar, composition, and readings in Merimée. Opportunity for practice in pronunciation and conversation must be available to the student. Prerequisites: French 1a and 1b, or their equivalent. (Fourteen assignments.)
- 3a-2C. Intermediate French II. (2 units) R. M. Hammond
This course, a continuation of Intermediate French I, adds reading in Victor Hugo. French I and II cover the first semester's work of the second year in college. (Fourteen assignments.)
- 3b-1C. Intermediate French III. (2 units) R. M. Hammond
This covers the ground ordinarily covered in the first half of the second semester of the second year in college. It undertakes a study of grammar, composition and readings in Balzac and other authors. (Fourteen assignments.)
- 3b-2C. Intermediate French IV. (2 units) R. M. Hammond
This course, a continuation of Intermediate French III, adds reading in Loti. French III and IV cover the second semester's work of the second year in college. (Fourteen assignments.)

GEOLOGY

- 1a-C. General Geology I. (Physical) (3 units) R. L. Du Bois
The origin and structural arrangement of the materials of the earth and the agencies and processes producing changes in them. (Twenty-one assignments.)
- 1b-C. General Geology II. (Historical) (3 units) R. L. Dubois
A consideration of the history of the earth and its animals and plants as recorded in the rocks and their structures. (Twenty assignments.)

GERMAN

- 1a-1C. Elementary German I. (2 units) T. Smitham
Enables the student to read simple German intelligently. Word study, grammar, and composition are emphasized. Elementary German may be undertaken only when satisfactory arrangements for acquiring pronunciation can be made by the student, such as private instruction or residence with German-speaking people. An oral examination may be required upon completion of the course before credit is allowed. (Fifteen assignments.)
- 1a-2C. Elementary German II. (2 units) T. Smitham
This course is a continuation of Elementary German I. Elementary German I and II cover the first semester's work in college. (Fifteen assignments.)
- 1b-1C. Elementary German III. (2 units) T. Smitham
This course covers the ground ordinarily covered during the first half of the second semester in college. (Fifteen assignments.)
- 1b-2C. Elementary German IV. (2 units) T. Smitham
This course is a continuation of Elementary German III. Elementary German III and IV cover the second semester's work in college. (Fifteen assignments.)

- 3a-1C. Intermediate German I. (2 units) T. Smitham
A part of the course is devoted to composition exercises to fix in mind grammatical forms and principles, but the main objective is that the student acquire a larger and more accurate vocabulary and learn something of life in modern Germany. (Fourteen assignments.)
- 3a-2C. Intermediate German II. (2 units) T. Smitham
This course is a continuation of Intermediate German I. Intermediate German I and II cover the first semester's work of the second year in college. (Fourteen assignments.)
- 3b-1C. Intermediate German III. (2 units) T. Smitham
This course covers the ground ordinarily covered in the first half of the second semester of the second year in college. (Fourteen assignments.)
- 3b-2C. Intermediate German IV. (2 units) T. Smitham
This course is a continuation of Intermediate German III. Intermediate German III and IV cover the second semester's work in the second year in college. (Fourteen assignments.)
- 108a-C. Advanced Readings in Science I. (2 units) T. Smitham
A translation course for the student of science who has mastered the elements of German grammar and has read texts of moderate difficulty. It aims to assist the student in acquiring a good vocabulary and in mastering constructions which are peculiar to this type of prose. (Fourteen assignments.)

HEALTH EDUCATION

- 71-C. School and Community Health. (2 units) W. H. King
Relationship of the teacher and the administrator to the health and safety problems in both the school and community. Meets state teaching certification requirements. (Fourteen assignments.)

HISTORY

- 1a-C. History of the United States I. (3 units) R. C. Ewing
The development of the American people, treating briefly of the colonial experiences of the Revolution, of the formation of the constitution, of national expansion, of the Civil War, and of the Reconstruction. (Twenty assignments.)
- 1b-C. History of the United States II. (3 units) R. C. Ewing
A continuation of History of the United States I, treating of the domestic and foreign problems of the United States from the period of Reconstruction to the present. (Twenty assignments.)
- 11-C. Development of the English Nation. (3 units) H. A. Hubbard
From the earliest times to the end of the Tudor period. The influence of Church and continental relations; development of English social and political institutions. Intended to give students a clear idea of the constitution as developed to the close of the period. (Twenty assignments.)
- 12-C. History of England After 1603. (3 units) H. A. Hubbard
Beginning with the close of the Tudor period, the events and legislation causing and directing the growth of English political parties. The prerogatives of the Crown, the development of the cabinet system, elections, methods of legislation, and the reform bills of the nineteenth century. (Twenty assignments.)
- 209-C. Greek History. (3 units) H. A. Hubbard
Greece to the death of Alexander. The development of the political, social, and economic life of the Greek people. (Twenty assignments.)
- 210-C. Roman History. (3 units) H. A. Hubbard
To the fall of the Empire. The organization of the Republic and the Empire; the social and economic development of the people. The relation of Rome to the Mediterranean world. (Twenty assignments.)

- 221-C. The Latin-American Colonies. (2 units) R. C. Ewing
Survey of Spanish institutions and culture in discovery, exploitation, and settlement of Latin America; social organization and economic conditions. (Fifteen assignments.)
- 222-C. The Latin-American Republics. (2 units) R. C. Ewing
The struggle for independence; progress toward stability, prosperity and international recognition; geography and resources; social, political, and financial situation. (Fifteen assignments.)
- 237-C. Studies in the Far East. (3 units) H. A. Hubbard
Survey of the history of China and Japan in an attempt to understand the background of the two peoples; the gradual penetration of the West into the Orient; the battle for concessions; and the development of imperialism. Open to no student below junior standing. (Twenty assignments.)

HOME ECONOMICS

- 2-C. Introduction to Nutrition. (2 units) Ethel M. Thompson
The nutritional requirements for optimal health and how they can be met by dietary planning for growth and adulthood. (Fourteen assignments.)
- 45-C. Costume Selection. (2 units) Mildred R. Jensen
Types of cosmetics, make-up problems, principles of design and color as they relate to dress and personal appearance, planning wardrobes and clothing budgets. (Fourteen assignments.)
- 115a-C. Home Furnishings I. (3 units) Mildred R. Jensen
Color schemes for interiors; choice of wall finishes, floor coverings, furniture, draperies, and accessories from the standpoint of beauty and economy; the arrangement of furniture. (Twenty-one assignments.)

MATHEMATICS

- 20-C. College Algebra. (3 units) Louise C. Lim
This is a standard treatment of college algebra, and thus includes all topics commonly studied in that course. It is equivalent to the course in College Algebra required in all engineering courses at the University of Arizona. Prerequisite, 1½ entrance credits in algebra. (Twenty-one assignments.)
- 24-C. Plane Trigonometry. (2 units) Louise C. Lim
A thorough course in analytic and numerical trigonometry with applications. This course is the equivalent of the course in trigonometry prescribed for all engineering courses at the University of Arizona. Trigonometry may precede College Algebra, but it is materially easier for those who have taken their algebra first. Prerequisites, 1½ entrance credits in algebra and 1 entrance credit in geometry. (Fifteen assignments.)
- 25-1C. Analytic Geometry I. (2 units) Louise C. Lim
For correspondence work Analytic Geometry is divided into two courses, the two together including all topics customarily taught in this subject. These two courses are the equivalent of the work in Analytic Geometry prescribed for all engineering courses at the University of Arizona. Prerequisites, 1 entrance credit in geometry, Mathematics 20 and 24, or their equivalents.
Analytic Geometry I includes basic formulas, the straight line, the curve and the equation, the circle, the conic sections, and the general equation of second degree. (Fourteen assignments.)
- 25-2C. Analytic Geometry II. (2 units) Louise C. Lim
This course is the continuation of Analytic Geometry I. It includes polar co-ordinates, higher plane curves, tangents and normals, empirical equations, and solid analytic geometry. (Fourteen assignments.)

- 69a-C. Mathematics of Commerce I. (2 units) Louise C. Lim
Review of elementary algebra, logarithmic computation, simple and compound interest with their applications. Prerequisite, 1 entrance credit in algebra. (Fourteen assignments.)
- 69b-C. Mathematics of Commerce II. (2 units) Louise C. Lim
Annuities certain with applications, amortization, sinking funds, and bonds. This course is a continuation of Mathematics of Commerce I. Prerequisite, Mathematics 69a or its equivalent. (Fourteen assignments.)
- 79a-1C. Analytic Geometry and Calculus I. ($2\frac{1}{2}$ units) Louise C. Lim
For correspondence work Analytic Geometry and Calculus is divided into four courses; together, these four courses constitute a standard college course in the subject. Prerequisites, Mathematics 20 and 24 or the equivalent. (Seventeen assignments.)
- 79a-2C. Analytic Geometry and Calculus II. ($2\frac{1}{2}$ units) Louise C. Lim
Continuation of Analytic Geometry and Calculus I. Mathematics 79a-1C and 79a-2C constitute the first semester's work in the subject. (Eighteen assignments.)
- 79b-1C. Analytic Geometry and Calculus III. ($2\frac{1}{2}$ units) Louise C. Lim
This course covers the ground ordinarily covered in the first half of the second semester in college. Prerequisite, Mathematics 79a or its equivalent. (Seventeen assignments.)
- 79b-2C. Analytic Geometry and Calculus IV. ($2\frac{1}{2}$ units) Louise C. Lim
Continuation of Analytic Geometry and Calculus III. Mathematics 79b-1C and 79b-2C constitute the second semester's work in the subject. (Eighteen assignments.)
- 95a-1C. Calculus I. (2 units) Louise C. Lim
For correspondence work, the calculus is divided into four courses; together, these four courses constitute a standard college course in the subject. (These four courses satisfy the calculus requirements of all engineering courses at the University of Arizona.)
Calculus I includes preliminary definitions, limits, differentiation and integration of powers and the differentiation of algebraic functions, together with applications to physics and geometry. Prerequisite, Mathematics 25 or its equivalent. (Fourteen assignments.)
- 95a-2C. Calculus II. (2 units) Louise C. Lim
This course includes the differentiation of transcendental functions, parametric representations, polar co-ordinates, indeterminate forms, curve tracing and other applications, and simple integration. Prerequisite, Calculus I or its equivalent. (Fourteen assignments.)
- 95b-1C. Calculus III. (2 units) Louise C. Lim
This course completes the study of formal integration, continues with applications of integration to geometry and mechanics, and concludes with infinite series. Prerequisite, Mathematics 95a. (Fourteen assignments.)
- 95b-2C. Calculus IV. (2 units) Louise C. Lim
Hyperbolic functions, partial differentiations, multiple integrals, and elementary differential equations. Prerequisite, Calculus III. (Fourteen assignments.)
- 200-C. Differential Equations. (3 units) Louise C. Lim
Prerequisite, 79b or 95b. (Twenty-one assignments.)

MUSIC

- 2-C. Fundamentals of Music. (1 unit) Henry Johnson
This course is designed for those with little or no knowledge of music theory. The following material is covered: staves, clefs, time, rhythm, intervals, scales, triads and simple chord connection. Not for credit for music majors. (Seven assignments.)

- 6a-C. Survey of Music Literature I. (2 units) Henry Johnson
This course includes a brief study of primitive music followed by a development of the Gregorian Chant, polyphony, meter and rhythm, harmony, the opera, instruments and the development of musical form up to the death of Bach in 1750. The development of music is correlated with parallel developments in the other arts. (Fourteen assignments.)
- 6b-C. Survey of Music Literature II. (2 units) Henry Johnson
Haydn, Mozart, and Beethoven and the rise of the symphony. Romanticism and its effect on the symphony and the opera. Program music, the music drama, nationalism, impressionism, and other form of modernisms. American music. (Fourteen assignments.)

PHILOSOPHY

- 11a-C. Introduction to Philosophy I. (3 units) R. H. Hurlbutt
Designed to meet the needs of the general student who desires guidance in his search for the meaning of nature and of human life. Essays and discourses which acquaint the student with outstanding philosophical personalities and with philosophies of life as well as with philosophical systems are emphasized. (Twenty-one assignments.)
- 201a-C. History of Philosophy I. (Ancient and Medieval). (3 units) C. F. Wallraff
European philosophies as the foundation of modern philosophical thinking. Materialism and idealism of Greece; the ethical and religious thought of pagan Rome and of Rome as the center of Christian speculation in Europe; the philosophies preceding modern science. (Twenty assignments.)
- 201b-C. History of Philosophy II (Modern). (3 units) C. F. Wallraff
European thought from the Renaissance to the present time. Rationalism, empiricism, sensationalism, idealism, pessimism, pragmatism, and neorealism. (Twenty-one assignments.)

POLITICAL SCIENCE

- 100-C. National and State Constitutions. (3 units) N. D. Houghton
Designed to meet the state requirements for a teacher's certificate; a rapid survey of the government of the United States, both federal and state, including a survey of the Constitution of Arizona. (Twenty-one assignments.)
- 101-C. State Government. (1 unit) N. D. Houghton
Designed to meet the state requirements with respect to training in the state constitution, for a teacher's certificate. A brief survey of state government with particular application to Arizona. (Seven assignments.)

PSYCHOLOGY

- 1a-C. Elementary Psychology I. (3 units) Janice Luepke
A general introduction to the study of human behavior. The laws and principles underlying behavior. Individual differences, intelligence, learning, memory, motivation, and emotion are studied. (Twenty-one assignments.)
- 1b-C. Elementary Psychology II. (3 units) Janice Luepke
A study of the functions of the nervous system in relation to behavior, personality, sensation and perception, thinking and reasoning, and the use of psychology in personal adjustment. (Twenty-one assignments.)

SECRETARIAL STUDIES

- 272-C. Office Management and Control. (3 units) H. J. Langen
Office management from the supervisory point of view. Analysis of functions of various office departments, their organization and management. Development and use of office manuals; selection, training, pay, and promotion of office employees; controlling office expenses and measuring office efficiency; quality and quantity production standards. Prerequisites, 9 units of secretarial studies or business administration courses. (Twenty-one assignments.)

SOCIOLOGY

- 1-C. Introduction to Sociology. (3 units) F. A. Conrad
This is an introductory course covering the basic concepts and principles of sociology. The analysis covers group behavior, social institutions, social processes, social control, and social change. The text puts special emphasis on the interrelation of society, culture, and personality. (Twenty assignments.)
- 2-C. Social Problems. (3 units) F. A. Conrad
An analysis of population problems, race relations, broken homes, crime, dependency, etc. The development of new social attitudes and social values, socialized education, community organization, and other proposed solutions are considered as means of adjustment to a changing social order. (Twenty assignments.)
- 87-C. Criminology. (3 units) C. B. Vedder
Analysis of criminal behavior, the criminal law, criminal statistics, theories and schools of criminology, psychiatric aspects of criminality, social and cultural factors in crime, sex delinquent acts, white-collar crime, and the criminal personality. (Twenty-one assignments.)
- 138-C. Fields of Social Work. (3 units)
An introduction to social work covering the forms and problems of dependency; the general methods of treatment used by public and private agencies; the principles, aims, and theoretical approach followed in different fields of social work. (Twenty assignments.)
- 143-C. Introduction to Public Welfare. (3 units) R. A. Mulligan
A general introduction to the administration of public welfare. The development of public welfare services. Problems of administration and organization, and programs for public assistance. (Twenty-one assignments.)
- 241-C. Juvenile Delinquency. (3 units) C. B. Vedder
Analysis of juvenile delinquency, its extent, economic and familial factors, community institutions, special personality and behavior problems of delinquents, juvenile gangs, apprehension and detention, the juvenile court and juvenile court trends, juvenile probation and parole, juvenile correctional institutions, sponsorship and the responsibility of the community in juvenile delinquency. (Twenty-one assignments.)
- 253-C. Group Dynamics. (3 units) R. A. Mulligan
Analysis of factors and processes of social groups. Deals with such problems as group leadership, group effectiveness, group goals, communication within groups and their individual members. (Identical with Psychology 253; may be taken for credit in sociology or psychology.) Prerequisites, 6 units of sociology or psychology. (Twenty-one assignments.)
- 281-C. Principles of Sociology. (3 units) F. A. Conrad
An analysis of groups, institutions, social organizations, social change, social control, and such processes as competition, conflict, co-operation, social disorganization, etc. (Twenty assignments.)

SPANISH

- 1a-1C. Elementary Spanish I. (2 units) John Brooks
The elements of Spanish grammar with exercises in reading and composition. Elementary Spanish should be taken only when satisfactory arrangements for acquiring pronunciation, such as private instruction or residence with Spanish-speaking people, can be made by the students. (Fourteen assignments.)
- 1a-2C. Elementary Spanish II. (2 units) John Brooks
This course is a continuation of Elementary Spanish I. Elementary Spanish I and II cover the first semester's work in college. (Fourteen assignments.)
- 1b-1C. Elementary Spanish III. (2 units) John Brooks
Grammar, composition, and reading. Prerequisite, one semester of college work or its equivalent. (Fourteen assignments.)

- 1b-2C. Elementary Spanish IV. (2 units) John Brooks
This course is a continuation of Elementary Spanish III. Elementary Spanish III and IV cover the second semester's work in college. (Fourteen assignments.)
- 3a-1C. Intermediate Spanish I. (2 units) John Brooks
Reading with exercises in syntax and composition. Prerequisite, one year of college work or its equivalent. (Fifteen assignments.)
- 3a-2C. Intermediate Spanish II. (2 units) John Brooks
This course is a continuation of Intermediate Spanish I. Intermediate Spanish I and II cover the first semester's work of the second year in college. (Fifteen assignments.)
- 3b-1C. Intermediate Spanish III. (2 units) John Brooks
Reading with exercises in syntax and composition. Prerequisite, three semesters of college work or their equivalent. (Fifteen assignments.)
- 3b-2C. Intermediate Spanish IV. (2 units) John Brooks
This course is a continuation of Intermediate Spanish III. Intermediate Spanish III and IV cover the second semester's work of the second year in college. (Fifteen assignments.)
- 14a-C. Intermediate Composition and Correspondence I. (2 units) John Brooks
Practice in writing moderately easy Spanish. Prerequisite, two years of college Spanish, or their equivalent. (Fifteen assignments.)
- 14b-C. Intermediate Composition and Correspondence II. (2 units) John Brooks
This course is a continuation of Intermediate Spanish Composition I. (Fifteen assignments.)
- 20-C. Spanish Commercial Correspondence. (2 units) John Brooks
Purpose of the course is to offer the Spanish student a mastery of the accepted commercial forms and the business vocabulary in actual use today. (Fifteen assignments.)
- 103a-C. Advanced Composition and Correspondence I. (2 units) John Brooks
A practical course in writing Spanish. Prerequisites, Spanish 14a and 14b or their equivalent. (Fifteen assignments.)
- 103b-C. Advanced Composition and Correspondence II. (2 units) John Brooks
This course is a continuation of Advanced Spanish Composition I. (Fifteen assignments.)
- 110a-C. Introduction to Spanish Literature I. (3 units) John Brooks
Reading of representative authors from the important movements of Spanish literature. Prerequisites, 3b or four years of high-school Spanish or two years of college Spanish or the equivalent. (Twenty assignments.)
- 110b-C. Introduction to Spanish Literature II. (3 units) John Brooks
This course is a continuation of Introduction to Spanish Literature I. (Twenty assignments.)

University of Arizona

CORRESPONDENCE INSTRUCTION

TUCSON, ARIZONA

APPLICATION FOR INSTRUCTION

- Mr.
1. Name in full Mr.
 Miss (Please print last name first)
 2. Married women kindly supply maiden name:

 3. Address.....
 Town..... State.....
 4. Birthplace..... Birth date.....
 5. Occupation.....
 6. Have you enrolled before at the University of Arizona:
 In residence..... Correspondence..... Extension classes.....
 7. Did you attend U. of A. residence classes either this or
 last semester?..... What college?.....
 8. What is your Matriculation Number?.....

SCHOLASTIC RECORD

	Name of institution	Years attended	Diploma or degree
High School			
College			
Other than above			

CORRESPONDENCE COURSES DESIRED

Title of courses	Course numbers	Units	Enrollment fees (at \$7.50 per unit)

I am enclosing herewith (check) (money order) made out to Correspondence Instruction, for \$....., covering enrollment fees.

Date..... Signed.....

(Duplicates of this blank will be sent on request)

