



CORRESPONDENCE INSTRUCTION

Biennial Announcement
1962-1964

The

UNIVERSITY OF ARIZONA

Record

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CORRESPONDENCE INSTRUCTION

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; and individual attention is 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 also helps the student to remember the significant points of the course; and the written assignments give the content permanent form, easily accessible for future reference. Moreover, correspondence study, seriously undertaken, develops the student's initiative, self-reliance, accuracy, and, above all, his perseverance.

GENERAL INFORMATION

Correspondence Instruction does not offer a short cut; it is not, by its very nature, a rapid way to earn college credit.

Correspondence courses are organized to coincide as closely as possible with the corresponding courses offered in residence at the University of Arizona and are usually taught 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.

For individuals who are interested in enlarging their knowledge, or in self improvement in a specific field of study, rather than in earning credit applicable toward a degree, it is possible to enroll for any correspondence course without credit. Procedures, regulations, and fees are identical for credit and non-credit enrollments with the exception that non-credit students are not required to take the final examination, and, of course, they do not earn credit in the courses for which they have enrolled.

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. (A unit or semester hour is usually defined as one class-room period plus two hours of preparation per week for a semester of seventeen weeks.)

Each correspondence assignment contains full directions for study, including references to textbooks, necessary suggestions or assistance, and questions to be answered or problems to be solved by the student. At least six to nine hours of preparation are expected before writing each assignment, since this represents approximately a week's work in residence.

Upon the satisfactory completion of a correspondence course, including a final examination, college credit will be granted, and a certificate indicating the course, units, and grade is sent to each student.

If and when the correspondence student matriculates at the University of Arizona he must, of course, comply with the requirements for admission to residence courses.

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 is accepted toward fulfillment of the requirements for the Administrative Certificate. Credit in the correspondence courses National and State Governments, Teaching of Language Arts, and School and Community Health is accepted by the State Board of Education in fulfillment of the law requiring each Arizona teacher to have credit in these courses.

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.

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.

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.

If appropriate courses are available, a maximum of 60 units of credit earned through correspondence courses, continuing education courses, or a combination of the two, may be applied toward a bachelor's degree at the University of Arizona. Correspondence Instruction does not necessarily undertake to furnish that number of suitable units to each applicant.

Meeting deadlines in completing correspondence courses is the sole responsibility of the student. There is little that Correspondence Instruction can do to speed up the process, therefore plenty of time should be allowed. It is important, in this connection, to keep in mind that many instructors are not on campus during the summer months and a delay in the return of corrected assignments during this period may be anticipated.

Students are allowed a maximum of twelve 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.

A written final examination must be passed satisfactorily in each course before credit is awarded; this examination may be written either at Correspondence Instruction (on campus) or in the student's home town under conditions approved by the director of Correspondence Instruction. The examination may not be taken or sent to a proctor until office records indicate all assignments of the course have received a passing grade. Results of the final examination will be given great weight in determining a student's grade for a course.

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

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. It is the student's responsibility to see that this provision is properly met.

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.

Students may not raise grades of courses taken in residence by repeating those courses through correspondence.

Only those students who have attained upper-division standing (56 or more units) may enroll for education courses through correspondence.

Correspondence credit is not accepted as prelegal credit for admission to the College of Law.

For a degree, at least 30 units of residence credit must be earned by attendance at the University of Arizona. Correspondence-course credit may not be substituted for the required residence credit.

Correspondence courses may not be applied toward advanced degrees.

Correspondence Instruction reserves the right to reject any enrollment if it feels that the best interests of the student or of the University of Arizona 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 titles of courses to be enrolled for, together with the course numbers, should be listed clearly under "Correspondence Courses Desired." If credit is desired the units of credit listed for the courses should be entered in the column titled "Units." If no credit is desired the notation "No credit" should be entered in this column. The application should then be signed, dated, and mailed to Correspondence Instruction, The 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 \$10 per unit. Thus a 2-unit course requires an enrollment fee of \$20, while a 3-unit course requires \$30. Fees are identical for credit or non-credit enrollments. All fees must be paid when application for enrollment is made.

In case a course is not completed within twelve months of the time of enrollment, a time extension of twelve 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 will be allowed only within six months after date of original enrollment and provided no assignments have been submitted 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.

REFUNDS

Fees will not be refunded because of a student's inability or unwillingness to pursue a course which he has actually begun.

If no assignments have been submitted on a course and the student wishes to withdraw his enrollment, all fees will be refunded with the exception of \$2 per course to cover enrollment costs. Such refund of fees will be allowed only if the enrollment is withdrawn within six months after date of original enrollment.

All refunds will be forfeited if they are not cashed within the semester they are granted.

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 may order these directly from the Associated Students' Bookstore, The University of Arizona, Tucson, Arizona. (DO NOT ORDER FROM CORRESPONDENCE INSTRUCTION.) Books and supplies will be sent by the bookstore on order through C.O.D. parcel post, all costs being paid by the student.

Orders from foreign countries for textbooks and supplies cannot be filled C.O.D., they must be prepaid.

To secure uniformity in submitting 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.

Textbooks 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.

CORRESPONDENCE COURSES

ACCOUNTING

- 1a-C. Principles of Accounting I (3 units) J. O. Foltz
Fundamental concepts and procedures applicable to the accounting for a retail business, including the theory of debit and credit, account classification, journalizing and posting typical business transactions, periodic adjustments, preparation of working sheets, closing entries, and form, content, and analysis of basic financial statements. (Twenty-one assignments.)
- 1b-C. Principles of Accounting II (3 units) J. O. Foltz
This is a continuation of Principles of Accounting I. Special problems and procedures in the accounting for partnerships and corporations, installment sales, consignments, and branch operations; basic manufacturing and cost accounting; introduction to budgeting and executive control. (Twenty-one assignments.)
- 2-C. Principles of Accounting: Practice (2 units) J. O. Foltz
Practical applications of accounting concepts; special recording techniques; practice sets. Required of all students expecting to major in accounting. Prerequisite: Acctng. 1b or concurrent registration therein. (Fourteen assignments.)
- 101a-C. Intermediate Accounting I (3 units) R. M. Howard
(Not available until Oct. 1, 1962.)
Designed to follow Principles of Accounting II. Brief review of the fundamental accounting processes, study and analysis of special and more difficult problems encountered in accounting for cash and temporary investments, receivables, inventories, long-term investments in stocks and bonds, and the accounting for funds and miscellaneous related matters. Prerequisites: Acctng. 1b and 2, or equivalent. (Twenty-one assignments.)
- 101b-C. Intermediate Accounting II (3 units) R. M. Howard
(Not available until Oct. 1, 1962.)
This is a continuation of Intermediate Accounting I. Special problems arising in the accounting for plant and equipment, intangible assets, long-term debt, and stockholders' equity; the preparation of statements from incomplete accounting records; financial statement analysis; and the preparation of cash-flow and application of funds statements. Prerequisite: Acctng. 101a or equivalent. (Twenty-one assignments.)

AGRICULTURAL CHEMISTRY AND SOILS

- 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. Prerequisites: Ag. Chem. 11 and Physics 2a or 5. (Twenty-one assignments.)

ANIMAL SCIENCE

- 114-C. Feeds and Feeding (3 units) E. B. Stanley
Selection, evaluation, and use of feeds for beef cattle, sheep, swine, and horses. (Twenty assignments.)

ANTHROPOLOGY

- 1a-C. Introduction to Anthropology I (3 units) Ann Johnson
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) Ann Johnson
Cultural anthropology stressing subsistence and craft, the social organization of man, property, religion, language and society, and culture. Anthro. 1a is not prerequisite to 1b. (Twenty-one assignments.)
- 108-C. Egypt (2 units) Ann Johnson
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. (Fifteen assignments.)

BUSINESS ADMINISTRATION

- 7-C. Survey of American 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.)

- 220a-C. **Business Law I (3 units)** H. K. Martin
A business course dealing with the fundamental principles of law of contracts and agency. Not open to students who have completed 6 or more units of law. Prerequisites: Acctng. 1b and Econ. 1b or 2b. (Twenty-one assignments.)
- 220b-C. **Business Law II (3 units)** H. K. Martin
This is a continuation of Business Law I and takes up the topics of agency, negotiable instruments, sales, partnerships, corporations, property rights, etc. (Twenty-one assignments.)

DAIRY SCIENCE

- 1-C. **Principles of Dairying (1 unit)** W. H. Brown
Profitable dairying and dairy sanitation; properties of milk; operation of cream separators; testing milk; and butter making. (Seven assignments.)

ECONOMICS

- 1a-C. **Introduction to Economics I (3 units)** J. W. Cordell
The fundamental structure and principles which underlie economic and business life. Some of the topics considered are: value and price, monopolies, distribution, rent, interest, profits, wages, money and banking, national income theory, and recent monetary developments. (Twenty-one assignments.)
- 1b-C. **Introduction to Economics II (3 units)** J. W. Cordell
This is a continuation of Introduction to Economics I. Topics 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, cooperation, 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 Econ. 1a and 1b or 2a and 2b. Prerequisite: upper-division standing (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. Prerequisite: Econ. 1b or 2b. (Twenty-one assignments.)

EDUCATION

- 151-C. **Educational Psychology (3 units)** J. J. Hanitchek
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. Prerequisites: Psych. 1a or equivalent and upper-division standing. (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. Prerequisite: upper-division standing. (Fourteen 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. Prerequisite: upper-division standing. (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. Prerequisites: Ed. 151, upper-division standing, and 3.0 grade average. (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. Meets state requirements for a teacher's certificate. Prerequisites: Ed. 151, upper-division standing, and 3.0 grade average. (Twenty-one assignments.)

- 231-C. Principles and Curricula of
Secondary Education (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. Prerequisites: 3 units in education, upper-division standing, and 3.0 grade average. (Twenty-one 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. Prerequisites: Ed. 151 and upper-division standing. (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. Prerequisites: 9 units in education or psychology and upper-division standing. (Twenty assignments.)
- 257-C. Educational Tests and 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. Prerequisites: Ed. 151, upper-division standing, and 3.0 grade average. (Twenty assignments.)
- 259-C. Chronological Growth and Development of the
Child (3 units) J. M. Rhodes
The nature of growth, the genetic and physiological basis of growth, the measurement of physical growth, the assessment of progress in physical growth, skeletal and dental growth, the relation between physical growth and the behavior of the child. Prerequisites: upper-division standing and 3.0 grade average. (Twenty-one assignments.)
- 279-C. Kindergarten-Primary Curriculum (3 units) Mary Frobisher
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. Prerequisites: Ed. 151, upper-division standing, and 3.0 grade average. (Twenty-one assignments.)
- 311-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. Prerequisite: upper-division standing. (Twenty assignments.)

ENGLISH

- X-C. English Composition (0 units)† Florence Phillips
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 Eng. 1a, or for others who wish to learn the fundamentals of written English. (Twenty-one assignments. Enrollment fee, \$30.)
- 6-C. Modern Grammar and Usage (3 units) Louise Hoffman
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. Prerequisite: Eng. 2 or 3. (Twenty assignments.)
- 24b-C. American Literature II (3 units) F. J. Polek
A critical survey of American poetry, prose, and fiction from Walt Whitman to T. S. Eliot. Eng. 24a is not prerequisite to 24b. Not open to freshmen. (Twenty-one assignments.)

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

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

- 104-C. Story Writing (3 units) F. J. Polek
Elementary study of theory, with analysis of typical stories and practice in writing stories. Prerequisite: Eng. 7. (Twenty-one assignments.)
- 123-C. Business Writing (3 units) Byrd Granger
Practice in writing effective business letters and reports. Prerequisite: Eng. 2 or 3. (Twenty-one assignments.)
- 126a-C. Survey of English Literature I (3 units) G. R. Haas
A study of representative British writers. Supplementary reading in literary history. (Twenty-one assignments.)
- 126b-C. Survey of English Literature II (3 units) G. R. Haas
This is a continuation of Survey of English Literature I and carries the study to the present day. Eng. 126a is not prerequisite to 126b. (Twenty-one assignments.)
- 231a-C. Shakespeare I (3 units) Byrd Granger
A study of ten Shakespearean plays and the facts of life of Shakespeare's life, the age in which he lived, and the theatrical history of his time. (Twenty-one assignments.)
- 275-C. Modern Drama (3 units) Byrd Granger
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) W. J. Cuneo
A course for beginners in which grammar, composition, and reading are emphasized. Elementary French should be taken 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. (Fifteen assignments.)
- 1a-2C. Elementary French II (2 units) W. J. Cuneo
This 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) W. J. Cuneo
This course covers the ground ordinarily covered in the first half of the second semester in college. Prerequisite: French 1a or equivalent. (Fourteen assignments.)
- 1b-2C. Elementary French IV (2 units) W. J. Cuneo
This 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) W. J. Cuneo
This course undertakes the study of grammar, composition, and readings in Merimee. Opportunity for practice in pronunciation and conversation must be available to the student. Prerequisites: French 1a and 1b, or equivalent. (Fourteen assignments.)
- 3a-2C. Intermediate French II (2 units) W. J. Cuneo
This is a continuation of Intermediate French I and adds reading in Victor Hugo. Intermediate 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) W. J. Cuneo
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. Prerequisite: French 3a or equivalent. (Fourteen assignments.)
- 3b-2C. Intermediate French IV (2 units) W. J. Cuneo
This is a continuation of Intermediate French III and adds reading in Loti. Intermediate French III and IV cover the second semester's work of the second year in college. (Fourteen assignments.)

GEOGRAPHY

- 5-C. Economic Geography (3 units) C. Gildersleeve
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.)

GEOLOGY

- 1a-C. General Geology I (Physical) (3 units) E. J. McCullough
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) E. J. McCullough
A consideration of the history of the earth and its animals and plants as recorded in rocks and their structures. (Twenty assignment.)

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 should be taken 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 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. Prerequisite: German 1a or equivalent. (Fifteen assignments.)
- 1b-2C. Elementary German IV (2 units) T. Smitham
This 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. Prerequisites: German 1a and 1b, or equivalent. (Fourteen assignments.)
- 3a-2C. Intermediate German II (2 units) T. Smitham
This 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. Prerequisite: German 3a or equivalent. (Fifteen assignments.)
- 3b-2C. Intermediate German IV (2 units) T. Smitham
This is a continuation of Intermediate German III. Intermediate German III and IV cover the second semester's work of the second year in college. (Fourteen assignments.)
- 3c-C. Scientific Reading (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.)

GOVERNMENT

- 50-C. Introduction to International Relations (3 units) P. A. Toma
Survey of the field of international relations, including a consideration of the bases of national power and the rudiments of international politics, law, and organization. (Twenty-one assignments.)
- 100-C. National and State Governments (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. Not open to students with credit in Govt. 2 or 3. (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.)
- 102-C. National Government (2 units) N. D. Houghton
Designed to meet the state requirement, with respect to training in the national constitution, for a teacher's certificate. A basic survey of the national government and its bases in the national constitution. (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 requirements for a teacher's certificate. (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.)
- 5a-C. History of England I (3 units) D. N. Lammers
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-one assignments.)
- 5b-C. History of England II (3 units) D. N. Lammers
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.)
- 222a-C. History of Latin America I (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.)
- 222b-C. History of Latin America II (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.)
- 231-C. Greek History (3 units) D. N. Lammers
Greece to the death of Alexander. The development of the political, social and economic life of the Greek people. (Twenty assignments.)
- 232-C. Roman History (3 units) D. N. Lammers
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.)
- 237-C. Studies in the Far East (3 units) B. S. Silberman
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. Credit may be applied toward a major or minor in Oriental Studies. Prerequisite: upper-division standing. (Twenty assignments.)
- 262-C. History of the Soviet Union (3 units) J. G. Oswald
Analysis of the causes and significance of the March and November Russian Revolutions of 1917 and the factors involved in the domestic and diplomatic history of the U.S.S.R. since that time. (Twenty-one 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.)
- 16-C. Home Management (2 units) Alice Books
Principles of management as applied to individual and home situations. Time, money, and energy studies. (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. (Fifteen assignments.)
- 115a-C. Home Furnishing 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. Prerequisite: Art 3a or equivalent. (Twenty-one assignments.)

INSURANCE

- 151-C. Insurance Principles and Practices (3 units) N. R. Roos
Principles and practices of insurance, including analysis of contracts and forms purchased by an average individual. Intended for those seeking a general knowledge of insurance. (Twenty-one assignments.)

MATHEMATICS

- 11-C. Intermediate Algebra (3 units) J. F. Foster
Students offering more than 1 entrance unit in Algebra do not receive credit for this course. Engineering and mining students receive $\frac{1}{2}$ entrance unit. Supersedes Math. 69a. Prerequisite: 1 entrance unit in algebra. (Twenty-one assignments.)
- 20-C. College Algebra (3 units) J. F. Foster
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: $1\frac{1}{2}$ entrance units in algebra or Math. 11. (Twenty-one assignments.)
- 24-C. Plane Trigonometry (2 units) J. F. Foster
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 algebra first. Prerequisites: 1 entrance unit in geometry and either $1\frac{1}{2}$ entrance units in algebra or Math. 11. (Fourteen assignments.)
- 79a-1C. Analytic Geometry and Calculus I ($2\frac{1}{2}$ units) J. F. Foster
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: Math. 20 and 24 or Math. 44. (Eighteen assignments.)
- 79a-2C. Analytic Geometry and Calculus II ($2\frac{1}{2}$ units) J. F. Foster
This is a continuation of Analytic Geometry and Calculus I. Analytic Geometry and Calculus I and II constitute the first semester's work in the subject. (Seventeen assignments.)
- 79b-1C. Analytic Geometry and Calculus III ($2\frac{1}{2}$ units) J. F. Foster
This course covers the ground ordinarily covered in the first half of the second semester in college. Prerequisite: Math. 79a or equivalent. (Eighteen assignments.)
- 79b-2C. Analytic Geometry and Calculus IV ($2\frac{1}{2}$ units) J. F. Foster
This is a continuation of Analytic Geometry and Calculus III. Analytic Geometry and Calculus III and IV constitute the second semester's work in the subject. (Seventeen assignments.)
- 180-1C. Calculus and Differential Equations I ($2\frac{1}{2}$ units) J. F. Foster
For correspondence work Calculus and Differential Equations is divided into two courses; together they constitute a standard college course in the subject. This course considers differential equations of first order and first degree and linear differential equations. Not open to students who have credit in Math. 95b. Prerequisite: Math. 79b or equivalent. (Eighteen assignments.)
- 180-2C. Calculus and Differential Equations II ($2\frac{1}{2}$ units) J. F. Foster
This is a continuation of Calculus and Differential Equations I, and considers linear differential equations, differential equations of higher order and degree, and power series solution of differential equations. (Seventeen assignments.)

MUSIC

- 2-C. Fundamentals of Music (1 unit) W. S. Jones
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, and triads. (Seven assignments.)
- 6a-C. Survey of Music Literature I (2 units) E. W. Murphy
Survey of music from ancient Greece up to approximately 1700 A.D. and pre-Bach Baroque vocal music. Emphasis is placed upon musical style. (Fourteen assignments.)
- 6b-C. Survey of Music Literature II (2 units) E. W. Murphy
Survey of music from approximately 1700 A.D. and Bach and his contemporaries to music of the present day. Emphasis is placed upon musical style. (Fourteen assignments.)

PHILOSOPHY

- 11a-C. Introduction to Philosophy I (3 units) C. F. Wallraff
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.)
- 12a-C. Logic I (3 units) J. L. Cowan
Principles of valid thinking; the nature of inference and its applications. (Twenty-one assignments.)
- 20a-C. World Religions I (3 units) R. W. Bretall
The basic principles of Hinduism, Buddhism, Taoism, and Confucianism, with some attention to Jainism and Shinto. Readings from the sacred scriptures. Structural comparison with the Western faiths. (Twenty-one assignments.)
- 101a-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.)
- 101b-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.)

PSYCHOLOGY

- 1a-C. Elementary Psychology I (3 units) Dorothy Marquart
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) Dorothy Marquart
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.)
- 13-C. Child Psychology (3 units) Dorothy Marquart
The principal changes in human beings from birth to adolescence, emphasizing personality and social development. Prerequisite: one year of psychology. (Twenty-one assignments.)
- 253-C. Group Dynamics (3 units) R. A. Mulligan
For description see Soc. 253-C.

PUBLIC ADMINISTRATION

- 138-C. Fields of Social Work (3 units) F. A. Conrad
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. Prerequisite: Soc. 1. (Twenty-one assignments.)
- 241-C. Public Welfare Administration (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.)

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. Prerequisite: 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-one assignments.)
- 187-C. Criminology (3 units) J. Hambenne
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.)
- 241-C. Juvenile Delinquency (3 units) R. A. Mulligan
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. Prerequisite: Soc. 1. (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 with groups and their individual members. (Identical with Psych. 253-C; may be taken for credit in sociology or psychology.) Prerequisites: Soc. 1 and 3 additional units of sociology or Psych. 1a and 1b. (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. Prerequisites: Soc. 1 and 2. (Twenty assignments.)

SPANISH

- 1a-1C. Elementary Spanish I (2 units) J. 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 student. An oral examination may be required upon completion of this course before credit is allowed. (Fourteen assignments.)
- 1a-2C. Elementary Spanish II (2 units) J. Brooks
This 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) J. Brooks
Grammar, composition, and reading. Prerequisite: Spanish 1a or equivalent. (Fourteen assignments.)
- 1b-2C. Elementary Spanish IV (2 units) J. Brooks
This 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) J. Brooks
Reading with exercises in syntax and composition. Prerequisites: Spanish 1a and 1b, or equivalent. (Fifteen assignments.)
- 3a-2C. Intermediate Spanish II (2 units) J. Brooks
This 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) J. Brooks
Reading with exercises in syntax and composition. Prerequisite: Spanish 3a or equivalent. (Fifteen assignments.)
- 3b-2C. Intermediate Spanish IV (2 units) J. Brooks
This 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 I (2 units) J. Brooks
Practice in writing moderately easy Spanish. Prerequisite: Spanish 3b or equivalent. (Fifteen assignments.)

- 14b-C. **Intermediate Composition II (2 units)** J. Brooks
This is a continuation of Intermediate Composition I. (Fifteen assignments.)
- 20-C. **Spanish Commercial Correspondence (2 units)** J. 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 I (2 units)** J. Brooks
A practical course in writing Spanish. Prerequisites: Spanish 14a and 14b, or equivalent. (Fifteen assignments.)
- 103b-C. **Advanced Composition II (2 units)** J. Brooks
This is a continuation of Advanced Composition I. (Fifteen assignments.)
- 104a-C. **Introduction to Spanish Literature I (3 units)** J. Brooks
Reading of representative authors from the important movements of Spanish literature. Prerequisite: Spanish 3b or equivalent. (Twenty assignments.)
- 104b-C. **Introduction to Spanish Literature II (3 units)** J. Brooks
This is a continuation of Introduction to Spanish Literature I. (Twenty-one assignments.)

THE UNIVERSITY OF ARIZONA

CORRESPONDENCE INSTRUCTION

TUCSON, ARIZONA

APPLICATION FOR INSTRUCTION

- Mr.
 1. Name in full Mrs.....
 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.....Continuing Education.....
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 \$10 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)

