

1932

## Catalog, 1932-1933

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INDIANA  
STATE TEACHERS COLLEGE  
LIBRARY

Vol. XXV

April, 1932

No. 4

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INDIANA  
STATE TEACHERS COLLEGE  
BULLETIN



CATALOG NUMBER  
CURRICULA FOR THE SESSIONS OF  
1932-1933

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Terre Haute, Indiana

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INDIANA  
**State Teachers College**  
BULLETIN

Vol. XXV

APRIL, 1932

No. 4

STATE TEACHERS COLLEGE BOARD AND  
FACULTY LIST

HISTORY OF THE STATE TEACHERS  
COLLEGE

REGULATIONS FOR EARNING TEACHERS  
LICENSES

CURRICULA

DEPARTMENTAL STATEMENTS

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TERRE HAUTE, INDIANA

THIS INSTITUTION IS A MEMBER OF THE AMERICAN ASSOCIATION OF TEACHERS COLLEGES, OF THE NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS, AND OF THE AMERICAN COUNCIL ON EDUCATION.

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Part I  
Part II  
Part III  
Part IV  
Part V  
Part VI  
Part VII  
Part VIII  
Part IX  
Part X  
Part XI

L. J. RETTGER,  
Editor.

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CALENDARS FOR THE YEARS 1932 TO 1935

1932							1933							1934							1935											
	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.		Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.		Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.		Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	
JAN.	3	4	5	6	7	8	9	JAN.	1	2	3	4	5	6	7	JAN.	1	2	3	4	5	6	JAN.	1	2	3	4	5				
FEB.	7	8	9	10	11	12	13	FEB.	5	6	7	8	9	10	11	FEB.	4	5	6	7	8	9	10	FEB.	3	4	5	6	7	8	9	10
MAR.	6	7	8	9	10	11	12	MAR.	5	6	7	8	9	10	11	MAR.	4	5	6	7	8	9	10	MAR.	3	4	5	6	7	8	9	10
APR.	3	4	5	6	7	8	9	APR.	2	3	4	5	6	7	8	APR.	1	2	3	4	5	6	7	APR.	1	2	3	4	5	6		
MAY	8	9	10	11	12	13	14	MAY	7	8	9	10	11	12	13	MAY	6	7	8	9	10	11	12	MAY	5	6	7	8	9	10	11	
JUN.	12	13	14	15	16	17	18	JUN.	11	12	13	14	15	16	17	JUN.	10	11	12	13	14	15	16	JUN.	9	10	11	12	13	14	15	
JULY	10	11	12	13	14	15	16	JULY	9	10	11	12	13	14	15	JULY	8	9	10	11	12	13	14	JULY	7	8	9	10	11	12	13	
AUG.	7	8	9	10	11	12	13	AUG.	6	7	8	9	10	11	12	AUG.	5	6	7	8	9	10	11	AUG.	4	5	6	7	8	9	10	
SEPT.	4	5	6	7	8	9	10	SEPT.	3	4	5	6	7	8	9	SEPT.	2	3	4	5	6	7	8	SEPT.	1	2	3	4	5	6	7	
OCT.	2	3	4	5	6	7	8	OCT.	1	2	3	4	5	6	7	OCT.	1	2	3	4	5	6	OCT.	1	2	3	4	5				
NOV.	6	7	8	9	10	11	12	NOV.	5	6	7	8	9	10	11	NOV.	4	5	6	7	8	9	10	NOV.	3	4	5	6	7	8	9	
DEC.	11	12	13	14	15	16	17	DEC.	10	11	12	13	14	15	16	DEC.	9	10	11	12	13	14	15	DEC.	8	9	10	11	12	13	14	

## STATE TEACHERS COLLEGE BOARD

## OFFICERS

---

SANFORD M. KELTNER.....	President
HELEN BENBRIDGE .....	Secretary
WILSON NAYLOR COX.....	Treasurer

## MEMBERS

---

SANFORD M. KELTNER.....	Anderson	Term expires 1934
FRANK C. BALL.....	Muncie	Term expires 1934
GEORGE C. COLE.....	Indianapolis	Term expires 1933
HELEN BENBRIDGE.....	Terre Haute	Term expires 1936
JOHN H. HELLER.....	Decatur	Term expires 1936

## OFFICERS OF ADMINISTRATION

Terre Haute, Indiana

---

LINNAEUS N. HINES.....	President
LOUIS J. RETTGER.....	Vice-President
JOHN W. JONES.....	Dean
FREDERICK H. WENG.....	Dean of Men
CHARLOTTE SCHWEITZER BURFORD.....	Dean of Women
CYRIL C. CONNELLY.....	Controller
ROBERT K. DEVRICKS.....	Registrar

## CALENDAR

1932-1933

### FALL QUARTER

Registration of all freshmen entering for the first time, beginning Saturday, 8:30 a.m., September 24, 1932.

Registration of all returning freshmen and all sophomores, juniors, and seniors, Monday, 8:00 a.m., September 26, 1932.

Class work begins Tuesday, 8:00 a.m., September 27, 1932.

(School will close Wednesday noon before Thanksgiving and will be closed on Thanksgiving Day and the Friday immediately following.)

Quarter ends Friday evening, December 23, 1932.

### WINTER QUARTER

Registration of all students, Monday, 8:00 a.m., January 2, 1933.

Class work begins Tuesday, 8:00 a.m., January 3, 1933.

Quarter ends Friday noon, March 24, 1933.

### SPRING QUARTER

Registration of all students, Monday, 8:00 a.m., March 27, 1933.

Class work begins Tuesday, 8:00 a.m., March 28, 1933.

Quarter ends Friday, June 16, 1933.

### MID-SPRING TERM

Registration of all students, Monday, 8:00 a.m., May 8, 1933.

Term ends Friday, June 16, 1933.

### SUMMER QUARTER

#### FIRST SUMMER TERM

Registration of all students, Monday, 8:00 a.m., June 19, 1933.

Term ends Friday, July 21, 1933. One Saturday class on June 24.

#### SECOND SUMMER TERM

Registration of all students, Monday, 8:00 a.m., July 24, 1933.

Term ends Friday, August 25, 1933.



FALL QUARTER, 1932

- September 24..Saturday.....Freshman Registration. For all freshmen entering for first time.
- September 26..Monday.....Registration day for other freshmen, sophomores, juniors, seniors, and graduate students.
- September 27..Tuesday.....Class work begins.
- October 5....Wednesday.....Weekly Convocations begin at 9:50 a.m. in College Hall.
- October 20....Thursday.....State College luncheon at 12:00 noon, Claypool Hotel, Indianapolis.
- October 20....Thursday.....} Annual Meeting of Indiana State
- October 21....Friday.....} Teachers Association, Indianap-
- October 22....Saturday.....} olis.
- November 4...Friday.....} Blue and White Day Celebration.
- November 5...Saturday.....}
- November 9...Wednesday.....Special exercises for Armistice Day, 9:50 a.m.
- November 23..Wednesday.....School closes at noon for Thanksgiving holiday.
- November 24..Thursday.....}
- November 25..Friday.....} Thanksgiving holiday.
- November 26..Saturday.....}
- December 7...Wednesday.....Indiana Day, special exercises, 9:50 a.m.
- December 10..Saturday.....Annual Dinner, 6:30 p.m., Terre Haute Alumni Association.
- December 18..Sunday.....Music—"The Messiah," Gymnasium, 2:30 p.m.
- December 23..Friday.....Fall quarter ends at noon.

WINTER QUARTER, 1933

- January 2....Monday.....Winter quarter begins. Registration day.
- January 3....Tuesday.....Class work begins.
- January 3-4..Tues. and Wed....Foundation Day exercises, 8 p.m. and 9:50 a.m.
- February 8...Wednesday.....Lincoln's Birthday exercises, 9:50 a.m.
- February 14..Tuesday.....} Campus Conference.
- February 15..Wednesday.....}
- February 16..Thursday.....Entertainment of Wabash Valley High School Seniors.
- February 22..Wednesday.....Washington's Birthday. Holiday.
- March 24....Friday.....Winter quarter ends at noon.

## SPRING QUARTER, 1933

March 27....	Monday.....	Spring quarter begins. Registration day.
March 28....	Tuesday.....	Class work begins.
April 7.....	Friday.....	} Annual Science Conference.
April 8.....	Saturday.....	
April 9-15.....		Girls' Week.
May 1-6.....		Music Week.
May 8.....	Monday.....	Mid-Spring term begins. Registration day.
May 9.....	Tuesday.....	Mid-Spring class work begins.
May 12.....	Friday.....	Mother's Day.
May 30.....	Tuesday.....	Decoration Day. Holiday.
June 7.....	Wednesday.....	Honor Day exercises, 9:50 a.m., Gymnasium.
June 14.....	Wednesday.....	College Training High School commencement. Spring quarter work ends in evening.
June 15.....	Thursday.....	Annual Senior-Alumni class day exercises, 9:30 a.m., College Hall.
June 15.....	Thursday.....	College Convocation, 2:30 p.m., Gymnasium.
June 15.....	Thursday.....	Alumni Day—Dinner for Alumni and Seniors, 6:30 p.m. Mid-Spring term ends in evening.
June 16.....	Friday.....	Graduation exercises, 9:30 a.m., Gymnasium.

## SUMMER QUARTER

## FIRST SUMMER TERM, 1933

June 19.....	Monday.....	First summer term begins. Registration day.
June 20.....	Tuesday.....	Class work begins.
June 21-23..	Wednesday-Friday..	School Supply Exhibit.
July 13.....	Thursday.....	College picnic—faculty and students at Deming Park—11:00 a.m.
July 21.....	Friday.....	First summer term ends at noon.

## SECOND SUMMER TERM, 1933

July 24.....	Monday.....	Second summer term begins. Registration day.
July 25.....	Tuesday.....	Class work begins.
August 25....	Friday.....	Second summer term ends at noon.

INDIANA FACULTY  
STATE TEACHERS COLLEGE  
LIBRARY FACULTY

9

LINNAEUS NEAL HINES, President. 1921. 1504 S. Sixth St.

*Education*—A.B., 1894 and A.M., 1908, Indiana University; Graduate Student, Cornell University, 1899; Teachers College, Columbia University, 1905, 1906, and 1909; University of Chicago, 1928, 1929, 1930; LL.D., Wash College, 1929.

*Experience*—Grade Principal, Noblesville, Indiana; Teacher, Evansville, Indiana, and Indianapolis, Indiana, High Schools; Superintendent of Schools, Union City, Hartford City, and Crawfordsville, Indiana; State Superintendent of Public Instruction for Indiana; Life Member National Education Association; Member of National Council of Education; Member Indiana State Board of Education; President Indiana State Teachers College.

EDWARD LARUE ABELL, Professor of Education. 1921.

Twenty-second and Davis Ave., Box 291.

*Education*—Graduate Ferris Institute, 1901; Graduate Michigan State Normal College, 1907; A.B., University of Michigan, 1914; Graduate Student, University of Southern California, Summer, 1915; A.M., University of Michigan, 1921; Graduate Student, University of Chicago, Summer, 1928; Indiana University, 1930-1931.

*Experience*—Teacher in Rural Schools, Berrien County, Michigan; Principal of Graded Schools, Berrien County, Michigan; Superintendent of Schools, Oscoda, Michigan; Berrien Springs, Michigan; Howell, Michigan; Munising, Michigan; Instructor in Psychology, Michigan State Normal College; Associate Professor of Education, Indiana State Normal School; Professor of Education, Indiana State Teachers College.

RUDOLPH A. ACHER, Professor of Education. 1917. 2337 College Ave.

*Education*—Moore's Hill College; Indiana State Normal School; A.B., Indiana University, 1908; Fellowship, Clark University, Worcester, Massachusetts; Ph.D., Clark University, 1910; Graduate Student, Clark University, one year, 1910-1911.

*Experience*—Teacher in Rural School, Ripley County, Indiana; Superintendent of Schools, Osgood, Indiana; Superintendent of Schools, Ripley County, Indiana; Member of Faculty of Children's Institute, Clark University; Professor of Educational Psychology, State Normal School, Valley City, North Dakota; Professor of Education, Indiana State Teachers College.

WILLIAM PRESTON ALLYN, Associate Professor of Zoology. 1924.

1230 N. Ninth St.

*Education*—Indiana State Normal School; B.S., 1924, and M.S., 1926, Purdue University; Ph.D., University of Wisconsin, 1931.

*Experience*—Graded Schools, Posey County, Indiana; Principal Graded Schools, Posey County; High School, New Harmony, Indiana; Instructor, Agriculture, Eastern Division, Indiana State Normal School, Muncie; Field Man in Plant Pathology and Plant Nutrition for U. S. Department of Agriculture, Purdue University, Summers 1927 and 1928; Assistant Professor of Agriculture, Indiana State Teachers College; Associate Professor of Zoology, Indiana State Teachers College.

MARGUERITE HALLAM ANDERSON, Acting Instructor in Library Science and Children's Librarian. 1931. 503 Chestnut St.

*Education*—A.B., Indiana University, 1924; B.S., Library School, University of Illinois, 1930; Graduate Student, Columbia University School of Library Service, Summer, 1931.

*Experience*—Librarian, Indiana Central College; Acting Instructor in Library Science and Children's Librarian, Indiana State Teachers College.

V. DEWEY ANNAKIN, Associate Professor of History. 1926.

2432 N. Seventh St.

*Education*—A.B., DePauw University, 1922; Student, Indiana State Normal School; A.M., University of Wisconsin, 1923; Graduate Student, Ohio State University, 1929-1930, 1931-1932.

*Experience*—Teacher in High School, Tulsa, Oklahoma; Student Assistant, University of Wisconsin; Summer Assistant in History, Indiana State Normal School; Graduate Instructor in Sociology, Ohio State University, 1929-1930; 1931-1932. Associate Professor of History, Indiana State Teachers College. (Absent on leave for graduate study, Ohio State University, 1931-1932.)

**HAZEL E. ARMSTRONG, Librarian and Professor of Library Science. 1917.** 135 Monroe Blvd.

*Education*—Graduate, University of Wisconsin Library School; Student, University of Illinois; A.B., Indiana State Teachers College, 1931.

*Experience*—Cataloguer, St. Mary-of-the-Woods; Cataloguer, DePauw University; Librarian, Mt. Vernon Public Library; Terre Haute Public Library; Librarian, Indiana State Teachers College; Librarian and Professor of Library Science, Indiana State Teachers College.

**VACHEL E. BREIDENBAUGH, Instructor in Commerce. 1930.** 225 Monterey Ave.

*Education*—B.S., 1928, Indiana State Normal School; M.S., Indiana University, 1931.

*Experience*—Teacher in Rural Schools, Dubois County, Indiana; Teacher in Consolidated High School, Washburn, Illinois; Teacher in High School, Franklin, Indiana; Instructor in Commerce, Indiana State Teachers College.

**FRED E. BRENGLE, Associate Professor of History. 1928.** 2331 College Ave.

*Education*—A.B., Indiana University, 1916; A.M., University of Chicago, 1922; one year graduate work, Harvard University, 1925-1926; Ph.D., Indiana University, 1929.

*Experience*—Teacher Graded School, Gosport, Indiana; Principal High Schools, Deer Creek, Fontanet, and Mecca, Indiana; History Teacher, Elwood, Indiana, Senior High School; Head History Department, Central Normal College, Danville, Indiana; Acting Instructor, Indiana University; Associate Professor of History, Indiana State Teachers College.

**HAROLD BRIGHT, Assistant Director of Supervised Teaching, Director of Student Employment, and Director of Radio Programs. 1930.** 626 S. Center St.

*Education*—Ph.B., Westfield College, 1912; A.B., 1925, and A.M., 1930, Indiana State Teachers College; Graduate Student, Indiana University, Extension, 1930-1931; 1931-1932.

*Experience*—Teacher in rural and grade schools, Cumberland County, Illinois; Teacher in High Schools, and Principal of High Schools, Clark County, Illinois; City Superintendent of Schools, Martinsville, Illinois; County Superintendent of Schools, Clark County, Illinois; Superintendent of Community Consolidated High School, Martinsville, Illinois; Assistant Director of Supervised Teaching, Director of Student Employment, and Director of Radio Programs, Indiana State Teachers College.

**KATE BROWNING, Instructor in Commerce. 1923.** Y. W. C. A.

*Education*—Graduate, Gregg School, Chicago; B.S., Indiana State Teachers College, 1931; Kappa Delta Pi; Graduate Student, Indiana State Teachers College, 1931-1932.

*Experience*—Office Experience, Two Years; Central High School, Evansville, Indiana; Instructor in Commerce, Indiana State Teachers College.

**EDWIN MORRIS BRUCE, Professor of Chemistry. 1905.** 2108 N. Tenth St.

*Education*—Graduate, Indiana State Normal School, 1897; A.B., Indiana University, 1899; M.S., University of Chicago, 1916.

*Experience*—Teacher in Rural School, Boone County, Indiana; Grades, Lebanon, Indiana; Superintendent, Hymers, Indiana; Superintendent, Whites-town, Indiana; High School Science, Princeton, Indiana; Professor of Physics and Chemistry, Oregon State Normal; Professor of Chemistry and Physics, North Dakota State Normal School; Assistant Professor, Physics and Chemistry, Indiana State Normal School; Professor of Chemistry, Indiana State Teachers College.

**WILLIAM H. BRYANT, Assistant Professor of Music. 1921.** 514 Chestnut St.

*Education*—B.M., Findlay College, 1926; B.S., Indiana State Normal School, 1923; Master of Music, Syracuse University, 1930; Graduate Student, Indiana University, Extension, 1923, 1929, 1930, 1931, 1932; Graduate Student, Syracuse University, 1931.

*Experience*—Teacher and Director of Orchestra, and Instructor on Stringed Instruments, Anderson Normal School, Anderson, Indiana; Instructor on Stringed Instruments, Eastern Indiana Normal School, Muncie, Indiana; Teacher of Band and Orchestral Instruments, Vincennes University; Teacher

of Public School Music, Anderson Township Schools; Director of Bryant Music Studio, Terre Haute, Indiana; Teacher of Orchestration and Instrumentation and Director of Orchestra, Syracuse University, Summer Session; Assistant Professor of Music, Indiana State Teachers College.

**CHARLOTTE SCHWEITZER BURFORD, Dean of Women. 1903.**

1508 S. Eighth St.

*Education*—Indiana State Normal School; Ph.B., University of Chicago, 1919; A.M., Indiana University, 1931; Graduate Student, Indiana University, 1931-1932.

*Experience*—Teacher in Grade School and High School, Waveland, Indiana; General Assistant, Indiana State Normal School; Assistant Professor of English, Indiana State Normal School; Dean of Women, Indiana State Teachers College.

**HOWARD W. BYRN, Assistant Professor of Education. 1911.**

2139 Third Ave.

*Education*—A.B., Indiana State Normal School, 1911; A.M., University of Chicago, 1915; Graduate Student, Indiana University, Extension, 1925, 1927; Graduate Student, University of Chicago, Summer Quarters, 1924, 1927.

*Experience*—Teacher in Rural Schools of Harrison County, Indiana; Principal of High School, Elizabeth, Indiana; Critic Teacher of Latin, State Normal Training School; Acting Principal, State Normal Training School; Principal of State Normal Training School; Assistant Professor of Education, Indiana State Teachers College. (Absent on leave for study, Indiana University, 1929-1930, 1930-1931, and 1931-1932.)

**EMILY SINCLAIR CALCOTT, Acting Assistant Professor of English. 1931.**

1206 S. Seventh St.

*Education*—B.S., State Teachers College, Farmville, Virginia, 1924; M.S., 1928, Ph.D., 1931, University of Virginia.

*Experience*—Ruffner Junior High School, Norfolk, Virginia; Acting Assistant Professor of English, Indiana State Teachers College.

**EDWIN N. CANINE, Director and Professor of Observation and Supervised Teaching. 1925.**

220 Barton Ave.

*Education*—Graduate, Indiana State Normal School; A.B., Indiana University, 1901; A.M., Indiana University, 1929; Graduate Student, Indiana University.

*Experience*—Rural School and Principal Village School, Montgomery County; Superintendent of Schools, Flora and Greenwood, Indiana; Principal of Grade and High Schools, Elwood, Gas City, and East Chicago, Indiana; Superintendent of Schools, East Chicago, Indiana; Director and Professor of Observation and Supervised Teaching, Indiana State Teachers College.

**BURTON CLARK, Acting Assistant Professor of Geology and Geography. 1931.**

1122 S. Center St.

*Education*—B.S., 1907, and M.S., 1908, Syracuse University; Research in Paleontology, 1908-1910, U. S. National Museum; Ph.D., Johns Hopkins, 1912; Honorary Fellow, Graduate School of Geography, Clark University, 1924; Research in the Geography of Phonetics, Library of Congress, 1929-1931.

*Experience*—Teacher of Geography, Business High School, Washington, D. C.; Associate Professor of Geology and Geography, Syracuse University, University of Minnesota, University of Southern California, Summer School, University of South Carolina; Field experience, Vermont Geological Survey, N. Y. State Geological Survey, U. S. Geological Survey; Consulting Economic Geologist in Latin America; Acting Assistant Professor of Geology and Geography, Indiana State Teachers College.

**MABEL H. CODDINGTON, Acting Instructor in English. 1930.**

500 S. Fifth St.

*Education*—Graduate, Northwestern University School of Speech, 1913; Columbia University, 1920; A.B., Indiana University, 1925; Graduate Student, University of Chicago, 1929; A.M., Indiana University, 1931.

*Experience*—Oxford College for Women, Oxford, Ohio; High School, Crawfordsville, Indiana; Hanover College, Hanover, Indiana; Winthrop College; South Carolina State College for Women; Acting Instructor in English, Indiana State Teachers College.

ROSE MARIAN COX, Professor of English. 1900.

Deming Hotel, Room 804.

*Education*—Indiana State Normal School; A.B., Indiana University, 1900; A.M., Cornell University, 1903; Graduate Student, Berlin University, one semester, 1904; Graduate Student, University of Chicago, 1905; Ph.D., Indiana University, 1929; Student, Heidelberg, Germany, Summer, 1930.  
*Experience*—Teacher in High School, Bluffton, Indiana; Principal and Teacher of English, Bluffton, Indiana; Teacher of English, High School, Fort Scott, Kansas; Assistant Professor of Psychology, Assistant Professor of German, Assistant Professor of French, Assistant Professor of Spanish, Associate Professor of English, Indiana State Normal School; Professor of English, Indiana State Teachers College.

ELIZABETH MARY CRAWFORD, Associate Professor of English. 1907.

519½ S. Eighth St.

*Education*—Graduate, Indiana State Normal School; Ph.B., University of Chicago, 1912; Graduate Student, University of Chicago, Summer Quarter, 1912; Graduate Student, Indiana University, Extension, 1923, 1924, 1926, 1927, 1928; Graduate Student, Indiana University, 1929-1930.  
*Experience*—Teacher in Intermediate Grades in City Schools, Terre Haute; Instructor in English, Wiley High School; Assistant Principal and Teacher of English and History, State Normal Training School; Principal of State Normal Training School and Teacher of English in State Normal Training School; Associate Professor of English, Indiana State Teachers College.

FLORENCE M. CURTIS, Head of the Department of Physical Education for Women and Professor of Physical Education. 1924.

1330 S. Center St.

*Education*—A.B., and Physical Education Diploma, Iowa State Teachers College, 1913; Graduate Student, University of Chicago, Summer Quarters, 1914, 1915, 1916; Graduate Student, University of Wisconsin, Summer Quarters, 1918, 1919, one semester, 1922; A.M., Columbia University, 1929.  
*Experience*—Teacher in High School at Wapello and Sigourney, Iowa; Supervisor of Physical Education, East Waterloo Public Schools, Waterloo, Iowa; Summer Faculty at University of Missouri; Kansas State Normal, Pittsburgh, Kansas, and Iowa State Teachers College Extension School at Keokuk, Iowa; Summer Session Extension Division, University of Pittsburgh, Johnstown, Pennsylvania, 1927; Head of the Department of Physical Education for Women and Professor of Physical Education, Indiana State Teachers College.

ETHEL DAUM, Assistant Professor of English. 1922. 621 Poplar St.

*Education*—Normal School, Ypsilanti, Michigan; Butler College; A.B., Indiana State Normal School, 1921; Leland Powers School, Boston, Massachusetts; A.M., Columbia University, 1925.  
*Experience*—Teacher in Grades, Tipton, Indiana; Grades, Gulfport, Florida; Head of English Department, Linton, Indiana; Assistant Professor of English, Indiana State Teachers College.

JULIA A. DAVIS, College Nurse. 1930.

671 Eagle St.

*Education*—Graduate of Union Hospital Training School for Nurses, Terre Haute, Indiana, 1929. Registered Nurse of State of Indiana.  
*Experience*—College Nurse, Indiana State Teachers College.

ROBERT K. DEVRICKS, Registrar and Director of Studies, and Assistant Professor of Education. 1926. Sheridan Apts.

*Education*—Marion Normal College; Indiana State Normal School; A.M., Indiana University, 1928.  
*Experience*—Teacher and Principal in Wabash County, Indiana; County Superintendent, Wabash County, Indiana; Deputy State Superintendent; Assistant State Superintendent; Director of Licensing in State Department of Public Instruction; Registrar and Director of Studies, and Assistant Professor of Education, Indiana State Teachers College.

FRED DONAGHY, Professor of Biology. 1909.

418 N. Center St.

*Education*—Valparaiso University; Ferris Institute, Big Rapids, Michigan; A.B., Indiana State Normal School, 1912; Fellowship and A.M., Indiana University, 1914; Graduate Student and Fellowship, Johns Hopkins University, School of Hygiene and Public Health, two years, 1926-1928; D.Sc., 1928, Johns Hopkins University.

*Experience*—Teacher in County and Town Schools, Wells County, Indiana; Principal, Dillman, Indiana; Principal, Zanesville, Indiana; Assistant Principal, Ossian High School; Science Department, Bluffton City Schools; Professor, Physics, Chemistry, and Embryology, Terre Haute Veterinary College; Teacher of Science, Wiley High School, Terre Haute; Instructor, Department of Science, Kansas State Manual Training Normal School, Pittsburgh, Kansas; Personal Adjutant Yale Army Laboratory School, Yale University, New Haven, Connecticut; Professor of Biology and Agriculture, Indiana State Normal School; Professor of Biology, Indiana State Teachers College.

MIRIAM DUVALL, Graduate Assistant in Physical Education for Women. 1930. 910 Locust St.

*Education*—B.S., Indiana State Teachers College, 1930.

*Experience*—Graduate Assistant in Physical Education for Women, Indiana State Teachers College.

RUBY JANE EAST, Assistant Professor of Physical Education for Women. 1927. 1206 S. Seventh St.

*Education*—A.B., Southern Methodist University, Dallas, Texas, 1923; A.M., University of Wisconsin, 1927.

*Experience*—Instructor in Physical Education, Southern Methodist University; Assistant Director in Physical Education, Y. W. C. A., Minneapolis, Minnesota; Assistant in Physical Education, Indiana State Normal School; Assistant Professor of Physical Education for Women, Indiana State Teachers College.

DOROTHY EATON, Instructor in Home Economics. 1927.

2028 S. 10½ St.

*Education*—B.S., 1925, and A.B., 1926, Indiana State Normal School; Graduate Student, Indiana University; Graduate Student, Indiana State Teachers College.

*Experience*—Teacher of Home Economics in High Schools, Russiaville, Indiana, and Scircleville, Indiana; Supervisor of Home Economics, Public Schools, Paxton, Illinois; Instructor in Home Economics, Indiana State Teachers College.

HELEN EDERLE, Assistant Professor of Education. 1923.

1015 S. Seventh St.

*Education*—A.B., Indiana State Normal School, 1923; A.M., University of Illinois, 1929.

*Experience*—Teacher in High School, Cayuga, Indiana; Critic Teacher of English, State Normal Training School; Assistant Professor of Education, Indiana State Normal School; Assistant Professor of Education, Indiana State Teachers College.

IRMA EHRENHARDT, Assistant Professor of Commerce. 1929.

1463 S. Ninth St.

*Education*—B.S., Indiana State Normal School, 1925; Ed.M., Harvard University, 1929.

*Experience*—Teacher in Sullivan High School, Sullivan, Indiana; Assistant Professor of Commerce, Indiana State Teachers College.

EDWARD M. GIFFORD, Assistant Professor of English. 1926.

225 Monterey Ave.

*Education*—Graduate, Indiana State Normal School; A.B., Indiana University, 1915; Graduate Student, University of Chicago, Winter, 1919-1920; Summer Quarter, 1922; A.M., Columbia University, 1930.

*Experience*—Teacher, Rural and Village Schools, Tipton County, Indiana; Principal, High School, Milroy and Kingman, Indiana; Superintendent of Schools, Warren, Indiana; Teacher of English, East Chicago High School; Head of Department of English, Morgan Park Military Academy, Chicago; Instructor in English, Indiana State Normal School, Summer Terms; Assistant Professor of English, Indiana State Teachers College. (Absent on leave for graduate study, University of Wisconsin, 1931-1932.)

LOUISE GILLUM, Assistant Professor of Home Economics. 1924.

1120½ S. Seventh St.

*Education*—A.B., Indiana State Normal School, 1915; A.M., Teachers College, Columbia University, 1920; Graduate Student, University of California, Summer Quarter, 1928.

*Experience*—Teacher of Home Economics, East Chicago, Indiana; Student-Dietitian, White Plains, New York; Dietitian Hospital of Scranton, Pennsylvania; Chief Dietitian, U. S. P. H. S. Hospital, Ellis Island, New York; Assistant Professor of Home Economics, Indiana State Teachers College. (Absent on leave for graduate study, University of California, 1931-1932.)

DAVID A. GLASCOCK, Assistant Professor of Physical Education for Men. 1924. 1601 S. Center St.

*Education*—A.B., Wabash College, 1909; A.M., Indiana University, 1916; Graduate Student, University of Illinois, Summer Session, 1922; Graduate Student, Columbia University, Summer Quarter, 1928, 1930-1931.

*Experience*—Teacher in Science and Athletic Coach, Crawfordsville, Indiana; Teacher in Science and Athletic Coach, Ogden, Utah; Regimental Athletic Officer, American Expeditionary Forces, Germany; Instructor in Physical Education and Athletic Coach, Aurora, Illinois, High School; Instructor in Physical Education and Athletic Coach, Aberdeen, South Dakota High School; Instructor and Assistant Coach, Indiana State Normal School; Assistant Professor of Physical Education for Men, Indiana State Teachers College.

J. ROY GOODLAD, Acting Instructor in Physical Education for Men. 1930. 727 Washington Ave., Apt. 7.

*Education*—B.S., 1928, and M.S., 1929, University of Wisconsin.

*Experience*—Assistant in Physical Education, Assistant in Corrective Department, University of Wisconsin; Instructor for Boys in Physical Education, East High School, Madison, Wisconsin; Instructor for Boys and Girls, Emerson Junior High School, Madison, Wisconsin; Acting Instructor in Physical Education for Men, Indiana State Teachers College.

DONA GAYLOR GRAAM, Associate Professor of Physiology and Hygiene. 1921. 712½ S. Center St.

*Education*—Graduate, 1918, Indiana State Normal School; A.B., 1920, and A.M., 1921, Indiana University; Graduate Student, University of Michigan, one year, 1924-1925.

*Experience*—Teacher in Rural Graded Schools, Cain Township, Fountain County, Indiana; Teacher of Science, West Terre Haute High School; Instructor in Physiology and Hygiene, Indiana State Normal School; Assistant in Zoology, Indiana University; Assistant, Indiana University Biological Station, Winona Lake; Associate Professor of Physiology and Hygiene, Indiana State Teachers College. (Absent on leave for graduate study, Indiana University, 1931-1932.)

FAY GRIFFITH, Assistant Professor of Education. 1920. 2005 N. Eighth St.

*Education*—Colorado State Teachers College, Greeley, Colorado; Winona College, Winona Lake, Indiana; Graduate, Indiana State Normal School; B.S., 1926, A.M., 1929, Teachers College, Columbia University.

*Experience*—Rural Schools, Madison County, Indiana; Primary Grades, Summitville, Indiana; Critic Teacher, Indiana State Normal School; Critic Teacher, LaCrosse, Wisconsin, State Normal School; Assistant Professor of Education, Indiana State Teachers College.

FRANK GROVE, Assistant Professor of Commerce. 1922. 2520 Deming.

*Education*—A.B., Indiana State Normal School, 1920; Graduate Student, University of New York, School of Commerce, one year, 1920-1921; Graduate Student, University of Chicago, Fall Quarter, 1929.

*Experience*—Teacher in Rural Schools, Clinton County, Indiana; Assistant Professor of Commerce, Indiana State Teachers College. (Absent on leave for graduate study, University of Illinois, 1931-1932.)

SARA KING HARVEY, Assistant Professor of English. 1921. 607½ S. Center St.

*Education*—A.B., Indiana State Normal School, 1913; A.M., University of Chicago, 1924; Graduate Student, Columbia University, one year, 1927-1928.

*Experience*—Teacher in High School, Cloverdale, Indiana; Departmental Work in English, Danville, Indiana; High School, Martinsville, Indiana; Head of Department of English, Indiana Central College; Assistant Professor of English, Indiana State Teachers College. (Absent on leave for graduate study, University of Chicago, 1931-1932.)



FRANK RAWDON HIGGINS, Professor of Mathematics. 1897.

1719 N. Ninth St.

*Education*—A.B., Acadia College, 1891; A.M., Cornell University, 1896; Graduate Student, University of Chicago, Summer Quarter, 1897; Graduate Student, Indiana University, Extension, 1926; Student, University of Colorado, Summer Term, 1927.

*Experience*—Teacher in Acadia Villa School for Boys; Assistant Professor of Mathematics, Indiana State Normal School; Professor of Mathematics, Indiana State Teachers College.

HAROLD A. HUNTINGTON, Associate Professor of Vocational Education.

1928.

208 Madison Blvd.

*Education*—Bradley Polytechnic Institute; B.S., 1922, and M.S., 1927, University of Illinois; Phi Delta Kappa; Graduate Student, University of Chicago, Summers 1928, 1929; Graduate Student, Indiana University, Extension, 1929-1930.

*Experience*—Industrial Arts Teacher in Elementary and High Schools in Dickinson, North Dakota, and New Orleans, Louisiana; Industrial Arts Teacher in Township High School, Murphysboro, Illinois; Reconstruction Aide, Camp Grant; Assistant, Department of Engineering Drawing, University of Illinois; Assistant Professor of Education and Director of Evening Classes, Bradley Polytechnic Institute; Associate Professor of Vocational Education, Indiana State Teachers College.

HORTENSE HURST, Itinerant Teacher Trainer for Vocational Education in Home Economics. 1931.

Y. W. C. A.

*Education*—B.S., Indiana State Teachers College, 1924; A.M., Teachers College, Columbia University, 1930.

*Experience*—Teacher in rural school, Harrison County, Indiana; Teacher in High School, Laconia, Indiana; Teacher of Home Economics in High School, Mt. Vernon, Indiana; Supervisor of Home Economics, East Chicago; Itinerant Teacher Trainer for Vocational Education in Home Economics, Indiana State Teachers College.

JOHN WILLIAM JONES, Dean of the Faculty and Professor of Education.

1927.

1670 N. Seventh St.

*Education*—A.B., 1925, A.M., 1926, and Ph.D., 1929, Indiana University.

*Experience*—Teacher in Rural Schools, Ford County, Illinois; Teacher in Public Schools, Forest, Illinois; Principal, Public Schools, Strawn, Illinois; Superintendent of Public Schools, Melvin, Illinois; Tutor in Education, Indiana University; Secretary to the Director of the Summer Session, Office of the School of Education, Indiana University; Dean of the Faculty and Professor of Education, Indiana State Teachers College.

MARY K. KLEPINGER, Assistant Professor of Home Economics and Director of Home Management House. 1931.

618 Eagle St.

*Education*—B.S., Miami University, 1925; M.S., Iowa State College, 1931.

*Experience*—Teacher of Home Economics at Roosevelt High School, Middletown, Ohio; Vocational Home Economics in High School, Kent, Ohio; Home Economics in Kent State College, Kent, Ohio; Graduate Assistant at Iowa State College, Ames, Iowa; Assistant Professor of Home Economics and Director of Home Management House, Indiana State Teachers College.

JOY MUCHMORE LACEY, Assistant Professor of Education. 1913.

*Education*—Diploma, Indiana State Normal School, 1910; A.B., Indiana State Normal School, 1913; Graduate Student, University of Chicago, Summer Quarters, 1921, 1922; A.M., 1929, and Ph.D., 1932, Teachers College, Columbia University.

*Experience*—Primary Grades, Sullivan, Indiana; Critic Teacher in Manchester College, North Manchester, Indiana; Critic Teacher, State Normal Training School; Assistant Professor of Education, Indiana State Teachers College. (Absent on leave for graduate study, first semester, Teachers College, Columbia University, 1931-1932.)

MERIT LEES LAUBACH, Head of the Department of Industrial Arts and Professor of Industrial Arts. 1905.

104 S. Twenry-first St.

*Education*—Graduate, State Normal School, Bloomsburg, Pennsylvania, 1895; Student, Bloomsburg State Normal School, Bloomsburg, Pennsylvania, 1896-1898; Student, Teachers College, 1900-1901; Student, Cornell University, Summer Quarter, 1903; Student, Bradley Polytechnic, Summer Quarter, 1904;

Student, Teachers College, Columbia University, Summer Quarter, 1905; B.S., Indiana State Normal School, 1926; A.M., Indiana University, 1928; Graduate Student, Indiana University, Extension, 1929, 1932.

*Experience*—Teacher in Rural Schools, Luzerne County, Pennsylvania; Instructor in Manual Training, State Normal School, Bloomsburg, Pennsylvania; Instructor in Manual Training, High School, Wilkes-Barre, Pennsylvania; Professor of Industrial Arts, Indiana State Normal School; Head of the Department of Industrial Arts and Professor of Industrial Arts, Indiana State Teachers College.

**ARTHUR H. LUEHRING, Assistant Professor of Industrial Arts. 1915.**

2215 S. Eighth St.

*Education*—Wisconsin University; Summer School, Stout Institute; B.S., Indiana State Teachers College, 1931.

*Experience*—Instructor in Industrial Arts, Indiana State Normal School; Teacher in Normal Training School; Assistant Professor of Industrial Arts, Indiana State Teachers College.

**MARY MCBETH, Assistant Professor of English. 1922.**

1905 N. Eighth St.

*Education*—Student, DePauw University; A.B., Indiana State Normal School, 1917; one year postgraduate work, Indiana State Normal School; A.M., Columbia University, 1927; Graduate Student, Columbia University, Summer Quarter, 1927; Graduate Student, Indiana University, Summer, 1929, and Fall Quarter, 1930.

*Experience*—Head of English Department and Principal, Brown Township, High School, Waveland, Indiana; Teacher of English, Garfield High School, Terre Haute; Critic Teacher of English, State Normal Training High School; Acting Assistant Professor of English, Indiana State Normal School; Assistant Professor of English, Indiana State Teachers College. (Absent on leave for graduate study, Indiana University, 1931.)

**JAMES F. MACKELL, Professor of Physics. 1921.**

Prairieton Road.

*Education*—A.B., Indiana State Teachers College, 1915; A.M., University of Minnesota, 1921; Graduate Study, University of California, University of Minnesota, University of Colorado, Indiana University; Ph.D., Indiana University, 1932; Fellow A. A. A. S. and Sigma Xi.

*Experience*—Teacher of Physics in High School; Teaching Fellow in Physics, University of California; Instructor in Physics, University of Minnesota; Professor of Physics, Indiana State Teachers College.

**CLEMENT T. MALAN, Associate Professor of History. 1922.**

108 Monroe Blvd.

*Education*—A.B., and LL.B., Indiana University, 1915; A.M., University of Chicago, 1925; Ph.D., Indiana University, 1930.

*Experience*—Principal, High School at Russellville, Indiana; Teacher of History, Manual Training High School, Indianapolis; Superintendent of Schools, Russellville, Indiana; Associate Professor of History, Indiana State Teachers College.

**WALTER E. MARKS, Instructor in Physical Education for Men. 1927.**

*Education*—Ph.B., University of Chicago, 1927; Certificate of eligibility for a Commission in the Field Artillery Officers Reserve Corps.

*Experience*—Instructor in Physical Education for Men, Indiana State Teachers College. (Absent on leave for graduate study, Indiana University, 1931-1932.)

**ANNE MAROLD, Acting Instructor in Home Economics. 1930.**

1330 S. Center St.

*Education*—Hibbing Junior College, 1927; B.S., University of Minnesota, 1929; M.S., Michigan State College, 1930.

*Experience*—Acting Instructor in Home Economics, Indiana State Teachers College.

**ALBERT C. MARTIN, Graduate Assistant in Physical Education for Men.**

1931.

112½ N. Sixth St.

*Education*—B.S., Indiana State Teachers College, 1931.

*Experience*—Graduate Assistant in Physical Education for Men, Indiana State Teachers College.

**LESLIE H. MEEKS**, Head of the Department of English and Professor of English. 1928. 367 S. Twenty-second St.

*Education*—A.B., (With honors), Earlham College, 1919; Graduate Student, University of Pennsylvania and Columbia University; A.M., Harvard University, 1922; Sterling Scholar, Yale University; Ph.D., Yale University, 1926.

*Experience*—Teacher of English and Latin, Advance, Indiana; Teacher of English and Greek, and Head of the English Department, Friends' Select School, Philadelphia, Pennsylvania; Teacher of English, Latin, and French, Mackenzie School, Monroe, New York; Instructor in English, Indiana University; Assistant in English, Yale University; Assistant Professor of English, Goucher College, Baltimore, Maryland; Head of the Department of English and Professor of English, Indiana State Teachers College.

**AMELIA A. MEYER**, Piano Instructor in the Department of Music. 1922. 1419 Eagle St.

*Education*—Student, DePauw School of Music, Greencastle, Indiana; Graduate of Chicago Musical College with gold medal in piano and diamond medal in scholarship, 1907; Student in Public School of Music, Indiana State Normal School, Terre Haute; Student in Normal Course at Cincinnati Conservatory of Music.

*Experience*—Teacher in the former Terre Haute Conservatory of Music; private studio work and also in the Bryant Studio, teaching piano, harmony, theory, history of music, and organ; Piano Instructor in the Department of Music, Indiana State Teachers College.

**VICTOR C. MILLER**, Associate Professor of English and Director of Junior College Composition. 1912. 2031 S. Eighth St.

*Education*—Graduate, Indiana State Normal School; Student, Miami University; Student, University of Chicago; Student, Earlham College; A.B., Indiana State Normal School, 1912; A.M., University of Chicago, 1914; Graduate Student, University of Chicago, two Quarters, 1914-1915; Graduate Student, University of Illinois, Summer Quarter, 1929.

*Experience*—Teacher in Rural Schools, Wells County; Township Common and High School, Franklin County; Principal High School, Markle, Indiana; Principal, Township Consolidated School, Poneto, Indiana; Head of Department of English, High School, Bluffton, Indiana; Associate Professor of English and Director of Junior College Composition, Indiana State Teachers College. (Absent on leave for study in Germany, 1930-1932.)

**FLORENCE MIRICK**, Dietitian. 1926. Women's Residence Hall.

*Education*—B.S., Kansas State Agricultural College, 1920; Graduate Student, Kansas State Agricultural College, Summer Quarters, 1923, 1924; M.S., Kansas State College of Agricultural and Applied Science, 1931.

*Experience*—Teacher of Home Economics in High School, Halstead, Kansas; Sylvania, Kansas; Head of Home Economics Department, Girls Physical Education Department, and Institutional Director, Dickinson County Community High School, Chapman, Kansas; Assistant Manager of Y. W. C. A. Cafeteria, Topeka, Kansas; Tea Room Manager, Norman, Oklahoma; Dietitian, Indiana State Teachers College.

**WALDO F. MITCHELL**, Head of the Department of Social Studies and Professor of Economics. 1931. 1425 S. Sixth St.

*Education*—Normal Diploma, Indiana State Normal School, 1910; A.B., Indiana State Normal School, 1912; A.M., University of Wisconsin, 1913; Ph.D., University of Chicago, 1922.

*Experience*—Teacher in rural schools of Howard County; Teacher in High School, Scottsborough, Indiana; Principal of Consolidated High School, Cory, Indiana; Principal of Collett School, Terre Haute, Indiana; Principal of High School, Greenville, Illinois; Instructor, Indiana State Normal School; Instructor and Assistant Professor of History and Economics, Iowa State Teachers College, Cedar Falls, Iowa; Instructor in History and Economics, Tulsa High School, Tulsa, Oklahoma; Instructor in Economics, University of Chicago; Professor of Economics and Business Administration, Evansville College, Evansville, Indiana; Professor of Economics and Business Administration, Lawrence College, Appleton, Wisconsin; Associate Professor and Professor of Economics in charge of the Department of Economics, DePauw University, Greencastle, Indiana; Head of the Department of Social Studies and Professor of Economics, Indiana State Teachers College.

MARY ELINOR MORAN, Professor of English. 1894. 424 S. Fifth St.

*Education*—Graduate, Indiana State Normal School; Ph.B., University of Chicago, 1904; Graduate Student, University of Chicago; A.M., Indiana University, 1924; Phi Beta Kappa, Indiana University; Graduate Student, Ohio University, Summer Quarter, 1926; Ph.D., Indiana University, 1930.

*Experience*—Teacher in Primary Work, Prairieeton, Indiana; Assistant Principal, Teacher of English, Frankfort, Indiana, High School; Assistant in Department of Literature and Reading, Indiana State Normal School; Professor of English, Indiana State Teachers College.

INEZ MORRIS, Assistant Professor of Mathematics. 1924.

612½ S. Seventh St.

*Education*—A.B., University of Kansas, 1912; Graduate Student, University of Kansas; Graduate Student, University of Chicago; Graduate Student, Indiana University; A.M., Columbia University, 1923; Graduate Student, Columbia University, 1931-1932.

*Experience*—Instructor in High School, Topeka, Kansas; Head of Mathematics Department in High School, Minneapolis and Emporia, Kansas; Assistant Professor and Supervisor of Teacher Training in Mathematics at the Kansas State Teachers College of Emporia; Summer Assistant, Indiana State Normal School at Muncie; Assistant Professor of Mathematics, Indiana State Teachers College. (Absent on leave for graduate study, Columbia University, 1931-1932.)

VIRGIL R. MULLINS, Director of Extension Division, Director of Placement Bureau, and Alumni Secretary. 1924. 2215 S. Seventh St.

*Education*—A.B., Indiana State Normal School, 1923; A.M., Columbia University, 1931.

*Experience*—Teacher of Grammar Grades, Swayzee, Indiana; Teacher of Mathematics, Swayzee High School; Superintendent of Schools, Summitville, Indiana; Director of Extension Division, Director of Placement Bureau, and Alumni Secretary, Indiana State Teachers College.

FREDERICK GILBERT MUTTERER, Professor of German. 1902.

1303 S. Center St.

*Education*—Graduate, Illinois State Normal University; A.B., University of Chicago, 1901; Graduate Student, University of Berlin, Germany, one year, 1903-1904; Study in Italy, Summer, 1926; Graduate Student, Indiana State Normal School, 1928; Graduate Student, University of Chicago, Summers, 1928, 1929; Graduate Student, Indiana State Teachers College, First Summer Term, 1930, Winter and Spring Quarters, First Summer Term, and Fall Quarter, 1931; Travel Study in Germany and Austria, Second Summer Term, 1931.

*Experience*—Teacher in Rural School, Illinois; Principal and Teacher of Latin, High School, Galena, Illinois; Instructor of German and Latin, Elgin Academy, Elgin, Illinois; Assistant Professor of Latin and German, Professor of German and Head of Department, Indiana State Normal School; Professor of German, Indiana State Teachers College.

BESSIE NOYES, Acting Associate Professor of Zoology. 1929.

1607 N. Seventh St.

*Education*—A.B., 1911, A.M., 1914, University of Nebraska; Ph.D., Johns Hopkins University, 1920.

*Experience*—Whitworth College, Spokane, Washington; North Carolina College for Women, Greenboro, North Carolina; Soochow University, Soochow, China; Acting Associate Professor of Zoology, Indiana State Teachers College.

ALVIN CLARENCE PAYNE, Professor of Education. 1921.

2209 N. Eleventh St.

*Education*—Indiana State Normal School; A.B., Wabash College, 1904; A.M., Columbia University, 1917; Graduate Student, Indiana University, Extension, 1928-1929; Graduate Student; Indiana University, Fall Semester, 1929; Research Student, University of North Carolina, Summer, 1930; Graduate Student, Indiana University, Extension, 1930-1931, 1931-1932.

*Experience*—Teacher in Rural Schools, Principal of High School, Orleans, Indiana; Superintendent of Schools, Mooresville, Noblesville, and Connersville, Indiana; Faculty Member, Hampton Institute Summer School, Hampton, Virginia; Principal and Director of Training School, Indiana State Normal School; Professor of Education, Indiana State Teachers College. (Absent on leave for graduate study, Indiana University, 1932.)

WENDELL LEROY PERKINS, Associate Professor of Geography and Geology. 1924.

*Education*—B.S., 1911, and A.M., 1919, University of Michigan; Graduate Student, University of Chicago, Summer Quarter, 1915; University of Chicago Field Party in Mexico, Summer, 1928; Sigma Xi, University of Michigan; Graduate Student, University of Chicago, Fall Quarter, 1929, and Winter Quarter, 1930.

*Experience*—Rural Schools in Michigan; Teaching Assistant in Geology and Physiography, University of Michigan; Instructor in Physiography and Coach of Athletics, High School, Jackson, Michigan; Principal of High School, Dowagiac, Michigan; Principal of Western High School, Bay City, Michigan; Dean and Instructor in Geology and Physiography, Junior College, Bay City, Michigan; Instructor in Nature Study, Western State Normal, Kalamazoo, Michigan; Associate Professor of Geography and Geology, Indiana State Teachers College. (Absent on leave for graduate study, University of Chicago, 1931-1932.)

HAZEL TESH PFENNIG, Assistant Professor of English. 1923.

907 S. Seventh St.

*Education*—B.S., Indiana State Normal School, 1923; Oxford College, England, Summer, 1927; A.M., Teachers College, Columbia University, 1929.

*Experience*—Teacher, Madison County, Indiana; Thorntown, Indiana; Anderson, Indiana; Indianapolis, Indiana; Assistant Professor of English, Indiana State Teachers College. (Absent on leave for graduate study, Columbia University, 1931-1932.)

SAUL POLLOCK, Acting Assistant Professor of Mathematics. 1931.

403 N. Fifth St.

*Education*—A.B., 1925, A.M., 1927, and Ph.D., 1931, University of California. *Experience*—Associate Editor, *Pacific World Magazine*; Lecturer on Skew Curve Projection, California Universities and Colleges; Assistant Professor of Mathematics, Colorado Agricultural College, Ft. Collins, Colorado; Acting Assistant Professor of Mathematics, Indiana State Teachers College.

EARL E. RAMSEY, Head of the Department of Education, Professor of Education, and Director of Training School. 1925.

1301 S. Eighth St.

*Education*—A.B., 1902, and A.M., 1910, Indiana University; Graduate Student, Indiana University, Summer Quarters, 1911, 1912, and Summer, Fall, and Winter Quarters, 1929-1930.

*Experience*—Teacher in Rural and Township High Schools in Wabash County; Assistant Biological Station Winona Lake; Teacher in Muncie, Indiana, and Fort Wayne, Indiana, High Schools; Principal of High School, Bloomington, Indiana; Critic Teacher in Zoology and Physical Geography, Indiana University; Director of Observation, Indiana University; Instructor Summer Work, Indiana University; Superintendent of Schools, Bloomington, Indiana; State School Inspector; Member of National School Inspectors' Association; Professor of Education, Indiana State Normal School; Instructor in Summer School, Cornell University; Head of the Department of Education, Professor of Education, and Director of Training School, Indiana State Teachers College.

RAYMOND J. REECE, Assistant Professor of History. 1927.

2600 N. Eighth St.

*Education*—A.B., Indiana State Normal School, 1916; A.M., University of Wisconsin, 1926; Graduate Student, Indiana University, Extension, 1926-1927, Summer Terms, 1929, 1930.

*Experience*—Teacher in Rural Schools, Scott County, Indiana; Teacher in Grades, Peotone, Illinois; Teacher in High School, Dupont, Indiana; Principal, Hardinsburg, Emison, and New Haven, Indiana; Principal of High School, Cresco, Iowa; Supervising Principal, Eugene Township, Cayuga, Indiana; Teacher in Department of History, Central High School, Evansville, Indiana; Head of Department of History, Central High School, Evansville, Indiana; Critic Teacher of History and Instructor, Evansville College; Assistant Professor of History, Indiana State Teachers College.

MARY D. REED, Director and Professor of Primary Education. 1930.

1927 S. Sixth St.

*Education*—Primary Diploma, 1913, Critic Diploma, 1919, and A.B., 1920, Iowa State Teachers College; Graduate Student, University of Chicago, and University of Southern California; A.M., Iowa State University, 1929.

*Experience*—Teacher in Public Schools, Garner, Iowa; Critic Teacher, Iowa State Teachers College; Critic Teacher, Detroit Teachers College; Primary Supervisor, State Normal School, Indiana, Pennsylvania; Assistant Superintendent, Indiana, Pennsylvania; Supervisor of Third and Fourth Grades, Course of Study Division, Los Angeles, California; Instructor, Summer School, University of Iowa; Demonstration Teacher, University of California; Director and Professor of Primary Education, Indiana State Teachers College.

**HELEN E. REEVE**, Head of Women's Residence Hall and Assistant Dean of Women. 1926. Women's Residence Hall.

*Education*—Indiana University; Bradley Institute; Stout Institute; B.S., Indiana State Normal School, 1926.

*Experience*—Teacher in Grade School and High School, Edwardsport, Indiana; Teacher in High School, Decker, Indiana; Head of Women's Residence Hall and Assistant Dean of Women, Indiana State Teachers College. (Absent on leave for graduate study, Columbia University, 1931-1932.)

**LOUIS JOHN RETTGER**, Vice-President, Dean of the Department of Science, and Professor of Physiology. 1891. 107 Van Buren St.

*Education*—Graduate, Indiana State Normal School; A.B., Johns Hopkins University, 1888; Graduate Student and University Scholar, Johns Hopkins University, 1889; A.M., Indiana University, 1890; Graduate Student, University of Heidelberg, 1896; Graduate Student, University of Berlin, 1897; Ph.D., Johns Hopkins University, 1909.

*Experience*—Assistant, Department of Science, Indiana State Normal School; Assistant, Biology, Johns Hopkins University; Instructor, Indiana University; Teacher of Science, South Bend High School; Professor of Biology, Professor of Physiology, Indiana State Normal School; President, Indiana Academy of Science, 1929; Vice-President, Dean of the Department of Science, and Professor of Physiology, Indiana State Teachers College.

**JUNE REYNERSON**, Head of the Department of Art and Professor of Art. 1926. 1637 S. Fifth St.

*Education*—Graduate, Indiana State Normal School; Graduate, Pratt Institute; Berkshire School of Art; Designer with Ralph Johannot; Modeling from Life, Carl F. Hamann; B.S., Indiana State Normal School, 1927; A.M., Teachers College, Columbia University, 1929.

*Experience*—Public Schools of Terre Haute; Assistant Supervisor Saturday Art Classes, Pratt Institute; Summer Assistant, Indiana State Normal School; High School Art, Des Moines, Iowa; Assistant Professor of Art, Indiana State Normal School; Head of the Department of Art and Professor of Art, Indiana State Teachers College.

**IVAH M. RHYAN**, Head of the Department of Home Economics and Professor of Home Economics. 1908. 2206 N. Eleventh St.

*Education*—Graduate, Indiana State Normal School; Graduate, Bradley Polytechnic Institute, Peoria, Illinois; Student, Teachers College, Columbia University; Graduate, Hunt Trade School, Chicago; Ph.B., University of Chicago, 1919; Graduate Student, Indiana University, Extension, 1926, 1927, 1928; M.S., Indiana University, 1929.

*Experience*—Teacher in Grade Schools; Principal of Grades, High School and Normal School; Head of the Department of Home Economics and Professor of Home Economics, Indiana State Teachers College.

**FLOYD RIGGS**, College Physician and Instructor in Hygiene. 1929. 619 Eighth Ave.

*Education*—A.B., Indiana State Normal School, 1924; M.D., Indiana University Medical School, 1928; Interne, Methodist Hospital, Indianapolis, 1928-1929.

*Experience*—College Physician and Instructor in Hygiene, Indiana State Teachers College.

**VIRGINIA RINARD**, Instructor in Library Science and Children's Librarian. 1929. 1206 S. Seventh St.

*Education*—Ph.B., University of Chicago, 1920; B.S., Library School, University of Illinois, 1928.

*Experience*—Librarian of Public Library, Kentland, Indiana; High School Librarian, Mishawaka, Indiana; Order Assistant, Library, University of Illinois; Instructor in Library Science and Children's Librarian, Indiana State Teachers College. (Absent on leave for graduate study, University of Illinois, 1931-1932.)

**EARLAND RITCHIE**, Acting Assistant Professor of Physics and Geography.  
1931. 1118 S. Center St.

*Education*—B.S., Ball State Teachers College, 1925; A.M., Columbia University, 1926; Graduate Student, University of Michigan, 1927; Ph.D., Indiana University, 1931.

*Experience*—Rural and Grade Schools, Delaware County, Indiana; Science Instructor in High School, Delaware County, Indiana; Acting Professor of Physics, Doane College, Crete, Nebraska; Head Physics Department, Central High School, Tulsa, Oklahoma; Assistant in Physics, Indiana University; Instructor of Physics, Ball State Teachers College; Acting Assistant Professor of Physics, Indiana State Teachers College.

**WILLARD HASKELL ROBINSON**, Acting Associate Professor of English.  
1930. 452 N. Sixth St.

*Education*—A.B., University of Chicago, 1909; Graduate Student, University of Chicago; B.D., McCormick Theological Seminary, 1913; Graduate Student, University of Berlin, Summer Semesters, 1909, 1913, 1914; Graduate Student, American School of Archaeology, Jerusalem, Palestine, 1913-1914; Ph.D., University of Chicago, 1915.

*Experience*—Blackburn College, Carlinville, Illinois; Whitworth College, Spokane, Washington; Park College, Parkville, Missouri; Hillsdale College, Hillsdale, Michigan; Hope College, Holland, Michigan; Acting Assistant Professor of English, Indiana State Teachers College.

**CHARLES ROLL**, Associate Professor of History. 1913.  
2614 N. Eighth St.

*Education*—Indiana State Normal School; A.B., Indiana University, 1910; A.M., University of Wisconsin, 1912; Graduate Student; University of Wisconsin, one year, 1912-1913.

*Experience*—Teacher in Rural Schools, Vigo County, Indiana; Columbus High School, Columbus, Indiana; Fellow in American History, University of Wisconsin; Assistant Professor of History, Indiana State Normal School; Associate Professor of History, Indiana State Teachers College.

**BERNARD H. SCHOCKEL**, Professor of Geography and Geology. 1913.  
411 Osborne St.

*Education*—Graduate, Indiana State Normal School; B.S., 1910, and M.S., 1913, University of Chicago; Graduate Student, University of Chicago, three years, 1911, 1912, 1913, one quarter, 1917; U. S. Meteorological School, Langres, France; Sigma Xi, University of Chicago.

*Experience*—Teacher in Rural School; Assistant in Geography, Indiana State Normal School; Fellow and Teacher, University of Chicago; Illinois Geological Survey; Teacher of Geography, Illinois State Normal; U. S. Weather Bureau, St. Louis; U. S. Shipping Board; Professor of Geography and Geology, Indiana State Teachers College. (Absent on leave for graduate study, University of Chicago, 1931-1932.)

**ROBERT SHADE**, Acting Teacher of Commerce. 1931. 225 N. Fifth St.

*Education*—Ph.B. and B.S., Lebanon University, 1910; Graduate of Lima, Ohio, Business College and Brown's Business College, Moline, Illinois; A.B., B.Ped., Ohio Northern University, 1912; A.M., Thiel College, 1922; Honorary M.Ped., Ohio Northern University, 1922; Graduate Student in the University of Chicago in History and Education, 1922-1923; Graduate Gregg School, 1925; Graduate of Zanerian Art College in Penmanship, 1929; Graduate Student, University of Wichita, 1931.

*Experience*—Superintendent of Schools, Hume, Gomer, Pettisville, Grand Rapids, Sugar Creek Township, Stark County, Harlem Township, Delaware County, Ohio; Special Representative of the State Office of Public Instruction, Columbus, Ohio; Head of Commercial Department of High School, Moline, Illinois; Teacher of History, Maine Township High School, Cook County, Illinois; Teacher of History, Girard High School, Girard, Ohio; Teacher of Latin, West High School, Akron, Ohio; Teacher of High School Geography, South High School, Lima, Ohio; Teacher of Penmanship, Wichita High School, Wichita, Kansas; Acting Teacher of Commerce, Indiana State Teacher College.

**JOHN RAYMOND SHANNON**, Professor of Education. 1927.  
1101 S. Seventh St.

*Education*—A.B., Indiana State Normal School, 1917; A.M., 1922, and Ph.D., 1927, Indiana University.

*Experience*—Teacher in High School, Decker, Indiana; Principal, High School, Tangier, Indiana; Bridgeton, Indiana; Ellettsville, Indiana; Superintendent of Schools, Danville, Indiana; Graduate Fellow, Indiana University; Professor of Education, Indiana State Teachers College.

**HENRY D. SHELDON, JR., Acting Assistant Professor of History and Economics. 1931.** 432 N. Center St.

*Education*—A.B., 1925 and A.M., 1928, University of Oregon; Graduate Student, University of Wisconsin, 1928-1929.

*Experience*—Teacher in High School, Ashland, Oregon; Acting Instructor and Research Assistant, Western Reserve University; Acting Assistant Professor of History and Economics, Indiana State Teachers College.

**WALTER OWEN SHRINER, Head of the Department of Mathematics and Professor of Mathematics. 1928.** 2225 N. Eleventh St.

*Education*—A.B., Indiana State Normal School, 1917; Commission, Field Artillery Officers' School, Saumur, France; A.M., 1921, University Fellowship, and Ph.D., 1926, University of Michigan.

*Experience*—Director of Mathematics, 8th F. A. School, A. E. F.; Critic Teacher of Mathematics, Normal Training High School; Instructor of Mathematics, Indiana State Normal School; Teacher of Mathematics, Ann Arbor, Michigan, High School; Instructor of Mathematics, Ball Teachers College, Muncie, Indiana; Head of Mathematics Department, Shaker Heights High School, Cleveland, Ohio; Supervisor of Mathematics, Shaker Heights Public Schools, Cleveland, Ohio; Professor of Education and Psychology, Northern State Teachers College, Marquette, Michigan; Consultant in Educational Tests and Measurements, John D. Pierce Training School, Marquette, Michigan; Head of the Department of Mathematics and Professor of Mathematics, Indiana State Teachers College.

**ROSE MCFALL SMALL, Part-time Assistant Professor of English and Extension Teacher. 1926.** 512 Chestnut St.

*Education*—Graduate, Indiana State Normal School, 1912; A.B., Indiana State Normal School, 1915; A.M., Indiana University, 1916; Graduate Student, Indiana University, Extension, 1927-1928; Graduate Student, University of Iowa, Summers, 1929 and 1931, and Extension, 1929-1930; Student, Heidelberg, Germany, Summer, 1930.

*Experience*—Teacher, Rural School, Helt Township, Vermillion County, Indiana; Principal, St. Bernice, Indiana; Teacher in Grades, Hillsdale, Indiana; Principal and Teacher of English, Hillsdale, Indiana; Part-time Assistant Professor of English and Extension Teacher, Indiana State Teachers College.

**BENJAMIN H. SMITH, Associate Professor of Botany. 1921.** 526 S. Twenty-first St.

*Education*—Indiana State Normal School; A.B., Wabash College, 1917; Graduate Student, Cornell University; M.S., George Washington University, 1921; Ph.D., Ohio State University, 1931.

*Experience*—Teacher in Rural Schools, Montgomery County, Indiana; Principal, Highview Consolidated Grade School, Montgomery County, Indiana; Teacher, Darlington, Indiana; Assistant in Botany, Wabash College; Assistant in Plant Pathology, Cornell University; Assistant Plant Pathologist, Insecticide and Fungicide Board, U. S. Department of Agriculture, Washington, D.C.; Assistant Professor of Biology, Associate Professor of Biology, Indiana State Normal School; Associate Professor of Botany, Indiana State Teachers College.

**LENNA ELIZABETH SMOCK, Assistant Professor of Education. 1929.** 1401 S. Ninth St.

*Education*—A.B., Indiana Central College, 1923; A.M., Indiana University, 1929.

*Experience*—Grade Teacher, Marion County Schools; Summer Instructor in History, Indiana Central College; Supervising Principal, Elementary Training School, Indiana Central College; Summer Instructor, Indiana State Normal School; Assistant Professor of Education, Indiana State Teachers College.

**REUBEN H. SNITZ, Associate Professor of Industrial Arts. 1915.** 2007 S. Eighth St.

*Education*—A.B., Indiana State Normal School, 1912; Graduate Student, Columbia University; A.M., Indiana University, 1928; Ph.D., Indiana University, 1931.



*Experience*—Teacher in Rural Schools, Huntington County, Indiana; Grade School, Andrews, Indiana; Superintendent of Schools, Andrews, Indiana; Instructor in Industrial Arts, Evansville, Indiana; High School Critic Teacher, State Normal Training School; Assistant Professor of Industrial Arts, Indiana State Normal School; Associate Professor of Industrial Arts, Indiana State Teachers College.

**ARTHUR L. STRUM**, Head of the Department of Physical Education for Men and Professor of Physical Education for Men. 1923.

2206 S. Seventh St.

*Education*—Graduate, LaCrosse State Teachers College, 1916; B.E., LaCrosse State Teachers College, 1928; Student, University of Illinois; Student, Columbia University; M.S., University of Wisconsin, 1929.

*Experience*—Director of Physical Education, Teachers College, Aberdeen, South Dakota; Instructor in Physical Education with Rank of Captain, Fort Snelling, World War; Instructor, State College, South Dakota; Director Physical Education, State Teachers College, Oshkosh, Wisconsin; Director Physical Education, Fort Wayne City Schools; Head of the Department of Physical Education for Men and Professor of Physical Education for Men, Indiana State Teachers College.

**LOWELL MASON TILSON**, Head of the Department of Music and Professor of Music. 1915.

673 Swan St.

*Education*—Franklin College; Westfield College, Westfield, Illinois; Summer School of Music, Lafayette, Indiana; Indianapolis College of Music; Department of Music, Franklin College; B.S., Indiana State Normal School, 1926; M.Ped., Cincinnati Conservatory of Music, University of Cincinnati, 1928; A.M., University of Cincinnati, 1932.

*Experience*—Professor of Music, Westfield College; Assistant, Summer Music Normal, Franklin College; Director and Teacher of Music, Social Institute, Greenwood, Indiana; Supervisor of Music, Public Schools, Lebanon, Indiana; Supervisor of Music, Public Schools, and Director of May Festival, Connerville, Indiana; Professor of Music, Indiana State Normal School; Guest Teacher, Cincinnati Conservatory of Music, Summer Session; Head of the Department of Music and Professor of Music, Indiana State Teachers College.

**LORENA TOMSON**, Assistant Professor of Music. 1929.

410 N. Sixth St.

*Education*—B.M., Oxford College for Women, 1910; B.S., 1927, A.M., 1928, New York University.

*Experience*—Music Supervisor of Grade Schools, Elyria, Ohio; Teacher of Music in High School, Elyria, Ohio; Director of Music Department, State Teachers College, Hattiesburg, Mississippi; Director of Music Department, State Teachers College, Johnson City, Tennessee; Assistant Professor of Music, Indiana State Teachers College.

**JOHN TRANBARGER**, Director of Print Shop and Assistant Professor of Industrial Arts. 1925.

1629 S. Eleventh St.

*Education*—Graduate, Marion Normal, Marion, Indiana; Graduate, Indiana State Normal School; Student, Indiana University; B.S., Indiana State Normal School, 1928.

*Experience*—Teacher in Grade and High School, Forest, Indiana; Principal of High School, Mt. Ayr, Indiana; Superintendent of Schools, Wheatfield, Indiana; Instructor in Printing, Indiana State Normal School; Director of Print Shop and Assistant Professor of Industrial Arts, Indiana State Teachers College.

**WILLIAM THOMAS TURMAN**, Professor of Art. 1894. 1629 S. Fifth St.

*Education*—A.B., Union Christian College, 1894; Art Department, Zanerian Art College, Art Institute, Chicago; Art Academy, Chicago; Pennsylvania Academy of Fine Arts; Graduate Student, Indiana University, Extension, 1926, 1927.

*Experience*—Teacher of Special Classes in Writing in College; Rural School, Sullivan County, Indiana; Head of Department of Writing and Drawing, Indiana State Normal School; Head of the Department of Art and Professor of Art, Indiana State Normal School; Professor of Art, Indiana State Teachers College.

**FLORA E. VANDAMANT**, Acting Head of Women's Residence Hall and Assistant Dean of Women. 1931.

Residence Hall.

*Education*—A.B., DePauw University, 1907; Graduate Student of Washington State University, Summer Term; Chicago University, Summer Term; DePauw University, Summer Term; Columbia University, 1922-1923, and two summer terms.

*Experience*—Principal of Consolidated High School, Putnam County, Indiana; Head of English Department, Noblesville, Indiana; Dean of Girls in Seattle High School; Dean of Women and Professor of English, Huntington College; Education Department, DePauw University; Dean of Women and Professor of English, Taylor University; Acting Head of Women's Residence Hall and Assistant Dean of Women, Indiana State Teachers College.

**HARRY VINCENT WANN**, Head of the Department of Romance Languages and Professor of French. 1917. 1612 S. Fourth St.

*Education*—A.B., 1908, and A.M., 1909, Wabash College; Certificate, University of Marburg, Germany; Certificate, University of Lausanne, Switzerland; Graduate Student, University of Michigan, two years, 1915, 1917; Study in France, Summer of 1925; Ph.D., University of Michigan, 1930.

*Experience*—Instructor in German, Wabash College; Instructor in English, Robert College, Constantinople, Turkey; Acting Professor of French, Wabash College; Instructor in French and Extension Lecturer, University of Michigan; Professor of Romance Languages, Indiana State Normal School; Head of the Department of Romance Languages and Professor of French, Indiana State Teachers College.

**ERNEST L. WELBORN**, Professor of Education. 1917. 2419 N. Ninth St.

*Education*—Graduate, Indiana State Normal School; Correspondence Department, University of Chicago; B.S., 1917, and A.M., 1920, Teachers College, Columbia University; Graduate Student, University of Chicago, First Summer Term, 1928, and First and Second Summer Terms, 1929.

*Experience*—Teacher in Rural Schools, Posey County, Indiana; Principal and Teacher, Upton, Indiana; Deputy in charge of License Division and School Statistics, State Department of Public Instruction, Indianapolis, Indiana; Experimental Teaching at Teachers College; Acting Professor of Methods and Practice, Professor of Methods and Practice, Indiana State Normal School; Professor of Education, Indiana State Teachers College. (Absent on leave for graduate study, Ohio State University, 1930-1932.)

**FREDERICK H. WENG**, Head of the Department of Latin and German, Professor of Latin, and Dean of Men. 1903. 816 Third Ave.

*Education*—Ph.B., 1898, and A.M., 1900, University of Michigan; Phi Beta Kappa, University of Michigan; Graduate Student, University of Chicago, two quarters, 1904-1905; Graduate Student, Indiana University, Extension, 1928-1929, 1929-1930.

*Experience*—Teacher of Foreign Languages and English, Marine City, Michigan, High School; Detroit School for Boys; Leadville, Colorado, High School; Assistant Professor of Latin and German, Professor of Latin and Dean of Men, Head of Department of Foreign Languages, Indiana State Normal School; Head of the Department of Latin and German, Professor of Latin, and Dean of Men, Indiana State Teachers College.

**PAUL DELASSUS WILKINSON**, Associate Professor of Chemistry and Physiology. 1921. 1636 S. Fourth St.

*Education*—B.S., University of Missouri, School of Mines and Metallurgy, 1919; M.S., Iowa State College, 1921; Fellow, Washington University, one year, 1924-1925; Ph.D., in Physiological Chemistry, Iowa State College, 1930.

*Experience*—Chemistry Assistant, University of Missouri, School of Mines; Instructor in Chemistry, Iowa State College; Acting Head of Chemistry Department, University of Missouri, School of Mines; Assistant Professor of Chemistry, Associate Professor of Chemistry, Indiana State Normal School; Associate Professor of Chemistry and Physiology, Indiana State Teachers College.

**JOHN B. WISELY**, Professor of English and Trustee of Loan Funds. 1894. 1247 N. Tenth St.

*Education*—Normal School, Valparaiso, Indiana; Graduate, Indiana State Normal School; Michigan University; A.B., 1890, and A.M., 1891, Indiana University; Graduate Student, Harvard University, one term, 1900; Graduate Student, University of California, one term, 1917.

*Experience*—Teacher in Rural Schools, Owen County, Indiana; Principal, City School, Terre Haute, Indiana; Head of Department of English, State Normal School, St. Cloud, Minnesota; Member of Faculty, University of Minnesota, Summer School; Head of Department of English, Indiana State Normal School; Professor of English and Trustee of Loan Funds, Indiana State Teachers College.

HELEN WOOD, Assistant Professor in Commerce. 1928. Y. W. C. A.

*Education*—Graduate, Gregg School Normal Course, 1919; A.B., Indiana State Normal School, 1922; Graduate Work, Columbia University, 1927, Graduate Work, Indiana State Normal School, 1928; A.M., Indiana University, 1930.  
*Experience*—Teacher Rural School, Vermillion County, Indiana; Teacher and Grade Principal, Clinton, Indiana; Head of Commercial Department, Clinton High School, Clinton, Indiana; Summer Assistant in Commerce, Indiana State Normal School; Assistant Professor in Commerce, Indiana State Teachers College.

MILDRED LOUISE WOODWORTH, Assistant Professor of Romance Languages. 430 N. Center St.

*Education*—A.B., Indiana University, 1928; A.M., University of Illinois, 1931. Diplôme d' Études Supérieures, Université de Bordeaux, France; Certificat d' Études Françaises pour l'Enseignement à l' étranger, Université de Bordeaux, France, 1929; Phi Beta Kappa, Indiana University.  
*Experience*—Assistant in Romance Languages, University of Illinois; Assistant Professor of Romance Languages, Indiana State Teachers College.

SHEPHERD YOUNG, Head of the Department of Commerce and Professor of Commercial Subjects. 1918. 2301 Washington Ave.

*Education*—A.B., West Kentucky College, 1899; Student, Southern Business University; A.M., Indiana University, 1929; Graduate Study, Summer, 1930, Harvard University.  
*Experience*—Teacher of Rural Schools, Muhlenburg County, Kentucky; Superintendent of Schools, Providence, Kentucky; Head of Department of Commerce, Preparatory Branch, West Virginia University; Head of Department of Commerce, High School, Evansville, Indiana; Head of the Department of Commerce and Professor of Commercial Subjects, Indiana State Teachers College.

## LIBRARY

HAZEL E. ARMSTRONG, Librarian.

MARGUERITE HALLAM ANDERSON, Acting Instructor in Library Science and Children's Librarian. (See Faculty List.)

DOROTHY ARBAUGH, Cataloger. 1931. 711 S. Center St.

*Education*—Teachers Life Certificate, Michigan State Normal College, Ypsilanti, 1919; A.B., 1921, A.B. in Library Science, 1927, and A.M. in Library Science, 1931, University of Michigan.

*Experience*—English Teacher in High School, Ann Arbor, Michigan; Exchange Teacher in Tsing Hua College, Peiping, China; Cataloger in Highland Park, Michigan, Public Library and State University of Iowa Library; Library, Indiana State Teachers College.

HAZEL E. ARMSTRONG, Librarian and Professor of Library Science. (See Faculty List.)

DEAN ULEN BOND, Night Librarian. 1922. 2618 N. Eighth St.

*Education*—Student, Indiana State Normal School.

*Experience*—Teacher, Grades, Indiana Schools; Library, Indiana State Teachers College.

CARABELLE GREINER DICKEY, Reference and Document Librarian. 1908. 424 N. Center St.

*Education*—A.B., University of Wisconsin, 1912; Graduate, Indiana State Normal, including Advanced Library Courses; Student, Williamstown Institute of International Relations, Summer Session, 1928; B.L.S., Columbia University, 1930; Graduate Student, Columbia University, Summer, 1931.

*Experience*—Teacher in Grade Schools, Thorntown, Indiana, and Anderson, Indiana; Library, Indiana State Teachers College.

MARIE REIMAN ORTON, Assistant Librarian. 1924. 1030 S. Sixth St.

*Education*—Student, University of Wisconsin; Student, Indiana State Normal School, including Library Courses.

*Experience*—Emeline Fairbanks Memorial Library, Terre Haute, Indiana; Library, Indiana State Teachers College.

RUTH MILDRED RICHART, Assistant Librarian. 1928. 419 S. Seventeenth St.

*Education*—Student, Indiana State Normal School; Library Class, Emeline Fairbanks Library, 1926.

*Experience*—Grade Teacher, Lost Creek Township; Assistant, Emeline Fairbanks Library; Assistant, Rose Polytechnic Institute; Library, Indiana State Teachers College.

VIRGINIA RINARD, Instructor in Library Science and Children's Librarian. (See Faculty List.)

MARTHA SANFORD, Night Assistant. 1931. 1468 S. Eleventh St.

*Education*—Library Class, Emeline Fairbanks Memorial Library, 1925; A.B., Indiana State Teachers College, 1931, including Library Courses.

*Experience*—Substitute, Emeline Fairbanks Memorial Library; Library, Indiana State Teachers College.

LUCILE VIEHE, Assistant Librarian. 1920. 1339 Sycamore St.

*Education*—Student, University of Wisconsin; A.B., Indiana State Normal School, 1919; Graduate Student, Indiana State Teachers College, Summer, 1930, and Winter and Spring Quarters, 1931.

*Experience*—Teacher of Mathematics, Booneville, Indiana; Teacher of Mathematics and Physics, High School, North Terre Haute, Indiana; Library, Indiana State Teachers College.

CHRISTINE V. OPENSHAW, Clerical Assistant.

ROBERT ACHER, CHESTER BRAUNELLER, RUSH CAINE, EDWIN CRAIG, MARTHA FORD, KENNETH MCNEIL, WAYNE MASON, JAMES MOSS, MILDRED NICKEL, Student Assistants.

## TRAINING SCHOOL FACULTY

EARL E. RAMSEY, Director  
(See College Faculty List.)

OLIS G. JAMISON, Principal. 1928.

1118 S. Center St.

*Education*—B.S., Indiana State Normal School, 1923; M.S., Indiana State Teachers College, 1929; Graduate Student, Ohio State University, Summer Quarter, 1930.

*Experience*—Teacher in Rural Schools, Greene County; Teacher of Graded School, Linton, Indiana; Teacher of Science and History, Linton-Stockton High School, Linton, Indiana; Principal, College Training School. (Absent on leave for graduate study, Leland Stanford University, 1931-1932.)

HAROLD ALBRIGHT, (Acting) Physical Education for Boys. 1931.

514 Chestnut St.

*Education*—B.S., 1929, and M.S., 1931, Indiana State Teachers College.

*Experience*—Teacher of Mathematics and Physical Education, Graysville, Indiana; Supervising Teacher in Physical Education for Boys, College Training School.

HELEN G. CAFFYN, (Acting) Physical Education for Girls. 1931.

Y. W. C. A.

*Education*—A.B., Franklin College, 1924; A.M., Columbia University, 1929; Graduate Normal College, American Gymnastic Union, Indianapolis, Indiana; Graduate Student, Extension, Indiana University, 1930-1931.

*Experience*—Teacher in Physical Education, Angola, Indiana; Teacher in Physical Education, Newcastle, Indiana; Teacher in Physical Education, Indianapolis, Indiana; Teacher in Physical Education, Ball State Teachers College, Muncie, Indiana; Supervising Teacher in Physical Education, College Training School.

MERIBAH CLARK, History. 1927.

620½ S. Seventh St.

*Education*—A.B., University of Illinois, 1916; A.M., Teachers College, Columbia University, 1922; Graduate Student, University of Chicago, Summer, 1928; Graduate Student, Teachers College, Columbia University, Summer, 1929.

*Experience*—Teacher in Rural Schools, Champaign County, Illinois; Teacher in Grade Schools, Eement, Illinois; Teacher in High School, Findlay, Illinois; Teacher in High School, Shelbyville, Illinois; Teacher in High School, Columbia City, Indiana; Teacher in Demonstration School, Peabody College, Nashville, Tennessee; Supervising Teacher in History, College Training School.

SIBYL DUPUIS, Graduate Assistant in French and English. 1931.

1018 S. Seventeenth St.

*Education*—A.B., Indiana State Teachers College, 1931; Graduate Student, Indiana State Teachers College, 1931-1932.

*Experience*—Graduate Assistant Supervising Teacher in English and French, College Training School.

LAWRENCE E. EBERLY, (Acting) Music. 1931.

2432 N. Seventh St.

*Education*—A.B., University of Utah, 1919; A.M., Columbia University, 1921; Graduate Student, University of Iowa, 1929-1931; Piano with Thomas Giles, Salt Lake City; Organ with David McK. Williams, New York City.

*Experience*—Instructor of Music, Jordan School District, Salt Lake County, Utah; Head of Music Department, Rowland Hall, Salt Lake City, Utah; Instructor of Music, University of Utah; Eastman Fellow in Research in Psychology of Music, University of Iowa; Supervising Teacher in Music, College Training School.

GERTRUDE EWING, Latin. 1931.

610 Mulberry St., Clinton, Ind.

*Education*—A.B., 1928, and A.M., 1931, Indiana State Teachers College.

*Experience*—Teacher in Grade School, Clinton, Indiana; Teacher in Junior High School, Clinton, Indiana; Teacher in High School, Clinton, Indiana; Supervising Teacher in Latin, College Training School.

BERTHA WOOLS FITZSIMMONS, Grades. 1923.

2261 Crawford St.

*Education*—A.B., Indiana State Normal School, 1922; Graduate Student, Indiana University, Extension, 1928-1929.

*Experience*—Public Schools, Clay County; Public Schools, New Goshen, Indiana; King Classical School, Terre Haute; Critic Teacher, Indiana State Normal Training School, Muncie, Indiana; Summer Assistant, Indiana State Normal School; Supervising Teacher, College Training School. (Absent on leave for graduate study, Teachers College, Columbia University, 1931-1932.)

**MARY FREAD, Physical Education for Girls. 1927. 1225 Maple Ave.**

*Education*—B.S., Indiana State Normal School, 1927; Graduate Student, Indiana State Teachers College, Second Summer Term, 1930.

*Experience*—Director of Physical Education for Girls, Martinsville, Indiana, Junior-Senior High School; Summer Assistant in Physical Education for Women, Indiana State Teachers College; Supervising Teacher in Physical Education, College Training School. (Absent on leave for graduate study, Indiana State Teachers College, 1931-1932.)

**MARGARET GILLUM, English. 1928. 1120½ S. Seventh St.**

*Education*—A.B., Indiana State Normal School, 1916; A.M., Teachers College, Columbia University, 1922.

*Experience*—Teacher in High School, French Lick, Indiana; Teacher in High School, Franklin, Indiana; Teacher in Wiley High School, Terre Haute, Indiana; Supervising Teacher in English, College Training School. (Absent on leave, first semester, 1931-1932.)

**STELLA J. HAUGAN, Music. 1930. Y. W. C. A.**

*Education*—A.B., University of North Dakota, 1918; Columbia University, Summer Quarter, 1923; American Conservatory, Chicago, Illinois, Summer Quarter, 1924.

*Experience*—Supervisor of Music, Public Schools, Two Harbors, Minnesota; Supervisor of Music, Dunlap, Iowa; Teacher of Music, District High School, East Bank, West Virginia; Teacher of Music, Senior High School, Quincy, Illinois; Teacher of Music, Two Summer Sessions, Potomac State School, Keyser, West Virginia; Teacher of Music, Oakland City College, Oakland City, Indiana; Supervising Teacher in Music, College Training School. (Absent on leave for graduate study, University of North Dakota, 1931-1932.)

**FLORISE HUNSUCKER, Social Studies. 1919. 320 N. Seventh St.**

*Education*—Graduate, Indiana State Normal School, 1919; Ph.B., University of Chicago, 1923; A.M., Teachers College, Columbia University, 1928.

*Experience*—Teacher in Rural Schools, Jackson County; Teacher in Intermediate and Grammar Grades, Vallonia, Indiana; Assistant in Science Department, Indiana State Teachers College; Supervising Teacher, College Training School.

**KATHRYN MARY KENNEDY, Mathematics. 1920. 618 S. Center St.**

*Education*—A.B., Indiana State Normal School, 1920; Graduate Student, University of Chicago, Summer Quarter, 1922; A.M., Teachers College, Columbia University, 1929; Graduate Student, Teachers College, Spring Semester, 1929; Graduate Student, Teachers College, Columbia University, Summer Quarter, 1930.

*Experience*—Teacher in Grade School, Warrington, Indiana; Teacher of Mathematics, Decker, Indiana; Instructor in Mathematics, Indiana State Normal School; Critic Teacher in Mathematics, State Normal Training School; Assistant Principal, State Normal Training School; Supervising Teacher in Mathematics, College Training School.

**EVA T. MARTIN, English. 1930. 1427 Chestnut St.**

*Education*—A.B., 1924, and A.M., 1931, Indiana State Teachers College; Graduate Student, Indiana University, Extension, 1929-1930.

*Experience*—Teacher in Rural Schools, Vigo County; Teacher in Grade Schools, Terre Haute, Indiana; Teacher in McLean and Sarah Scott Junior High Schools; Teacher in Gerstmeier and Wiley High Schools; Summer Instructor in Education, Indiana State Teachers College; Supervising Teacher in English, College Training School.

**MAURINE MCILROY, (Acting) English. 1931. West Terre Haute.**

*Education*—Graduate, Rice School of Expression, 1926; A.B., Indiana State Teachers College, 1928; Graduate Student, Indiana University, 1930-1931.

*Experience*—Teacher of English, High School, Paris, Illinois; Supervising Teacher in English, College Training School.

**DOROTHEA T. MEGENHARDT, (Acting) Art. 1931. 1603 Eighth Ave.**

*Education*—B.S., Indiana State Teachers College, 1928; Graduate Student, Indiana State Teachers College, Summer, 1928, and 1930; Indiana University, 1929; Columbia University, 1931.

*Experience*—Teacher in Grades, Martinsville, Illinois; Teacher of Art and Home Economics, Raccoon Township, Consolidated School; Supervising Teacher in Art, College Training School.

LARENCE M. MORGAN, English. 1930.

1118 S. Center St.

*Education*—A.B., DePauw University, 1924; Graduate Student, Indiana State Teachers College; Graduate Student, Ohio State University, Summer, 1930.

*Experience*—Linton Junior High School, Linton, Indiana; English and Social Studies, Linton-Stockton High School, Linton, Indiana; Supervising Teacher in English, College Training School. (Absent on leave for graduate study, Indiana University, 1931-1932.)

MARY OLGA PETERS, (Acting) French. 1929.

622 N. Fifth St.

*Education*—French Diploma, French College, Greece, 1912; Greek Diploma, Greek College, Greece, 1916; A.B., Indiana State Normal School, 1926; A.M., Indiana State Teachers College, 1932.

*Experience*—Classical School, Terre Haute, Indiana; Summer Instructor in French, Indiana State Teachers College; Supervising Teacher in French, College Training School.

HELEN PRICE, Grades. 1923.

1027 Maple Ave.

*Education*—Diploma, Indiana State Normal School, 1920; Student, Teachers College, Columbia University, Summers, 1925, 1926; B.S., Indiana State Normal School, 1926; A.M., Teachers College, Columbia University, 1930.

*Experience*—Teacher in Public Schools, Gary, Indiana; Teacher in Terre Haute Schools; Assistant in Education Department, Indiana State Normal School; Supervising Teacher, College Training School.

TELULAH ROBINSON, Grades. 1899.

Brazil, Indiana.

*Education*—B.S., 1895, and M.S., 1903, Westfield College, Illinois; Diploma, 1899, Indiana State Normal School; A.B., Leland Stanford University, 1904; A.M., Teachers College, Columbia University, 1921.

*Experience*—Teacher in Grade Schools, Terre Haute, Indiana; Supervising Teacher in Training School, and Acting Director of Training School, Indiana State Normal School; Director of Teacher Training, State Teachers College, Bemidji, Minnesota; Supervising Teacher, College Training School.

GERALDINE SHONTZ, Elementary Science. 1929.

1119 S. Seventh St.

*Education*—A.B., 1912, A.M., 1928, State University of Iowa.

*Experience*—Principal of High School, Osage and Atlantic, Iowa; Teacher of Biology, High School and Junior College, Rochester, Minnesota; Teacher of Biology and Geometry, High School, Hilo, Hawaii; Teacher of Physiology and Algebra, High School, Toledo, Ohio; Teacher, Grade School, Omaha, Nebraska; Teacher in Normal Training High School, Elgin, Nebraska; Assistant Principal, Perkins School, State University of Iowa; Supervisor of Teacher Training, Junior College, LaSalle, Illinois; Supervising Teacher in Elementary Science, College Training School.

FLORA HAZEL SMITH, Grades. 1926.

936 N. Eighth St.

*Education*—Student, Central Normal College; Marion Normal College; Winona Normal School; Purdue University; B.S., Indiana State Normal School, 1926; A.M., Teachers College, Columbia University, 1931.

*Experience*—Rural Schools, Benton County; Grades, Boswell, Indiana; East Chicago, Indiana; State Normal Training School; Summer School, Indiana State Normal School; Supervising Teacher, College Training School.

HALLIE T. SMITH, (Acting) Grades. 1931.

504 N. Fifth St.

*Education*—B.S., Indiana State Teachers College, 1929; A.M., University of Michigan, 1930.

*Experience*—Rural Schools, Montgomery County, Indiana; Grades, Alamo, Indiana; Junior High School, Ladoga, Indiana; Junior and Senior High School, Darlington, Indiana; Junior and Senior High School, Waynetown, Indiana; Supervising Teacher, College Training School.

ORVEL E. STRONG, Mathematics. 1930.

1214 S. Ninth St.

*Education*—A.B., Franklin College, 1930; M.S., Indiana State Teachers College, 1931.

*Experience*—Teacher in Elementary Schools, Greene County and Johnson County, Indiana; Mathematics, College Training School; Mathematics, Clay-ton, Indiana; Supervising Teacher in Mathematics, College Training School.

MILDRED TREAGER, Home Economics. 1930. R. R. 3, Brazil, Ind.

*Education*—B.S., Indiana State Normal School, 1928; Graduate Student, Teachers College, Columbia University, Summer, 1930.

*Experience*—Teacher in Elementary Schools, Clay County, Indiana, Carbon and Knightsville, Indiana; Teacher of Home Economics, High School, Clinton, Indiana; Van Buren Consolidated School, Clay County, Indiana; Home Demonstration Agent, Randolph County, Indiana; Supervising Teacher in Home Economics, College Training School. (Absent on leave for graduate study, Teachers College, Columbia University, Fall, 1931.)

PAUL WOLF, Physical Education for Boys. 1929. 1631 S. Ninth St.

*Education*—B.S., Indiana State Teachers College, 1929.

*Experience*—Supervising Teacher in Physical Education for Boys, College Training School. (Absent on leave for graduate study, Teachers College, Columbia University, 1931-1932.)

WALTER H. WOODROW, Science. 1908. 37 S. Nineteenth St.

*Education*—A.B., Indiana State Normal School, 1908; Graduate Student, University of Chicago, two years, 1909-1910, 1910-1911; A.M., Indiana State Teachers College, 1931.

*Experience*—Teacher of District Schools, Clay County, Indiana; Principal of Ward Schools, Brazil, Indiana; Instructor in Botany, Zoology and Agriculture, State Normal School; Critic Teacher of Science, Normal High School, Terre Haute; Teacher of Biology, Central High School, Tulsa, Oklahoma; Instructor in Science, Indiana State Teachers College; Supervising Teacher in Science, College Training School.

SYLVAN A. YAGER, Acting Principal; Industrial Arts. 1921. 2227 S. Eighth St.

*Education*—B.S., Indiana State Normal School, 1921; M.S., Indiana University, 1928; Graduate Student, Extension, Indiana University, 1928-1929, 1929-1930; Graduate Student, Indiana University, Summer Quarter, 1929; 1930-1931.

*Experience*—Teacher in Rural Schools, Boone County, Indiana; Departmental Work in Intermediate Grades, Jamestown, Indiana; Instructor in Manual Training, Grades and High School, Advance, Indiana; Instructor in Manual Training, Arcola Township High School, Arcola, Illinois; Summer Assistant, Indiana State Normal School; Summer Assistant, Ball Teachers College, Muncie, Indiana; Acting Principal, and Supervising Teacher in Industrial Arts, College Training School.



## OFFICE OF CONTROLLER

CYRIL C. CONNELLY, Controller.  
MARY R. MORGAN, Assistant.  
HELEN M. SMITH, Budget Clerk.  
EDITH SHEWMAKER, Assistant.  
NANCY M. LESTER, Assistant.

## OFFICE OF REGISTRAR AND DIRECTOR OF STUDIES.

ROBERT K. DEVRICKS, Registrar and Director of Studies.  
MARY JO FERGUSON, Assistant Registrar.  
EDNA MCCOSH, Assistant Director of Studies.  
AVANELLE SEBRING, Assistant.  
HELEN HANDY, Stenographer.  
KATHRYN ATEN, Stenographer.  
GLADYS CARPENTER, Counter Clerk.  
FLORENCE FASIG, Telephone Operator.

## OFFICE OF EXTENSION, PLACEMENT, AND ALUMNI

VIRGIL R. MULLINS, Director and Secretary.  
MARGARET G. DUNCAN, Secretary.  
LILLIAN FARMER, Assistant.

OFFICE OF THE DEAN OF THE FACULTY AND DIRECTOR OF  
GRADUATE WORK

JOHN W. JONES, Dean.  
SARAH BENCE, Assistant.  
LENNA M. CHAMBERLAIN, Assistant.  
HILDRED HODGES, Assistant.

## DIRECTOR OF PUBLICITY

J. CARLTON HANNAH.

## SECRETARY TO THE PRESIDENT

MARGARET E. WISELY.

## UNION BUILDING

JENNIE PARKER, Matron.

## STANDING COMMITTEES OF THE FACULTY

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- ADVISORY COMMITTEE OF Y. W. AND Y. M. C. A.—Professors Annakin, Mitchell, Reece, Burford, and McBeth.
- AMERICAN ASSOCIATION OF TEACHERS COLLEGES—Professors Shriner, Moran, and Turman.
- APPOINTMENTS—President Hines, ex officio, and Professors Ramsey, Rettger, Wisely, Laubach, and Welborn.
- ATHLETICS—Professors Weng, Strum, Shriner, Glascock, and Meeks.
- AUDITING—Professors Wisely, Young, and Mackell.
- BOOK STORE—Professors Young, Mutterer, and Roll.
- COMMENCEMENT—Professors Jones, Glascock, Grove, Reynerson, Lacey, and Graam.
- CONDITIONED ENGLISH—Professors Meeks, Harvey, and Miller.
- CREDITS AND GRADUATION—Professors Jones, Rettger, Devricks, and Smith.
- DISCIPLINE—President Hines, ex officio, and Professors Wisely, Acher, Jones, and Deans Burford and Weng.
- EDUCATIONAL MEETINGS—Professors Jones, Shannon, and Annakin.
- ENTRANCE CREDENTIALS—Professors Devricks, Jones, and Shannon.
- EXTENSION WORK—Professors Mullins, Moran, and Welborn.
- FACULTY EMERGENCY FUND—Professors Moran, Weng, and Griffith.
- FOUNDATION DAY—Professors Mullins, Rhyan, and Crawford.
- FRESHMAN DAY—Professors Jones, Meeks, and Shannon.
- GENERAL REGISTRATION ARRANGEMENTS—Professors Higgins, Jones, Laubach, Snitz, and Luehring.
- GRADUATE SCHOOL—Professors Rettger, Acher, and Shannon.
- HEALTH—Dean Burford, Professors Graam and Strum, and Dr. Riggs.
- LECTURE COURSE—Professors Mullins, Shriner, Perkins, and Bryant.
- LIBRARY—Professors Armstrong, Rhyan, and Meeks.
- MCGREGOR SCHOLARSHIPS—Professors Canine, Turman, and Donaghy.
- MEMBERSHIP IN EDUCATIONAL ASSOCIATIONS—Professors Bruce, Rhyan, and Curtis.
- PERSONNEL WORK—Professors Jones, Weng, Burford, Cox, Reeve, Abell, and Ederle.
- PHYSICAL EDUCATION FOR WOMEN—Professors Curtis, East, and Crawford.
- PUBLIC SPEAKING—Professors Wisely, Gifford, and Malan.
- PUBLICITY AND PRINTING—Professors Rettger, Gifford, and Jones.
- REGISTRATION AND GUIDANCE OF STUDENTS ON ACADEMIC CURRICULA—Professors Shriner, McBeth, and Mutterer.
- REGISTRATION AND GUIDANCE OF STUDENTS ON ELEMENTARY CURRICULA—(Primary, Intermediate and Grammar, and Rural)—Professors Ederle, Malan, Welborn, Shannon, Lacey, Griffith, Mackell, and Bryant.

- REGISTRATION AND GUIDANCE OF STUDENTS ON REGULAR FOUR-YEAR CURRICULA—Professors Abell, Higgins, Wann, Perkins, Annakin, and Morris.
- REGISTRATION AND GUIDANCE OF STUDENTS ON SPECIAL AND SUPERVISORY CURRICULA—Professors Grove, Laubach, Rhyan, Curtis, Turman, Strum, and Young.
- SCHOOL SUPPLY EXHIBITS—Professors Payne, Ramsey, and Abell.
- SOCIAL AFFAIRS—Deans Burford and Weng, and Professors Moran and Rhyan.
- STUDENT RECORDS—Professors Higgins, Abell, and Miller.
- WABASH VALLEY HIGH SCHOOL SENIOR DAY—Professors Mullins, Strum, Annakin, Jamison, and Bright.

## INDIANA STATE TEACHERS COLLEGE

**Historical.**—The Indiana State Teachers College opened its doors and began its work in the preparation of teachers for the common schools of Indiana on the morning of January 6, 1870. The school was created by an act of the General Assembly approved December 20, 1865. This act clearly defined the object of the school, authorized the appointment of a Board of Trustees, and appropriated money for the erection of a building and for further maintenance. The act did not, however, state where the institution should be located but it provided that it should be placed in that town or city of the State that should obligate itself to give the largest amount in cash or buildings and grounds to secure the school. It is a matter of interest to note that the city of Terre Haute was the only city in the State which made an offer to secure the new school. The city of Terre Haute offered to give a tract of land near the heart of the city and \$50,000 in cash, and to obligate itself further to maintain forever one-half the necessary expense of keeping the buildings and grounds in repair. This offer was accepted and the school was located here.

One large school building was constructed which seemed at the time of its erection to be fully ample to care for the needs of the school for many years to come. Indeed, for a number of years, the Terre Haute High School was housed in the same building with the State Teachers College. The increasing work of the College, however, made it necessary, after several years, to have the entire building at its disposal and so the city of Terre Haute built its own high school, now known as Wiley High School.

On the forenoon of April 9, 1888, this original building was totally destroyed by fire. The fire occurred while the school was in session but most fortunately teachers and students were able to leave the building and no lives were lost, but in the hurried exit from the building, it was impossible to save anything of its contents. The library, the furniture, the apparatus, the museum, even the records—the accumulation of eighteen years of work—were consumed. It seemed as if the College had been wiped out. However, before the smoke had cleared away from the ruins, Terre Haute and its citizenship had provided temporary quarters for the school, and the evening papers carried the announcement to bewildered students that the school would be resumed the following morning. An entire floor in the Wiley High School was set apart for the Teachers College, and churches and other public halls opened their doors as classrooms for the school. The city of Terre Haute promptly gave \$50,000 in cash with which to begin the work of rebuilding. The General Assembly appropriated \$100,000 for the completion of the building, which is now known as Main Hall.

With the growth of the school, new buildings have been added from time to time. A large modern Training School was built on Mulberry Street. This practice school maintains all the eight grades and a four-year commissioned high school and has every advantage to carry on the work of supervised teaching.

A few years later what is now known as North Hall was constructed which contained for a number of years the rapidly growing library and the expanding science departments. In 1910 the school dedicated its magnificent new Library on Eagle Street, which is the permanent home of the library, now numbering over 100,000 volumes.

With the growing importance of the industrial work in the schools of the State, a large modern building was erected and thoroughly equipped to carry forward the work in the industrial arts.

In 1917 the new Science Hall was completed, containing the divisions of botany, zoology, physiology, geography and geology, physics, and chemistry.

In 1924 the school dedicated its first large Residence Hall for women. This Hall has sufficient space to accommodate about 100 young women. The first floor of the Residence Hall contains a large dining room so that the young women may take their meals also in Residence Hall. A second women's Residence Hall of equal size was completed in 1929.

In addition to these six large buildings constructed directly for educational work, the school has remodeled a large commodious residence on Eagle Street, which serves as a Union Building. This building is headquarters for much of the social life of the student body. A residence on Eagle Street has been fitted up as a Practice House for the students in the Department of Home Economics, where advanced students in this department may live for a certain period of time and become familiar in a practical way with the problems incidental to house planning and house management.

In order to make the work in agriculture and botany as concrete and practical as possible, the school owns and maintains a small farm situated near Allendale, about five miles south of the city. This tract of land is not only a farm but in a certain sense also a biological reservation where students in nature study and botany may become acquainted at first hand with plants growing in an undisturbed environment. It is the aim of the Department of Science to plant on this reservation all the trees and shrubs as well as the higher cryptogams which are indigenous to Indiana.

In March, 1928, the Teachers College dedicated its new \$160,000 gymnasium. The construction was made possible by the appropriation of \$150,000 by the General Assembly of Indiana, while the city of Terre Haute made an appropriation of \$30,000 for the site on which the gymnasium stands. This new Physical Education Building is modern in every way and splendidly arranged for the purpose for which it is intended. In addition to classrooms, storerooms, and locker rooms, it has two athletic floors. The main athletic floor is of ample proportions for all the indoor sports of the school and its concrete bleachers will accommodate practically 3,000 spectators. The north side of this main room has a large stage which makes it possible to use this athletic floor for the general convocations of the school.

The school also owns a number of tennis courts adjoining the gymnasium and an athletic field known as Parsons Field situated on North First Street.

The Indiana State Teachers College is fortunately able to enjoy the advantages offered by the new municipal stadium which the city of Terre Haute recently completed at the cost of almost a half million dollars. The stadium is one of the very finest in the middle west and some of the intercollegiate games of the school take place in it. The College, therefore, is able to stage its athletic sports in a setting enjoyed by few schools other than the larger universities.

Paralleling the expansion of the material plant now representing an investment of two million dollars, the attendance of students has grown from an enrollment of twenty-three students who were present on the opening day of 1870, to an enrollment in 1930-1931 of 3,736 different resident students. Since the school was organized and up to September, 1931, 89,758 different students have been in attendance and 6,915 have been formally graduated.

The growth of the school is further reflected in the increased Faculty, numbering over one hundred regular members, and chosen for the express purpose of training teachers for the public schools. Fourteen different departments offer every phase of work required by law in the public schools, including grade and high school subjects, professional courses, industrial arts, home economics, physical education, commerce, art, and music.

When the school was organized in 1870, its first curricula for the training of teachers were relatively elementary. Few of the early students had enjoyed high school privileges before coming to the Teachers College. At that time the law made no requirements for teacher training other than a formal county examination. The student body of those early days was, therefore, represented by teachers and prospective teachers who came of their own volition. A large portion of the students consisted of teachers who had been in the service for some time but who felt the need for further training and were willing to make the outlay of time and money to secure this. The result was that in spite of the educational handicaps of those days, there developed an earnestness and a seriousness in the study of teaching problems which was one of the early assets of this school.

With the rising requirements for teaching made by the State of Indiana, the conditions for admission were placed in 1907 at graduation from a commissioned high school or its equivalency and the school was, therefore, lifted so far as its admission requirements were concerned to the level of standard colleges. The growing importance of the high school in Indiana made it necessary for the College to meet the problem of training high school teachers and so there was organized in 1909 what is known as the college curriculum, consisting of four years of work above the commissioned high school and leading to the baccalaureate degree. In 1924 all the regular curricula of the school were raised to a collegiate basis so that persons completing any of the prescribed two-year curricula for teaching in the elementary schools of the State might, on their return to the school, be admitted to advanced standing on four-year curricula.

In 1928 the courses of the school were organized into a Junior College, comprising the freshman and sophomore years, and a Senior Col-

lege, comprising the junior and senior years. With this organization a fairly definite sequence of studies was established, making it impossible for underclassmen to reach into upper courses and for upperclassmen to be in courses with freshmen and sophomores.

Perhaps the most important advance made by the Teachers College in recent years was the establishment in 1927 of a Graduate School offering graduate courses leading to first grade administrative licenses and offering to properly qualified students the opportunities of securing the Master's degree in Education.

When the school was organized in 1870 it was officially designated as the Indiana State Normal School. This was its official name until 1929 when the General Assembly changed the name of the institution to the Indiana State Teachers College.

The advancing educational standards of this institution have been given formal and official recognition. At a meeting of the American Association of Teachers Colleges at Atlantic City in February, 1930, Indiana State Teachers College was admitted, without condition, to the highest rank of Teachers Colleges. At the meeting of the North Central Association of Colleges and Secondary Schools at Chicago in March, 1930, Indiana State Teachers College was raised to the full rank of an accredited college. The institution likewise has been admitted to membership in the American Council on Education.

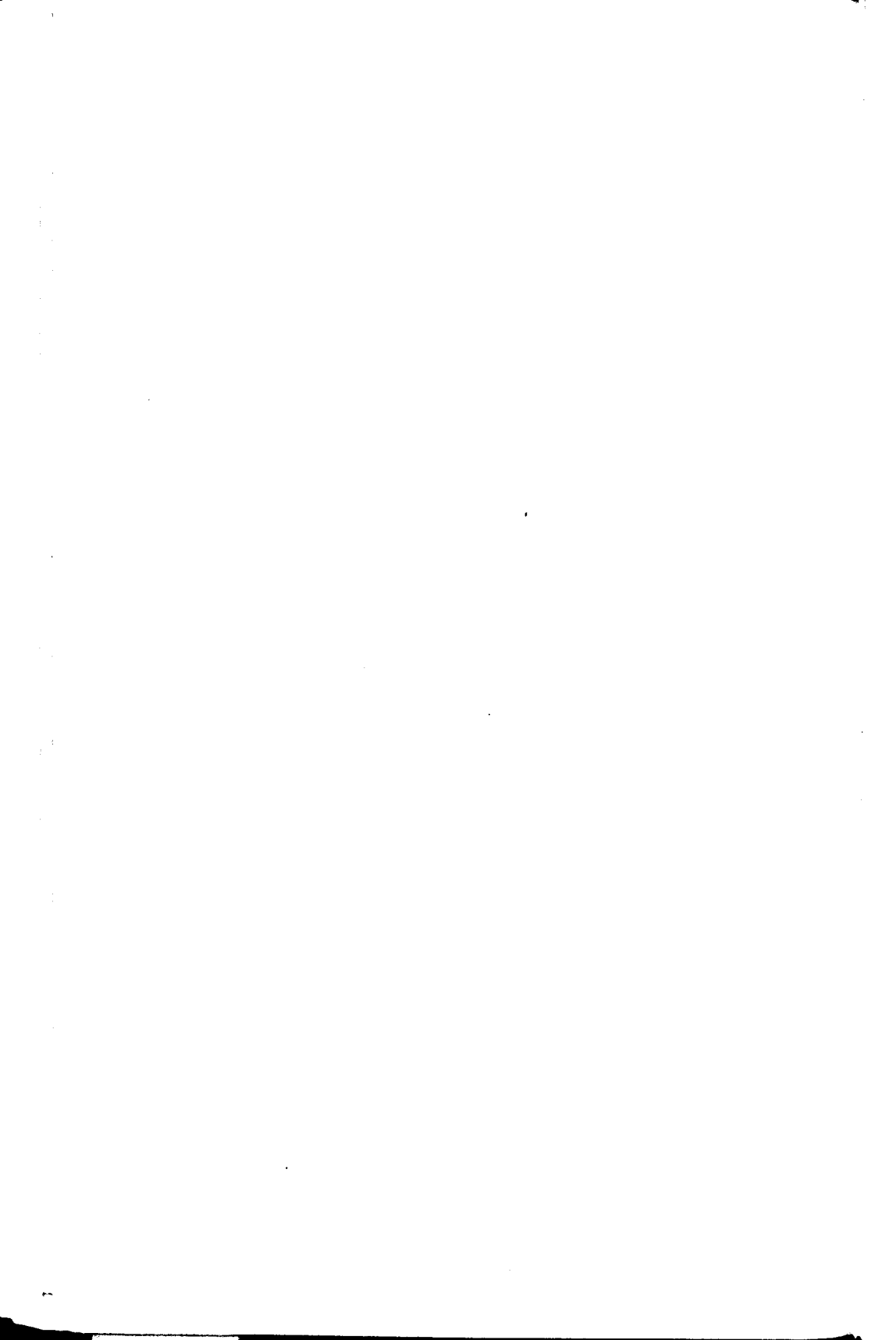
The presidents of the Indiana State Teachers College have been as follows:

William A. Jones—1869-1879.

George P. Brown—1879-1885.

William Wood Parsons—1885-1921.

Linnaeus N. Hines—1921-





PART I  
RULES AND REGULATIONS



## RULES AND REGULATIONS

**Entrance Requirements.**—The following conditions of admission shall be required of students entering the Indiana State Teachers College:

1. **Good Health.** The entering student is given a physical examination by the school physician, and if such examination clearly proves that the student is not in physical condition to undertake school work profitably, he will be so advised.
2. **Satisfactory evidence of undoubted moral character.**
3. **Graduation from a commissioned high school or its equivalency.**
4. **A written pledge on the part of the applicant, filed with the Registrar, that said applicant will teach in the public schools of Indiana for not less than two years. The signing of this pledge may be waived by those students who do not wish to pursue curricula leading to teachers' licenses and who pay the tuition fee fixed for such students by the State Teachers College Board.**
5. **A willingness on the part of the applicant to submit to any proper rules necessary for the good government of the College.**

**Commissioned High School Equivalency.**—It will be noted that under the law no student may be admitted as a freshman in the College unless he is a graduate of a commissioned high school or holds equivalent scholarship. Graduates of certified or accredited high schools are, therefore, not admitted to the freshman year of the College. Graduates of certified or accredited schools must arrange to lift their scholastic requirements to commissioned high school equivalency by doing additional work in some readily accessible commissioned high school. Such students may be admitted to the College Training High School of this institution and may take such courses as may be necessary to complete the work for graduation from this commissioned Training High School. These students will, however, pay the regular College fees required of students in the College itself, and be subject to all the rules of the College Training High School.

Students from certified or accredited schools may lift their certified or accredited rating to a commissioned high school equivalency by taking the state high school equivalency examination under the supervision of the State Board of Education.

**Entrance Credentials and High School Records.**—The entering student should make arrangements with the proper authorities of the high school from which he has been graduated to have his high school records forwarded to the Registrar's office not later than the close of the student's first term or quarter in school.

The admission of every freshman is tentative only until such high school credentials have been approved by the committee on entrance credentials.

**Time for Entering.**—Students should enter courses on the first day of the quarter only. Late entrance is permissible only when unavoidable by reason of the late closing of a school year or of illness and its

attendant circumstances. But in no case may a student enter a credit course after the eleventh school day of the term. Students entering late up to and including the eleventh day for reasons other than those just given may enter the school provisionally if they so desire but no assurance whatever can be given them by the school that they will receive formal credit for the quarter's or term's work.

Students who do not register on the first day of any quarter or term, no matter what the cause may be, will be charged an extra registration fee of \$2.00.—Effective, by order of the State Teachers College Board, October 1, 1928.

Students are advised to do their work by years. Beginning students on two-year curricula are admitted only at the opening of the fall quarter, winter quarter, the mid-spring term, and the first summer term.

**Students Entering with Advanced Standing.**—Students entering the College with advanced standing will receive just credit for all the scholarship which such students may possess. This credit is based upon the actual attendance and work done in other accredited institutions. Applicants for such advanced standing for work done in such other schools must present to the Director of Studies an official statement covering the following points:

1. The exact length of time spent in the school with the dates of entering and leaving.
2. The number of subjects studied each term.
3. The exact subjects studied.
4. The number of weeks spent on each subject.
5. The length of the recitation period.
6. The number of recitation periods per week.
7. The record of the grade of work done in each subject.

Advanced standing credits in a major subject are given with the understanding that the estimate is subject to revision by the head of the department concerned.

The College will accept credit for advanced standing from those institutions only which have been accredited by the North Central Association and affiliated associations, or by the American Association of Teachers Colleges. Students from institutions not so accredited will be required by the Committee on Entrance Credentials to make such additional credits in this institution as may be necessary to bring the standard of work up to that of properly accredited schools. This institution does not accept credits from County Normal Schools nor does it give any credits on its courses for any grade of teacher's license.

Students are not permitted to make advanced standing credits in the College by formal examinations of subjects studied in non-accredited schools. When a student possesses information and training from such courses which show clearly that he is prepared to take up advanced lines of work in the institution, he is permitted to enter such advanced courses but he may not be credited on the records of this institution for preliminary courses omitted.

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**Transferring from Other Accredited Colleges and Normal Schools.**—Students transferring to this school from other accredited colleges or normal schools must arrange to have the official transcript of their records in such other institutions filed with the Registrar within four weeks after entering this school. They must also file with the Registrar a statement of honorable dismissal from such other colleges or normal schools. On the receipt of such official transcripts from other institutions the Registrar will make a proper evaluation of the same, showing what credits have been given to such students on our books on the basis of the credentials submitted. After such evaluation has been made no further credit will be given for work done in other institutions unless such work has been done subsequent to the evaluation.

Students who have been asked to withdraw from other accredited institutions for failure to do satisfactory work or for disciplinary reasons may not be admitted to this institution without the previous approval of the Committee on Entrance Credentials. Such students are advised to make early application to the Committee on Entrance Credentials, so that their applications may be definitely acted upon by the Committee before such students present themselves for admission.

**No Credit for Experience in Teaching.**—The only exception to the foregoing rule is in the matter of giving recognition for experience in teaching. Persons on both the two-year and four-year curricula may not receive formal credit for experience in teaching but all such persons who have taught successfully forty months or more may be relieved from taking the work in supervised teaching provided that some other professional subject or subjects be substituted in lieu of the practice work omitted.

A certificate of exemption from supervised teaching issued by the Department of Public Instruction showing that the student has had successful experience as a teacher should be filed in the Registrar's office.

## REGISTRATION OF STUDENTS

**Director of Studies.**—The entering student, having met the conditions for admission, may now proceed to his registration. At the beginning of each quarter or term each student must register for the classes he proposes to pursue during that quarter or term. The opening day is given over wholly to the matter of registration and no student may enter a class until his registration card for that class has been properly executed.

It is of the utmost importance that the student should first acquaint himself with the various curricula offered in the State Teachers College and with the legal requirements of the State for securing such licenses as he may desire to receive. In order that the student may have the counsel and advice of the College in properly planning his courses, the State Teachers College has created the position of *Director of Studies* and has employed a trained person who gives his entire time to the matter of securing for every student in school a correct registration in his subjects.

The Director of Studies may be found in his office during school hours and will be glad to meet any student in conference who may be in doubt as to what the requirements are to secure the desired license or what work he must do to complete a definite curriculum and be formally graduated. Students are strongly urged to have such conferences with the Director of Studies as frequently as may seem necessary so that they may have the continued official assurance of the school that they are pursuing the work which will lead them to the desired certificate or diploma. Such conferences are all the more necessary as the student nears the completion of his curriculum. Students should bear in mind that certificates and diplomas are not awarded merely on the basis of so many quarters attended or so many credits earned, but are given to those students only who complete some definite and prescribed curriculum established by law and approved by the State Board of Education entitling them to the proper license to teach the subjects in which they have been trained. If, therefore, the beginning student is in doubt about any matter pertaining to the registration for his courses, he should consult the Director of Studies before presenting himself to the Registration Committee.

**Explanation of Curricula.**—The curricula in the Indiana State Teachers College are those authorized by law and approved by the State Board of Education. All have been planned, primarily, with the distinct purpose of preparing candidates for teaching in the public schools of the State. These curricula fall into five distinct groups:

1. Curricula for the training of teachers for the elementary grades. See page 65.
2. Regular curricula for the training of teachers for high schools. See page 73.
3. Curricula for the training of teachers and supervisors of special subjects (art, commerce, home economics, industrial arts, music, and physical education). See page 83.
4. Academic curricula for students not intending to teach. See page 99.
5. Graduate courses leading to administrative licenses, first grade, for principals, supervisors, and superintendents. See page 105.

**Selection of Curricula.**—The entering student must, therefore, decide before registering whether he intends to become a teacher for the elementary schools or for the high school or a teacher or supervisor of special subjects. The courses here offered are based upon the educational proposition that teaching in each grade or year of the high school is in a large sense a distinct and specific problem. Having decided upon the position to be filled, he should enroll in the regularly prescribed curriculum in this field and should in a definite and systematic way study the educational problems which will later confront him in the actual position in question.

The student has thus the widest opportunity for election, but he elects entire curricula, not individual subjects. Once having determined upon the curriculum which he wishes to pursue, he must follow this cur-

riculum as established by law. Once having entered a curriculum, little, if any, further election of subjects is left to him.

**Selection of Majors.**—Students who are enrolled on the regular four-year curricula for the training of high school teachers must select majors in accordance with the following provisions:

The subjects from which majors may be chosen are arranged into three groups: Group A, Group B, and Group C.

Group A includes Option I in Science and Option I in Social Studies.

If either Option I in Science or Option I in Social Studies or both are chosen as majors, then two majors *only* are required for graduation. If either Option I in Science or Option I in Social Studies (but not both) is taken, the second major must be selected from Group B.

Group B. This group includes English, Latin, Mathematics, and the Special Subjects (Art, Commerce, Home Economics, Industrial Arts, Music, and Physical Education).

If the majors are chosen from this group only, then three majors shall be required, provided that not more than one major be selected from the Special Subjects.

Group C. This group includes French, Options II in Science, Options II and III in Social Studies, and Library Science.

Only one major from this group may be selected but when so selected it must be one of three majors offered for graduation, even though the two other majors belong to either Group A or Group B.

No majors in German or Spanish are offered at present.

The purpose of the College is to prepare teachers for the actual needs as they exist in the schools of the State. In practically all of these schools the teacher is obliged to teach more than one subject. The average number of teachers for all of the high schools of the State is six; most of the smaller high schools have only three or four instructors. This means that all the subjects of the course must be handled by these six or fewer instructors. Furthermore, the law does not permit a teacher to undertake instruction in any subject in which he has not taken approved training and in which he does not hold a legal license.

The Director of Studies will be glad to advise with students and acquaint them with the usual combinations of subjects as they are found in the high schools of the State. Such a thoughtful planning of his work will be a great asset to the student when at the close of his curriculum he becomes an applicant for a position.

In order to promote a more immediate and a more personal contact between departments and students taking majors in these respective departments, departments may keep a current list of their major students and may hold from time to time personal conferences with them concerning the courses to be taken in these several majors and the sequence to be observed in their courses and such other matters as may be of educational value to the students.

The departments will furnish to their major students memoranda of the recommendations, which memoranda are to be presented to the Registrar at registration, who will, in so far as the schedule of classes

and other school requirements permit, register the student in accordance with the department recommendations.

**Registration Committees.**—There are five committees engaged in the work of registering students:

1. The committee on two-year curricula which registers all students preparing to teach in the elementary schools.
2. The regular high school curriculum committee which registers all students taking the regular four-year curriculum for high school teachers.
3. The special subjects committee which registers all students taking curricula in the so-called special subjects of art, home economics, industrial arts, music, commerce, and physical education.
4. The academic curriculum committee which registers all students not intending to teach.
5. The graduate committee which registers graduate students.

**Freshman Registration.**—All men entering for the first time are advised to reach Terre Haute on Thursday or Friday, September 22 or 23, 1932, and make arrangements for rooms with Mr. F. H. Weng, Dean of Men, Room B-5, Main Building.

All freshman girls, whether entering for the first time or not, are advised to reach Terre Haute on Thursday or Friday, September 22 or 23, 1932, and make arrangements for rooms with Mrs. Charlotte S. Burford, Dean of Women, Room B-32, Main Building.

All freshmen entering for the first time are required to report at the Physical Education Building at 8:30 a. m., Saturday, September 24, 1932.

**Morning program in Main Building:**

- 8:30-12:00 Registration, Mr. Robert K. Devricks and Professor F. R. Higgins in charge.

**Afternoon program in Physical Education Building:**

- 1:15- 2:00 Singing, under the direction of Professor L. M. Tilson. Address of Welcome, President L. N. Hines.
- 2:00- 3:00 English Test, Dr. L. H. Meeks and Professor V. C. Miller in charge.
- 3:15- 4:00 Special Meetings:  
 (a) Men's Meeting—Men's Gymnasium, Dean Weng.  
 (b) Women's Meeting—Women's Gymnasium, Dean Burford.
- 4:00- 5:00 Tour of Campus, Mr. Sylvan A. Yager in charge.
- 7:30- Freshman-Faculty Mixer.

**Program for Monday morning, September 26, 1932:**

- 10:00-11:15 Psychological Examination, Dr. J. W. Jones in charge.
- 11:20-12:00 Filling out health history forms, Dr. J. W. Jones and Dr. Floyd Riggs in charge.

Returning freshmen and all other students will register on Monday, September 26. Regular registration will close at 4:00 p. m. on Monday, September 26, and returning students registering after this hour must



obtain a special permit from the registration committee and pay an extra registration fee of \$2.00.

In all quarters except the Fall Quarter beginning students will present themselves for registration on the regular registration days.

The physical examination must be taken during the student's first quarter or term in school on the day and hour specified by the College Physician. The dates and hours when such physical examinations are to be made will be posted on the College Bulletin Board in ample time, and entering students are directed to consult this Bulletin Board from time to time. Entering students failing to take the physical examination at the time specified, unless properly excused by the College Physician, will be required to take a special physical examination, for which privilege they will be required to pay the Controller an extra examination fee of \$2.00.

**Preliminary Registration During the Course of the Quarter.**—In order to expedite the matter of registration on the regular registration days and to avoid unnecessary congestion in committee rooms, each student is hereafter required to make out a trial program for the ensuing term and file the same in the Registrar's Office at least one week before the opening of the new term.

**Changes in Program.**—Registered students finding it necessary to change their programs during the first week of school must secure the written approval of the Director of Studies before making such changes. Such approved change of course card must be signed by the instructor affected by the change in program as authority for leaving or entering the course.

The names of students who fail to appear in a class for which they have registered or who withdraw from a class without authority will be sent to the Director of Studies and the Director of Studies may require of such students full explanation for such failure to appear and may require them further to arrange their program in strict conformity with the rules of the school.

Changes made after the sixth day of the school quarter are for extraordinary reasons only and no assurance can be given a student that credit will be given him for the quarter's work.

**Transferring from Former Curricula.**—Students who entered on former curricula where the requirements for graduation were substantially different from those now obtaining, can be given no official assurance that they can graduate under former requirements. Exceptions will be granted by the Committee on Graduation to those students only who, in a written statement addressed to the committee, show valid and satisfactory reasons why this privilege should be extended.

**Allocation of Elementary Credit.**—Credit earned on the two-year elementary curricula when transferred to the four-year regular or special curricula shall be allocated as follows:

No Credit on Four-Year Curricula		Elective Credit on Four-Year Curricula		Regular Credit on Appropriate Major or Electives	
Int-Gram.	Primary	Int-Gram.	Primary	Int-Gram.	Primary
Ed. 111	Ed. 111	Eng. 142	Eng. 142	Art 191	Ed. 141
Eng. 181	Eng. 143	Math. 101	Ed. 142	Ed. 121	Ed. 121
Math. 191	Ed. 144	Eng. 143	Eng. 143	Ed. 131	Ed. 131
Eng. 191	Ed. 145	Ed. 272	Ed. 271	S.S. 151	S.S. 151
Eng. 291	Ed. 241	Mus. 211	Mus. 211	Eng. 102	Eng. 101
Sci. 201	Sci. 201	{Ed. 261	{Ed. 261	{S.S. 251	{S.S. 251
{S.S. 291	Ed. 242	{P.E. 291	{P.E. 292	{Sci. 251	{Sci. 251
{Sci. 291				S.S. 221	S.S. 221
Ed. 251	Ed. 251			Sci. 171	Sci. 171
				Ed. 252	Ed. 252
Total—32 hours		Total—24 hours		Total—40 hours	

**Psychological Tests.**—Psychological tests are given to all the new students during the Fall, Winter, and Spring quarters. Each entering student is required to take the tests regardless of whether he has advanced standing or not. Students entering in the mid-spring or summer terms will take these psychological tests at their first opportunity in one of the regular quarters. The rating received on these psychological tests, together with the credits which the student makes in his class work, are used by the Faculty of the institution in determining the fitness of students for the important work of teaching.

**Class Standing of Students.**—As all the courses of the institution are integral parts of four-year college curricula, students are designated as freshmen, sophomores, juniors, and seniors during the respective four years of the curriculum. Those students who have a credit in prepared subjects of less than 48 hours are freshmen. Students who have 48 hours or more but less than 96 are sophomores. Students who have a credit of 96 hours or more but less than 144 are juniors. Undergraduates having more than 144 hours are seniors.

**Credits.**—Credits for work in this institution on any of the courses offered are expressed in *quarter-hours*. A credit of one quarter-hour represents the satisfactory completion of the work of one recitation or lecture period weekly for a period of twelve weeks. A course having four recitations per week for twelve weeks will, therefore, count as four quarter-hours. All students are expected to carry sixteen hours of prepared work per quarter. Certain subjects, however, designated as unprepared work may be taken in addition to the regular sixteen hours.

**Partial or Fractional Credits.**—No credits are given for less than twelve weeks of continuous work except only in such courses as are distinctly organized into six-week courses. When a student is obliged to withdraw from school he may re-enter the school at some subsequent time and complete the unfinished work provided that the actual course left unfinished is being offered and provided further that he shall re-enter at the subsequent quarter one full week earlier than the

period at which he withdrew. In other words, a student having, say four weeks of work left to complete, must enter the subsequent quarter at least five weeks before its close.

**Grades.**—The grade A means work of very exceptional character. The grade B means superior and is given for work that is distinctly above the average but not the best. The grade C is given for work of average quality such as is usually produced by the greatest number of students. The grade D is given for work that is below average but clearly above failure. The grade F means that the work fails to meet the minimum requirements of the course.

The following distribution of grades for five school years, 1924-1929, as reported by the Division of Research, is fairly typical of the practice of the College in grading. A's—13.06%, B's—29.74%, C's—36.77%, D's—14.60%, F's—5.82%.

The letters Def (deferred) are used to indicate unfinished work which may, however, be finished without further class attendance. It is a deferred grade and when the work is finished may be followed by any of the five record letters noted above; providing, however, that if the deferred work is not made up within one year after such deferred credit was given, such deferred grade (Def) automatically becomes a failure and the student who desires credit for the course must take the same over.

The letters Inc (incomplete) indicate that the quarter's work is unfinished but that it may not be finished without further actual class attendance. Thus a student in attendance for a part of a quarter only (6 weeks or more) receives the record Inc. When such student returns to school later and finishes by further class attendance the work of the term omitted, the record is changed to one of the standard quarter records. The student must, however, return to the course one week earlier than the time at which he withdrew from the unfinished course. It must, further, be finished not later than the third subsequent quarter during which the student is in school, provided the course in question has been offered. Failure to complete the incomplete work within the prescribed time automatically changes the Inc to an F.

The letter F indicates that the work is a failure and that the entire quarter's work must be taken over in actual class attendance if the student desires any credit for the same. If no credit is desired the student may leave the course and is not required to make up the failure. The grade F in the subject is, however, recorded and becomes a permanent part of his school record.

The letter W indicates that the student withdrew from the class, with official permission, earlier than the close of the sixth week and that such student is not to be held to the completion of the quarter's work on his return unless he chooses to re-enter the same course. No credit is given for less than six weeks of work; consequently, the letter W has no implied credit value.

The letters WF indicate that the student has been in class attendance more than six weeks but that he withdrew before the end of a quarter and that the work done by the student while in the class was a

failure. The letters WF are also given to a student who withdraws from a course at any time without securing official permission from the Registrar.

Students who have been in school a full year or more and who have failed to earn the necessary credits to permit them to continue, will be notified officially by the Registrar of such delinquencies and advised that they will not be permitted to register for the ensuing term.

When the record of credits of any student has been formally filed in the Registrar's Office, no changes may be made in the same, provided that in those cases where an obvious error has been made in recording grades, or where sufficient reasons appear for changing the same, such changes may be made only on the written recommendation of the Department concerned and approved by the Head of the Department.

No student will be eligible for any position on any team representing this institution in intercollegiate competitive contests, unless

1. He has spent a full year (three quarters) in actual residence in this institution and has made no less than thirty-six credits in prepared subjects, and unless
2. He has earned at least twelve hours' credit in prepared subjects during the quarter preceding the one in which he expects to take part in any contest.

These rules do not apply to any competitive contest limited wholly to freshman participation.

In order that these rules of the Faculty may be carried out, all instructors in the institution will file in the general office at the middle of the quarter the names of all students who are doing failing work.

**Scholarship Index.**—A system of scholarship points has been established on the basis of 4 points for each "A" grade, 3 points for each "B" grade, 2 points for each "C" grade, and 1 point for each "D" grade. The ratio of the student's scholarship points to his credits received shall be his "scholarship index." Thus, a scholarship index of 100 (16 points/16 hours) would be a perfect record of all "A's," while a scholarship index of 25 (4 points/16 hours) would represent the lowest passing grade.

A student whose scholarship index is 40 or below shall not be permitted to undertake his practice work in the Training School. A student whose scholarship index is from 41 to 49 must submit his application for practice work in the Training School to the Director of Observation and Supervised Teaching, which application shall then be considered by an appropriate committee in each case, to determine the advisability of admitting such student to the practice work. For students on the four-year curricula this committee shall consist of the Director of Observation and Supervised Teaching, the Director of Studies, and one of the instructors in a department in which the students may be respectively majoring. For primary teachers the committee shall consist of the Director of Observation and Supervised Teaching, the Director of Studies, and an instructor from the Primary Division. For students on the Intermediate-Grammar curriculum the committee shall

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consist of the Director of Observation and Supervised Teaching, Director of Studies, and an instructor from the Intermediate-Grammar Division.

Students whose scholarship indexes are 50 or above shall be eligible without further question, for practice work in their respective fields.

In determining the scholarship index of any student, all grades of "WF" given to students withdrawing who have failed to do passing work will be counted as "F's." However, when a student fails in any subject and again takes the identical subject in which he has failed and makes a passing grade in the same, this passing grade replaces the "F" in the determination of his scholarship index. It does not remove the original grade of "F" from his permanent record.

A student whose scholarship index for one year's work is 25 or less is automatically required to withdraw from school and take further training elsewhere before he may return.

No student will be permitted to take extra work above the regular 16 hours of prepared work unless his scholarship index is 75 or above.

No student will be graduated from the institution on any curriculum whose scholarship index is below 40.

The "honor roll" is made up of those students whose scholarship indexes for the previous quarter, for full work, are 100.

**Permits for Carrying More or Less than Sixteen Hours of Prepared Work per Quarter.**—No student may carry more than 16 hours of prepared work without the expressed permission of the Director of Studies. Application for such permission should be made to him before registration. No student will be permitted to take extra work above the regular 16 hours of prepared work unless his scholarship index is 75 or above.

The Director of Studies may direct the registration committees in case any student is doing unsatisfactory work to limit him to fewer than 16 hours of prepared work per quarter.

Extra work is defined as work in excess of sixteen hours of prepared and four hours of unprepared in 12-week quarters or eight hours of prepared and four hours of unprepared in Mid-Spring and Summer Terms.

Extra work is permitted without permission of the Director of Studies in any one of the following subjects:

1. Chorus, 2 hours.
2. Orchestra, 2 hours.
3. Band, 2 hours.
4. Journalism, 2 hours.
5. Debating, 2 hours.

No extra work may be carried under the following conditions:

1. When the average grade of the student is below "B."
2. When making up a failure.
3. During the short terms except by those who have 20 hours to do in two short terms or 12 hours to do in one short term in order to graduate.
4. When employed in outside work.

**Rules Governing Absence.**—Students are expected and required to be present, if possible, at all of their regular classes throughout the entire quarter.

This institution does not have the custom of permitting a certain number of allowable cuts. It expects the student to be present at every one of his engagements if it is reasonably possible for him to do so. Late entrance by reason of the late closing of a school year, and illness and its attendant circumstances are formally recognized as valid excuses. Furthermore when unusual or unexpected contingencies arise which show that it was clearly impossible for the student to be present, the school will be glad to excuse him and will readmit him to his classes without question of any kind. When, however, it becomes clear that a student is absent from his classes for reasons which cannot be justified, such absence remains unexcused and his credits for that quarter are withheld.

When, for valid reasons, students are absent not to exceed ten school days within a quarter, and can pass all examinations and do satisfactory scholastic work, they will receive full credit for the quarter's work. Students who for any reason are absent more than ten days cannot be given assurance that they will receive credit for the quarter's work.

Students will thus note that the responsibility for a proper record of attendance will rest with themselves and that thoughtless and willful absences make it impossible to enter their credits for that quarter upon the records of the institution. These rules for absence apply to all undergraduate students who are enrolled upon any of the regular curricula of the school.

**Special Requirements in English.**—Freshman English (English 111, 112, and 141) must be begun the first quarter of residence and must be continued during immediately consecutive quarters until credit has been earned in each course. In addition to the requirements in English, as indicated on the various curricula, there is a general requirement that no student shall graduate or receive any training certificate of any grade from this institution who does not speak reasonably correct English or whose spelling is seriously defective or who is unable to write legibly.

Beginning with the Fall Quarter, 1932, the following rule will be enforced: Not later than the first week of the third quarter before graduation every senior will be required to take a standardized test in English fundamentals and to write an impromptu paper. Failure to show reasonable proficiency in these tests will result in the withholding of the student's diploma or certificate, irrespective of the credits which he may offer, until the requirements are met. Non-credit sections in English composition will be organized to meet the needs of deficient students.

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## CERTIFICATION AND GRADUATION

**Certification.**—Students who complete any of the prescribed two-year curricula for the training of teachers for the elementary schools receive *certificates of training* which entitle the holders to first grade licenses to teach in the elementary grades. Such students are admitted to advanced standing when they return to the institution for further training.

**Graduation.**—Students who complete any of the prescribed four-year curricula receive *diplomas* admitting them to baccalaureate degrees. Persons completing such four-year curricula become in the formal sense *graduates* of the institution and are admitted to full alumni standing.

**Residence Requirements for Certification and Graduation.**—Candidates for graduation and recipients of two-year training certificates must, however, meet certain provisions other than that of having gained the necessary credits. All such candidates must have had an actual attendance of three quarters, thirty-six weeks, and have earned at least 48 hours of credit in this institution. This is the minimum residence under which any student may receive any training certificate or any diploma from the College. In all four-year curricula the last quarter immediately preceding graduation must in any case be done in residence. Exceptions to this rule may be made in the case of students about to graduate who have fulfilled the residence requirements and who need not more than four hours of additional credit to complete their curriculum. Such students may make such additional four-hour credit by correspondence or extension and on the satisfactory completion of such non-resident work the certificate or diploma will be issued. This privilege must not, however, be interpreted as meaning that the final term's work on any course may be done in absentia.

**Filing of Formal Application for Certification and Graduation.**—Students expecting to graduate or receive certificates of training must file a formal application as candidates for graduation or certification not later than the quarter previous to the quarter when they expect to receive their certificates or diplomas. In other words, they must file such applications at least twelve weeks before they expect to receive such certificates or diplomas. The Director of Studies will furnish proper application blanks to be filled out by the candidates, which application blanks are then to be filed in the Registrar's office.

**Requirement of Health Certificates.**—In addition to the scholastic requirements so far indicated, the State Board of Education under the laws of the State requires of each prospective teacher a satisfactory health certificate. This requirement of the State Board of Education reads as follows: "Each applicant for license except such applicant as is eligible to exchange license December 1, 1923, shall present a certificate that such applicant is 'able-bodied, not addicted to drugs, not intemperate, and free from tuberculosis or syphilis, as required under

Section 6616B, Burns' Revised Indiana Statutes, 1914.'" In conformity to this law every candidate for the two-year training certificate leading to an elementary school license, and every candidate for graduation from any four-year curriculum must report at the office of the School Physician in room A-44 in Science Hall at some time during the year in which he expects to finish his curriculum and prior to his graduation, for a new physical examination. If the results of such a physical examination are satisfactory the College Physician will issue to the student a satisfactory health certificate. This health certificate must be submitted to the Registrar before training certificates and diplomas will be issued.

**Degrees, Diplomas, and License Certificates.**—The College grants two kinds of degrees, the baccalaureate degree to students who complete one of the standard prescribed four-year curricula, and the Master's degree to students who complete satisfactorily one year of graduate work. The conditions under which these degrees are respectively given are stated in detail under the requirements of the several curricula offered in this institution.

Graduates of any of the standard prescribed four-year curricula receive in addition to the diplomas admitting them to baccalaureate degrees, certificates of training. These certificates showing in detail the actual work which the students have done are submitted to the Department of Public Instruction at Indianapolis and when properly signed become legal licenses to teach those subjects in which the students have taken training.

A student who has received one bachelor's degree may receive a second bachelor's degree, provided that all specified requirements for both degrees are fully met, and provided also that the curriculum offered for the second degree includes at least 48 quarter-hours not counted for the first degree; provided also that the forty-eight hours additional work required for the second bachelor's degree shall be in not more than two departments.

The degrees of *Master of Arts in Education* and *Master of Science in Education* are awarded to students who hold the baccalaureate degree of this institution or of other accredited institutions, and who have completed one year's (three quarters) work in the Graduate School under the provisions formulated by the Graduate Committee. The requirements for this degree are indicated in detail in the statement of the Graduate School, page 105.

Candidates for a Master's Degree in Education may, by the proper selection of their studies in the Graduate School, meet the State's requirements for first grade administrative licenses.

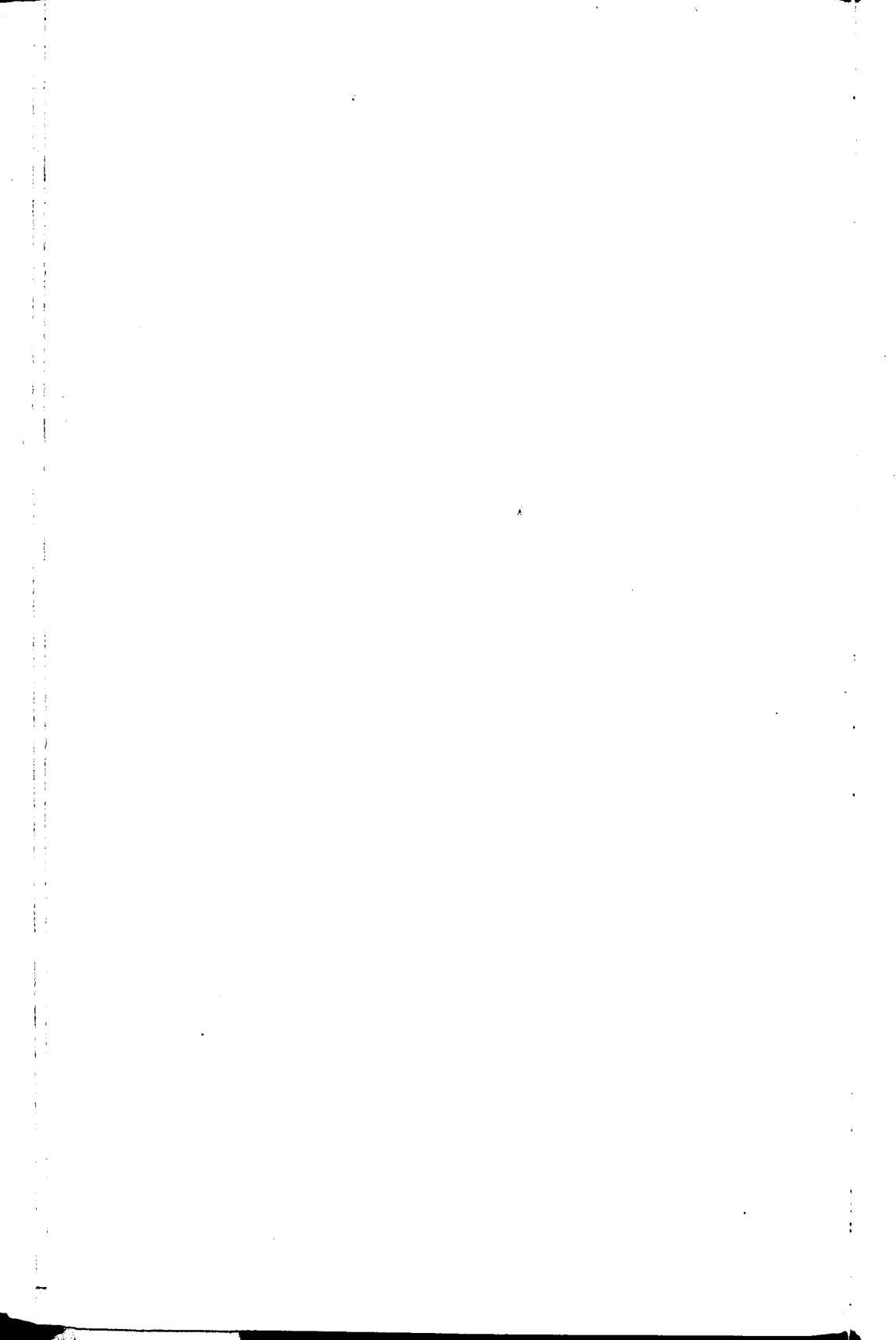
**Graduation Exercises.**—The formal commencement exercises of the Indiana State Teachers College occur in June. Commencement week marks the last week of the spring quarter. Students may, however, complete their curricula in any quarter other than the spring quarter, but the formal conferring of degrees will occur at the following commencement in June.



Students who are in school during the spring quarter and who expect to complete their curricula at the end of the first or second summer term immediately following are counted as members of the graduating class of that year and are expected to participate in all the commencement functions.

Students on two-year curricula who expect to receive certificates of training either at the close of the spring quarter or of the summer terms immediately following are expected to participate in the public exercises of commencement week. Their certificates of training will be delivered to them informally by the Registrar.

If, for any reason, graduating students find it impossible or inconvenient to attend the exercises of commencement week, they may be excused from attendance by the President of the school, and their certificates or diplomas will be forwarded to them by mail.



PART II  
TUITION, FEES, AND EXPENSES

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## TUITION, FEES, AND EXPENSES

**Tuition Fees.**—Free tuition is given to all resident students of Indiana pursuing courses leading to teachers' licenses.

Resident students of Indiana who do not take curricula leading to teachers' licenses and who do not sign a written pledge to teach in the public schools of Indiana not less than two years, pay a tuition fee of \$20.00 per quarter.

Non-residents of Indiana taking teachers' curricula pay \$12.00 per quarter as non-resident tuition.

Non-residents of Indiana taking curricula not leading to teachers' licenses pay an additional tuition fee of \$20.00 per quarter.

**Contingent Fee.**—All matriculated students, both undergraduate and graduate, residents of Indiana and non-residents, pay a contingent fee of \$20.00 per quarter.

By action of the State Teachers College Board, effective October 1, 1931, all special fees such as departmental fees, laboratory fees, physical education fees, etc., have been abolished, and a general contingent fee of \$20.00 per quarter has been established for all regularly matriculated students.

In return, students receive without further payment: the free use of the Library; the free use of laboratories including the current supplies ordinarily used in the same; the benefit of a health service including access to the School Physician; the *Indiana Statesman*; a membership card in the Athletic Association admitting them without further charge to all home games for that quarter; a membership card admitting them to all the privileges of the Student Activities Fund.

The contingent fee, however, does not include breakage fees in laboratories for equipment broken or non-returnable, nor does it cover the penalty fees described below.

The payment of this contingent fee is made to the Controller who issues a receipt admitting students to membership in their classes. The contingent fee must be paid within ten days after the opening of the quarter.

For a single quarter, the total of fees is:

Total of fees for residents of Indiana taking curricula leading to teachers' licenses .....	\$20.00
Total of fees for residents of Indiana taking curricula not leading to teachers' licenses.....	40.00
Total of fees for non-residents of Indiana taking curricula leading to teachers' licenses.....	32.00
Total of fees for non-residents of Indiana taking curricula not leading to teachers' licenses.....	52.00

For a year of three quarters or two semesters the total of the above fees is:

Contingent fee for all students.....	\$60.00
Contingent and tuition fees for all Indiana students not intending to teach.....	120.00

Contingent and tuition fees for non-residents of Indiana preparing to teach.....	96.00
Contingent and tuition fees for non-residents of Indiana not intending to teach.....	156.00

Students regularly enrolled in the Spring Quarter may, by the use of a *change of course card* take additional work during the Mid-Spring Term without re-registering or paying additional fees. However, if a student withdraws from all courses during the Spring Quarter and enters the Mid-Spring classes, he must re-register in the Mid-Spring Term and pay Mid-Spring Term fees.

Mid-Spring Term fees and the fees for the short summer terms are respectively one half of the fees charged for regular quarters.

**Diploma Fee.**—Candidates who have been accepted in the Graduate School for the Master's degree must pay a diploma fee of \$10.00 before the degree may be publicly conferred. In partial return for this, the school will present them the official hood indicative of the Indiana State Teachers College when the degree is conferred.

**Auditor's Fee.**—An auditor's fee of \$5.00 per quarter is charged to persons properly qualified who desire to sit in one to four classes without participating in the recitation and without receiving formal credit.

**Breakage Fees.**—A breakage fee is charged in the various laboratories of the institution to students for laboratory equipment which is either non-returnable or which is not returned in good condition. Such fees cover the actual cost of the equipment only and these breakage fees must be paid at the Controller's office within ten days after students receive official notice of the breakage charge placed against them.

**Late Entrance Fee.**—An extra entrance fee of \$2.00 will be charged to those students who for any cause do not register on the first day of any term or on the day officially set apart for registration.

**Extra Health Fee.**—An extra health fee of \$1.00 will be charged all those beginning students who do not secure a physical examination in the office of the School Physician at the time when this examination is officially scheduled for such beginning students.

**Special Examination Fee.**—An extra examination fee of \$1.00 for each subject will be charged all those students who take an examination out of course. When such examinations are to be taken out of course, formal application must be made to the instructor who will, upon the presentation of the formal receipt of this examination fee, arrange for the examination out of course.

**Delinquency Fee.**—Payment of all fees owing the institution must be made promptly on or before the final date when such fees are due. Tuition fees and contingent fees are due on the tenth day of the term. Breakage fees are due ten days after the Departments have notified the Controller of the fees. Students who fail to pay their tuition fees,

contingent fees, or breakage fees before the expiration of the time set for the payment of these fees will not only be excluded from their classes until such fees are paid, but will be required to pay an extra fee of one dollar as a delinquency fee and five cents extra penalty per day for each succeeding day until such fee is paid.

**Fee for "Senior Annual."**—All seniors graduating from any of the four-year curricula leading to the baccalaureate degree will pay a fee of five dollars to cover the cost of the "Senior Annual" published by the graduating class each year. In return for this fee, each member of the senior class is entitled to a copy of the "Senior Annual."

**Refund of Fees.**—Students who have paid their entrance fees and who withdraw during the first or second week will have all their entrance fees refunded to them. Students withdrawing during the third or fourth week will receive as a refund two-thirds of their entrance fees. Students withdrawing during the fifth or sixth week will have one-half of their fees returned to them. Students withdrawing after six weeks will receive no refund of fees.

Such students withdrawing after six weeks and returning during some subsequent term must register anew and pay full fees for such subsequent term.

**Living Expenses.**—It is manifestly impossible to determine definitely what the expenses will be for each student per term. This will vary with the individual tastes and requirements of the student. The College is situated in the heart of the city of Terre Haute and the cost for rooms and meals is substantially that found in the other cities of the State.

Rooms may be secured in the city in good families at an average cost of from two to three dollars per person per week. This cost includes fuel and light. The Dean of Men and the Dean of Women have each approved lists of rooms. Students may not rent rooms in the city which are not on these approved lists. The rooms on these approved lists have been visited and inspected by the Deans and found to be suitable. Young women are expected to confer with the Dean of Women before making definite arrangements as to their rooming places. In the same way, the men are expected to confer with the Dean of Men before engaging rooms. Students desiring to make arrangements for rooms and board before coming here can do so by writing respectively to the Dean of Men or the Dean of Women.

Parents and guardians may rest secure in the knowledge that the Deans keep in close touch with every student in the school and are careful to see that only proper places under the best conditions are selected as their homes. Past experience has demonstrated the desirability of requiring the women not to engage rooms where men are rooming. Similarly, our men students are not allowed to room in houses where there are unmarried women rooming. In case of seemingly justifiable exceptions to this rule, the matter should first be acted upon by the proper Dean before definite arrangements are made.

**Residence Hall.**—The College owns a large, commodious, modern Residence Hall for women. All young (white) women who do not live in Terre Haute and who are unable to return to their homes each evening are expected to live in Residence Hall. Under the rules of the institution adopted by the State Teachers College Board, all non-resident freshman and sophomore women must reside in Residence Hall. The rules of the institution require further that all non-resident junior and senior women must reside in Residence Hall so long as rooms are available there.

Rooms are assigned in the order in which applications are received. To reserve a place in the Hall, application accompanied by a five dollar deposit should be made to Mrs. Burford, the Dean of Women, as early as possible. Cancellation of the reservation must reach her office at least ten days before the opening of any term or quarter in order to have the five dollar deposit returned; otherwise the deposit is held until the end of the term and from it will be taken any obligations which the student may owe Residence Hall. The remainder will be deducted from the last payment for room and board.

Students who live in the Hall must take their meals there.

The total charge per quarter (twelve weeks) for room and board is ninety-six dollars (\$96.00). For the convenience of the young women sixteen dollars may be paid on the first Monday of each two-week period of the term. The fine for the late payment is twenty-five cents for the first day and five cents for each additional day.

Each student must provide herself with towels, a blanket, soft-heeled bedroom slippers, and a dresser cover.

**College Book Store.**—The book store is owned and operated by the Indiana State Teachers College. The book store was organized for the purpose of furnishing material, books, and supplies to the students at the lowest practicable prices and to give them the very best services possible. The book store carries all books, supplies, athletic goods, and material needed by the student. Items not carried in stock may be obtained by special order. The store is for the students and for the purpose of reducing the expenses of the students while in school. The management of the book store is in the hands of a manager hired by and responsible to the State Teachers College Board of the Indiana State Teachers College. The book store is on the first floor of the main building.

**Opportunities for Employment Outside of School Hours.**—The College gives every encouragement to young men and to young women to find suitable work outside of school hours to permit them to earn money with which to pay in part their expenses while in school. Not infrequently, students have combined the very highest scholarship in their studies with a substantial earning power during their open periods. On the other hand, students ought to be distinctly warned not to attempt such outside work unless they are doing a very high grade of work in their classes and have a physical vigor that makes additional duties possible without endangering their health. Furthermore, enter-



*ing students should not count upon such outside help. They should see to it that they have the financial means at hand to spend several quarters, at least, in the College before attempting outside duties. They should first make sure that they are able to do entirely satisfactory work in their classes and that their health is such that additional work may be safely undertaken. Young women wishing to do outside work should keep the following regulations in mind: (1) Entering freshmen (women) working for board and room have school work limited to three solids and library science or a two-hour non-prepared; (2) Entering freshmen (women) working for board have school work limited to three solids and one four-hour non-prepared or two two-hour non-prepareds; (3) Women students working for board or for board and room, may carry four solids but no non-prepareds if their Indiana State Teachers College record is an average of B or above; (4) Women students working for board and room with less than B average in Indiana State Teachers College are permitted to carry three solids and one four-hour non-prepared or two two-hour non-prepareds according to their general average. If their record is much below B average, only two solids and one or two non-prepareds are permitted to be carried. When it is clear that students may profitably undertake outside work, the school will be very glad indeed to assist them in securing an education in this way. Many of our young women work in private homes for their board and room; others clerk in stores on Saturdays; still others give parts of afternoons once or twice a week helping with house-work or taking care of children in the evenings. Women students interested in securing such outside work should confer with Dean Burford.*

Our young men also find opportunities to clerk in stores on Saturdays; to take care of furnaces; to carry news routes; to work in restaurants or boarding houses. Men should not do more than three hours of outside work a day unless they have a scholastic record clearly above the average. Men interested in securing such outside work should confer and register with Mr. Harold Bright, the Director of Student Employment.

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PART III  
ELEMENTARY CURRICULA, TWO AND FOUR YEARS,  
FOR THE TRAINING OF TEACHERS FOR THE  
ELEMENTARY GRADES

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## CURRICULA FOR THE PREPARATION OF TEACHERS FOR THE ELEMENTARY SCHOOLS

### I. REGULAR CURRICULA FOR THE TRAINING OF RURAL, PRIMARY, INTERMEDIATE AND GRAMMAR GRADE TEACHERS

The teacher training laws of the State of Indiana prescribe a two-year curriculum (72 weeks) for the first grade teacher's license in any of the elementary grades. The rules of the State Board of Education further require that specific curricula be organized for the training of, (a) primary teachers, (b) teachers of one-room rural schools, (c) intermediate and grammar grade teachers. In conformity with these requirements the Indiana State Teachers College offers a two-year curriculum for primary teachers, rural teachers, and intermediate and grammar grade teachers. It will thus be necessary for students entering the College to prepare for teaching in the elementary grades to decide at the very outset whether they wish to be teachers of the primary grades, of rural (one-room) schools, or intermediate and grammar grades. Having made this decision they enter upon a curriculum which is prescribed from quarter to quarter. The schedule of classes for each quarter is definitely arranged to permit students on these various curricula to move forward from quarter to quarter without conflict.

If a student after having entered on one of these curricula should decide to transfer to another, application for such transfer should be made to the Director of Studies. Inasmuch as a large part of the academic work of these three curricula is the same, such transfer can be made without very serious loss of credit.

By special action of the State Board of Education some of these licenses are valid for several grades. The rural school teacher's license is valid in any elementary school of the State. Students completing the first year of the rural school curriculum may enter the second year of the primary or intermediate-grammar grade curricula without loss of credit and upon completion of the second year of such curriculum may receive a corresponding first grade license.

The primary, intermediate and grammar grade licenses shall be valid for teaching in one-teacher elementary schools.

Prospective teachers will find it to their advantage to acquaint themselves with the legal requirements to secure various licenses by writing to the State Department of Public Instruction at Indianapolis for Official Bulletin No. 94, in which such prospective teachers may find in complete detail all the rules and regulations instituted by the State Board of Education for the licensing of teachers.

## TWO-YEAR CURRICULA FOR THE PREPARATION OF TEACHERS FOR THE ELEMENTARY SCHOOLS

Regular Curricula for the Training of Rural, Primary, Intermediate and  
Grammar Grade Teachers.

PRIMARY	Req. Hrs.	RURAL	Req. Hrs.	INTERMEDIATE-GRAMMAR	Req. Hrs.
<b>First Quarter</b>					
Education 111	4	Education 111	4	Education 111	4
English 142	4	English 142	4	English 142	4
Education 142	4	Mathematics 101	4	Mathematics 101	4
Education 141	4	Art 191	4	Art 191	4
Library Science 11	1	Library Science 11	1	Library Science 11	1
Physical Education 2 (Non-prepared)	4	Physical Education 3 (Non-prepared)	4	Physical Education 3 (Non-prepared)	4
<b>Second Quarter</b>					
Education 121	4	Education 121	4	Education 121	4
English 143	4	English 143	4	English 143	4
Education 143	4	English 181	4	English 181	4
Education 144	4	Mathematics 101	4	Mathematics 101	4
Physical Education (Non-prepared)	2	Physical Education (Non-prepared)	2	Physical Education (Non-prepared)	2
<b>Third Quarter</b>					
Education 131	4	Education 131	4	Education 131	4
Education 145	4	English 191	4	English 191	4
Social Studies 151	4	Social Studies 151	4	Social Studies 151	4
English 101	4	English 102	4	English 102	4
Physical Education (Non-prepared)	2	Physical Education (Non-prepared)	2	Physical Education (Non-prepared)	2
<b>Fourth Quarter</b>					
Education 271	4	Education 273	4	Education 272	4
Education 241	4	English 291	4	English 291	4
Social Studies 251	4	Social Studies 251	4	Social Studies 251	4
Science 251	4	Science 251	4	Science 251	4
Commerce 61	4	Commerce 61	4	Commerce 61	4
<b>Fifth Quarter</b>					
Social Studies 221	4	Social Studies 221	4	Social Studies 221	4
Science 201	4	Home Economics 291	4	Science 201	4
Education 242	4	Social Studies 291	2	Social Studies 291	2
Education 251	4	Science 291	2	Science 291	2
Music 71	4	Education 251	4	Education 251	4
		Music 71	4	Music 71	4
<b>Sixth Quarter</b>					
Science 171	4	Science 171	4	Science 171	4
Music 211	4	Music 211	4	Music 211	4
Physical Education 292	2	Home Economics 131	4	Physical Education 291 or 296	2
Education 261	2	Education 252	4	Education 261	2
Education 252	4			Education 252	4
<b>TOTAL</b>	<b>96</b>	<b>TOTAL</b>	<b>96</b>	<b>TOTAL</b>	<b>96</b>

## II. SPECIAL ELEMENTARY SCHOOL LICENSES IN ART, HOME ECONOMICS, INDUSTRIAL ARTS, MUSIC, AND PHYSICAL EDUCATION

The Teachers College offers no special two-year curricula in the subjects just enumerated above. All curricula in these subjects are four-year curricula. See page 83.

However, students may secure an elementary license, valid for teaching these subjects in the grades and first year of the high school by taking the first two years of any one of the special four-year curricula under the following provisions:

- (1) Completion of the first two years of a special four-year curriculum designed for teaching and supervising the special subject for which the license is requested in the elementary school and in the ninth grade of the small high school.
- (2) Of this work sixty hours must be in the special subject itself in which the license is requested.
- (3) Twenty hours of credit in the professional field, of which four hours shall be in student teaching.

This license does not qualify for teaching these special subjects in the seventh, eighth, and ninth grades in a six-year high school or a junior high school.

## III. FOUR-YEAR CURRICULA FOR THE ADDITIONAL TRAINING OF TEACHERS FOR THE ELEMENTARY GRADES AND THE JUNIOR HIGH SCHOOL, LEADING TO THE BACCALAUREATE DEGREE

More and more generally the better school systems of the State require more training than that afforded by the regular two-year curricula for the training of teachers for the elementary schools. Indeed in many of the larger school systems of the State local requirements demand teachers for the grades who have had four years of training and who hold a baccalaureate degree.

Provision is made at the College in the curricula here announced for teachers who have completed one of the regular two-year elementary curricula to move forward to two additional years of training for the elementary schools. These four-year curricula for the additional training of teachers for the elementary grades and the junior high school are outlined in detail on page 70. Students who have completed any of the two-year curricula receive full junior standing on these four-year curricula on their return to this institution, and may complete the four-year curriculum for elementary school teachers in two additional years.

Students are, however, reminded that when after having completed any one of the regular two-year elementary curricula they move forward to the regular four-year high school teachers' curricula they must meet the requirements of these curricula in full and should not expect to complete such four-year high school curricula in two additional years of

work. The usual period for meeting the full requirements of these high school teachers' curricula after completion of one of the two-year elementary curricula is eight quarters.

**FOUR-YEAR CURRICULUM FOR THE ADDITIONAL TRAINING  
OF TEACHERS FOR THE FOUR-YEAR PRIMARY  
CRITIC-IN-TRAINING CURRICULUM LEADING  
TO THE BACCALAUREATE DEGREE**

Degree: Bachelor of Science in Elementary Education.

**REQUIREMENTS FOR GRADUATION—**

- |    |  |           |
|----|--|-----------|
| 1. | Completion of 2-year Primary Curriculum.....     | 96 hours  |
| 2. | Education—40 hours:                              |           |
|    | Psychology of the Common                         |           |
|    | Branches .....Education 324.....                 | 4 hours   |
|    | Primary Education.....Education 313.....         | 4 hours   |
|    | The Language Arts in the                         |           |
|    | Elementary Grades.....Education 368.....         | 4 hours   |
|    | Supervision of Instruction....Education 461..... | 4 hours   |
|    | Supervised Teaching                              |           |
|    | (Grades 1, 2, and 3).....Education 455.....      | 24 hours  |
| 3. | Academic Courses—24 hours:                       |           |
|    | English 313, 411, 412.....                       | 8 hours   |
|    | Social Studies, 331, 341.....                    | 8 hours   |
|    | Science (any two) 322, 323, 331.....             | 8 hours   |
| 4. | Group Electives (any two).....                   | 24 hours  |
|    | English .....                                    | 12 hours  |
|    | Social Studies .....                             | 12 hours  |
|    | Science .....                                    | 12 hours  |
|    | Supervision and Administration .....             | 12 hours  |
| 5. | General Electives.....                           | 8 hours   |
|    | Grand Total .....                                | 192 hours |
| 6. | Non-Prepared Subjects:                           |           |
|    | Physical Education.....                          | 12 hours  |
|    | Library Science.....                             | 1 hour    |

**FOUR-YEAR CURRICULUM FOR THE ADDITIONAL TRAINING  
OF TEACHERS FOR THE FOUR-YEAR PRIMARY CURRICULUM  
LEADING TO THE BACCALAUREATE DEGREE**

Degree: Bachelor of Science in Elementary Education.

**REQUIREMENTS FOR GRADUATION—**

- |    |   |          |
|----|---|----------|
| 1. | Completion of 2-year Primary Curriculum.....  | 96 hours |
| 2. | Education—40 hours:                           |          |
|    | Psychology of the Common                      |          |
|    | Branches .....Education 324.....              | 4 hours  |
|    | The Language Arts in the                      |          |
|    | Elementary Grades.....Education 368.....      | 4 hours  |
|    | Educational Sociology..... Education 413..... | 4 hours  |



	Supervision of Instruction....Education 461.....	4 hours
	Tests and Measurements....Education 466.....	4 hours
	The Psychology of Childhood..Education 421.....	4 hours
	Supervision of Curriculum Making .....	Education 463..... 4 hours
	Primary Education.....Education 313.....	4 hours
	Supervised Teaching.....Education 455.....	8 hours
3.	Academic Courses—24 hours:	
	English 313, 411, 412.....	8 hours
	Social Studies 331, 341.....	8 hours
	Science (any two) 322, 323, 331.....	8 hours
4.	Group Electives (any two).....	24 hours
	English .....	12 hours
	Social Studies.....	12 hours
	Science .....	12 hours
	Supervision and Administration	12 hours
5.	General Electives.....	8 hours
	Grand Total .....	192 hours
6.	Non-Prepared Subjects:	
	Physical Education.....	12 hours
	Library Science.....	1 hour

FOUR-YEAR CURRICULUM FOR THE ADDITIONAL TRAINING  
OF TEACHERS FOR THE FOUR-YEAR JUNIOR HIGH  
SCHOOL CURRICULUM LEADING TO THE  
BACCALAUREATE DEGREE

Degree: Bachelor of Science in Elementary Education.

REQUIREMENTS FOR GRADUATION—

1.	Completion of two-year Intermediate and Grammar Grade or Rural Curriculum.....	96 hours
2.	Education—32 hours:	
	Junior High School Problems.Education 575.....	4 hours
	Principles of Teaching.....Education 331.....	4 hours
	Tests and Measurements.....Education 466.....	4 hours
	Supervision of Instruction...Education 461.....	4 hours
	Psychology of Adolescence...Education 422.....	4 hours
	Educational Sociology.....Education 513.....	4 hours
	Supervised Teaching.....Education 455.....	8 hours
3.	Two major subject groups from the following.....	64 hours
	English—Composition, 4 hrs.;	
	English Literature, 12 hrs.;	
	American Literature, 4 hrs.;	
	Oral Expression, 4 hrs.....	24 hours
	Mathematics—Algebra, 4 hrs.;	
	Trigonometry, 4 hrs.; Geom- etry, 8 hrs.; Mathematics 212, 4 hrs.....	20 hours

Social Studies—U. S. History,

12 hrs.; Gen. History, 8 hrs.;

Civics, 4 hrs..... 24 hours

Science—Geography, 16 hrs.;

Biology, 16 hrs..... 32 hours

Electives to make a total of 64 hours.

Grand Total..... 192 hours

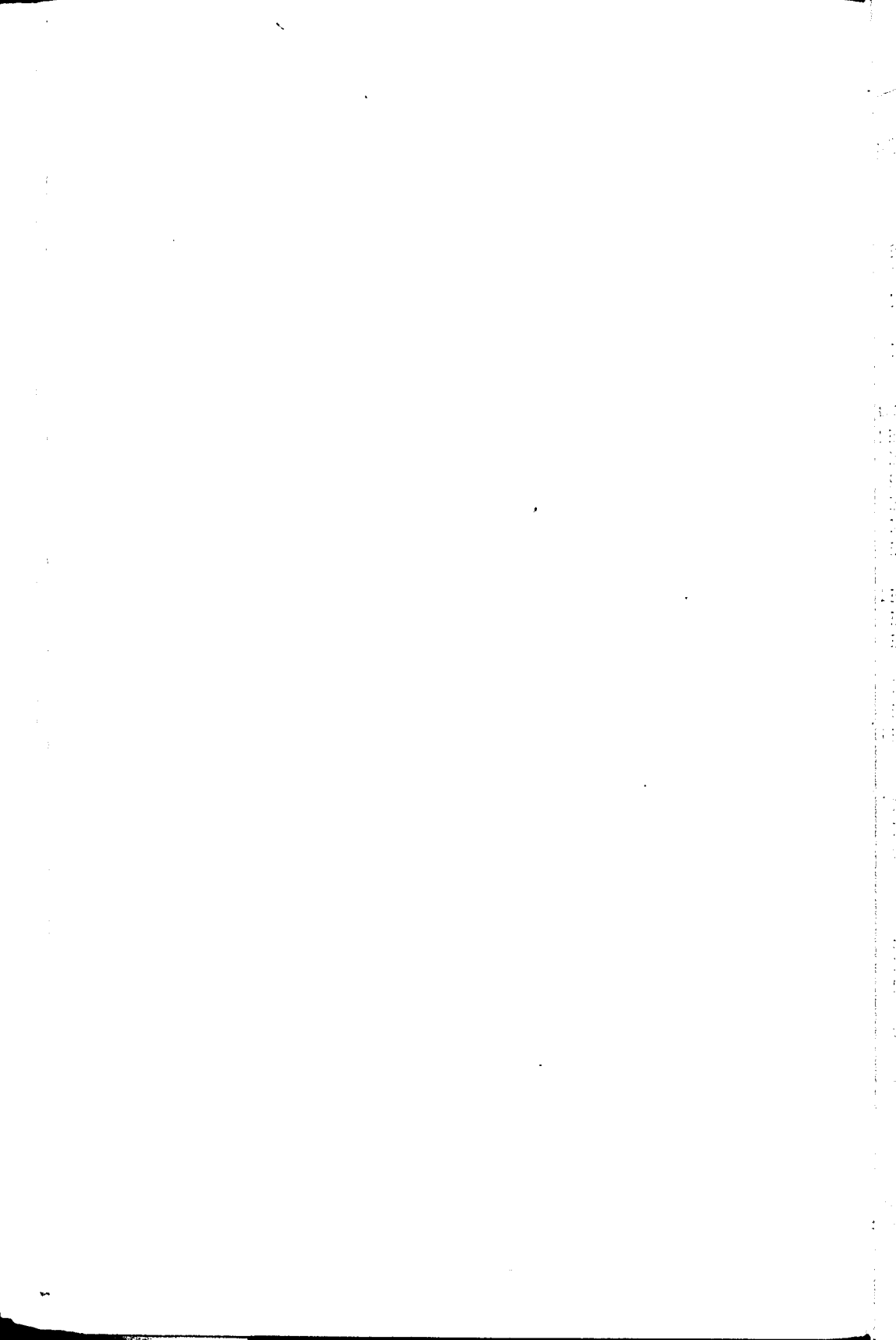
4. Non-Prepared Subjects:

Physical Education..... 12 hours

Library Science..... 1 hour

PART IV

REGULAR FOUR-YEAR CURRICULA FOR THE TRAIN-  
ING OF HIGH SCHOOL TEACHERS, LEADING  
TO FIRST GRADE LICENSES



## REGULAR CURRICULA FOR THE TRAINING OF HIGH SCHOOL TEACHERS—FOUR YEARS

Entrance Requirements: Graduation from a commissioned high school or equivalent scholarship.

License: Leading to Regular High School Teacher's License, First Grade.

Degrees: Bachelor of Arts in Education.  
Bachelor of Science in Education.

### REQUIREMENTS FOR GRADUATION—

#### 1. Professional Courses—28 hours:

Psychology .....	Education 122, 221 ...	8 hours
Secondary Education.....	Education 311.....	4 hours
Principles of Teaching.....	Education 331.....	4 hours
Tests and Measurements.....	Education 366.....	4 hours
Supervised Teaching (in two of the majors selected).....	Education 453, 454 ...	8 hours

#### 2. English Courses—12 hours:

Freshman English, Exposition....	English 111.....	4 hours
Freshman English, Narration and Description .....	English 112.....	4 hours
General Literature Course.....	English 141.....	4 hours

#### 3. Social Studies..... 8 hours

#### 4. Science ..... 12 hours

One year's work (three quarters) in either Botany, Zoology, Physiology, Chemistry, Physics, or Geography and Geology.

#### 5. Majors:

The subjects from which majors may be chosen are arranged into three groups: Group A, Group B, and Group C.

Group A includes Option I in Science and Option I in Social Studies.

If either Option I in Science or Option I in Social Studies or both are chosen as majors, then two majors *only* are required for graduation. If either Option I in Science or Option I in Social Studies (but not both) is taken, the second major must be selected from Group B.

Group B. This group includes English, Latin, Mathematics, and the Special Subjects.

If majors are chosen from this group only, then three majors shall be required, provided that not more than one major may be selected from the Special Subjects.

Group C: This group includes French, Options II in Science, Options II and III in Social Studies, and Library Science.

Only one major from this group may be selected, and when so selected must be one of three majors offered for graduation.

<sup>1</sup>Not required of those students who have credit in Education 111.

## ACADEMIC GROUPS

I. English .....	44 hours
II. Mathematics .....	40 hours
III. Latin .....	40 hours
IV. French .....	40 hours
V. Social Studies—	
Option I .....	60 to 80 hours
Option II .....	40 hours
Option III .....	40 to 72 hours
VI. Science—	
Option I .....	68 to 72 hours
Option II .....	40 to 48 hours
VII. Industrial Arts.....	40 hours
VIII. Home Economics.....	40 hours
IX. Music .....	40 hours
X. Art .....	40 hours
XI. Physical Education.....	40 hours
XII. Commerce .....	40 hours
XIII. Library Science.....	40 hours
6. Electives to raise the total number of credits in prepared subjects to 192 hours, of which total credits 80 hours must be in the Senior College.	
7. Non-prepared Subjects:	
Physical Education.....	12 hours
Library Science.....	1 hour

## EXPLANATIONS

**Professional Academic Courses.**—Students electing any of the majors or options indicated above must make a credit of four hours in the professional academic course belonging to that major or option. This credit of four hours is included in the hour requirements stated. This professional academic course must not be taken until the student has completed an amount of the academic work in his major of at least 24 hours, but he is expected to have taken this course before beginning his work in Supervised Teaching in this major in the Training High School. Students carrying three majors are required to take professional academic courses in two of the major groups only.

**Language Requirement for the Bachelor of Art Degree.**—A student who meets the requirements stated above and who in addition offers twenty hours in any one Foreign Language either in one of his majors or in his group of electives will receive the degree of Bachelor of Arts in Education. A student, however, who has offered for entrance two years or more of high school work in any one Foreign Language may meet the requirements for the Arts degree by taking one additional year's work in the same Foreign Language and one year of work in any other Foreign Language.

German and Spanish may not for the present be offered as majors on four-year curricula.

Options in Social Studies—

Option I

60 to 80 hours

	Minimum Hours, 60	Additional Hours Permitted, 20*
General History.....	16	12 hours additional in either or both history groups
U. S. History .....	16	
Economics .....	8	12 hours additional in non-history social studies, with not more than 8 hours additional in any one of the three
Political Science.....	8	
Sociology .....	8	
Professional Academic..	4	
—		
Total .....	60 hours	

Option II

Hours

General History.....	20
U. S. History.....	16
Professional Academic..	4
—	
Total .....	40 hours

Option III

40 to 72 hours

	Minimum Hours, 40	Additional Hours Permitted, 32
Economics .....	12	12 hours additional in either one or two of three
Political Science.....	12	
Sociology .....	12	
Professional Academic..	4	
General History.....	0	20 hours additional in either or both of the two
U. S. History.....	0	
—		
Total .....	40 hours	

Options in Science—

Option I

A choice of any two of the following three subjects:

Biology (Botany 24—Zoology 12, or Zoology 24—Botany 12) .....	36 hours
Physics .....	24 hours

\* Students who have completed language requirements should take courses in social studies beyond the minimum option requirements, if possible.

Chemistry .....	24 hours
Physiology or Geography and Geology.....	8 hours
Professional Academic .....	4 hours
—	
Total .....	68 or 72 hours

Students electing both chemistry and physics must make 8 hours of additional credit in two electives in science chosen with the advice and approval of the Dean of Science.

#### Option II

In Option II (Fourth Option, State Manual, requiring 40 hours (Biology 48 hours), the student may do his entire work in any one of the following subjects: Biology, Botany, Zoology, Chemistry, Physics, Physical and Commercial Geography, or Human Physiology and Hygiene.

Major Subject .....	32 hours (Biology 40)
Professional Academic Course.....	4 hours
Elective .....	4 hours
—	

Total ..... 40 hours (Biology 48)

The requirements of the second option in Physiology may be met by receiving credits as follows:

Physiology .....	20 hours
Any two courses of the following:	
Zoology, Histology, Embryology.....	8 hours
Organic Chemistry.....	4 hours
Professional Academic Course.....	4 hours
Elective .....	4 hours
—	

Total ..... 40 hours

Students majoring in science should by all means take Option I instead of Option II. Option II is intended for those few students who are fitting themselves to teach a single science in one of the larger high schools of the State. In practically all of the high schools, however, the teacher of science must teach several fields in science. A student, therefore, with a second option in science will find it practically impossible to meet the license requirements for teachers of science in most of the high schools of the State. Students who wish to concentrate on any one science should take the first option in science and use some of their electives in extending the work in that chosen field.

**Major in Latin.**—Students majoring in Latin are required to make a credit of 40 hours, but they must offer as preliminary work done in the high school at least two years of Latin. Students, therefore, who have not had Latin in the high school will find it extremely difficult to take a major in this field. Elementary courses in Latin, however, are offered in the institution to students who have had no previous work in



Latin, but who wish to take work in this field to count as electives on their curricula.

**High School Teachers' Licenses Confer Legal Privilege to Teach in the Junior High School.**—High school teachers' licenses, both regular and special, are good for teaching the subjects in which the license is issued in the junior high school or in the seventh, eighth, and ninth grades. For special junior high school licenses see page 71.

#### ORGANIZATION AND SEQUENCE OF COURSES—JUNIOR COLLEGE, SENIOR COLLEGE

The four-year courses for the training of teachers for the high school have been so organized that they fall into two fairly distinct groups: (1) The Junior College, comprising the courses of the freshman and sophomore years; (2) the Senior College, comprising the courses of the junior and senior years.

Students enrolled in the Junior College may not reach forward into the Senior College. Senior College students are permitted to reach into the Junior College for an amount of work not exceeding ten per cent of the courses. In other words, students must offer for graduation approximately forty per cent of their courses from the Senior College and may not receive credit for more than approximately sixty per cent of their work from the Junior College.

A reasonable latitude is given to the student to select his studies within the Junior or the Senior college. Thus a student in the Junior College may begin lines of work in freshman classes in the sophomore year as well as in the freshman year. Certain subjects, however, such as required English and Education, are not included in this privilege, and must be taken during the specific quarters indicated.

The required courses in freshman English (English 111 and 112) must be begun during the student's first quarter in school and must be continued without interruption until these courses are satisfactorily completed. Students are not permitted to drop out of these courses, and in making up the student's schedule of classes the English requirements take precedence over other subjects.

**Sequence of Courses Indicated by System of Numbering.**—The system of numbering courses in this institution is planned to assist the student in following the proper sequence of studies in his course. All prepared courses in the school are indicated by numbers consisting of three digits. The digit in the hundreds place indicates the year when such a subject should properly be taken; thus all courses from 101 to 199 in the several departments are freshman courses; all courses numbered from 201 to 299 are sophomore courses; similarly those numbered 301 to 399 and 401 to 499 are, respectively, junior and senior year courses. Graduate courses are numbered 501 to 599.

The number in the tens place is used to indicate the special field within the department. Thus in the Department of Science all courses numbered 21 to 29 are courses in Zoology, from 31 to 39 Botany, from 41 to 49 Chemistry, and so on. In Social Studies all courses numbered

11 to 19 are General History, from 21 to 29 are Political Science, from 31 to 39 are Economics, and so on.

The digits in the units place indicate the several courses in that special field which are offered during that particular year.

All courses indicated by numbers having a 9 in the tens place are professional academic courses. Thus Mathematics 391 means that it is a professional academic course dealing with the teaching of mathematics in the high school, and that it is regularly offered during the junior year.

Students in the freshman and sophomore years are required to take courses in the Junior College. The courses open to freshmen and sophomores are those courses whose numbers fall in the respective departments between the limits of 101 and 299. Students in the Senior College must confine their choice of subjects to courses whose numbers range from 301 to 499, provided that students in the Senior College may offer not less than forty per cent of their total work in the Senior College.

REGULAR HIGH SCHOOL REQUIREMENTS

See page 73

Subjects	Course Numbers	Req. Hrs.	Subjects	Course Numbers	Req. Hrs.
<b>Professional Group</b>			<b>Group VIII, Science Opt. I</b>		
Psychology	122, 221	8	1 Biol. Group	Bot. 24 or 12 Zool. 12 or 24	36
Secondary Ed.	311	4	2 Physics		24
Prin. of Tchg.	331	4	3 Chemistry		24
Tests and Meas.	366	4	4 Geography		8
Super. Tchg.	453, 454	8	5 Physiology		8
		28	Prof. Academic	391	4
<b>Group I, English</b>			Elective (Omit if majoring in Biology)		8
Gram.-Comp.	111, 112, 211 or 311	12			72 or 68
Eng. & Am. Lit.	392, 461	8	Take two from (1), (2) and (3), and one from (4) and (5)		
Elective Lit.	221, 222, 321, 322, 341, 421	12	<b>Science, Opt. II, Third major only</b>		
Elective Lit.	223, 224, 323, 441, 442, 481	4	Any Sci.	(Elective 4 hrs.)	36
Oral Expression	381a	4	Prof. Academic	391	4
Prof. Academic	391	4	(See page 78 for biology)		
		44	<b>Group X, Industrial Arts</b>		
<b>Group II, Mathematics</b>			Inds. Arts	101, 102, 103 and Shop Work	36
Mathematics	111, 112, 113, 212, 221, 223 or 322, 331, 332, 441	36	Prof. Academic	391	4
Prof. Academic	391	4			40
		40	<b>Group XI, Home Economics</b>		
<b>Group III, Latin</b>			H. Economics	111, 113, 211, 222, 223, 224 or 321	24
Latin		36	Elective Home Ec.	331, 332, 333, 432, 433	8
Prof. Academic	391	4	Prof. Academic	391, 392	8
		40			40
<b>Group IV, French</b>			<b>Group XII, Music</b>		
French		36	Music	111, 112, 113, 121, 122, 123, 212, 231, 233	36
Prof. Academic	392	4	Prof. Academic	391	4
		40			40
<b>Group VII, Soc. St. Opt. I</b>			<b>Group XIII, Art</b>		
General Hist.		16	Art		36
U. S. Hist.		16	Prof. Academic	391	4
Economics		8			40
Sci. of Gov.		8	<b>Group XIV, Phys. Education</b>		
Sociology		8	Phys. Ed. Wom.		36
Prof. Academic	391	4	Prof. Academic	391	4
		60	See page 204 for list of required courses		
<b>Soc. St. Opt. II</b>			Phys. Ed. Men		36
General Hist.		20	Prof. Academic	396	4
U. S. Hist.		16	See page 201 for list of required courses		
Prof. Academic	391	4	<b>Group XV, Commerce</b>		
		40	Commerce	121, 122, 123, 211, 212, 213, 301, 302, 303	36
<b>Soc. St. Opt. III, Third major only</b>			Prof. Academic	392, 393 or 394	4
Economics	231, 232, 333, 334	12			40
Sci. of Gov.	223, 321, 322	12	<b>Group XVI, Library Sci., Third major only</b>		
Sociology	341, 441, 442, 443	12	Library Sci.		34
Prof. Academic	391	4	Eng. 141		4
		40	Prof. Academic	391	2
			(Part Time 24 hrs.)		
					40

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PART V

SPECIAL FOUR-YEAR CURRICULA FOR THE TRAIN-  
ING OF TEACHERS IN ART, COMMERCE, HOME  
ECONOMICS, INDUSTRIAL ARTS, MUSIC,  
PHYSICAL EDUCATION FOR MEN, AND  
PHYSICAL EDUCATION FOR WOMEN,  
LEADING TO THE SPECIAL HIGH  
SCHOOL TEACHER'S LICENSE,  
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FOUR-YEAR CURRICULA FOR THE TRAINING OF  
TEACHERS IN THE SPECIAL SUBJECTS—ART,  
COMMERCE, HOME ECONOMICS, INDUSTRIAL  
ARTS, MUSIC, PHYSICAL EDUCATION FOR MEN,  
PHYSICAL EDUCATION FOR WOMEN, LEADING  
TO THE SPECIAL HIGH SCHOOL TEACHER'S LI-  
CENSE, FIRST GRADE, AND TO THE BACCALAU-  
REATE DEGREE.

I. ART

Degree: Bachelor of Science in Art Education.  
REQUIREMENTS FOR SPECIAL HIGH SCHOOL LICENSE

Professional	Required Hours
Psychology .....Education 122, 221.....	8
Secondary Education.....Education 311.....	4
Principles of Teaching.....Education 331.....	4
Tests and Measurements.....Education 366.....	4
Supervised Teaching.....Education 453, 454.....	8
Total .....	28
 General, Special, and Related Subjects and Courses	
Design .....Art 132, 212, 431.....	12
Drawing and Painting.....Art 111, 112, 113, 131, 211, 311, 312, 314, 411, 412, 413, 414, 415.....	48
Arts and Crafts.....Art 141, 241, 242 or 243, 341 or 342.....	16
History of Art.....Art 251, 351.....	8
Professional Academic.....Art 391, 491.....	8
Mechanical Drawing.....Industrial Arts 101.....	4
Interior Decoration.....Art 331 or Home Econom- ics 331.....	4
Total .....	100
 English and Second Major or Elective	
English .....English 111, 112, 381b.....	12
Second Major or Elective.....	52
Total .....	64
Grand Total.....	192
 Non-prepared	
Physical Education 1-99.....	12
Library Science 11.....	1

<sup>1</sup>Not required of those students who have credit in Education 111.

**CURRICULUM FOR THE FOUR-YEAR SPECIAL HIGH SCHOOL  
TEACHER'S LICENSE IN ART**

First Year

JUNIOR COLLEGE

First Quarter	Second Quarter	Third Quarter
Art 111 Art 132 English 111 Second Major or Elective	Art 112 Art 131 English 112 Second Major or Elective	Art 113 Art 141 Second Major or Elective Second Major or Elective
<b>Second Year</b>		
Art 242 or 243 Industrial Arts 101 Education 122 Home Ec. 212 or Elective	Art 211 Art 251 Education 221 Second Major or Elective	Art 212 Art 241 Second Major or Elective Second Major or Elective

Third Year

SENIOR COLLEGE

Art 341 or 342 Art 331 or Home Ec. 331 Education 311 Second Major or Elective	Art 311 Art 312 or 314 Education 331 Second Major or Elective	Art 351 English 381b Art 391 Education 366
<b>Fourth Year</b>		
Art 411 Art 431 Education 453 Art 412	Art 415 Art 413 Education 454 Second Major or Elective	Art 414 Art 491 Second Major or Elective Second Major or Elective

**II. COMMERCE**

Degree: Bachelor of Science in Commerce Education  
REQUIREMENTS FOR SPECIAL HIGH SCHOOL LICENSE

Professional	Required Hours
Psychology ..... Education 122, 221.....	8
Secondary Education..... Education 311 .....	4
Principles of Teaching..... Education 331 .....	4
<sup>1</sup> Tests and Measurements..... Education 366 .....	4
Supervised Teaching..... Education 453, 454.....	8
<b>Total .....</b>	<b>28</b>
<b>General, Special, and Related Subjects and Courses</b>	
Accounting ..... Commerce 301, 302, 303, 401	16
Stenography ..... Commerce 211, 212, 213.....	12
Typewriting ..... Commerce 121, 122, 123.....	12
Commercial Arithmetic..... Commerce 134 .....	4
Business Law ..... Commerce 331, 332.....	8
Principles of Business..... Commerce 432, 433.....	8
Business Letter Writing..... Commerce 231 .....	4
Secretarial Studies..... Commerce 232 .....	4
Office Management ..... Commerce 233 .....	4
Retail Selling ..... Commerce 241, 242.....	8

<sup>1</sup> Not required of those students who have credit in Education 111.



Salesmanship .....	Commerce 431 .....	4
Professional Academic .....	Commerce 391 or 392, 393 or 394 .....	8
Economics .....	Social Studies 231, 232.....	8
Total .....		100

English and Second Major or Elective

English .....	English 111, 112, 381b.....	12
Second Major or Elective.....		52

Total ..... 64

Grand Total ..... 192

Non-prepared

Physical Education 1-99.....		12
Library Science 11.....		1

CURRICULUM FOR THE FOUR-YEAR SPECIAL HIGH SCHOOL  
TEACHER'S LICENSE IN COMMERCE

First Year

JUNIOR COLLEGE

First Quarter	Second Quarter	Third Quarter
Commerce 121 English 111 Elective Elective	Commerce 122 English 112 Elective Commerce 134	Commerce 123 Education 122 Elective Elective
Second Year		
Commerce 211 Commerce 231 Social Studies 231 Education 221	Commerce 212 Commerce 232 Social Studies 232 Commerce 241	Commerce 213 Commerce 233 Elective Commerce 242

Third Year

SENIOR COLLEGE

Commerce 301 Commerce 331 Education 311 English 381b	Commerce 302 Commerce 332 Education 331 Commerce 391 or 392	Commerce 303 Elective Education 366 Commerce 393 or 394
Fourth Year		
Commerce 431 Commerce 401 Education 453 Elective	Commerce 432 Elective Education 454 Elective	Commerce 433 Elective Elective Elective

III. HOME ECONOMICS

Degree: Bachelor of Science in Home Economics Education

REQUIREMENTS FOR SPECIAL HIGH SCHOOL LICENSE

Professional	Required Hours
Psychology .....	Education 122, 221..... 8
Secondary Education .....	Education 311 ..... 4
Principles of Teaching.....	Education 331 ..... 4

Tests and Measurements.....Education 366 .....	4
Supervised Teaching .....	Education 453, 454..... 8
<b>Total .....</b>	<b>28</b>

General, Special, and Related Subjects and Courses

Economics and Sociology.....Social Studies 231, 232, 341, 441 .....	8
Physiology .....	Science 171, 371..... 8
Design or Color.....Art 131, 132.....	4
Bacteriology .....	Science 372 .....
Chemistry .....	Science 141, 142, 341, 342... 16
Home Management .....	Home Economics 332, 431.. 8
Textiles .....	Home Economics 111..... 4
Foods and Cookery.....	Home Economics 222, 223.. 8
Clothing .....	Home Economics 113, 211.. 8
Costume Design .....	Home Economics 212..... 4
Dietetics (Advanced) .....	Home Economics 321..... 4
Home Care of the Sick.....	Home Economics 131..... 4
Professional Academic .....	Home Economics 391, 392.. 8
House Planning and Furnishing .....	Home Economics 331..... 4
Family Relations .....	Home Economics 433..... 4

Home Economics Electives from the following group:

Applied Physics .....	Science 185 .....	4	
Millinery .....	Home Economics 213...	4	
Elementary Dietetics .....	Home Economics 224...	4	
Problems in Household		} 4	
Buying .....	Home Economics 432...		4
Child Development .....	Home Economics 333...		4
Institutional Cookery and Management .....	Home Economics 441...		4
<b>Total .....</b>			<b>100</b>

English and Second Major or Elective

English .....	English 111, 112, 381b.....	12
Second Major or Elective.....		52
<b>Total .....</b>		<b>64</b>
<b>Grand Total .....</b>		<b>192</b>

Non-prepared

Physical Education 1-99.....	12
Library Science 11.....	1

<sup>1</sup>Not required of those students who have credit in Education 111.

**CURRICULUM FOR THE FOUR-YEAR SPECIAL HIGH SCHOOL  
TEACHER'S LICENSE IN HOME ECONOMICS**

**First Year JUNIOR COLLEGE**

First Quarter	Second Quarter	Third Quarter
Home Economics 111 English 111 Science 171 Home Economics 131	English 112 Second Major or Home Eco- nomics 112 Second Major or Elective Second Major or Elective	Home Economics 113 Art 131 or 132 Second Major or Elective Second Major or Elective
<b>Second Year</b>		
Home Economics 211 Home Economics 212 Second Major or Home Eco- nomics 221 Social Studies 231	Home Economics 222 Science 141 Education 122 Social Studies 232 or Second Major or Elective	Home Economics 213 or Science 185 Home Economics 223 Education 221 Science 142

**Third Year SENIOR COLLEGE**

Home Economics 331 Education 311 Science 341 Second Major or Elective	Home Economics 392 Education 331 Science 342 Science 372	Home Economics 391 Science 371 Second Major or Home Eco- nomics 333 Education 366
<b>Fourth Year</b>		
Home Economics 332 Education 453 English 381b Second Major or Elective	Home Economics 321 Education 454 Social Studies 341 or Home Economics 433 Second Major or Home Eco- nomics 432	Home Economics 431 Social Studies 333, 441 or Home Economics Elective Second Major or Elective Second Major or Home Eco- nomics 441

Students enrolled on the above curriculum are advised to meet requirements for a second major. Ample provision is made for a second major of 40 hours or more. A student should consult the head of the department in which she is majoring to be sure that the electives chosen are acceptable requirements for that second major.

**IV. INDUSTRIAL ARTS**

Degree: Bachelor of Science in Industrial Arts Education  
REQUIREMENTS FOR SPECIAL HIGH SCHOOL LICENSE

Professional	Required Hours
Psychology .....	Education 122, 221..... 8
Secondary Education.....	Education 311..... 4
Principles of Teaching.....	Education 331..... 4
*Tests and Measurements.....	Education 366..... 4
Supervised Teaching.....	Education 453, 454..... 8
<b>Total .....</b>	<b>28</b>
<b>General, Special, and Related Subjects and Courses</b>	
Mechanical Drawing.....	Ind. Arts 101, 102..... 8
Architectural Drawing.....	Ind. Arts 201..... 4

\* Not required of those students who have credit in Education 111.

Industrial Arts Design.....Ind. Arts 103.....	4
Shop Work.....Ind. Arts .....	44
Professional Academic.....Ind. Arts 374, 391, 392, 491..	16
Vocational Education.....Ind. Arts 375, 376.....	8
Mathematics .....	Mathematics 110, 112..... 8
Physics .....	Science 181, 183..... 8

Total .....100

English and Second Major or Elective

English .....	English 111, 112, 381b..... 12
Second Major or Elective.....	52

Total ..... 64

Grand Total ..... 192

Non-prepared

Physical Education 1-99.....	12
Library Science 11.....	1

CURRICULUM FOR THE FOUR-YEAR SPECIAL HIGH SCHOOL  
TEACHER'S LICENSE IN INDUSTRIAL ARTS

First Year

JUNIOR COLLEGE

First Quarter	Second Quarter	Third Quarter
Industrial Arts 101 English 111 Shop Work Shop Work	Industrial Arts 102 English 112 Mathematics 110 Shop Work	Industrial Arts 103 Education 122 Mathematics 112 Shop Work
Second Year		
Industrial Arts 201 Science 181 Shop Work Second Major or Elective	Shop Work Shop Work Second Major or Elective Second Major or Elective	Education 221 Science 183 Shop Work Second Major or Elective

Third Year

SENIOR COLLEGE

Education 311 Industrial Arts 391 Industrial Arts 392 Shop Work	Education 331 Industrial Arts 375 English 381b Shop Work	Education 366 Industrial Arts 376 Industrial Arts 374 Shop Work
Fourth Year		
Education 453 Elective Second Major or Elective Second Major or Elective	Education 454 Industrial Arts 491 Second Major or Elective Second Major or Elective	Elective Elective Second Major or Elective Second Major or Elective

The above curriculum is planned to meet the requirements for a first grade special license for teaching Industrial Arts subjects only, also the needs of those who desire to secure a license to teach some other subject in addition to Industrial Arts.

Students enrolled on the above curriculum are advised to meet the requirements for a second major. There is a persistent demand for industrial arts teachers who can teach science, mathematics, history, or

other subjects. Ample provision is made in this curriculum for a student to complete a second major of 40 hours or more.

Students who do not elect to meet the requirement for a second major will be required to complete additional work in academic subjects as may be directed by the head of the department. This additional academic work must be taken in units of not less than 12 hours in each subject.

Special opportunities are offered as described below for those who desire to prepare themselves to teach trade and industrial lines of work in vocational schools, as provided for under the provisions of the Smith-Hughes Law.

(a) Shop Teachers.

(b) Teachers of Related Technical Subjects.

The details of each of these vocational courses so far as the four-year curriculum in residence is concerned are similar to the Industrial Arts Curriculum, except as to the special vocational emphasis to be placed upon the Shop Work during the junior and senior years.

It is required by the State Board of Education that teachers of Shop Work supplement the four-year curriculum in residence by two years of successful industrial trade experience, and that teachers of a General Industrial Curriculum supplement the four-year curriculum in residence by actual employment in the industries. (For complete details as to requirements see Bulletin No. 80, State Plans for Vocational Training.)

#### SPECIAL CURRICULUM FOR TRADESMEN TEACHERS

**Curriculum in Residence.**—This curriculum is intended to prepare tradesmen for teaching in state aided vocational classes in accordance with the requirements of the State Department of Vocational Education. All trade trained teachers are required to take a minimum of 240 clock hours of approved vocational teacher training.

##### A. Entrance Requirements:

- (a) Graduation from a commissioned high school or equivalent scholarship.
- (b) Three years of practical experience beyond the apprenticeship stage.

##### B. Courses of Study:

	Term Hrs.	Clock Hrs.
(a) The Teaching of Applied Mechanics.....	8	96
(b) Organization and Administration of Vocational Education .....	4	48
(c) Trade Analysis .....	4	48
(d) Industrial Relations .....	4	48
(e) Special Problems of Vocational Education.	4	48
(f) Special Methods .....	4	48
(g) Supervised Observation and Teaching....	8	96

Students who meet the minimum entrance requirements and who satisfactorily complete the 240 hours of work will be recommended to the State Department of Vocational Education for a license to teach the trade for which preparation has been made.

The above courses will be offered in extension centers whenever requested by the State Vocational Department.

All students meeting the entrance requirements may apply credits for work done in the above courses, either in residence or extension centers, towards graduation from the Four-Year Industrial Arts Curriculum leading to a B.S. degree.

### V. MUSIC

**Special Entrance Requirements:** Students who wish to enroll on the four-year curriculum in music must offer in addition to graduation from a commissioned high school, three years of work in piano or some symphonic instrument. The work in piano or symphonic instrument must be equivalent to the standard outlined by the State Teachers' Board of High School Credits in Applied Music. If the student cannot fully meet the requirement in piano or symphonic instrument he may be allowed to make this up by outside study during his first two years. Before enrolling on this curriculum students should consult with the head of the department.

Degree: Bachelor of Science in Music Education

REQUIREMENTS FOR SPECIAL HIGH SCHOOL LICENSE

	Required Hours
<b>Professional</b>	
Psychology ..... Education 122, 221.....	8
Secondary Education..... Education 311.....	4
Principles of Teaching..... Education 331.....	4
<sup>1</sup> Tests and Measurements..... Education 366.....	4
Supervised Teaching..... Education 453, 454.....	8
<b>Total</b> .....	<b>28</b>
<b>General, Special, and Related Subjects and Courses</b>	
Ear Training and Sight Sing- ing .....	12
Theory and Harmony..... Music 111, 112, 113.....	12
History of Music..... Music 121, 122, 123, 221....	8
Advanced Sight Singing..... Music 231, 232.....	4
Orchestration .....	4
Music Appreciation..... Music 212.....	4
Primary Methods..... Music 321.....	4
Grammar Grade and Junior High School Methods..... Music 292.....	4
High School Methods..... Music 391.....	4
Chorus .....	4
Major Subject in Applied Music.....	16
Minor Subject in Applied Music.....	12
Vocal Training .....	4
Band and Orchestra Instru- ments .....	4
<b>Total</b> .....	<b>100</b>

<sup>1</sup> Not required of those students who have credit in Education 111.

English and Second Major or Elective	
English .....	English 111, 112, 381b..... 12
Second Major or Elective.....	52
<b>Total .....</b>	<b>64</b>
<b>Grand Total .....</b>	<b>192</b>
 Non-prepared	
Physical Education 1-99.....	12
Library Science 11.....	1

**CURRICULUM FOR THE FOUR-YEAR SPECIAL HIGH SCHOOL  
TEACHER'S LICENSE IN MUSIC**

First Year JUNIOR COLLEGE

First Quarter	Second Quarter	Third Quarter
Music 111 Music 121 English 111 Second Major or Elective	Music 112 Music 122 English 112 Second Major or Elective	Music 113 Music 123 Second Major or Elective Second Major or Elective Music 119
Second Year		
Music 212 Music 231 Education 122 Second Major or Music 221	Music 232 Music 261 Music 291 Education 221	Music 233 Music 271 Music 292 Second Major or Elective Music 119

Third Year SENIOR COLLEGE

Music 371 Education 311 English 381b Second Major or Elective	Music 321 Music 391 Education 331 Second Major or Elective	Music 341 or 351 Music 345 or 355 Education 366 Second Major or Elective
Fourth Year		
Music 441 or 451 Music 445 or 455 Education 453 Second Major or Elective	Music 442 or 452 Music 440 or 456 Education 454 Second Major or Elective	Music 447 or 457 Second Major or Science 483 Second Major or Elective Second Major or Elective

**VI. PHYSICAL EDUCATION FOR MEN**

Degree: Bachelor of Science in Public School Physical Education

**REQUIREMENTS FOR SPECIAL HIGH SCHOOL LICENSE**

Professional	Required Hours
Psychology .....	Education 122, 221..... 8
Secondary Education.....	Education 311..... 4
Principles of Teaching.....	Education 331..... 4
<sup>1</sup> Tests and Measurements.....	Education 366..... 4
Supervised Teaching.....	Education 453, 454..... 8
<b>Total .....</b>	<b>28</b>

<sup>1</sup> Not required of those students who have credit in Education 111.

## General, Special, and Related Subjects and Courses

Orientation and Principles of			
Physical Education.....	Physical Education 151.....	4	
Mass Activities.....	Physical Education 171.....	4	
The Theory and Practice of			
Physical Education.....	Physical Education 172.....	4	
Tests and Measurements in			
Physical Education.....	Physical Education 251.....	2	
History and Literature of			
Physical Education.....	Physical Education 252.....	2	
First Aid.....	Physical Education 253.....	2	
Training .....	Physical Education 254.....	2	
Kinesiology .....	Physical Education 255.....	4	
Physiology and Psychology of			
Physical Education.....	Physical Education 351.....	4	
Individual Problems and Ab-			
normal Cases in Physical			
Education .....	Physical Education 352.....	4	
Organization and Administra-			
tion of Physical Education...	Physical Education 451.....	4	
Coaching .....	Physical Education 471, 472,		
	473, 474 .....	8	
Professional Academic.....	Physical Education 396.....	4	
Physiology .....	Science 171, 172, 173, 374...	16	
Zoölogy .....	Science 121, 122, 123.....	12	
Chemistry .....	Science 141, 142, 143		
or			
Physics .....	Science 181, 182, 183		12
Sociology .....	Social Studies 341, 441, 442.	12	
Total .....			100
English and Second Major or Elective			
English .....	English 111, 112, 381b.....	12	
Second Major or Elective.....		52	
Total .....			64
Grand Total .....			192
Non-prepared			
Physical Education 51-99.....		24	
Library Science 11.....		1	



CURRICULUM FOR THE FOUR-YEAR SPECIAL HIGH SCHOOL  
TEACHER'S LICENSE IN PHYSICAL EDUCATION FOR MEN

First Year

JUNIOR COLLEGE

First Quarter	Second Quarter	Third Quarter
Physical Education 151 Science 171 English 111 Second Major or Elective Physical Education 51	Physical Education 171 Science 172 English 112 Second Major or Elective Elective (Physical Education non-prepared)	Physical Education 172 Education 122 Science 173 Second Major or Elective Physical Education 53
Second Year		
Physical Education 251-252 Education 221 Science 141 or 181 Science 121 Elective (Physical Education non-prepared)	Physical Education 253-254 Science 142 or 182 Science 122 Second Major or Elective Elective (Physical Education non-prepared)	Physical Education 255 Science 143 or 183 Science 123 Second Major or Elective Elective (Physical Education non-prepared)

Third Year

SENIOR COLLEGE

Physical Education 351 Social Studies 341 Education 311 English 381b Elective (Physical Education non-prepared)	Physical Education 352 Social Studies 441 Education 331 Second Major or Elective Elective (Physical Education non-prepared)	Physical Education 396 Social Studies 442 Education 356 Second Major or Elective Elective (Physical Education non-prepared)
Fourth Year		
*Physical Education 471 or Elective Education 453 Science 374 Second Major or Elective Elective (Physical Education non-prepared)	Physical Education 472 Education 454 Second Major Second Major or Elective Elective (Physical Education non-prepared)	*Physical Education 473-474 or Elective Physical Education 451 Second Major or Elective Second Major or Elective Elective (Physical Education non-prepared)

\*8 hours of the 12 hours of coaching courses offered are required.

Students enrolled on this curriculum are advised to meet the requirements for a second major. There is a persistent demand for physical education teachers who can teach science, English, history, or other subjects. Ample provision is made in this curriculum for a student to complete a second major of 40 hours or more.

Students who do not elect to meet the requirement for a second major will be required to complete additional work in academic subjects as may be directed by the head of the department. This additional academic work must be taken in units of not less than 12 hours in each subject.

PHYSICAL EDUCATION FOR WOMEN

Degree: Bachelor of Science in Public School Physical Education  
REQUIREMENTS FOR SPECIAL HIGH SCHOOL LICENSE

Professional	Required Hours
Psychology .....Education 122, 221.....	8
Secondary Education.....Education 311.....	4
Principles of Teaching.....Education 331.....	4

Tests and Measurements.....	Education 366.....	4
Supervised Teaching.....	Education 453, 454.....	8
Total .....		28

#### General, Special, and Related Subjects and Courses

Applied Anatomy and Kinesiology .....	Physical Education 101, 102.....	8
Individual Gymnastics.....	Physical Education 403.....	4
Gymnastic Activities in Physical Education .....	Physical Education 202.....	4
History and Literature of Physical Education .....	Physical Education 402.....	2
Physical Diagnosis.....	Physical Education 401.....	2
Theory and Practice of Organized Play.....	Physical Education 201.....	4
Home Care of the Sick.....	Home Economics 131.....	4
Theory and Coaching of Athletics .....	Physical Education 301, 302.....	8
Theory, Technique, and Practice of Dancing.....	Physical Education 203, 303.....	8
Professional Academic.....	Physical Education 391.....	4
Physiology .....	Science 171, 172, 372, 373.....	16
Biology .....	Science 121, 123, 321.....	12
Chemistry .....	Science 141, 142, 371.....	12
English .....	English 341, 481.....	8
Sociology .....	Social Studies 341.....	4
Total .....		100

#### English and Second Major or Elective

English .....	English 111, 112, 381b.....	12
Second Major or Elective.....		52
Total .....		64
Grand Total .....		192

#### Non-prepared

Physical Education 1-50.....		24
Library Science 11.....		1

<sup>1</sup> Not required of those students who have credit in Education 111.

**CURRICULUM FOR THE FOUR-YEAR SPECIAL HIGH SCHOOL  
TEACHER'S LICENSE IN PHYSICAL EDUCATION  
FOR WOMEN**

**First Year**

**JUNIOR COLLEGE**

First Quarter	Second Quarter	Third Quarter
Science 171 English 111 Second Major or Elective Home Economics 131 Physical Education 1 (Non-prepared)	Physical Education 101 Science 172 English 112 Second Major or Elective Physical Education 11 and Physical Education 22 or 25 (Non- prepared)	Physical Education 102 Second Major or Elective Education 122 Second Major or Elective Physical Education 12 and Phys- ical Education 23 (Non- prepared)
<b>Second Year</b>		
Physical Education 201 Science 121 Second Major or Elective Second Major or Elective Physical Education 20 and Physical Education 21 (Non-prepared)	Physical Education 202 Science 141 Education 221 Second Major or Elective Physical Education 15 and Physical Education 13 or 25 (Non-prepared)	Physical Education 203 Science 142 Science 123 Second Major or Elective Physical Education 16 and Physical Education 24 (Non- prepared)

**Third Year**

**SENIOR COLLEGE**

Physical Education 301 Education 311 English 331b English 341 Physical Education 17 (Non-prepared)	Education 331 Physical Education 303 Science 371 Physical Education 391 Physical Education 28 (Non-prepared)	Education 366 Physical Education 302 Science 373 Second Major or Elective
<b>*Fourth Year</b>		
Science 321 Education 453 Second Major or Elective Second Major or Elective	Physical Education 403 Science 372 Education 454 English 481	Physical Education 401 and 402 Social Studies 341 Second Major or Elective Second Major or Elective

\* Advance practice courses should be elected or courses repeated in the activities where satisfactory skills have not been acquired.

NOTE—A certificate for teaching in the grades may be secured at the end of the second year by making proper application providing Physical Education 291 and 292 and Education 251 have been elected in the sixth term and providing the following non-prepared work has been finished.

- (1) Physical Education activities for little children.
- (2) Physical Education activities for Grammar Grades.
- (3) Four hours elective work in sports.
- (4) Sixty hours in the major group.

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PART VI  
ACADEMIC CURRICULA



## ACADEMIC CURRICULA

The General Assembly of Indiana of 1929 authorizes Indiana State Teachers College to admit students to its courses under certain provisions, who are not looking forward to teachers' licenses and who do not expect to teach in the public schools of the State. Such students are, however, subject to all the rules and regulations of the school governing entrance, sequence of courses, selection of majors, and other matters save that they are permitted to substitute for the strictly educational courses such related courses as will reinforce their majors. Students may, however, take certain specified courses in education as electives. Students who complete any of the regular four-year curricula offered and who have made approved substitutions for the strictly educational courses will be graduated from the institution and will receive the degrees of Bachelor of Arts or Bachelor of Science under the same conditions as awarded to other students. Students who complete any of the special four-year curricula in Art, Commerce, Home Economics, Industrial Arts, Music, or Physical Education and who have made proper substitutions for the strictly professional lines of work offered in these curricula, will be graduated from the institution and will receive the degree of Bachelor of Science in Art, Commerce, Home Economics, Industrial Arts, Music, or Physical Education respectively.

Students desiring to limit themselves to strictly academic work are permitted to waive the requirement to sign a pledge to teach in the public schools of the State for not less than two years, but they are required to pay an extra tuition fee above all other fees ordinarily assessed of twenty dollars per quarter, or five dollars for each four quarter-hour course taken.

Entrance Requirements: Graduation from a commissioned high school or equivalent scholarship.

Degrees: Bachelor of Arts.  
Bachelor of Science.

## REQUIREMENTS FOR GRADUATION—

1. English—12 hours:
 

Freshman English, Exposition.....	English 111.....	4 hours
Freshman English, Narration and Description .....	English 112.....	4 hours
General Literature Course.....	English 141.....	4 hours
2. Social Studies ..... 8 hours
3. Science—12 hours:
 

One year's (three quarters) work in either Botany, Zoology, Physiology, Chemistry, Physics, or Geography and Geology.
4. Majors:
 

The subjects from which majors may be chosen are arranged into three groups: Group A, Group B, and Group C.  
Group A includes Option I in Science and Option I in Social Studies.

If either Option I in Science or Option I in Social Studies or both are chosen as majors, then two majors only are required for graduation.

If either Option I in Science or Option I in Social Studies (but not both) is taken, the second major must be selected from Group B.

Group B. This group includes English, Latin, Mathematics, and the Special Subjects (Art, Commerce, Home Economics, Industrial Arts, Music, and Physical Education).

If majors are chosen from this group only, then three majors shall be required, provided that not more than one major be selected from the Special Subjects.

Group C. This group includes French, Options II in Science, Options II and III in Social Studies, and Library Science.

Only one major from this group may be selected, and when so selected must be one of three majors offered for graduation.

#### ACADEMIC GROUP

The academic groups from which majors may be chosen on this course and the minimum number of hours which may be counted in each as a major are as follows:

I.	English .....	44 hours
II.	Mathematics .....	40 hours
III.	Latin .....	40 hours
IV.	French .....	40 hours
V.	Social Studies—	
	Option I .....	60 to 80 hours
	Option II .....	40 hours
	Option III .....	40 to 72 hours
VI.	Science—	
	Option I .....	68 or 72 hours
	Options II .....	40 or 48 hours
VII.	Industrial Arts .....	40 hours
VIII.	Home Economics .....	40 hours
IX.	Music .....	40 hours
X.	Art .....	40 hours
XI.	Physical Education .....	40 hours
XII.	Commerce .....	40 hours
XIII.	Library Science .....	40 hours
5.	Twenty-eight hours of additional work distributed among the majors, with the approval of the Director of Studies	28 hours
6.	Electives from the academic field or from certain designated courses in Education (see below) to raise the total number of credits in prepared subjects to 192 hours, of which total credits eighty hours must be in the Senior College.	
7.	Non-prepared Subjects:	
	Physical Education .....	12 hours
	Library Science .....	1 hour
	Courses in Education which may be offered as electives on Academic Courses are: Education 122, 311, 411, 413, 421, 422, 471.	



Students may at any time change from the teachers' to the academic curriculum, but when such change is made no credits in Education will be counted on the academic curriculum except those listed above. When any student offers twenty hours or more in any foreign language and has in all other ways met the conditions for graduation from the academic curriculum, he will receive the degree of Bachelor of Arts. Students offering less than twenty hours of foreign language under the conditions stated will receive the degree of Bachelor of Science.

For the convenience of students the requirements of the various choices of majors are here indicated:

**Majors in English and Science:**

English .....	44 hours
Science .....	68 or 72 hours
Extra credits in English and Science .....	28 hours
Social Studies .....	8 hours
Electives .....	44 hours
<b>Total .....</b>	<b>192 hours</b>

**Majors in English and Social Studies:**

English .....	44 hours
Social Studies .....	60 hours
Extra credits in English and Social Studies .....	28 hours
Science .....	12 hours
Electives .....	48 hours
<b>Total .....</b>	<b>192 hours</b>

**Majors in English and two 40-hour majors:**

English .....	44 hours
Two 40-hour majors .....	80 hours
Extra credits in English and the two majors .....	28 hours
Social Studies .....	8 hours
Science .....	12 hours
Electives .....	20 hours
<b>Total .....</b>	<b>192 hours</b>

**Majors in Science and Social Studies:**

Science .....	68 or 72 hours
Social Studies .....	60 hours
Extra credits in Science and Social Studies .....	28 hours
English .....	12 hours
Electives .....	24 hours
<b>Total .....</b>	<b>192 hours</b>

**Majors in Science and a 40-hour major:**

Science .....	68 or 72 hours
40-hour major .....	40 hours

Extra credits in Science and 40-hour major.....	28 hours
English .....	12 hours
Social Studies .....	8 hours
Electives .....	36 hours
<b>Total .....</b>	<b>192 hours</b>
<b>Majors in Social Studies and a 40-hour major:</b>	
Social Studies .....	60 hours
40-hour major .....	40 hours
Extra credits in Social Studies and 40-hour major.....	28 hours
English .....	12 hours
Science .....	12 hours
Electives .....	40 hours
<b>Total .....</b>	<b>192 hours</b>
<b>Majors in three 40-hour majors:</b>	
Three 40-hour majors .....	120 hours
Extra credits in three major subjects.....	28 hours
English .....	12 hours
Science .....	12 hours
Social Studies .....	8 hours
Electives .....	12 hours
<b>Total .....</b>	<b>192 hours</b>

PART VII  
THE GRADUATE SCHOOL  
(Organized in 1927)

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## THE GRADUATE SCHOOL

The general policies of the Graduate School are formulated by the Graduate Council consisting of the following members of the Graduate Faculty:

Dr. L. J. Rettger, Chairman	Dr. Rose Cox
Dr. R. A. Acher	Dr. Walter O. Shriner
Dr. J. R. Shannon	Professor E. E. Ramsey
Dr. L. H. Meeks	Dr. Fred E. Brengle
Dr. Fred Donaghy	Dr. Paul D. Wilkinson
Dr. Waldo F. Mitchell	Dr. H. V. Wann

The general policies established by the Graduate Council are administered through the Executive Officer by the Graduate Committee, consisting of:

Dr. L. J. Rettger, Chairman
Dr. R. A. Acher
Dr. J. R. Shannon
Executive Officer.....Dr. J. W. Jones

The Graduate School of Indiana State Teachers College is established to permit teachers to meet the legal requirements for first grade administrative licenses. The State requires that applicants for such licenses shall do in addition to the work of a standard four-year college course, one year of graduate work in an accredited institution, offering courses in education dealing with administrative problems.

In conformity with this law the Graduate School offers a series of courses in the general field of education, described in this bulletin. Practically all these required courses are offered during the summer months when many teachers who are in active service during the school year find it most convenient to continue their graduate study. Such teachers may meet the requirements for first grade administrative licenses and also absolve the requirements of this institution for the Master's degree in Education.

In addition to the regularly prescribed courses in education the Graduate School offers a number of courses in the fields of English, science, social studies, foreign languages, and mathematics which are open to students who have majored in these respective fields in their undergraduate courses.

The Graduate School affords excellent opportunities for reading, reference, and research work in the College Library, which contains approximately one hundred twelve thousand books selected with special reference to the needs of the teacher. The School is arranging at this time to make substantial additions to the Library, of books, magazines, and other publications of special interest and value in graduate research.

The Graduate School is planning to continue during the coming summer session the weekly convocations of graduate students. At these convocations members of the Graduate Faculty will present such sub-

jects as may seem appropriate. These convocations also give the graduate students an opportunity to hear distinguished scholars from other colleges and universities discuss the problems on which they have been at work.

### ADMISSION TO THE GRADUATE SCHOOL

Students holding a baccalaureate degree from the Indiana State Teachers College will be admitted to the Graduate School. Holders of the baccalaureate degree from other institutions may be admitted to the Graduate School by action of the Graduate Committee provided the degree has been secured from an institution of similar rank to that of the Indiana State Teachers College. Holders of the baccalaureate degree from institutions whose requirements lack less than a year of being the equivalent of the baccalaureate degree from this institution may be admitted to the Graduate School with conditions determined in each case by the Graduate Committee. Persons holding the baccalaureate degree from institutions whose requirements are considered to lack a year, or more, of being the equivalent of the baccalaureate degree of the Indiana State Teachers College are not admitted to the Graduate School.

Students coming from institutions other than Indiana State Teachers College should present a certificate of graduation and a transcript of their college and high school record. This transcript should be sent to the Executive Officer of the Graduate School at least one month before matriculation.

Candidates for the baccalaureate degree in the Indiana State Teachers College lacking not more than eight quarter-hours of the requirements for that degree may be admitted to the Graduate School by special arrangement with the Graduate Committee.

Students eligible to admission to the Graduate School who are not candidates for a degree shall be rated as "Graduate Students, not Candidates for a Degree."

**Admission to Candidacy for the Master's Degree in Education.**—Admission to the Graduate School does not imply official admission to candidacy for a degree.

### REQUIREMENTS FOR THE MASTER'S DEGREE IN EDUCATION

**Residence and Credit.**—Thirty-six weeks of residence (three quarters) and the completion of forty-eight quarter-hours of graduate school credit, including credit for a thesis, shall be required of all candidates for the Master's degree in Education in the Indiana State Teachers College. By special arrangement students may complete one-third of their residence requirements in extension centers approved for graduate work by the Graduate Committee. The time requirements for students admitted with conditions or who change their second major subject will usually be more than thirty-six weeks and the credit requirement will be correspondingly more than forty-eight quarter-hours.

The work for the Master's degree must be completed within a period of five years after enrollment in the Graduate School.

Correspondence work will not be accepted for graduate credit.

With the consent of the Graduate Committee, graduates of the Indiana State Teachers College who hold the baccalaureate degree may do as much as one-third of their work in other accepted institutions.

**Scholarship.**—When in the opinion of the Graduate Committee it becomes apparent that a student is not properly qualified to continue his graduate work satisfactorily, he may be asked to withdraw.

**Major Subjects.**—Education shall in all cases be the first major. The second major may be elected in the department in which the student has met the requirements for the first grade teacher's license or it may be in education. In no case shall the student be permitted to do graduate work in the second major when in the judgment of the Graduate Committee he has not had sufficient undergraduate training to do graduate work.

A total of fifty-six quarter-hours in education, not including the credit for the thesis, twenty-eight of which must be graduate work, is required of each student who is a candidate for the Master's degree in Education.

A total of twelve hours of graduate work in the second major is required of all candidates for the Master's degree in Education. The work of the second major must be limited to one department.

**Thesis.**—A satisfactory thesis testing the ability of the student to undertake some original investigation in the field of education must be submitted as partial fulfillment of the requirements for the Master's degree in Education in the Indiana State Teachers College.

Three copies of the completed thesis must be in the hands of the student's thesis committee by May 25 in order for the degree to be conferred at the June Commencement. Provision for the binding of the three copies must be made before the degree is conferred. These copies of the thesis must be filed with the Executive Officer of the Graduate Committee. The thesis shall be such as to merit eight quarter-hours of credit in education.

**Examination.**—Written or oral examinations may be held.

**Degrees.**—Students who have met the formal requirements for the Master's degree, who have maintained throughout their work a satisfactory scholarship, and who have shown in their theses the ability to undertake independent study and investigation, will be admitted to the Master's degree in Education in this institution.

The degree of Master of Arts in Education will be conferred upon those graduate students who have met the above requirements and who hold the degree of Bachelor of Arts in Education of the Indiana State Teachers College, or its equivalent.

The degree of Master of Science in Education will be conferred upon those graduate students who have met the above requirements and who hold the degree of Bachelor of Science in Education of the Indiana State Teachers College, or its equivalent.

**Diploma Fee.**—Students who have met all the academic requirements for the Master's degree in Education may pay a Diploma Fee of \$10.00 payable to the Controller, before the degree will be publicly conferred.

Graduate students may complete their work at any time during the school year, and will be issued upon request a certified statement that all requirements for the Master's degree in this institution have been met, but the Master's degree will be publicly conferred only on the occasion of the annual Commencement Exercises in June.

**Contingent Fee.**—The Contingent fee in the Graduate School is the same as in the undergraduate school, \$20.00 per quarter for students who are residents of Indiana; and for students who are non-residents of Indiana, \$32.00 per quarter.

### REQUIREMENTS FOR ADMINISTRATIVE LICENSES

Candidates for first grade administrative licenses follow the regulations given below:

1. Each applicant for a first grade administrative license shall submit credits in twenty-eight quarter-hours of education as his first major, eight quarter-hours of thesis credit, and twelve quarter-hours of second major credit.

2. Twenty quarter-hours of the required work in education shall be selected from five major fields of work (one course in each group), except by candidates for the general supervisor's license, who shall be required to elect two courses under the field of supervision.

3. Eight quarter-hours of the required work in education may be elective on the part of the student.

4. Four quarter-hours of the thesis work must be done in a class known as Methods of Research. This course is Education 501. It carries four hours of deferred credit. The deferred grade will be removed when the student enrolls in Education 501 the second time and completes his thesis.

5. a. Second major may be in education, but it is strongly recommended that candidates for high school principal's license elect a second major in an academic field, in which they are qualified to do graduate work.

b. In case a student desires two administrative licenses, the second major should be in education in courses not applied on first license.

Education 571 is a prerequisite to any subject in administration or special administrative group.

Applicants for first grade administrative licenses will be expected to complete the work for the master's degree before applying for the license.

### SUPERINTENDENT'S LICENSE

A superintendent's license is valid for five years, renewable thereafter for life on presentation of evidence of three years of successful experience and professional spirit, and good for administration and supervision in any school corporation.



Applicants for a superintendent's license should present credits and qualifications approximately as follows:

(1) Graduation from a standard or approved college or normal school (four-year curriculum).

(2) Five years of successful experience as administrator, supervisor, principal, or teacher, three of which must have been within the last preceding ten years (not including in this ten years, time spent in attending school).

(3) Hold or be qualified for some kind of teacher's license, first grade.

(4) In addition to the above requirements the applicant should have completed one year of graduate work in the Indiana State Teachers College.

#### I. Theory

Philosophy of Education.....	Ed. 512
Educational Sociology .....	Ed. 513
Human Biology in Education.....	Ed. 516

#### II. Psychology

Psychology of Childhood.....	Ed. 521
Mental Hygiene .....	Ed. 526

#### III. Supervision

Supervision of Instruction.....	Ed. 561
Supervision of Curriculum Making.....	Ed. 563
Supervision of Secondary Curriculum Making .....	Ed. 564
Tests and Measurements.....	Ed. 566

#### IV. Administration

Public School Administration.....	Ed. 571
School Surveys .....	Ed. 576

#### V. Special Administration

Budgets and Accounting .....	Ed. 582
Indiana School Law.....	Ed. 584
School Grounds, Houses, and Equipment.....	Ed. 585

### GENERAL SUPERVISOR'S LICENSE

A general supervisor's license is valid for five years, renewable thereafter for life on presentation of evidence of three years of successful experience and professional spirit, and good in any school corporation.

Applicants for a general supervisor's license should present credits and qualifications approximately as follows:

(1) Graduation from a standard or approved college or normal school (four-year curriculum).

(2) Three years of successful experience as supervisor, principal, or teacher, all of which must have been within the last preceding ten years (not including in this ten years, time spent in attending school).

(3) Hold or be qualified for an elementary school teacher's license, first grade.

(4) In addition to the above requirements the applicant should have completed one year of graduate work in the Indiana State Teachers College.

- I. Theory
  - Philosophy of Education .....Ed. 512
  - Educational Sociology .....Ed. 513
  - Human Biology in Education .....Ed. 516
- II. Psychology
  - Psychology of Adolescence .....Ed. 522
  - Mental Hygiene .....Ed. 526
- III. Supervision
  - Supervision of Instruction .....Ed. 561
  - Supervision of Curriculum Making .....Ed. 563
  - Tests and Measurements .....Ed. 566
- IV. Administration
  - Public School Administration .....Ed. 571
  - Elementary School Administration .....Ed. 572
  - School Surveys .....Ed. 576

#### HIGH SCHOOL PRINCIPAL'S LICENSE

A high school principal's license is valid for five years, renewable thereafter for life on presentation of evidence of three years of successful experience and professional spirit, and good for administration and supervision in any high school (junior or senior); and in any elementary and high school (junior or senior) combined.

Applicants for a high school principal's license should present credits and qualifications approximately as follows:

- (1) Graduation from a standard or approved college or normal school (four-year curriculum).
- (2) Three years of successful experience as principal or teacher, all of which must have been within the last preceding ten years (not including in this ten years, time spent in attending school).
- (3) Hold or be qualified for a high school teacher's license, first grade.
- (4) In addition to the above requirements the applicant should have completed one year of graduate work in the Indiana State Teachers College.

- I. Theory
  - Philosophy of Education .....Ed. 512
  - Educational Sociology .....Ed. 513
  - Human Biology in Education .....Ed. 516
- II. Psychology
  - Psychology of Adolescence .....Ed. 522
- III. Supervision
  - Supervision of Instruction .....Ed. 561
  - Supervision of Secondary Curriculum Making.....Ed. 564
  - Tests and Measurements .....Ed. 566
  - Secondary Tests and Measurements .....Ed. 567

## IV. Administration

Public School Administration .....	Ed. 571
High School Administration .....	Ed. 573
Junior High School Problems .....	Ed. 575

## V. Special Administration

Budgets and Accounting .....	Ed. 582
School Grounds, Houses, and Equipment .....	Ed. 585

## ELEMENTARY SCHOOL PRINCIPAL'S LICENSE

An elementary school principal's license is valid for five years, renewable thereafter for life on presentation of evidence of three years of successful experience and professional spirit, and good for administration and supervision in any elementary and high school (junior or senior) combined.

Applicants for an elementary school principal's license should present credits and qualifications approximately as follows:

(1) Graduation from a standard or approved college or normal school (four-year curriculum).

(2) Three years' successful experience as principal, supervisor, or teacher, all of which must have been within the last preceding ten years (not including in this ten years, time spent in attending school).

(3) Hold or be qualified for an elementary school teacher's license, first grade.

(4) In addition to the above requirements the applicant should have completed one year of graduate work in the Indiana State Teachers College.

## I. Theory

Philosophy of Education .....	Ed. 512
Educational Sociology .....	Ed. 513
Human Biology in Education .....	Ed. 516

## II. Psychology

Psychology of Childhood .....	Ed. 521
Mental Hygiene .....	Ed. 526

## III. Supervision

Supervision of Instruction .....	Ed. 561
Supervision of Curriculum Making .....	Ed. 563
Tests and Measurements .....	Ed. 566

## IV. Administration

Public School Administration .....	Ed. 571
Elementary School Administration .....	Ed. 572
Junior High School Problems .....	Ed. 575
School Surveys .....	Ed. 576

## V. Special Administration

Budgets and Accounting .....	Ed. 582
School Grounds, Houses, and Equipment .....	Ed. 585

## THE FIRST MAJOR

The courses listed below are the courses offered for graduate work in education.

501. Methods in Research and Thesis. Required of all candidates for the Master's degree. The first 4 hours' credit in this course will be a scheduled course. Total credit 8 quarter-hours.
511. History of Education. Credit 4 quarter-hours.
512. Philosophy of Education. Credit 4 quarter-hours.
- 513.<sup>1</sup> Educational Sociology. Credit 4 quarter-hours.
514. Conflicting Psychologies of Learning. Credit 4 quarter-hours.
516. Human Biology in Education. Credit 4 quarter-hours.
- 517.<sup>2</sup> Guidance Problems in Secondary Education. Credit 4 quarter-hours.
- 518.<sup>3</sup> Introduction to Philosophy. Credit 4 quarter-hours.
- 521.<sup>1</sup> Psychology of Childhood. Credit 4 quarter-hours.
- 522.<sup>2</sup> Psychology of Adolescence. Credit 4 quarter-hours.
523. Mental Measurements. Credit 4 quarter-hours.
- 524.<sup>1</sup> Psychology of the Common Branches. Credit 4 quarter-hours.
525. Psychology of the Secondary School Subjects. Credit 4 quarter-hours.
526. Mental Hygiene. Credit 4 quarter-hours.
- 561.<sup>1</sup> Supervision of Instruction. Credit 4 quarter-hours.
562. Supervision of Secondary Instruction. Credit 4 quarter-hours.
563. Supervision of Curriculum. Credit 4 quarter-hours.
564. Supervision of Secondary Curriculum. Credit 4 quarter-hours.
565. Special Problems in Supervision. Credit 4 quarter-hours.
566. Tests and Measurements. Credit 4 quarter-hours.
567. Secondary Tests and Measurements. Credit 4 quarter-hours.
568. Supervision of Reading. Credit 4 quarter-hours.
- 571.<sup>2</sup> Public School Administration. Required as a prerequisite for all supervisory and administrative licenses. Credit 4 quarter-hours.
- 572.<sup>1</sup> Elementary School Administration. Credit 4 quarter-hours.
- 573.<sup>2</sup> High School Administration. Credit 4 quarter-hours.
- 574.<sup>2</sup> Problems in Secondary Education. Credit 4 quarter-hours.
- 575.<sup>1</sup> Junior High School Problems. Credit 4 quarter-hours.
- 576.<sup>3</sup> School Surveys. Credit 4 quarter-hours.
- 577.<sup>1</sup> Problems in Classroom Management. Credit 4 quarter-hours.
578. The Problem Child and His School. Credit 4 quarter-hours.
581. Educational Statistics. Credit 4 quarter-hours.
582. Budgets, Accounting, and Finance. Credit 4 quarter-hours.
584. Indiana School Law. Credit 4 quarter-hours.
- 585.<sup>1</sup> School Grounds, Houses, and Equipment. Credit 4 quarter-hours.
- 600 Courses. Research work may be carried on in any of the courses listed under graduate courses, except 501. The number used to designate such research courses will be "6" to which is added the last two digits of the 500 courses.

<sup>1</sup> May be carried by seniors on any of the four-year elementary curricula.

<sup>2</sup> May be carried by seniors on the college curricula.

<sup>3</sup> Offered in 1932-1933 and thereafter in alternate years.

<sup>4</sup> Offered in 1931-1932 and thereafter in alternate years.

## THE SECOND MAJOR

The work of the second major is limited to one department. The Indiana State Teachers College plans to develop additional graduate courses other than those herein listed as rapidly as the demand for such courses merits their organization. At the present time work in the second major in the fields other than education is offered in English, science, social studies, mathematics, and foreign languages.

The graduate courses in English are:

- 511. Elementary Old English.
- 512. Old English Prose and Poetry.
- 513. Old English.
- 514. Elementary English Philology.
- 521. Contemporary Poetry.
- 522. English Drama from Goldsmith to Galsworthy.
- 561. Browning.
- 562. Milton.
- 563. Chaucer.
- 564. Spenser.
- 591. Cultural Background for Teachers of English.

The graduate courses in French are:

- 531. Historical French Grammar.
- 532. Old French Readings.
- 533. Sixteenth Century Literature.

The graduate courses in Latin are:

- 510. Latin Poetry.
- 511. Lucretius.
- 512. Horace's Satires.
- 513. Seneca's Essays.
- 515. Plautus.
- 516. Tusculan Disputations.
- 517. Medieval Latin.
- 518. Juvenal.

The graduate courses in mathematics are:

- 531. Differential Equations.
- 532. Calculus of Finite Differences.
- 542. Advanced Theory of Statistics.
- 591. History of Mathematics.
- 592. Teachers' Seminar in Mathematics.
- 593. Research in the Teaching of Mathematics.

The graduate courses in science are:

Botany—

- 531. Advanced Morphology of Thallophytes.
- 532. Advanced Morphology of Bryophytes and Pteridophytes.
- 533. Advanced Morphology of Spermatophytes.

## Chemistry—

- 541. Inorganic Preparations.
- 542. Qualitative and Quantitative Organic Analysis.
- 543. Thermochemistry.

## Geography—

- 551. Regional Physiography.
- 552. Geographic Regions.
- 553. Urban Studies.

## Physics—

- 581. The Mathematical Theory of Electricity and Magnetism.
- 582. Thermodynamics.
- 583. Electron Theory and Allied Theories.

## Physiology—

- 571. Elements of Immunology.
- 572. Human Parasitology.
- 573. Advanced Bacteriology.

The graduate courses in social studies are:

- 501. International Relations.
- 502. Diplomatic History of the United States.
- 503. Municipal Government.
- 504. Political Parties and Party History, 1890-1918.

For a detailed description of these courses see the departmental statements in this catalog.

The Graduate School will announce other courses leading to first grade administrative licenses and the Master's degree in Education as rapidly as the demand for such new courses may warrant.

## MASTER'S DEGREES CONFERRED JUNE 12, 1931

- Max P. Allen, A.B., Indiana State Teachers College, 1928; M.A.  
 Henry Warren Branstetter, A.B., Wabash College, 1923; M.A.  
 Winifred Brill, A.B., Indiana State Teachers College, 1924; M.A.  
 Roy C. Bullington, A.B., Indiana State Teachers College, 1925; M.A.  
 Ethel Wallace Campbell, B.S., Indiana State Teachers College, 1926;  
 M.S.  
 Florence Good Connerly, A.B., Indiana State Teachers College, 1927;  
 M.A.  
 Ruth Songer Henderson, B.S., Indiana State Teachers College, 1923;  
 M.S.  
 G. Lawrence Jones, B.S., Indiana State Teachers College, 1926; M.S.  
 Clifford O. Keefer, B.S., Indiana State Teachers College, 1930; M.S.  
 Albert W. Koehler, B.S., Indiana State Teachers College, 1927; M.S.  
 Earl Krausbeck, A.B., Indiana State Teachers College, 1923; M.A.  
 Pleasant Moore, A.B., Central Tennessee College, 1898; M.A.  
 Clarence M. Morgan, A.B., DePauw University, 1924; M.A.

Clyde Parker, A.B., Franklin College, 1930; M.A.

Joseph Ray Ross, A.B., Franklin College, 1928; M.A.

Orvel Edwin Strong, A.B., Franklin College, 1930; M.A.

Cliff O. Waldrip, A.B., Indiana State Teachers College, 1925; M.A.

William E. Wilson, A.B., Hanover College, 1920; M.A.

Charles Wollard, A.B., Indiana University, 1922; M.A.

For further information concerning the Graduate School, address—

J. W. JONES,

Executive Officer, Graduate School,  
Indiana State Teachers College,  
Terre Haute, Indiana.





PART VIII  
EXTENSION AND CORRESPONDENCE DIVISION

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## EXTENSION AND CORRESPONDENCE DIVISION

V. R. MULLINS, Director

MARGARET G. DUNCAN, Secretary

Teachers generally recognize the value of all opportunities which are being offered to them to continue their professional training while they are at work teaching. During the past few years thousands of teachers in all sections of Indiana have been enrolled in extension classes. The College is trying to meet its responsibility in this connection and is endeavoring to offer to teachers as many opportunities as possible to continue their training courses. The Extension Division has general direction of all non-residence study.

The non-residence study conducted through this division is divided into three general lines:

- (1) Regular extension center.
- (2) Saturday Institute Extension.
- (3) Regular correspondence study work.

Under the rules of this institution governing the teaching loads of members of the College Faculty, and in conformity with the suggestions and requirements of the North Central Association of Colleges and Secondary Schools applying to all standard colleges, correspondence and extension courses may not be offered by instructors carrying a full teaching load.

Definite assurance cannot, therefore, be given to students that they may enroll at will in courses offered as extension or correspondence work. Teachers and students interested in such extension and correspondence work either in the graduate or the undergraduate field should make application to the Director of the Extension Division, Terre Haute, stating the courses they desire to take and the instructor with whom they would prefer to take these courses. The Director of the Extension Division will then advise such applicants what opportunities for extension and correspondence work are available.

The Director of Extension will also advise such applicants of the opportunities offered by this institution when the regular members of the Faculty are not available, to do extension and correspondence work under properly qualified and accredited instructors, chosen from the outside.

All communications and inquiries about correspondence and extension work in this institution should be addressed to V. R. Mullins, Director of Extension Division, Indiana State Teachers College, Terre Haute, Indiana.

**Entrance Requirements.**—The entrance requirements for non-residence work are the same as those for residence study. Students who do not meet fully the entrance requirements of the College may be admitted to extension classes upon payment of fees but may not receive credit on the books of the College. Students meeting fully the entrance requirements of the College, who have not completed a full year's work

in residence in this or some other accredited institution, may enroll for credit with the understanding that the credits earned are valid but are to be held by the College for application upon the second year's work after a year's work in residence has been completed.

**Regulations Concerning Non-Residence Study.**—Extension and correspondence courses conducted by members of the Faculty may be counted on approved curricula under the following regulations:

(1) Students in residence may not enroll for work in this division except upon written permission of the Director of Studies.

(2) Teachers in service who enroll in one non-residence course will not be admitted to a second concurrent course except upon written approval of the local superintendent.

(3) The maximum limit of non-residence work which a teacher may carry at any time is eight quarter-hours.

(4) Not more than one-fourth of the credit required for any grade of certificate or diploma may be earned in extension classes or by correspondence or jointly in both.

(5) Not to exceed eight quarter-hours' credit may be earned in any high school subject group or in the professional subjects by correspondence study.

(6) Not to exceed eight hours of credit earned by correspondence may be applied on two-year curricula.

(7) Not to exceed twelve quarter-hours' credit may be earned by extension and correspondence during any full school year, October 1 to September 30.

(8) Work begun in residence or in a regularly organized extension class cannot be completed by correspondence.

(9) Failures made during residence cannot be made up by work in correspondence.

(10) Students who enroll for correspondence study and later enter for residence courses shall discontinue their correspondence work until the period of residence study is ended.

(11) No correspondence course shall be completed in less than twelve weeks of time except upon written approval of the Director of Studies and by special arrangement with the instructor in charge.

**Requirements Affecting Non-Residence Study.**—

(1) An actual attendance of three quarters or thirty-six weeks, and the earning of 48 hours of credit, is the minimum residence under which a student may graduate from any of the prescribed courses. In the four-year curricula, the last quarter immediately preceding graduation must be done in residence.

(2) Exceptions to this rule may be made in the case of students about to graduate who have fulfilled the minimum residence requirements and yet need not more than four hours of additional credit to complete their curriculum. Such students may earn such additional credit by correspondence or extension, and on the satisfactory completion of such non-residence work the certificate or diploma may be issued.

This privilege must, however, not be interpreted as meaning that the final quarter's work in any curriculum may be done in absentia.

(3) The first year of work on any of the prescribed curricula must be done in residence.

**Regular Extension Work and Courses.**—Whenever feasible the division will send upon request an instructor to a village, town, or city to meet an extension class regularly. The minimum number of students per center is governed by the time and expense involved by the instructor in reaching the center. The maximum number of students per class is 45. Sixteen sixty-minute recitations (each recitation based upon 120 minutes of preparation) are the basis for a two quarter-hour course (or eight 120-minute recitations, etc.) Likewise, thirty-two sixty-minute recitations are the basis for a four quarter-hour course (or sixteen 120-minute recitations, etc.) Requests for organization of an extension center should be sent to the President of the State Teachers College or to the Director of the Division. Many of the courses described in the catalog can be given as regular extension center work.

**Regular Correspondence Study Work and Courses.**—The division is operating certain courses for credit by correspondence study work, based upon standard lesson exercises. (Note, however, the residence requirements described under "Entrance Requirements.") The exercises are completed and sent weekly to the division for corrections and suggestions. Such courses are for two quarter-hours' credit and for four quarter-hours' credit. It is recommended that teachers in service shall attempt to carry but one course at a time by correspondence; but two courses for credit may be carried concurrently with the approval of the local superintendent, which approval should be submitted to the division. Students not in residence may enter upon correspondence study work at any time, provided the entrance requirements are fully met.

Applicants for correspondence work who have not been students in the Indiana State Teachers College or who have not filed their credits from other accredited institutions may sign up for correspondence work on their own responsibility, provided they meet the regular entrance requirements of the institution, and have done one year of college work in an approved institution.

If they expect to use the credits in some other institution they should confer with the authorities of that institution relative to the advisability of enrolling in such course or courses.

**Fees and Credits.**—The fee for a two quarter-hour course is \$7.00; for a three quarter-hour course, \$10.00; for a four quarter-hour course, \$13.00. A four quarter-hour course is equivalent to a subject carried in residence twelve weeks. Credit earned by work in the division is of the same value as credit earned in residence.

Entire fee must accompany application. The check or money order should be made payable to the Indiana State Teachers College. This fee cannot be refunded after the student has been enrolled.

If for any reason the application is not accepted, the entire fee will be returned. Fees cannot be transferred from one course to another.

In the event that an instructor should for any cause be unable to continue or complete a course, a substitute will be provided.

The student must forward with each correspondence lesson a self-addressed envelope with sufficient postage for its return.

**Time Allowance and Extension of Time.**—A student is allowed a year in which to complete a course. If he is not able to finish in this time, he may, for acceptable reasons, secure an extension of three months without extra charge. A student entering any institution for residence work will be granted an extension of time equal to the period of residence study, provided such student give due notice to the division.

When a student fails to send in his lessons, he is notified and requested to continue the work or present some reason for the delay. If after three notifications he still does not submit any work, his name is dropped from the list. A record is kept of his work, however, in case he wishes to resume the course at some future date within the allotted year.

**Examination.**—When all of the lessons of a course have been completed, the student should apply for the examination. This examination must be taken under the supervision of some school official. County and city superintendents and high school principals are usually willing to supervise.

When the student is ready for the examination, the Secretary will send the questions to the school official who has consented to supervise it. The student must inform the Secretary at least one week in advance of the name and address of the supervisor and of the date on which the examination will take place.

**Books and Paper.**—The Indiana State Teachers College Book Store is in a position to furnish books and supplies for those who are doing the work of these courses. All orders should be accompanied by money orders to cover the cost of books or supplies and the carrying charges.

Textbooks and supplies, necessary to do a good quality of work, must be secured by the students. The College Library undertakes to lend only those reference materials that are not needed for regular resident work. The State Library and local libraries are usually willing to assist in providing books for the use of extension and correspondence study.

### COURSES OFFERED BY CORRESPONDENCE

(Full description of courses is given in the departmental statements)

#### I. EDUCATION

- Education 131—Principles of Teaching. (For two-year curricula.)
- Education 143—Reading and Phonics.
- Education 183—The Attendance Officer. Credit two hours.
- Education 241—Language and Composition.
- Education 261—Tests and Measurements. Credit two hours.
- Education 272—Classroom Management.
- Education 311—Secondary Education.
- Education 421—Child Psychology.

- Education 422—Adolescent Psychology.
- Education 461—Supervision of Instruction.
- Education 466—Tests and Measurements.
- Education 471—Public School Administration.
- Education 473—High School Administration.
- Education 484—Indiana School Law.

## II. ENGLISH

- English 101—Oral and Written Composition.
- English 102—Grammar and Composition.
- English 111—Freshman English, Exposition.
- English 112—Freshman English, Narration and Description.
- English 313—English Composition.
- English 341—Present Day Literature.
- English 411—Composition: Special Course in Essay Writing.

## III. HOME ECONOMICS

- Home Economics 111—Textiles.
- Home Economics 131—Home Care of the Sick.
- Home Economics 212—Costume Design.
- Home Economics 331—House Planning and Furnishing.
- Home Economics 332—Home Management I.
- Home Economics 391—Methods.

## IV. SCIENCE

- Science 251—Elements of Geography. (Not open to four-year curricula.)

## V. INDUSTRIAL ARTS

- Industrial Arts 365—Shop Mathematics.
- Industrial Arts 373—Industrial Relations 1.
- Industrial Arts 392—Organization and Administration of Vocational Education.
- Industrial Arts 471—Special Problems in Vocational Education.

## VI. FOREIGN LANGUAGES

- Latin 103—The Latin Elements in English.
- Latin 111—Grammar Review and Easy Reading.
- Latin 112—Nepos's Biographies of Famous Greek Generals.
- Latin 212—Ovid.
- Latin 314—Pliny's Letters.

## VII. SOCIAL STUDIES

- Social Studies 101—The Colonies and the Revolution.
- Social Studies 102—National Development, 1783-1850.
- Social Studies 151—Introduction to United States History.
- Social Studies 201—Civil War and Reconstruction.
- Social Studies 221—Community Civics.
- Social Studies 251—United States and Indiana History.

- Social Studies 310 (212)—Europe in the Nineteenth Century.  
Social Studies 311—Europe, 1870-1920.  
Social Studies 321—Special Problems in American Democracy.  
Social Studies 322 (222)—Government in the United States.  
Social Studies 401—History of the West.  
Social Studies 402—History of Indiana.  
Social Studies 403 (202)—Recent History of the United States.

## VIII. MATHEMATICS

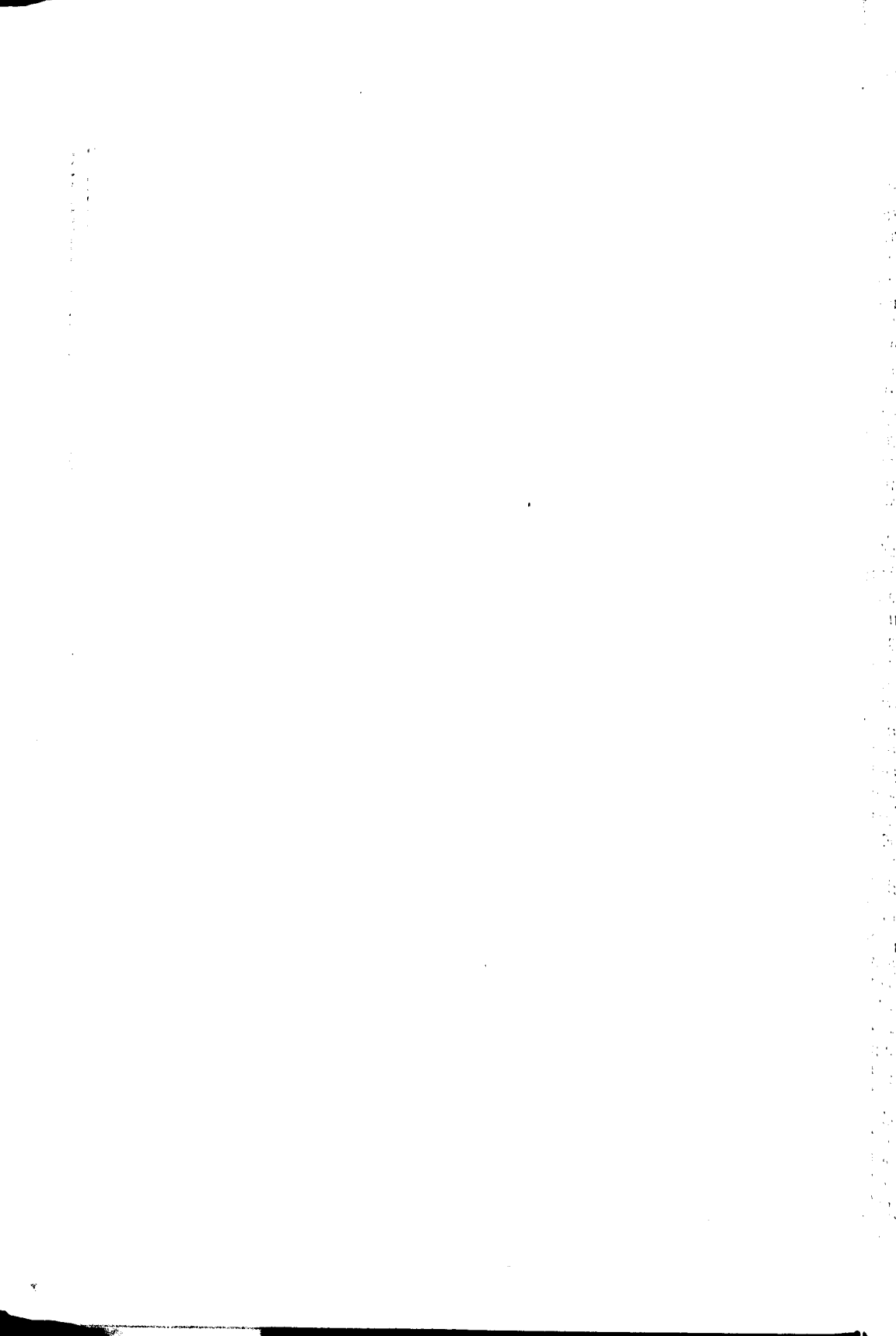
- Mathematics 101—General Mathematics.  
Mathematics 110—Industrial Mathematics.  
Mathematics 111—College Algebra.  
Mathematics 112—Trigonometry.  
Mathematics 121—Solid Geometry.  
Mathematics 191—The Teaching of Arithmetic.  
Mathematics 212—Mathematics of Finance.  
Mathematics 221—Plane Analytic Geometry.  
Mathematics 331—Differential Calculus.  
Mathematics 332—Integral Calculus.

## IX. COMMERCE.

- Commerce 121—Typewriting.  
Commerce 122—Typewriting.  
Commerce 134 (234)—Commercial Arithmetic.  
Commerce 211 (111)—Stenography. First ten lessons in *Gregg Manual*.  
Commerce 212 (112)—Stenography. *Gregg Manual* completed.  
Commerce 301—Accounting.  
Commerce 302—Accounting.



PART IX  
STUDENT ACTIVITIES



## STUDENT ACTIVITIES

**Student Discipline.**—The Teachers College assumes that the young men and women coming to it to prepare to be teachers in the State of Indiana are persons of unquestioned honor. In keeping with this assumption, students are given the very widest latitude in all matters of their personal conduct. Such rules and regulations as the College issues are rules and regulations which come out of the very nature of the work the school has to do. They are never intended to be the arbitrary demands of the State Teachers College Board or the Faculty. The sincere student will be glad to heed in every way these requirements which make for good work for himself and for his neighbor.

Beyond this, he is free to come and go and to do all those things which any citizen may properly do. To safeguard this splendid liberty of action a reasonable supervision over the social life of the student body is given by the Deans of the school. This supervision is intended largely that the social freedom enjoyed by all the students may not be put in jeopardy by those morally unable to enjoy such liberty.

In order to prevent unseemly costs and unwarranted competition in the staging of class and school organization dances, the school requires of all such organizations that the cost of any school dance shall not exceed a reasonable amount. All these school functions must be given in places approved by the respective Deans, and the Deans may, when they so desire, call for an auditing of all expenses incurred in the giving of any school function.

When, however, any student forgets that the responsibility for his conduct while enrolled in the College is wholly in his own hands and such student becomes guilty of an act which stamps him clearly as one unfitted to become a teacher, the school reserves to itself the right to make him carry the full consequences of his action and may demand that he withdraw at once from the institution.

The decision of the Discipline Committee in cases of suspension or dismissal, shall become a permanent part of the student's record and be entered upon the proper files in the office of the Registrar.

**Student Health.**—To meet in the fullest way the requirements of the law and to safeguard in every other way possible the health of the student body the College has employed a regular physician who gives his entire time to the institution. The physician's office is on the first floor of Science Hall. The physician not only gives every attention possible to actual cases of sickness but confers individually with all students, requiring of each at stated intervals a careful physical examination and prescribing for those who may have any physical defect such corrective exercises, as may be necessary.

Parents and guardians of students may, therefore, feel assured that while such students are members of the College their health and safety are protected in every possible way by the College itself. In return for this health service the student pays \$1.00 per quarter. This dollar is part of the contingent fee of \$20.00 per quarter required of all students.

The hours when the school physician may be consulted are noted on the Health Bulletin Board. Here also the physician will announce the names of students and the times at which they are to report for their physical examinations. Such announced medical examinations are in the nature of school requirements and students are expected to meet these requirements in the same way that all scholastic requirements are met.

The services of the College Physician are available on the same terms to the pupils of the College Training School.

Graduating students expecting to secure licenses and to enter the field of teaching should note carefully that they must have the legal health certificate issued by the school and countersigned by the school physician before the license to teach will be granted them by the State. This health examination must be taken during the year in which the student expects to graduate. Students, therefore, nearing graduation, whose health certificates have not been granted, should consult the school physician and secure from him an appointment for such examination, and thus avoid the possibility of withheld licenses. The office of the College Physician is in room A-44 in Science Hall.

The College Physician is the executive health officer of the institution. It is a part of his duty to inspect the buildings and to order such sanitary measures as may be necessary to safeguard the health of students. It is his duty to require students who seem to need medical treatment to report at his office. For the protection of the general student body the physician may order any student who seems a possible source of infection to observe proper rules of quarantine or to withdraw temporarily from his classes.

**Student Council.**—The desire of the school to place in the hands of the student body itself, in large part, the responsibility for the school spirit and school conduct has resulted in the organization of what is known as the Student Council. This organization is, in a true sense, a self-governing body. It is composed of representatives chosen by the several classes who, with representatives of the Faculty, make a body before which the larger student affairs of the school are presented for discussion and solution. The Student Council, in a certain sense, is both a forum for the free discussion of student wishes and student problems and a court for enforcing its decisions.

The College has thus far been very fortunate in having as the student representatives on this Council young men and women of high ideals in student life and almost all of the decisions reached by it have been gladly supported by the student body as the organic law of the school in the making of which they themselves had full expression.

**The Weekly School Convocation.**—There is a weekly convocation of the entire school which all students are urged to attend. This convocation takes the time of one of the regular school periods. It is intended to afford ampler opportunity for members of the faculty and invited speakers to present substantial themes of educational content. It is the purpose of the school to bring before the student body from time to time distinguished speakers from the outside to address the school, and thus

give serious-minded students an opportunity to keep in touch with the larger fields of activity and thought. The College orchestra will furnish music for these occasions.

**The Library.**—The Library of over one hundred twelve thousand volumes and thirty thousand pamphlets is housed in a fireproof structure devoted entirely to library purposes. The main reading room, the offices, and the room for current periodicals occupy the first floor. The second floor provides space for the reserve collection, the Training School Library, and the study rooms for graduate students.

The Library contains a growing collection of Lincolniana and is a depository for U. S. government publications. About 420 periodicals of educational and general interest are received.

New students are instructed in the use of books and libraries. Courses in the administration of school libraries are offered, which are fully described on page 192. Copies of the "Library Handbook," giving rules and regulations may be had upon application at the charging desk.

**The Training School.**—The State Teachers College has a Training School housed on its campus. The school consists of grades one to twelve, inclusive. The organization now used is that of the 6-6 school. The enrollment is approximately four hundred pupils. At the present time there is no kindergarten department.

Each grade and department in the school has a Supervising Teacher in charge. Such special subjects as Music, Physical Education, and Art are represented. Home Economics, Industrial Arts, and Vocational Guidance are also offered in the six-year high school. In addition to the special teachers there are a number of Critics-in-training employed in the Primary division of the school. Cadets and advanced supervised teaching students are also offered work in the school. The faculty of the Training School is listed with the Department of Education.

In addition to the regular and special subjects in the first six grades, elementary science is offered in the fourth, fifth, and sixth grades. All students have the advantage of the modern junior high school curriculum. At the present time the high school does not have a commercial department.

The Training School is open at all times to students, visiting teachers, and parents. Visitors who wish to observe instruction in progress may do so at their pleasure.

**Student Activities Course.**—In recognition of the need for providing a well balanced extra-curricular program of high-grade musical concerts, lectures, and other entertainments as a valuable feature in collegiate education, the College provides for a Student Activities Course. Fifty cents is set aside from the contingent fee paid per quarter by each student for financing this course. Under the supervision of the president of the college and the faculty committee, an excellent series is offered to all students without further cost. Faculty members and other individuals not connected with the institution are able to enjoy the programs upon the payment of a nominal charge.

Special effort is made by the faculty committee to select a well-balanced series for each quarter. Many of the Activities Course numbers are given in the College Gymnasium which has a seating capacity of over four thousand.

An examination of the student activities course for the past year reveals a large selection of inspiring, instructive, and entertaining numbers which have done much to enrich student life. Under the caption of musical numbers—Kryl's Famous Band; Scottish Singers; Indiana State Teachers College Chorus and Orchestra in the "Messiah"; Indiana State Teachers College Symphony Orchestra; the Russian Cossack Chorus; Percy Grainger, famous composer and director, assisted by Indiana State Teachers College Symphony Orchestra; and the College May Music Festival. Among the lectures offered the student were: Clara Clemens in "Reminiscence of My Father, Mark Twain"; Captain John Noel in the illustrated lecture "On the Roof of the World"; Dr. Willis A. Sutton in "Trends in Education"; Dr. Wallace Bruce Amsbary in the "Ballads of Bourbonnais"; Albert Edward Wiggam in, "The Marks of an Educated Man."

While negotiations are still under way for obtaining numbers for the coming quarters' series, the tentative course includes such speakers as Dr. Shailer Mathews, Hon. Oswald Ryan (Armistice Day address), Noah Beilharz, entertainer; Dr. G. Bromley Oxnam of DePauw University, Dr. Robert Parker Miles in his famous lecture "Tallow Dips," Sydney Landon in "Character Studies of Great Literary Men." The Coffey-Miller Players will probably appear in two plays, and other high-class attractions will be offered.

In addition to imported musicians, the College uses such talent as is discovered in the student body for a three-day May Music Festival, which is rich in musical treats for the school and the community.

Thus it will be seen that for a purely nominal sum the students have the privilege of hearing a great variety of splendid and inspiring entertainments which are made possible only by the numbers contributing to this fund. Great as has been the service rendered by this activities fund in the past, it is planned to extend it still farther and make the programs still more varied since the new gymnasium auditorium has been made available for more pretentious events.

**The Union Building.**—This building, situated on Eagle Street next to the Emeline Fairbanks Memorial Library, is the center of the social life of the student body. Here the various organizations of the school, such as the Young Men's and Young Women's Christian Associations, the Women's League and the Literary societies, hold their meetings. Here also the smaller receptions and entertainments are held, but probably its greatest value to the student body as a whole lies in the fact that the building is kept open from morning till late evening every day as a place to study, lounge, or visit with friends. That it may be kept orderly at all times, a competent matron has been engaged.

**Student Advisers.**—The College does not maintain a formal system of student advisers. The Dean of Men and Dean of Women, however,

will be glad to act as student advisers in all personal matters save only those relating to the selection of studies. While in special cases they are to act as student advisers for all of the students of the school they try to serve in an especial manner as advisers to freshmen. Students should feel free at all times to confer with these deans. The deans will announce from time to time conferences, convocations, and personal interviews with freshmen and other students and such calls shall be considered official school obligations and in emergencies shall take precedence with the students over other school duties.

Students are also invited to have frequent conferences with their major professors so that they may be fully advised about the progress of their work in their chosen lines. It is, perhaps, not necessary to add here that every instructor in the school will be glad to serve the personal interests of his students in every way that he can and that he invites such opportunities.

**Orchestra and Band.**—Under the direction of the Department of Music, there is organized every year an orchestra of about twenty-five pieces. This orchestra not only affords excellent training for its own members, but offers splendid musical entertainment for the school at its various social and school functions. The orchestra furnishes music frequently during the weekly convocation hour. The orchestra also takes part in the annual performance of the "Messiah," and in the May Festivals which are given each year in the first week in May.

Under the direction of the Department of Music, there is organized each year a band of about twenty-five or thirty pieces. The purpose of this organization, too, is to afford training for students interested in music. The band, however, adds very materially in contributing to the interest and pleasure of many of our public school functions and inter-collegiate athletic contests.

Students who play orchestral or band instruments are asked to confer with the Department of Music.

**College Chorus.**—Under the direction of the Department of Music a chorus is organized every year. This chorus gives a performance of Handel's "Messiah" during the last week of each fall quarter. The chorus also gives a three-day May Festival during the first week in May each year. During this Festival the larger works in Oratorio are performed with the help of the school orchestra and visiting soloists who are engaged from the large music centers for the occasion.

**College Choir.**—Each year a college choir is organized in the Department of Music. This choir consists of sixteen voices, four sopranos, four altos, four tenors, and four basses. These voices are selected by tryouts conducted by the head of the department. The choir furnishes music for the weekly convocation hour, and assists at various other musical functions during the year.

**Student Publications.**—The College publishes a weekly school paper known as *The Indiana Statesman*. It is under the control of a Board composed of representatives of the Faculty and of the student body.

Nearly all of the work of writing, editing, and publishing this paper is done by students. The high quality of the paper throughout its career has gained and kept for it the respect and good will of the Faculty and Alumni and it has served as a splendid news medium among "Indiana State" men and women throughout the State.

Fifty cents of the Contingent Fee for each quarter which every student pays goes into *The Indiana Statesman Fund*, in return for which the student receives the school paper for that quarter without further charge. It is a matter of further interest that this school paper is printed in the College Print Shop. The publication appears regularly on Wednesdays of each school week.

**Student Organizations.**—The students of the Indiana State Teachers College maintain quite a number of student societies. There are three literary societies. These furnish excellent opportunity for developing ability to write clearly and to speak at ease before audiences. Such societies are the Alethenai Literary Society, the Eclectic Literary Society, and the Philomathean Literary Society. In addition, the young men of the school have a debating society known as the Chi Delta Chis (Ciceronians). Students interested in special fields have formed societies to carry forward their study. Such societies are the Graduate Club, the Classical Club, the Science Club, the Mathematics Club, the Industrial Arts Club, the Home Economics Club, the Commerce Club, the Primary Club, the Press Club, Le Cercle Francais, and the Dramatic Club. The school also maintains two Christian Societies, the Young Men's Christian Association and the Young Women's Christian Association. These organizations offer opportunity for expression of the religious life. They have weekly meetings in the Student Building to which all students in the school are cordially invited. They also have committees anxious to assist students in finding suitable rooms and to help them in other ways in getting properly started in their work.

In addition to the societies enumerated above, all of which are of some academic, literary, or religious significance, the school maintains quite a number of societies whose purpose it is to further the social life of the school. Such organizations among the young women are the Alphas, the Delta Sigmas, the Epsilon Deltas, the Gamma Gammas, the Kappa Kappas, the Lambda Delta Phis, the Mu Zetas, the Omega Sigma Chis, the Pi Zetas, and the Psi Thetas. The Forum, the Delta Lambda Sigma (Daedalian), and the Alpha Sigma Tau are societies maintained by the men. The Athenaeum is a gymnasium section for girls. Finally, the school maintains a national honor society known as the Kappa Delta Pi.

**The Alumni Association.**—This association of all the graduates of the Indiana State Teachers College has for its purpose the furthering of the interests of the College and of public education and serves as a means to strengthen and continue the pleasant, personal, and professional associations begun during the school days at Terre Haute. The association has an annual banquet at Indianapolis, usually on Thursday of the annual meeting of the Indiana State Teachers Association. The



meeting for the past several years has been held in the Riley Room of the Claypool Hotel.

The officers of the Indiana State Teachers College Alumni Association for the year 1931-1932 are:

President—Paul Boston, Supt. of Schools, Greencastle, Indiana.

Vice-President—Beulah Chappelle, Sullivan, Indiana.

Secretary-Treasurer—V. R. Mullins, Terre Haute, Indiana.

**Alumni Day.**—Thursday preceding Commencement Day of each school year is designated as Alumni Day. On this day many graduates and former students of the College return for the various programs. The events of the day include the Alumni-Senior Chapel during which program the Book and Torch Ceremony is used and on which occasion the graduating class makes its pledge to the support of the Parsons-Sandison Living Memorial Fund.

At twelve o'clock the annual Alumni luncheon is held in the Women's Residence Hall. Any alumnus returning for that day will find a large number of friends at this luncheon. In the afternoon the College Convocation is held in the new Physical Education Building. The Commencement Exercises are held on the following morning at 9:30 o'clock. By so arranging these events in this way it is possible for a person to enjoy the major Commencement and Alumni functions in the short space of twenty-four hours. Graduates and former students are urged to keep Alumni Day in mind and if it is at all possible, return to their Alma Mater and enjoy these programs.

**Placement Bureau.**—For a number of years the Indiana State Teachers College has endeavored to assist its graduates in securing desirable positions. This work throughout the years has been conducted under the direction of various members of the faculty, and many alumni of the school, now holding prominent places in educational circles, testify to the fine service and help given to them by these men. Throughout the early years no highly organized placement service was developed. Placement was carried on quite largely through the wide acquaintances of faculty members in educational circles and particularly by virtue of the many contacts of the men who were directly in charge of this service.

In 1924 the organization of placement service was changed and V. R. Mullins was brought to the College to take charge of this service. While prior to this time placement had been carried on by various faculty members as an activity incidental to their regular work, it is now organized with the Director giving practically full time to placement of graduates and alumni and a follow-up of this service through visitations to employing systems. While the general matter of placement is under the direction of the Director, yet each department of the school works in harmony with the Director, furnishing valuable data concerning teachers qualifying in the various departments and assisting in every possible way in the matter of placement. Heads of departments are quite well known among employers of teachers and they are able each year to place quite a number of graduates in their respective de-

partments through their contacts with superintendents and by virtue of the confidence that employers have in their judgment of good teachers. A faculty committee also assists in directing the work of this department and every influence of the school may be drawn upon by teachers who have proved their worthiness in the profession.

Graduates and former students who may be interested in securing help from this department will be interested to know that this is a free service to all alumni, graduates, or former students of this institution. No commission or charge of any kind is asked. Those who wish to register should write either to the Director or the Secretary and ask for enrollment blanks. Each registrant is given six biographical sheets, each of which is used as a basis for a complete set of credentials. The office secures all data from references and compiles six complete sets of credentials for each registrant. These credentials are held as property of the College to be used to help individual teachers. Six photographs are required from each applicant. These photographs are kept as a part of the applicant's credentials. In no case will photographs be returned nor will credentials be given to the individual himself. Teachers find that it is very much to their advantage to have on file with the institution a complete set of credentials which may be forwarded immediately to employers in charge of positions for which they may be applying.

During the past six years, hundreds of alumni and former students of the college have availed themselves of the opportunities offered through the placement service. Of the large number who have registered with the bureau for placement, many are graduates who have been away from school several years. The institution is very glad to extend this type of service to any worthy alumnus. All those who may be interested in securing this service are invited to address their inquiries either to Mr. V. R. Mullins, the Director, or to Miss Lillian A. Farmer, the Secretary of the Placement Bureau.

PART X  
SCHOLARSHIPS, AWARDS, AND AIDS

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## SCHOLARSHIPS, AWARDS, AND AIDS

### THE JAMES MCGREGOR SCHOLARSHIPS

James McGregor, of Terre Haute, passed away July 11, 1913, leaving a will which created the "James McGregor Student Endowment Fund." This fund consists of \$100,000, "the net income, earnings and profits of which are to be used and applied by the Trustees for and upon the tuition, board and support of worthy young men and women who shall themselves be without sufficient means and who shall desire to acquire such education and training as may be furnished by permanently established non-religious, non-sectarian educational institutions located and maintained in Vigo County, Indiana, wherein and whereat are taught the various branches of learning of a higher grade than those taught in the public common schools."

The proceeds of this fund are divided equally between the Indiana State Teachers College and Rose Polytechnic Institute at Terre Haute. The fund yields annually about \$2,500 to each of the institutions.

The Trustees of the "James McGregor Student Endowment Fund" have set apart about \$1,300 of this fund to be lent to students without interest, and \$1,200 to be distributed in scholarships in the manner in which the Indiana State Teachers College at Terre Haute shall devise.

The committee appointed by the Indiana State Teachers College at Terre Haute for this purpose established the following conditions governing the awarding of these scholarships:

#### I. Number and time of awards.

a. Twenty-four scholarships of \$50 each shall be awarded each year.

b. One scholarship shall be awarded in each of twenty-four counties of the State of Indiana and in each succeeding year a like award, until each of the counties of the State shall have been covered. (This process will be repeated indefinitely.)

c. For 1932 awards will be made in:

- |               |               |                |
|---------------|---------------|----------------|
| 1. Fayette    | 9. Tippecanoe | 17. Pulaski    |
| 2. Fountain   | 10. Tipton    | 18. Pike       |
| 3. Franklin   | 11. Sullivan  | 19. Hamilton   |
| 4. Fulton     | 12. Starke    | 20. Hancock    |
| 5. Grant      | 13. Shelby    | 21. Hendricks  |
| 6. Greene     | 14. Rush      | 22. Henry      |
| 7. Vermillion | 15. Randolph  | 23. Howard     |
| 8. Union      | 16. Putnam    | 24. Huntington |

d. For 1933 awards will be made in:

- |              |                |              |
|--------------|----------------|--------------|
| 1. Jackson   | 9. Madison     | 17. Noble    |
| 2. Jasper    | 10. Marion     | 18. Orange   |
| 3. Jay       | 11. Marshall   | 19. Parke    |
| 4. Jennings  | 12. Martin     | 20. Owen     |
| 5. Johnson   | 13. Miami      | 21. Steuben  |
| 6. Knox      | 14. Monroe     | 22. LaGrange |
| 7. Kosciusko | 15. Montgomery | 23. Elkhart  |
| 8. Lawrence  | 16. Morgan     | 24. DeKalb   |

e. For 1934 awards will be made in:

- |               |                 |                 |
|---------------|-----------------|-----------------|
| 1. Steuben    | 9. Newton       | 17. Floyd       |
| 2. LaGrange   | 10. Benton      | 18. Clark       |
| 3. Elkhart    | 11. Posey       | 19. Jefferson   |
| 4. DeKalb     | 12. Vanderburgh | 20. Switzerland |
| 5. St. Joseph | 13. Warrick     | 21. Ohio        |
| 6. LaPorte    | 14. Spencer     | 22. Ripley      |
| 7. Porter     | 15. Perry       | 23. Scott       |
| 8. Lake       | 16. Harrison    | 24. Gibson      |

f. For 1935 awards will be made in:

- |                |                |              |
|----------------|----------------|--------------|
| 1. Adams       | 9. Clay        | 17. Wabash   |
| 2. Allen       | 10. Clinton    | 18. Vigo     |
| 3. Bartholomew | 11. Whitley    | 19. Crawford |
| 4. Blackford   | 12. White      | 20. Daviess  |
| 5. Boone       | 13. Wells      | 21. Dearborn |
| 6. Brown       | 14. Wayne      | 22. Decatur  |
| 7. Carroll     | 15. Washington | 23. Delaware |
| 8. Cass        | 16. Warren     | 24. Dubois   |

## II. Eligibility.

a. Applicants must fulfill all conditions of eligibility under the terms of the will as quoted in the opening paragraph of this statement and all conditions of entrance to the Indiana State Teachers College at Terre Haute.

b. In addition thereto, the applicant must present as evidence of highest scholarship a transcript of his high school record for the total period, attested by the proper authority to the herein constituted Committee of Award.

c. He must present testimony of exemplary conduct.

d. He must present testimony of a good moral character.

e. Graduation from the high school must have been completed within the school year of his application. (Exceptions may be made where there are no applicants who are graduates of the current year.)

## III. Time and manner of payment of scholarships.

a. \$25.00 shall be paid at the end of the first month of the first quarter of residence study.

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Clinton  
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Daviess  
Dearborn  
Decatur  
DeKalb  
Delaware  
Dubois  
Elkhart  
Fayette  
Floyd

b. The remaining \$25.00 shall be paid at the end of the first month of the second quarter of residence study.

#### IV. Awarding power in the different counties.

a. The power of award shall be invested in a committee composed of the County Board of Education, and the superintendent of such city schools as lie outside of the jurisdiction of the County Board of Education.

b. The awards shall be made at the regular meeting of the County Board of Education held the first Monday in June.

c. The award will become effective beginning in the summer or fall quarter of the Indiana State Teachers College at Terre Haute immediately following the award.

d. In case no candidate for the scholarship presents himself, the County Board of Education shall so report to the President of the Indiana State Teachers College at Terre Haute not later than two weeks after the first Monday in June.

e. In case no candidate is appointed in any year, in any county, the faculty of the Indiana State Teachers College shall appoint a candidate from that or any other county not represented that year in the list of scholarships awarded.

Those appointed to receive these scholarships shall be given suitable certificate or evidence of having received their awards.

#### COUNTY SUPERINTENDENTS

County	Name	Address
Adams	Clifton E. Striker	Decatur
Allen	David O. McComb	Fort Wayne
Bartholomew	Walter Rice	Columbus
Benton	J. Fred Hull	Fowler
Blackford	Vaughan Johnson	Hartford City
Boone	Floyd I. McMurray	Lebanon
Brown	Robert C. Kennedy	Nashville
Carroll	C. A. Bailey	Delphi
Cass	Reed Groninger	Logansport
Clark	Samuel L. Scott	Jeffersonville
Clay	J. Riley McCullough	Brazil
Clinton	James C. McBride	Frankfort
Crawford	Shelby C. Adams	English
Daviess	Oliver M. McCracken	Washington
Dearborn	J. R. Houston	Lawrenceburg
Decatur	Paul Alexander	Greensburg
DeKalb	Carl F. Stallman	Auburn
Delaware	Lee O. Baird	Muncie
Dubois	Robert E. Eckert	Jasper
Elkhart	Waldo L. Adams	Goshen
Fayette	Claude L. Trusler	Connersville
Floyd	Glenn V. Scott	New Albany

County	Name	Address
Fountain	Walter W. Richards	Covington
Franklin	Michael Bossert	Brookville
Fulton	Elbert L. Powell	Chester
Gibson	U. S. Abbott	Princeton
Grant	Fred Ratliff	Marion
Greene	Alvin E. Keller	Bloomfield
Hamilton	Chester Quear	Noblesville
Hancock	S. R. Boring	Greenfield
Harrison	James R. Holliday	Corydon
Hendricks	M. H. McCullough	Danville
Henry	Jesse H. Eilar	Newcastle
Howard	Albert F. Hutson	Kokomo
Huntington	Thomas H. Mahan	Huntington
Jackson	James Tatlock	Brownstown
Jasper	M. L. Sterrett	Rensselaer
Jay	Henry W. Bortner	Portland
Jefferson	John D. Gabel	Madison
Jennings	Shepherd Whitcomb	Vernon
Johnson	Robert B. Hougham	Franklin
Knox	George G. Graham	Vincennes
Kosciusko	Harry E. Lewallen	Warsaw
LaGrange	Charles F. Kohlmeier	LaGrange
Lake	Alvin E. Condon	Crown Point
LaPorte	Scott C. Knoll	LaPorte
Lawrence	Ortha O. Hall	Bédford
Madison	O. W. Jackson	Anderson
Marion	Fred T. Gladden	Indianapolis
Marshall	Deane E. Walker	Plymouth
Martin	Roy V. Edington	Shoals
Miami	Arthur S. Thomas	Peru
Monroe	William V. Payne	Bloomington
Montgomery	John W. Ward	Crawfordsville
Morgan	Virgil Whitaker	Martinsville
Newton	William O. Schanlaub	Kentland
Noble	Roma L. Milnor	Albion
Ohio	John L. Wessler	Rising Sun
Orange	Arthur W. Wilson	Paoli
Owen	Lowell H. Moore	Spencer
Parke	Edward Fisher	Rockville
Perry	Fred J. Evrard	Cannelton
Pike	Emery V. Coutts	Petersburg
Porter	Fred H. Cole	Valparaiso
Posey	Elisha P. Blackburn	Mt. Vernon
Pulaski	J. Allen Kemp	Winamac
Putnam	John C. Vermillion	Greencastle
Randolph	Glen O. Chenoweth	Winchester
Ripley	Jackson A. Raney	Versailles
Rush	John E. Goode	Rushville
Scott	Floyd E. James	Scottsburg



County	Name	Address
Shelby	Thomas Fogarty	Shelbyville
Spencer	Eugenia Hayden	Rockport
Starke	Albert F. Stanley	Knox
Steuben	Robert O'Connell	Angola
St. Joseph	Ralph H. Longfield	South Bend
Sullivan	Richard Park	Sullivan
Switzerland	Ernest Danglade	Vevay
Tippecanoe	C. V. Peterson	Lafayette
Tipton	Fred L. McReynolds	Tipton
Union	Charles C. Abernathy	Liberty
Vanderburgh	Kingsley W. Hemmer	Evansville
Vermillion	Ward McK. Beanblossom	Newport
Vigo	James C. Fagin	Terre Haute
Wabash	Neil M. Good	Wabash
Warren	William W. Davis	Williamsport
Warrick	Amos L. Barnett	Boonville
Washington	Jay H. Fleenor	Salem
Wayne	Arthur H. Hines	Richmond
Wells	Frank E. Day	Bluffton
White	John B. Tromin	Monticello
Whitley	Alvin R. Fleck	Columbia City

#### THE KADELPIAN GRADUATE AWARD

The Kadelpian Graduate Award was established in 1931 by the local chapter of Kappa Delta Pi, national honor society in education. It is an annual award of one quarter's tuition in the Graduate School, granted to the most promising applicant on the basis of scholastic achievement, professional spirit, and high personal qualities. All graduates of a four-year curriculum at Indiana State Teachers College who plan to do a full academic year's work (three successive quarters) in the Graduate School, may apply for the award. Application must be made by letter to the Graduate Committee before April 20 of the year of the award. Final decision will be made by the local chapter of Kappa Delta Pi and announcement made on Honor Day.

#### STUDENT LOAN FUNDS

JOHN B. WISELY, Trustee

Office, M-C-39

The school does not encourage students to borrow money. It urges them to get along without borrowing if they can. It is much easier to borrow than it is to pay back. Nor does the school lend money to students during their first quarter in school. A student must show us that he is in earnest and that he can make a creditable record in his studies. It is an injustice to the school and to other students who need the money to lend to a student who cannot do at least "C" work. It is

also an injustice to the student himself to encourage him to remain in school if he cannot do at least average work. The sooner he gets into some line of endeavor in which he can do creditable work, the better for him and for society at large. There is some work somewhere that he can do.

However, there are many worthy students who sometimes need assistance in carrying forward their education or in finishing their work in this school. For their benefit the following loan funds have been provided.

#### THE SENIOR LOAN FUND

The Senior Loan Fund was established by the class of 1908 for the purpose of aiding worthy members of the senior class financially in finishing their curricula. It was placed under the supervision and management of the Alumni Association. The funds are in the hands of a trustee, elected every three years by the Alumni Association at the annual meeting in June. The trustee is assisted in administering the fund by a member of the Faculty elected by the Alumni Association and one elected by the Faculty of the school. These two, together with the trustee, constitute a Loan Committee, which passes on all applications for loans. The constitution and by-laws of the organization require the trustee to take charge of all funds donated by the senior classes, to keep them deposited in the Terre Haute Trust Company, and to lend them to students only on the recommendation of the Loan Committee.

Any worthy student who lacks only twelve or fewer credits of finishing any of the four-year curricula may borrow from the fund as much as one hundred dollars, on his personal note, with proper security, at six per cent interest. A student who borrows is allowed ample time on his note so that he may pay the money back out of his first year's earnings in teaching.

Graduating classes since 1908 have added to the fund until the organization has on hand and in the hands of graduates as loans, over five thousand dollars. Although hundreds of students have borrowed from the fund since it was established, the Loan Committee has never found it necessary to refuse a loan to a student on account of lack of funds, and up to the present time, not a penny of the fund has been lost. This is certainly the highest compliment which could be paid to the honor and integrity of our graduates.

Ever since the fund was established, Professor John B. Wisely has been the trustee of it, and members of the graduating class who desire to obtain money in this way, to assist them in completing their curricula, should make application to him.

#### WOMEN'S CLUBS LOAN FUNDS

The women's clubs of the state have in the past few years taken great interest in our students and several of them have already established loan funds for the benefit of worthy women students. These funds are administered by the trustee under a contract signed by the school and the Indiana Federation of Clubs.

The school feels deeply indebted to these public-spirited women, and the money which has been thus provided is almost immediately put into the hands of worthy girls to assist them in obtaining an education.

Most of these women's club loan funds are now small, but it is the intention of the clubs to increase their funds as they are able. The following clubs have, up to the present time, established loan funds:

*The Woman's Department Club of Terre Haute*

The loan fund of the Woman's Department Club of Terre Haute now amounts to one hundred and fifty dollars. This was the first fund of this kind.

*Community Service Club of Tolleston*

The second club to establish a loan fund was the Community Service Club of Tolleston. This fund is now fifty dollars.

*Greene County Federation of Clubs*

The third women's club loan fund was established by the Greene County Federation of Clubs. This fund now amounts to one hundred and fifty dollars.

*The Lowell Women's Club*

The Lowell Women's Club established the fourth women's club loan fund. This fund now amounts to one hundred dollars.

*The Waveland Department Club*

The fifth women's club loan fund was established by the Waveland Department Club. This fund now amounts to fifty dollars.

*Lawrenceburg Review Club*

The sixth women's club loan fund was established by the Lawrenceburg Review Club. This fund now amounts to fifty dollars.

*Lowell Oakland Women's Club*

This fund of twenty-five dollars was established October 28, 1929.

*Second District Indiana Federated Clubs*

This fund was established October 1, 1929. It provides fifty dollars.

*Mrs. Edwin N. Canine Fund*

This fund, contributed by the women of the Tenth District, is now seventy-five dollars.

THE JAMES MCGREGOR ENDOWMENT FUND

In addition to the \$1,200 to be distributed annually in scholarships in the manner described under The James McGregor Scholarships, the

fund yields each year about \$1,300, which is set apart to be lent to students without interest. The State Teachers College does not encourage students to borrow money. It advises students very strongly to come to the College with sufficient means to give their undivided attention to the serious work of the school. However, sometimes there are worthy exceptions, and the possibility of borrowing a little may be a very great help to the student in furthering his educational career.

Application for participation in this James McGregor Student Endowment Fund is made on a special blank which may be secured from the Trustee of the Student Loan Funds. If the application made out on this blank meets with the approval of the President of the State Teachers College and of the Trustees of the Endowment Fund, the loan is granted. Such loans are expected to be paid within the dates fixed, after which time, if not paid, they bear interest at the rate of 6% per annum from the dates such funds were furnished until the dates of payment.

#### THE PAN-HELLENIC STUDENT LOAN FUND

The Pan-Hellenic Society of Terre Haute, Indiana, anxious to help young people help themselves, has created a fund available to young women of the Indiana State Teachers College who have completed the freshman year in good standing. The loans are not to exceed seventy-five dollars per person. They are to be paid with interest at 3% one year after date, but the notes may be renewed.

#### THE PARSONS-SANDISON LIVING MEMORIAL FUND

The following history of the founding of this fund is taken from the "Book and Torch":

"It appears to the devoted alumni of the Indiana State Teachers College that the full twenty-five thousand dollars (\$25,000) may not be needed for the purchasing of the memorial chimes and tablet. If this should be the case, they believe it is wise to establish a fund which shall be a living memorial, not only for the two great leaders of education, but for all members of the faculty and alumni who have made their contribution and passed on to the Great Beyond.

"Therefore, be it resolved, that an agreement of this executive committee and advisory committee of the Parsons-Sandison Memorial be made whereby the money remaining after purchasing the memorial chimes and tablet shall be known as the Parsons-Sandison Living Memorial Fund, which fund shall remain inviolate and unchanged forever except as it is opened to assist worthy students and to receive contributions. This fund shall be lent to worthy students of the school for the purpose of assisting them in completing their courses in the State Teachers College.

"Be it resolved, that any student may have the privilege of borrowing from this fund provided such student is found worthy by the board of directors; and that the student borrowing from the Living Memorial Fund shall pay the principal and interest on the amount borrowed after completing his course and after having an opportunity to earn the amount borrowed. The rate of interest shall be five per cent per annum.

"Be it resolved, that each senior class graduating from the Indiana State Teachers College of Terre Haute, shall sponsor the raising of a minimum amount of five hundred dollars (\$500.00). This amount shall become a part of the original Parsons-Sandison Living Memorial Fund."

There is now \$4,781.60 of this fund on hand. This amount will be increased by the donation of Senior classes from year to year and by contributions from the alumni.

## ATHLETIC AWARDS

### THE HINES AWARD

The Hines Award is given each year on Honor Day to that varsity athlete who has been awarded a letter that year and who during his previous three quarters in the Indiana State Teachers College has made the highest average in scholarship among varsity men.

### THE GILLUM MEDAL

This is a medal awarded annually on Commencement Day to the Senior who rates highest in "scholarship, athletic ability, sportsmanship, and general worth to the school," as determined by a committee consisting of the Dean of the Faculty, the chairman of the Faculty Athletic Committee, the President of the Student Athletic Association, and the Directors of Athletics. This medal was established by Professor Emeritus Robert G. Gillum (deceased).

### THE BIGWOOD TROPHY—FOOTBALL

The Bigwood Trophy, awarded for the first time at the close of the 1922 football season, comes to the Athletic Department for Men through the generosity of Mr. Wayne V. Bigwood of "Bigwood & Son," local jewelers. The award, a gold football, will be given each year to the most valuable football player as determined by a vote of the letter men, sporting editors of the local papers and "The Indiana Statesman," basketball manager, athletic director at Rose Polytechnic Institute, Training High School coach, and athletic director at I. S. T. C. Judgment of the worthy man is made upon the factors of sportsmanship, natural ability, leadership, and observance of training rules.

### THE BIGWOOD TROPHY—BASKETBALL

A similar trophy is given annually to the basketball player with similar qualifications.

### THE BIGWOOD TROPHY—BASEBALL

A similar trophy is given annually to the baseball player with similar qualifications.

### THE BIGWOOD GOLD TRACK SHOE

The Bigwood Gold Track Shoe is awarded annually on Honor Day to that member of the Varsity track squad who is high point man for the season. In awarding this trophy not only the record of the man on the track is taken into consideration, but also his attitude toward his scholastic and athletic work.

## THE BIGWOOD TROPHY—TRACK

The Bigwood Trophy, donated by "Bigwood & Son," is given to the school winning the annual Indiana State-Rose track meet.

## THE BIGWOOD AWARD

The Bigwood Award is an annual award offered to the Department of Physical Education for Women, by Mr. Wayne Bigwood, of "Bigwood & Son, Jewelers." This prize is given to any student who is considered the best athlete by the vote of a general committee of three Physical Education majors, selected at a general meeting of majors, the faculty members of the Department, and Dean of Women. The student members of the committee shall not be eligible for the award. Former winners of the award, who are in school, shall be members of the group of three majors. The recipient of the award must fulfill the requirements of the Point System, having won a monogram, letter, and a sweater. The voters' decision will be based upon health, posture, technical skill, scholarship, sportsmanship, and coöperation—an athlete who will uphold the ideals of the Department of Physical Education.

## THE MAYBELLE STEEG LAMMERS AWARD

The Maybelle Steeg Lammers Award is an annual prize offered to the Department of Physical Education for Women by Mrs. Maybelle Steeg Lammers. It is awarded to a Junior or Senior on any of the four-year curricula whose major is Physical Education. The winner must have won her monogram and a letter. Consideration is given to high scholarship, teaching ability, posture, personality, participation in school activities, principles, and sincerity. The prize is a gold bar pin.

The prize is given by a general committee of three Physical Education majors, selected at a general meeting of majors, the faculty members of the Department, and the Dean of Women. The student members of the committee shall not be eligible for the award. Former winners of the award who are in school, shall be members of the group of three majors.

## ACADEMIC HONORS

## THE HINES MEDAL

The Hines Medal is given each year at Commencement to that senior who has spent four years in the Indiana State Teachers College, who has not been given any other four-year scholarship award of any kind, and who under the above conditions has made the highest average in scholarship for the four years.

1926—Demaras Weng.

1927—Arthur Newport.

Louise Love, honorable mention.

1928—Annis Moyars.

1929—Audrey Pittman.

1930—Josephine Moon.

1931—Harry Strohl.

## PRIZES

The William C. Ball English Prize is awarded annually to that student in the graduating class, majoring in English, who, according to such rules as the Faculty may prescribe, shall have the best record in English during his four years' residence in the Indiana State Teachers College at Terre Haute. The prize is the annual income from \$500.00 given to the school by the late William C. Ball, a member of the Board of Trustees.

- 1924—Mary Burton.
- 1925—Luther James.
- 1926—Minna Rappaport.
- 1927—James H. Cobb.
- 1928—Maurine McIlroy.
- 1929—Mary Baur.
- 1930—Allen Richardson.
- 1931—Margaret Payne.

The French Club Prize is given annually to that member of the Freshman class, majoring in French, who makes the highest grades during the Freshman year in French. The prize is a scholarship for one quarter, the first quarter of the Sophomore year. The prize is given by a woman friend of the College.

- 1925—Will Weng.
- 1926—Virginia Streit.
- 1927—Dorothy Reveal.
- 1928—Frederick James Bogardus.
- 1929—Margaret Jean.
- 1930—Delmar Hert.
- 1931—Mary Bordner.

## THE MCBETH GEOGRAPHY TALISMAN

The McBeth Talisman is awarded biennially to the graduate of either year who has done most meritorious work in the field of Geography and Geology, and who also on the basis of character, general scholarship, and school loyalty is considered worthy of the honor. The teachers of Geography and Geology shall be the judges. The Talisman is a gold medal bearing the McBeth coat of arms. It is given in memory of the late Professor William Allen McBeth (1897-1924) by his daughter, Miss Mary McBeth, and his sons, William Quinn and Reid S. McBeth.

- 1928—Loretta A. Arvin.
- 1930—Treva Wegrich.

## THE JARDINE MEDAL

The Jardine Medal is awarded each year on Honor Day to the student who has made the best record or rendered the greatest service on the Intercollegiate Debating Team of the school. The medal will not be awarded to a member of the team a second year. A committee

consisting of the President of the School, the Dean of Men, and the Debating Coach shall decide what member of the team shall receive this medal. The medal is provided through the generosity of Mr. William Jardine, who was a member of the Intercollegiate Debating Teams for four years.

1929—Lester Irons.

1930—Leon Chandler.

1931—Edward Ulen Engleman.

### HONOR ROLL STUDENTS

Including quarters and terms as follows: Fall, 1930; Winter, 1931; Spring, 1931; Mid-Spring, 1931; First and Second Summer, 1931.

Name	Address	Number of Times on Honor Roll
Ahrens, Gerhard	Elberfeld, Indiana	1
Barnes, Grace E.	Terre Haute, Indiana	4
Becherer, Dorothy	Terre Haute, Indiana	1
Bordner, Mary C.	Cutler, Indiana	1
Botts, Stanford	Shelburn, Indiana	1
Boyer, Edith E.	Winona Lake, Indiana	1
Browning, Kate	Evansville, Indiana	1
Carter, Ira F.	Tobinsport, Indiana	1
Church, Evelyn	Terre Haute, Indiana	1
Colin, Ruth	Corydon, Indiana	1
Combs, Noble S.	Terre Haute, Indiana	1
Cordell, Warren	Terre Haute, Indiana	3
Davidson, Ralph C.	West Terre Haute, Indiana	1
Delong, James W.	Ft. Branch, Indiana	1
Denning, Edmund	Adyeville, Indiana	1
Dunbar, John	Terre Haute, Indiana	1
Eads, Mary Anna	Paris, Illinois	1
Erwin, Cecil R.	Harmony, Indiana	1
Fortner, J. Ord.	Terre Haute, Indiana	1
Friedman, Julius	Terre Haute, Indiana	1
Fuller, William Scott	Terre Haute, Indiana	1
Gibbens, Victor	Clay City, Indiana	1
Gibbs, Joseph	Danville, Indiana	1
Gillespie, Fred H.	Indianapolis, Indiana	1
Hadley, Carol T.	Monrovia, Indiana	1
Harbison, Ruth	Bedford, Indiana	1
Harris, Albert E.	Shelbyville, Indiana	1
Harvey, Nella E.	Jasonville, Indiana	1
Hochstetler, Ethel Coons	Terre Haute, Indiana	1
Hollars, Eleanor V.	Switz City, Indiana	1
Hunter, Anna	Kirklin, Indiana	1
Jackson, Margaret E.	Rensselaer, Indiana	2
Johnson, Edythe	Terre Haute, Indiana	1



Name	Address	Number of Times on Honor Roll
Johnson, Frank Dale.....	Cayuga, Indiana .....	1
Johnson, Helen W.....	Clinton, Indiana .....	1
Jones, Daisy M.....	Indianapolis, Indiana .....	1
Kadel, Helen M.....	Terre Haute, Indiana .....	1
Kelley, Margaret M.....	Terre Haute, Indiana .....	2
Kelly, Mary Margaret.....	Terre Haute, Indiana .....	2
Kramer, Harry E.....	Terre Haute, Indiana .....	1
Landrum, Esther Alice.....	Terre Haute, Indiana .....	2
Letsinger, Lela M.....	Jasonville, Indiana .....	1
Libbert, Anna J.....	Terre Haute, Indiana .....	1
Long, Gretchen E.....	Hillsboro, Indiana .....	1
McDivit, Maxine E.....	Terre Haute, Indiana .....	2
McKinney, Margaret H.....	Clinton, Indiana .....	1
Mallory, Percy .....	Wheatland, Indiana .....	1
Mattox, Don .....	Terre Haute, Indiana .....	2
Miller, Helen Bly.....	Clinton, Indiana .....	2
Miller, Margaret L.....	Yeddo, Indiana .....	2
Minter, Luella .....	Peru, Indiana .....	1
Morford, Guy .....	Westphalia, Indiana .....	1
Moyer, Dolores Aileen.....	Hammond, Indiana .....	1
Newlon, Mary Elizabeth.....	Salem, Indiana .....	3
Payne, Margaret Edith.....	Terre Haute, Indiana.....	2
Puckett, Orville .....	Jasonville, Indiana .....	1
Raduski, Josephine .....	Indiana Harbor, Indiana.....	1
Rochelle, Charles .....	Evansville, Indiana .....	1
Rogers, Robert Leroy.....	Terre Haute, Indiana .....	1
Sager, Annamary .....	Terre Haute, Indiana.....	1
Scantland, Harriett .....	Worthington, Indiana .....	1
Schwilk, Bertha L. ....	Lafayette, Indiana .....	1
Scovell, Zayda .....	Terre Haute, Indiana.....	1
Seddlemeyer, Claude E.....	Plainville, Indiana .....	2
Simon, Rose Lee.....	Terre Haute, Indiana.....	1
Sisson, Herbert Allen.....	Terre Haute, Indiana.....	1
Sister M. Goetz.....	Lafayette, Indiana .....	1
Sister M. Hatke.....	Lafayette, Indiana .....	1
Sister Mary L. Saam.....	Lafayette, Indiana .....	1
Stork, Mary Ellen.....	Osgood, Indiana .....	1
Stull, Mary Alice.....	Hymera, Indiana .....	1
Swayne, Charlotte .....	Clinton, Indiana .....	1
Switzer, Charles Z.....	Alamo, Indiana .....	1
Thomas, Herbert A.....	Mecca, Indiana .....	1
Thomas, Louise F.....	Evansville, Indiana .....	1
Van Buren, Imilda E.....	Terre Haute, Indiana.....	1
Van Meter, Ruth.....	Bloomfield, Indiana .....	1
Van Winkle, Edith.....	Terre Haute, Indiana.....	1
Veach, Albert .....	Staunton, Indiana .....	1
Vestal, Mildred Elizabeth.....	Mecca, Indiana .....	1

Name	Address	Number of Times on Honor Roll
Weaver, Roger .....	New Waverly, Indiana.....	1
Wickwire, Gladys .....	Vincennes, Indiana .....	1
Williams, Anna D.....	Clinton, Indiana .....	1
Williams, Mabel M.....	Terre Haute, Indiana.....	1
Wood, Ruth C.....	Clinton, Indiana .....	1
Yaw, Ellis K.....	Pimento, Indiana .....	1

#### COMPARATIVE RATING OF STUDENT ORGANIZATIONS

All scholarship points earned by all students in any organization during a given quarter are added and the sum is divided by the total number of subjects taken by all students in the organizations. About the fourth week of each quarter, lists are posted showing the relative standing of the various organizations for the preceding quarter.

#### CADET TEACHING

Beginning with the winter quarter, 1923, a system of cadet teaching was established in the training school. Cadet teachers are selected from the student body on the basis of superior ability, training, and experience. As a rule, two cadet teachers are chosen for each room in the training school. The appointment to the position of cadet teacher is carefully guarded in order that it may be considered a real distinction by the student body.

Cadet teachers give at least two hours per day to assisting the regular supervising teachers and receive four quarter-hours of credit in Cadet Practice. Students doing cadet service are not allowed to carry more than three other prepared subjects. Cadet service does not take the place of regular supervised teaching, and is not permitted until after the student has taken his supervised teaching.

#### ANNOUNCEMENT OF GRADUATE SCHOLARSHIPS

By authority of the State Teachers College Board the Department of Science is announcing the establishment of several graduate scholarships in the fields of Science.

These scholarships are for a school year of three quarters, and will pay an annual honorarium of four hundred dollars, payable in nine equal monthly installments. Holders of these scholarships will, however, pay the usual contingent or tuition fees.

These scholarships are open to graduate students who hold the baccalaureate degree of this institution or of some other accredited institution, and who have done, in the fields of Science in which they wish to do their graduate work, an amount of work at least equal to that required for a major in Option I in this institution in these respective fields of Science.

Holders of these scholarships will be permitted to devote most of their time to graduate study in the fields of Education and Science, but will be required to assist in the instructional work in the Department of

Science or in the supervision of laboratory sections in the same, approximately one-fourth of their school time.

These scholarships will be awarded to graduate students whose scholastic records, professional interest, and personal qualities are such as to indicate clearly that they are worthy of these honors.

Applications for these scholarships in Science should be addressed to the Dean of Science, Indiana State Teachers College, and should be accompanied with the properly certified credentials, showing what training and experience the applicants have had in the fields of Science in which they expect to do their further graduate work.

#### APPOINTMENTS AS LABORATORY ASSISTANTS

Certain appointments are open from time to time to students in the Department of Science. Students advanced in the work in science and who show special aptitude are appointed as laboratory assistants. It is the plan of the Department to make all these appointments on the basis of the scholarship of the student and his ability to do the work at hand. Application for such appointments is not made by the student himself but these places are offered to students who show by the quality of their work that they are worthy of them.

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PART XI  
DEPARTMENTAL STATEMENTS

111. 112. 113. 114. 115. 116. 117. 118. 119. 120. 121. 122. 123. 124. 125. 126. 127. 128. 129. 130. 131. 132. 133. 134. 135. 136. 137. 138. 139. 140. 141. 142. 143. 144. 145. 146. 147. 148. 149. 150. 151. 152. 153. 154. 155. 156. 157. 158. 159. 160. 161. 162. 163. 164. 165. 166. 167. 168. 169. 170. 171. 172. 173. 174. 175. 176. 177. 178. 179. 180. 181. 182. 183. 184. 185. 186. 187. 188. 189. 190. 191. 192. 193. 194. 195. 196. 197. 198. 199. 200.

111. 112. 113. 114. 115. 116. 117. 118. 119. 120. 121. 122. 123. 124. 125. 126. 127. 128. 129. 130. 131. 132. 133. 134. 135. 136. 137. 138. 139. 140. 141. 142. 143. 144. 145. 146. 147. 148. 149. 150. 151. 152. 153. 154. 155. 156. 157. 158. 159. 160. 161. 162. 163. 164. 165. 166. 167. 168. 169. 170. 171. 172. 173. 174. 175. 176. 177. 178. 179. 180. 181. 182. 183. 184. 185. 186. 187. 188. 189. 190. 191. 192. 193. 194. 195. 196. 197. 198. 199. 200.

## DEPARTMENT OF ART

JUNE REYNERSON, Head of the Department of Art, Professor.  
WILLIAM THOMAS TURMAN, Professor.

The Department of Art offers a special curriculum of four years for Supervisors of Art in the grades and teachers of art in the high school.

Art 191 is the course offered to meet the requirements for Rural, Intermediate and Grammar Grade curricula.

Courses in which a number of prerequisites are indicated are not open to students who have little or no work in art.

Many of the art courses are open, as electives, to students on the four-year curricula, without prerequisites.

All art courses are four-hour courses.

### JUNIOR COLLEGE COURSES

#### FIRST YEAR

111. **Elementary Handling of Drawing Materials.**—Practice in handling chalks, crayons, pencils, ink, and water colors, with the emphasis placed on composition. Fall Quarter. Credit 4 hours.

112. **Freehand Perspective.**—Application of the principles of linear perspective to type forms. Winter Quarter. Credit 4 hours.

113. **Object Drawing.**—Practice in drawing from groups of objects with accented outline and light and shade. Spring Quarter. Credit 4 hours.

131. **Color.**—External causes of color sensations, color perceptions, and color attributes. A study of the effects gained with color combinations through juxtaposition and mixing of colors. The aim is to give the student a greater enjoyment of color in the world, and the ability to be more discriminating in the use of color in dress and in the home. Winter Quarter. Credit 4 hours.

132. **Theory of Design.**—A study of the fundamental principles of design and the application of these principles to objects in everyday life. Every effort is made to stimulate and encourage the creative imagination. Spring Quarter. Credit 4 hours.

141. **Clay Modeling.**—This course deals with modeling in relief and the round, from objects and imagination, the making and coloring of plaster casts, and sculpture in plaster and other media. Spring Quarter. Credit 4 hours.

191. **Art Values.**—This is a general course designed to meet the needs of the regular elementary teacher. Elementary work is given in graphic expression, design, and lettering. Opportunity is given for the selection and arrangement of art objects. A basis for judging and the making of fine choices is presented. The student is given a limited view of the art of the world with the knowledge of how to view and how to enjoy it. Fall and Winter Quarters, and Mid-Spring and First Summer Terms. Credit 4 hours.

#### SECOND YEAR

211. **Sketching.**—Practice in various media for rapid work and the development of a technic. There will be out-door work when the weather permits. Prerequisite, Course 112. Winter Quarter. Credit 4 hours.

212. **Lettering and Posters.**—This course includes the rendering of different alphabets, layouts, and posters. Prerequisites, Courses 112, 131, 132. Spring Quarter. Credit 4 hours.

241. **Applied Design.**—The application of designs to textiles with crayon, block prints, stencil, air-brush, and resist dyeing (batik and tie-dyeing). The decoration of screens, lampshades, and chests with gesso and enamel. Spring Quarter. Credit 4 hours.

242. **Metal Craft.**—The properties, and handling of art metals, principally copper and brass. The application of design, hammered, etched, pierced, etc., to metals. Flat and raised forms. Art Supervisors. Fall Quarter. Credit 4 hours.

243. **Leather and Bookbinding.**—Tooling, tinting, and decorating of leather. The making of leather craft articles and hand-bound books. Art Supervisors. Fall Quarter. Credit 4 hours.

251. **Art History.**—A study of the art of America to gain a knowledge of how to look at, understand, and enjoy not only the fine arts, but also the useful arts. Winter Quarter. Credit 4 hours.

### SENIOR COLLEGE COURSES

#### THIRD YEAR

311. **Figure Drawing.**—The study of the human figure from the draped model. Accented outline, light and shade, dark and light, and color will be employed. Prerequisites, Courses 112, 113. Winter Quarter. Credit 4 hours.

312. **Decorative Rendering.**—The portraying of still life, landscape, and figure in decorative color and treatment. Murals will be made as individual or class problems. Prerequisites, Courses 112, 131, 211. Winter Quarter. Credit 4 hours.

314. **Print Making.**—A course in pure etching, dry point, mezzotint, aquatint, and wood and linoleum block print. An appreciation and understanding of fine prints. Winter Quarter. Credit 4 hours.

331. **Interior Decoration.** The application of the principles of color and design to the home. A study of the development of furniture and textile design. The selection and arrangement of furniture, floor coverings, wall paper, pictures, and art objects. Fall Quarter. Credit 4 hours.

341. **Pottery.**—Construction of hand built, thrown and cast shapes. The making of moulds, mixing glazes, glazing and firing the clay shapes. Fall Quarter. Credit 4 hours.

342. **Hand-wrought Silver.**—The study of materials and methods employed in the designing and making of hand-wrought jewelry. Also a study of precious and semi-precious gems, and their mountings. A general course to stimulate appreciation through knowledge of methods. Fall Quarter. Credit 4 hours.

351. **Art History, Foreign.**—A study of the art produced from the beginning of time to gain an understanding, appreciation, and enjoyment of painting, sculpture, architecture, and the useful arts. Spring Quarter. Credit 4 hours.

391. **Methods.**—A study of school room problems. Types of lessons, lesson planning, motivation, presentation. Care and distribution of materials, tools, and art work. The standardized art tests and their use in the class room. Discussion of problems in discipline. The arrangement of the art room and the dress of the art teacher. Spring Quarter. Credit 4 hours.



## FOURTH YEAR

411. Mechanical Perspective.—Drawing of type forms to measurement without the use of floor plans. Fall Quarter. Credit 4 hours.

412. Illustration.—A drawing course emphasizing pen drawing, work for school yearbooks. An understanding of how to draw for reproduction. The common reproductive processes in printing. Prerequisites, Courses 112, 113, 132, 211. Winter Quarter. Credit 4 hours.

413. Blackboard Drawing.—Drawing of objects that will be used in illustrating art lessons. Emphasis placed on rapid, clear, definite work that will carry across the room. Prerequisites, Courses 112, 113, 211, 212, 311. Winter Quarter. Credit 4 hours.

415. Water Color Painting.—Still-life, flowers, and landscapes in transparent water colors. Prerequisites, Courses 112, 131. Winter Quarter. Credit 4 hours.

414. Oil Painting.—Still life, landscape, and portrait work. Prerequisites, Courses 112, 113, 131, 211, 311. Spring Quarter. Credit 4 hours.

431. Theater Design.—A study of design and color applied to stage scenery, costumes, and furnishings. Lighting effects. The decorating and lighting of a miniature stage. Some attention will be given to history of stage design and theater arts, also to pageantry. Fall Quarter. Credit 4 hours.

491. Art Supervision.—A study of and construction of art courses, supervised teaching, teachers meetings, ordering and distribution of supplies, grading of teachers, cooperation with other departments and the community. Spring Quarter. Credit 4 hours.

## DEPARTMENT OF COMMERCE

SHEPHERD YOUNG, Head of Department, Professor.  
 IRMA EHRENHARDT, Assistant Professor.  
 FRANK GROVE, Assistant Professor.  
 HELEN WOOD, Assistant Professor.  
 V. E. BREIDENBAUGH, Instructor.  
 KATE BROWNING, Instructor.  
 ROBERT L. SHADE, Acting Instructor.

## GENERAL ACADEMIC COURSES

## JUNIOR COLLEGE COURSES

## FIRST YEAR

121. **Typewriting.**—The student is instructed in the care and use of the typewriter, the position at the machine, proper fingering, and touch. Special drills to develop a mastery of the keyboard are given as well as an introduction to the arrangement of letters. Emphasis is also placed on proper form in typing. Four-year curricula. Fall, Winter, and Spring Quarters, and First Summer Term. Credit 4 hours.

122. **Typewriting.**—This course is a continuation of Course 121. Letter writing, arrangement of letters, legal forms, and business papers. Accuracy and speed tests are given weekly as well as various tests on typewriting ability including the typing of invoices, letters, cards, etc. Four-year curricula. Fall, Winter, and Spring Quarters, and Second Summer Term. Credit 4 hours.

123. **Typewriting.**—This course is a continuation of Course 122. A review of letter writing; arrangement of reports; cutting of stencils; manifolding. Special attention is given to capitalization, punctuation, paragraphing, and correct form. Much practice is also given to increase the student's typing power in typing the secretarial projects. Four-year curricula. Fall, Winter, and Spring Quarters. Credit 4 hours.

134. (234) **Commercial Arithmetic.**—This course is designed to give the student a knowledge of business problems, and a preparation for the courses of accounting. Four-year curricula. Winter Quarter and First Summer Term. Credit 4 hours.

211. (111) **Stenography.**—Eighteen Units in *Gregg Manual*. New dictation on principles involved, given daily. Reading given from *Graded Readings* and *Gregg Writer*. Aims of the course: To learn all the characters and principles presented; to attain fluency and exactness in execution of notes; to become a fluent reader of shorthand and thereby greatly enlarge the writing vocabulary. Four-year curricula. Fall, Winter, and Spring Quarters, and First Summer Term.

212. (112) **Stenography.**—Text: *Gregg Manual*. Finish text. New dictation and reading given. Review of basic principles through use of *Gregg Speed Studies*. Aims of the course: To teach the principles of the Gregg system of shorthand; to develop speed and accuracy in the writing and reading of shorthand; to apply these principles to simple dictation of business letters and articles. Four-year curricula. Fall, Winter, and Spring Quarters, and Second Summer Term. Credit 4 hours.

213. (113) **Stenography.**—Text: *Gregg Speed Studies*. Daily review of words and phrases in *Manual*. Dictation on practised and new material. Aims of the course: To review thoroughly the principles of the Gregg system of shorthand; to develop speed and accuracy in the writing and reading of shorthand; to apply these principles to dictation and transcription of business letters, editorials, and magazine articles.

Four-year curricula. Fall, Winter, and Spring Quarters. Credit 4 hours.

231. **Business Letter Writing.**—This course is designed to train the student in writing letters that will meet the demands of modern business. A detailed treatment of each type of letter and the circumstances which it is to meet are developed. Four-year curricula. Fall Quarter and First Summer Term. Credit 4 hours.

232. **Secretarial Studies.**—In this course a study is made of the problems of a secretary. During the first half of the quarter emphasis is placed upon the knowledge of business services which it is necessary for a secretary to have. The last half of the quarter is devoted to a study of and practice in the various methods of filing. Four-year curricula. Winter Quarter and Second Summer Term. Credit 4 hours.

233. **Office Organization and Management.**—It is the purpose of this course to give the student a knowledge of the modern office and the general principles of organization and management. The following subjects are considered: modern office, methods of organization, analysis of functions and duties, layout, routing, equipment, special departments of office, work of each department. Local offices will be visited and discussed in the class. Four-year curricula. Fall and Spring Quarters. Credit 4 hours.

241. **Retail Selling.**—If the merchant is to meet the increased competition today in the field of merchandising, it is essential that the sales person should be thoroughly trained in rendering this service. The purpose of this course is to give the student a clear and logical arrangement of the fundamental principles underlying retail salesmanship. The theory of selling is wholly insufficient unless combined with practice. The student will be expected to devote a portion of his time to actual selling in some of the leading retail and department stores. Four-year curricula. Winter Quarter. Credit 4 hours.

242. **Retail Selling.**—This course is a continuation of Course 241 and will be pursued in the same manner. Four-year curricula. Spring Quarter. Credit 4 hours.

## SENIOR COLLEGE COURSES

### THIRD YEAR

301. **Accounting.**—This course gives the student a working knowledge of the elementary principles of bookkeeping. Daily drills and quizzes on the following: theory of bookkeeping; business terms; accounts; law of debits and credits; use of books of original entry—journal, cash book, purchase book, and sales book; posting to ledger, trial balance, statement of business, closing the ledger. A set of books of an individual or sole proprietor is worked out. Four-year curricula. Fall, Winter, and Spring Quarters, and First Summer Term. Credit 4 hours.

302. **Accounting.**—This course is a continuation of Course 301. The object of this course is to give the student a knowledge of a business conducted as a partnership. It presents the partner's accounts, fixed assets and reserves, trading account, operating expense, adjusting entries at the close of the fiscal year, etc. Four-year curricula. Winter Quarter and Second Summer Term. Credit 4 hours.

303. **Accounting.**—In this course is given a study of the organization of a corporation, opening corporation books; methods of changing a firm in actual business to a corporation and the closing adjustments. Four-year curricula. Fall and Spring Quarters, and First Summer Term. Credit 4 hours.

**331. Business Law.**—The purpose of this course is to give the student an intelligent idea of his legal rights and limitations in his business dealings. Men of affairs must be given an understanding of the legal theory and above all they should be firmly impressed with the idea that every business transaction must be considered with its legal aspect. Many cases are discussed which are taken from actual court room decisions. Drills are given in writing various types of contracts. Reference is made to Indiana Statutes and court decisions. The course covers the following subjects: evolution of law; written and unwritten law; contracts, essential feature of contracts; agreement of parties, consideration, enforcement of contracts, damages, sales, agency. Four-year curricula. Fall and Spring Quarters, and First Summer Term. Credit 4 hours.

**332. Business Law.**—This course is a continuation of Course 331 and deals with the following subjects: negotiable instruments, partnership, corporations, insurance, personal property, real property, bankruptcy. Four-year curricula. Winter Quarter and Second Summer Term. Credit 4 hours.

**391. Problems in Secondary Commercial Education.**—This course gives a brief history of commercial education and its growth up to the present time. The problem of curriculum making, with many other problems encountered in high school teaching, is covered. Four-year curricula. Fall Quarter. Credit 4 hours.

**392. Methods in Teaching Bookkeeping and Commercial Arithmetic.**—This course is especially prepared for teachers who wish to teach bookkeeping and commercial arithmetic. Regular recitations will be given in the method of presenting these subjects to high school students. Four-year curricula. Winter Quarter. Credit 4 hours.

**393. Methods in Teaching Shorthand and Typewriting.**—This course is designed to give prospective teachers in these subjects experience in planning and presenting the work to high school students. Four-year curricula. Spring Quarter. Credit 4 hours.

**394. Methods in Junior Business Training.**—In this course it is the purpose to cover the field of subject matter as well as study the approved methods of presenting the work. The whole field of commercial work in the junior high school will be covered. Some time will be devoted to the commercial curriculum of the junior high school. Four-year curricula. First Summer Term. Credit 4 hours.

#### FOURTH YEAR

**401. Accounting.**—This course is designed to give the student a thorough understanding of accounting principles and their application. This subject is approached through a study of the balance sheet and the profit and loss statement; proprietorship; types of business organization; accounts; philosophy of debits and credits; inventories; subdivisions of the journal. Four-year curricula. Fall Quarter and First Summer Term. Credit 4 hours.

**431. Principles of Salesmanship.**—The object of this course is to give a knowledge of the fundamentals of salesmanship. A study is made of the function of salesmanship, the qualifications of the salesman and his preparation, the steps of a sale from its beginning to closing, etc. Sales talks will be made in the class and the aim of the subject accomplished through practice. Four-year curricula. Fall Quarter and First Summer Term. Credit 4 hours.

**432. Principles of Business.**—This course is designed to give the student a comprehensive idea of the business machine in its entirety.

It is not the purpose of business science to confine its operation to the narrow fields of production, marketing, finance, and accounting, but to bring it into intimate relation with the other sciences. Four-year curricula. Winter Quarter. Credit 4 hours.

433. Principles of Business—Investments.—This course is a continuation of Course 432, with the emphasis placed on investments. Four-year curricula. Spring Quarter and Second Summer Term. Credit 4 hours.

### PENMANSHIP AND SPELLING

#### NON-PREPARED

61. In this course the student is expected to learn to write a legible handwriting. A standard will be set for each student to reach before he is permitted to drop the subject. The student is required to reach a degree of proficiency in spelling before he is permitted to discontinue the subject. All curricula. Fall, Winter, and Spring Quarters, and First and Second Summer Terms.

Each special commerce student must secure a certificate in Penmanship before completing the curriculum.

### SUBSTITUTE AND ELECTIVE COURSES IN COMMERCE

Students who have completed introductory courses in high school, or courses in other institutions not on the accredited list of colleges, may take corresponding courses from the list below:

124. (221) Typewriting.—This course is a continuation of Course 123, and is designed to give the student speed and accuracy in transcription, as well as increased all-round typewriting ability. The use of the mimeograph and the thorough cleaning of the machine are taught. Four-year curricula. Fall Quarter and First Summer Term. Credit 4 hours.

214. (211) Stenography.—The purpose of this course is to acquire speed and accuracy in unfamiliar matter. Four-year curricula. Fall Quarter and First Summer Term. Credit 4 hours.

353. (Science) Economic and Commercial Geography.—A geographic study of the world making a living. Production, transportation, and exchange of products. Fall Quarter. Credit 4 hours.

402. Cost Accounting.—It is the aim of this course to make clear the general principles of cost accounting with special emphasis on the following topics: departmental accounting for a trading concern; general accounting for the factory; process cost accounting; job-lot cost accounting; books of account; the flow of cost data through the accounts; and statements. The practice work consists of problems which offer a sufficient variety of illustration to give a complete picture of the field. Four-year curricula. Credit 4 hours.

403. Auditing.—The purpose of this course is to develop and portray the fundamental principles of auditing. Problems will be selected and arranged to represent the significant principles involved. The course is divided into three major parts: scope of auditing, auditing practice and procedure, and presentation of findings. Four-year curricula. Credit 4 hours.

404. Advanced Theory and Practice of Accounting.—This course is designed to present the trend of current accounting principles and practice to conform to industrial needs, through the study of basic theory and analytical problems. In addition to the text, reading material will include magazine articles and discussions by leading writers in the accounting field. Four-year curricula. Credit 4 hours.

## DEPARTMENT OF EDUCATION

EARL E. RAMSEY, Head of Department, Professor.  
 EDWARD L. ABELL, Professor.  
 RUDOLPH A. ACHER, Professor.  
 EDWIN N. CANINE, Director and Professor of Observation and Supervised Teaching.  
 JOHN W. JONES, Professor.  
 \*ALVIN C. PAYNE, Professor.  
 MARY D. REED, Director and Professor of Primary Education.  
 JOHN RAYMOND SHANNON, Professor.  
 †ERNEST L. WELBORN, Professor.  
 HAROLD BRIGHT, Assistant Director of Observation and Supervised Teaching.  
 ROBERT K. DEVRICKS, Assistant Professor.  
 HELEN EDERLE, Assistant Professor.  
 FAY GRIFFITH, Assistant Professor.  
 †JOY MUCHMORE LACEY, Assistant Professor.  
 LENNA E. SMOCK, Assistant Professor.  
 CLARENCE R. CLAYTON, Instructor, Summer.  
 DALLAS L. DOWNING, Instructor, Summer.  
 H. A. HENDERSON, Instructor, Summer.  
 OLIS G. JAMISON, Instructor, Summer.  
 HELEN PRICE, Instructor, Summer.  
 ANNA SHERWOOD, Instructor, Summer.  
 PAUL G. SILAS, Instructor, Summer.  
 SILAS A. SMITH, Instructor, Summer.  
 EDGAR A. STAHL, Instructor, Summer.

## TRAINING SCHOOL FACULTY

EARL E. RAMSEY, Director.  
 †OLIS G. JAMISON, Principal.  
 SYLVAN A. YAGER, Acting Principal and Supervising Teacher, Industrial Arts.  
 HAROLD ALBRIGHT, Acting Supervising Teacher, Physical Education.  
 HELEN G. CAFFYN, Acting Supervising Teacher, Physical Education.  
 MERIBAH CLARK, Supervising Teacher, History and Civics.  
 †SIBYL DUPUIS, Supervising Teacher, English and French.  
 LAWRENCE E. EBERLEY, Acting Supervising Teacher, Music.  
 GERTRUDE N. EWING, Supervising Teacher, Latin.  
 †BERTHA W. FITZSIMMONS, Supervising Teacher, Fourth Grade.  
 †MARY FREAD, Supervising Teacher, Physical Education.  
 †MARGARET GILLUM, Supervising Teacher, English.  
 †STELLA J. HAUGAN, Supervising Teacher, Music.  
 FLORISE HUNSUCKER, Supervising Teacher, Seventh Grade and Social Studies.  
 HORTENSE HURST, Acting Supervising Teacher, Home Economics.  
 KATHRYN M. KENNEDY, Supervising Teacher, Mathematics.  
 MAURINE McILROY, Acting Supervising Teacher, English.  
 EVA T. MARTIN, Acting Supervising Teacher, English.  
 DOROTHEA MEGENHARDT, Acting Supervising Teacher, Art.  
 †CLARENCE M. MORGAN, Supervising Teacher, English.  
 MARY OLGA PETERS, Supervising Teacher, French.  
 HELEN PRICE, Supervising Teacher, First, Second, and Third Grades.  
 TELULAH ROBINSON, Acting Supervising Teacher, Fourth Grade.  
 GERALDINE E. SHONTZ, Supervising Teacher, Science.  
 FLORA H. SMITH, Supervising Teacher, Sixth Grade.

\* On leave for school year 1931-1932.

† On leave first half of school year 1931-1932.

‡ On leave second half of school year 1931-1932.

§ Part-time teacher.

HALLIE T. SMITH, Supervising Teacher, Fifth Grade.  
 ORVEL E. STRONG, Supervising Teacher, Mathematics.  
 MILDRED TREAGER, Supervising Teacher, Home Economics.  
 PAUL L. WOLF, Supervising Teacher, Physical Education.  
 WALTER H. WOODROW, Supervising Teacher, Science.

The courses in Education are designed to meet the requirements of professional work in the curricula outlined by the State Board of Education. The following provisions should be observed.

(1) **Two-Year Rural School Curriculum.** The following courses are required in this order: 111, 121, 131, 273, 251, 252.

(2) **Two-Year Primary Curriculum.** The following courses are required in this order: 111, 141, 142, 121, 143, 144, 131, 145, 271, 241, 242, 251, 261, 252.

(3) **Two-Year Intermediate and Grammar Grade Curriculum.** The following courses are required in this order: 111, 121, 131, 272, 251, 261, and 252.

(4) **Four-Year Primary Curriculum.** Completion of the two-year primary curriculum. The following courses are required as follows: 313, 324, 368, 413, 421, 461, 463, 466, 455 (8 hours).

(5) **Four-Year Primary Critic-in-Training Curriculum.** Completion of the two-year primary curriculum. The following courses are required: 313, 324, 368, 461, 455 (24 hours).

(6) **Four-Year Intermediate Curriculum.** Completion of the two-year elementary curriculum. The curriculum is identical with the Junior High School curriculum.

(7) **Four-Year Junior High School Curriculum.** The following professional courses are required: 331, 413, 422, 461, 466, 475.

(8) **All Other Four-Year Curricula.** The following courses are required: 221, 311, 331, 366, 453, 454.

## JUNIOR COLLEGE COURSES

### FIRST YEAR

111. **Introduction to Teaching.**—The purpose of this course is twofold. The first purpose is to give practical aid in the problem of study and accomplishment by that of increasing the efficiency of the college student and by giving guidance that may be used in a practical way by the future teacher. The second large purpose is that of furnishing a measure of orientation toward the school, toward society and its problems. Required on all two-year curricula. First Quarter. Credit 4 hours.

121. **Elementary Educational Psychology.**—This course considers the child from the point of view of its physical, mental, moral, and social growth and development. It stresses individual differences and the pedagogical treatment of each child as a result of these differences. The laws of learning as they apply to the mastery of the elementary school subjects are given attention and the native interests and appeals of children are studied. Required on all two-year curricula and for elementary principals' certificates. Second Quarter. Credit 4 hours.

122. **Psychology.**—General Introduction.—This is the foundation course in psychology and is designed to furnish a clear understanding of mental life. A thorough study of the nervous system as it functions in sensations, perception, instinct, feelings, and emotions is an important

<sup>1</sup> On leave for school year 1931-1932.

<sup>2</sup> On leave first half of school year 1931-1932.

part of the course. Lectures, classroom discussions and reports, and laboratory experiments all bear upon stimulus-response psychology. Required for special elementary, vocational, junior high school, senior high school, and regular high school licenses. First or Second Quarter. Credit 4 hours.

131. **Principles of Teaching.**—A course in fundamental principles of teaching, organized especially from the point of view of elementary teachers. The course deals with principles and methods relating to selection and organization of subject matter, fundamental principles of teaching and survey of important methods and types of teaching, problems of technique, class organization and management. Required on all two-year curricula. Third Quarter. Credit 4 hours.

141. **Drawing and Handwork.**—This course is based upon children's natural reactions to the life around them in handling materials and in construction. Typical forms of handwork are given as—crayon work, wood work, clay, poster work, etc. Two-year Primary Curriculum. First Quarter. Credit 4 hours.

142. **Primitive People and Pioneer Life.**—A study of primitive people leading to an understanding of community life today; the Tree Dwellers, the Cavemen, the early Sea People, and the early Herdsmen as types of our growth in civilization; the tribal life as embodied in the American Indian; the early settlers and pioneer life in Indiana. Two-year Primary Curriculum. Second Quarter. Credit 4 hours.

143. **Reading and Phonics.**—This course deals with the objectives of reading; the reading program in the public schools; the psychological principles underlying the teaching of reading; the techniques used in getting results in reading; and the available material used in beginning reading. Such topics as reading readiness; pre-primer work; building a meaningful vocabulary; phonics, and the essential habits for effective reading will be discussed. Emphasis is placed upon teaching beginners to read. Two-year Primary Curriculum. Second Quarter. Credit 4 hours.

144. **Primary Arithmetic.**—This course deals with the selection and organization of subject-matter best adapted to the child's needs and experiences in the field of arithmetic; the method in teaching basal facts and the correct habits which are most essential for practical number use. Two-year Primary Curriculum. Second Quarter. Credit 4 hours.

145. **Reading and Dramatization.**—This course is a continuation of Course 143. It considers the aims and principles of reading; the relative value of oral and silent reading; the balance in types of reading materials; the value of worth-while seat work; the place and nature of reading tests and measurements; the evaluation of text books and supplementary reading materials; and the relation of reading to all the other school subjects. Emphasis is placed upon reading in the second and third grades. Two-year Primary Curriculum. Third Quarter. Credit 4 hours.

183. **The Attendance Officer.**—This course is formulated to meet the needs of the attendance officer. The following topics are considered:

(1) A study of the compulsory education and employment law of Indiana.

(2) A comparison of the Indiana law with those of other of the states having good compulsory education and employment laws.

(3) A study of the social needs of universal education.

(4) A study of the psychological need for a differentiated type of school for "problem" children.

(5) A consideration of the types of school work needed to make the law more than legally effective.



(6) The extended function of the attendance officer as a social worker in addition to the function as an enforcing officer.

(7) The professional relations of the attendance officer to teachers, principals, superintendents, and to hiring officials. Credit 2 hours.

#### SECOND YEAR

214. **Visual Education.**—A practical course in projection work with all types of projection apparatus,—slide projection, opaque projection, and moving picture projection. It also requires the making of slides. The psychology of visual education is emphasized. Any quarter of the sophomore year. Credit 4 hours.

221. **Psychology.**—**The Learning Process.**—Following Course 122, which is a prerequisite, this course takes up the study of the learning process as it functions in school work. Special attention is given to methods of learning, association, memory, and habit. The principles involved are illustrated by class experiments. Required for special elementary, vocational, junior high school, senior high school, and regular high school licenses. Fourth or Fifth Quarter. Credit 4 hours.

241. **Language and Composition.**—This course deals with the aims and objectives of good language teaching, using children's interests and activities to develop the necessary habits, attitudes, and appreciations. Such problems as story telling; dramatization; conversation lessons and floor talks; poetry appreciation; creative expression; letter writing; spelling, and penmanship will be discussed. Language text books and materials will be evaluated. Two-year Primary Curriculum. Fourth Quarter. Credit 4 hours.

242. **History and Geography.**—This course deals with the child's natural interests and experiences in the social life about him and may be called the "beginnings of social studies." It includes brief surveys of the fields of history, geography, and nature study which contain integrating material for units of work; criteria for the evaluation of learning activities such as trips, experiments, construction work, plays and games; the setting up of objectives and the formation of a tentative curriculum in the social studies for the primary grades. Some time will be given to the construction of teaching units based upon children's needs and interests. Two-year Primary Curriculum. Fifth Quarter. Credit 4 hours.

251. **Supervised Teaching.**—This course consists in the observation and study of model lessons presented by the critic teacher, and in actual practice in the grades. One-half of the course is devoted to each phase of the work. Student-teachers observe and teach the work that the courses of study which they have chosen require. Attention is paid to the organization and presentation of subject matter in keeping with the psychology and method that the student has had as prerequisites of this work. An attempt is made to give the student enough experience in observation and practice to fit him for his chosen work in teaching. The student will have opportunity to do this work in the same grades and, as nearly as possible, under the same conditions that he will find in the public schools. Fifth Quarter. Credit 4 hours.

**ELIGIBILITY.** Beginning with the Fall Quarter of 1932-1933, the following regulations will apply. Students having scholarship indexes of fifty or higher are eligible for Supervised Teaching; those whose scholarship indexes are from forty-one to forty-nine must be given permission to take Supervised Teaching by a special committee; those whose indexes are forty or below are excluded from the Supervised Teaching course until eligibility is met. For a complete statement of these new regulations, see page 50.

**252. Supervised Teaching.**—This is a continuation of Course 251. The larger part of this course is given to actual practice teaching. The student-teacher does his teaching in the grades required by the course of study he has chosen. Here again the practice work is done as nearly as possible under the actual conditions that the student-teacher will find in the public schools of the State. Sixth Quarter. Credit 4 hours.

**ELIGIBILITY.** The eligibility of the candidates is determined as in Course 251.

**261. Tests and Measurements.**—In this course attention is given to both the measurement of intelligence and the measurement of achievement. The first half of the course is devoted to the theory and practice of applying intelligence tests to school children as a means of classifying them on the basis of native capacity. The latter half of the course is given to the study of achievement tests. Standardized tests in the various subjects are used to discover special abilities and disabilities among children. Required on the primary and the intermediate and grammar grade curricula. Sixth Quarter. Credit 2 hours.

**271. Primary Classroom Management.**—Special attention is given to desirable physical conditions such as heating, lighting, and equipment; good social conditions; records, programs, and other mechanical essentials in teaching a primary school. Two-year Primary Curriculum. Fourth Quarter. Credit 4 hours.

**272. Classroom Management.**—This course deals with the methods of school organization, program-making, discipline, records, and the practical everyday problems of the classroom. Required on two-year intermediate and grammar grade curriculum. Fourth Quarter. Credit 4 hours.

**273. Rural School Management.**—A brief but comprehensive survey of the entire field of rural education and country life. Study is also made of the aims, organization, and management of the rural school; classroom routine, discipline, daily program, methods of teaching, and supervised play. This course deals with elementary rural social problems, emphasizing the work of the rural teacher as a community leader and the rural school as a civic and social center. The aim is to broaden the vision and deepen the sympathies for rural life and education. Credit 4 hours.

## SENIOR COLLEGE COURSES

### THIRD YEAR

**311. Principles of Secondary Education.**—A study of the principles underlying secondary education. The physical traits, the mental traits, and individual differences of the high school students are treated. The history of secondary education both in America and in European countries is studied in some detail. Other topics treated are: the former and the present relationships of secondary education to both elementary and to higher education; the objectives of secondary education in general; the objectives of secondary subjects in detail. Required on all four-year curricula. Prerequisites, Courses 122 and 221. Seventh or Eighth Quarters. Credit 4 hours.

**312. Elementary Education.**—A study of the European and American movements and influences from Rousseau, Pestalozzi, Froebel, Herbart, and Horace Mann, through the nineteenth century, showing the sources and development of modern educational theory and practice. 312 or 411 is required on the four-year elementary curriculum. Credit 4 hours.

**313. Primary Education.**—A brief study of the European and American movements and influences during the nineteenth century that

were directly and indirectly responsible for modern education theory and practice. Attention is called to the changing methods and material in primary and elementary education and to the generally accepted views of the present time. Required on the four-year primary curriculum. Credit 4 hours.

314. Visual Education.—This course differs from Education 214 in that its subject matter and illustrative materials are drawn from the secondary school level. Any quarter of the junior or senior year. Credit 4 hours.

324. Psychology of the Common Branches.—A course in which the mental processes of pupils as they engage in the learning processes involved in the elementary subjects are stressed. Required on the four-year primary and elementary curricula. Elective for the general supervisor, the elementary principal, and the superintendent. Credit 4 hours.

331. Principles of Teaching.—This course is organized from the point of view of the work of the high school teacher. In general the topics are similar to those of Course 131 but the selection, emphasis, and treatment of topics are determined with special reference to preparation for teaching in the high school. The course is intended to give a conception of the purpose of the high school as a whole, as well as acquaintance with the fundamentals of good teaching. Required on all four-year curricula. Prerequisites, Courses 122, 221, and 311. Eighth or Ninth Quarters. Credit 4 hours.

366S. Tests and Measurements.—The course is designed to cover the testing work on the secondary level. The Training High School will be used as a laboratory for this course. Beginning with the college year 1933-1934, the course will be required of all students seeking licenses in secondary subjects and in all administrative fields. Candidates for the supervisory license may elect 366S instead of 466E. Credit 4 hours.

368. The Language Arts in the Elementary Grades.—This course deals with the subjects: literature, reading, oral and written English, and spelling. It emphasizes the making of a school survey in these subjects, the planning of a follow-up program in supervision and teaching, and the study of the ideas of the best authorities in the field of language arts. A unit of work to aid a supervisory program will be constructed by each student. Credit 4 hours.

#### FOURTH YEAR

411. History of Education.—This course is a brief survey of the whole field of history of education, and covers the large movements in the field of education which lead up to present day education. Substitute for practice exemption and elective for administrative licenses. Credit 4 hours.

415. Activities in Primary Grades.—This course is intended for students on the four-year primary curriculum; for students on the critic-in-training curriculum; and for elementary supervisors and principals who are interested in child growth through activities. It deals with the function of the primary school, the child's interests and tendencies, the development and use of criteria evaluating activities, and the checking of outcomes. Emphasis will be placed upon the relationship of excursions, experiments, construction work, oral reports, dramatization, and other child-like activities to the various subject matter fields. Elective on four-year primary critic-in-training curriculum. Credit 4 hours.

421. The Psychology of Childhood.—This course deals with the psychology of the child. It considers the growth and development of the child from the point of view of its physical, mental, moral, and social

nature. It acquaints the students with child nature so that, as teachers, they will be able to deal intelligently with children of different ages, dispositions, and capacities. Required for elementary school principal's license. Credit 4 hours.

422. **Adolescent Psychology.**—This course deals with the psychology of adolescence. It considers the physical, mental, moral, and social changes which are characteristic of this period and aims to create a sympathetic attitude on the part of the teacher for this most interesting of all periods of development. Required for high school principal's license. Elective and substitute for practice exemptions. Credit 4 hours.

425. **Psychology of the Secondary Subjects.**—The course covers both junior and senior high school subjects. The mental processes involved in the learning of these subjects will be stressed. The implications in this phase of the subject will lead to the discussion of individual differences and the consequent need of reorganization of curricular materials in both junior and senior high schools. Elective for secondary teachers, supervisors, elementary and high school principals, and superintendents. Credit 4 hours.

427. **Psychology and Pathology of Speech.**—A course designed as a basis for the psychology and physiology of speech. Normal speech habits and abnormal speech habits are discussed. The speech defects are classified. Especial emphasis is laid upon the correction of these defects. Four-year Elementary Curricula. Credit 4 hours.

453. **Supervised Teaching in the Secondary School.**—This course is designed for students taking the four-year curricula. The observation and practice work is done in the high school. Extended observation of teaching by the supervising teacher of the high school so as to make the student-teacher familiar with the conditions of the high school work is done before any practice work in his major subjects. Under the direction of the supervising teacher ample opportunity is given for developing special aptitudes and the student-teacher is encouraged to place stress upon those phases of work that appeal to his special interests and ability. Prerequisites, Courses 122, 221, 311, 331, and 366S. Tenth or Eleventh Quarter. Credit 4 hours.

**ELIGIBILITY.** This course is subject to all the conditions given under Course 251.

454. **Supervised Teaching in the Secondary School.**—In this course, while some observation is required, the large part of the time is devoted to teaching. The student-teacher is required to teach his major subjects. Under the direction of the supervising teachers the student-teacher has full charge of the work in the class he is teaching and is held responsible for the control and management as well as for the instruction of the class. As nearly as possible the teaching is done under the conditions that obtain in the actual work in the high schools over the State. Prerequisite, Course 453. Eleventh or Twelfth Quarter. Credit 4 hours.

**ELIGIBILITY.** This course is subject to all the conditions given under Course 453.

455. **Advanced Supervised and Cadet Teaching in Elementary School.**—A course designed to meet the needs of candidates for the four-year primary and four-year elementary certificates. Such a course is required for these candidates and is elective in both fields for all others. Both courses are for those who have won honors in the Supervised Teaching courses or whose teaching experience has been very successful. Available to four-year primary and elementary candidates in the junior and senior

years, and to others in the senior year, by the special consent of the committee. Credit 4 hours.

456. **Advanced Supervised and Cadet Teaching in the Secondary School.**—A companion course to 455. The same regulations apply to both 455 and 456. Available to all candidates for secondary certificates and administrative certificates. Credit 4 hours.

461P. **Primary Supervision.**—This course is required on the Four-year Primary Curriculum and on the Four-year Primary Critic-in-Training Curriculum. It is elective for elementary principals and elementary supervisors. Credit 4 hours.

461. **Supervision of Instruction.**—A study of ways and means for promoting better classroom teaching, including such topics as relation of teacher and pupil, relation of supervisor and teacher, constructive criticism, technique of teaching, laws of learning, and tests and measurements. Required for all administrative licenses. Credit 4 hours.

463. **Supervision of Curriculum Making.**—This course gives the needs for curriculum revision, the principles of curriculum making, and gives practice in the application of the principles to the formulation and criticism of curricula in various subjects. Recommended for four-year primary and elementary certificates and elective for all others. Credit 4 hours.

466. (Elem.) **Tests and Measurements.**—Diagnostic Testing and Remedial Teaching. This course is planned for students on the Four-year Primary Curriculum; for students on the Critic-in-Training Curriculum; and for elementary supervisors and principals. The elementary school will be used as a laboratory under the direction of the instructor. The students will do the actual work of giving and scoring standard and informal tests in the various subjects. From the results the students will attempt to solve such teacher problems as: (1) classifying pupils, (2) planning remedial measures, (3) diagnosing the difficulties of the class or of individual pupils, (4) carrying out the remedial program outlined, and (5) evaluating the results with a view to setting up a maintenance program. Credit 4 hours.

474. **Problems in Senior Secondary Education.**—This course is designed to study in a practical way the operation of secondary education and to give as a result of this study practical solutions of some of the numerous questions involved. Among the topics treated are the following: the changing conceptions of secondary education and the necessary curricular and administrative adjustments imposed by these changes; the equipment of secondary schools; classroom management; extra-curricular activities, their values and their control; the junior high school movement; the relationship of the junior high school to the senior high school. Prerequisites, Courses 122, 221, 311, 331, and 366. Substitute for practice exemption. Required on all four-year curricula and to be carried concurrently with 453. Credit 4 hours.

### GRADUATE COURSES

501. **Methods in Research and Thesis.**—Required of all candidates for the Master's degree. The first 4 hours' credit in this course will be a scheduled course. Total credit, 8 quarter-hours.

511. **History of Education.**—Credit 4 quarter-hours.

512. **Philosophy of Education.**—Credit 4 quarter-hours.

- 513.<sup>1</sup> Educational Sociology.—Credit 4 quarter-hours.
514. Conflicting Psychologies of Learning.—Credit 4 quarter-hours.
516. Human Biology in Education.—Elective. Credit 4 quarter-hours.
- 517.<sup>2</sup> Guidance Problems in Secondary Education.—Elective. Credit 4 quarter-hours.
518. Introduction to Philosophy.—Elective. Credit 4 quarter-hours.
- 521.<sup>1</sup> Psychology of Childhood.—Credit 4 quarter-hours.
- 522.<sup>2</sup> Psychology of Adolescence.—Credit 4 quarter-hours.
523. Mental Measurements.—Credit 4 quarter-hours.
- 524.<sup>1</sup> Psychology of the Common Branches.—Credit 4 quarter-hours.
- 525.<sup>1</sup> Psychology of the Secondary School Subjects.—Credit 4 quarter-hours.
526. Mental Hygiene.—Credit 4 quarter-hours.
- 561.<sup>1</sup> Supervision of Instruction.—Credit 4 quarter-hours.
562. Supervision of Secondary Instruction.—Credit 4 quarter-hours.
- 563.<sup>1</sup> Supervision of Curriculum.—Credit 4 quarter-hours.
564. Supervision of Secondary Curriculum.—Credit 4 quarter-hours.
565. Special Problems in Supervision.—Credit 4 quarter-hours.
566. Tests and Measurements.—Credit 4 quarter-hours.
567. Secondary Tests and Measurements.—Credit 4 quarter-hours.
568. Supervision of Reading.—Credit 4 quarter-hours.
571. Public School Administration.—Required as a prerequisite for all supervisory and administrative licenses. Credit 4 quarter-hours.
- 572.<sup>1</sup> Elementary School Administration.—Credit 4 quarter-hours.
- 573.<sup>2</sup> High School Administration.—Credit 4 quarter-hours.
- 574.<sup>2</sup> Problems in Secondary Education.—Credit 4 quarter-hours.
- 575.<sup>1, 2</sup> Junior High School Problems.—Credit 4 quarter-hours.
576. School Surveys.—Credit 4 quarter-hours.
- 577.<sup>2</sup> Problems in Classroom Management.—Credit 4 quarter-hours.
578. The Problem Child and His School. Credit 4 quarter-hours.
581. Educational Statistics.—Credit 4 quarter-hours.
582. Budgets, Accounting, and Finance.—Credit 4 quarter-hours.
584. Indiana School Law.—Credit 4 quarter hours.
- 585.<sup>1</sup> School Grounds, Houses, and Equipment.—Credit 4 quarter-hours.

600 Courses. Research work may be carried on in any of the courses listed under Graduate Courses, except 501. The number used to designate such research courses will be "6" to which is added the last two digits of the proper 500 course. Research in Public School Administration would be, for example, 671.

<sup>1</sup> May be carried by seniors on any of the four-year elementary curricula.

<sup>2</sup> May be carried by seniors on the college curricula.

## DEPARTMENT OF ENGLISH

LESLIE H. MEEKS, Head of Department, Professor.

ROSE MARIAN COX, Professor.

MARY ELINOR MORAN, Professor.

JOHN BENJAMIN WISELY, Professor.

ELIZABETH MARY CRAWFORD, Associate Professor.

<sup>1</sup>VICTOR C. MILLER, Associate Professor and Director of Junior College Composition.

ETHEL DAUM, Assistant Professor.

<sup>1</sup>EDWARD M. GIFFORD, Assistant Professor.

<sup>1</sup>SARA KING HARVEY, Assistant Professor.

<sup>1</sup>MARY MCBETH, Assistant Professor.

<sup>1</sup>HAZEL TESH PFENNIG, Assistant Professor.

ROSE M. SMALL, Part-time Assistant Professor.

EMILY S. CALCOTT, Acting Assistant Professor.

W. H. ROBINSON, Acting Assistant Professor.

FRANCES BROWN, Instructor, Mid-Spring.

VERNA L. GLASCOCK, Instructor, Mid-Spring.

R. N. WALTERHOUSE, Instructor, Mid-Spring.

MABEL H. CODDINGTON, Instructor, Summer.

<sup>2</sup>MARGARET GILLUM, Assistant Professor, Training School.

EVA T. MARTIN, Acting Instructor, Training School.

MAURINE MCILROY, Acting Instructor, Training School.

The courses offered in English are organized with special reference to the preparation of teachers for either grade or high school work.

Attention is particularly directed to the following provisions:

(a) Courses 101, 142, and 143 are required of all students on the two-year primary curriculum.

(b) Courses 102, 142, 143, 181, 191, and 291 are required of all students on the intermediate and grammar grade and the rural school curricula.

(c) Courses 111, 112, and 141 are considered freshman English, and are required of all students in the first year of all regular four-year curricula for teachers of high schools, except that Course 141 is not required of English majors.

Freshman English must be begun the first quarter of residence, and must be continued during immediately consecutive quarters until credit has been earned in each course.

(d) Courses 111, 112, and 381b are required of all students on all special four-year curricula for teachers of high schools. (Concerning Courses 111 and 112, read the second paragraph under "(c)" above.)

(e) All students on the four-year curriculum who are candidates for the first grade high school teacher's license in English must take forty-four hours from the work offered by the department according to the following distribution:

Constructive English: (12 hours) 111, 112, and 211 or 311.

English and American Literature (24 hours):

I. Required: 392 and 461.

II. Preferred electives: 221, 222, 321, 322, 341, and 421.

III. Other electives: 223, 224, 323, 441, 442, and 481.

At least three of the elective courses should be chosen from group II.

One course may be taken from group III.

Oral expression: (4 hours) 381a.

Professional Academic: (4 hours) 391.

Note: Prerequisites for 391 are English 111, 112, 392, 461, and at least three other courses in literature. See page 177.

<sup>1</sup> Absent on leave for second half of year 1931-1932.

<sup>2</sup> Absent on leave for the Fall Quarter, 1931.

## JUNIOR COLLEGE COURSES

## FIRST YEAR

0. Sub-Freshman English.—For students found deficient in English fundamentals. The class will be made up of the most poorly prepared students—who register for English 111. Must be carried until training becomes adequate. Fall and Winter Quarters. No credit.

101. Oral and Written Composition.—Practice in speaking and writing which will give prospective teachers the ability to use correct English, and will enable them to teach children to think clear thoughts and to express them in separate, clean-cut sentences; cultivation of the "sentence sense." Two-year Primary Curriculum. Credit 4 hours.

102. Grammar and Composition.—The fundamentals of English grammar; problems of false syntax; oral and written errors in speech; practice in writing such compositions as would be required of children in the grades; materials for children's compositions. Two-year Intermediate and Grammar Grade and Rural School Curricula. Credit 4 hours.

111. Freshman English, Exposition.—The use of English as a tool; aims, materials, and devices; subordinate discourse forms; organization through outlines; paragraph and theme technique; study of text and specimens for theory; talks and writing for practice. For students seriously deficient in essentials, English 0 is prerequisite. Required of all students on all four-year curricula during the freshman year. Four-year curricula. Fall and Winter Quarters, Mid-Spring, First and Second Summer Terms. Credit 4 hours.

112. Freshman English, Narration and Description.—The use of English for artistic purposes; theory illustrated by selections; materials and methods of description; materials and methods of narration; written and oral work for practice; attention to the mechanics of written and spoken English. Prerequisite, English 111. Four year curricula. Winter and Spring Quarters, Mid-Spring and First Summer Terms. Credit 4 hours.

141. Literary Types.—(a) Short Stories. Text, Hastings, Clough, and Mason *Short Stories*; also stories found in such magazines as *Atlantic Monthly*, *American Mercury*, *Century*, *Forum*, *Harper's*, and *Scribner's*. (b) Novel. Selected from the following novelists: Austen, Thackeray, Dickens, Eliot, Meredith, Butler, Hardy, Stevenson, Conrad, Wells, Bennett, Galsworthy, Hawthorne, and Howells. (c) Drama. Selected from the following dramatists: Shakespeare, Goldsmith, Sheridan, Ibsen, Jones, Pinero, Shaw, Wilde, Barrie, Yeats, Galsworthy, Synge, and O'Neill. (d) Essays. Text, Taylor, *Essays of the Past and Present*; also essays in the magazines named above. (e) Poetry. Text, Gay, *College Book of Verse*. (Not open to English majors.) Fall, Winter, and Spring Quarters. Credit 4 hours.

142. Introduction to Literature.—Extensive readings in a number of books with which an acquaintance is presumed on the part of educated persons. The list of books may vary from time to time, but will include such works as Homer's *Odyssey*, *Arabian Nights*, the *King James Version of the Bible*, Cervantes' *Don Quixote*; one or two of Shakespeare's plays, Bunyan's *Pilgrim's Progress*, Swift's *Gulliver's Travels*, Defoe's *Robinson Crusoe*, and a few of the well-known productions of the last century. Two-year curricula. Fall and Spring Quarters. Credit 4 hours.

143. Children's Literature.—A study and classification of the material most available for the work in literature throughout the grades. Folk rhymes, folk stories, fables, myths, legends, modern verse, realistic



tales, nature stories, and biographies will be included. Methods, and results of recent research. Two-year curricula. Credit 4 hours.

181. **Speech Habits.**—A series of carefully arranged drills and exercises in the basic elements of oral expression. This course is designed primarily to insure (1) a good teaching voice, and (2) effective address with facility and ease in oral expression. Two-year Rural and Intermediate and Grammar Grade Curricula. Credit 4 hours.

191. **Reading in the Grades.**—A study of the materials and methods for the work in reading in grades four to eight. About equal attention will be given to the problems involved in securing the greatest effectiveness (1) in silent reading, and (2) in oral reading. For the rural school group this course will be broadened to include all the grades. Two-year Rural and Intermediate and Grammar Grade Curricula. Spring Quarter. Credit 4 hours.

#### SECOND YEAR

211. **English Grammar for High School Teachers.**—Topics in English grammar which function in correct speech and writing; relation to composition, method of teaching. Four-year curricula. Fall and Spring Quarters. Credit 4 hours.

212. **Journalism.**—Students interested in the conduct of school papers and other publications may enroll for this course if approved by the representative of the department in charge. Practical work on *The Indiana Statesman* under guidance will constitute the main part of the exercises required. Four-year curricula. Fall, Winter, and Spring Quarters. Credit 2 hours.

213. **Debating.**—A study of the theory and technique of debating along with practical experience in connection with the work of the debating team. Four-year curricula. Elective credit only. Winter Quarter. Credit, if taken as a fifth course, 2 hours; as a fourth, 4 hours.

221. **The Short Story.**—Its technique, types, and history; characteristics as differentiated by nationality and personality; comprehensive reading of world masterpieces. Texts: E. A. Cross, *The Short Story*; Clark and Lieber, *The Great Short Stories of the World*. Four-year curricula. Fall, Winter, and Spring Quarters. Credit 4 hours.

222. **The Novel.**—(a) Study of the origin, development, and characteristics of the novel as a type of literature; (b) detailed study of these novels: *Treasure Island*, *Ivanhoe*, *Tale of Two Cities*, *Silas Marner*, *Pride and Prejudice*, *House of Seven Gables*, *Lorna Doone*, *Scarlet Letter*, *Marble Faun*, *Kim*, and *Kidnapped*; (c) the study of a number of the great novels from the following: *The Return of the Native*, Hardy; *The Black Arrow*, Stevenson; *Adam Bede*, Eliot, *Cranford*, Gaskell; *Ethan Frome*, Wharton; *Vanity Fair*, Thackeray; *Daisy Miller*, James; *Tono Bungay*, Wells; *Forsyte Saga*, Galsworthy; *The Nigger of the Narcissus*, Conrad. Four-year curricula. Fall, Winter, and Spring Quarters. Credit 4 hours.

223. **Victorian Poetry.**—A study of Tennyson and the Pre-Raphaelites, with special attention to the elementary principles of the art and technique of poetry; designed to be introductory to English 421. Winter Quarter. Credit 4 hours.

224. **Victorian Prose.**—A study of the chief Victorian prose writers exclusive of the novelists, with special attention to the elementary principles of the art and technique of English prose as exemplified by such masters as Macaulay, Carlyle, Newman, Ruskin, Arnold, Pater, and Stevenson; designed to be introductory to English 322. Spring Quarter. Credit 4 hours.

291. **The Teaching of English in the Grades.**—Special methods; the problems of English in the grades; what a child should know in English when he finishes the eighth grade; what each grade should contribute; methods of instruction; lesson plans; correction of oral and written errors; English grammar; composition in the grades; relation of oral and written work. Two-year Rural and Intermediate Grammar Grade Curricula. Spring Quarter. Credit 4 hours.

## SENIOR COLLEGE COURSES

### THIRD YEAR

311. **Composition, Argumentation, and Debate.**—Special emphasis on this work in the high school; the introduction, discussion, and conclusion; brief drawing; management of debates, with some drill in parliamentary law. Candidates for the intercollegiate debating teams should consult the instructor in this course. Four-year curricula. Fall, Winter, and Spring Quarters, First and Second Summer Terms. Credit 4 hours.

312. **Journalism.**—Students interested in the conduct of school papers and other publications may enroll for this course if approved by the representative of the department in charge. Practical work on *The Indiana Statesman* under guidance will constitute the main part of the exercises required. Four-year curricula. Fall, Winter, and Spring Quarters. Credit 2 hours.

313. **English Composition.**—The theory and practice of writing exposition, description, and narration, with some attention to fundamentals, but with the main emphasis on the more advanced aspects of the subject. Restricted to and required of all students changing from two-year to four-year curricula. Spring Quarter and First Summer Term. Credit 4 hours.

321. **Drama.**—A combination of the survey and the type course, touching the high points in the development of the drama from Aeschylus to O'Neill, with emphasis on the beginnings of English drama. The kinds, forms, theories, and practical aspects of the drama. Dramatic technique from the point of view of the literary critic. Careful study of masterpieces and extensive readings in critical and historical works. Texts: Hubbell and Beaty, *An Introduction to Drama*, and a departmental syllabus. Fall, Winter, and Spring Quarters. Credit 4 hours.

322. **Prose Types: Essay, biography, autobiography, letters, orations, criticisms.**—(a) A study of the technique of English prose analyzed and classified according to type, exclusive of fiction; (b) a careful study of the essays and letters of Burroughs and Irving, and of the speeches, letters, and fables of Lincoln; (c) type studies chosen from the following: essay—Bacon, Lamb, Emerson, Chesterton, Morley; biography—Boswell, Lockhart, Carlyle, Forster, Lee, Strachey, Charnwood; autobiography—Franklin, Woolman, Gibbon, Hunt, Mill, Huxley, Muir, Shaw, Roosevelt, Asquith; letters—Gray, Cowper, Chesterfield, Emerson, Carlyle, Twain, Howells; orations—Burke, Webster, Beecher; criticisms—Poe, Arnold, Stevenson, More, Sherman. Four-year curricula. Fall, Winter, and Spring Quarters. Credit 4 hours.

323. **English Romantic Poetry.**—(a) Lectures, reports, and conferences on the origin, development, and characteristics of romanticism; (b) rapid and comprehensive reading in the poetry of Blake, Cowper, Burns, Crabbe, Wordsworth, Coleridge, Scott, Byron, Shelley, and Keats. Winter Quarter. Credit 4 hours.

341. **Present Day Literature.**—(a) Novels for class discussion: *The Turmoil*, Tarkington; *The Bridge of San Luis Rey*, Wilder; *The Mother*, Deledda. (b) Short Stories: to be chosen from the latest collections

and from the best current magazines. (c) Dramas: Text, *Best Plays of the Year*, Mantle, together with an available collection of late one-act plays. (d) Essays: Text, *Essays of Today*, Shepard and Hillyer. (e) Poetry: Text, *Modern American and British Poetry*, Untermyer. (f) Supplementary work, to be required at the discretion of the instructor: (1) Additional novels chosen from the latest by Galsworthy, Ferber, Lewis, Tarkington, Walpole, Wells, and Wharton. (2) The latest plays of such authors as Galsworthy, Kelly, O'Neill, Shaw, and Yeats. (3) The five most recent Pulitzer prize poems, with a study of the type to which each belongs. (4) Special reports on topics of which these are typical: Freudism vs. Behaviorism, The Little Theatre Movement, The Portmanteau Theatre, Folk Poems, The Use of Implication and Suggestion in Modern Literature, Modern Methods in Criticism. Four-year curricula. Fall, Winter, and Spring Quarters. Credit 4 hours.

**381a. Oral Reading and Speech-Making for English Majors.**—This course is designed specifically and exclusively for students preparing to teach English. Hence particular attention is given to the professional aspect of speech and speechmaking. At the same time every effort is made to meet the practical needs of individual students. Interpretative reading of literary masterpieces; extempore and impromptu talks; memoriter exercises; corrective methods; voice, poise, stage presence; methods of coaching—these are the chief units of the course. Required of all English majors. Must be taken before 311. Fall, Winter, and Spring Quarters. Credit 4 hours.

**381b. Public Speaking.**—This is a general course in the subject, designed for and strictly limited to students on all special four-year curricula for teachers in high schools. Its purpose is to secure more power and ease in the analysis and presentation of topics of general interest to a popular audience. The aim is to develop clear, vigorous, convincing speakers. Considerable attention is paid to voice, poise, stage presence, and corrective methods in speech. Required on all special four-year curricula. Fall, Winter, and Spring Quarters. Credit 4 hours.

**391. The Teaching of English in the High School.**—A consideration of (a) the aims and methods of procedure in teaching oral and written composition in high school, and of (b) the choice and arrangement of material in the high school course in literature, with illustrations of the interpretation and effective presentation of such material. The problem of directing outside reading will also receive attention. The prerequisites for this course are English 111, 112, 392, 461, and at least three other courses in literature. Four-year curricula. Fall, Winter, and Spring Quarters. Credit 4 hours.

**392. English and American Literature for High School Teachers.**—Designed for and strictly limited to students majoring in English, this course makes a rapid and comprehensive survey of representative masterpieces taught in the junior and senior high school as stipulated in the State course of study, Bulletin No. 100 A. Careful correlation is made with the work of the local training school. Standardized tests in literary backgrounds are used to measure each student's achievement. Fall, Winter, and Spring Quarters. Credit 4 hours.

#### FOURTH YEAR

**411. Composition: Special Course in Essay Writing.**—Study of types; practice in writing; an advanced course. Four-year curricula. Fall Quarter. Credit 4 hours.

**412. Composition: Special Course in Narration.**—The short story; study of typical narratives; practice in writing the short story; an advanced course. Four-year curricula. Winter Quarter. Credit 4 hours.

413. Debating.—A study of the theory and technique of debating along with practical experience in connection with the work of the debating team. Four-year curricula. Elective credit only. Winter Quarter. Credit, if taken as a fifth course, 2 hours; as a fourth, 4 hours.

421. Poetry Types.—(a) A review of the essentials of the technique of poetry. (b) A study of the bases of poetic criticism. (c) A study of the various forms of narrative, lyric, and dramatic poetry. (d) Rapid and pleasurable reading of a wide range of illustrative selections from *Beowulf* to the poems of Frost and Masefield. Four-year curricula. Fall, Winter, and Spring Quarters. Credit 4 hours.

441. Survey of the Field of English Literature.—(a) Study of the background of English literature; history of English people, topography of country, social customs and traditions. (b) Study of authors in chronological order; individual contributions, place in growth and development of the literary art of England. Text, *Types of English Literature*, McClelland Baugh. Four-year curricula. Fall Quarter. Credit 4 hours.

442. Survey of the Field of American Literature.—(a) Study of the background of American literature. (b) Study of authors in chronological order; productions, evaluations of their contribution to American literature; influences of ideals of English literature in form and content. Text, *American Poetry and Prose*, Norman Foerster. Four-year curricula. Winter Quarter. Credit 4 hours.

461. Shakespeare.—A rapid, but intensive study of ten typical plays. The list varies from term to term. Texts: Hardin Craig, *Shakespeare*. Four-year curricula. Fall, Winter, and Spring Quarters. Credit 4 hours.

481. Play Production.—The purpose of this course is to prepare high school teachers of English for meeting practical problems in the field of amateur dramatics. It considers such subjects as supply and choice of materials, conduct of rehearsals, design and construction of scenery, stage lighting. Prerequisite, 381. Four-year curricula. Spring Quarter. Credit 4 hours.

### GRADUATE COURSES

Graduate students who wish to take a second major in English must have completed a full undergraduate major in this field. See (e), page 173. Before they come up for the final examination for the Master's degree in Education, their candidacy must be approved by the English Department. Students are approved and recommended who (1) show themselves of acceptable graduate calibre in scholarship and in ability and inclination to pursue independent study, and (2) pass a comprehensive examination covering literary forms and history, wide reading in English and American literature from Chaucer to the present day, and current professional problems of teachers of English.

511. Elementary Old English.—An introduction to the study of Anglo-Saxon language and literature. Bright, *Anglo-Saxon Reader*, and Wright, *Old English Grammar*, are used. Credit 4 hours.

512. Old English Prose and Poetry.—Reading and research introductory to the study of *Beowulf*. Credit 4 hours.

513. Old English.—The entire term will be devoted to the study of *Beowulf*. Credit 4 hours.

514. Elementary English Philology.—An exploration of materials indispensable to teachers of English. Credit 4 hours.

521. **Contemporary Poetry.**—A rapid survey of the backgrounds, followed by close-up studies of the phenomena peculiar to the poets and poetry of the past twenty years. Extensive reading in Hardy, Bridges, Housman, Yeats, Russell, Davies, Hodgson, De La Mare, Masefield, Gibson, Monroe, Noyes, Stephens, Sassoon, Graves, Robinson; Lowell, Frost, Sandburg, Lindsay, Teasdale, Pound, Fletcher, Doolittle, Aiken, Millay. Conferences and special studies. Problems in the teaching of modern poetry—reading lists, appropriate levels, devices, etc. Credit 4 hours.

522. **English Drama from Goldsmith to Galsworthy.**—Sheridan, Holcroft, Baille, Shelley, Knowles, Bulwer-Lytton, Boucicault, Talfourd, Sir Henry Taylor, Tom Taylor, Robertson, Gilbert, Jones, Pinero, Wilde, Hankin, Shaw, Yeats, Dunsany, Barker, Barrie. A critical study of the British drama and the British stage during the last one hundred and fifty years. The Irish Movement. Reports, conferences, bibliographical studies. Credit 4 hours.

561. **Browning.**—A survey of Browning's work and time. The poet and the man. Rapid reading of the shorter lyrics and selected dramas. Careful study of *Paracelsus* and *The Ring and the Book*. Individual reports and special studies. Credit 4 hours.

562. **Milton.**—Milton against the background of Puritan England. A comprehensive study of the poems in English and of selected prose works, particularly the *Arcopagitica*. Milton's prosody. An exploration of Miltonian scholarship. Credit 4 hours.

563. **Chaucer.**—(a) Middle English philology; (b) Chaucer as a poet; (c) Chaucerian criticism. Credit 4 hours.

564. **Spenser.**—A detailed study of Spenser's poems; the aesthetic and biographical significance of his work. Credit 4 hours.

591. **Cultural Backgrounds for Teachers of English.**—A seminar course of reading and research to meet the needs of the individual student. Humanistic studies, library problems, professional interests, etc. Lectures, reports, conferences. Credit 4 hours.

## DEPARTMENT OF HOME ECONOMICS

IVAH M. RHYAN, Head of Department, Professor.

<sup>1</sup>LOUISE GILLUM, Assistant Professor.

MARY KLEPINGER, Assistant Professor.

FLORENCE MIRICK, Dietitian.

DOROTHY EATON, Instructor.

ANNE MAROLD, Acting Instructor.

HORTENSE HURST, Itinerant Teacher.

MILDRED TREAGER, Instructor.

The courses offered in Home Economics are organized to meet the needs of high school teachers, grade teachers, and rural teachers.

Students working for the first grade high school license or preparing to teach in Vocational Schools established under provisions of the Federal Vocation Law (Smith-Hughes) should take courses in this department that are listed in curriculum for Special High School Teacher's License in Home Economics. See page 89 of this catalog.

Those who may choose Home Economics as one of two or more majors on the A. B. or the B. S. curricula in Education are required to take 36 quarter-hours in the special field of Home Economics plus 4 quarter-hours in special methods—Home Economics Methods. The requirements in this major are: Courses 111, 113, 211, 222, 223, 224 or 321, 391, 392, and two courses chosen from the following: 331, 332, 333, 432, 433. The total requirement is 40 quarter-hours. This is the minimum. Other courses may be elected to prepare teachers for more advanced high school work in Home Economics.

Home Economics 131 and 291 are for rural teachers.

## GENERAL ACADEMIC COURSES

## JUNIOR COLLEGE COURSES

## FIRST YEAR

111. Textiles.—This course includes a study of the textile industries, a study of methods used in testing and distinguishing different fibers and fabrics, and a discussion of different weaves. Processes of laundering, dyeing, and dry cleaning are taught. Fabrics are considered as to composition and physical properties, with discussion of the principal factors affecting their value to the consumer. All curricula. Fall and Winter Quarters, Mid-Spring and Second Summer Terms. Credit 4 hours.

112. Clothing 1.—This course includes a study of sewing machines, the care, use, and value of the different types. The artistic phase of clothing is demonstrated by designs and decorative bands. Some simple garments are made. Commercial patterns are used and adjusted to suit the various types of figures. Care and repair of clothing receives attention. The clothing budget is discussed. Students who have 130 hours' work in a recognized high school may omit this course and register for Clothing 2. All curricula. Fall and Spring Quarters. Credit 4 hours.

113. Clothing 2.—In this course characteristics of commercial patterns are studied. The relation of pattern structure to body lines is emphasized through processes of alteration. Garments of tailored type are developed. Prerequisite, Clothing 1 or its equivalent. All curricula. Fall and Winter Quarters and Second Summer Term. Credit 4 hours.

131. Home Care of the Sick.—This course places emphasis on building up the body to the highest degree of health as the principal function of the home nurse. The care of the sick in the home and

<sup>1</sup> Absent on leave for year 1931-1932.

rendering first aid in emergencies are discussed and demonstrated. This includes lectures, demonstrations, and recitations. All curricula. Fall, Winter, and Spring Quarters and Second Summer Term. Credit-4 hours.

**211. Clothing 3.**—This is a continuation of Clothing 2, emphasizing the artistic and economic phases of dress. All types of patterns are used. Individuality of dress is emphasized. Most of the problems involved in this course are made from materials not suited to tailoring, such as silk, lace, chiffon, crepes, and thin wash fabrics. One woolen garment is made. Prerequisite, Clothing 2. All curricula. Spring Quarter, and Mid-Spring and First Summer Terms. Credit 4 hours.

**212. Costume Design.**—This course includes a history of costume and the application of principles of design to individual costumes. Students design and select costumes for all types of figures. They study the effect of color upon the individual, and consider the beauty of harmony in the costume. Prerequisite, Art 131. Four-year curricula. Fall and Spring Quarters and First Summer Term. Credit 4 hours.

**213. Millinery.**—The purpose of this course is to give students ability to design, model, and make various types of hats and trimmings, but above all to give critical judgment of finished products. Four-year curricula. Credit 4 hours.

**221. Foods and Cookery 1.**—This course gives a working knowledge of typical household processes connected with food. All classes of foods are considered briefly from the standpoint of cultivation, distribution, preparation for the market, composition and food value, care in the home, and cookery. This course is open to girls who have had no foods work in high school, and to boys who wish to learn the general principles of cookery. No chemistry is required. All curricula. Students who have had 130 hours' work in a recognized high school may omit Foods 1 and register for Foods 2. Fall Quarter. Credit 4 hours.

**222. Foods and Cookery 2.**—The purpose of this course is to give a scientific as well as a working knowledge of the household processes connected with food. The cost of fuel, the use of the thermometer and of weights and measures are considered. Foods are studied as to their chemical composition, digestibility, dietetic value, place in the diet, and combination in meals. Emphasis is placed upon carbohydrates, fats, and proteins. Experiments are performed to show the characteristics of such food groups as milk, meat, eggs, and vegetables. No chemistry is required. Prerequisite, Foods and Cookery 1 or its equivalent. All curricula. Fall and Winter Quarters and Second Summer Term. Credit 4 hours.

**223. Foods and Cookery 3.**—The purpose of this course is to give a knowledge of the underlying principles of cookery that will enable a girl to construct working recipes, and to judge recipes already in print. Emphasis is placed upon doughs, batters, breads, and upon menu planning. Girls are taught marketing in connection with serving, and much emphasis is placed upon economy in foods. Each girl serves as host, hostess, waitress, cook, and guest; she also takes an active part in some formal social affairs. No chemistry is required. Prerequisite, Foods and Cookery 2 or its equivalent. All curricula. Winter and Spring Quarters and Second Summer Term. Credit 4 hours.

**224. Elementary Dietetics.**—This course is intended for students who desire a knowledge of dietetics, but who have not had the prerequisites for Home Economics 321. It is not acceptable as a substitute for Home Economics 321 on the special home economics college curriculum. It includes a study of the nutritive requirements of the body under various conditions of age and health, and the planning of dietaries to meet

these requirements at different cost levels. Open to men as well as women. Spring Quarter and First Summer Term. Credit 4 hours.

291. **Course for Rural Teachers.**—This is a course dealing with the general problems of home economics. The purpose is to help the rural teacher organize materials and to assist her in presenting them to the children where equipment is limited. Rural School Curriculum. Spring Quarter. Credit 4 hours.

## SENIOR COLLEGE COURSES

### THIRD YEAR

321. **Dietetics.**—This course deals with the varying requirements of the individual in health and disease from infancy to old age; in the light of chemistry and physiology of digestion, the energy value of foods; the nutritive properties of protein, fat, carbohydrate, and ash constituents. Difficult dietaries are planned for the different periods, and the problems of satisfying the varying requirements of a family are considered with special attention to cost. Prerequisites, Foods and Cookery 3, Organic Chemistry (Science 342), and Physiological Chemistry (Science 371). All curricula. Winter Quarter and First Summer Term. Credit 4 hours.

331. **House Planning and Furnishing.**—This course includes a study of factors controlling modern house planning and furnishing. Topics considered are family needs, influence of home management on plans, industrial conditions influencing the house, and the making of floor plans and elevations. Furnishing the house is considered from artistic, economic, and scientific points of view. Four-year curricula. Fall Quarter and Mid-Spring and First Summer Terms. Credit 4 hours.

332. **Home Management 1.**—(Administration).—This course deals with the application of scientific and economic principles to the problems of the modern housewife. It takes up economy of time, of labor, and of finance, household efficiency, household service, and home life. All curricula. Fall and Spring Quarters. Credit 4 hours.

333. **Child Development.**—This course offers a study of factors involved in physical, mental, social, and emotional development of children, with discussion of problems in the home. Scientific methods in training and educating young children are discussed. Observations of children under school age are made by members of the group. All curricula. Open to men as well as to women. Winter Quarter and Second Summer Term. Credit 4 hours.

391. **Home Economics Methods.**—This course deals with the principles of teaching as applied to home economics. Prerequisite, Education 331. All curricula except Rural. Winter Quarter and Second Summer Term. Credit 4 hours.

392. **Organization of Home Economics.**—The purpose of this course is to present teaching problems of home economics; to study the organization; the work in various types of schools, and to emphasize the social and economic values. All curricula except Rural. Winter Quarter and First Summer Term. Credit 4 hours.

431. **Home Management 2.**—This course brings all lines of study together by permitting the student to actually manage a house for a given time, making it a business proposition. It is the course in which all theories of home-making are tried out in practical living. Reservations for room in the house should be made with the head of the department during the first quarter of the senior year. Prerequisite, nine credits in Home Economics, including Food Courses and Home Management 1. Four-year curricula. Each Quarter. Credit 4 hours.



432. **Problems in Household Buying.**—This course deals with problems which confront the household buyer. Selection and operation of household equipment and devices are taught. The consumer's problems in selecting food and clothing are analyzed. Open to men as well as women. All curricula. Spring Quarter and First Summer Term. Credit 4 hours.

433. **Family Relations.**—This course deals with the problems of family life from early primitive to modern times. Social, economic, and psychological relationships within the modern family group are studied. All curricula. Open to men as well as women. Winter Quarter and First Summer Term. Credit 4 hours.

441. **Institutional Cookery and Management.**—This course deals with problems of lunch rooms for institutions and for schools. Attention is given to equipment, management, meal service, and economic problems. Prerequisite, Foods and Cookery 3. Four-year curricula. Spring Quarter. Credit 4 hours.

## DEPARTMENT OF INDUSTRIAL ARTS

MERIT L. LAUBACH, Head of Department, Professor.

HAROLD A. HUNTINGTON, Associate Professor.

REUBEN H. SNITZ, Associate Professor.

ARTHUR H. LUEHRING, Assistant Professor.

JOHN C. TRANBARGER, Director of Print Shop and Assistant Professor.

SYLVAN A. YAGER, Instructor, Summer.

DONALD REEL, Acting Instructor, Summer.

Students who desire to secure a license in Industrial Arts as a second major should take the following:

|  |          |
|--|----------|
| Mechanical Drawing (Industrial Arts 101 and 102) ..... | 8 hours  |
| Industrial Arts Design (Industrial Arts 103) .....     | 4 hours  |
| Shop Work .....  | 24 hours |
| Special Methods (Industrial Arts 391) .....            | 4 hours  |

Those taking Industrial Arts work as a second major should consult with the head of the department as to the required courses in shop work.

## GENERAL ACADEMIC COURSES

## DRAWING AND SHOP WORK

## JUNIOR COLLEGE COURSES

## FIRST YEAR

**101. Mechanical Drawing.**—Use of instruments, freehand lettering, sketching, penciling, and inking. Orthographic projections; auxiliary views, revolutions, intersections, and developments. Isometric and cabinet drawing. Emphasis upon fundamental principles involved and good technique. Fall and Winter Quarters and First Summer Term. Credit 4 hours.

**102. Mechanical Drawing.**—Screw threads, standard conventions, sketching of machine parts, detail and assembly drawing, fits, finish, notes, material lists, tracing, and blue prints. Emphasis upon the side of practice and good technique. Prerequisite, Course 101. Fall, Winter, and Spring Quarters and First Summer Term. Credit 4 hours.

**103. Industrial Arts Design.**—Principles of design as applied to constructions in wood, metal and other materials used in teaching Industrial Arts. Prerequisites, Courses 101 and 102. Spring Quarter and Second Summer Term. Credit 4 hours.

**111. Elementary Woodwork.**—A beginner's course in bench woodwork. Use and care of common woodworking tools. Emphasis upon organization of teaching materials, correct construction, and good design. Fall, Winter, and Spring Quarters and First Summer Term. Credit 4 hours.

**112. Furniture and Cabinet Making.**—Advanced elements of hand woodwork in which several projects are designed embodying principles of cabinet construction and the building of at least one major woodworking project embodying the elements taught. Lectures on woodworking equipment, materials, and shop arrangement. Prerequisites, Courses 101 and 111. Fall, Winter, and Spring Quarters and First Summer Term. Credit 4 hours.

**121. Machine Shop Practice.**—A beginning course in machine shop practice which deals with bench work and beginning lathe work. Fall, Winter, and Spring Quarters and First Summer Term. Credit 4 hours.

**131. Foundry Practice.**—Bench molding, core making, cupola practice, brass and aluminum molding. Fall Quarter and First Summer Term. Credit 4 hours.

151. **Printing.**—A beginning course which includes learning the case and the setting of simple type and rule exercises. Shop rules and shop practices are explained. The point system is introduced. Fall, Winter, and Spring Quarters and First Summer Term. Credit 4 hours.

152. **Printing.**—Practical experience in working platen presses, including lock-up and make-ready, is given in this course. Elementary job and ad composition are offered. Prerequisite, Course 151. Fall, Winter, and Spring Quarters and First Summer Term. Credit 4 hours.

## SECOND YEAR

201. **Architectural Drawing.**—Details and conventional representations. Lettering, footings, foundations, sill, cornice, window and door constructions, fireplaces, stairways, floor plans, elevations, and cross-sections. Prerequisite, Course 101. Fall, Winter, and Spring Quarters and First Summer Term. Credit 4 hours.

202. **Architectural Drawing.**—Planning and designing a residence, including all floor plans, elevations, sections, details, perspective, and set of specifications. Prerequisite, Course 201. Winter and Spring Quarters and First Summer Term. Credit 4 hours.

211. **Wood Turning.**—Spindle, faceplate, chuck, and mandrel work. Emphasis upon correct designing of projects and efficient production. Prerequisite, Course 112. Fall, Winter, and Spring Quarters and First Summer Term. Credit 4 hours.

212. **Pattern Making.**—Planning of patterns and laboratory work illustrating the fundamental principles and practices in molding and pattern making. Prerequisite, Course 211. Fall, Winter, and Spring Quarters and First Summer Term. Credit 4 hours.

221. **Machine Shop Practice.**—Work on milling machine, universal grinder, advanced work on lathe, and heat treating steel. Fall, Winter, and Spring Quarters and First Summer Term. Credit 4 hours.

222. **Machine Shop Practice.**—Spur, bevel, spiral and worm gears, and rack. Simple tool making, hardening and tempering in oil, case hardening; use of the scleroscope and pyrometer. Prerequisite, Course 221. Fall, Winter, and Spring Quarters and First Summer Term. Credit 4 hours.

241. **Forging.**—Elementary principles of forge work. Bending, twisting, welding, drawing out, upsetting, tool dressing, etc. Winter and Spring Quarters. Credit 4 hours.

251. **Printing.**—The more difficult compositions, including rule and leader forms, are done. Multiple justification and the setting of poetry and programs are offered. Prerequisite, Course 152. Fall, Winter, and Spring Quarters and First Summer Term. Credit 4 hours.

252. **Printing.**—Job and ad lay-outs, working of cylinder presses and newspaper makeup are important parts of this term's work. Forms of four, eight, and sixteen pages are imposed and printed on platen and cylinder presses. Prerequisite, Course 251. Fall, Winter, and Spring Quarters and First Summer Term. Credit 4 hours.

253. **Printing.**—A lecture and recitation course, comprising paper from its manufacture to problems of cutting, printer's mathematics, layout, and design with related topics. A special feature of the course is printing equipment, where to get it, how much it will cost, where to place it, and other matters relating to shop efficiency. Prerequisite, Course 152. Fall Quarter. Credit 4 hours.

262. **Sheet Metal Work.**—Elementary course which involves simple problems in sheet metal work, including the common sheet metal working machines and the various operations involved. Sheet metal pattern drafting, including the theory of various methods used for securing the development of surfaces is correlated with the construction work in this course. Winter Quarter and First Summer Term. Credit 4 hours.

### SENIOR COLLEGE COURSES

#### THIRD AND FOURTH YEARS

301. **Architectural Drawing.**—A study of the elements of architecture, the classic orders and their application. Prerequisite, Course 201. Winter and Spring Quarters and First Summer Term. Credit 4 hours.

302. **Advanced Machine Drafting.**—Cams—plate and cylindrical, spur gears, bevel gears, annular gears, worm gears, helical gears. Prerequisite, Course 102. Spring Quarter and First Summer Term. Credit 4 hours.

303. **Architectural Drawing.**—A study of the methods used in determining conventional shades and shadows, including practical work. Prerequisite, Course 201. Spring Quarter. Credit 4 hours.

311. **Mill Work.**—Use, care and operation of woodworking machinery. The following machines are used: planer, joiner, swing saw, moulder, mortiser, band saw, drum sander, shaper, and universal woodworker. Prerequisites, Courses 111, 112, and 211. Fall and Spring Quarters. Credit 4 hours.

312. **Machine Cabinet Work and Furniture Design.**—A continuation of Course 311 with emphasis upon the designing and construction of furniture and cabinet work according to the needs and ability of the individual student. Prerequisite, Course 311. Fall and Spring Quarters. Credit 4 hours.

313. **Carpentry.**—Practical carpentry under careful supervision in building a garage and residence. First Summer Term. Credit 4 hours.

314. **Saw Filing.**—Filing and setting all kinds of hand saws; setting, swedging and gumming of circular saws. Prerequisites, Courses 112 and 311. First Summer Term. Credit 2 hours.

315. **Wood Finishing.**—Methods of finishing and refinishing by hand. Mixing stains, use of spray gun, rubbing and polishing. First Summer Term. Credit 2 hours.

316. **Fiber Furniture Weaving.**—Construction of forms and weaving of art fiber furniture. Emphasis upon design of projects and planning of this kind of work for public school teaching. Second Summer Term. Credit 4 hours.

321. **Machine Shop Practice.**—Making tools and dies, sharpening milling cutters, designing and making special tools, jigs, and fixtures. Prerequisite, Course 222. Fall, Winter, and Spring Quarters and First Summer Term. Credit 4 hours.

322. **Machine Shop Practice.**—Work planned to meet needs of individual students in order to round out a more thorough course in machine shop practice. Prerequisite, Course 321. Fall, Winter, and Spring Quarters and First Summer Term. Credit 4 hours.

331. **Foundry Practice.**—Making of floor molds, open molds, sweep molds, match plates, cupola operation, brass and aluminum molding. Prerequisite, Course 131. Fall Quarter and First Summer Term. Credit 4 hours.

341. **Forging.**—More difficult welding, acetylene welding, and heat treatment of high-speed steel. Prerequisite, Course 241. Winter and Spring Quarters. Credit 4 hours.

351. **Printing.**—This course is planned to benefit those who expect to do considerable production work in school or commercial shops. The shop layout, cost-finding, and estimating are stressed. Proof reading, printer's English, tests and measurements, and the history of printing are also given. Prerequisite, Course 253. Winter Quarter and First Summer Term. Credit 4 hours.

352. **Printing.**—Advanced composition. Continuation of Course 351. Offered whenever there is sufficient demand. Credit 4 hours.

353. **Printing.**—Advanced composition. Continuation of Course 352. Offered whenever there is sufficient demand. Credit 4 hours.

354. **Printing.**—Advanced presswork. Continuation of Course 252. Offered whenever there is sufficient demand. Credit 4 hours.

361. **Cement Work.**—A study of the fundamental principles involved in concrete construction as related to building, farm, and the home. Materials and mixtures; care and use of tools and equipment; practical work in constructing forms and molds; projects involving pouring and finishing; plain concrete construction, such as fence posts, farm utilities, sidewalks, curbs, building blocks, walls, steps, troughs, etc. Emphasis upon construction of ornamental concrete projects suitable for garden and lawn, and the organization of this kind of work for public school teaching. Lectures on various uses of cement, compositions, sources of material, and history. First Summer Term. Credit 4 hours.

363. **Sheet Metal Work.**—Advanced work in sheet metal and sheet metal drafting. Winter Quarter and First Summer Term. Credit 4 hours.

#### INDUSTRIAL AND VOCATIONAL EDUCATION

371. **Teaching Applied Mechanics 1.**—A course intended to assist the student in (a) learning the use of electricity in industry, (b) planning and organizing the mechanical work for industrial arts and industrial vocational education classes. Prerequisites, Science 181 and 183. Winter Quarter. Credit 4 hours.

372. **Teaching of Applied Mechanics 2.**—This course has the same objective as Course 371 except that it will deal with the organization of courses in automobile theory in co-operation with the shop work in this subject. Credit 4 hours.

373. **Industrial Relations.**—A review of the history and development of our present industrial system followed by a study of some of the principal problems in industrial management and wage systems. The class work will be supplemented by frequent field trips to industrial plants. Students should keep the hour free after this class in order to have sufficient time for plant visits. Fall and Spring Quarters. Credit 4 hours.

374. **The General Shop.**—Theory and organization of the general shop; the reasons for its existence, advantages and disadvantages, content and organization for multiple activity courses, types, methods of presentation, shop plans and equipment and relation to vocational education. Special emphasis upon ways and means of introducing a general shop program. Prerequisite, six terms of shop work. First and Second Summer Terms. Credit 4 hours.

375. (474) **Curriculum Construction.**—A course which includes a study of (a) principles of curriculum construction, (b) analyzing indus-

trial vocations, and (c) compiling content for courses of study. (Students who have had 472 or 474 may not take this course for credit.) Winter Quarter and First Summer Term. Credit 4 hours.

376. (473) Preparation of Instruction Materials.—A course which deals with the study and preparation of instruction sheets, tests, printed material used in teaching industrial education courses. Spring Quarter and Second Summer Term. Credit 4 hours.

391. Methods in Teaching Shop Work.—Psychological basis of shop teaching, terminology, methods of presentation of subject matter, class organization records, costs, supplies, equipment, and other problems confronting teacher of shop subjects. Fall and Spring Quarters and First Summer Term. Credit 4 hours.

392. Administration of Vocational Education.—This course deals with a study of (a) the need for vocational education, (b) the laws which govern this work, (c) the requirements for and details of administration and supervision in this field. Fall Quarter and First Summer Term. Credit 4 hours.

471. Special Problems in Industrial Education.—Present-day trends in vocational education and teacher-training, apprenticeship training, adult education, foremanship training, and rehabilitation training constitute the major units of study in this course. Winter Quarter. Credit 4 hours.

475. Principles of Vocational Guidance.—A comprehensive survey of the chief problems in vocational guidance and includes such topics as: a survey of vocational guidance material and the teacher's technique in the use of this material; the discovery of pupil interests and abilities; mental achievement and aptitude tests and their relation to exploratory programs; and a study of occupations. Spring Quarter. Credit 4 hours.

491. History and Theory of Industrial Education.—The history, theory, and development of industrial and vocational education. Winter Quarter. Credit 4 hours.

#### CORRESPONDENCE COURSES

The following courses are offered in correspondence:

365. Shop Mathematics.—A course for teachers of related mathematics in day, part-time, and evening classes. The subject matter will consist essentially in the organization of courses, a study of the problems involved, and methods of presenting the subject to students.

373. Industrial Relations 1.—See detailed statement above.

392. Administration of Vocational Education.—See detailed statement above.

471. Special Problems in Vocational Education.—See detailed statement above.

## DEPARTMENT OF LATIN AND GERMAN

FREDERICK HENRY WENG, Head of Department, Professor of Latin.  
FREDERICK GILBERT MUTTERER, Professor of German.  
HOWARD BYRN, Instructor in Latin, Summer.

Five quarters of foreign language are required as general academic credits of all students working for the A. B. degree. Ten terms of a foreign language, one of which must be the Professional Academic Course, are required on the four-year curriculum, giving the student a teacher's license, first grade, in that subject.

All courses in this department are four-hour courses.

## LATIN

No beginning courses in Latin are offered in 1932-1933. Students who have had two years of Latin in high school should begin with Course 111 or 112. Those who have had three years should begin with Course 211 or 212. The following Courses are required of all students who are majoring in Latin: Latin 391, 321, 421, and at least five of the courses numbered 211-219, 311-319, 411-419.

Latin 103, 201, 303, and 304 are not translation courses. Some knowledge of Latin is necessary for Latin 103 and desirable, though not necessary, for Latin 303 and 304. If 303 is offered as part of the foreign language requirement, 304 should be omitted, or vice versa.

## ACADEMIC COURSES

## CULTURAL COURSES

103. **The Latin Element in English.**—A brief survey of the history of the English language is taken to see when and how Latin words were introduced into English. Prefixes and suffixes coming from the Latin are studied, likewise Latin and Greek roots and stems. Words are also traced in their development whenever possible. (Not offered in 1932-1933). Credit 4 hours.

201. **Roman Life.**—A study is made of the Roman citizen to see how he performed his daily tasks and how he spent his leisure time. Roman character and institutions are studied as the foundations of our modern culture. No prerequisite in Latin. First Summer Term. Credit 4 hours.

303. **Greek Literature.**—The literary periods of the most important Greek authors are studied and considerable portions of their works are read in translation. Greek sources will be traced wherever possible. No prerequisite in Latin. Spring Quarter. Credit 4 hours.

304. **Roman Literature.**—No prerequisite in Latin. The literary periods of the most important Latin authors are studied and considerable portions of their works are read in translation. Greek sources will be traced wherever possible. (Not offered in 1932-1933). Credit 4 hours.

## JUNIOR COLLEGE

## FIRST AND SECOND YEARS

111. **Grammar Review and Easy Reading.**—Intended for students coming from the high school with two years of Latin, who feel the need of strengthening their knowledge of grammar before reading Cicero or Sallust, and for those students who have not had Latin for some years. Fall Quarter. Credit 4 hours.

112. **Nepos's Biographies of Famous Greek Generals.**—Winter Quarter. Credit 4 hours.

113. **Cicero's Orations.**—Spring Quarter. Credit 4 hours.

115. Vergil's Aeneid.—In this course stress is laid on careful translation and the mythological allusions are explained. Considerable metrical reading is done in class. First Summer Term. Credit 4 hours.

211. Vergil's Eclogues and Georgics.—Fall Quarter. Credit 4 hours.

212. Ovid.—Selections from his Metamorphoses and other poems. Second Summer Term. Credit 4 hours.

213. De Senectute.—Winter Quarter. Credit 4 hours.

215. Jugurthine War.—Winter Quarter. Credit 4 hours.

216. Horace's Odes.—Spring Quarter. Credit 4 hours.

### SENIOR COLLEGE COURSES

#### THIRD AND FOURTH YEARS

318. Catullus.—Fall Quarter. Credit 4 hours.

321. Advanced Course in High School Authors.—Winter Quarter. Credit 4 hours.

413. Seneca's Moral Essays.—Second Summer Term. Credit 4 hours.

414. Cicero's Letters.—Winter Quarter. Credit 4 hours.

417. Mediaeval Latin.—Spring Quarter. Credit 4 hours.

418. Juvenal.—First Summer Term. Credit 4 hours.

421. Advanced Composition.—Spring Quarter. Credit 4 hours.

### PROFESSIONAL ACADEMIC COURSE

391. The Teaching of Latin in the High School.—Fall Quarter and First Summer Term. Credit 4 hours.

### CORRESPONDENCE COURSES

The following courses in Latin are offered in correspondence: 103, The Latin Element in English; 212, Ovid; 314, Pliny's Letters.

### GERMAN

The main object of the first year German is to interpret and understand without actual translation easy written German and to understand simple spoken German.

### ACADEMIC COURSES

#### JUNIOR COLLEGE

##### FIRST YEAR

161. Elements of Grammar.—Training in pronunciation, interpreting simple written and spoken sentences, and reading easy stories. The direct method is used as far as possible to obtain the best results. Fall Quarter and First Summer Term. Credit 4 hours.

162. Elements of Grammar.—Continuation of Course 161. Winter Quarter and Second Summer Term. Credit 4 hours.



163. Third Term of First Year Work.—Reading of a modern short story or comedy and selections of easy historical and scientific prose. Spring Quarter. Credit 4 hours.

## SECOND YEAR

Students who have completed Courses 161, 162, 163, or have preparation equivalent to that furnished by the completing of these courses, are eligible to Course 261. The aims of these courses in intermediate German are to gain facility in interpreting German writings of ordinary difficulty and to become acquainted with German life, thought, and character through German literature. A systematic study of word forms, word derivation and combinations, and of German idioms will be pursued. As far as is consistent with rapid progress, German is the medium of instruction.

261. Short Stories and One Act Comedies.—Prose types suitable for fourth quarter German will be read. Fall Quarter and First Summer Term. Credit 4 hours.

262. German Prose.—The reading will be in the fields of history, science, and literary criticism. Winter Quarter and Second Summer Term. Credit 4 hours.

263. German Drama.—This course follows Course 262. Some of the following plays will be read: *Minna von Barnhelm*, *Emilia Gallotti*, *Nathan der Weise*, *Hermann und Dorothea*, *Wilhelm Tell*, *Die Jungfrau von Orleans*, *Maria Stuart*, *Wallenstein*. Spring Quarter. Credit 4 hours.

## LIBRARY SCIENCE

HAZEL E. ARMSTRONG, Librarian and Professor of Library Science.  
VIRGINIA RINARD, Children's Librarian and Instructor in Library Science.  
MARGUERITE HALLAM ANDERSON, Acting Instructor.

11. **The Use of Books and Libraries.**—All students are required to take a one-hour course in the use of books and libraries during the first year. This course gives instruction and practice in the use of the card catalog, decimal classification, periodical indices, and reference books. Unprepared. Each Quarter. Credit 1 hour.

Opportunities are offered in the courses listed below to students to qualify under the license requirements of the State as part-time librarians, by making a credit of twenty-four hours and as full-time librarians by making a credit of thirty-six hours, in Library Science.

A part-time license is granted on completion of Courses 211, 212, 213, 311, 312, 313, and 391.

Students majoring in Library Science are required to earn a credit of 40 hours, 36 hours in Library Science and in addition, English 141, 4 hours. Sophomore standing is required for admission to Courses 211, 212, 213.

211. **Classification and Cataloging.**—A study of the Dewey Decimal System of classification, with practice in the classifying of books. Instruction and practice in the making of a simple dictionary catalog; ordering and adapting Library of Congress cards; filing and shelf-listing. First Summer Term. Credit 4 hours.

212. **High School Library Administration.**—The place, function, and opportunity of the library in a modern high school; professional ethics; introduction to professional literature and to library organizations, such as the A. L. A. and library commissions; publicity methods; ordering, accessioning, and preparing books for the shelves; buying supplies and equipment; loan systems; student assistants; care of books, periodicals, pamphlets, and pictures. First Summer Term. Credit 4 hours.

213. **Reference and Bibliography.**—A study of standard reference books with emphasis on those of particular value to the school library, including dictionaries, encyclopedias, year-books, and reference books on special subjects, as well as standard bibliographies used in the selection and ordering of books. Second Summer Term. Credit 4 hours.

311. **Book Selection and Allied Topics.**—The principles underlying book selection applied to the high school library. Practice in the use of book selection tools and preparation of purchase lists. Second Summer Term. Credit 4 hours.

312. **Library Work with Children.**—Survey of the field of literature for the adolescent child; relation of the school library to the rest of the school and to the public library; methods of directing reading and stimulating interest in books by means of contests, etc. Qualifications for a school librarian. Winter Quarter. Credit 4 hours.

313. **Field Work.**—Supervised practice in children's rooms and high school libraries. Credit 2 hours.

391. **Methods of Teaching the Use of the Library.**—A study of courses in teaching the use of books and libraries adapted to high school students. Spring Quarter. Credit 2 hours.

411. **History and Administration of Libraries.**—History of libraries; library legislation of interest to school libraries; library planning. Prerequisite, Course 212. Credit 2 hours.

412. **Field Work.**—Supervised practice in public and teachers' college libraries; visits to school and city libraries, publishing houses, etc.; reports and discussions. Prerequisite, Course 313. Spring Quarter. Credit 2 hours.

413. **Book Selections and Allied Topics.**—History of books and printing; the reading and evaluating of many books in various fields of special interest to the high school library. Prerequisite, Course 311. Fall Quarter. Credit 4 hours.

414. **Reference and Bibliography.**—A continuation of the study of reference books on special subjects. Special consideration is given to government publications and periodicals as a source of reference material. Prerequisite, Course 213. Fall Quarter. Credit 4 hours.

## DEPARTMENT OF MATHEMATICS

WALTER OWEN SHRINER, Head of Department, Professor.

FRANK RAWDON HIGGINS, Professor.

INEZ MORRIS, Assistant Professor.

SAUL POLLOCK, Acting Assistant Professor.

KATHRYN KENNEDY, Assistant Professor, Training School.

ORVEL E. STRONG, Instructor, Training School.

HUGH H. HYMAN, Instructor, Mid-Spring and Summer.

WILLIAM D. BATEN, Instructor, Summer.

All courses offered by the department are four-hour courses.

101. **General Mathematics.**—An academic course for elementary school teachers based on the mathematical skills and abilities which are needed by the teacher of arithmetic and in which most beginning teachers are deficient. Includes a study of the underlying principles involved in complicated processes ordinarily explained only to exceptional pupils; various topics immediately in advance of elementary school topics where knowledge of such is necessary for motivation and better understanding; statistical procedure in finding average, medians, percentiles, etc., as needed in classroom measurement and keeping of records. Required of all students on the intermediate and grammar grade and rural curricula. Two-year curricula. Each Quarter. Credit 4 hours.

191. **The Teaching of Arithmetic.**—A study of the materials and methods for teaching arithmetic in the intermediate and grammar grades. Reference readings, demonstration lessons, examination of standard drills and tests in arithmetic, and some observation in the Training School. Required of all students on the intermediate and grammar grade and rural curricula. Prerequisite, Course 101. Two-year curricula. Each Quarter. Credit 4 hours.

## FOUR-YEAR COURSES

## GUIDING PRINCIPLES

(a) In the department of mathematics all courses numbered in the final two digits from 10 to 19 are in the field of algebra, 20 to 29 in geometry, 30 to 39 in calculus, 40 to 49 in statistics, and 90 to 99 in the professional academic field.

(b) The minimum requirements for a major in mathematics are ten courses so chosen as to meet the requirements for a first grade license to teach mathematics in the high schools of Indiana.

(c) The following ten courses meet the minimum requirements and should be taken ordinarily in the following sequence:

First Year—Courses 111, 112, and 113.

Second Year—Courses 212 or 110, 221, and 223 or 322.

Third and Fourth Years—Courses 331, 332, 391, and 441.

(d) Students who have had the equivalent of Courses 111, 112, or 121 in high school will not be given credit for this work if repeated in college. Such students must elect other advanced courses in mathematics as substitutes to meet the requirements for a major.

(e) Students majoring in mathematics or those electing a few courses are advised to begin the subject in the freshman year. The junior college mathematics can then be used in the work of related fields. Majors in mathematics can in this way better avoid conflicts, follow the proper sequences, and parallel the work in mathematics with advanced courses in science and other fields where used.

(f) For those students who neglect to start a mathematics major in the freshman year, the following doubling-up of junior college mathematics courses is advised: Courses 111 and 112 in the Fall, Courses 221 and 223 in the Winter, and Courses 113 and 212 in the Spring.

<sup>1</sup> Absent on leave for year 1931-1932.

## JUNIOR COLLEGE COURSES

## FIRST YEAR

110. **Industrial Mathematics.**—A course designed to meet the needs of students specializing in industrial arts. An intensive study of applied algebra; logarithms with stress on problems in screw cutting, belts, pulleys, horse-power, etc. Majors in industrial arts may substitute this course for Course 212 on a major in mathematics. Prerequisite, one year each of high school algebra and geometry. Four-year curricula. Winter Quarter and Summer Term. Credit 4 hours.

111. **College Algebra.**—A course giving a brief review of high school algebra and emphasizing such topics as functions and graphs, straight line, formulas, quadratic function, theory of equation, progressions, binomial theorem, and determinants. (Not open to students who have had four semesters of high school algebra.) Minimum prerequisite, one year of high school algebra. Four-year curricula. Fall and Spring Quarters and Summer Term. Credit 4 hours.

121. **Solid Geometry.**—This is a college course for students who did not take solid geometry in high school. Students who plan to major in mathematics and have not had solid (Euclidean) geometry in high school must take this course as soon as possible. Prerequisite, one year of plane geometry in high school. Four-year curricula. Winter Quarter and Summer Term. Credit 4 hours.

112. **Trigonometry.**—Special emphasis is placed on numerical trigonometry, although the analytic trigonometry is not neglected. (Not open to students who have had trigonometry in high school.) Prerequisites, High School plane geometry and a knowledge of logarithms as given in Courses 110 or 111. Four-year curricula. Fall, Winter, and Spring Quarters and Summer Term. Credit 4 hours.

113. **Mathematical Analysis.**—This course is intended to follow Courses 111 and 112 and to serve as a valuable preparation for analytic geometry and calculus. It places particular stress on the treatment of such advanced topics in college algebra and trigonometry as theory of limits, complex numbers, exponential functions, etc. Prerequisites, Courses 111 and 112 or their equivalents. Four-year curricula. Fall and Spring Quarters and Summer Term. Credit 4 hours.

## SECOND YEAR

212. **Mathematics of Finance.**—A study of compound interest, annuities, depreciation, valuation, amortization of securities as used in advanced commercial fields. Prerequisites, College Algebra and skill in the use of logarithms as given in Course 112. Four-year curricula. Fall and Spring Quarters and Summer Term. Credit 4 hours.

221. **Plane Analytic Geometry.**—A course in coordinate geometry giving emphasis to the study of the conic sections. This work is a necessary prerequisite for the calculus and statistics. Prerequisite, Course 113. Four-year curricula. Winter and Spring Quarters and Summer Term. Credit 4 hours.

223. **College Geometry.**—An advanced course in modern demonstrative geometry designed to follow the Euclidean Geometry given in the high school. It treats in detail the various properties of the triangle including the notable points, lines, and circles associated with it. Much emphasis is placed upon geometric construction, loci, and the solution of originals. This course is of decided value for the prospective teacher of high school mathematics. Prerequisites, Plane and Solid Geometry. Four-year curricula. Winter and Spring Quarters and Summer Term. Credit 4 hours.

241. **Elements of Statistics.**—An elementary course in statistical methods designed for students not majoring in mathematics. Its purpose is to train prospective teachers to read articles employing statistical terms, to compute statistical measures commonly used in classroom measurement, and to interpret the results of statistical investigations. Four-year curricula. Credit 4 hours.

### SENIOR COLLEGE COURSES

#### THIRD YEAR

322. **Solid Analytic Geometry.**—A course in coordinate geometry of three dimensions. Special emphasis given to study of loci, the plane, the straight line, surfaces, and the standard curves. Majors who plan to pursue graduate work in mathematics are especially urged to take this course. Prerequisites, Courses 121 and 221. Four-year curricula. Spring Quarter. Credit 4 hours.

331. **Differential Calculus.**—A course designed to give the student a knowledge of the essential facts and tools of the calculus. It includes a study of the theory of limits, differentiation, successive differentiation, various applications of the derivatives, and differentials. Prerequisite, Course 221. Fall and Winter Quarters and Summer Term. Four-year curricula. Credit 4 hours.

332. **Integral Calculus.**—A continuation of Course 331. A study of fundamental facts and tools of integral calculus with emphasis on the rules for integrating standard forms, constant of integration, the definite integral, integration as a process of summation, and application of integrals in finding lengths of arcs, areas, moments of inertia, etc. Prerequisite, Course 331. Four-year curricula. Winter Quarter and Summer Term. Credit 4 hours.

333. **Advanced Calculus.**—A continuation of Courses 331 and 332. It includes advanced topics in both differential and integral calculus with their applications. Prerequisites, Courses 331 and 332. Four-year curricula. Spring Quarter. Credit 4 hours.

#### FOURTH YEAR

421. **Modern Geometry.**—This course is a continuation of Course 223. It includes the recent geometry of the triangle, a number of miscellaneous theorems, and extends the treatment of the harmonic section and the harmonic properties given in the first course. This course is designed for those students with special ability in geometry who desire to explore the late development in this field. Prerequisite, Course 223. Four-year curricula. Offered in alternate years (1933-1934). Spring Quarter. Credit 4 hours.

431. **Differential Equations.**—Prerequisite, Course 332. Four-year curricula. Offered in alternate years (1933-1934). Spring Quarter. Credit 4 hours.

441. **Mathematics of Statistics.**—Tabular and graphical presentation of statistical data, frequency and quantity distribution, measures of central tendency and dispersion, index numbers, regression or trend lines, and simple correlation with applications to problems in business, education, economics, public health, etc. Prerequisite, Course 221. Four-year curricula. Winter Quarter and Summer Term. Credit 4 hours.

442. **Theory of Statistics.**—A continuation of Course 441 stressing the binomial expansion and the normal curve, probable error, multiple correlation, and curve fitting. Prerequisites, Calculus and Course 441. Offered in alternate years (1933-1934). Winter Quarter. Credit 4 hours.

## PROFESSIONAL ACADEMIC COURSES

391. **The Teaching of Mathematics in the High School.**—A study of the materials and methods in teaching mathematics in the high school. Reference reading, demonstration lessons, examination of standard drills and tests in high school mathematics, and some observation in the Training School. Prerequisites, six courses counting toward a major. This course precedes the course in supervised teaching. Fall and Spring Quarters and Summer Term. Credit 4 hours.

491. **Supervision of Arithmetic.**—A critical study of the recent materials, textbooks, curriculum trends, and methods in the teaching of arithmetic. Special emphasis is placed on recent scientific experiments in the field. Extensive reference readings, discussions, and written reports. Designed for superintendents, principals, supervisors, and experienced teachers. Those taking the course for graduate credit will be assigned additional work. Four-year curricula. Spring Quarter and Summer Term. Credit 4 hours.

## GRADUATE COURSES

Graduate students who wish to take a second major in Mathematics must have completed a full undergraduate major (40 hours) in this field.

531. **Differential Equations.**—A graduate course for those students having an undergraduate major in mathematics but who were unable to elect the senior college course in differential equations. Prerequisites, Differential and Integral Calculus. Summer Term. Credit 4 hours.

532. **Calculus of Finite Differences.**—A course on the elements of finite differences, interpolation, central differences, summation, functions of two variables, Stirling's Formula, etc. Prerequisites, Differential and Integral Calculus. Summer Term. Credit 4 hours.

542. **Advanced Theory of Statistics.**—A continuation of the undergraduate courses in mathematics of statistics treating such topics as: Curve-fitting by the Method of Least Squares and the Method of Moment, Bernoulli and Poisson and Lexis Distributions, the more complicated frequency curves, Partial and Multiple Correlation, Periodogram Analysis; etc. Prerequisites, Calculus and Mathematics of Statistics or Education 581. Winter Quarter and Summer Term. Credit 4 hours.

591. **History of Mathematics.**—A course in the history of mathematics with emphasis on those developments and trends in mathematics which should be of great value to the teacher of secondary school mathematics. This course is primarily for teachers of mathematics who are working toward the Master's degree in Education. Prerequisite, an undergraduate major (40 hours) in mathematics. Fall Quarter and Summer Term. Credit 4 hours.

592. **Supervision of Mathematics in the High School.**—This course is designed for superintendents, principals, and experienced teachers of mathematics who desire a more intimate knowledge of the present trends in secondary mathematics curriculum construction, available materials and progressive methods of teaching with special emphasis on recent experiments in the field. Extensive reference reading, discussions, and written reports. Summer Term. Credit 4 hours.

593. **Research in the Teaching of Mathematics.**—A thesis course for graduate majors in mathematics. Students electing this course must have selected their thesis problems in the professional field of mathematics. Prerequisite, graduate major in mathematics. Winter Quarter and Summer Term. Credit 4 hours.

## DEPARTMENT OF MUSIC

LOWELL MASON TILSON, Head of Department, Professor.  
 WILL H. BRYANT, Assistant Professor.  
 LORENA TOMSON, Assistant Professor.  
 AMELIA MEYER, Instructor in Piano.  
 J. ORR STEWART, Instructor, Summer.  
 ROBERT FREED, Instructor, Summer.

The Department of Music offers the following courses:

NOTE—New students should consult the head of the Department of Music before registering on any of the courses in applied music.

## JUNIOR COLLEGE COURSES

## FIRST YEAR

111. Ear Training and Sight-Singing.—This course consists of work in rote singing, oral tonal dictation, written tonal dictation, metric dictation, correct use of the child voice, and sight-singing, covering the work done in the first, second, and third grades of school. Four-year curricula. Fall Quarter and First Summer Term. Credit 4 hours.

112. Ear Training and Sight-Singing.—Continuation of tonal vocabulary work, introducing chromatics, various forms of minor scales, oral and written dictation, melody writing, and sight-singing, covering the work of the fourth and fifth grades of school. Prerequisite, Course 111. Four-year curricula. Winter Quarter. Credit 4 hours.

113. Ear Training and Sight-Singing.—Continuation of work in oral and written dictation, melody writing, elementary theory, sight-singing, etc., covering work done in the sixth, seventh, and eighth grades. Prerequisites, Courses 111 and 112. Four-year curricula. Spring Quarter. Credit 4 hours.

119, 319. Chorus.—Open to all students who sing. This course may be taken as a fifth subject and in any year. Meets Mondays and Thursdays at 3:30. Four-year curricula. Fall, Winter, and Spring Quarters. \*Credit 2 hours.

121. Constructive Music.—This course deals with the study of scales, intervals, triads, and elementary harmony including the use of all principal triads and principal dissonant chords in the harmonizing of melodies. Prerequisites, Courses 111, 112, and 113, or a fair knowledge of piano. Four-year curricula. Fall Quarter and First Summer Term. Credit 4 hours.

122. Harmony.—The study of secondary triads and sevenths, passing notes of various kinds, suspensions, anticipations, etc., and their use in harmonizing melodies. Prerequisite, Course 121. Four-year curricula. Winter Quarter. Credit 4 hours.

123. Harmony.—A continuation of the study of all kinds of passing notes, suspensions, etc., and some elementary work in original composition. Prerequisites, Courses 121 and 122. Four-year curricula. Spring Quarter. Credit 4 hours.

159, 359. Orchestra.—Students who play orchestral instruments are urged to bring them and join this organization. This course may be taken as a fifth subject and in any year. Four-year curricula. Fall, Winter, and Spring Quarters. \*Credit 2 hours.

\* Total credit in Chorus, Orchestra, and Band may not exceed 16 hours.



169, 369. **Band.**—Students who play band instruments are urged to bring them and join this organization. This course may be taken as a fifth subject and in any year. Four-year curricula. Fall, Winter, and Spring Quarters. \*Credit 2 hours.

#### SECOND YEAR

122. **Sight-Singing.**—Open to students who have completed Music 111, 112, and 113. Four-year curricula. Fall Quarter. Credit 4 hours.

221. **Harmony.**—The study of all kinds of modulations is taken up as well as other advanced problems in the harmonizing of melodies. Much time is spent in original composition. Prerequisites, Courses 121, 122, and 123. Four-year curricula. Fall Quarter and First Summer Term. Credit 4 hours.

231. **History of Music.**—This is a study of the growth and development of music from the earliest time of which there is any record. A large library of talking machine records is used to illustrate the music of the various periods. Open to all students. Four-year curricula. Fall Quarter and First Summer Term. Credit 4 hours.

232. **History of Music.**—This is a continuation of Course 231 and follows the development of music down to the present time. Notice is also taken of current events in music. Prerequisite, Course 231. Four-year curricula. Winter Quarter. Credit 4 hours.

233. **Music Appreciation.**—This is a course which is planned to increase the student's appreciation of good music by teaching him how to listen to it. Use will be made of talking machine records and whatever other music is available. Open to all students. Four-year curricula. Spring Quarter. Credit 4 hours.

261. **A Study in Band and Orchestral Instruments.**—A course in the study of applied band and orchestral instruments. Four-year curricula. Winter Quarter. Credit 4 hours.

271. **Voice Training.**—Beginner's course in the study of breath control and the correct use of the voice in singing. Four-year curricula. Spring Quarter. Credit 4 hours.

291. **Primary Methods.**—A thorough study of the method of presenting the various problems of public school music in the primary grades. Prerequisites, Courses 111 and 112. Four-year curricula. Winter Quarter. Credit 4 hours.

292. **Grammar Grade and Junior High School Methods.**—Methods of teaching music in the grammar grades and junior high school are gone into in detail and the student is given opportunity to develop teaching ability. Training in orchestra and chorus conducting for junior high school work is given. Prerequisites, Courses 113 and 291. Four-year curricula. Spring Quarter. Credit 4 hours.

#### SENIOR COLLEGE COURSES

##### THIRD YEAR

321. **Orchestration.**—A course in writing and arranging for orchestra. Prerequisites, Courses 121, 122, and 123. Four-year curricula. Winter Quarter. Credit 4 hours.

341. **Piano Playing.**—A beginner's course in piano for students who have had no piano and who select piano as their minor in applied music. Four-year curricula. Spring Quarter. Credit 4 hours.

\* Total credit in Chorus, Orchestra, and Band may not exceed 16 hours.

345. Piano Playing.—First term's work in piano for students who have selected piano as their major in applied music. Four-year curricula. Spring Quarter. Credit 4 hours.

351, 451, 452. Orchestral Instruments.—For students who have selected an orchestral instrument as a minor in applied music. Four-year curricula. Fall, Winter, and Spring Quarters. Credit 4 hours.

355, 455, 456, 457. Orchestral Instruments.—For students who have selected an orchestral instrument as their major in applied music. Four-year curricula. Fall, Winter, and Spring Quarters. Credit 4 hours.

371. Voice Training.—Second term's work in the study of breath control and the correct use of the voice in singing. Four-year curricula. Fall Quarter. Credit 4 hours.

391. High School Methods.—A study of the method of teaching theory, harmony, history of music, and music appreciation to high school classes. A thorough study of the organization of high school orchestras and choruses is made. Practice in conducting such organizations is given. A study of the measurement of musical talent. Prerequisites, Courses 121 and 231. Four-year curricula. Winter Quarter and First Summer Term. Credit 4 hours.

#### FOURTH YEAR

441. Piano Playing.—Second term's work in piano. Four-year curricula. Fall Quarter. Credit 4 hours.

442. Piano Playing.—Third term's work in piano. Four-year curricula. Winter Quarter. Credit 4 hours.

443. Piano Playing.—Fourth term's work in piano. Four-year curricula. Spring Quarter. Credit 4 hours.

445, 446, 447, 448. Piano Playing.—These courses are the second, third, fourth, and fifth term's work for those students who have selected piano as a major in applied music. Four-year curricula. Fall, Winter, and Spring Quarters. Credit 4 hours.

#### TWO-YEAR ELEMENTARY COURSES

71. Non-prepared Music.—Required on the Primary, Intermediate and Grammar, and Rural School Curricula. Should be taken during first year. Two-year curricula. Each Quarter. Credit 4 hours.

211. Ear Training and Sight-Singing.—Required on the Primary, Intermediate and Grammar, and Rural School Curricula. Open to students who have completed Music 71. Two-year curricula. Each Quarter. Credit 4 hours.

DEPARTMENT OF PHYSICAL EDUCATION FOR MEN

ARTHUR L. STRUM, Head of Department, Professor.  
 DAVID A. GLASCOCK, Assistant Professor.  
 WALTER MARKS, Instructor.  
 J. ROY GOODLAD, Acting Instructor and Coach.  
 JAMES GOODMAN, Acting Instructor, Summer.  
 CHESTER MARTIN, Graduate Assistant.

GENERAL ACADEMIC COURSES

The courses listed under this heading are planned to meet the needs of the following students:

- (1) Students working for the special high school teacher's license in physical education to receive the B.S. degree.
- (2) Students on any curriculum who desire to use some physical education subjects (prepared) as general electives.
- (3) Students majoring in physical education on the regular high school teacher's curriculum are required to earn 40 hours of credit as follows:

Physical Education 171.—Mass Activities.

Physical Education 172.—The Theory and Practice of Physical Education.

Physical Education 253.—First Aid, 2 hours.

Physical Education 254.—Training, 2 hours.

Physical Education 255.—Kinesiology.

Physical Education 351.—Physiology and Psychology of Physical Education.

Physical Education 352.—Individual Problems and Abnormal Cases in Physical Education.

Physical Education 396.—Theory and Practice of Method in Physical Education.

Physical Education 471.—The Coaching of Football.

Physical Education 472.—The Coaching of Basketball.

Physical Education 473.—The Coaching of Baseball, 2 hours.

Physical Education 474.—The Coaching of Track, 2 hours.

Physical Education 451.—Organization and Administration of Physical Education.

} 8 quarter-hours required

PREPARED COURSES

JUNIOR COLLEGE COURSES

FIRST YEAR

151. Orientation and Principles of Physical Education.—A general survey of the field of physical education, the aims, objectives, and the guiding principles underlying it as obtained from the study of man and social development. Fall Quarter and Summer Terms. Credit 4 hours.

171. Mass Activities.—An applied theory course in mass games, natural gymnastic drills, conduct of tournaments, etc. Winter Quarter and Summer Terms. Credit 4 hours.

<sup>1</sup> Absent on leave for year 1931-1932.

172. **The Theory and Practice of Play.**—A study of the place of play in education, and the development of neuro-muscular skills in a wide range of play activities. Spring Quarter and Summer Terms. Credit 4 hours.

#### SECOND YEAR

251. **Tests and Measurements in Physical Education.**—Anthropometrical measurements, motor ability tests, efficiency tests, and other tests used by the teacher of physical education. First half of quarter. Fall Quarter and Summer Terms. Credit 2 hours.

252. **History and Literature of Physical Education.**—The historic role and its influence on physical education in the United States as influenced by movements in social development, political history, etc. Last half of quarter. Fall Quarter and Summer Terms. Credit 2 hours.

253. **First Aid.**—The American Red Cross course. Red Cross certificates given to students of ability. First half of quarter. Winter Quarter and Summer Terms. Credit 2 hours.

254. **Training.**—A study in preparation for athletics, with emphasis placed on fostering attitudes favorable to healthful living after participation. Last half of quarter. Winter Quarter and Summer Terms. Credit 2 hours.

255. **Kinesiology.**—A kinesiological analysis of physical skills and movements based on a study of the muscular system. Spring Quarter and Summer Terms. Credit 4 hours.

296. **Plays and Games for Grades 4, 5, 6, 7, and 8.**—Demonstration and practice in a selected group of games for children of these grades. Spring Quarter. Credit 2 hours.

#### SENIOR COLLEGE COURSES

##### THIRD AND FOURTH YEARS

351. **Physiology and Psychology of Athletics.**—A study of effects in wholesome exercise of nervous, respiratory, circulatory systems, including fatigue, reaction time, capacity to learn and overlearning, etc. Fall Quarter and Summer Terms. Credit 4 hours.

352. **Individual Gymnastics.**—An appreciation course of the problems of the abnormal boy. Emphasis is placed on method of creating in the abnormal favorable attitudes in overcoming postural defects, flat feet, etc. Prerequisite, Course 255. Winter Quarter and Summer Terms. Credit 4 hours.

353. **Boy Scout Work.**—Scout Master's training. Elective. Winter Quarter and Summer Terms. Credit 4 hours.

451. **Organization and Administration of Physical Education.**—Winter Quarter and Summer Terms. Credit 4 hours.

N.B.—Courses 471 to 474 are known as coaching courses. Prerequisites are the corresponding non-prepared courses, or they may be carried by the special permission of the Director of Physical Education.

471. **The Coaching of Football.**—Theory and practice. Fall Quarter and Summer Terms. Credit 4 hours.

472. **The Coaching of Basketball.**—Theory and practice. Winter Quarter and Summer Terms. Credit 4 hours.

473. **The Coaching of Baseball.**—Theory and practice. First half of quarter. Spring Quarter and Summer Terms. Credit 2 hours.

474. The Coaching of Track.—Theory and practice. Last half of quarter. Spring Quarter and Summer Terms. Credit 2 hours.

#### PROFESSIONAL ACADEMIC COURSE

396. Theory and Practice of Method in Physical Education.—Fall and Spring Quarters and Summer Terms. Credit 4 hours.

#### NON-PREPARED COURSES

(All courses numbered below 100 are non-prepared courses.)

On all curricula, regardless of majors, a certain amount of physical education activity is required as non-prepared work. It is planned primarily for pleasure, to develop certain skills which may be pursued in leisure time after graduation, and to promote health habits in so far as exercise is concerned. To meet this need the following non-prepared physical education courses will be given.

It is recommended that students enroll in these courses as soon as possible so that considerable latitude may be had in choosing courses during the third and fourth years.

51. Orientation in Physical Activities.—The student is exposed to a wide variety of games—handball, volleyball, etc. This course is required for graduation.

52. Gymnastics and Heavy Apparatus.—A course arranged for students interested in this field.

53. Swimming.—This course is required of all men before graduation.

54. Boxing and Wrestling.

55. Seasonable Sports.—A study of and practice in "carry-over" sports.

56. Band Marching.—Open only to men who play band instruments. Fall Quarter.

61. Intra-mural Football.

62. Intra-mural Basketball.

63. Intra-mural Baseball.

64. Intra-mural Tennis.

65. Intra-mural Golf.

66. Intra-mural Swimming.

67. Intra-mural Handball.

68. Intra-mural Bowling.

81. Freshmen and Varsity Football.

82. Freshmen and Varsity Basketball.

83. Freshmen and Varsity Baseball.

84. Freshmen and Varsity Tennis.

85. Freshmen and Varsity Golf.

86. Freshmen and Varsity Swimming.

87. Freshmen and Varsity Track.

## DEPARTMENT OF PHYSICAL EDUCATION FOR WOMEN

FLORENCE M. CURTIS, Head of Department, Professor.  
RUBY EAST, Assistant Professor.  
MIRIAM DU VALL, Acting Graduate Assistant.

This department is organized with the following aims in mind:

(1) The desire to inculcate and promulgate correct habits of hygienic living; moral, physical, and mental control, and a correct and dignified bearing.

(2) To give an intelligent and comprehensive conception of physical education in all of its phases.

(3) To provide healthful recreation.

(4) To give practical material for daily use in the schools.

Students are required to enroll in this department when they first enter the college. The work must be taken the first and second years unless permission is given for postponing it.

A physical examination is given each year.

### PREPARED COURSES

The courses listed are open to the following students:

(1) Those working for the special high school teacher's license in Physical Education, B.S. degree.

(2) Those working for the special two-year elementary school teacher's license in Physical Education.

(3) Those on any course who wish to use some prepared Physical Education subjects as electives.

(4) Students majoring in Physical Education on the regular high school curriculum are required to earn 40 hours of credit as follows:

Physical Education 101.—Applied Anatomy and Kinesiology.

Physical Education 102.—Applied Anatomy and Kinesiology.

Physical Education 201.—Theory and Practice of Organized Play.

Physical Education 202.—Gymnastic Activity in Physical Education.

Physical Education 203.—Theory, Technique, and Practice of Folk and National Dancing.

Physical Education 301.—Theory and Coaching of Athletics.

Physical Education 391.—Special Methods in Physical Education.

Physical Education 403.—Individual Gymnastics.

Physical Education 302.—Theory and Coaching of Athletic Games.

Physical Education 303.—Theory, Technique, and Practice of Natural Dancing.

Physical Education 304.—First Aid.

Physical Education 401.—Physical Diagnosis.

Physical Education 405.—Principles and Administration of Physical Education.

} 8 quarter-  
hours  
required

### JUNIOR COLLEGE COURSES

#### FIRST YEAR

101 and 102. Applied Anatomy and Kinesiology.—Gross anatomy of the osseous, muscular, and nervous systems. A study of the joint and

muscular action in physical education activities and in every day life. All Major students. Winter and Spring Quarters. Credit 4 hours each quarter.

## SECOND YEAR

201. **Theory and Practice of Organized Play.**—Textbook and lecture course on the theory of play; practical management of the playground; equipment, apparatus, courts, games, athletics, efficiency tests, folk dancing, manual construction work, story telling, tournaments, and festivals. The growth of the modern play movement is studied. This course is supplemented by a practical course, Course 4. Major students. Fall Quarter and Summer Terms. Credit 4 hours.

202. **Gymnastic Activities in Physical Education.**—A lecture course in the fundamental principles of bodily training and the methods and systems employed in physical education. To be supplemented by a practical course in gymnastics, stunts, tumbling, and apparatus. Major students. Winter Quarter. Credit 4 hours.

203. **Theory, Technique, and Practice of Folk and National Dancing.**—Special stress is placed upon the characteristic folk dances of each nation. Material for each grade is studied. Some teaching is required. Prerequisites, Courses 11, 12, and 13. All Major students. Spring Quarter. Credit 4 hours.

291. **Plays and Games (Methods and Materials).**—A class to meet the requirements of the Two-year Intermediate and Grammar Grade Teacher's Curriculum. This course may be taken as an elective by students majoring in physical education. Spring Quarter and Summer Terms. Credit 2 hours.

292. **Plays and Games (Methods and Materials).**—A class to meet the requirements of the Two-year Primary Teacher's Curriculum. This course may be taken as an elective by students majoring in physical education. Spring Quarter and Summer Terms. Credit 2 hours.

## SENIOR COLLEGE COURSES

## THIRD YEAR

301. **Theory and Coaching of Athletics.**—This course is planned to give students a technical knowledge of rules, ways of playing, and coaching the following games: basketball, hockey, soccer, and volley ball. Major students. Fall Quarter and Summer Terms. Credit 4 hours.

302. **Theory and Coaching of Athletic Games.**—A continuation of Course 301. Problems of administration in relation to girl's athletics will be studied as well as rules and coaching methods for swimming, tennis, indoor baseball, and track and field. Spring Quarter and Summer Terms. Credit 4 hours.

303. **Theory, Technique, and Practice of Natural Dancing.**—This course aims to make the individual capable of artistic expression through rhythmic movement. It includes vocabulary of steps based upon natural technique; fundamental exercises and their application; elementary principles of composition, appreciation of music through movement. Prerequisites, Courses 15, 16, and 17. Major students. Winter Quarter and Summer Terms. Credit 4 hours.

304. **First Aid.**—Red Cross Course taught by the School Physician. Summer Terms. Credit 2 hours.

391. **Special Methods in Physical Education.**—Professional Academic course. Major students. Four-year curricula. Winter Quarter. Credit 4 hours.

## FOURTH YEAR

401. **Physical Diagnosis.**—A lecture course given by the school physician on the methods of systematic physical examination, with some practice in noting normal and abnormal conditions of the human body. Major students. Spring Quarter and Summer Terms. Credit 2 hours.

402. **History and Literature of Physical Education.**—History of the movement from earliest times to the modern period. Major students. Spring Quarter. Credit 2 hours.

403. **Individual Gymnastics.**—This course lays special stress upon abnormal conditions. Faulty posture, weak and flat foot, lateral curvature will be studied. All Major students. Winter Quarter. Credit 4 hours.

404. **Festivals and Pageantry.**—Pantomime, dramatic expression, and the dance are emphasized. All curricula. Summer Terms. Credit 4 hours.

405. **Principles and Administration of Physical Education.**—This course deals with the aims and objectives of a program of physical education, with the State Board of Education and its relation to the physical education program of the state, and with the state laws concerning the same. It includes a survey of the departmental organizations of the principal cities of our state and of some of the smaller towns and consolidated schools; and discussions of equipment, supplies, suitable costumes for activities, records, schedules, credit, and relationships with other departments of the school. Major students. Spring Quarter. Credit 2 hours.

NOTE—(1) Students who major in Physical Education are required to take floor work, games, dancing, swimming, sports, and athletics, and other practical activities organized by the department in accordance with the needs of such specialization.

(2) Regulation gymnasium suits and equipment are required of all women.

## NON-PREPARED COURSES

(All courses numbered below 100 are non-prepared courses.)

1. **Introductory Physical Education.**—Beginning work for students on the College Curriculum. Fall and Winter Quarters. Credit 4 hours.

2. **Physical Education Activities for Little Children.**—Required on the Primary Curriculum. Each Quarter. Credit 4 hours.

3. **Physical Education Activities for Grammar Grades.**—Required on the Rural and Intermediate and Grammar Grade Curricula. Each Quarter. Credit 4 hours.

4. **Playground Games.**—Credit 2 hours.

11. **Elementary Folk Dancing.**—Credit 2 hours.

12. **Advanced Folk Dancing.**—Credit 2 hours.

13. **Clog and Character Dancing.**—Credit 2 hours.

15. **Beginning Natural Dancing.**—Credit 2 hours.

16. **Elementary Natural Dancing.**—Credit 2 hours.

17. **Advanced Natural Dancing.**—Credit 2 hours.

20. **Hockey.**—Fall Quarter. Credit 2 hours.

21. **Soccer.**—Fall Quarter. Credit 2 hours.



22. Basketball.—Winter Quarter. Credit 2 hours.
23. Baseball and Track and Field.—Spring Quarter. Credit 2 hours.
24. Tennis.—Spring Quarter and Summer Terms. Credit 2 hours.
25. Elementary Swimming.—Fall and Spring Quarters and Summer Terms. Credit 2 hours.
26. Advanced Swimming.—Fall and Spring Quarters and Summer Terms. Credit 2 hours.
30. Restricted Activities.—Credit 2 hours.

## DEPARTMENT OF ROMANCE LANGUAGES

HARRY VINCENT WANN, Head of Department, Professor.

MILDRED L. WOODWORTH, Assistant Professor.

PERCY D. EVANS, Instructor, Summer.

MARY OLGA PETERS, Instructor, Summer.

Five terms of foreign language are required as general academic credits of all students working for the A.B. degree. Ten terms of a foreign language, one of which must be the Professional Academic Course, are required on the four-year curriculum, giving the student a teacher's license, first grade, in that subject.

All courses in this department are four-hour courses.

## FRENCH

Students who have had no French in high school will elect Course 131. Those who have had one year of French in high school should elect Courses 132, 133, or 231. Those who have had one year or more of high school French may begin with Course 231 or 232, depending on previous preparation. More advanced students should consult the head of the department before electing their initial course.

A requirement of the department is that students majoring in French shall complete at least five of the courses offered in the Senior College.

## ACADEMIC COURSES

## JUNIOR COLLEGE

## FIRST AND SECOND YEARS

131. **Beginners' Course.**—Careful training in pronunciation, daily oral work, and dictation. The work is conducted by the direct method. Textbook: Gourio's "La Classe en Francais." Fall Quarter and First Summer Term. Credit 4 hours.

132. **Second Term of First Year Work.**—Winter Quarter and Second Summer Term. Credit 4 hours.

133. **Third Term of First Year Work.**—Spring Quarter. Credit 4 hours.

231. **Review Course.**—For students who have had a year of French in high school, but who are found to be weak in their preparation or who have allowed some time to elapse since their first year's work. Such students are, in this course, given a thorough review, and are brought up to standard before electing Course 232. Fall Quarter and First Summer Term. Credit 4 hours.

232. **Modern Prose and Plays.**—Rapid reading, conversation and composition. Winter Quarter. Credit 4 hours.

233. **Modern Prose and Plays continued.**—Spring Quarter. Credit 4 hours.

234. **Modern Prose and Plays.**—Third Term. Fall Quarter. Credit 4 hours.

235. **Rapid Reading.**—Winter Quarter. Credit 4 hours.

236. **Rapid Reading, Continued.**—Spring Quarter. Credit 4 hours.

## SENIOR COLLEGE

## THIRD AND FOURTH YEARS

Six of the preceding courses, or their equivalent, must be completed before any of the more advanced courses are elected.

The ensuing courses may be taken in any order. In Courses 333, 334, 431, 432, 433, and 434 certain periods of the literary history of France are dealt with and the stress is, therefore, put on content, while in Courses 331, 332, and 392, the practical use of the language by the high school teacher in the classroom is the end in view. At least five of the following courses are required for a major in French.

331. Translation Course.—Second Summer Term. Credit 4 hours.
332. Advanced Composition and Conversation.—Fall Quarter and First Summer Term. Credit 4 hours.
333. Contemporary Fiction.—Winter Quarter. Credit 4 hours.
334. Contemporary Drama.—Spring Quarter. Credit 4 hours.
431. French Literature.—Introductory course in the history of the French language and literature. Spring Quarter. Credit 4 hours.
432. Seventeenth Century Literature.—Fall Quarter. Credit 4 hours.
433. Eighteenth Century Literature.—Winter Quarter. Credit 4 hours.
434. Early Nineteenth Century.—A survey of the literature of the First Empire and the Restoration, with particular reference to the Romantic movement. Collateral reading. Spring Quarter. Credit 4 hours.

#### PROFESSIONAL ACADEMIC COURSE

392. Teaching of French in the High School.—The aims to be achieved through teaching of modern languages are first established, following which a historical and critical review is given of the methods by which men have attempted to teach them. More advanced methods are discussed, and from the composite, those features which will achieve the aims sought are brought into relief and demonstrated. Class discussion and examination of textbooks, establishment of definite rules for their selection, and planning of the high school course in French. Training in phonetics. Required of all students majoring in French. Winter Quarter. Credit 4 hours.

#### GRADUATE COURSES

531. Historical French Grammar.—An introduction to the study of Old French phonology and morphology. First Summer Term. Credit 4 hours.
532. Old French Readings.—An introduction to the literature of the Middle Ages in France. Second Summer Term. Credit 4 hours.
533. Renaissance Literature.—Winter Quarter. Credit 4 hours.
534. Seminar Course. Credit 4 hours.

#### CORRESPONDENCE COURSES

The following courses in French are offered in correspondence: 132, 133, 232, 233, 332. For a description of these courses, see above.

#### SPANISH

For the foreign language requirement for the A.B. degree, see above general statement of the Romance Language Department. During the academic year 1932-1933 the following courses only will be offered in Spanish.

## ACADEMIC COURSES

## JUNIOR COLLEGE

## FIRST YEAR

151. **Beginners' Course.**—Careful training in pronunciation, daily oral work, and dictation. Fall Quarter and First Summer Term. Credit 4 hours.

152. **Second Term of First Year Work.**—Winter Quarter and Second Summer Term. Credit 4 hours.

153. **Third Term of First Year Work.**—Spring Quarter. Credit 4 hours.

## SECOND YEAR

251. **Translation and Composition.**—Grammar review, composition, conversation, and reading of modern prose and plays. Fall Quarter and First Summer Term. Credit 4 hours.

252. **Translation and Composition continued.**—Emphasis on rapid reading and conversation. Winter Quarter and Second Summer Term. Credit 4 hours.

253. **Introduction to Spanish Literature.**—A survey of the high points of Spanish and South American literature. Spring Quarter. Credit 4 hours.

## DEPARTMENT OF SCIENCE

LOUIS J. RETTGER, Dean and Professor of Physiology.  
 EDWIN M. BRUCE, Professor of Chemistry.  
 FRED DONAGHY, Professor of Biology.  
 JAMES F. MACKELL, Professor of Physics.  
 BERNARD H. SCHOCKEL, Professor of Geography and Geology.  
 WILLIAM P. ALLYN, Associate Professor of Zoology.  
 DONA GAYLER GRAAM, Associate Professor of Physiology and Hygiene.  
 W. LEROY PERKINS, Associate Professor of Geography and Geology.  
 BENJAMIN H. SMITH, Associate Professor of Botany.  
 PAUL D. WILKINSON, Associate Professor of Chemistry and Physiology.  
 FLOYD RIGGS, College Physician and Special Lecturer on Health.  
 BURTON CLARK, Acting Associate Professor of Geography and Geology.  
 BESSIE NOYES, Acting Associate Professor of Physiology.  
 EARLAND RITCHIE, Acting Assistant Professor of Physics and Geography.  
 GERALDINE SHONTZ, Instructor.  
 WALTER H. WOODROW, Instructor.  
 JULIA DAVIS, College Nurse.

## LABORATORY ASSISTANTS

MAX BRITTON, Botany; ROBERT DUFFY, Physics; GEORGE GOSHORN, Zoölogy; RICHARD MORTON, Physiology; ELLIS YAW, Geography and Geology.  
 ROBERT ROGERS, Graduate Assistant, Physiology.  
 GEORGE SHELL, Custodian, Chemistry.  
 FRANCENA HARRIS, Secretary, Office Dean of Science.

The Department of Science offers opportunities to students on the regular four-year curricula for high school teachers to take major groups in botany, zoölogy, physiology, physics, chemistry, and geography and geology. The options open to students taking majors in this department and the requirements for the same are indicated on page 77.

Twelve hours of work in science are required of all students completing any of the regular four-year curricula leading to the degrees of Bachelor of Arts in Education or Bachelor of Science in Education. This requirement of twelve hours may be met by taking three terms of work in any one of the following sciences: botany, zoölogy, physiology, physics, chemistry, geography and geology.

The Department of Science offers the following courses of instruction:

## GENERAL COURSES

201. Nature Study.—The work of this course is entirely from the standpoint of the teacher, particular attention being given to the principles and methods of teaching the subject. This is supplemented by a series of laboratory experiments in physical and biological sciences by the students, with simple nature facts such as might be performed by the children in any school. Some attention is given to planning lessons and observing some lessons taught in the Training School. Three lectures and two laboratory hours per week. Two-year elementary curricula. Each Quarter. Credit 4 hours.

301. Elements of Astronomy.—This is a brief introductory course intended to acquaint the student with the more obvious phenomena of the starry heavens. It is an attempt to bring back to the study of the sciences both for the grades and for the high school a renewed interest in the knowledge of this interesting field.

A new four-inch telescope of the Alvan Clark Sons Company manufacture, equatorially mounted, makes possible an actual first-hand study

<sup>1</sup> Absent on leave for year 1931-1932.

of some of the simpler phenomena of the visible heavens. Winter Quarter and Summer Term. Credit 4 hours.

403. **Visual Instruction.**—A study of the field of visual instruction, purposes, means, procedure. Spring Quarter. Credit 4 hours.

### PROFESSIONAL ACADEMIC COURSES

291. **The Teaching of Geography in the Grades.**—This is a course involving both the subject matter and the procedure in the teaching of geography in grades 4 to 7, inclusive. It is a two quarter-hour course, given in conjunction with the two quarter-hour course dealing with the teaching of history in the grades. Two-year elementary curricula. Each Quarter. Credit 2 hours.

391. **The Teaching of Natural Science in the High School.**—Students who take science as one of their group majors or minors must take this course as a part of their professional work. Four-year curricula. Winter and Spring Quarters and Summer Term. Credit 4 hours.

## BOTANY

### JUNIOR COLLEGE COURSES

#### FIRST YEAR

131. **General Botany.—Algae and Fungi.**—This is the beginning course in botany. Type forms of plant cells, slime fungi, bacteria, algae, and fungi are studied, giving a fundamental knowledge of the structures, life histories, and relationships of these lower forms. Students are urged to make collections of such materials as are readily available and which will be beneficial in teaching botany or biology. Four-year curricula. Credit 4 hours.

132. **General Botany.—Liverworts, Mosses, and Ferns.**—This course is an introductory study of the structures, life histories, and relationships of the more common liverworts, mosses, ferns, and fern allies. Emphasis is placed on the evolution of plant structures, reproductive processes, alternation of generations, and the development of the sporophyte. Four-year curricula. Credit 4 hours.

133. **General Botany.—Flowering Plants.**—The structures and life histories of type seed plants are studied. The latter half of the quarter is given over to a study of the more common flowering plants of Indiana. Students are taught the use of Gray's Manual and the method of determining unknown plants. Four-year curricula. Credit 4 hours.

### SENIOR COLLEGE COURSES

#### THIRD YEAR

331. **Taxonomy of Trees and Shrubs.**—A field and laboratory course dealing with the collection and identification of the more common trees and shrubs native to Indiana. Primarily designed not only for students of botany but for those who teach biology and nature study in the public schools. Four-year curricula. Credit 4 hours.

332. **Introduction to Plant Ecology.**—A study of the local vegetation and also the vegetation of North America, as to origin, development, structure, units of vegetation, plant successions and causes, factors of habitat as soil, light, temperature, water, humidity, wind, evaporation. Considerable time is given to the natural divisions of vegetation of North America: (1) Tundra, (2) Northern evergreen forest, (3) Deciduous forest, (4) Southeastern evergreen forest, (5) Prairie, (6) Plain grassland, (7) Western evergreen forest, (8) Desert, (9)

Tropical broadleaved evergreen forest. Four-year curricula. Credit 4 hours.

333. **Organic Evolution and Genetics.**—An introduction to the study of heredity and evolution. Deals with the elementary facts of reproduction, mechanism of heredity, and Mendel's Law as shown in the plant and animal world. Heredity in man and its application to eugenics is stressed. Assigned readings, lectures, and discussions of the evidences of organic evolution are made. Four-year curricula. Credit 4 hours.

#### FOURTH YEAR

431. **Plant Pathology.**—Plant diseases are studied from the standpoint of symptoms, causes, and methods of control. The economic importance of the diseases and the life histories of the fungi are especially stressed. Attention is given to the merits of various kinds of commercial fungicides on the market as well as the preparation of Bordeaux mixture and sulphur sprays. Diseases studied for the most part are those of common occurrence in Indiana. Four-year curricula. Credit 4 hours.

432. **Introductory Plant Physiology.**—Lecture and laboratory work on the physiology of absorption, diffusion, permeability, transpiration, nutrition, digestion, photosynthesis, assimilation, respiration, movement, and growth of plants. Four-year curricula. Credit 4 hours.

433. **Botanical Microtechnique.**—This course acquaints the student with the various methods of killing, fixing, embedding, cutting, staining, and mounting sections of leaves, stems, roots, algae, fungi, liverworts, mosses, and ferns. In so far as possible slides are made which will be of aid to the student in the teaching of high school biology. Four-year curricula. Credit 4 hours.

#### GRADUATE COURSES

531. **Advanced Morphology of Thallophytes.**—A critical study of representative algae and fungi. Emphasis is placed on relationships and life histories as well as structure. Open only to graduate students who have completed at least six quarters of botany, including Courses 131, 132, and 133. Credit 4 hours.

532. **Advanced Morphology of Bryophytes and Pteridophytes.**—A critical study of representative liverworts, mosses, and ferns with particular attention given to relationships, life histories, and structures. Open only to graduate students who have completed at least six quarters of botany, including Courses 131, 132, and 133. Credit 4 hours.

533. **Advanced Morphology of Spermatophytes.**—A careful study of representative gymnosperms and angiosperms. Emphasis is placed on relationships, life histories, and structure. Open only to graduate students who have completed at least six quarters of botany, including Courses 131, 132, and 133. Credit 4 hours.

#### CHEMISTRY

##### JUNIOR COLLEGE COURSES

###### FIRST YEAR

141. **Inorganic Chemistry.**—This is the beginning course for students who have had no high school chemistry. Students with a year of good high school chemistry should start with Course 143. Three lectures and three laboratory periods per week. Text: McPherson and Henderson's *Course in General Chemistry* and Bruce's *Laboratory Manual*. Four-year curricula. Credit 4 hours.

142. Inorganic Chemistry.—Continuation of Course 141. Lectures and laboratory periods same as in Course 141. Four-year curricula. Credit 4 hours.

143. Inorganic Chemistry.—This course deals with the more technical and theoretical aspects of chemistry, such as colloids, atomic structure, ionization, equilibrium, etc. Students with a year of good high school chemistry will start with this course. Chemistry majors must include this course. Lectures, laboratory work, and text same as in Course 141. Four-year curricula. Credit 4 hours.

### SENIOR COLLEGE COURSES

#### THIRD YEAR

341. Organic Chemistry, Aliphatic Compounds.—Prerequisites, Courses 141 and 142, or a year of good high school chemistry. Three lectures and three laboratory periods per week. Text: Porter's *Carbon Compounds* and Bruce's *Laboratory Manual*. Four-year curricula. Credit 4 hours.

342. Organic Chemistry, Aromatic Compounds.—Continuation of Course 341. Lectures, laboratory periods, and text same as Course 341. Four-year curricula. Credit 4 hours.

343. Organic Chemistry.—Prerequisites, Courses 341, 342, and a major in Chemistry. This course deals with the more theoretical and advanced aspects of organic chemistry, such as structural rearrangements, applications of the electron theory, oxidation, reduction, etc. Lectures, laboratory work, and text same as in Courses 341 and 342. Four-year curricula. Credit 4 hours.

344. Qualitative Analysis.—Prerequisite, Course 142. Two lectures and six laboratory periods per week. Text: Noyes and Smith's *Elements of Qualitative Analysis*. Four-year curricula. Credit 4 hours.

#### FOURTH YEAR

441. Quantitative Analysis.—Prerequisite, Course 344. Two lectures and six laboratory periods per week. Four-year curricula. Credit 4 hours.

442. Quantitative Analysis, continuation of Course 441.—Lectures and laboratory periods same as in Course 441. Four-year curricula. Credit 4 hours.

443. Physical Chemistry.—Prerequisite, Course 142. Three lectures and three laboratory periods per week. Text: Findlay's *Practical Physical Chemistry*. Four-year curricula. Credit 4 hours.

444. Industrial Chemistry.—Three lectures and three laboratory periods per week. Text: Leighou's *Chemistry of Materials*. Four-year curricula. Credit 4 hours.

445. Chemical Problems.—This course is to furnish opportunity for the more intensive study of some particular chemical problem. Three lectures and three laboratory or library periods per week. Open only to students with a major in chemistry. Four-year curricula. Credit 4 hours.

### GRADUATE COURSES

541. Inorganic Preparations.—This is primarily a laboratory course, but it is supplemented by conferences and reports on the laboratory work. Credit 4 hours.



542. **Qualitative and Quantitative Organic Analysis.**—This course consists of the identification of a number of organic compounds and the determination of carbon, hydrogen, nitrogen, sulphur, and halogens in organic compounds. Credit 4 hours.

543. **Thermochemistry.**—This course consists of a study of the energy changes which accompany various chemical transformations of matter, together with the laws regarding these transformations. The laboratory work consists of the experimental measurement of some of these typical heat changes. Credit 4 hours.

## GEOGRAPHY AND GEOLOGY

### TWO-YEAR ELEMENTARY COURSES IN GEOGRAPHY

251. **Elements of Geography.**—Required (during the second year) of all students on the two-year elementary curriculum. An introductory study of the basic phases of subject matter in geography. Each Quarter. Credit 4 hours.

291. **Teaching of Geography in the Grades.**—Required (during the second year) of all students on the two-year elementary curriculum. Materials and methods in the teaching of geography in the grades. Each Quarter. Credit 2 hours.

### FOUR-YEAR COURSES IN GEOGRAPHY

#### JUNIOR COLLEGE COURSES

##### FIRST YEAR

151. **Physical Geography.**—Planetary relations of the earth; the physical processes and their resulting land and water forms; the ocean; distribution and causes of climate; climate regions. These are treated as environment of life. Fall Quarter. Credit 4 hours.

152. **Regional Geography: Canada and the United States.**—A cumulative, correlated interpretation of these countries in the light of all phases of their geography. Winter Quarter. Credit 4 hours.

153. **Regional Geography: Europe.**—A study of the geography of Europe as a whole with an intensive treatment of selected countries. Fall and Spring Quarters. Credit 4 hours.

154. **Mediterranean Countries.**—Regional and historical geography of countries bordering the Mediterranean. Particularly valuable for students of Latin, Spanish, and French languages and European history. Winter Quarter and Summer Terms. Credit 4 hours.

#### SENIOR COLLEGE COURSES

##### THIRD YEAR

351. **Regional Geography: Asia.**—Chiefly an attempt to interpret the geography and the spirit of southwest Asia, India, China, and Japan. Fall Quarter. Credit 4 hours.

352. **Regional Geography: Latin America.**—A geographic study of Mexico, Central America, the Caribbean, and South America, with an intensive study of selected countries. An attempt to interpret the geography and spirit of Latin America and its relations to the United States. Winter Quarter. Credit 4 hours.

353. **Economic and Commercial Geography.** A geographic study of the world making a living. Production, transportation, and exchange of products. Fall Quarter. Credit 4 hours.

354. **Regional Geography: Africa, Australia, and Oceania.**—Physical and regional aspects and settlement and development, with an anthropological study of the native. Spring Quarter. Credit 4 hours.

355. **Historical Geography of America.**—A study of how America utilized its natural resources and how this utilization has affected America and Americans. Spring Quarter. Credit 4 hours.

356. **Geographic Literature.**—A study of non-textbook geographic writings of permanent importance; an introduction to original sources. Spring Quarter. Credit 4 hours.

357. **Recent Political Geography.**—Current political geography of nations and their current economic geographic problems. Especially valuable for history and geography majors. Winter Quarter. Credit 4 hours.

#### FOURTH YEAR

451. **Human Geography.**—A study of anthropogeography; an interpretation of the physical aspects, economy, and spirit of the great human agglomerations. Winter Quarter. Credit 4 hours.

452. **Problems in Geography.**—Semi-seminar work, such as definition and history of the subject; the geography curriculum; study of a limited area; geographical statistics and cartography, etc. Winter Quarter. Credit 4 hours.

453. **Field Geography.**—An introduction to field geography, usually given as a study of the local Terre Haute area. Field work, also the procedure of assembling the data and writing reports. Spring Quarter. Credit 4 hours.

454. **Travel-Study in Northeastern United States and Canada.**—Second Summer Term. Credit 8 hours. Omitted Summer of 1932.

455. **Urban Geography.**—A geographic study of Terre Haute and other cities. Spring Quarter. Credit 4 hours.

#### GRADUATE COURSES IN GEOGRAPHY

551. **Regional Physiography.**—A study of specific physiographic regions through theses and monographs. Physiographic literature. Credit 4 hours.

552. **Geographic Regions.**—A study of specific geographic regions through theses and monographs. Regional geography literature. Credit 4 hours.

553. **Urban Studies.**—A geographic study of specific urban centers through theses and monographs. Urban geography literature. Credit 4 hours.

#### FOUR-YEAR COURSES IN GEOLOGY

##### JUNIOR COLLEGE COURSES

###### FIRST YEAR

The junior college work in Geology consists of three courses in Geology. That is, the student should take the Science Sequence 156, 157, and 158.

156. (154) **Introductory Geology.**—The geological processes; structural geology; physiographic features. Fall Quarter. Credit 4 hours.

157. (155) **Historical Geology.**—History of earth and life; a general account of earth and life history, largely non-technical. The chief topics

are: origin of the earth; physical history of North America; evolution of life; antiquity of man. Winter Quarter. Credit 4 hours.

158. (156) Field and Laboratory Geology.—An introduction of field work in Geology; also laboratory; the assembling and writing of geologic reports. Spring Quarter. Credit 4 hours.

### SENIOR COLLEGE COURSES

#### THIRD YEAR

358. Economic Geology.—The minerals and their utilization. Fall Quarter. Credit 4 hours.

### PHYSICS

If students desire to major in physics it will be necessary for them to be able to use trigonometry, college algebra, and in some instances calculus, in the advanced courses. It is, therefore, urged that students prepare themselves in mathematics at the same time they are pursuing their work in physics.

### JUNIOR COLLEGE COURSES

#### FIRST YEAR

181. Mechanics and Sound.—This course is the beginning course for all who intend to secure a license to teach physics. The work consists of lectures, recitations, and laboratory exercises in mechanics, vibratory motion, and sound. The subject matter includes the fundamentals of the subject of Physics upon which all further work in this field is based. Four-year curricula. Fall Quarter and Summer Term. Credit 4 hours.

182. Heat and Light.—The work in heat and light offered in this course is a continuation of the work in Course 181. The same general procedure will be followed in this course as is followed in Course 181. Prerequisite, Course 181. Four-year curricula. Winter Quarter and Summer Term. Credit 4 hours.

183. Electricity and Magnetism.—The course in electricity and magnetism completes the first year's work in general physics required of all students before attempting further work in the field of Physics. The class procedure will be the same as that followed in Courses 181 and 182. Four-year curricula. Spring Quarter and Summer Term. Credit 4 hours.

185. Applied Physics.—This course is offered to meet the needs of students in Home Economics. The entire field of general physics will be covered, but emphasis will be placed upon application in the use of household appliances such as electrical devices in the home. The work will consist of lectures, recitations, and a few selected laboratory exercises. There are no special prerequisites, and the course may not be elected as one to satisfy a major in physics. The course may be substituted for the regular home economics elective in the spring quarter of the sophomore year. See curriculum, p. 89. Four-year curricula. Spring Quarter. Credit 4 hours.

### SENIOR COLLEGE COURSES

#### THIRD YEAR

381. Mechanics Measurements.—The work in this course is in the main of an experimental nature. Problems and experiments of an advanced type will be attempted. Prerequisites, Science 181, 182, and 183,

and Mathematics 111 and 112. Four-year curricula. Fall Quarter. Credit 4 hours.

**382. Electrical Measurements.**—The work in electrical measurements is meant to be of an advanced experimental nature. The electrical and mathematical theory necessary for a thorough understanding of the problems involved will be derived. In this course the student is expected to become familiar with the use of electrical instruments and electrical units of measurements. Prerequisites, Science 181, 182, and 183, and Mathematics 111 and 112. Four-year curricula. Winter quarter. Credit 4 hours.

**383. Experimental Heat.**—The work in experimental heat will consist of measurements in calorimetry and temperature. Work of a precision nature will be attempted and in each case the student will be expected to derive the theory involved in the experimental work. Prerequisites, Science 181, 182, and 183, and Mathematics 111 and 112. Four-year curricula. Spring Quarter. Credit 4 hours.

**384. Radio.**—This is an advanced course in radio theory and practice. The general theory of radio as well as a study of vacuum tube circuits and characteristics will be attempted. Prerequisites, one year of college Physics, and Mathematics 111 and 112. Four-year curricula. Spring Quarter. Credit 4 hours.

**385. Advanced Electrical Theory.**—This is an advanced course in the theory of electricity intended to supplement the experimental work of Course 382. Both D. C. and A. C. theory and practice will be studied. Prerequisites, one year of college Physics, and Mathematics 111 and 112. Four-year curricula. Winter Quarter. Credit 4 hours.

#### FOURTH YEAR

**481-581. Advanced Light.**—In this course an attempt will be made to cover the theory of geometrical and physical optics. A short time will be devoted to the subject of spectroscopy. Prerequisites, Science 181, 182, and 183, and Mathematics 111 and 112. Four-year curricula. Fall Quarter. Credit 4 hours.

**482-582. Advanced Heat and Thermodynamics.**—This course will consist very largely of lectures and recitations upon the general theory of heat and thermodynamics. An attempt will be made to cover the field of thermodynamics in an elementary mathematical way. It is, therefore, urged that all students be prepared to use the integral calculus as well as trigonometry. Prerequisites, Science 181, 182, and 183, and Mathematics 111 and 112. Four-year curricula. Winter Quarter. Credit 4 hours.

**483-583. Sound and Acoustics.**—In this course an attempt will be made to cover the subject of vibratory motion and sound in a rather comprehensive manner. Special emphasis will be placed upon the application of the subject matter to the field of music. Students electing this course are expected to have completed at least one year's work in general college Physics, or they are expected to be advanced students in the Department of Music. Four-year curricula. Fall and Spring Quarters. Credit 4 hours.

**485. Modern Physics.**—This course is offered to advanced students in order that they may become familiar with some of the outstanding modern developments in the fields of electricity, relativity, atomic structure, and natural ionization. The course will be largely of a theoretical nature, but a few experimental projects will be attempted. Prerequisites, Science 181, 182, and 183, and Mathematics 111 and 112. Four-year curricula. Spring Quarter. Credit 4 hours.

## PHYSIOLOGY AND HYGIENE

## JUNIOR COLLEGE COURSES

## FIRST YEAR

171. **Physiology and Hygiene.**—The purpose of this and the following course is to give the student as many of the essential facts of health and disease as the time permits, and enough physiology and anatomy to properly understand such facts. To this end a series of lectures, readings, laboratory experiments, and conferences have been planned. The main topics studied are the muscular, osseous, vascular, and respiratory systems as to their anatomy, physiology, hygiene, and pathology. This course is a basic course and meets the requirements of all students enrolled on the two-year curricula as well as students on all four-year curricula. Each Quarter. Credit 4 hours.

172. **Physiology and Hygiene (continued).**—This course is a continuation of Course 171. Its purpose is stated above. The main topics are the digestive and excretory systems, ductless glands, reproduction and heredity in relation to disease, and a brief consideration of the central nervous system. These two courses are intended to familiarize the student with the essential facts of physiology and hygiene and enable him to teach and to use them effectively in the public schools. Each Quarter. Credit 4 hours.

173. **The Elements of Neurology.**—This course includes a study of the nervous system and the special senses and is planned for advanced students who desire more critical study of the physiology of the nervous system and the special senses. In addition to the regular work in the physiological laboratory there will be experimental work in the physical laboratory on the physics of sound and light as an introductory study of the anatomy of the ear and eye. Four-year curricula. Spring Quarter. Credit 4 hours.

174A. **School Health Problems.**—This is a two-hour course given by the College Physician, whose purpose is to give insight into the daily health problems encountered in the school. The course will consider such topics as the following: organization of a health program, means and methods of executing such a program, formation of health habits of pupils, school room inspection of children, some principles of first aid, and a study of the symptoms of diseases incidental to school life. Credit 2 hours.

174B. **Community Hygiene.**—This course should be taken with Course 174A. Topics for discussion in this course will be the history of the modern public health development, water supply, disposal of sewage and garbage, the protection of the food supply, suppression of germ carriers, public sanitation and quarantine, and a brief history of the more important achievements of modern medicine. Credit 2 hours.

Science 175. **Fundamentals of Body Structure.**—This course is planned for students who have physiology and hygiene or physical education as one of their major subjects and all other students who want to know the detailed structure of the body. The work is essentially laboratory in nature, but lectures, demonstrations, etc., are frequently interspersed. The Department has much material useful in teaching such fundamentals. Four-year curricula. Credit 4 hours.

## SENIOR COLLEGE COURSES

## THIRD YEAR

371. **Physiological Chemistry.**—A series of lectures, laboratory experiments, classroom demonstrations, and conferences to give the student the fundamentals of this subject. A study of the carbohydrates,

proteins, fats, enzymes, blood sugar and urea, and the basic processes of digestion and metabolism are considered. The analyses of the more important body fluids and tissues are attempted. This course meets the requirements of students in home economics and supervisors of physical education. Organic Chemistry is a prerequisite. Credit 4 hours.

**372. Bacteriology.**—The major portion of the term is devoted to the study of the pathogenic bacteria and their relation to disease, the sources of their infection, and the methods of their control. This course is open only to students who have had other courses in the field of biology and who are familiar with the use of the microscope. This course is open to all students on special and four-year curricula. Winter Quarter and Summer Terms. Credit 4 hours.

**373. Physiology of Exercise.**—This course is planned primarily for supervisors of physical training but is open to other students who desire a more scientific understanding of the body's activities during exercise. Special emphasis is placed upon the study of the circulatory and respiratory systems in their relation to muscular activity. The laboratory work consists chiefly of a series of tests devised to measure physical ability. Four-year curricula. Spring Quarter. Credit 4 hours.

**Science 374. Health Education.**—This course deals with the fundamental philosophy that underlies the subject, its objectives, integrations, facts, and methods. The student is given opportunity to make classroom health inspections, health surveys, and to observe excellent health teaching in the Training School. Further, the student will become acquainted with courses of study in health of various cities and states, our state courses, text and reference books, etc. Four-year curricula. Credit 4 hours.

#### GRADUATE COURSES

**571. Elements of Immunology.**—This course is designed to meet the needs of those students who have had no previous practical or theoretical knowledge of the subject. The work of the course will consist of lectures, laboratory work, and conferences. In the laboratory, practical training in the various serological reactions will be given. Students will become acquainted with the agglutination reactions with animal and bacterial cells, opsonic titrations, complement fixation, Wassermann reaction, and the precepitin reaction especially in relation to the identification of unknown bloods and proteins.

**572. Human Parasitology.**—This course is designed to give the student a general survey of the whole field of human parasitology. The work will cover protozoology, entomology, and helmenthology in relation to personal and public health.

**573. Advanced Bacteriology.**—In this course students will become acquainted with the culture, identification, and isolation of anaerobic bacteria in relation to the changes which their multiplication in foods produce. The bacteria which produce gastro-intestinal disturbances observed in epidemics of food poisoning will be studied. Various other aerobes will be considered. The culture, isolation, and identification of the sperochoetes will receive much attention, emphasis to be placed upon the ones that are pathogenic to man.

#### ZOOLOGY

##### JUNIOR COLLEGE COURSES

###### FIRST YEAR

The first year's work in Zoology is given to a general survey of the entire animal kingdom. Its purpose is to acquaint the student with the rich and varied fauna of the earth with special emphasis upon the fauna

of Indiana. The year's work is not primarily a technical course in morphology but is intended to put at the student's disposal a richness of biological material which he may use as an instructor in the public schools. It is intended to enable the prospective teacher to capitalize the biological environment in which he may work later for educational ends.

121. **General Survey of the Animal Kingdom.**—This is a course acquainting the student with certain type forms illustrative of the more fundamental biological relationships in the animal world. Four-year curricula. Fall and Winter Quarters and Summer Term. Credit 4 hours.

122. **Invertebrate Zoology.**—This course is a more intensive study of the lower invertebrates. Four-year curricula. Fall and Spring Quarters and Summer Term. Credit 4 hours.

123. **Vertebrate Zoology.**—A study of the comparative anatomy, development, and phylogeny of the higher vertebrates. Four-year curricula. Fall and Spring Quarters and Summer Term. Credit 4 hours.

## SENIOR COLLEGE COURSES

### THIRD YEAR

321. **Embryology.**—Study of the early stages of development of invertebrates and vertebrates, especially of the chick and frog. This course is to acquaint the student with the process of maturation, fertilization, cleavage, origin of embryo, formation of tissues, embryological theories, and embryological technique. Four-year curricula. Fall Quarter. Credit 4 hours.

322. **Entomology.**—A study of the common insects, their anatomy and their development and their relation to other animals. The course will also include a study of the economic aspects of injurious insects. Primarily, however, the course is intended to acquaint the prospective teacher with a group of animal forms which lend themselves under proper conditions most effectively for nature study work and biology classes. Four-year curricula. Fall Quarter. Credit 4 hours.

323. **Bird Study.**—This is a non-technical study of Indiana birds, including their life histories, ecology, and economic importance. Field trips will supplement the identification material in the laboratories. Four-year curricula. Spring Quarter. Credit 4 hours.

### FOURTH YEAR

421. **Histology.**—Lectures and laboratory work covering the principal animal tissues are offered. Opportunity is given for the study and use of fixing agents and the ordinary methods of embedding, cutting, mounting, and staining. Students are encouraged in this course to prepare collections of microscopic slides which may be of service to them later as teachers of physiology and related subjects. Four-year curricula. Fall Quarter. Credit 4 hours.

422. **Biological Problems.**—This course will deal with the discussion of the more fundamental biological problems. It will attempt to acquaint the student with the modern scientific doctrines and theories in the fields of heredity, genetics, and evolution. Students will also be asked to become acquainted with the important literature of the subject—the outstanding books that have made and enriched the science of biology. The course will attempt to point out the significance of our modern biological knowledge for the fields of anthropology, psychology, and sociology. This course is, in a certain sense, a summation course and is open to such students only in Botany and Zoology as have com-

pleted at least 12 hours of work in either of these subjects. It is not open to beginning students in biology. This course, although listed under zoology, may be counted toward a major in either of the fields of zoology or botany. Four-year curricula. Winter Quarter. Credit 4 hours.

423. **Field Zoology.**—An introduction to the local animal life of Indiana; their scientific classifications, distribution, and natural history. This is a course especially designed to acquaint the prospective teacher with the educational material in his own biological environment. Field trips will be supplemented by lectures and laboratory work. Four-year curricula. Spring Quarter. Credit 4 hours.

#### EXTENSION COURSES

Any of the courses in Science listed in this catalog may be taken in extension work in Terre Haute or in such centers as afford adequate laboratory facilities, and provided, further, a sufficient number of teachers enroll to make it practicable to offer the course.



## DEPARTMENT OF SOCIAL STUDIES

WALDO F. MITCHELL, Head of Department, Professor.  
 V. DEWEY ANNAKIN, Associate Professor.  
 FRED E. BRENGLE, Associate Professor.  
 CLEMENT T. MALAN, Associate Professor.  
 CHARLES ROLL, Associate Professor.  
 RAYMOND J. REECE, Assistant Professor.  
 HENRY D. SHELTON, Acting Assistant Professor.  
 MINNIE W. BOGARDUS, Instructor (Part Time and Summer).  
 EDGAR E. BOTTS, Instructor, Mid-Spring.  
 B. F. CATHERWOOD, Instructor, Mid-Spring.  
 CHESTER E. GUNN, Instructor, Mid-Spring.  
 J. L. TIERNEY, Instructor, Mid-Spring.  
 HARRY M. DOYLE, Instructor, Summer.  
 HARRY E. PRATT, Instructor, Summer.  
 CLAUDE W. STIMSON, Instructor, Summer.  
 MYER L. SCHWARTZ, Assistant.

The following courses are required for elementary school licenses:  
 Rural school license—151, 221, 251, and 291.  
 Primary school license—151, 221, and 251.  
 Intermediate and grammar grade license—151, 221, 251, and 291.

SEQUENCE OF COURSES FOR SOCIAL STUDIES MAJORS<sup>1</sup>

First Year

JUNIOR COLLEGE

| First Quarter  | Second Quarter  | Third Quarter  |
|--|---|--|
| (A) 111 The Beginnings of Civilization<br>(B) 101 The Colonies and the Revolution <sup>2</sup><br>121 Community Civics. <sup>3</sup> | 112 Medieval History or 113 Great Britain to 1783<br>102 National Development, 1783-1850 <sup>2</sup> | 101 The Colonies and the Revolution<br>201 Civil War and Reconstruction <sup>3</sup> |
| Second Year  |   |  |
| 102 National Development, 1783-1850<br>231 (331) Principles of Economics   | 201 Civil War and Reconstruction<br>232 (332) Present Day Problems                                    | 211 Modern European History, 1500-1789<br>223 State and Local Government             |

Third Year

SENIOR COLLEGE

|   |   |   |
|---|---|---|
| 310 (212) History of Continental Europe, 1789-1870<br><br>341 Elements of Sociology<br>322 (222) The Federal Government | 311 History of Continental Europe, 1870 to date<br><br>441 Social Evolution<br>321 Special Problems in American Democracy | 411 The British Empire 1783 to date<br>302 History of Political Parties in the U. S.<br>442 Social Pathology<br>333 Economics and Welfare |
| Fourth Year   |   |   |
| 403 (202) Recent History of the United States   | 412 Latin America or<br>301 Industrial History of the United States<br>334 Labor Problems and Labor Administration        | 401 History of the West<br>402 History of Indiana<br>443 Rural Sociology  |

<sup>1</sup> These sequences will be observed for summer term students as nearly as possible.

<sup>2</sup> Sequence (A) is preferred to sequence (B). Either sequence is permitted.

<sup>3</sup> Community Civics 121 will count toward graduation but will not count toward the minimum options for majors in social studies.

<sup>4</sup> Absent on leave for year 1931-1932.

## TWO-YEAR COURSES

151. **Introduction to U. S. History.**—An introductory overview course consisting of twelve major topics in U. S. History. It is especially devised for students working for elementary school licenses. Students on other curricula are not eligible. Two-year curricula. Credit 4 hours.

251. **U. S. History since the Civil War, and Indiana History.**—For students on elementary curricula only. Two-year curricula. Credit 4 hours.

221. **Community Civics.**—A study of the local civic environment by the problem method. The intention is to give the student a knowledge of materials and methods in community civics that will enable him to conduct such work effectively in the schools. Two-year curricula. Credit 4 hours.

## LANGUAGE COURSES

Many students who major in social studies decide, after graduating from college, to take graduate work in this field. For this reason the department strongly urges all social studies majors who may do graduate work to take two years' work in each of two foreign languages. They will find that foreign languages are required for graduate study.

UNITED STATES HISTORY  
JUNIOR COLLEGE COURSES

## FIRST YEAR

101. **The Colonies and the Revolution.**—Conditions in Europe leading to the discovery and exploration of the New World; the founding, the growth, and the important problems of the colonies in the seventeenth and eighteenth centuries; the colonial policy of Great Britain; the struggle between European powers for colonial supremacy; the Revolutionary War. Four-year curricula. Credit 4 hours.

102. **National Development, 1783-1850.**—Problems of national organization; the development of a colonizing policy; foreign relations; the public lands and the influence of the frontier; party history; the Jacksonian period; the Mexican War; the crisis of 1850. Four-year curricula. Credit 4 hours.

## SECOND YEAR

201. **Civil War and Reconstruction, 1850-1876.**—General economic and social conditions from 1850 to 1860; questions related to the struggle over slavery; the rise of the Republican party and the split in the Democratic party; the Civil War, including military campaigns and problems, financial questions, foreign relations, opposition to the war, the emancipation question and political controversy; reconstruction, political and economic. Four-year curricula. Credit 4 hours.

## SENIOR COLLEGE COURSES

## THIRD YEAR

301. **Industrial History of the United States.**—Products, markets, and labor problems of the colonial period; economic aspects of the period of the Revolution and Confederation; foreign trade; internal improvements; the rise of the factory system; the public railroads; banking and currency; agricultural products and markets; slavery; the tariff question; economic conditions during the Civil War; economic developments and problems of the decade following the Civil War. Prerequisite,

Course 102 or 201, or consent of department. Four-year curricula. Credit 4 hours.

**302. History of Political Parties in the United States.**—An historical study of the origins, development, and functions of political parties in the United States. Special attention is paid to economic and social conditions that caused the appearance of these parties. Prerequisite, Course 102 or 201, or consent of department. Four-year curricula. Credit 4 hours.

#### FOURTH YEAR

**401. History of the West.**—A study of the colonization of the different geographic areas comprised in the United States today, and of the influence of westward expansion, on the political, social, and economic development of the American people. Prerequisite, Course 102 or 201, or consent of department. Four-year curricula. Credit 4 hours.

**402. History of Indiana.**—French and British period; struggle for sovereignty over the region involving the British, the Spanish, the Indians, and the American settlers, backed by the United States Government (1778 to 1815); problems of government, settlement and slavery in the territorial period; settlement, public lands, internal improvements, the politics (1816-1860); Indiana's part in the Civil War, the political controversy in the state during the war; economic and political history of the state since the war. Prerequisite, Course 102 or 201, or consent of department. Four-year curricula. Credit 4 hours.

**403. (202) Recent History of the United States.**—A study of the period since 1876. Political developments. The rise of new problems—civil service reform, the tariff, the currency, railway regulation, the trusts, labor problems, conservation. Foreign problems—the Spanish American War, Panama Canal, Latin-American relations, World War. Present-day problems. Prerequisite, Course 101, 102, or 201, or consent of the department. Four-year curricula. Credit 4 hours.

## GENERAL HISTORY

### JUNIOR COLLEGE COURSES

#### FIRST YEAR

**111. The Beginnings of Civilization.**—The purpose of this course is to explain and discuss the contributions of the Mediterranean nations to modern life. Selected topics from ancient Oriental, Greek, and Roman history are studied in order to give the student an understanding of the first fully developed civilizations of the world. Four-year curricula. Credit 4 hours.

**112. Medieval History.**—The break-up of the Roman Empire, the barbarian invasions, the rise of the Papacy, the beginning of the national governments, feudalism, the rise of the cities, medieval trade and commerce, schools and universities, the manor system, the struggles between the kings and the nobles, the Renaissance. This course carries further the idea of putting a valid background behind American history. Four-year curricula. Credit 4 hours.

**113. (312) Great Britain to 1783.**—A study of English History from earliest times to the end of the American Revolution. Emphasis will be placed upon the social, religious, legal, and constitutional development of England of this period as a background of American History. Four-year curricula. Credit 4 hours.

## SECOND YEAR

211. **Modern European History, 1500-1789.**—Political, economic, and social aspect of the leading topics are emphasized. These topics are the commercial Revolution, the Growth of Nationalism, The Protestant Revolt and the Catholic Reformation, The Thirty Years' War, The Colonial Rivalries of the European Nations, The Rise of Prussia, The Evolution of Russia, and Life in the Eighteenth Century. Four-year curricula. Credit 4 hours.

## SENIOR COLLEGE COURSES

## THIRD YEAR

310. (212) **History of Continental Europe, 1789-1870.**—The inter-related political, economic, and social tendencies are carefully developed through a study of The French Revolution, The Napoleonic Era, The Era of Metternich, The Industrial Revolution, The Democratic Reform Movements, and finally the Victory of Nationalism. Prerequisite, Course 112 or 211, or consent of department. Four-year curricula. Credit 4 hours.

311. **History of Continental Europe Since 1870.**—A brief survey of Industrialism, Nationalism, Liberalism, and Imperialism as forces in Modern European affairs. A study of each of the more important states from 1870 to 1914, the divergence of their interests, the system of alliances and its failure, the World War, efforts at reconstruction and cooperation are the leading topics. Prerequisite, Course 112 or 211, or consent of department. Four-year curricula. Credit 4 hours.

## FOURTH YEAR

411. **The British Empire, 1783 to date.**—This course will take up first the Industrial Revolution. Building and governing the Empire is the chief theme, but such topics as growth of the cabinet, social and political reform, and international relations will be given proper emphasis. Prerequisite, Courses 112 or 113, and 211, or consent of department. Four-year curricula. Credit 4 hours.

412. **Latin-America.**—A study of the Latin-American countries from 1492 to the present time. Spanish and Portuguese discoveries and conquests; the Spanish colonial trade systems; the struggle of the Latin-American colonies for independence; establishment of new republics; modern economic, social, and political conditions and problems; relations of the Latin-American countries with the United States. Especial attention will be given to the nineteenth and twentieth centuries. Prerequisite, 12 hours in history. Four-year curricula. Credit 4 hours.

## POLITICAL SCIENCE

## JUNIOR COLLEGE COURSES

## FIRST YEAR

121. **Community Civics.**—A study of the basic concepts of human society in its organization aspects. It is intended as an introduction to the governmental, economic, and sociological aspects of society, for the student who approaches the study of society for the first time. This course counts toward graduation, but does not count toward the minimum option requirements for social studies majors. Four-year curricula. Credit 4 hours.

## SECOND YEAR

223. **State and Local Government.**—This is especially directed to an examination of state and local government. Four-year curricula. Credit 4 hours.

## SENIOR COLLEGE COURSES

## THIRD YEAR

321. **Special Problems in American Democracy.**—This course consists of intensive study of three or four topics in the field of political science. A different set of topics is selected each year. Four-year curricula. Prerequisite, Junior standing and either Course 223 or 322, or consent of department. Four-year curricula. Credit 4 hours.

322. (222) **The Federal Government.**—A survey of government in the United States in its federal aspect along with some study of political parties. Prerequisite, Junior standing and either Course 223 or 281, or consent of the department. Four-year curricula. Credit 4 hours.

## ECONOMICS

## JUNIOR COLLEGE COURSES

231. (331) **Principles of Economics.**—This course deals with the principles underlying our system of producing, pricing, and exchanging; it deals with such matters as specialization, economic institutions, organization of enterprises, proportions of the factors of production, price, cost, overhead costs, flow of capital, and risks and problems of management. Prerequisite, Sophomore standing or consent of the department. Four-year curricula. Credit 4 hours.

232. (332) **Present-Day Economic Problems.**—This course deals with such problems as bank credit, money, foreign exchange, trade policies, tariff, price trends, interest, business profits, cycles, wages, trade unionism, labor legislation, and social insurance. Prerequisite, Course 231, or consent of the department. Four-year curricula. Credit 4 hours.

## SENIOR COLLEGE COURSES

333. **Economics and Welfare.**—In this course our economic system is examined from the viewpoint of the general welfare. Such topics as agriculture, real estate, regulation of economic enterprise, monopolies, taxation and government expenditures, protection of investments, inequality of wealth and income, criticisms of our economic systems, proposals for economic reform, and the outlook for the economic system will be studied. Prerequisite, Junior standing and either Course 231 or 232, or consent of the department. Four-year curricula. Credit 4 hours.

334. **Labor Problems and Industrial Management.**—Labor disputes; labor organizations and methods; legal relations of labor organizations; labor legislation; scientific management; personnel administration. This is a study of the mutual problems of employers and employees as viewed in the light of the public interest. Prerequisite, either Course 231 or 232, or consent of the department. Four-year curricula. Credit 4 hours.

## SOCIOLOGY

## SENIOR COLLEGE COURSES

341. **Elements of Sociology.**—An introductory course aimed to introduce the student to the concepts and problems of sociology. The following topics will be considered: the nature of culture and society; the geographic, biological, psychological interpretations of society; social processes; social groups; the relation of the individual to society. Four-year curricula. Credit 4 hours.

441. **Social Evolution.**—An historical survey of the major social institutions such as the family, church, and state. A critical analysis of the concepts of social evolution and social progress will be made on the

basis of this survey. Prerequisite, Course 341, or consent of the department. Four-year curricula. Credit 4 hours.

442. **Social Pathology.**—This course deals with the major pathological social conditions: poverty, its relief and consequences; crime and its treatment; the social results of defectiveness. Particular emphasis is placed on the Indiana system of charities and corrections. Prerequisite, either Course 341 or 441, or consent of the department. Four-year curricula. Credit 4 hours.

443. **Rural Sociology.**—This is a study of country life problems. Population, farm tenancy, farm labor, rural schools and churches, movements of population, and means of communication are some of the subjects studied. Prerequisite, either Course 341, or consent of department. Four-year curricula. Credit 4 hours.

### PROFESSIONAL ACADEMIC COURSES

291. **The Teaching of History and Civics in the Grades.**—This course is taken in connection with a course in the teaching of geography in the rural and intermediate and grammar grades. Winter and Spring Quarters. Credit 2 hours.

391. **The Teaching of Social Studies in High Schools.**—This course deals with the nature and objectives of the social studies, the uses of teaching devices, the organization of the various studies, the various procedures in teaching, lesson planning, and the evaluation of the various kinds of teaching. Fall and Spring Quarters and the First Summer Term. Credit 4 hours.

### GRADUATE COURSES

Twenty hours of work are provided for students who wish to carry courses on the graduate level in the Department of Social Studies.

**PREREQUISITES.** Before taking up graduate courses in the department the student must have met fully the requirements of Option I, Social Studies, or obtain the consent of the department.

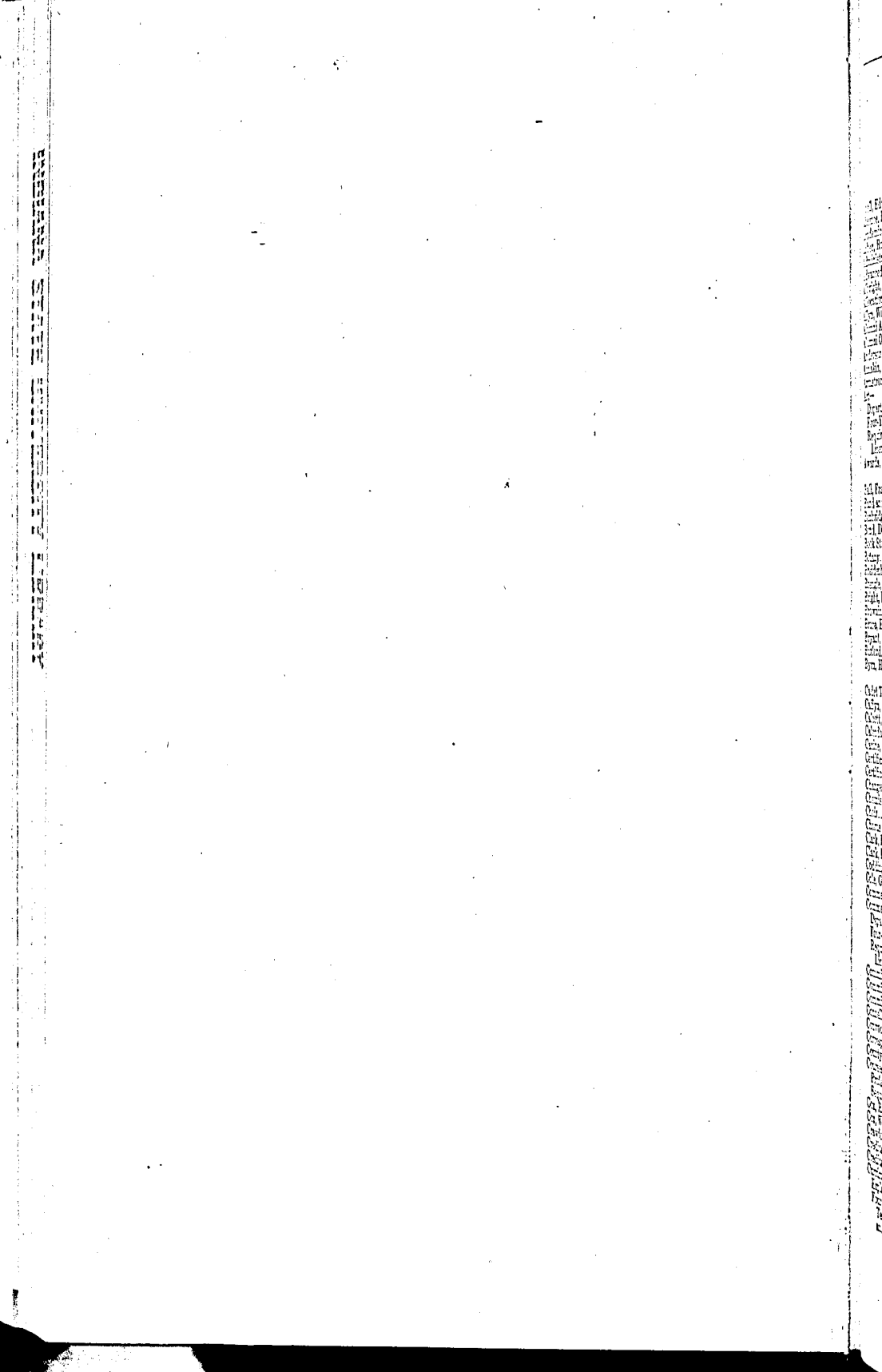
501. **International Relations.**—This is a study of the relations of nations on the broad stage of world affairs. Some of the topics considered are: nationalism and internationalism, self-determination, economic internationalism, protection of minorities, confederation of nations, problems of imperialism, trusteeship, financial control, the settlement of international disputes, alliances and armaments, security and sanctions, world courts, international conferences, The League of Nations, and control of international policy. Credit 4 hours.

502. **Diplomatic History of the United States.**—Topics considered are: the Diplomacy of the Revolution, the struggle for neutrality, the Louisiana Purchase, War of 1812, Monroe Doctrine, Texas and Oregon questions, Mexican War, Foreign Relations during the Civil War, Alabama claims, Panama Canal, Caribbean policy, Mexican relations, the United States and the World War, Foreign Relations since the World War. Credit 4 hours.

503. **Municipal Government.**—Its forms and functions; a comparative study of modern municipalities in the United States and the principal countries of Europe; their governmental structure; their relation to the State; their experiences; methods of popular participations; policies and problems in the fields of finance; city planning; housing; public utilities; charities; health and sanitation. Credit 4 hours.

504. **Political Parties and Party History, 1890-1918.**—Special emphasis will be put upon such topics as the growth of "big business" and its relation to politics and party welfare; the platforms of the dominant parties, third parties, their platforms and influences; campaigns and elections; economic, social, and sectional factors as they bear on politics and parties. Credit 4 hours.

505. **Seminar in Economics.**—This is a course in the methods of carrying on research. The content varies from year to year. Students will get experience in carrying on investigation of such topics as the tax problem; the public utility problem; the economic systems of foreign countries; and proposals for stabilizing industry. Credit 4 hours.





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