

1936

Catalog, 1936-1937

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Vol. XXIX

March, 1936

No. 2

INDIANA
STATE TEACHERS COLLEGE
BULLETIN



CATALOG NUMBER
CURRICULUMS FOR THE SESSIONS OF
1936-1937

Terre Haute, Indiana

INDIANA
State Teachers College
BULLETIN

Vol. XXIX

MARCH, 1936

No. 2

STATE TEACHERS COLLEGE BOARD AND
FACULTY LIST

HISTORY OF THE STATE TEACHERS
COLLEGE

REGULATIONS FOR EARNING TEACHERS
LICENSES

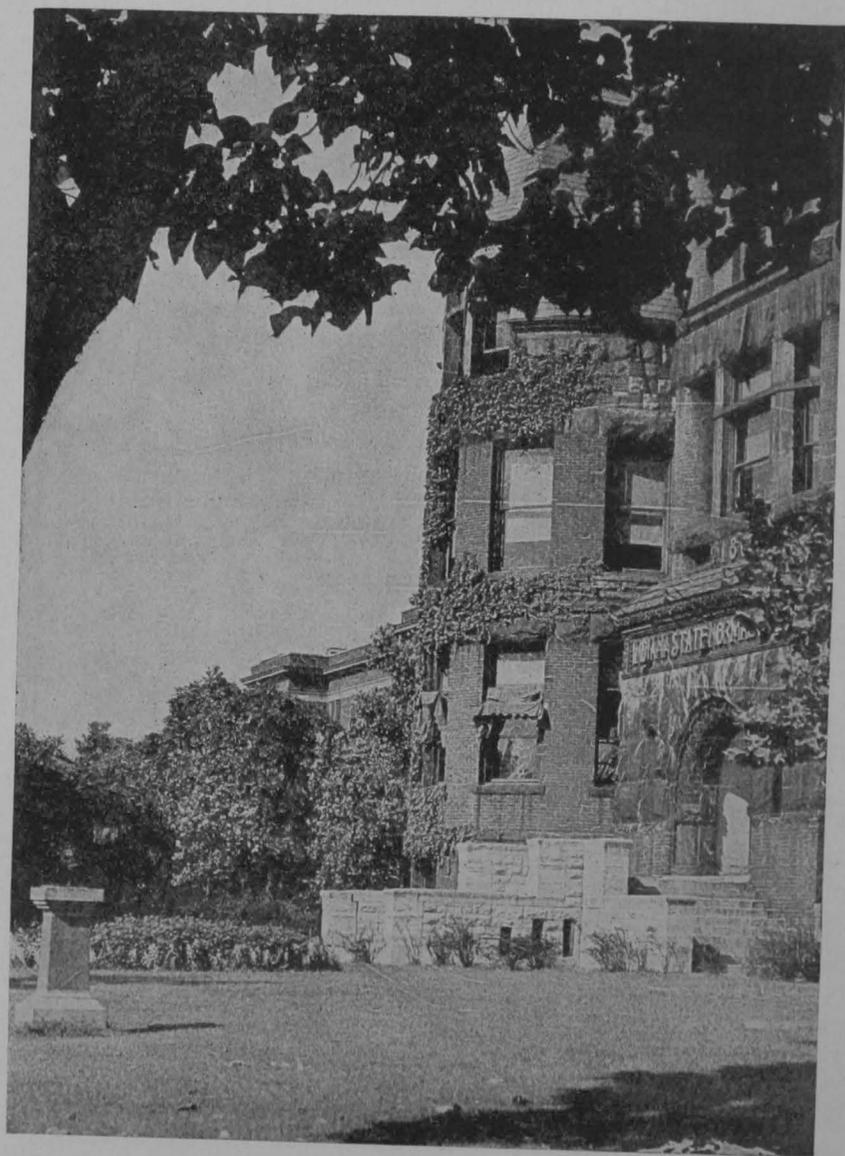
CURRICULUMS

DEPARTMENTAL STATEMENTS

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.

Indiana State Teachers College Bulletin, published January, February, March, April, May, June, August, and November each year by the Indiana State Teachers College, Terre Haute. Entered as second-class matter March 14, 1930, at the Postoffice at Terre Haute, Indiana, under Act of Congress of August 24, 1912.



Entrance to Administration Building

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1936							1937							1938							1939										
JAN.	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	JAN.	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	JAN.	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	JAN.	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
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STATE TEACHERS COLLEGE BOARD

OFFICERS

JOHN H. HELLER.....President
WILLIAM F. CRONIN.....Secretary
WILSON NAYLOR COX.....Treasurer

MEMBERS

JOHN H. HELLER.....Decatur
SANFORD M. KELTNER.....Anderson
FRANK C. BALL.....Muncie
WILLIAM F. CRONIN.....Terre Haute
FLOYD I. McMURRAY.....Indianapolis

OFFICERS OF ADMINISTRATION

RALPH N. TIREY.....President
GEORGE C. COLE.....Vice-President and Business Manager
JOHN W. JONES.....Dean of Instruction
HARRY E. ELDER.....Registrar and Director of Student Programs
CHARLOTTE S. BURFORD.....Dean of Women
FREDERICK H. WENG.....Dean of Men

CALENDAR, 1936-37

FALL QUARTER, 1936

- September 11, Friday All returning students must have, and all freshman and new students should have, trial programs filed in the Registrar's Office by 4:00 P.M.
- September 14, Monday..... }
 September 15, Tuesday..... } Freshman and new student registration and orientation.
 September 16, Wednesday..... }
 September 17, Thursday..... Registration of upper-classmen and classes meet.

Registration will take place in the Physical Education Building from 7:30 A.M. to 12:00 M. Classes will meet in the afternoon according to the following schedule:

8:30 o'clock classes.....	1:00 to 1:25
9:30 o'clock classes.....	1:30 to 1:55
10:30 o'clock classes.....	2:00 to 2:25
11:30 o'clock classes.....	2:30 to 2:55
12:30 o'clock classes.....	3:00 to 3:25
1:30 o'clock classes.....	3:30 to 3:55
2:30 o'clock classes.....	4:00 to 4:25
3:30 o'clock classes.....	4:30 to 4:55

Classes will meet every day of Registration week, of weeks in which vacations occur, and the last weeks of all quarters. They will meet on days scheduled in other weeks. Classes will meet every day in the Summer Terms.

- September 23, Wednesday..... Weekly convocation programs open at 10 A.M. in College Hall.
- October 21, Wednesday..... College closes at 5:00 P.M. for Indiana State Teachers Association.
- October 22, Thursday..... Indiana State Teachers College Alumni Luncheon, 12:00 M, Chateau Room, Claypool Hotel, Indianapolis.
- October 26, Monday..... Classes resumed.
- November 6, Friday..... Trial programs for Winter Quarter due in the Registrar's Office by 4:00 P.M.
- November 14, Saturday..... Blue and White Day (Annual Homecoming).
- November 25, Wednesday..... College closes at 12:00 M for Thanksgiving Day vacation.
- November 30, Monday..... Classes resumed.
- December 8, Tuesday..... Final examinations for Fall Quarter begin.
- December 10, Thursday..... Fall Quarter ends at 12:00 M.

WINTER QUARTER

- December 14, Monday.....Registration and classes meet.
Classes will meet according to the schedule followed on Registration Day of the Fall Quarter.
- December 23, Wednesday.....College closes at 12:00 M for Christmas vacation.
- January 4, Monday.....Classes resumed.
- January 6, Wednesday.....Foundation Day program. Regular convocation programs open.
- February 12, Friday.....Trial Programs for the Spring Quarter due in the Registrar's Office by 4:00 P.M.
- February 22, Monday.....Washington's Birthday—holiday.
- March 10, Wednesday.....Final examinations for the Winter Quarter begin.
- March 12, Friday.....Winter Quarter ends at 12:00 M.

SPRING QUARTER

- March 17, Wednesday.....Registration and classes meet.
Classes will meet according to the schedule followed on Registration Day of the Fall Quarter.
- March 24, Wednesday.....Regular weekly convocation programs open.
- April 28, Wednesday.....Mid-Quarterly registration for Supervised Teaching, Graduate Courses, and other courses for in-service teachers.
- May 14, Friday.....Trial programs for the First Summer Term due in the Registrar's Office by 4:00 P.M.
- June 4, Friday.....Final examinations for the Spring Quarter begin.
- June 8, Tuesday.....Spring Quarter ends at 12:00 M.
- June 9, Wednesday.....Annual Senior-Alumni convocation in College Hall at 10:30 A.M.
- June 10, Thursday.....Annual College Commencement Exercises, 9:30 A.M., Physical Education Building.

FIRST SUMMER TERM

- June 14, Monday.....Registration.
- June 15, Tuesday.....Classes meet.
- July 16, Thursday.....First Summer Term ends at 5:00 P.M.

SECOND SUMMER TERM

- July 19, Monday.....Registration.
- July 20, Tuesday.....Classes meet.
- August 20, Friday.....Second Summer Term ends at 5:00 P.M.

ADMINISTRATION

OFFICE OF THE PRESIDENT

RALPH N. TIREY.....President
 MARGARET E. WISELY.....Secretary to the President

OFFICE OF THE DEAN OF INSTRUCTION AND EXTENSION DIVISION

JOHN W. JONES.....Dean
 SARAH BENCE.....Secretary to the Dean
 MARY ESTHER DAVY.....Clerk
 HILDRED HODGES.....Mimeograph Clerk
 MARY O'DONNELL.....Assistant in Extension
 MARY REYNOLDS.....Clerk

OFFICE OF REGISTRAR AND PLACEMENT DIVISION

HARRY E. ELDER.....Registrar, Director of Student Programs, and Director of Placement
 MARY JO FERGUSON.....Assistant Registrar
 EDNA McCOSH.....Assistant Director of Student Programs
 DONITA M. CARTER.....Assistant Director of Placement
 GLADYS CARPENTER.....Information Clerk
 KATHRYN ATEN.....Transcript Clerk
 HELEN HANDY HERTWIG.....Stenographer
 AVANELLE SEBRING.....Assistant
 NAOMI WOODSMALL.....College Telephone Operator

OFFICE OF BUSINESS MANAGER

GEORGE C. COLE.....Business Manager
 MARY R. MORGAN.....Assistant Business Manager
 EDITH SHEWMAKER.....Bookkeeper
 HELEN M. SMITH.....Budget Clerk
 MARY O'DONNELL.....Supervisor of Loan Funds
 KATHRYN RICHARDS.....Clerk and Stenographer

OFFICE OF PUBLIC RELATIONS AND ALUMNI SECRETARY

JACK C. HANNAH.....Director
 FLORENCE I. DAVIS.....Assistant

OFFICE OF STUDENT ACTIVITIES AND ALUMNI ADVISER

LINNAEUS N. HINES.....Director

OFFICE OF DEAN OF MEN

FREDERICK H. WENG.....Dean

OFFICE OF DEAN OF WOMEN

CHARLOTTE S. BURFORD.....Dean
 MARGARET PHILLIPS.....Clerk

FACULTY, 1935-1936

- RALPH N. TIREY**, President. 1934. 140 S. 20th St.
A.B., Indiana University, 1918; A.M., Indiana University, 1927; Graduate Student, Harvard University.
- GEORGE C. COLE**, Vice-President and Business Manager. 1934. 607 So. Fifth Street.
Graduate, Indiana State Normal School, 1902.
- JOHN W. JONES**, Dean of Instruction. 1927. 231 Adams St.
A.B., Indiana University, 1925; A.M., Indiana University, 1926; Ph.D., Indiana University, 1929.
- HARRY E. ELDER**, Registrar, Director of Student Programs, and Director of Placement. 1934. 1221 S. Fifth St.
A.B., Indiana University, 1920; A.M., University of Chicago, 1925; Graduate Student, Columbia University and Indiana University.
- EDWARD LARUE ABELL**, Professor of Education. 1921 R.R. 2, Box 472, Terre Haute.
Graduate, Ferris Institute, 1901. Graduate, Michigan State Normal College, 1907; A.B., University of Michigan, 1914; A.M., University of Michigan, 1921; Graduate Student, University of Chicago and Indiana University.
- RUDOLPH A. ACHER**, Professor of Education. 1917. 2337 College Ave.
Graduate, Indiana State Normal School; A.B., Indiana University, 1908; Fellowship, Clark University, Worcester, Mass.; Ph.D., Clark University, 1910; Graduate Student, Clark University.
- WILLIAM PRESTON ALLYN**, Professor of Zoology. 1924. 2223 College Ave.
B.S., Purdue University, 1924; M.S., Purdue University, 1926; Ph.D., University of Wisconsin, 1931.
- OLGA P. ANDREWS**, Acting Instructor in Elementary Education in Laboratory School. 1935. 2426 N. 13th St.
B.S., Indiana State Teachers College, 1933; Graduate Student, Indiana State Teachers College.
- V. DEWEY ANNAKIN**, Professor of Sociology. 1926. 2432 N. Seventh St.
A.B., DePauw University, 1922; A.M., University of Wisconsin, 1923; Graduate Student, Ohio State University.
- VIRGINIA APPLEBY**, Instructor in Home Economics and Director of Home Management House. 1934. 618 Eagle St.
B.S., Southwest Missouri State Teachers College, 1928; A.M., University of Missouri, 1933; Graduate Student, University of Missouri.
- HAZEL E. ARMSTRONG**, Librarian and Professor of Library Science. 1927. 135 Monroe Blvd.
Graduate, University of Wisconsin in Library School; A.B., Indiana State Teachers College, 1931; A.M.L.S., University of Michigan, 1935.
- MARY D. BLACK**, Instructor in Elementary Education in Laboratory School. 1934. 322 Potomac Ave.
A.B., Ball State Teachers College, 1920; A.M., Indiana University, 1925; Graduate Student, Columbia University.
- MINNIE W. BOGARDUS**, Acting Assistant Professor of Social Studies Education in Laboratory School. 1910. (Part-time) 2312 N. Tenth St.
A.B., Franklin College, 1899; Graduate, Indiana State Normal School, 1903; A.M., Columbia University, 1910; Graduate Student, University of Chicago.
- FRED E. BRENGLE**, Professor of History. 1928. 2331 College Ave.
A.B., Indiana University, 1916; A.M., University of Chicago, 1922; Ph.D., Indiana University, 1929.

- HAROLD BRIGHT**, Assistant Professor of Education and Assistant Director of Supervised Teaching. 1930. 2000 S. Eighth St.
Ph.B., Westfield College, 1912; A.B., Indiana State Normal School, 1925; A.M., Indiana State Teachers College, 1930; Graduate Student, Indiana University; Research Student, Syracuse University.
- KATE BROWNING**, Assistant Professor of Commerce. 1923. 411 N. Sixth St.
Graduate, Gregg School, Chicago; B.S., Indiana State Teachers College, 1931; M.S., Indiana State Teachers College, 1933.
- WILL H. BRYANT**, Assistant Professor of Music. 1921. 302 N. Sixth St., Apt. A.
B.M., Findlay College, 1926; B.S., Indiana State Teachers College, 1928; Master of Music, Syracuse University, 1930; Graduate Student, Indiana University and Syracuse University.
- CHARLOTTE SCHWEITZER BURFORD**, Dean of Women. 1903. 1508 S. Eighth St.
Graduate, Indiana State Normal School; Ph.B., University of Chicago, 1919; A.M., Indiana University, 1931.
- ANNA L. CARLE**, Acting Instructor in Elementary Education in Laboratory School. 1935. 2137 S. Seventh St.
B.S., Indiana State Normal School, 1926; Graduate Student, Indiana State Teachers College.
- MERIBAH CLARK**, Assistant Professor of Social Studies Education in Laboratory School. 1927. 331 N. Fifth St.
A.B., University of Illinois, 1916; A.M., Teachers College, Columbia University, 1922; Graduate Student, University of Chicago and Teachers College, Columbia University.
- LAVERNE S. CONOVER**, Acting Instructor in Elementary Education in Laboratory School. 1935. 681 Barbour St.
A.B., Indiana State Normal School, 1924; Graduate Student, Indiana State Teachers College.
- ELIZABETH MARY CRAWFORD**, Professor of English. 1907. 629½ Swan St.
Graduate, Indiana State Normal School, 1906; Ph.B., University of Chicago, 1912; A.M., Indiana University; Ph.D., Indiana University, 1932.
- FLORENCE M. CURTIS**, Head of the Department of Physical Education for Women and Professor of Physical Education. 1924. 1330 S. Center St.
A.B. and Physical Education Diploma, Iowa State Teachers College, 1918; A.M., Columbia University, 1929.
- GRACE DEVANEY**, Acting Instructor in Elementary Education in Laboratory School. 1935. 34 Home Ave.
A.B., Indiana State Teachers College, 1928; A.M., Indiana State Teachers College, 1933; Graduate Student, Columbia University.
- JULIA DAVIS DRAKE**, College Nurse. 1930. Residence Hall.
Graduate, Union Hospital Training School for Nurses, 1930; Graduate Student, Indiana University.
- FRED DONAGHY**, Professor of Physiology and Hygiene. 1909. 418 N. Center St.
A.B., Indiana State Normal School, 1912; A.M., Indiana University, 1914; D. Sc., Johns Hopkins University, 1928.
- MIRIAM DUVAL**, Instructor in Physical Education for Women. 1930. 638 Walnut St., Apt. 3.
B.S., Indiana State Teachers College, 1930.
- RUBY JANE EAST**, Assistant Professor of Physical Education for Women. 1927. 87 Potomac Avenue.
A.B., Southern Methodist University, 1923; A.M., University of Wisconsin, 1927.

- LAWRENCE E. EBERLY, Assistant Professor of Music. 1931.
1901 N. Eighth St.
A.B., University of Utah, 1919; A.M., Columbia University, 1921; Ph.D.,
University of Iowa, 1932.
- IRMA EHRENHARDT, Associate Professor of Commerce. 1929.
1463 S. Ninth St.
B.S., Indiana State Normal School, 1925; Ed. M., Harvard University, 1929;
Graduate Student, University of Southern California and University of
Bonn, Germany.
- HILMA REID EMMITT, Acting Instructor in Kindergarten Education in
Laboratory School. 1935. 1903 N. 13th St.
B.S., Indiana State Teachers College, 1929; Graduate Student, National Col-
lege of Education.
- GERTRUDE EWING, Instructor in Latin Education in Laboratory
School. 1931. 610 Mulberry St., Clinton, Ind.
A.B., Indiana State Normal School, 1928; A.M., Indiana State Teachers Col-
lege, 1931; Graduate Student, Indiana University and University of Wis-
consin.
- BERTHA WOOLS FITZSIMMONS, Assistant Professor of Elementary Educa-
tion in Laboratory School. 1923. 2261 Crawford St.
A.B., Indiana State Normal School, 1922; A.M., Teachers College, Columbia
University, 1932.
- MARY FREAD, Instructor in Education in Physical Education in Labora-
tory School. 1927. 1225 Maple Ave.
B.S., Indiana State Normal School, 1927; M.S., Indiana State Teachers Col-
lege, 1932.
- EDWARD M. GIFFORD, Associate Professor of English. 1926.
225 Monterey Ave.
A.B., Indiana University, 1915; A.M., Columbia University, 1930; Graduate
Student, University of Wisconsin.
- LOUISE GILLUM, Associate Professor of Home Economics. 1924.
31 Gilbert Ave.
A.B., Indiana State Normal School, 1915; A.M., Teachers College, Columbia
University, 1920; Graduate Student, University of California.
- MARGARET GILLUM, Assistant Professor of English Education in Labora-
tory School. 1928. 31 Gilbert Ave.
A.B., Indiana State Normal School, 1916; A.M., Teachers College, Columbia
University, 1922.
- DAVID A. GLASCOCK, Associate Professor of Physical Education for
Men. 1924. 1201 S. Center St.
A.B., Wabash College, 1909; A.M., Indiana University, 1915; Graduate
Student, Columbia University and Indiana University.
- FAY GRIFFITH, Assistant Professor of Education. 1920.
2005 N. Eighth St.
Graduate, Colorado State Teachers College; Graduate, Indiana State Normal
School; B.S., Teachers College, Columbia University, 1926; A.M., Teachers
College, Columbia University, 1929.
- ELLA L. GROVER, Acting Instructor in Elementary Education in Labora-
tory School. 1935. 1431 First Ave.
B.S., Indiana State Normal School, 1927; M.S., Indiana University, 1932;
Graduate Student, University of Michigan, Columbia University, and Indiana
State Teachers College.
- SARA KING HARVEY, Professor of English. 1921. 607½ S. Center St.
A.B., Indiana State Normal School, 1913; A.M., University of Chicago, 1924;
Ph.D., University of Chicago, 1934.
- MIRIAM L. HARDY, Instructor in French and Latin Education in Labora-
tory School. 1935. 1446 S. Seventh St.
A.B., Evansville College, 1928; A.M., University of Chicago, 1930; Graduate
Student, Sorbonne, Paris, France, and George Peabody College for Teachers.

- ARTHUR DEWITT HILL**, Instructor in Music Education in Laboratory School. 1935. 1209 S. Eighth St.
B.S., Indiana State Teachers College, 1933; M.S., Indiana State Teachers College, 1935.
- FLORISE HUNSUCKER**, Assistant Professor of Elementary Education in Social Studies in Laboratory School. 1919. 320 N. Seventh St.
Graduate, Indiana State Normal School, 1919; Ph.B., University of Chicago, 1923; A.M., Teachers College, Columbia University, 1928.
- HAROLD A. HUNTINGTON**, Associate Professor of Industrial Arts. 1928. 208 Madison Blvd.
Bradley Polytechnic Institute; B.S., University of Illinois, 1922; M.S., University of Illinois, 1927; Graduate Student, University of Chicago, Indiana University, and Ohio State University.
- HORTENSE HURST**, Itinerant Teacher of Home Economics. 1931. Walden Apts., Seventh and Chestnut Sts.
B.S., Indiana State Normal School, 1924; A.M., Teachers College, Columbia University, 1930.
- OLIS G. JAMISON**, Principal of Laboratory School and Associate Professor of Education in Laboratory School. 1928. 21 Monroe Blvd.
B.S., Indiana State Normal School, 1928; M.S., Indiana State Teachers College, 1929; Ed.D., Leland Stanford University, 1935.
- ROBERT W. KARPINSKI**, Instructor in Chemistry, Geography, and Geology. 1934. 1103 S. Center St.
A.B., University of Michigan, 1926; A.M., Université de Nancy, France, 1927; D. Sc., Université de Nancy, France, 1931.
- KATHRYN M. KENNEDY**, Assistant Professor of Mathematics Education in Laboratory School. 1920. 618 S. Center St.
A.B., Indiana State Normal School, 1920; A.M., Teachers College, Columbia University, 1929; Graduate Student, University of Chicago, and Teachers College, Columbia University.
- JOY MUCHMORE LACEY**, Professor of Education. 1913. 65 S. 21st St.
Graduate, Indiana State Normal School, 1910; A.B., Indiana State Normal School, 1918; A.M., Teachers College, Columbia University, 1929; Ph.D., Columbia University, 1932.
- MERIT LEES LAUBACH**, Head of Department of Industrial Arts and Professor of Industrial Arts. 1905. 104 S. 21st St.
Graduate, State Normal School, Bloomsburg, Pa.; B.S., Indiana State Normal School, 1926; A.M., Indiana University, 1928; Graduate Student, Indiana University.
- ANNE MAROLD LEE**, Assistant Professor of Home Economics. 1930. 802 S. Fourth St.
Graduate, Hibbing Junior College, 1927; B.S., University of Minnesota, 1929; M.S., Michigan State College, 1930; Graduate Student, Iowa State College.
- ARTHUR H. LUEHRING**, Assistant Professor of Industrial Arts. 2215 S. Eighth St.
Student, Wisconsin University; B.S., Indiana State Teachers College, 1931; M.S., Indiana State Teachers College, 1934.
- MARY MCBETH**, Assistant Professor of English. 1922. 1905 N. Eighth St.
A.B., Indiana State Normal School, 1917; A.M., Columbia University, 1927; Graduate Student, Columbia University and Indiana University.
- RICHARD FRANCIS MCDAID**, Instructor in Mathematics. 1935. 3334 N. Seventh St.
B.S., St. Johns College, 1914; A.M., University of Michigan, 1926; Graduate Student, University of Michigan.
- JAMES F. MACKELL**, Professor of Physics. 1921. Prairieton Road.
A.B., Indiana State Normal School, 1915; A.M., University of Minnesota, 1921; Ph.D., Indiana University, 1932.

- CLEMENT T. MALAN, Professor of Political Science. 1922.
108 Monroe Blvd.
A.B. and LL.B., Indiana University, 1915; A.M., University of Chicago, 1925;
Ph.D., University of Chicago, 1930.
- WALTER E. MARKS, Assistant Professor of Physical Education for
Men. 1927. 2028 S. 10½ St.
Ph.B., University of Chicago, 1927; A.M., Indiana University, 1932; Graduate
Student, Indiana University.
- ROBERT W. MASTERS, Instructor in English. 1934. 235 Madison Blvd.
A.B., Indiana University, 1931; A.M., Indiana University, 1934; Graduate
Student, Indiana University.
- LESLIE H. MEEKS, Head of Department of English and Professor of
English. 1928. 367 S. 22nd St.
A.B., Earlham College, 1919; A.M., Harvard University, 1922; Ph.D., Yale
University, 1926.
- DOROTHEA T. MEGENHARDT, Instructor in Art Education in Laboratory
School. 1931. 1020 S. Sixth St.
B.S., Indiana State Normal School, 1923; M.S., Indiana State Teachers Col-
lege, 1932; Graduate Student, Columbia University.
- VICTOR C. MILLER, Professor of English and Director of Junior College
Composition. 1912. 2031 S. Eighth St.
Graduate, Indiana State Normal School; A.B., Indiana State Normal School,
1912; A.M., University of Chicago, 1914; Ph.D., University of Hamburg,
Germany, 1932.
- FLORENCE MIRICK, Dietitian. 1926. Residence Hall.
B.S., Kansas State Agricultural College, 1920; M.S., Kansas State College
of Agricultural and Applied Science, 1931.
- WALDO F. MITCHELL, Head of Department of Social Studies and Profes-
sor of Economics. 1931. 1841 N. Eighth St.
Graduate, Indiana State Normal School, 1910; A.B., Indiana State Normal
School, 1912; A.M., University of Wisconsin, 1913; Ph.D., University of
Chicago, 1922.
- MARY ELINOR MORAN, Professor of English (Half-time). 1894.
424 S. Fifth St.
Graduate, Indiana State Normal School; Ph.B., University of Chicago, 1904;
A.M., Indiana University, 1924; Ph.D., Indiana University, 1934.
- CLARENCE E. MORGAN, Assistant Professor of English Education in
Laboratory School. 1930. 2626 N. Ninth St.
A.B., DePauw University, 1924; A.M., Indiana State Teachers College, 1931;
Graduate Student, Ohio State University and Indiana University.
- INEZ MORRIS, Associate Professor of Mathematics. 1924. 636 Oak St.
A.B., University of Kansas, 1912; A.M., Columbia University, 1923; Graduate
Student, Columbia University.
- FREDERICK GILBERT MUTTERER, Professor of Latin and German. 1902.
1303 S. Center St.
Graduate, Illinois State Normal University; A.B., University of Chicago,
1901; Graduate Student, University of Chicago, Indiana State Teachers Col-
lege, and University of Berlin.
- BESSIE NOYES, Associate Professor of Biology. 1929.
1607 N. Seventh St.
A.B., University of Nebraska, 1911; A.M., University of Nebraska, 1914;
Ph.D., Johns Hopkins University, 1920.
- ALVIN C. PAYNE, Director of Student NYA Work. 1921.
2209 N. 11th St.
Graduate, Indiana State Normal School; A.B., Wabash College, 1904; A.M.,
Columbia University, 1917; Graduate Student, University of North Carolina
and Indiana University.

- WENDELL LEROY PERKINS, Professor of Geography and Geology. 1924.
321 S. Sixth St.
B.S., University of Michigan, 1911; A.M., University of Michigan, 1919;
Graduate Student, University of Michigan and University of Chicago.
- NELLIE H. PERRIN, Acting Instructor in Elementary Education in
Laboratory School. 1935. 1924 S. Fifth St.
A.B., Indiana State Normal School, 1926; A.M., Indiana State Teachers
College, 1934.
- MARY OLGA PETERS, Instructor in French Education in Laboratory
School. 1929. 622 S. Fifth St.
French Diploma, French College, Greece, 1912; Greek Diploma, Greek State
College, 1916; A.B., Indiana State Normal School, 1926; A.M., Indiana State
Teachers College, 1932; Graduate Student, Western Reserve University.
- HAZEL TESH PFENNIG, Professor of English. 1923. 907 S. Seventh St.
B.S., Indiana State Normal School, 1923; A.M., Teachers College, Columbia
University, 1929; Ph.D., New York University, 1932.
- JANET K. PLEITZ, Instructor in Elementary Education in Laboratory
School. 1935. 446 N. Eighth St.
B.S., Indiana State Teachers College, 1931; A.M., Ohio University, 1932;
Graduate Student, Ohio University.
- HELEN PRICE, Assistant Professor of Elementary Education in Labora-
tory School. 1923. 1027 Maple Ave.
Graduate, Indiana State Normal School, 1920; B.S., Indiana State Normal
School, 1926; A.M., Teachers College, Columbia University, 1930.
- RAYMOND J. PRICE, Instructor in Commerce. 1936. 600 S. 25th St.
B.S., Indiana State Teachers College, 1928; A.M., University of Chicago, 1932.
- EARL E. RAMSEY, Head of Department of Education, Professor of Educa-
tion, and Director of Laboratory School. 1925. 1301 S. Eighth St.
A.B., Indiana University, 1902; A.M., Indiana University, 1910; Graduate
Student, Indiana University.
- RAYMOND J. REECE, Assistant Professor of History. 1927.
1707 N. Eighth St.
Graduate, Indiana State Normal School, 1913; A.B., Indiana State Normal
School, 1916; A.M., University of Wisconsin, 1926; Graduate Student, Indiana
University.
- MARY D. REED, Director and Professor of Primary Education. 1930.
1927 S. Sixth St.
Primary Diploma, 1913, Critic Diploma, 1919, and A.B., 1920, Iowa State
Teachers College; A.M., Iowa State University, 1929; Graduate Student, Iowa
State University, University of Chicago, and University of California.
- HELEN E. REEVE, Head of Woman's Residence Hall and Assistant Dean
of Women. 1926. Residence Hall.
Student, Indiana University; B.S., Indiana State Normal School, 1926; A.M.,
Teachers College; Columbia University, 1932.
- LOUIS JOHN RETTGER, Dean of the Department of Science and Professor
of Physiology. 1891. Deming Hotel.
Graduate, Indiana State Normal School; A.B., Johns Hopkins University,
1888; A.M., Indiana University, 1890; Ph.D., Johns Hopkins University, 1909;
Graduate Student, University of Heidelberg and University of Berlin.
- JUNE REYNERSON, Head of Department of Art and Professor of Art.
1926. 2520 N. Seventh St.
Graduate, Indiana State Normal School; Graduate, Pratt Institute; Berkshire
School of Art; B.S., Indiana State Normal School, 1927; A.M., Teachers Col-
lege, Columbia University, 1929; Graduate Student, Columbia University.
- IVAH M. RHYAN, Head of Department of Home Economics and Professor
of Home Economics. 1908. 2206 N. 11th St.
Graduate, Indiana State Normal School; Graduate, Bradley Polytechnic In-
stitute; Ph.B., University of Chicago, 1919; M.S., Indiana University, 1929;
Graduate Student, Indiana University.

- FLOYD RIGGS, College Physician. 1929. 619 Eighth Ave.
A.B., Indiana State Normal School, 1924; M.D., Indiana University, 1928;
Methodist Hospital, Indianapolis; Special Student, Harvard Medical School.
- CHARLES ROLL, Associate Professor of History. 1913. 2614 N. Eighth St.
Graduate, Indiana State Normal School; A.B., Indiana University, 1910; A.M.,
University of Wisconsin, 1912; Graduate Student, University of Wisconsin.
- BIRDENIA BENNETT ROSE, Acting Instructor in Elementary Education in
Laboratory School. 1935. 37 Barton Ave.
A.B., Indiana State Normal School, 1927; A.M., University of Southern Calif-
ornia, 1934; Graduate Student, University of California.
- MARTHA SANFORD, Acting Instructor in Library Science. 1931. 1468 S. 11th St.
Library Class, Emeline Fairbanks Memorial Library; A.B., including Library
Science classes, Indiana State Teachers College, 1931.
- VIRGINIA LUCILE SCOBEE, Instructor in Art. 1934. 714 Ohio St.
B.S., Kirksville State Teachers College, 1923; A.M., Columbia University, 1934.
- JOHN RAYMOND SHANNON, Professor of Education. 1927. 2636 N. Ninth St.
A.B., Indiana State Normal School, 1917; A.M., Indiana University, 1922;
Ph.D., Indiana University, 1927.
- GERALDINE SHONTZ, Instructor in Elementary Education in Science in
Laboratory School. 1929. 1405 N. Center St.
A.B., State University of Iowa, 1912; A.M., State University of Iowa, 1928.
- WALTER OWEN SHRINER, Head of Department of Mathematics and Pro-
fessor of Mathematics. (1919) 1928. 2525 N. Ninth St.
A.B., Indiana State Normal School, 1917; A.M., University of Michigan, 1921;
Ph.D., University of Michigan, 1926.
- ROSE McFALL SMALL, Assistant Professor of English in Extension
Classes. 1926. 112 Adams St.
Graduate, Indiana State Normal School, 1912; A.B., Indiana State Normal
School, 1915; A.M., Indiana University, 1916; Graduate Student, University of
Iowa and University of Heidelberg.
- BENJAMIN H. SMITH, Professor of Botany. 1921. 526 S. 21st St.
A.B., Wabash College, 1917; M.S., George Washington University, 1921; Ph.D.,
Ohio State University, 1931.
- FLORA HAZEL SMITH, Assistant Professor of Elementary Education in
Laboratory School. 1926. 458 N. Seventh St.
B.S., Indiana State Normal School, 1926; A.M., Teachers College, Columbia
University, 1931.
- HALLIE T. SMITH, Instructor in Elementary Education in Laboratory
School. 1931. 717 Sycamore St.
B.S., Indiana State Teachers College, 1929; A.M., University of Michigan,
1930.
- REUBEN H. SNITZ, Professor of Industrial Arts. 1915. 2007 S. Eighth St.
A.B., Indiana State Normal School, 1912; A.M., Indiana University, 1928;
Ph.D., Indiana University, 1931.
- RAYMOND J. SPARKS, Instructor in Education in Physical Education and
Health in Laboratory School. 1935. Walden Apts.
B.S., Indiana State Teachers College, 1928; A.M., Columbia University, 1934.
Graduate Student, Columbia University.
- ORVEL E. STRONG, Assistant Professor of Mathematics Education in
Laboratory School. 1930. 220 N. Sixth St.
A.B., Franklin College, 1930; M.S., Indiana State Teachers College, 1931.

- ARTHUR L. STRUM, Head of Department of Physical Education for Men and Professor of Physical Education. 1923. 1908 S. Center St.
Graduate, LaCrosse State Teachers College; B.E., LaCrosse State Teachers College, 1928; M.S., University of Wisconsin, 1929; Graduate Student, Columbia University.
- RUTH TEMPLE, Instructor in Commerce Education in Laboratory School. 1935. 681 Swan St.
B.S., Indiana State Teachers College, 1930; A.M., Columbia University, 1932.
- LOWELL MASON TILSON, Head of Department of Music and Professor of Music. 1915. 673 Swan St.
Franklin College; B.S., Indiana State Normal School, 1926; A.M., University of Cincinnati, 1931.
- JOHN C. TRANBARGER, Director of Teachers College Press and Assistant Professor of Industrial Arts. 1925. S. Fruitridge Ave.
Graduate, Marion Normal School; Graduate, Indiana State Normal School; B.S., Indiana State Teachers College, 1928; M.S., Indiana State Teachers College, 1933.
- MILDRED TREAGER, Instructor in Home Economics Education in Laboratory School. 1930. R. R. 3, Brazil, Ind.
B.S., Indiana State Teachers College, 1928; A.M., Teachers College, Columbia University, 1932.
- HARRY VINCENT WANN, Head of Department of Foreign Languages and Professor of French. 1917. 1612 S. Fourth St.
A.B., Wabash College, 1908; A.M., Wabash College, 1909; Ph.D., University of Michigan, 1930; Special Student, University of Marburg, Germany, and University of Lausanne, Switzerland.
- ERNEST L. WELBORN, Professor of Education. 1917. 2419 N. Ninth St.
Graduate, Indiana State Normal School; B.S., Columbia University, 1917; A.M., Columbia University, 1920; Ph.D., Ohio State University, 1932.
- FREDERICK H. WENG, Professor of Latin and Dean of Men. 1903. 816 Third Ave.
Ph.B., University of Michigan, 1898; A.M., University of Michigan, 1900; Graduate Student, University of Chicago and Indiana University; Special Student, American Academy in Rome.
- PAUL DELASSUS WILKINSON, Professor of Chemistry. 1921. 1636 S. Fourth St.
B.S., University of Missouri, School of Mines and Metallurgy, 1919; M.S., Iowa State College, 1921; Ph.D., Iowa State College, 1930.
- PAUL L. WOLF, Instructor in Education in Physical Education in Laboratory School. 1929. 8 Kent Ave.
B.S., Indiana State Teachers College, 1929; A.M., Teachers College, Columbia University, 1932.
- HELEN WOOD, Assistant Professor of Commerce. 1926. 320 N. Seventh St.
Graduate, Gregg School Normal Course, 1919; A.B., Indiana State Normal School, 1922; A.M., Indiana University, 1930; Graduate Student, Columbia University.
- WALTER H. WOODROW, Assistant Professor of Science Education in Laboratory School. 1909. 37 S. 19th St.
A.B., Indiana State Normal School, 1908; A.M., Indiana State Teachers College, 1931; Graduate Student, University of Chicago and Indiana University.
- LOIS WOODY, Instructor in English Education in Laboratory School. 1934. 327 S. 15th St.
A.B., Indiana University, 1923; A.M., University of Michigan, 1934.

SYLVAN A. YAGER, Assistant Professor of Industrial Arts Education in Laboratory School and Director of Guidance. 1921.

2227 S. Eighth St.

B.S., Indiana State Normal School, 1921; M.S., Indiana University, 1928; Graduate Student, Indiana University.

SHEPHERD YOUNG, Head of Department of Commerce and Professor of Commerce. 1918.

2301 Washington Ave.

A.B., West Kentucky College, 1899; A.M., Indiana University, 1929; Graduate Student, Harvard University.

DISTINGUISHED SERVICE

The following members of the faculty have recently retired from active teaching after many years of distinguished service to the institution:

EDWIN MORRIS BRUCE, Professor of Chemistry.

EDWIN N. CANINE, Professor of Education.

ROSE MARIAN COX, Professor of English.

FRANK R. HIGGINS, Professor of Mathematics.

WILLIAM T. TURMAN, Professor of Art.

JOHN B. WISELY, Professor of English.

LIBRARY

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

DOROTHY ARBAUGH, Cataloger. 1931.

711 S. Center St.

Graduate, Michigan State Normal College; A.B., University of Michigan; A.B. in Library Science, University of Michigan, 1927; A.M. in Library Science, University of Michigan, 1931.

DEAN ULEN BOND, Assistant. 1922.

2618 N. Eighth St.

A.B., Indiana State Teachers College; A.M., Indiana State Teachers College, 1932.

CARABELLE GREINER DICKEY, Reference Librarian. 1908.

424 N. Center St.

A.B., University of Wisconsin, 1912; Graduate, Indiana State Normal School, including Advanced Library Courses; B.L.S., Columbia University, 1930; Graduate Student, Columbia University.

MARIE REIMAN ORTON, Assistant. 1924.

1030 S. Sixth St.

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

RUTH MILDRED RICHART, Assistant. 1928.

419 S. 17th St.

Student, Indiana State Normal School; Library Class, Emeline Fairbanks Library.

MARTHA SANFORD, Acting Instructor in Library Science. (See Faculty List.)

LUCILE VIEHE, Laboratory School Librarian. 1920.

1339 Sycamore St.

Student, University of Wisconsin; A.B., Indiana State Normal School, 1919; A.M., Indiana State Teachers College, 1932.

CHRISTINE OPENSHAW, Secretary.

STANDING COMMITTEES

The President and Dean of Instruction are *ex-officio* members of all committees.

1. ATHLETIC

Mr. Shriner, Mr. Cole, Miss Curtis, Mr. Huntington, Mrs. Lee, Mr. Meeks, Mr. Weng, *Mr. Strum.

2. CURRICULUM AND GRADUATION REQUIREMENTS

General Committee—Mr. Jones, Mr. Elder, and representatives from each of the following committees:

Elementary School Curriculum Committee—Mrs. Lacey, Miss Griffith, Mr. Karpinski, Mr. Reece, Miss Reed.

Secondary School Curriculum Committee—All heads of departments.

Graduate School Relations Committee—Members of Graduate Council.

Laboratory School Relations Committee—Mr. Mackell, Miss Hunsucker, Mr. Jamison, Mrs. Lacey, Mr. Mitchell, Miss Morris, Miss Price.

3. EXHIBITS AND MUSEUMS

Miss Reynerson, Mr. Allyn, Miss East, Mr. Mitchell, Miss Scobee, Mr. Bryant.

4. EXTENSION, CORRESPONDENCE, AND ADULT SERVICE

Mrs. Lacey, Mr. Malan, Mrs. Pfennig, Mr. Shannon, Mr. Wilkinson, *Mr. Jones.

5. LIBRARY

Mr. Miller, Miss Ehrenhardt, Miss Margaret Gillum, Mr. Karpinski, Mr. Mutterer, *Miss Armstrong.

6. PLACEMENT

Mr. Ramsey, Mr. Brengle, Mr. Bright, Mr. Canine, Mr. Perkins, Miss Reed, *Mr. Elder.

7. PUBLIC RELATIONS

Mr. Hannah, Miss Crawford, Mr. Eberly, Mr. Masters, Mr. Perkins.

Alumni—Miss Crawford, Mr. Acher, Miss Browning, Mr. Donaghy, Mr. Reece, *Mr. Hannah.

College Publications—Mr. Hannah, Mr. Elder, Mr. Tranbarger.

Convocations and Activities—Mr. Perkins, Mr. Cole, Miss McBeth, Mrs. Pfennig, Mr. Wann, Mr. Wilkinson, *Mr. Hines.

Radio—Mr. Eberly, Mr. Hannah, Mr. Morgan, Mr. Tilson, Miss Wood.

Student Publications—Mr. Masters, Mr. Cole, Mrs. Harvey, Mr. Roll, Mr. Welborn.

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8. REGISTRATION
Mr. Annakin, Mr. Abell, Miss Griffith, Mr. Luehring, -Mr. Reece,
Mr. Snitz, *Mr. Elder.
 9. SCHEDULE
Mr. Jones, Mr. Cole, Mr. Elder, Mr. Gifford, Miss Morris, Mr.
Young, Mr. Jamison.
 10. SELECTIVE ADMISSION AND SELECTIVE PROMOTION
Mr. Elder, Mr. Annakin, Miss Ehrenhardt, Mr. Jones, Mr. Mackell,
Mr. Miller, Miss Noyes, Mr. Shannon.
 11. STUDENT WELFARE
Miss Rhyan, Mr. Annakin, Miss Moran, Miss Noyes, Dr. Riggs,
Miss Scobee, Mr. Smith, *Mrs. Burford, *Mr. Payne, *Mr.
Weng.

* Ex-officio members.

INDIANA STATE TEACHERS COLLEGE

HISTORICAL SKETCH

The Indiana State Teachers College (known as the Indiana State Normal School until 1929 when its name was officially changed by action of the legislature) was created by an Act of the General Assembly of Indiana, approved December 20, 1865. The act clearly defined the object of the school as the training of teachers for the public schools of the state, authorized the appointment of a Board of Trustees, and appropriated \$50,000 for the erection of a building.

Under a further provision of the act, the State Normal School was to be located in that city which obligated itself to donate the largest amount, either in money or in buildings and ground. The city of Terre Haute offered to donate the tract of land near the heart of the city upon which the old Seminary building had been located, to donate \$50,000 toward the erection of the building, and to obligate itself forever to maintain one-half of the necessary expense incidental to keeping the buildings and grounds in repair. This offer was accepted and the Indiana State Normal School was located in Terre Haute.

The school was officially opened on January 6, 1870, with twenty-three students enrolled. The faculty consisted only of President William A. Jones and two assistants while the building was only partially completed and void of all equipment. From this humble beginning the school began its growth and development. On April 9, 1888, this growth was temporarily halted when fire destroyed the original building and all of its contents. School sessions were continued at Wiley high school, in churches, and in public halls. The city of Terre Haute again donated \$50,000 for a new building while the General Assembly of Indiana appropriated \$100,000, and the present Administration Building was erected.

From the original small investment, the college has grown until today its physical plant alone represents an investment of more than three million dollars. Enrollment has increased until in 1931-32, the record year for attendance to date, a total of 3,509 different students was enrolled on the various curriculums. Since the college has been organized, more than 95,000 students have been enrolled.

The first curriculums for the training of teachers were, by necessity, elementary, as few students had enjoyed high school privileges before entering the Normal School. As requirements for teachers have increased and changed, the college has kept pace. In 1909, the college curriculum, consisting of four years of work above the commissioned high school and leading to the baccalaureate degree, was organized. In 1924, all regular curriculums were raised to the college basis so that students completing any of the two-year curriculums for teaching in

the elementary schools might, upon their return to the school, be admitted with advanced standing on the four-year curriculums.

One of the most important changes came in 1927 with the establishment of a Graduate School offering courses of training required for first grade administrative licenses for supervisors, principals, and superintendents and providing opportunity to secure the Master's degree in Education. In 1928, the courses were definitely organized into a Junior and Senior College, establishing a definite sequence of studies.

During the sixty-five years of its existence, the college has had five presidents and one acting president. William A. Jones, the first president, was appointed to that office on November 2, 1869, and served until May 16, 1879, when he resigned on account of failing health. George P. Brown was chosen as the successor to Mr. Jones and served as president until 1885 when he resigned to enter the publishing business. William Wood Parsons was chosen to succeed Mr. Brown, taking over the executive duties in September, 1885, and serving continuously until August, 1921, when he resigned and was appointed as President Emeritus. Linnaeus N. Hines was selected as the fourth president and served from 1921 until July, 1933, when his resignation was submitted because of failing health. Lemuel A. Pittenger, president of Ball State Teachers College, served as acting president of Indiana State Teachers College until December 22, 1933, when Ralph N. Tirey was elected to the presidency by the State Teachers College Board.

BUILDINGS

The Administration Building, facing west on North Sixth Street, is the oldest building on the campus. It was built following the fire of 1888 which destroyed the original Normal School building. It contains most of the administrative offices as well as College Hall, where the convocation exercises are held, and a few classrooms of the academic departments.

North Hall, facing north on Eagle Street, is an addition to the Administration Building and was built in 1895. It originally housed the library as well as certain divisions of the work in science. It now contains the graduate school offices, deans' offices, and classrooms of the Departments of Art, Commerce, Mathematics, and Education.

The Old Training School, facing south on Mulberry Street, was erected in 1905. This building housed for many years the twelve grades of the training school. With the erection of the new Laboratory School, it will now be used as classrooms for the department of education and other academic departments.

The Library, facing south on Eagle Street, was erected in 1910. It is the permanent home of more than 120,000 volumes of educational interest. The library holds the distinction of being one of the largest teachers college library collections in the world.

The Vocational Building, facing north on Mulberry Street, was built in 1915. This building is fully equipped to carry forward the work of industrial arts and home economics. It also houses the Teachers College

Press, the shop in which most of the printed material required by the college is produced and in which printing is taught.

Science Hall, facing south on Eagle Street, was erected in 1917. It houses the divisions of botany, chemistry, geography and geology, physics, physiology, and zoology. The College Physician's office is also located in Science Hall. This hall contains the latest and best in modern equipment, laboratories, lecture rooms, and classrooms.

Residence Hall, located on Mulberry Street, was dedicated in 1925. An addition, similar in design and structure to the original, was added in 1929. This home for the girls of the college includes a complete modern kitchen, a large dining room, beautiful reception rooms, and has all the comforts of a modern home. A large residence has been made into a Union Building for student activities. Another residence has been made into a Home Management House for the work of advanced students in home economics.

The Physical Education Building, located on the corner of Seventh and Eagle Streets, was dedicated in 1928. In addition to classrooms, storerooms, and locker rooms, the building has two athletic floors, one each for men and women students. The gymnasium for men has a seating capacity of approximately 3,000. A stage is located in the north end of the main floor, making the building available for many college functions.

The Central Heating Plant, located just east of the Administration Building, was erected in 1929. It provides heat for all the buildings on the campus and contains the latest and finest equipment for a plant of this type.

The New Laboratory School, located on the east side of Seventh Street just north of Chestnut Street on the old Hemingway Park site, was officially dedicated to service last Fall. This Laboratory School is one of the finest and most modern in the Middle West and fills a long-standing need in the work of the college.

RULES AND REGULATIONS

Entrance Requirements.—The following are the conditions of admission to the Indiana State Teachers College:

1. Good Health. The entering student is given a physical examination by the College Physician to determine whether or not he is in physical condition to profitably undertake school work.
2. Satisfactory evidence of undoubted moral character.
3. Graduation from a commissioned high school or equivalent scholarship.
4. 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.—No student may be admitted to the college unless he is a graduate of a commissioned high school or holds an equivalency certificate. Graduates of certified or accredited high schools may secure a commissioned high school equivalency certificate 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 within the first ten days of his first quarter or term in school.

The admission of every freshman student is tentative only until such high school credentials have been approved by the Committee on Selective Admission and Selective Promotion.

Time for Entering.—Students should enter courses on the first day of the quarter or term 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. In no case may a student enter a credit course after the eleventh day of a quarter or the sixth day of a term. Students entering late, up to and including the eleventh day of a quarter or the sixth day of a term, for reasons other than those just stated, may enter the college provisionally if they so desire, but no assurance can be given them that they will receive credit for the quarter's or term's work.

By a ruling of the State Teachers College Board, made effective on October 1, 1928, students who do not register on the first day of the quarter or term, no matter what the cause may be, will be charged an extra registration fee of two dollars (\$2.00).

Students Entering With Advanced Standing.—Students entering the Indiana State Teachers College with advanced standing will receive credit to the extent their work is applicable to the curriculum upon which they are working. This credit is based upon actual attendance and work done in other accredited institutions. Applicants for such advanced standing must present to the Director of Student Programs 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.

The college will accept credit for advanced standing from the 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 Selective Admission and Selective Promotion to make such additional credit in this institution as may be necessary to bring the standard of work up to that of properly accredited schools.

Students are not permitted to earn advanced standing in this institution by formal examinations in subjects studied in non-accredited schools. When a student possesses knowledge which shows clearly that he is prepared to take up advanced work, he is permitted to enter advanced courses, but he may not be credited for preliminary courses omitted.

Transferring from Other Accredited Colleges and Normal Schools.—Students transferring to this school from other accredited institutions 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 college or normal school. On the receipt of the official transcripts from other institutions, the Registrar will evaluate the same, showing what credit has been given 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 proper approval of the Committee on Selective Admission and Selective Promotion. Such students are advised to make early applications to this committee in order that their applications may be acted upon before registration.

No Credit for Experience in Teaching.—Students on both the two-year elementary and the four-year college curriculums may not receive formal credit for experience in teaching, but all students who have taught successfully forty (40) months or more may be excused from supervised teaching provided that some other professional subject or subjects be substituted in lieu thereof.

A certificate of exemption from supervised teaching, issued by the State Department of Public Instruction, should be filed in the office of the Registrar.

REGISTRATION OF STUDENTS

Director of Student Programs.—Since certificates and diplomas are awarded to only those students who complete curriculums established by law and approved by the State Board of Education, all entering students should confer with the Director of Student Programs relative to license and graduation requirements.

Explanation of Curriculums.—The curriculums 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.

Organization of Courses.—The four-year curriculums for the preparation of teachers for the high schools have been so organized that they fall into fairly distinct groups: (1) The Junior College, comprising the courses of the freshman and sophomore years; and (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 for any courses. Senior College students are permitted to reach back into the Junior College for an amount of work not exceeding ten per cent of their courses. In other words, students must offer for graduation approximately forty (40) per cent of their courses from the Senior College and may not receive credit for more than approximately sixty (60) per cent of their work from the Junior College.

The required courses in Freshman English (English 111 and 112) must be begun during the student's first quarter or term in school and must be continued without interruption until these courses are satisfactorily completed.

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

Students in the freshman and sophomore years are required to take courses in the Junior College. The courses open to freshman and sophomore students are, accordingly, those whose numbers fall in the respective departments from 101 to 299. Students in the Senior College must confine their choice of subjects to courses whose numbers range from 301 to 499, provided that they may not offer less than forty (40) per cent of their total work in the Senior College.

Approval of Student Programs.—Students are expected to submit tentative programs to the Registrar at least one week prior to registration day. These trial programs, when approved, are handed to the students when they appear for registration.

Changes in Program.—Registered students desiring to change their programs during the first week of a quarter or term must secure the written approval of the Director of Student Programs. 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 Student Programs, who may require of such students full explanations for their failure to appear and who may require them further to arrange their programs in strict conformity with the rules of the school.

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

Allocation of Elementary Credit.—No credit will be given on the four-year regular or special curriculums for the following courses:

Intermediate and Grammar Grade—Mathematics 291, English 291, Social Studies 291, Science 291, and Education 251.

Primary—Education 141, Education 244, Education 245, Education 241, Education 242, Education 251, and Education 253.

The above courses are applicable toward the Bachelor of Science degree in Elementary Education.

Class Standing of Students.—As all of the courses of the institution are integral parts of the four-year curriculums, students are designated as freshmen, sophomores, juniors, and seniors. Those students whose credit in prepared subjects is less than forty-eight (48) hours are freshmen. Students who have forty-eight (48) but less than ninety-six (96) quarter hours are sophomores. Students who have ninety-six (96) quarter hours or more but less than 144 quarter hours are juniors. Undergraduate students who have more than 144 quarter hours of credit are seniors.

Credit.—Credit for work done in this institution on any of the curriculums offered is expressed in quarter hours. A credit of one quarter hour represents the satisfactory completion of the work of one recitation period or lecture period weekly for a period of twelve weeks. A course having four recitations per week will, therefore, count as four quarter hours. All students are expected to carry sixteen (16) hours of prepared work per quarter. Certain courses, designated as unprepared work, may be taken in addition to the regular sixteen hours.

Partial or Fractional Credit.—No credit is given for less than twelve weeks of continuous work except in such courses as are distinctly organized into six-week courses. When a student is obliged to withdraw from school, he may re-enter later and complete the unfinished work, provided that the actual course left unfinished is being offered and, provided further, that he shall re-enter the subsequent quarter at least one week earlier than the period at which he withdrew. In other words, a student having 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 a 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 for the course.

The mark "Def" (deferred) is used to indicate unfinished work which may be finished without further class attendance. It is a grade which, after the work is finished, may be followed by any of the five letter grades noted above; providing, however, the deferred work is made up within one year after such deferred credit is given.

The mark "Inc" (incomplete) indicates that the quarter's or term's work is unfinished and that it may not be finished without further class attendance. Thus a student in attendance for a part of the quarter only (one-half or more) receives the record "Inc" providing he withdraws officially. When such a student returns to school later and finishes by further class attendance the work of the quarter or term omitted, the record is changed to one of the standard letter grades. The student must, however, return to the course one week earlier than the time at which he withdrew from the unfinished course. It must be finished within one calendar year, provided the course in question has been offered.

The letter "F" indicates that the work is a failure and that the entire course must be taken over in actual class attendance if the student receives 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, however, is recorded and becomes a permanent part of his school record.

All instructors in the institution will file in the office of the Dean of Instruction at the middle of each quarter the names of all students who are doing failing work.

The following records are made in case the student withdraws from the school:

(Students withdrawing from school during the first half of the quarter)—

"W"—Official withdrawal.

"WF"—Unofficial withdrawal.

(Students withdrawing from school after the first half of the quarter)—

"Inc"—Passing in work at time of withdrawal and officially withdrawn.

"WF"—Passing in work at time of withdrawal and unofficially withdrawn.

"F"—Failing in work at time of withdrawal, officially or unofficially withdrawn.

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

When the record of credit of any student has been formally filed in the Registrar's office, no changes may be made in the same except upon the written recommendation of the department concerned, approved by the head of the department and the Dean of Instruction, providing that no such change may be made after the grades have been on file for one calendar year.

Eligibility of Students for Intercollegiate Competitive Contests.—No student will be eligible for any position on any team representing the institution in intercollegiate competitive contests unless he meets the following requirements:

1. A varsity athlete must have spent a full year (three quarters) in actual residence in this institution and have made no less than forty (40) hours of credit in prepared subjects before participation.

2. A varsity athlete must carry at least twelve (12) hours of prepared work in the quarter in which he is a member of the varsity team.

3. On and after July 1, 1935, no sophomore may participate in any varsity athletic contest unless his scholarship index is above 40 and no junior or senior may participate in any such contest unless his scholarship index is above 45. (This rule does not apply to athletes whose names have appeared previously on eligibility lists.)

4. Varsity athletes at this institution must meet all conditions of eligibility prescribed by the Indiana Intercollegiate Conference of which this institution is a member:

5. Every student engaging in intercollegiate athletic competition must pass an approved physical examination given by the College Physician. Every member of the varsity squad must take another physical examination within two weeks following the end of the given sport in which he is participating to be eligible either for an athletic award or to be entitled to free medical attention due to injuries incurred in varsity play.

Scholarship Index.—A system of scholarship points has been established on the basis of four quarter hours, using 4 points for each "A" grade, 3 points for each "B" grade, 2 points for each "C" grade, 1 point for each "D" grade, and no points for each "F". The ratio of the student's scholarship points to his prepared credit hours attempted will 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—4 "D's".

To enroll for supervised teaching a student must have a scholarship index above 45, provided:

1. That factors other than scholarship index, such as personality and psychological ratings, shall be given due consideration in determining whether or not a person with an index above 45 may enroll.

2. That the student must be certified as "able-bodied" by the College Physician prior to enrollment.

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

A student whose scholarship index after three quarters in residence is 30 or less is automatically required to withdraw from school. This student is eligible to make application to re-enroll after one calendar year from the date of his withdrawal.

A student on a four-year curriculum may not enter Senior College courses until he has completed at least ninety-six (96) hours of prepared credit in the Junior College and has achieved a scholarship index of more than 45. If, after three quarters in residence in the Senior College, a student's scholarship index drops to 45 or less, he may be required to withdraw from school.

A student on a two-year curriculum may not complete more than forty-eight (48) hours on this curriculum until he has achieved a scholarship index of above 45.

No student, unless it be in the last quarter or term in which he expects to complete a curriculum, may enroll for more than sixteen (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 not above 45.

The "honor roll" is made up of those students whose scholarship indexes for the previous quarter for full work are 100. Comparative rating of student organizations, other than honor societies, is based upon their scholarship indexes.

Eligibility of Students for Positions in College Affairs.—No student shall be eligible for office in any non-social organization in or affiliated with Indiana State Teachers College, or represent such an organization in a public manner, whose scholarship index is not more than 45.

This rule shall be enforced by a committee consisting of the Dean of Instruction, the Dean of Women, and the Dean of Men.

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

The Director of Student Programs may direct the Registration Committee, in case the student is doing unsatisfactory work, to limit him to fewer than sixteen (16) hours of prepared work per quarter.

"Extra work" is defined as work in excess of sixteen (16) hours of prepared and four hours of non-prepared in twelve-week quarters or eight hours of prepared and four hours of non-prepared in the short terms.

Extra work is permitted without special permission of the Director of Student Programs 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 scholarship index of the student is below 75.
2. When making up a failure.
3. During the short terms, except by those who have twenty (20) hours to do in two short terms or twelve (12) hours to do in one short term in order to be graduated.
4. When employed in outside work.

Rules Governing Absence.—Indiana State Teachers College does not approve any specific number of absences. The student should be present at all classes if it is possible for him to do so.

Absences from classes on the last day of the quarter or term, or immediately before or after a vacation, must be approved by the Dean of Instruction. In no case may a student with the equivalent of more than ten consecutive days' absence at the close of a quarter or term be granted a passing mark by an instructor.

Physical Examination.—The physical examination must be taken during the student's first quarter or term in school on the day and at the 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 pay to the Business Manager of the college an extra fee of one dollar (\$1.00).

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 test regardless of whether or not he has advanced standing. Students entering in the short terms will take these psychological tests at their first opportunity in one of the regular quarters. The ratings received on these psychological tests, together with the credit which the student makes in his class work, is used by the faculty in determining the fitness of the student for the work of teaching.

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

Before registering for supervised teaching on any four-year curriculum, each student is required to take a standardized test in English fundamentals and to write an impromptu paper. Failure to show reasonable proficiency in this work will delay the student's progress

toward graduation until he can meet the specified standards. The test is given regularly once each quarter, and no student may be granted a second trial before a period of eight weeks has elapsed.

CERTIFICATION AND GRADUATION

Certification.—Students who complete any of the prescribed two-year curriculums 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 curriculums receive diplomas admitting them to baccalaureate degrees. Persons completing such four-year curriculums become, in a formal sense, graduates of the college and are admitted to full alumni standing.

Residence Requirements for Certification and Graduation.—Candidates for graduation or certification must meet certain provisions other than the necessary credit. All such candidates must have had an actual attendance of three quarters, thirty-six (36) weeks, and have earned at least forty-eight (48) quarter hours of credit in this institution. This is the minimum residence requirement for any certificate or any diploma. In all four-year curriculums the last quarter immediately preceding graduation must be done in residence. Exceptions to this rule may be made in the case of students who have fulfilled the residence requirements and who need not more than four hours of additional credit to complete their curriculum. Such students may earn an additional four-hour credit by correspondence or extension. This privilege must not, however, be interpreted as meaning that the final quarter's work on any course may be done *in absentia*.

Filing of Formal Application for Certification and Graduation.—Students must file formal application as candidates for graduation or certification at least twelve weeks before they expect to receive certificates or diplomas. The Director of Student Programs will furnish proper application blanks to be filled out by the candidates, which application blanks are then to be filed in the office of the Registrar.

Requirement of Health Certificate.—In addition to the scholastic requirements, 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 661B, Burns' Revised Indiana Statutes, 1914. In conformity with this law, every candidate for a diploma or certificate must report at the office of the College Physician in Room A-44, Science Hall, at some time during the year prior to his graduation for a new physical examination. If

the result of such examination is satisfactory, the College Physician will issue to the student a satisfactory health certificate. This health certificate must be submitted to the Registrar before a certificate or diploma will be issued.

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

Graduates on any of the curriculums are recommended by the Registrar and Director of Student Programs to the State Department of Public Instruction for the licenses for which they have been trained. Students completing a two-year curriculum may not be recommended for a teacher's license until two calendar years after the date of graduation from high school.

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 (three quarters) of the work in the Graduate School under the provisions formulated by the Graduate Council. The requirements for this degree are indicated in detail in the statement of the Graduate School.

Candidates for the 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 Indiana State Teachers College are held in June. Commencement week marks the last week of the Spring Quarter. Students who complete their curriculums at the end of the Fall, Winter, and Spring Quarters will receive their diplomas and certificates at the annual commencement exercises in June. Students who complete their curriculums at the end of the First and Second Summer Terms will be granted their diplomas and certificates at the time at which their work is completed.

Students on the two-year curriculums who complete their work at the end of the Fall, Winter, or Spring Quarters are expected to participate in the public exercises of commencement week.

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

TUITION, FEES, AND EXPENSES

Tuition Fees.—Free tuition is given to all resident students of Indiana.

Resident students of Indiana pay a contingent fee of twenty-five dollars (\$25.00) per quarter.

Non-resident students of Indiana pay twelve dollars (\$12.00) per quarter as non-resident tuition.

Contingent Fee.—By action of the State Teachers College Board, made effective October 1, 1931, all special fees such as departmental fees, laboratory fees, physical education fees, etc., were abolished and a general contingent fee was established for all regularly matriculated students.

By further action of the State Teachers College Board, made effective October 1, 1933, this general contingent fee was established at twenty-five dollars (\$25.00) per quarter. Further action of the State Teachers College Board, made effective with the opening of the Fall Quarter in 1934, regulates the contingent fee as follows:

1. Students registering in fewer than five quarter hours shall pay a contingent fee of twelve dollars (\$12.00) in the regular quarters and nine dollars (\$9.00) in the short terms.

2. Students registering in from five to eight quarter hours, inclusive, shall pay a contingent fee of eighteen dollars (\$18.00).

3. Students registering in more than eight quarter hours shall pay the full contingent fee of twenty-five dollars (\$25.00).

In return for this fee, students receive the free use of the library; the free use of the laboratories, including the current supplies ordinarily used in the same; the benefit of a health service, including access to the College Physician; *The Indiana Statesman*, the weekly publication of the student body; a membership card in the Athletic Association, admitting them to all home games for that quarter or term; and a membership card, admitting them to all privileges of the Student Activities course.

The payment of the contingent fee is made to the Business Manager, 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 regular quarters or five days of the short terms.

For a single quarter, the total of fees for full work is:

Total of fees for residents of Indiana.....	\$25.00
Total of fees for non-residents of Indiana.....	\$37.00

For the year of three quarters (equivalent to two semesters) the total of the above fees for full work is:

Contingent fee for all students.....	\$75.00
Contingent and tuition fees for non-residents of Indiana.....	\$111.00

Fees for the short terms are one-half of the fees charged for the regular quarters.

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

Students withdrawing after six weeks of the quarter and returning during some subsequent quarter or term must register anew and pay the full fees for such subsequent quarter or term.

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

Auditor's Fee.—An auditor's fee of five dollars (\$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 Fee.—A breakage fee is charged in the various laboratories of the college 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. These breakage fees must be paid in the office of the Business Manager within ten days after the student has received formal notice of the breakage charge placed against him.

Late Entrance Fee.—An additional entrance fee of two dollars (\$2.00) will be charged to those students who, for any cause, do not register within the time officially set apart for registration.

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

Special Examination Fee.—A special examination fee of one dollar (\$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, formal application must be made to the instructor who will, upon the presentation of the receipt for this examination fee, arrange for such examination.

Transcript Fee.—One transcript of records in the college is furnished each student free of charge. A charge of one dollar (\$1.00) is made for each subsequent transcript.

Delinquency Fee.—Payment of all fees due the institution must be made on or before the final date when such fees are due. Tuition and contingent fees are due on the tenth day of the regular quarters or

the fifth day of the short terms. Breakage fees are due ten days after the heads of departments have notified the Business Manager 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 (\$1.00) 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 curriculums leading to the baccalaureate degree will pay a fee of four dollars (\$4.00) to cover the cost of *The Sycamore*, published each year by the junior class. All members of the junior class will pay a fee of three dollars (\$3.00). (After the school year of 1935-36, this fee will be three dollars (\$3.00) for members of both the senior and junior classes). In return for this fee, each member of the graduating class is entitled to a copy of *The Sycamore*.

Living Expenses.—Living expenses cannot accurately be determined as they 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 of rooms and meals is substantially that prevailing in other cities of the state.

Rooms may be secured near the college with good families at an average cost of \$1.50 to \$3.00 per week. This cost includes fuel and light. Approved lists of rooms which have been inspected and are found to be suitable are kept by both the Dean of Men and the Dean of Women. Students are not permitted to rent rooms that are not on these lists. All young women (white) who do not live in Terre Haute or who do not return to their homes each evening are expected to live in Residence Hall. Young women who cannot be accommodated in Residence Hall because of the lack of rooms or because of outside work are expected to confer with the Dean of Women before engaging rooming places, while, in the same way, the men students are expected to confer with the Dean of Men before making definite arrangements as to rooms. The deans must know the exact address of the students. To avoid any difficulty, the students are required to keep these officials informed concerning their permanent as well as their temporary addresses. Students desiring to make arrangements for room and board before coming to Terre Haute can do so by writing to the Dean of Men or the Dean of Women, respectively.

Parents may be sure that the deans keep in close touch with each student in the college and are careful to see that only the proper places under the best of conditions are selected as their homes.

Residence Hall.—Indiana State Teachers College has a large and modern Residence Hall for women students. All young women (white) who do not live in Terre Haute or who do not 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 students (white) must

reside in Residence Hall. The rules of the college further require that all non-resident junior and senior women students (white) must reside in Residence Hall as long as rooms are available there.

Rooms are assigned in the order in which applications are received. To secure a room in Residence Hall, application accompanied by a five dollar (\$5.00) deposit should be made with Mrs. Charlotte Burford, Dean of Women, as early as possible. Cancellation of the reservation must reach her office at least ten days before the opening of any quarter or term to have this deposit returned. If the reservation is cancelled during the quarter or term, this deposit is forfeited. Otherwise, this deposit is held for thirty days after the end of the quarter or term and from it will be taken any obligations which the student may owe Residence Hall. The remainder will then be returned to the student.

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

The total charge per quarter (twelve weeks) for room and board is eighty-four dollars (\$84.00). For the convenience of the student, fourteen dollars (\$14.00) may be paid on the first Monday of each two-weeks period of the quarter. The penalty for 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.

Phyllis Wheatley Hall.—Indiana State Teachers College has a small modern residence hall for colored women. According to the regulations of the State Teachers College Board, all colored women students who do not live in Terre Haute are expected to live in the Phyllis Wheatley Hall as long as accommodations are available there.

Rooms are assigned in the order in which applications are received. To secure a place in this hall, application accompanied by a two dollar and fifty cent (\$2.50) deposit should be made to Mrs. Charlotte S. Burford, Dean of Women, as early as possible. Cancellation of this reservation must reach her office at least ten days before the opening of any quarter or term to have this deposit returned. If the reservation is cancelled during the quarter or term, this deposit is forfeited. Otherwise, this deposit is held for thirty days after the end of the quarter or term and from it will be taken any obligations which the student may owe Phyllis Wheatley Hall. The remainder will then be returned to the student.

Students who live in Phyllis Wheatley Hall may prepare their meals there without extra charge.

The total charge per quarter (twelve weeks) for room in Phyllis Wheatley Hall is twenty-four dollars (\$24.00). For the convenience of the student, four dollars (\$4.00) may be paid on the first Monday of each two-weeks period of the quarter. The fine for 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, a dresser cover, and a cord for an electric iron.

Employment Outside of School Hours.—Students doing work outside of school hours shall observe the following regulations:

1. No restrictions are placed on students doing less than 13 hours of outside work per week.

2. Students doing 13 to 22 hours of outside work per week may carry 16 hours of prepared work and four hours of non-prepared work so long as their scholarship index in Indiana State Teachers College is not lower than 55. If their scholarship index is below 55, they must limit themselves to 12 hours of prepared work and four hours of non-prepared work.

Entering freshman students doing 23 to 35 hours of outside work per week must limit themselves to 12 hours of prepared work, library science, and the required physical education course.

4. Students doing 23 to 35 hours of outside work per week may carry 16 hours of prepared work and four hours of non-prepared work if their scholarship index in Indiana State Teachers College is 75 or above. If their scholarship index is below 75, they must limit themselves to 12 hours of prepared work and four hours of non-prepared work.

NOTE: The committee considers work done in private homes by students for board, or for board and room, to be the equivalent of 23 to 28 hours of outside work.

5. Students doing more than 35 hours of outside work per week must limit themselves to eight hours of prepared work and four hours of non-prepared work unless their scholarship index in Indiana State Teachers College is 75 or above, in which case they may carry 12 hours of prepared work and four hours of non-prepared work.

6. During the last quarter before graduation the Student Welfare Committee places no restrictions upon the amount of outside work done by the student at that time.

Students are warned not to attempt outside work unless they have a physical vigor that makes additional duties possible without endangering their health. Entering students should not count upon such outside work, if it can be avoided, as they should first make sure that they are able to do satisfactory work in their classes and that their health is such that the additional burdens may be safely undertaken.

Women students interested in securing outside employment should confer with Mrs. Charlotte S. Burford, Dean of Women. Should a woman student secure a position for outside work after she has registered in Indiana State Teachers College, she must immediately report the same to Dean Burford.

Men students interested in securing outside employment should consult Frederick H. Weng, Dean of Men.

CURRICULUMS FOR THE PREPARATION OF KINDERGARTEN, PRIMARY, INTERMEDIATE AND GRAMMAR GRADE, AND RURAL 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 curriculums be organized for the training of (a) kindergarten teachers, (b) primary teachers, (c) teachers of one-room rural schools, and (d) intermediate and grammar grade teachers. In conformity with these requirements, the Indiana State Teachers College offers a two-year curriculum for kindergarten teachers, 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 kindergarten schools, of the primary grades, of rural (one-room) schools, or of 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 curriculums to move forward without conflict.

If the student, after having entered on one of these curriculums, should decide to transfer to another, application for such transfer should be made to the Director of Student Programs.

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 for any elementary school in the state.

The primary and intermediate and grammar grade licenses are valid for teaching in the one-teacher elementary schools.

I. TWO-YEAR CURRICULUMS FOR THE PREPARATION OF KINDERGARTEN, PRIMARY, INTERMEDIATE AND GRAMMAR GRADE, AND RURAL TEACHERS

	Hrs. Req.		Hrs. Req.
KINDERGARTEN AND PRIMARY		INTERMEDIATE-GRAMMAR GRADE	
First Quarter			
Ed. 111 Childhood Education	4	Art. 111 Elementary Handling of Drawing Materials	4
Ed. 142 Primitive Peoples	4	Sc. 101 Nature Study	4
Eng. 111 Freshman English	4	Sc. 151 Introductory Geography	4
Art 111 Elementary Handling of Drawing Materials	4	S.S. 112 Medieval History, or	
		S.S. 113 Great Britain to 1733, or	
		S.S. 211 Modern European History.	4

ELEMENTARY TWO-YEAR CURRICULUMS

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KINDERGARTEN AND PRIMARY			Hrs. Req.	INTERMEDIATE-GRAMMAR GRADE			Hrs. Req.
Second Quarter							
Ed.	122	General Psychology	4	Eng.	111	Freshman English	4
Eng.	112	Freshman English	4	Math.	101	General Mathematics	4
Sc.	171	Physiology and Hygiene	4	Mus.	211	Ear Training and Sight-Singing	4
S.S.	102	National Development	4	S.S.	101	Colonies and the Revolution	4
Third Quarter							
Eng.	143	Children's Literature	4	Ed.	122	Psychology, Gen. Intro.	4
Mus.	211	Ear Training and Sight-Singing	4	Eng.	112	Freshman English	4
Sc.	101	Nature Study	4	So.	152	U. S. and Canada, or	
Ed.	243	Drawing and Handwork	4	Sc.	153	Europe	4
				S.S.	121	Community Civics	4
Fourth Quarter							
So.	151	Introductory Geography	4	Ed.	222	Psy., Learning Process	4
Ed.	222	Psy., Learning Process	4	Eng.	141	Literary Types	4
Ed.	244	Primary Arithmetic	4	Eng.	291	Teaching of English in Grades	4
Ed.	245	Primary Reading	4	Sc.	171	Physiology and Hygiene	4
Fifth Quarter							
Ed.	231	Principles of Teaching and Management	4	Ed.	231	Principles of Teaching and Management	4
Ed.	241	English in Kindergarten and Primary Grades	4	So.	291	Teaching of Geography	2
Ed.	261	Tests and Measurements	2	S.S.	291	Teaching of History and Civics	2
P.E.	292	Plays and Games	2	Math.	291	Teaching of Arithmetic	4
S.S.	121	Community Civics	4	Ed.	251	Supervised Teaching	4
Sixth Quarter							
Ed.	242	History and Geography, Methods and Materials	4	Eng.	243	Literary Materials and Backgrounds	4
Ed.	251	Supervised Teaching in Primary Grades	4	Ed.	261	Tests and Measurements	2
Ed.	252	Supervised Teaching in Primary Grades	4	P.E.	291	Plays and Games	2
Directed elective in Art, English, Music, Mathematics, Social Studies, or Science			4	Directed Elective in Art, English, Music, Mathematics, Social Studies, or Science			4
Ed.	253	Supervised Teaching in Kindergarten School (Kindergarten only)	4	Ed.	252	Supervised Teaching	4
Non-Prepared							
Library Science 11			1	Library Science 11			1
Physical Education 2			4	Physical Education 3			4
Physical Education			4	Physical Education			4
*Commerce 61			4	*Commerce 61			4

Completion of the Kindergarten-Primary Curriculum qualifies one for the primary license good for teaching in grades one to four inclusive. Those who wish to secure kindergarten licenses must indicate their desire soon after entrance and arrange to do special work in the kindergarten schools.

For the Rural School license, substitute eight quarter hours of Home Economics for Education 261 (2 hours) and Physical Education 291 (2 hours) and one elective (4 hours).

*Excused on test.

II. FOUR-YEAR CURRICULUMS FOR THE ADDITIONAL TRAINING OF KINDERGARTEN, PRIMARY, INTERMEDIATE AND GRAMMAR GRADE, RURAL, AND JUNIOR HIGH SCHOOL TEACHERS, LEADING TO THE BACCALAUREATE DEGREE*

More and more generally the better school systems of the state are requiring more training than that offered by the regular two-year curriculum 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 college preparation and who hold the baccalaureate degree.

Provision is made at Indiana State Teachers College in the curriculums here announced for teachers who have completed one of the regular two-year curriculums in elementary work to move forward to two additional years of training for the elementary schools. These four-year curriculums for the additional preparation of teachers for the elementary grades and the junior high school are outlined in detail on the following pages. Students who have completed any of the two-year curriculums receive full junior standing on these four-year curriculums on their return to the institution, and may complete either of the curriculums in two additional years.

Students are reminded, however, that when, after having completed any of the above two-year elementary curriculums, they move forward to the regular four-year high school teacher's curriculums, they must meet the requirements of these curriculums in full and should not expect to complete such four-year high school curriculums in two additional years of work. The usual period for meeting the full requirements of the high school teachers' curriculum after completion of any of the two-year elementary curriculums is seven or eight quarters.

Degree: Bachelor of Science in Elementary Education.

REQUIREMENTS FOR GRADUATION:

1. Completion of any one of the two-year curriculums..... 96 hours
 2. Professional Courses..... 24 hours
- (To be selected from the following, including Education 455, and Education 421 or 422):

Ed. 313 Primary Education.....	4 hours
Ed. 368 Teaching the Language Arts in the Elementary School	4 hours
Ed. 412 Philosophy of Education.....	4 hours
Ed. 413 Educational Sociology.....	4 hours
Ed. 415 Activities in the Primary School....	4 hours
Ed. 421 Psychology of Childhood.....	4 hours
Ed. 422 Psychology of Adolescence.....	4 hours
Ed. 426 Mental Hygiene.....	4 hours
Ed. 427 Psychology and Pathology of Speech	4 hours

*See Note on page 41.

- Ed. 455 Supervised Teaching 4 hours
- Ed. 461 Supervision of Instruction..... 4 hours
- Ed. 463 Supervision of Curriculum..... 4 hours
- Ed. 475 Junior High School Problems..... 4 hours
- 3. General and Special Major Groups..... 72 hours
(Two or more groups from the following)

 - English 24 hours
 - Composition 4 hours
 - English Literature 12 hours
 - American Literature 4 hours
 - Oral Expression 4 hours
 - Mathematics 20 hours
 - Algebra 4 hours
 - Trigonometry 4 hours
 - Geometry 8 hours
 - General Mathematics 4 hours
 - Social Studies 24 hours
 - United States History 12 hours
 - General History 8 hours
 - Civics 4 hours
 - Science 36 hours
 - Geography 12 hours
 - Biology 12 hours
 - Physics or Chemistry 12 hours
 - Fine Arts 24 hours
 - Music 233, 112, 113
 - Art 331, 391, 431
 - Practical Arts 24 hours
 - Commerce 134, 331, 432, 433
 - Industrial Arts, 101, 317, 392, 475
 - Home Economics, 131, 223, 433
 - Rural Education 24 hours
 - Social Studies 443, 223, 334, 231, 232
 - Science 358, 158, 323, 331, 322
 - *Special Directed Electives 24 hours
(For securing additional licenses, for extending any field of study, and for furthering individual interests in certain fields; e.g. Foreign language, Physical Education, etc.)

- 4. Non-Prepared 13 hours
 - Physical Education 12 hours
 - Library Science..... 1 hour

NOTE: Indiana State Teachers College, in cooperation with other state institutions and the State Department of Education, is developing a continuous four-year curriculum for the preparation of elementary teachers. This will permit students to omit the two-year curriculum and work from the beginning toward the Bachelor of Science degree in Elementary Education. Courses on this new curriculum will be offered during the year 1936-1937.

*See Director of Student Programs for further information.

REGULAR CURRICULUM FOR THE TRAINING OF HIGH SCHOOL TEACHERS—FOUR YEARS

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

License: Leading to a 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	Ed. 121, 221	8 hours
Secondary Education	Ed. 311	4 hours
Principles of Teaching	Ed. 331	4 hours
*Tests and Measurements	Ed. 366	4 hours
†Supervised Teaching	Ed. 453, 454	8 hours
2. English Courses—12 hours.

Freshman English, Exposition ..	Eng. 111	4 hours
Freshman English, Narration and Description	Eng. 112	4 hours
General Literature Course	Eng. 141	4 hours
3. Social Studies
4. Science or Mathematics
5. Foreign Language requirements for A.B. degree.....24 hours
(No foreign language required for B.S. degree.)
6. Majors:

Each student should plan to complete either two or three majors. The subject groups from which majors may be chosen are arranged into three groups: A, B, and C.

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

Group B includes Latin, French, Mathematics, and the Special Subjects.

Group C includes Options II' and IV in Science, Options II and III in Social Studies, and Library Science.

When only two majors are chosen, at least one should be chosen from Group A. The second may be selected from either Group A or Group B.

When three majors are chosen, not more than one may be selected from Group C. The majors chosen from Group B may not include more than two of the special subjects.

* Not required of those students who have credit in Introduction to Teaching.

† See Page 103 for conditions under which second quarter of Supervised Teaching may be omitted.

ACADEMIC GROUPS

I.	English	44 hours
II.	French	40 hours
III.	Latin	40 hours
IV.	Library Science (Part-time)	24 hours
V.	Mathematics	40 hours
VI.	Social Studies—	
	Option I	64 hours
	Option II	40 hours
	Option III	40 hours
VII.	Science—	
	Option I	68 to 72 hours
	Option II	48 hours
	Option IV	40 hours
VIII.	Art	40 hours
IX.	Commerce	40 hours
X.	Home Economics	40 hours
XI.	Industrial Arts	40 hours
XII.	Music	40 hours
XIII.	Physical Education	40 hours
7.	Electives to raise the total number of hours of credit in prepared subjects to 192 hours, of which total credit 76 hours must be in the Senior College.	
8.	Non-Prepared Subjects—	
	Physical Education	12 hours
	Library Science	1 hour

EXPLANATIONS

Professional Academic Courses.—Students selecting any of the majors or options indicated above must make a credit of four quarter hours in the professional academic course belonging to that major or option. The credit of four quarter hours is included in the hour requirements stated. The professional academic course must not be taken until the student has completed an amount of the academic work in his major of at least twenty-four hours, but he is expected to have taken this work before beginning his work in supervised teaching in this major or option in the Laboratory School. Students carrying three majors are expected to take professional academic courses in at least two of the major groups.

Requirements in Physiology.—Requirements of Option IV in Science in Physiology are:

Physiology	20 hours
Science 121, 321	8 hours
Science 141, 142, 341	12 hours
Science 391	4 hours
Science Elective	4 hours

Total

48 hours

For the requirements in the other options in Science and in Social Studies, see Page 45.

Major in Latin.—Students majoring in Latin are required to make a credit of forty (40) hours, but they must offer as preliminary work done in the high schools at least two years of Latin. Students who have not had Latin in high school, therefore, will find it difficult to take a major in this field. Elementary courses in Latin are offered 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 curriculum.

NOTE: Requirements for majors in all other subjects may be found in the Departmental Statements in the last section of this catalog.

High School Teacher's Licenses Confer Legal Privileges to Teach in the Junior High School.—High school teacher's 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 license, see Page 40.

REGULAR HIGH SCHOOL REQUIREMENTS

Subjects	Course Numbers	Req. Hrs.
Professional Group		
Psychology	122, 221	8
Secondary Ed.	311	4
Prin. of Tchg.	331	4
*Tests and Mens.	366	4
†Super. Tchg.	453, 454	8
		28
Group I, English		
Expression	112, 211 or 313	8
Expression	281, 381, 413, 481	8
Literature	443, 444, 461	12
Literature	221, 222, 223, 224, 321	
	322, 323, 341, 421	12
Prof. Academic	391	4
		44
Group II, French		
French		36
Prof. Academic	392	4
		40
Group III, Latin		
Latin		36
Prof. Academic	391	4
		40
Group IV, Library Sci., Third Major Only		
Library Science		34
English	141	4
Prof. Academic	391	2
	(Part time, 24 hrs.)	40
Group V, Mathematics		
Mathematics	111, 112, 113, 212, 221,	
	223 or 322, 331, 332,	
	441	36
Prof. Academic	391	4
		40
Group VI, Social Studies, Opt. I		
History	General, 16 or 12	
	U. S., 12 or 16	28
Economics		8
Sociology		8
Science of Govt.		8
Geography		8
Prof. Academic	391	4
		64
Social Studies, Opt. II (Third Major)		
General Hist.		20
U. S. History		16
Prof. Academic	391	4
		40
Social Studies, Opt. III (Third Major)		
Economics	231, 232, 333, 434	12
Science of Govt.	223, 321, 322	12
Sociology	341, 441, 442, 443	12
Prof. Academic	391	4
		40

Subjects	Course Numbers	Req. Hrs.
Group VII, Science Opt. I		
1 Biol. Group	Bot. 24 or 12	
	Zool. 12 or 24	36
2 Physics		24
3 Chemistry		24
4 Geography		8
5 Physiology		8
Prof. Academic	391	4
Elective (Omit if Majoring in Biol.)		8
		72 or 68
Science, Opt. II, Third Major Only		
Biology Group	Bot. 24 or 16	
	Zool. 16 or 24	40
Science Elective		4
Science	391	4
		48
Science, Opt. IV, Third Major Only		
Choose any one of the following sub-		
jects: Botany, Zoology, Chemistry,		
Physics, or Geography.		
Major Subject		32
Science Elective		4
Science	391	4
	(See Page 43 for Physiology)	40
Group VIII, Art		
Art		36
Prof. Academic	391	4
		40
Group IX, Commerce		
Commerce	121, 122, 123, 211, 212,	
	213, 301, 302, 303	36
Prof. Academic	391, 392, 393 or 394	4
		40
Group X, Home Economics		
Home Ec.	111, 113, 211, 222, 223,	
	224 or 321	24
H. Ec. Elective	212, 331, 332, 333, 432,	8
Prof. Academic	433, 391, 392	8
		40
Group XI, Industrial Arts		
Industrial Arts	101, 102, 103, and	
	Shop Work	36
Prof. Academic	391	4
		40
Group XII, Music		
Music	111, 112, 113, 121, 122,	
	123, 212, 231, 233	36
Prof. Academic	391	4
		40
Group XIII, Physical Ed.		
Phy. Ed., Wom.		36
Prof. Academic	391	4
	See Page 132 for required courses	40
Phy. Ed., Men		36
Prof. Academic	396	4
	See Page 129 for required courses	40

* Not required of those students who have credit in Introduction to Teaching.

† See Page 103 for conditions under which second quarter of Supervised Teaching may be omitted.

**FOUR-YEAR CURRICULUMS FOR THE TRAINING OF
TEACHERS IN THE SPECIAL SUBJECTS—ART, COM-
MERCE, HOME ECONOMICS, INDUSTRIAL ARTS,
MUSIC, PHYSICAL EDUCATION FOR MEN, PHYSI-
CAL EDUCATION FOR WOMEN, LEADING TO THE
SPECIAL HIGH SCHOOL TEACHER'S LICENSE,
FIRST GRADE, AND TO THE BACCALAUREATE
DEGREE.**

I. ART

Degree: Bachelor of Science in Art Education.

REQUIREMENTS FOR SPECIAL HIGH SCHOOL LICENSE:

	Required Hours
Professional:	
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 or 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 Decorating Art 331, or Home Eco- nomics 331	4
Total	100
English, Second Major, and Elective:	
English English 111, 112, 381	12
Second Major and Elective	52
Total	64
Grand Total	192
Non-Prepared:	
Physical Education 1-99 (First two years).....	12
Library Science 11 (First Quarter)	1

* Not required of those students who have credit in Introduction to Teaching.

† See Page 103 for conditions under which second quarter of Supervised Teaching may be omitted.

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

First Year			JUNIOR COLLEGE		
First Quarter	Second Quarter	Third Quarter	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	Art 242 or 243 Industrial Arts 101 Education 122 Home Economics 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
Second Year			SENIOR COLLEGE		
Art 341 or 342 Art 331, or Home Economics 331 Second Major or Elective Education 311	Art 311 Art 312 or 314 Education 331 Second Major or Elective	Art 351 English 381 Art 391 Education 366	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
Third Year			Fourth Year		

II. COMMERCE

Degree: Bachelor of Science in Commerce Education.

REQUIREMENTS FOR SPECIAL HIGH SCHOOL LICENSE:

Professional:	Required Hours
PsychologyEducation 122, 221	8
Secondary EducationEducation 311	4
Principles of TeachingEducation 331	4
*Tests and MeasurementsEducation 366	4
†Supervised TeachingEducation 453, 454	8
Total	28

General, Special, and Related Subjects and Courses:

Accounting	Commerce 301, 302, 303, 401 402, 403	24
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

* Not required of those students who have credit in Introduction to Teaching.

† See Page 103 for conditions under which second quarter of Supervised Teaching may be omitted.

Secretarial Studies	Commerce 232	4
Office Management	Commerce 233	4
Salesmanship	Commerce 431	4
Professional Academic	Commerce 391, and 392, 393, or 394	8
Economics	Social Studies 231, 232....	8
Total		100
English, Second Major, and Elective:		
English	English 111, 112, 381	12
Second Major and Elective		52
Total		64
Grand Total		192
Non-Prepared:		
Physical Education 1-99 (First two years)		12
Library Science II (First Quarter)		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 Elective	Commerce 213 Commerce 233 Elective Elective

Third Year

SENIOR COLLEGE

Commerce 301 Commerce 331 Education 311 English 381	Commerce 302 Commerce 332 Education 331 Commerce 391	Commerce 303 Elective Education 366 Commerce 392, 393, 394
Fourth Year		
Commerce 431 Commerce 401 Education 453 Elective	Commerce 432 Commerce 402 Education 454 Elective	Commerce 433 Commerce 403 Elective Elective

Students who have completed introductory courses in high school, or courses in other colleges not on the accredited list of colleges, may take corresponding courses from the following: Commerce 124, Type-writing; Commerce 135, Introduction to Business; Commerce 214, Stenography; Commerce 234, Man's Activities in the Field of Commerce; Commerce 300, Applied Accounting; Commerce 395, Present Day Trends in Commercial Education; Commerce 404, Advanced Theory and Practice of Accounting; Science 157, Economic and Commercial Geography.

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
Total	28
General, Special, and Related Subjects and Courses:	
Economics and Sociology Social Studies 231, 232, 333, 341, 441	8
(Students may choose courses from this group in either the Junior or Senior College.)	
Physiology Science 171, 371	8
Design or Color Art 131, 132	4
Bacteriology Science 372	4
Chemistry Science 141, 142, 341, 342	16
Home Management Home Ec. 332, 431	8
Textiles Home Ec. 111	4
Foods and Cookery Home Ec. 222, 223	8
Clothing Home Ec. 113, 211	8
Costume Design Home Ec. 212	4
Dietetics (Advanced) Home Ec. 321	4
Home Care of the Sick Home Ec. 131	4
Professional Academic Home Ec. 391, 392	8
House Planning and Furnish- ing Home Ec. 331	4
Family Relationships Home Ec. 433	4
Home Economics elective from the following group:	
Elementary Dietetics Home Ec. 224	4
Problems in Consumer Buying .. Home Ec. 432	4
Child Development Home Ec. 333	4
Institutional Cookery and Management Home Ec. 441	4
(No student should elect Home Economics 224 without consulting the head of the Department.)	
Total	100

* Not required of those students who have credit in Introduction to Teaching.

† See Page 103 for conditions under which second quarter of Supervised Teaching may be omitted.

English, Second Major, and Elective:

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

Non-Prepared:

Physical Education 1-99 (First two years)	12
Library Science 11 (First Quarter)	1

**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 Economics 112 Art 131 or 132 Second Major or Elective	Home Economics 113 Second Major or Elective Second Major or Elective Second Major or Elective
Second Year		
Home Economics 211 Home Economics 212 Second Major or Home Economics 221 Second Major, Elective, or Social Studies 231	Home Economics 222 Science 141 Education 122 Social Studies 232, Second Major, or Elective	Home Economics Elective 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 Economics 333 Education 366
Fourth Year		
Home Economics 332 Education 453 English 381 Second Major or Elective	Home Economics 431 Education 454 Social Studies 341, or Home Economics 432 Home Economics 433	Home Economics 321 Social Studies 333, 341 or Home Economics Elective Second Major or Elective Second Major, or Home Economics 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
Total	28

General, Special, and Related Subjects and Courses:

Mechanical Drawing Ind. Arts 101, 102	8
Architectural Drawing Ind. Arts 201	4
Industrial Arts Design Ind. Arts 103	4
Shop Work Ind. Arts	44
Professional Academic Ind. Arts 391	4
Industrial and Vocational Education Ind. Arts 375, 376, 374, 392, 491	20
Mathematics Math. 110, 112	8
Physics Science 181, 183	8
Total	100

English, Second Major, and Elective:

English English 111, 112, 381	12
Second Major and Elective	52
Total	64
Grand Total	192

Non-Prepared:

Physical Education 1-99 (First two years)	12
Library Science 11 (First Quarter)	1

* Not required of those students who have credit in Introduction to Teaching.

† See Page 103 for conditions under which second quarter of Supervised Teaching may be omitted.

**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 381 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

Students in the freshman and sophomore years will elect their shop work from the following courses: Industrial Art 111, 112, 121, 131, 151, 152, 211, 221, 241, 251, 253, and 262. Students in the junior and senior years should specialize in some one industrial arts activity.

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 outlined under the provisions of the Federal Vocational Acts.

- (a) Shop Teachers.
- (b) Teachers of Related Technical Subjects.

The details 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 the General Industrial Curriculum supplement the four-year curriculum in residence by actual employment in the industries. For complete details to the requirements, see Bulletin No. 90, 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 360 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 in 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 360 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 credit hours for work done in the above courses, either in residence or extension centers, toward graduation from the Four-Year Industrial Arts curriculum leading to the 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 meet the requirements 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:

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

* Not required of those students who have credit in Introduction to Teaching.

† See Page 103 for conditions under which second quarter of Supervised Teaching may be omitted.

General, Special, and Related Subjects and Courses:

Ear Training and Sight-Singing	Music 111, 112, 113	12
Theory and Harmony	Music 121, 122, 123, 221	12
History of Music	Music 231, 232	8
Advanced Sight Singing	Music 212	4
Orchestration	Music 321	4
Music Appreciation	Music 233	4
Primary Methods	Music 291	4
Grammar Grade and Junior High School Methods	Music 292	4
Professional Academic	Music 391	4
Chorus		4
Major Subject in Applied Music		16
Minor Subject in Applied Music		12
Vocal Training	Music 271, 371	8
Band and Orchestral Instruments	Music 261	4
Total		100
English, Second Major, and Elective:		
English	English 111, 112, 381	12
Second Major and Elective		52
Total		64
Grand Total		192
Physical Education 1-99 (First two years)		12
Library Science 11 (First Quarter)		1

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

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
SENIOR COLLEGE		
Music 371 Education 311 English 381 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 446 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
*Tests and Measurements Education 366	4
†Supervised Teaching Education 453, 454	8
Total	28
 General, Special, and Related Subjects and Courses:	
Orientation and Principles of Physical Education P.E. 151	4
Mass Activities P.E. 171	4
Theory and Practice of Physical Education P.E. 172	4
Tests and Measurements in Physical Education P.E. 251	2
History and Literature of Physical Education P.E. 252	2
First Aid P.E. 253	2
Training P.E. 254	2
Kinesiology P.E. 255	4
Physiology and Psychology of Physical Education P.E. 351	4
Individual Problems and Ab- normal Cases in Physical Education P.E. 352	4
Organization and Administra- tion of Physical Education ... P.E. 451	4
Coaching P.E. 471, 472, 473, 474....	8
Professional Academic P.E. 396	4
Physiology Science 171, 172, 173, 374... 16	
Zoology Science 121, 122, 123	12
Chemistry Science 141, 142, 143 }	12
or Physics Science 181, 182, 183 }	12
Sociology Social Studies 341, 441, 442	12
Total	100

* Not required of those students who have credit in Introduction to Teaching.

† See Page 103 for conditions under which second quarter of Supervised Teaching may be omitted.

English, Second Major, and Elective:

English	English 111, 112, 381 or 481	12
Second Major and Elective		52
		—
Total		64
Grand Total		192

Non-Prepared:

Physical Education 1-99 (First two years)	12
Library Science 11 (First Quarter)	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 53	Physical Education 171 Science 172 English 112 Second Major or Elective Elective (Phy. Ed., non-prepared)	Physical Education 172 Education 122 Science 173 Second Major or Elective Physical Education 53
Second Year		
Physical Ed. 251-252 Education 221 Science 121 Science 141 or 181 Elective (Phy. Ed., non-prepared)	Physical Ed. 253-254 Science 142 or 182 Science 122 Second Major or Elective Elective (Phy. Ed., non-prepared)	Physical Ed. 255 Science 143 or 183 Science 123 Second Major or Elective Elective (Phy. Ed., non-prepared)

Third Year

SENIOR COLLEGE

Physical Ed. 351 Social Studies 341 Education 311 English 381 or 481 Elective (Phy. Ed., non-prepared)	Physical Ed. 352 Social Studies 441 Education 331 Second Major or Elective Elective (Phy. Ed., non-prepared)	Physical Ed. 396 Social Studies 442 Education 366 Second Major or Elective Elective (Phy. Ed., non-prepared)
Fourth Year		
Physical Ed. 471 or Elective Education 453 Science 374 Second Major or Elective Elective (Phy. Ed., non-prepared)	Physical Ed. 472 Education 454 Second Major Second Major or Elective Elective (Phy. Ed., non-prepared)	Physical Ed. 473-474, or Elective Physical Ed. 451 Second Major or Elective Second Major or Elective Elective (Phy. Ed., non-prepared)

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 forty (40) hours or more.

**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 Phy. Ed. 1 (non-prepared)	Physical Ed. 101 Science 172 English 112 Second Major or Elective Phy. Ed. 11 and Phy. Ed. 22 or 25 (non-prepared)	Physical Ed. 102 Second Major or Elective Education 122 Second Major or Elective Phy. Ed. 12 and Phy. Ed. 23 (non- prepared)
Second Year		
Physical Ed. 201 Science 121 Second Major or Elective Second Major or Elective Phy. Ed. 20 and Phy. Ed. 21 (non- prepared)	Physical Ed. 202 Science 141 Education 221 Second Major or Elective Phy. Ed. 15 and Phy. Ed. 13 or 25 (non-prepared)	Physical Ed. 203 Science 142 Science 123 Second Major or Elective Phy. Ed. 16 and Phy. Ed. 24 (non- prepared)

Third Year

SENIOR COLLEGE

Physical Ed. 301 Education 311 English 331 English 341 Phy. Ed. 17 (non-prepared)	Education 331 Physical Ed. 303 Science 371 Physical Ed. 301 Phy. Ed. 26 (non-prepared)	Education 366 Physical Ed. 302 Science 373 Second Major or Elective
*Fourth Year		
Science 321 Education 453 Second Major or Elective Second Major or Elective	Physical Ed. 403 Science 372 Education 454 English 281 or 481	Physical Ed. 401 and 402 Social Studies 341 Second Major or Elective Second Major or Elective

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

THE GRADUATE SCHOOL

The general policies of the Graduate School are formulated by the Graduate Council:

Dr. L. J. Rettger, Chairman	Dr. Waldo F. Mitchell
Dr. R. A. Acher	Prof. E. E. Ramsey
Dr. Fred E. Brengle	Dr. J. R. Shannon
Dr. Sara King Harvey	Dr. Walter O. Shriner
Dr. Fred Donaghy	Dr. Harry V. Wann
Dr. L. H. Meeks	Dr. Paul D. Wilkinson

Executive Officer—Dr. J. W. Jones

The general policies established by the Graduate Council are administered through the Executive Officer.

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. These courses are 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 students may meet the requirements for first grade administrative licenses and also absolve the requirements of this institution for the Master's degree in Education. Since all the work in the Graduate School is in the field of education, it is possible to meet the requirements for two administrative licenses in one year of graduate 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 Council, provided the degree has been secured from an institution accredited by the North Central Association, American Association of Teachers Colleges, or similar accrediting agency. 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 Council. Persons holding the baccalaureate degree from institutions whose requirements are considered to lack a year, or more, of being the equivalent of the Indiana State Teachers College are not admitted to the Graduate School.

Students coming from institutions other than the 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 the degree may be admitted to the Graduate School by special arrangements.

Students eligible to admission to the Graduate School who are not candidates for the 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. Candidacy for a master's degree will be based upon the recommendations of the heads of the departments of English, of Education, and of departments represented by a student's undergraduate major or majors. Such heads may base their recommendations upon any source of information they wish, including such tests as they choose.

No student will be admitted to candidacy whose undergraduate record is not as high as an average of "C" and with twenty-five per cent higher than "C".

REQUIREMENTS FOR THE MASTER'S DEGREE IN EDUCATION

Residence and Credit.—Thirty-six (36) weeks of residence (three quarters) and completion of forty-eight (48) 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 arrangements students may complete one-third of their residence requirements in extension centers approved for graduate work by the Graduate Council. The time requirements for students admitted with conditions will be more than thirty-six (36) weeks and the credit requirement will be correspondingly more than forty-eight (48) quarter hours.

All the work for the Master's degree must be completed within the five years immediately preceding the completion of the requirements for the degree.

Correspondence work will not be accepted for graduate credit.

With the consent of the Graduate Council, graduates of the Indiana State Teachers College who hold the baccalaureate degree may transfer as much as one-third of their graduate work from other accepted institutions.

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

Major Subject.—All graduate work shall be in the field of education. A total of fifty-six (56) quarter hours in education, both graduate and undergraduate, not including the credit for the thesis, is required of each student who is a candidate for the Master's degree in Education.

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 these 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 Council. 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 must pay a diploma fee of ten dollars (\$10.00) to the Business Manager 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 the 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, twenty-five dollars (\$25.00) per quarter for students who are residents of Indiana, and for students who are non-residents of Indiana, thirty-seven dollars (\$37.00) per quarter.

REQUIREMENTS FOR ADMINISTRATIVE LICENSES

Candidates for first grade administrative licenses follow the regulations below:

1. 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.

2. Eight quarter hours of the required work in education may be elective on the part of the student.

3. Four quarter hours of the eight hours of thesis work must be done in Education 501C. It carries four hours of deferred credit. The deferred grade will be removed when the student enrolls in 501W and completes his thesis.

4. Twelve quarter hours additional work must be in education which may be elective unless the candidate for the degree wishes two administrative licenses, in which case the twelve hours must be distributed among the field required for the second license.

Education 571 is a prerequisite to any subject in administration or the 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 the superintendent's license should present credit 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) Meet the general requirements listed on page 61.

(5) In addition to the above requirements, the applicant should have completed the work for the Master's degree 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
The Elementary Curriculum.....	Ed. 563
The Secondary Curriculum.....	Ed. 564
Tests and Measurements.....	Ed. 566
IV. Administration	
Public School Administration.....	Ed. 571

V. Special Administration

Budgets, Accounting, and Finance.....	Ed. 582
Indiana School Law.....	Ed. 584
School Grounds, Houses, and Equipment.....	Ed. 585

**GENERAL SUPERVISOR'S LICENSE AND COURSE FOR
SUPERVISORY 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 credit 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) Meet the general requirements listed on page 61.

(5) In addition to the above requirements, the applicant should have completed the work for the Master's degree in the Indiana State Teachers College.

(6) Candidates desiring to carry courses directed toward the work of the supervising teacher are required to carry a maximum of twelve quarter hours in Education 555.

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
The Elementary Curriculum.....	Ed. 563
Tests and Measurements.....	Ed. 566

IV. Administration

Public School Administration	Ed. 571
Elementary School Administration	Ed. 572

V. Supervised Teaching

Advanced Supervised Teaching.....	Ed. 555a
Advanced Supervised Teaching.....	Ed. 555b
Advanced Supervised Teaching.....	Ed. 555c

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 high school principal's license should present credit 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) Meet the general requirements listed on page 61.

(5) In addition to the above requirements, the applicant should have completed the work for the Master's degree 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
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III. Supervision

Supervision of Instruction.....	Ed. 561
The Secondary Curriculum.....	Ed. 564
Tests and Measurements.....	Ed. 566

IV. Administration

Public School Administration.....	Ed. 571
High School Administration.....	Ed. 573
Principles of Junior Secondary Education.....	Ed. 575

V. Special Administration

Budgets, Accounting, and Finance.....	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 credit 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, 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) Meet the general requirements listed on page

(5) In addition to the above requirements, the applicant should have completed the work for the Master's degree 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
The Elementary Curriculum.....	Ed. 563
Tests and Measurements.....	Ed. 566

IV. Administration

Public School Administration.....	Ed. 571
Elementary School Administration.....	Ed. 572
Principles of Junior Secondary Education.....	Ed. 575

V. Special Administration

Budgets, Accounting, and Finance.....	Ed. 582
School Grounds, Houses, and Equipment.....	Ed. 585

COURSES OFFERED

The courses listed below are courses for graduate work in education.

501C. Seminar Course in Thesis.—Credit 4 hours. Credit deferred until the thesis is completed.

501W. Preparation of Thesis.—Credit 8 hours. Includes work in 501C.

502. Seminar in Advanced Education.—Credit 4 hours.

510.² Modern Trends in Education.—Credit 4 hours.

512. Philosophy of Education.—Credit 4 hours.

513.¹ Educational Sociology.—Credit 4 hours.

514. Conflicting Psychologies of Learning.—Credit 4 hours.

516. Human Biology in Education.—Credit 4 hours.

517.² Guidance Problems in Secondary Education.—Credit 4 hours.

518. Introduction to Philosophy.—Credit 4 hours.

519. Extra-Curriculum Activities.—Credit 4 hours.

521. Psychology of Childhood.—Credit 4 hours.

522. Psychology of Adolescence.—Credit 4 hours.
 523. Mental Measurements.—Credit 4 hours.
 526. Mental Hygiene.—Credit 4 hours.
 555. Graduate Supervised Teaching.—Credit 4 hours.
 561. Supervision of Instruction.—Credit 4 hours.
 563.¹ The Elementary Curriculum.—Credit 4 hours.
 564. The Secondary Curriculum.—Credit 4 hours.
 565. Special Problems in Supervision.—Credit 4 hours.
 566. Tests and Measurements.—Credit 4 hours.
 568.¹ Supervision of the Language Arts.—Credit 4 hours.
 571. Public School Administration.—Required on all supervisory and administrative licenses. Credit 4 hours.
 572.¹ Elementary School Administration.—Credit 4 hours.
 573. High School Administration.—Credit 4 hours.
 574²⁻³ Problems in Secondary Education.—Credit 4 hours.
 575.^{1,2} Principles of Junior Secondary Education.—Credit 4 hours.
 578. The Exceptional Child and His School.—Credit 4 hours.
 581. Educational Statistics.—Credit 4 hours.
 582. Budgets, Accounting, and Finance.—Credit 4 hours.
 584.^{1,2} Indiana School Law.—Credit 4 hours.
 585.^{1,2} School Grounds, Houses, and Equipment.—Credit 4 hours.
 600. Courses.—Research work may be carried on in any of the courses listed except 501, providing the student has already had the 500 course with the same number. The number used to designate such research courses will be "6," to which is added the last two digits of the proper 500 courses. Research in Public School Administration would be, for example, 671.

¹ May be carried as 400 courses by seniors on any of the four-year elementary curriculums.

² May be carried as 400 courses by seniors on the college curriculums.

³ Offered in the school year, 1935-36, and thereafter in alternate years.

⁴ To be carried by permission only if student has taken Education 368.

EXTENSION AND CORRESPONDENCE

All communications and inquiries concerning correspondence and extension work in this college should be addressed to Secretary 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 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 with the understanding that the credit earned is valid, but is to be held by the college for application upon the second year of work after a year's work in residence has been completed.

Regulations Concerning Non-Residence Study.—Extension and correspondence courses may be counted on approved curriculums under the following regulations:

(1) Students in residence may not enroll for work in this division except upon written permission of the Director of Student Programs.

(2) Teachers in service who enroll in one non-residence course will not be admitted to a second concurrent course except upon the 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 of credit may be earned in any high school subject group or in the professional subjects by correspondence study.

(6) Not to exceed eight quarter hours of credit earned by correspondence may be applied on two-year curriculums.

(7) Not to exceed twelve quarter hours of credit may be earned by extension and correspondence during any school year, October 1 to September 30.

(8) Work begun in residence or in a regularly organized extension center cannot be completed by correspondence.

(9) Failure made during residence work cannot be made up by work in correspondence.

(10) Students who enroll for correspondence study and later enroll for residence study 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 Student Programs and by special arrangements with the instructor in charge.

Requirements Affecting Non-Residence Study.—

(1) An actual attendance of three quarters or thirty-six (36) weeks and the earning of forty-eight (48) quarter hours of credit is the minimum residence under which a student may be graduated from any of the prescribed courses. In the four-year curriculums, 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 be graduated who have fulfilled the minimum residence requirements and yet need not more than four quarter hours of additional credit to complete their curriculum. Such students may earn additional credit by correspondence or extension, and on satisfactory completion of such non-residence work, the certificate or diploma may be issued. This privilege must not, however, be interpreted as meaning that the final quarter's work on any curriculum may be done *in absentia*.

(3) The first year of work on any of the prescribed curriculums must be done in residence.

Applicants for correspondence work who have not been students in the Indiana State Teachers College, or who have not filed their credit from other accredited institutions, may sign up for correspondence work on their own responsibility, providing they meet the regular entrance requirements of the college.

If they expect to use the credit 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 seven dollars (\$7.00) and for a four quarter hour course, thirteen dollars (\$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.

The entire fee (postal or express money order, bank draft, certified check, or cash in registered letter) must accompany the application. The division is not responsible for money sent in any other way. Remittances must be for the exact amount of the fees. The form in which the money is sent other than cash in a registered letter must 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.

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 it in that time, he may, for acceptable reasons, secure an extension of six months upon payment of a renewal fee of one dollar (\$1.00). A student entering any institution for residence work will be granted an extension of time equal to the period of residence study, providing such student gives due notice to this division. Students failing to complete the work within the allotted year, and who have not been granted an extension of time, will receive a grade of "WF" signifying unofficial withdrawal.

COURSES OFFERED BY CORRESPONDENCE

(Full description of courses is given in the departmental statements).

I. EDUCATION

- Education 231—Principles of Teaching and Management.
- Education 261—Tests and Measurements. Credit 2 hours.
- Education 311—Secondary Education.
- Education 366—Tests and Measurements.
- Education 421—Child Psychology.
- Education 422—Adolescent Psychology.
- Education 461—Supervision of Instruction.
- Education 475—Junior High School Problems.

II. ENGLISH

- English 222—The Novel.
- English 341—Present Day Literature.
- English 392—English and American Literature for High School Teachers.
- English 461—Shakespeare.

III. SOCIAL STUDIES

- Social Studies 101—The Colonies and The Revolution.
- Social Studies 112—Medieval History.
- Social Studies 211—Modern European History, 1500-1789.
- Social Studies 223—State and Local Government.
- Social Studies 322—The Federal Government.
- Social Studies 403—Recent History of the United States.

STUDENT ACTIVITIES

Student Discipline.—The Indiana State Teachers College assumes that young men and young women coming to it to prepare themselves as teachers are persons of unquestioned honor. Accordingly, rules and regulations issued by the college are those which come from the very nature of the work the college has to do.

A reasonable supervision over the social life of the student body is given by the deans and the class sponsors. In order to prevent unseemly costs and unwarranted competition in the staging of class and organization dances, the college requires that such dances shall not exceed a reasonable cost. All school functions must be given in places approved by the 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 a student forgets that the responsibility of his conduct while in school is wholly in his own hands and is guilty of an act which stamps him as unfitted to become a teacher, the college reserves the right to make him carry the full consequences of his action and may demand that he withdraw from the college. The decision of the Student Welfare 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 most efficiently meet the requirements of the law and to safeguard the health of the student body, the college has employed a College Physician who gives his entire time to the institution. The physician's office is located in Room A-44 in Science Hall. The physician not only gives every attention possible to actual cases of sickness, but confers individually with all students, requiring at stated intervals a careful physical examination and prescribing such corrective exercises as may be necessary for those who have any physical defects.

Hospitalization, with the exception of major surgery, is provided in emergency cases for a minimum period from contingent fees for students who cannot be cared for at home.

The services of the College Physician are available on the same terms to the pupils of the Laboratory School.

Graduating students expecting to secure licenses for teaching must have the legal health certificate issued by the college and countersigned by the College Physician before the license will be granted them by the state. Students nearing graduation whose health certificates have not been granted should consult the College Physician and secure an appointment for such examination, thus avoiding the possibility of a withheld license.

Student Council.—Responsibility for the school spirit and school conduct has been placed largely in the hands of the students themselves through the Student Council. The Student Council is composed of

representatives chosen by the several classes who, with representatives of the faculty, form a body before which student problems are presented for discussion and remedy if need be. The Student Council is both a forum for free discussion and a court for enforcing its decision.

College Convocation.—There is a weekly convocation of the college held each Wednesday morning from 9:50 to 10:50. Attendance at these convocation exercises is not compulsory but all students are urged to attend.

The Library.—The library, a fireproof structure devoted entirely to library purposes, is located on Eagle Street across from the Administration Building. The book collection numbers more than 120,000 volumes, 9,000 of which are now housed in the Laboratory School library. In addition, the library contains a large collection of pamphlets and mounted pictures as well as being a depository for United States government publications.

The main reading room, the offices, and the periodicals reading room occupy the first floor. The second floor provides space for the reserve collection, study rooms, and library science work rooms. The room in which the bound newspapers are kept is in the basement. At the present time there are five levels in the stack room with space for an additional, or sixth floor.

The book collection to which the students have free access has been carefully selected with the needs of the students and faculty in mind and, as a result, it is well suited to the requirements of a teachers college. Approximately 390 periodicals of educational and general interest are received.

Instruction in the use of the library is given to all freshman students in order to acquaint them with its arrangement and regulations. Copies of the rules governing the circulation of books may be had upon application at the charging desk.

Student Activities Course.—In recognition of the need of a well-balanced, extra-curricular program of high grade musical concerts, lectures, and other entertainments as a valuable feature, the college provides a Student Activities Course. Under the supervision of the President of the college and the Committee on Convocations and Activities, an excellent series of such programs is offered to the students each year without further cost to them.

The Student Building.—The Student Building, situated on Eagle Street just back of the Emeline Fairbanks Library, is a center of the social life of the student body. Many of the organizations of the college hold their meetings here, but probably its greatest value comes from the fact that this building is open from early in the morning until late at night to the student body as a place in which to rest, study, or visit with friends. The Student Building is under the direction of a competent matron.

Student Advisers.—The college does not maintain a system of student advisers. The Dean of Men and Dean of Women act as constant

advisers to students in all personal matters except those relating to the selection of studies. They serve in a special manner as advisers to freshman students. Students should feel free at all times to confer with the deans concerning their problems. Special conferences with student groups will also be called from time to time by the deans if the occasion demands it.

In addition to the general supervision of the deans and members of the faculty as a whole, three sponsors are appointed for each class. These sponsors start with the class in its freshman year and continue with it through the four years of college life. It is their function to give such advice as may be needed in all matters relating to social functions and other class activities.

Orchestra and Band.—Under the direction of the Department of Music there is organized each year an orchestra and a band. The college orchestra consists of approximately 25 pieces, and not only affords excellent musical training for its members, but offers entertainment for the college on various social and school functions. The orchestra provides music for the college convocations and takes part in the annual performance of "The Messiah" and the May Festival.

The college band is a rapidly growing organization and plays an important part in the activities of the college. During the past few years the college band has appeared at practically every athletic event and has rapidly made a name for itself among the marching bands of the state. The purpose of the band is to provide musical training for the members as well as to contribute liberally to the interest and pleasure of many school functions.

Students who play orchestra or band instruments are urged to confer with the head of the Department of Music relative to these organizations.

College Chorus and Choir.—Under the direction of the Department of Music there is organized each year a college chorus. This chorus gives a performance of Handel's "Messiah" each year during the week before the Christmas holidays. The May Festival is another busy period for this chorus while other special musical programs are given at various times during the year.

An *a cappella* choir was organized a few years ago under the direction of Professor L. M. Tilson, head of the Department of Music, that has met with marked success. This choir provides special numbers at convocation exercises and has made many public appearances during the year. A distinct honor was accorded this choir when it was invited to provide a musical program in connection with the meeting of the National Education Association in St. Louis this year and scored a distinct success.

Student Publications.—Indiana State Teachers College publishes a weekly school paper known as *The Indiana Statesman*. This publication is under the direction of a Board of Control, composed of representatives of the faculty and the student body. A copy of the paper is given free each week to the student upon payment of his contingent fee.

The Indiana Statesman is printed in the Teachers College Press,

the college print shop, which gives the student an opportunity to learn something of the mechanical as well as the editorial side of the publication. It is published each Friday during the school year.

The Sycamore is the annual publication of the junior and senior classes of the college.

Student Organizations.—The students of the Indiana State Teachers College maintain a number of student organizations. Students interested in special fields have formed organizations to carry forward their study. Such organizations include the Science Club, Mathematics Club, Art League, "I" Men's Club, Athenaeum, Commerce Club, Home Economics Club, Classical Club, Le Cercle Francais, Der Deutsche Verein, Primary Club, Poets' Club, Scribblers' Club, Press Club, W.A.A., Social Studies Club, Sycamore Players, and others. The Newman Club, an organization of Catholic students, is also highly active in college affairs.

In addition to the societies and clubs mentioned above, all of which are of some academic, literary, or religious significance, the college has a number of organizations whose purpose is to further the social life of the students. Such organizations among the young women students are the Alpha, Delta Sigma, Epsilon Delta, Gamma Gamma, Kappa Kappa, Lambda Delta Phi, Mu Zeta, Omega Sigma Chi, Pi Zeta, and Psi Theta. The Forum, Delta Lambda Sigma, Alpha Sigma Tau, and Chi Delta Chi are local fraternities maintained by the men students.

The Alumni Association.—The association of all graduates of Indiana State Teachers College has for its purpose the furthering of the interests of the college and public education, and serves as a means to strengthen and continue the pleasant personal and professional relations begun during the school days in Terre Haute. The Alumni Association has an annual luncheon meeting in Indianapolis during the time of the State Teachers Association, usually held at noon on Thursday at the Claypool Hotel. Several other group meetings are held at various times during the year in different parts of the state.

The officers of the Indiana State Teachers College Alumni Association for the year of 1935-36 are:

President—Ralph Irons, Superintendent of Schools, Evansville, Indiana.

Vice-President—Francis Unzicker, Emerson High School, Gary, Indiana.

Secretary—Jeanette Landrum, Wiley High School, Terre Haute, Indiana.

Alumni Day.—The day immediately preceding Commencement Day of each school year is designated as Alumni Day. At that time many former students and alumni return for the various programs. Included among the events of the day is the senior-alumni convocation exercises at which time members of the graduating class are officially inducted into alumni ranks. The pledge of the graduating class to the Parsons-Sandison Living Memorial Fund is also fulfilled at this time.

The Annual Alumni Banquet is held that evening just preceding the college reception to the members of the graduating class and the

returning alumni. The annual commencement exercises are held at 9:50 the following day in the Physical Education Building. Under this arrangement it is possible for the returning alumni to attend most of the events within the short space of twenty-four hours. Graduates and former students are urged to keep Alumni Day in mind and, if possible, to return to their Alma Mater for these programs.

Placement Bureau.—Graduates and former students who may be interested in securing teaching positions will be interested to know that the Placement Bureau gives free service to all alumni and former students of the college. Those who wish to register should write to the Director of Placement and ask for enrollment blanks.

During the past eleven or twelve years, hundreds of alumni and former students of the college have availed themselves of this service. Of this number many have been graduates who have been away from the college for several years. The college is glad to extend this service to any worthy alumnus. All who may be interested in securing this service are invited to send their inquiries to the Director of Placement, Indiana State Teachers College, Terre Haute, Indiana.

SCHOLARSHIPS, AWARDS, AND AIDS

THE JAMES MCGREGOR SCHOLARSHIPS

James McGregor of Terre Haute, Indiana, passed away on July 11, 1913, leaving a will which created the "James McGregor Student Endowment Fund." This fund consisted 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 established 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 these institutions.

The trustees of the "James McGregor Student Endowment Fund" have set apart approximately \$1,300 of this fund to be loaned to students without interest, and approximately \$1,150 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 for this purpose has established the following conditions governing the awarding of these scholarships:

I. Number and time of awards.

a. Twenty-three scholarships of fifty dollars (\$50.00) each shall be awarded each year.

b. One scholarship shall be awarded in each of twenty-three counties of the State of Indiana and in each succeeding year, a like award, until each of the counties in the state shall have been covered. (This process will be repeated indefinitely).

c. For 1936, awards will be made in:

- | | | |
|---------------|------------|--------------|
| 1. Lawrence | 9. Morgan | 17. Pike |
| 2. Madison | 10. Newton | 18. Porter |
| 3. Marion | 11. Noble | 19. Posey |
| 4. Marshall | 12. Ohio | 20. Pulaski |
| 5. Martin | 13. Orange | 21. Putnam |
| 6. Miami | 14. Owen | 22. Randolph |
| 7. Monroe | 15. Parke | 23. Ripley |
| 8. Montgomery | 16. Perry | |

d. For 1937, awards will be made in:

- | | | |
|---------------|-----------------|----------------|
| 1. Rush | 9. Switzerland | 17. Warren |
| 2. St. Joseph | 10. Tippecanoe | 18. Warrick |
| 3. Scott | 11. Tipton | 19. Washington |
| 4. Shelby | 12. Union | 20. Wayne |
| 5. Spencer | 13. Vanderburgh | 21. Wells |
| 6. Starke | 14. Vermillion | 22. White |
| 7. Steuben | 15. Vigo | 23. Whitley |
| 8. Sullivan | 16. Wabash | |

e. For 1938, awards will be made in:

- | | | |
|----------------|--------------|--------------|
| 1. Adams | 9. Cass | 17. DeKalb |
| 2. Allen | 10. Clark | 18. Delaware |
| 3. Bartholomew | 11. Clay | 19. Dubois |
| 4. Benton | 12. Clinton | 20. Elkhart |
| 5. Blackford | 13. Crawford | 21. Fayette |
| 6. Boone | 14. Daviess | 22. Floyd |
| 7. Brown | 15. Dearborn | 23. Fountain |
| 8. Carroll | 16. Decatur | |

f. For 1939, awards will be made in:

- | | | |
|-------------|----------------|---------------|
| 1. Franklin | 9. Hendricks | 17. Jennings |
| 2. Fulton | 10. Henry | 18. Johnson |
| 3. Gibson | 11. Howard | 19. Knox |
| 4. Grant | 12. Huntington | 20. Kosciusko |
| 5. Greene | 13. Jackson | 21. LaGrange |
| 6. Hamilton | 14. Jasper | 22. Lake |
| 7. Hancock | 15. Jay | 23. LaPorte |
| 8. Harrison | 16. Jefferson | |

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 into the Indiana State Teachers College.

b. In addition thereto, the applicant must present as evidence of highest scholarship a transcript of the high school record for the total period, attested by the proper authority, to the herein constituted Committee on 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 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. Twenty-five dollars (\$25.00) shall be paid at the end of the first month of the first quarter of residence study.

b. The remaining twenty-five dollars (\$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 vested 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 immediately following the making of 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 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 scholarships shall be given suitable certificates or evidences of having received these awards.

COUNTY SCHOLARSHIPS

The following act passed by the General Assembly of the State of Indiana at the session of 1935 created two scholarships from each county in Indiana to Indiana State Teachers College and Ball State Teachers College:

"Be it enacted by the General Assembly of the State of Indiana that the State Teachers College Board shall have power to appoint, annually, for matriculation in each of the state teachers colleges, Ball State Teachers College, Muncie, and Indiana State Teachers College, Terre Haute, not more than two students from each county in the state, under such rules and regulations as may be prescribed by the board, and on the basis of such qualifications as, in the judgment of the board, predicate for such appointees' success as teachers in the public schools of Indiana. The student so appointed shall be entitled to enter, remain and receive instruction in such colleges for the next school year following their appointment, subject to the same conditions and regulations as are prescribed for other students in such colleges, excepting that they shall not be charged any contingent fee. The board may renew, under such rules and regulations as it may prescribe, the appointment of such appointees, from year to year, until they shall have completed the course or courses of study prescribed for them by the board."

Under the provisions of the above act, the Committee on Selective Admission and Selective Promotion of the Indiana State Teachers College receives applications for these scholarships from graduates of Indiana high schools. On the basis of an outstanding scholarship record in high school and the possession of the personality traits most desirable in a superior teacher, the committee selects, with the ap-

proval of the President of the college and the State Teachers College Board, not more than two students from each county in Indiana. When satisfactory applications from a county are not received, no award is made in that county.

These scholarships may be renewed from year to year if a high quality of work is maintained in college and all other requisites of a good teacher are satisfactorily evidenced.

Each scholarship relieves the student from paying all contingent fees with the exception of three dollars (\$3.00) per quarter which amount includes the medical fee, the physical education fee, and special fees for other activities in the college.

Students interested in these county scholarships are advised to apply to their principal for the necessary blanks upon which application can be made to the Committee on Selective Admission and Selective Promotion of the college. If these blanks are not available in the office of the high school principal, the student is urged to write to the Registrar, Indiana State Teachers College, Terre Haute, Indiana, and the proper blanks will be sent to him.

TRI KAPPA SCHOLARSHIP

Tri Kappa High School Scholarship of \$75.00 is awarded as a gift by Gamma Gamma Chapter to a Terre Haute high school senior entering Indiana State Teachers College. The candidate is selected by the Scholarship Committee of Gamma Gamma Chapter of Tri Kappa on the basis of high scholastic average, character, and need of financial assistance.

STUDENT LOAN FUNDS

GEORGE C. COLE, Trustee

MARY D. O'DONNELL, Supervisor

Indiana State Teachers College maintains a number of student loan funds for the purpose of aiding students who have proved that they are worthy of such financial help by making a creditable record in their scholastic work. Students cannot secure such financial help from these loan funds during their first quarter or term in college, but after they have proved their worthiness, application for such loans may be made to Miss Mary D. O'Donnell, supervisor of the Student Loan Funds.

The following student loan funds have been established and are maintained by the college:

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 in completing their work in school. It was placed under the supervision and management of the Alumni Association. The funds are in the hands of a trustee appointed by the Teachers College Board. 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 college. 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 some secure bank, and to loan them to students only upon recommendations of the Loan Committee. This committee consists at present of the trustee, George C. Cole; Mrs. Charlotte S. Burford, Dean of Women; and Miss Ivah M. Rhyan, head of the Department of Home Economics.

Any worthy student who lacks forty-eight or fewer hours of finishing any of the four-year curriculums may borrow from the fund as much as one hundred dollars (\$100.00) on his personal note and with proper security at six per cent interest. A student who borrows is allowed ample time on his note so that he may pay back the money 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, more than six thousand dollars (\$6,000.00).

WOMEN'S CLUBS LOAN FUNDS

The women's clubs of the state have taken great interest in our students and several of them have provided loan funds for the benefit of worthy women students. These funds are administered by the

trustee under a contract signed by the college and the Indiana Federation of Clubs.

The college is deeply indebted to these public-spirited women for this interest which they have taken in the students, and the money which has been thus provided is almost immediately put into the hands of worthy girl students to assist them in continuing their educational work.

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 (\$150.00). This was the first fund of this kind to be established.

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 (\$50.00).

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 three hundred and fifty dollars (\$350.00).

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 (\$100.00).

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 (\$50.00).

Lawrenceburg Review Club

The sixth women's club loan fund was established by the Lawrenceburg Review Club. This fund now amounts to fifty dollars (\$50.00).

Lowell Oakland Women's Club

This fund of twenty-five dollars (\$25.00) was established October 28, 1929.

Second District Indiana Federated Clubs

This fund was established October 1, 1929. It provides fifty dollars (\$50.00).

Mrs. Edwin N. Canine Fund

This fund, contributed by the women of the Tenth District, is now seventy-five dollars (\$75.00).

The Marcella Robinson Fund

This fund, contributed by the Clay County Federation, is now fifty dollars (\$50.00).

Putnam County Federated Club

This fund was established in January, 1932, and is now fifty dollars (\$50.00).

The Altrusa Loan Fund

The Altrusa Club of Terre Haute has contributed fifty dollars (\$50.00) to found a loan fund in the name of the club. This fund may be loaned to any worthy young woman in Indiana State Teachers College on her personal note, with satisfactory security, at the rate of three per cent annually.

The Harriett Ellen Johnson Memorial Student Loan

This fund, in memory of the little daughter of Dr. and Mrs. W. A. Johnson of Perrysville, Indiana, is presented to the college through the Fifth District, Indiana Federation of Clubs, by Mrs. W. A. Johnson, president of the Fifth District. This fund now amounts to sixty-eight dollars and fifty cents (\$68.50) and is to be perpetuated. This money may be loaned to any worthy girl student in the college at the rate of three per cent per year. When the Supervisor of the Loan Funds deems it advisable, the money may be loaned to a worthy girl student without interest.

The State Alpha Alumnae Association Loan Fund

The Alpha Alumnae Association of Indiana offers two twenty-five dollar (\$25.00) loan funds to Alphas of Indiana State Teachers College who desire the use of the money. The interest on this loan is three per cent per year. For information call the president of the Terre Haute Alpha Alumnae Association or Mrs. Charlotte S. Burford, Dean of Women of the college.

The Terre Haute Alpha Alumnae Association Loan Fund

The Alpha Alumnae of Terre Haute offer one twenty-five dollar (\$25.00) loan fund to any Alpha who might apply or to any young woman or young man student of Indiana State Teachers College, approved by either Dean Burford or Dean Weng. The interest on this loan is three per cent per year. For information, call the president of the Terre Haute Alpha Alumnae Association or Mrs. Charlotte S. Burford, Dean of Women of the college.

THE LEIBERT SEDGWICK LOAN FUND

This fund was contributed by the Captain Thomas C. Wilson Circle, Post No. 56, Grand Army of the Republic, and is now fifty dollars (\$50.00).

DAUGHTERS OF THE AMERICAN REVOLUTION LOAN FUND

Loans from the Daughters of the American Revolution organization are available to young women in their senior year of college and to sophomores who are enrolled on the two-year curriculums. These students must be residents of the State of Indiana. For information, apply to the state chairman of the fund, Mrs. A. O. Benson, Bridgeton, Indiana, or to any D.A.R. chapter in Indiana.

TRI KAPPA LOAN

Tri Kappa Scholarship Loan of seventy-five dollars (\$75.00) is awarded to a student at Indiana State Teachers College by Gamma Gamma chapter. The loan is made upon a basis of scholarship average, need of financial assistance, and character.

THE JAMES MCGREGOR ENDOWMENT FUND

In addition to the \$1,150.00 to be distributed annually in scholarships in the manner described under the James McGregor Scholarships, the fund yields each year approximately \$1,200.00 which is set apart to be loaned to students without interest.

Application for participation in this James McGregor Student Endowment Fund is made on a special blank which may be secured from the supervisor of the Student Loan Funds. If the application made out meets with the approval of the President of the college and 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 six per cent per annum from the date such funds were furnished until the date of payment.

THE PAN-HELLENIC STUDENT LOAN FUND

The Pan-Hellenic Society of Terre Haute, anxious to help the 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 (\$75.00) per person. They are to be paid with interest at three per cent one year after date, but the notes may be renewed. This fund now amounts to \$651.67.

THE PARSONS-SANDISON LIVING MEMORIAL FUND

The following history of the founding of this fund is taken from the "Book and Torch" ceremony:

"It appears to the devoted alumni of the Indiana State Teachers College that the full twenty-five thousand dollars (\$25,000.00) 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 these great leaders of education, but for all members of the faculty and alumni who have made their contribution and passed on into the Great Beyond.

"Therefore, be it resolved, That an agreement of this executive committee of the Parsons-Sandison Memorial be made whereby the money remaining after purchasing the memorial chimes and the 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 loaned to worthy students of the college for the purpose of assisting them in completing their courses in the Indiana 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 had 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."

This fund is administered by a board or committee, consisting of the president of the Alumni Association, Mrs. Charlotte S. Burford, and the trustee of the Student Loan Funds.

There is now \$10,707.42 of this fund on hand or outstanding in notes. This amount will be increased by the donations of the senior classes from year to year and by contributions from the alumni.

HONORS AND AWARDS

ATHLETIC AWARDS

THE HINES AWARD

The Hines award is given each year on Honor Day to that varsity senior 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. This award is given in honor of Linnaeus N. Hines, former president of the college, who instituted the award.

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 Instruction, the chairman of the Faculty Athletic Committee, the president of the Student Council, and the Director of Athletics. This medal was established by the late Professor Emeritus Robert G. Gillum.

THE BIGWOOD TROPHIES

The Bigwood Trophy, awarded for the first time at the close of the 1922 football season, comes to the Athletic Department through the courtesy of Wayne V. Bigwood, of J. M. Bigwood and Son, Jewelers, Terre Haute, Indiana. This award, a gold football, is given each year to the most valuable football player as determined by a vote of the letter men, sporting editors of the Terre Haute newspapers, the sporting editor of *The Indiana Statesman*, the football manager, the coach of the Laboratory School team, and the athletic director of Indiana State Teachers College. Judgment of the worthy man is based upon the factors of sportsmanship, natural ability, leadership, and observance of training rules. Similar trophies are awarded each year in basketball, baseball, tennis, and golf.

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, but also his attitude toward his scholastic and athletic work is taken into consideration.

THE "I" BLANKET

This award will be made for the first time in 1936 by the "I" Men's Alumni organization. This blanket will be given to that athlete—sophomore, junior or senior—who in the opinion of the committee has brought the most honor to his college during the past year in the field of athletic achievement. This award will be made at the "I" Men's Breakfast meeting in June.

THE BIGWOOD AWARD

The Bigwood Award is an annual award offered to the Department of Physical Education for Women by Wayne V. Bigwood of J. M. Bigwood and Son, Jewelers. This prize is given to any student who is considered the best athlete by the vote of a general committee consisting of three physical education majors, selected at a general meeting of the majors; the faculty members of the department; and the Dean of Women. The student members of this 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 and a letter. The voters' decision will be based upon health, posture, technical skill, scholarship, sportsmanship, and cooperation—an athlete who will uphold the ideals of the Department of Physical Education.

THE MAYBELLE STEEG LAMMERS MEMORIAL AWARD

The Maybelle Steeg Lammers Memorial Award is an annual prize offered to the Department of Physical Education for Women by Edward S. Lammers, in memory of his wife, the late Maybelle Steeg Lammers, who instituted the award. It is awarded to the junior or senior on any four-year curriculum 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 bar pin.

The prize is awarded by a general committee of three physical education majors, selected at a general meeting of the 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

HONOR SOCIETIES

KAPPA DELTA PI

Kappa Delta Pi is the national honor society in universities and colleges of high standing which are engaged in teacher training. This society was first incorporated in 1911 at the University of Illinois, and the national organization now consists of nearly one hundred chapters, the ratio of universities to teachers colleges being about two to one.

The Alpha Kappa Chapter was established at the Indiana State Teachers College on February 12, 1926, and was the first of the national honor societies at this institution. It is the only honor society at Indiana State Teachers College which is general in its scope; that is, eligibility to membership being open to senior college students of all departments. During the period of its existence, approximately four hundred students have been elected to membership in the local chapter. The requirement for eligibility in the Alpha Kappa Chapter is a scholarship index of 80.

There are five chapters of Kappa Delta Pi in higher institutions of learning in Indiana. Listed in the order of their establishment, these are located at Purdue University, Indiana State Teachers College, Franklin College, Ball State Teachers College, and Butler University.

PI GAMMA MU

Pi Gamma Mu is a national honorary society in the field of social studies. There are approximately one hundred forty chapters in the United States today. Eligibility depends upon interest in the field of social studies, upon scholastic standing in this field and in college work in general, and upon election by the faculty in social studies.

The Indiana Delta Chapter of this society was established May 26, 1932, by Dr. Waldo F. Mitchell, lieutenant-governor of the society in Indiana. There were twenty-seven charter members. Two initiations have been held since then and several members were added at each initiation.

ALPHA SIGMA PHI

The Alpha Sigma Phi forensic society was organized at Dana College, Blair, Nebraska, in 1927, and has for its purpose the promotion of forensic activities. These activities and services are national in scope and their peculiar advantages, are available for forensic groups in universities, liberal arts colleges, and teachers colleges.

The chapter at Indiana State Teachers College was granted its charter on May 30, 1931. At the present time the organization has approximately forty members.

Since the formation of the chapter at Indiana State Teachers College, its members have maintained an enviable scholastic record and have exhibited a high degree of forensic skill.

PI OMEGA PI

Pi Omega Pi is a national commercial teachers' honorary fraternity founded at Kirksville, Missouri, June 13, 1923. The purpose of Pi Omega Pi is to create a fellowship among commercial teachers who have been members of the college chapters of the organization. Its chief aims are: to encourage, promote, extend, and create interest and scholarship in commerce; to aid in civic betterment in colleges; to encourage and foster high ethical standards in business and professional life; and to teach the ideal of service as a basis of all worthy enterprise. The motto of Pi Omega Pi is that of Loyalty, Service, and Progress.

The Chi Chapter of Pi Omega Pi was established at Indiana State Teachers College on May 6, 1932. It was established with a membership of thirty charter members.

Each member of the organization must be of junior or senior standing. He must have a grade of "A" in 40 per cent of the commercial subjects taken and an average of "B" in all subjects. Candidates for membership are selected upon the recommendations of the commerce faculty.

EPSILON PI TAU

Epsilon Pi Tau is a national honorary professional fraternity for men teachers in the field of industrial education. It was founded in 1928 at Ohio State University to professionalize the field of its interests through publications, self-analysis, the consolidation of various other related organizations, and social and professional contacts.

Eligibility is limited to senior college students who show promise of achieving the fraternity's goals in technical efficiency and social and research abilities and upon election by the industrial education faculty.

Mu Chapter was organized at Indiana State Teachers College on May 19, 1934, at which time twenty-two charter members were initiated. Additional men have been initiated at various times since then. A special initiation ceremony was held in connection with the Fourth Annual Convention of the Industrial Education Association in Terre Haute on March 29-30, 1935.

PRIZES

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. The winners of the award in past years are:

1926—Demaras Weng

1927—Arthur Newport

- 1928—Annis L. Moyars
- 1929—Audrey Pittman
- 1930—Josephine Moon
- 1931—Harry Strohl
- 1932—F. Burget Manhart
- 1933—Esther A. Landrum
- 1934—Evelyn June Church
- 1935—Margaret E. Phillips

WILLIAM C. BALL ENGLISH PRIZE

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 the four years of residence work 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. Winners of the William C. Ball English prize follow:

- 1924—Mary Burton
- 1925—Luther James
- 1926—Minna Rappaport
- 1927—James H. Cobb
- 1928—Maurine McIlroy
- 1929—Mary Baur
- 1930—Allen B. Richardson
- 1931—Margaret Payne
- 1932—Helen Bly Miller
- 1933—Mary Margaret Kelly
- 1934—Cassie Jones
- 1935—Margaret Wixsom

FRENCH CLUB PRIZE

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. Winners of the prize in the past years are:

- 1925—Will Weng
- 1926—Virginia Streit
- 1927—Dorothy Reveal
- 1928—Frederick James Bogardus
- 1929—Margaret Jean
- 1930—Delmar Hert
- 1931—Mary Bordner
- 1932—Wilbur O. Meador
- 1933—Priscilla Boyer
- 1934—Lucile Haisley
- 1935—David B. Richeson

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 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 Professor William Allen McBeth (1897-1924) by his daughter, Miss Mary McBeth, and his sons, William Quinn and Reid S. McBeth. Winners of the award in past years are:

- 1928—Loretta A. Arvin
- 1930—Treva Wegrich
- 1932—Ellis K. Yaw
- 1934—Clarence A. Post

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 best service on the intercollegiate debating team of the college. The medal will not be awarded to a member of the team a second year. A committee consisting of the president of the college, the dean of men, and the debating coach shall decide what member of the team shall receive this award. The medal is provided through the generosity of William Jardine who was a member of the intercollegiate debating team for four years. Winners of the award in past years are:

- 1929—Lester Irons
- 1930—Leon Chandler
- 1931—Edward Ulen Engleman
- 1932—Charles F. Roney
- 1933—Jack Rittenhouse
- 1934—James Molter

HONOR ROLL STUDENTS

Including quarters and terms as follows: Fall, 1934; Winter, 1935; Spring, 1935; Mid-Spring, 1935; First and Second Summer Terms, 1935

Name	Address	Number of Times on Honor Roll
Allen, Eunice S.....	Terre Haute, Ind.	1
Allen, Ray.....	Odon, Ind.	1
Bechtold, Valette E.	Ft. Wayne, Ind.	1
Blair, Virginia C.	Terre Haute, Ind.	1
Boucher, Jean Matilda	Terre Haute, Ind.	1
Boyer, Priscilla Jane.....	Terre Haute, Ind.	1
Boyle, Howard J.	Terre Haute, Ind.	1
Brammer, Lowell.....	Burns City, Ind.	1

Name	Address	Number of Times on Honor Roll
Bubbenzer, Ernest	Freelandville, Ind.	1
Chandler, Pauline M.	Terre Haute, Ind.	1
Colvin, Charles G.	Terre Haute, Ind.	1
Davis, Alva Leroy	West Terre Haute, Ind.	1
Deahl, Eleanor H.	Martinsville, Ill.	1
Dorsett, Wayne P.	Cloverdale, Ind.	1
DuGranrut, Deborah	Milton, Ind.	2
Erwin, Cecil Robert	Harmony, Ind.	1
Fidlar, Wilfred S.	Terre Haute, Ind.	1
Fiegle, Aulala Barbara	East Chicago, Ind.	1
Flick, E. Perry	Terre Haute, Ind.	1
Goff, Ida Esther	Paris, Ill.	1
Goodman, Jane Lee	Terre Haute, Ind.	1
Goshorn, Wenonah M.	Clay City, Ind.	1
Grau, Dorothy	Greentown, Ind.	1
Harden, Edith	Terre Haute, Ind.	1
Harris, Joe	Otwell, Ind.	1
Harrison, John Durward	Brazil, Ind.	1
Heaton, Mary Isabel	Worthington, Ind.	3
Jones, Gladys	Marysville, Ind.	1
Kinkaid, Will K.	Marshall, Ind.	1
Klausmeier, Herbert John	Elberfeld, Ind.	1
Koch, Marjorie Elizabeth	Manilla, Ind.	1
Kotterman, Leon	Denver, Ind.	1
Lenhart, Dorothy E.	Terre Haute, Ind.	1
Long, Robert W.	Jeffersonville, Ind.	2
Lundgreen, Marianna	Marshall, Ind.	1
McBee, Martha Louise	Linden, Ind.	1
McBeth, Grace	New Richmond, Ind.	1
McCullough, Harry L.	Staunton, Ind.	1
Marsh, Alberta Eliza	Terre Haute, Ind.	1
Mills, Paul S.	Terre Haute, Ind.	1
Moss, Herschel Conrad	Center Point, Ind.	3
Persinger, Grace Ione	Seymour, Ind.	1
Pieper, Dora M.	Bicknell, Ind.	1
Rechling, Havillah E.	Parkersburg, Ill.	1
Reece, Marian Elizabeth	Terre Haute, Ind.	1
Rice, Eldon Emerson	Huntington, Ind.	1
Ringo, Frank	Center Point, Ind.	1
Schultheis, Marcelle F.	Terre Haute, Ind.	1
Sister, Mary Sadler Geraldine	St. Marys, Ind.	1
Skelley, Inez	Terre Haute, Ind.	1
Smith, Marvin	Bloomfield, Ind.	1
Taber, Bernice Eleanor	Crown Point, Ind.	1
Teague, Louise	Marshall, Ind.	1
Titus, Rosemary	Marshall, Ind.	1

Name	Address	Number of Times on Honor Roll
Volkman, Alvin F.....	Evansville, Ind.	1
Wenneke, Grace Mae.....	Terre Haute, Ind.	1
Witty, Maurice L.	Linton, Ind.	1
Wixsom, Margaret.....	Paris, Ill.	3
Woodburn, Joseph J.	Bowling Green, Ind.	1
Yeager, Edwin.....	Terre Haute, Ind.	1

DEPARTMENT OF ART

JUNE REYNERSON, Head of Department
Instructor VIRGINIA SCOBEE

The Department of Art offers a special curriculum of four years for supervisors and teachers of art in the grades and the high school.

Many of the art courses are open, as electives, to students on the four-year curriculums, without prerequisites.

JUNIOR COLLEGE COURSES

FIRST YEAR

111. **Elementary Art.**—A general course designed to meet the needs of the grade teacher. Elementary work is given in graphic expression, design, and lettering in the different media used in the grade schools. There is presented a basis for judging and an opportunity to select and arrange art objects. Credit 4 hours.

112. **Freehand Perspective.**—Application of the principles of linear perspective to type forms. Credit 4 hours.

113. **Object Drawing.**—Practice in drawing from groups of objects with accented outline and light and shade. 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. Credit 4 hours.

132. **Theory of Design.**—A study of the fundamental principles of design and the application of these principles to the selection and arrangement of objects in everyday life. Every effort is made to stimulate and encourage the creative imagination. 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. 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. Credit 4 hours.

212. **Lettering and Posters.**—This course includes the rendering of different alphabets, layouts, and posters. Prerequisites, Courses 112, 131, and 132. Credit 4 hours.

241. **Applied Design.**—The application of design to textiles with crayon, block prints, stencil, air-brush, and resist dyeing (batik and tie-dyeing). The decoration of screens, lamp-shades, and chests with gesso and enamel. 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. Credit 4 hours.

243. **Leather and Bookbinding.**—Tooling, tinting, and decorating of leather. The making of leather craft articles and hand-bound books. 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. 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. Credit 4 hours.

314. **Print Making.**—A course in the appreciation of Fine Prints gained through the making of etchings, aquatints, mezzotints, dry points, and wood engravings, and the study of famous prints and print makers. 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. 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. 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. Credit 4 hours.

351. **Art History, General.**—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. Credit 4 hours.

352. **Art Appreciation.**—This course is designed to cultivate aesthetic tastes in paintings, sculpture, architecture, and the minor arts. Credit 4 hours.

391. **Methods.**—A study of school room problems. Types of lessons, lesson planning, motivation, and presentation. Care and distribution of materials, tools, and reference material. The standardized art tests and their use in the classroom. Discussion of problems in discipline. The arrangement of the art room and the dress of the art teacher. Credit 4 hours.

392. **Practical Problems and New Trends.**—A course designed to meet the needs of teachers out in the field who desire to keep up with the newest ideas in Art Education. Credit 4 hours.

FOURTH YEAR

411. **Mechanical Perspective.**—Drawing of type forms to measurements without the use of floor plans. Credit 4 hours.

412. **Illustration.**—This course is designed to give an understanding of the different photo-mechanical processes, and some knowledge

and skill in drawing for reproduction. Prerequisites, Courses 112 and 221. Credit 4 hours.

413. **Blackboard Drawing.**—Drawing of objects that will be used in illustrating art lessons. Emphasis placed upon rapid, clear, definite work that will carry across the room. Prerequisites, Courses 112, 113, 211, 212, and 311. Credit 4 hours.

414. **Oil Painting.**—Still-life, landscape, and portrait work. Prerequisites, Courses 112, 113, 131, 211, and 311. Credit 4 hours.

415. **Water Color Painting.**—Still-life, flowers, and landscapes in transparent water colors. Credit 4 hours.

431. **Theater Design.**—Some attention will be given to the history of stage design and the theater arts. Emphasis will be placed upon: A study of design, color, and lighting as applied to stage scenery through the decorating and lighting of a miniature stage; the construction and manipulation of puppets; and the making and decorating of masks. Credit 4 hours.

491. **Art Supervision.**—A study of and construction of art courses, supervised teaching, teacher's meetings, ordering and distribution of supplies, grading of teachers, cooperation with other departments and the community. Credit 4 hours.

DEPARTMENT OF COMMERCE

SHEPHERD YOUNG, Head of Department

Associate Professor IRMA EHRENHARDT; Assistant Professors KATE BROWNING and HELEN WOOD; Instructor RAYMOND G. PRICE

GENERAL ACADEMIC COURSES

JUNIOR COLLEGE COURSES

FIRST YEAR

121. **Beginning Typewriting.**—The touch system with emphasis upon correct technique. The care of the machine, simple tabulations, and business letters. Credit 4 hours.

122. **Typewriting.**—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. Credit 4 hours.

123. **Typewriting.**—A continuation of Course 122. A review of letter writing, arrangement of reports, cutting of stencils, manifolded. Special attention is given to capitalization, punctuation, paragraphing, and correct form. Much practice is given to increase the student's typing power in typing secretarial projects. Credit 4 hours.

134. (234) **Commercial Arithmetic.**—This course is designed to give the student a knowledge of business problems, and is a preparation for the courses in accounting. Credit 4 hours.

SECOND YEAR

211. (111) **Stenography.**—Eighteen units in *Gregg Manual* and first six chapters of *Gregg Speed Studies*. New dictation on principles involved, given daily. Readings 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 increase the writing vocabulary. Credit 4 hours.

212. (112) **Stenography.**—Texts, *Gregg Manual* and *Gregg Speed Studies*. Finish texts. New dictation and readings given daily from the *Gregg Writer* and *Graded Readings in Gregg Shorthand and Gregg Speed Studies*. Review of the basic principles. 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. Credit 4 hours.

213. (113) **Stenography.**—Texts, *Gregg Speed Building* and *Gregg Writer*. Daily review of words and phrases in *Manual*. Dictation on practiced 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. 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. Credit 4 hours.

232. Secretarial Studies.—A study is made in this course of the problems of a secretary. During the first half, emphasis is placed upon the knowledge of business services which it is necessary for the secretary to use. The last half is devoted to a study of and practice in the various methods of filing. Credit 4 hours.

233. Office Organization and Management.—The purpose of this course is to give the student a knowledge of the modern office and the general principles of organization and management. Subjects considered are: modern offices, methods of organization, analysis of functions and duties, layout, routing, equipment, special departments of the office, work of each department. Local offices will be visited and discussed in the class. 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. Credit 4 hours.

302. Accounting.—A continuation of Course 301. The object of the 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. Credit 4 hours.

303. Accounting.—A study is given in this course of the organization of a corporation, opening corporation books, methods of changing a firm in actual business to a corporation and the closing adjustments. 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. The course covers the following subjects: evolution of laws, written and unwritten law; contracts, essential features of contracts; agreement of parties, consideration, enforcement of contracts, damages, sales, agency. Credit 4 hours.

332. Business Law.—This is a continuation of Course 331 and deals with the following subjects: negotiable instruments, partnerships, corporations, insurance, personal property, real property, bankruptcy. Credit 4 hours.

391. Problems in Secondary Commercial Education.—This course gives a brief survey of commercial education and its growth up to the present time. The problem of curriculum making, along with many other problems encountered in high school teaching, is covered. 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. 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. Credit 4 hours.

394. **Method in Junior Business Training.**—It is the purpose in this course 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. Credit 4 hours.

FOURTH YEAR

401. **Accounting.**—This course is designed to give the student a thorough understanding of accounting principles and their appreciation. This study is approached through a study of the balance sheet and the profit and loss statement; proprietorship; types of business organizations; accounts; philosophy of debits and credits; inventories; subdivisions of the journal. Credit 4 hours.

402. **Cost Accounting.**—The aim of this course is to make clear the general principles of cost accounting with special emphasis upon the following topics: departmental accounting for a trading concern; general accounting for a factory; process cost accounting; books of accounts; 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. 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. 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 a 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. 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 field of production, marketing, finance, and accounting, but to bring it into intimate relation with the other sciences. Credit 4 hours.

433. **Principles of Business Investments.**—This course is a continuation of Course 432 with the emphasis placed on investments. Credit 4 hours.

PENMANSHIP AND SPELLING

61. In this course the student is expected to learn to write legibly. 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. Each special commerce student must secure a certificate in penmanship before completing the curriculum. All curriculums. Credit 4 hours.

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. **Advanced Typewriting.**—Proficiency in the writing of secretarial projects and the arranging of unorganized data. The use of Monroe Calculator and the Underwood Sunstrand. Credit 4 hours.

135. **Introduction to Business.**—This is a course in general business information. For the special commerce student it serves as an introductory course, laying the foundations for the more specialized courses. The course is also planned to give any student a clearer understanding of the phases of business and business practice that touch the life of the individual in a community. There is no prerequisite. Credit 4 hours.

214. (211) **Stenography.**—The purpose of this course is to acquire speed and accuracy in unfamiliar matter. Credit 4 hours.

234. **Man's Activities in the Field of Commerce.**—A study of man at work, his activities, occupations, and progress in the commercial world. Consideration is also given to the effect of physical environment upon man's activities in any field. Credit 4 hours.

300. **Applied Accounting.**—This course is designed for any student in any department. It will give practice in working practical accounting problems for personal use. Elementary instruction in the theory of debit and credit are given; income tax is discussed and students are taught how to fill out income tax blanks, both federal and state. Problems are also given of sufficient variety to give the student help in keeping books for extra-curricular activities, farm accounts, and household and personal accounting. No prerequisite required. Credit 4 hours.

395. **Present-Day Trends in Commercial Education.**—A study of all recent material available on the subject of commercial education with a view to determining present trends in this field. Consideration will be given not only to the general tendencies but to any changes that may be taking place in the treatment of any particular phase of commercial education. This course would be of special interest to those who have taught or to seniors on the special commerce course. Prerequisites, Commerce 391 and 392, or 393. Credit 4 hours.

404. **Advanced Theory and Practice of Accounting.**—This course is designed to meet 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. Credit 4 hours.

Science 157. **Economic and Commercial Geography.**—A geographic study of production, transportation, and exchange of products. Credit 4 hours.

DEPARTMENT OF EDUCATION

EARL E. RAMSEY, Head of Department

Professors EDWARD L. ABELL, RUDOLPH A. ACHER, JOY M. LACEY, MARY D. REED, J. R. SHANNON, and E. L. WELBORN; Assistant Professors HAROLD BRIGHT and FAY GRIFFITH

LABORATORY SCHOOL FACULTY

- OLIS G. JAMISON, Principal and Associate Professor of Education.
 *OLGA PARLINE ANDREWS, Acting Instructor in Elementary Education.
 MARY DAILY BLACK, Instructor in Elementary Education.
 *ANNA LOUISE CARLE, Acting Instructor in Elementary Education.
 MERIBAH CLARK, Assistant Professor of Social Studies Education.
 *LAVERNE CONOVER, Acting Instructor in Elementary Education.
 *GRACE DEVANEY, Acting Instructor in English Education.
 *HILMA REID EMMITT, Acting Instructor in Kindergarten Education.
 GERTRUDE N. EWING, Instructor in Latin Education.
 BERTHA W. FITZSIMMONS, Assistant Professor of Elementary Education.
 MARY FREAD, Instructor in Education in Physical Education and Health.
 MARGARET MORGAN GILLUM, Assistant Professor of English Education.
 *ELLA LUCILE GROVER, Acting Instructor in Elementary Education.
 MIRIAM L. HARDY, Instructor in French and Latin Education.
 ARTHUR DEWITT HILL, Instructor in Music Education.
 FLORISE HUNSUCKER, Assistant Professor of Elementary Education in Social Studies.
 KATHRYN M. KENNEDY, Assistant Professor of Mathematics Education.
 DOROTHEA T. MEGENHARDT, Instructor in Art Education.
 CLARENCE M. MORGAN, Assistant Professor of English Education.
 *NELLIE HATON PERRIN, Acting Instructor in Elementary Education.
 MARY OLGA PETERS, Instructor in French Education.
 JANET K. PLEITZ, Instructor in Elementary Education.
 HELEN PRICE, Assistant Professor of Elementary Education.
 *BIRDENIA BENNETT ROSE, Acting Instructor in Elementary Education.
 GERALDINE SHONTZ, Instructor in Elementary Education in Science.
 FLORA H. SMITH, Assistant Professor of Elementary Education.
 HALLIE T. SMITH, Instructor in Elementary Education.
 RAYMOND E. SPARKS, Instructor in Education in Physical Education and Health.
 ORVEL E. STRONG, Assistant Professor of Mathematics Education.
 RUTH TEMPLE, Instructor in Commerce Education.
 MILDRED TREAGER, Instructor in Home Economics Education.
 PAUL L. WOLF, Instructor in Education in Physical Education and Health.
 LOIS A. WOODY, Instructor in English Education.
 WALTER H. WOODROW, Assistant Professor of Science Education.
 SYLVAN A. YAGER, Assistant Professor of Industrial Arts Education and Director of Guidance in Laboratory School.
 LUCILE VIEHE, Laboratory School Librarian.

The courses in Education are designed to meet the requirements of professional work in the curriculums outlined by the State Board of Education. The following provisions should be observed:

(1) Two-Year Rural School Curriculum.—The following education courses are required in approximately this order: Education 122, 221, 231, 251, and 252.

* Assigned to Laboratory School by City School Board.

(2) Two-Year Intermediate and Grammar Grade Curriculum.—The following education courses are required in approximately this order: Education 122, 221, 231, 251, 261, and 252.

(3) Two-Year Primary Curriculum.—The following education courses are required in approximately this order: Education 111, 142, 122, 243, 221, 244, 245, 231, 241, 251, 242, 261, 252, and 253.

(4) Four-Year Primary Curriculum.—Completion of the two-year Primary Curriculum. In addition, twenty-eight (28) quarter hours are required from the following: Education 313, 366, 368, 412, 413, 415, 421, 426, 427, 455 (4 hours)*, 461, and 463.

(5) Critic-in-Training Curriculum.—See statement under Graduate School relative to General Supervisor's license.

(6) Junior High School Curriculum.—Completion of the two-year Elementary Curriculum. In addition, the following education courses are required in approximately this order: Education 366, 422, 475, 455†, 413, and 461.

(7) All other Four-Year Curriculums.—The following education courses are required in approximately this order: Education 122, 221, 311, 331, 366, 453, and 454.‡

JUNIOR COLLEGE COURSES

FIRST YEAR

111. Childhood Education.—The purpose of this course is to set forth the aim, origin, development, and function of the modern program of education for the kindergarten and primary children. Two-year primary curriculum. Credit 4 hours.

122. Psychology: General Introduction.—A basic course in psychology. Its purpose is, by means of laboratory experiments, classroom discussion, lectures, oral and written reports, to enable the student to acquire the beginning of scientific foundationing for the interpretation of human behavior. Credit 4 hours.

142. Primitive People.—A study of primitive people leading to an understanding and appreciation of how man developed himself through his occupations and inventions. Two-year primary curriculum. Credit 4 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. Credit 4 hours.

221. Psychology: The Learning Process.—The study of learning on the secondary level. Applications and experiments deal with the learning and adjustment of adolescents. Credit 4 hours.

222. Psychology: The Learning Process.—This course deals with the general nature of learning and the principles of learning applied to elementary school situation. Applications and experiments pertain to child learning. Credit 4 hours.

231. Principles of Teaching and Management.—This course deals (1) with the development and formulation of the fundamental principles

* Students who have had successful experience in teaching or who have good records in Supervised Teaching on the two-year level may be excused from one quarter of Supervised Teaching (Education 455) and carry a directed elective as a substitute therefor. In the case of all four-year elementary candidates, the substitute courses are not confined to education.

†See note on page 104.

‡Students who have had successful experience in teaching or who have records of a superior quality in Education 453 may be excused from one quarter of Supervised Teaching. In case such an excuse is granted, the student must take a substitute course in Education or in Special Methods.

of teaching and their practical application in the various school subjects, and (2) with the problems of class organization and management. Required on all two-year curriculums. Credit 4 hours.

241. **English in Kindergarten and Primary Grades.**—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. Language textbooks and materials will be evaluated. Two-year primary curriculums. Credit 4 hours.

242. **History and Geography, Materials and Methods.**—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 the setting up of objectives and the formation of a tentative curriculum in the social studies for the primary grades. Credit 4 hours.

243. **Drawing and Handwork.**—This course is based upon children's natural reactions to the life around them in handling materials and in construction. Two-year primary curriculum. Credit 4 hours.

244. **Primary Arithmetic.**—This course deals with the selection and organization of subject-matter best adapted to the child's everyday number needs, the method of teaching the basal facts, and the correct habits essential for practical number use. Two-year primary curriculum. Credit 4 hours.

245. **Primary Reading.**—This course deals with the objectives of reading; the reading program in the public schools; the psychological principles underlying the teaching, the technique used, and the available material in reading. Two-year primary curriculum. Credit 4 hours.

251. **Supervised Teaching.**—This course consists of observation and study of model lessons presented by the critic teachers and actual practice in the grades. About 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 grade, and as nearly as possible, under the same conditions that he will find in the public schools. Credit 4 hours.

ELIGIBILITY: Beginning with the Fall Quarter, 1935-36, the following regulation was made to apply: Only students having scholarship indexes above 45 are eligible for Supervised Teaching.

252. **Supervised Teaching.**—This is a continuation of Education 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 teacher will find in the public schools of the state. Credit 4 hours.

253. **Kindergarten Supervised Teaching.**—Students taking the Kindergarten-Primary curriculum must do four quarter hours of supervised teaching in kindergarten schools. Credit 4 hours.

ELIGIBILITY: The eligibility of candidates is determined as in Education 251.

261. **Tests and Measurements.**—In this course attention is given to both the measurements of intelligence and the measurement of achievement. 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 curriculums. Credit 2 hours.

SENIOR COLLEGE COURSES

THIRD YEAR

311. **Principles of Secondary Education.**—This course is designed to familiarize the teacher with the aims, history, and science of secondary education and of the various high school subjects. The development of a sound philosophy of secondary education is the principal objective. Prerequisites, Course 122 and 221. 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. Credit 4 hours.

313. **Primary Education.**—A brief study of the European and American movements that were directly and indirectly responsible for modern education theory and practice. Attention is called to the changing methods and materials in elementary education and to generally accepted views of the present time. 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. Credit 4 hours.

315. **Kindergarten Education.**—This course parallels in this field the treatment of primary education in Education 313. Credit 4 hours.

331. **Principles of Teaching.**—This course concerns general methods common to the teaching of all high school subjects, such as motivation, directed study, assignments, and lesson planning. The course is largely a laboratory course built around observations in the Laboratory School. Prerequisites, Courses 122 and 221. Credit 4 hours.

366. **Tests and Measurements.**—This course is designed to cover testing work. The Training School will be used as a laboratory for this work. Credit 4 hours.

368. **The Language Arts in the Elementary Grades.**—An advanced course dealing with reading, English, spelling, and handwriting. Problems within the field are studied in the light of current research. 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. Credit 4 hours.

412. **Philosophy of Education.**—This course attempts to evolve a sane theory of education based on the backgrounds of sociology, psychology, and philosophy. Considerable time is given to the evaluation of current practices in education. Credit 4 hours.

413. **Educational Sociology.**—The problems of education as seen in the light of social theory practices and trends are treated. The course is a discussion course. Credit 4 hours.

415. **Activities in Primary Grades.**—Intended for students on the four-year Primary curriculum for elementary principals and supervisors. The course deals with the fundamental principles underlying the activity program, and with the practical problems involved. Credit 4 hours.

421. **Child Psychology.**—This course considers the development of the child from the point of view of its physical, mental, moral, and social nature. It acquaints the students with the child nature so that,

as teachers, they will be able to deal intelligently with children. 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 for this most interesting of all periods of development. Credit 4 hours.

424. **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. Credit 4 hours.

425. **Psychology of the Secondary 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 curriculum materials. Credit 4 hours.

426. **Mental Hygiene.**—The main objective of this course is an examination of the factors involved in the development of a healthy-minded, unified, integrated personality, without chronic regrets, abnormal inhibitions, or troublesome complexes. 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. Credit 4 hours.

453. **Supervised Teaching in the Secondary School.**—This course is designed for students taking the four-year curriculums. 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 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 366. Credit 4 hours.

NOTE: The Special Methods Course in the field in which the student proposes to teach must either have been completed before enrolling for Education 453, or must be carried concurrently with Education 453. Students should also note that the Special Methods course is not to be undertaken until the student has at least twenty-four (24) hours of credit in the field in question. When possible, students should take the methods courses during their junior year.

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 work is done under the conditions that obtain in the actual work in the high schools over the state. Prerequisite, Course 453. Credit 4 hours.

NOTE: Students on any four-year curriculum may be excused from the second quarter of Supervised Teaching on the initiative of the Supervisor of Training and the Head of the Department whose work is affected by the proposed change, providing such students attain a scholarship index of "75" and a mark of "B" in Education 453.

Courses in Education or in Special Methods may be substituted for Education 454 under the directions noted above.

Beginning with the Fall Quarter, 1934, the student was required to have passed the standardized test in English fundamentals (see English requirements, page 30) before enrolling for Education 454. Beginning with the Fall Quarter, 1935, this requirement was also made to apply to Education 453.

455. **Advanced Supervised and Cadet Teaching in Elementary Schools.**—A course designed to meet the needs of the candidates for the four-year elementary and four-year junior high school certificates. Such a course is required for these candidates and is elective in other fields. Available to four-year elementary and junior high school candidates in the junior and senior years and to others in the senior year by special permission. Credit 4 hours.

NOTE: Beginning with the Fall Quarter, 1934, the student must have passed the standardized test in English fundamentals (see English requirements, page 30) before enrolling for Education 455.

456. **Advanced Supervised and Cadet Teaching in the Secondary Schools.**—A companion course to Education 455. The same regulations apply to both Education 455 and Education 456. Available to all candidates for secondary certificates and administrative certificates. Credit 4 hours.

461. **Supervision of Instruction.**—A study of ways and means of promoting better classroom teaching, including such topics as relation of teacher and pupil, relation of the supervisor and teacher, constructive criticism, technique of teaching, laws of learning, and tests and measurements. Credit 4 hours.

463. **Supervision of Curriculum Making.**—This course gives the need for curriculum revision, the principles of curriculum making, and gives practice in the application of the principles to the formation and criticism of curriculums in various subjects. Credit 4 hours.

474. **Problems in Senior Secondary Education.**—A consideration of the major problems of the secondary school. Among these are: the changing concepts of secondary education; administrative and curriculum changes imposed by these evolutions; extra-curricular activities, their value and their control; a survey of the recent National Survey of Secondary Education. Credit 4 hours.

475. **Junior High School Problems.**—The Junior High School is treated from the angle of its historical background, its immediate origins, its theory, and its practices. Credit 4 hours.

GRADUATE COURSES

501C. **Seminar Course in Thesis.**—Credit 4 hours. Credit deferred until the thesis is completed.

501W. **Preparation of Thesis.**—Credit 8 hours. This amount of credit includes the credit in 501C.

502. **Seminar in Advanced Education.**—Credit 4 hours.

510.² **Modern Trends in Education.**—Credit 4 hours.

512. **Philosophy of Education.**—Credit 4 hours.

513.¹ **Educational Sociology.**—Credit 4 hours.

514. **Conflicting Psychologies of Learning.**—Credit 4 hours.

516. **Human Biology in Education.**—Credit 4 hours.

517.² **Guidance Problems in Secondary Education.**—Credit 4 hours.

518. **Introduction to Philosophy.**—Credit 4 hours.

519. **Extra-Curriculum Activities.**—Credit 4 hours.

521. **Psychology of Childhood.**—Credit 4 hours.

522.² **Psychology of Adolescence.**—Credit 4 hours.

523. **Mental Measurements.**—Credit 4 hours.

526. Mental Hygiene.—Credit 4 hours.
555. Graduate Supervised Teaching.—Credit 4 hours.
561. Supervision of Instruction.—Credit 4 hours.
563.¹ The Elementary Curriculum.—Credit 4 hours.
564. The Secondary Curriculum.—Credit 4 hours.
566. Tests and Measurements.—Credit 4 hours.
568.⁴ Supervision of the Language Arts.—Credit 4 hours.
571. Public School Administration.—Required on all supervisory and administrative licenses.—Credit 4 hours.
572.¹ Elementary School Administration.—Credit 4 hours.
573.² High School Administration.—Credit 4 hours.
574.^{2,3} Problems in Secondary Education.—Credit 4 hours.
575.^{1,2} Principles of Junior Secondary Education.—Credit 4 hours.
578. The Exceptional Child and His School.—Credit 4 hours.
581. Educational Statistics.—Credit 4 hours.
582. Budgets, Accounting, and Finance.—Credit 4 hours.
584.^{1,2} Indiana School Law.—Credit 4 hours.
585.^{1,2} School Grounds, Houses, and Equipment.—Credit 4 hours.
600. Courses.—Research work may be carried on in any of the courses listed above except 501. The number used to designate such research course will be "6" to which is added the last two digits of the proper 500 courses. Research in Public School Administration would be, for example, 671.

¹ May be carried as 400 courses by seniors on any of the four-year elementary curriculums.

² May be carried as 400 courses by seniors on the college curriculum.

³ Offered in the school year, 1935-36, and thereafter in alternate years.

⁴ To be carried by permission only if student has taken Education 368.

DEPARTMENT OF ENGLISH

LESLIE H. MEEKS, Head of Department

Professors ELIZABETH M. CRAWFORD, SARA KING HARVEY, VICTOR C. MILLER, MARY E. MORAN, and HAZEL T. PFENNIG; Associate Professor EDWARD M. GIFFORD; Assistant Professors MARY MCBETH and ROSE M. SMALL; Instructor ROBERT W. MASTERS

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 111, 112, and 143 are required of all students on the two-year kindergarten-primary curriculums.

(b) Courses 111, 112, 243, and 291 are required of all students on the intermediate and grammar grade and the rural school curriculums. English 181 is required, without credit, of all students deficient in speech and oral reading.

(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 curriculums for teachers of high schools. English 111, however, though required of English majors unexempted from it, counts only as an elective for them—that is, as credit towards graduation, but not towards an English license. Course 141 is planned for students not majoring in English.

Freshman English must be begun during 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 381 are required of all students on all special four-year curriculums 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 (44) hours from the work offered by the department according to the following distribution:

Expression	16 hours
(1) English 112 and English 211 or 313.	
(2) English 281, 381, 413, 481. (Any two).	
Literature	24 hours
(1) English 443, 444, 461. (All three required).	
(2) English 221, 222, 223, 224, 321, 322, 323, 341, 421. (Any three).	
Methods	4 hours
English 391.	

NOTE: Prerequisites for English 391 are the required freshman courses along with English 443, 444, 461, and at least two other courses in literature.

JUNIOR COLLEGE COURSES

FIRST YEAR

0. Pre-College English.—For students deficient in English fundamentals. Deficiency is determined through tests given during the first week of each quarter. This course is conducted under the supervised-study, hurdle-passing plan, so that rapidly advancing students may be

transferred to English 111 and be eligible for credit to be earned by the end of the quarter. Slow students may expect to spend one quarter or more in English 0 without credit.

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. Required of all students during the freshman year. Credit 4 hours.

112. **Freshman English, Narration and Description.**—The use of English for both practical and artistic purposes; theory illustrated by selections; materials and methods of description; materials and methods of narration; written and oral work for practice. Prerequisite, English 111. Required of all students during the freshman year. Credit 4 hours.

141. **Literary Types.**—A rapid reading course introductory to the short story, the novel, the drama, the essay, and poetry. Considerable written and oral expression is required. (Not open to English majors.) 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. Two-year kindergarten-primary curriculum. 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 speaking voice, and (2) effective address with facility and ease in oral expression. Two-year rural and intermediate and grammar grade curriculums. No credit.

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. 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 constitutes the main part of the exercises required. 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. Elective credit only. Credit, if taken as a fifth course, 2 hours; as a fourth course, 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*, and Clark and Lieber, *The Great Short Stories of the World*. Credit 4 hours.

222. **The Novel.**—A survey of the origin, development, and characteristics of the novel as a type of literature, with a detailed study of one or two novels and rapid reading of several others. Credit 4 hours.

223. **Victorian Poetry.**—The 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. 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 Macaulay, Carlyle, Newman, Ruskin, Arnold, Pater, and Stevenson; designed to be introductory to English 322. Credit 4 hours.

243. **Literary Materials and Backgrounds for Teachers in the Grades.**—A study of the types of literature and reading levels appropriate in the junior high school. The principles of selection and organization of literary materials in accordance with recent research. The acquisition of a working knowledge of literature on the adult level. Two-year rural and intermediate and grammar grade curriculums. Credit 4 hours.

281. **Play Acting.**—Participation in plays. Prerequisite of English 481. Credit 4 hours.

291. **The Teaching of English in the Grades.**—(First half). Special methods; the problem 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; recitation of oral and written work. (Second half) 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. Two-year rural and intermediate and grammar grade curriculums. 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 inter-collegiate debating teams should consult the instructor in this course. 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 constitutes the main part of the exercises required. 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. 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 English drama. Dramatic technique from the point of view of the literary critic. Careful study of the masterpieces and extensive readings in critical and historical works. Texts, Hubbell and Beaty, *An Introduction to Drama*, and a departmental syllabus. Credit 4 hours.

322. **Prose Types.**—Essay, biography, autobiography, letters, orations, criticisms. A study of the technique of English prose analyzed and classified according to type, exclusive of fiction. 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 of the poetry of Blake, Cowper, Burns, Crabbe, Wordsworth, Coleridge, Scott, Byron, Shelley, and Keats. Credit 4 hours.

341. **Contemporary Literature.**—A rapid, comprehensive survey of a wide range of current literature. Credit 4 hours.

381. **Public Speaking.**—This is a general course designed 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 of all majors in English and on the special four-year curriculums. 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 prerequisites of this course are English 111, 112, 443, 444, 461, and at least two other courses in literature. Credit 4 hours.

393. **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.

394. **Recent Trends in the Teaching of English in Secondary Schools.**—Survey of current experimentation and methods. Credit 4 hours.

FOURTH YEAR

411. **Composition; Special Course in Essay Writing.**—Study of types; practice in writing; an advanced course. 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. 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 curriculums. Elective credit only. Credit, if taken as a fifth course, 2 hours; as a fourth course, 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 Masfield. Credit 4 hours.

443. **World Literature.**—Study of masterpieces, mainly European. Credit 4 hours.

444. **World Literature.**—Study of masterpieces, mainly American. Credit 4 hours.

NOTE: English 443 and 444, very closely related courses designed particularly for English majors, are to be taken in consecutive quarters.

461. **Shakespeare.**—A rapid, intensive study of ten typical plays. This list varies from term to term. Text, Hardin Craig, *Shakespeare*. 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, etc. Prerequisite, English 381. Credit 4 hours.

DEPARTMENT OF FOREIGN LANGUAGES

HARRY VINCENT WANN, Head of Department

Professors FREDERICK H. WENG and FREDERICK G. MUTTERER

Instructor MARY OLGA PETERS

Twenty-four (24) quarter hours of foreign language are required as general academic credit of all students working for the A.B. degree. Forty (40) quarter hours 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.

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 Course 132, 133, or 231. Those who have had one year or more of high school French may begin with Course 231 or 234, 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 twelve quarter hours in Senior College in addition to the professional academic course.

CULTURAL COURSE

301. **French Civilization.**—A course dealing with the role which French history, French thought and traditions have played in the evolution of European culture, and in the formation of our American ideals and institutions. No previous knowledge of French is necessary. Credit 4 hours.

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. Credit 4 hours.

132. **Second Quarter of First Year's Work.**—Credit 4 hours.

133. **Third Quarter of First Year's Work.**—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 the standard before electing Course 232. Credit 4 hours.

232. **Modern Prose and Plays.**—Rapid reading, conversation, and composition. Credit 4 hours.

233. **Modern Prose and Plays (Continued).**—Credit 4 hours.

234. **Rapid Reading.**—Credit 4 hours.

235. **Rapid Reading (Second Quarter).**—Credit 4 hours.

236. **Rapid Reading (Continued).**—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, 433, 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.—Credit 4 hours.
- 332. Advanced Composition and Conversation.—Credit 4 hours.
- 333. Contemporary Fiction.—Credit 4 hours.
- 334. Contemporary Drama.—Credit 4 hours.
- 431. French Literature.—Introductory course in the history of the French language and literature. Credit 4 hours.
- 432. Seventeenth Century Literature.—Credit 4 hours.
- 433. Eighteenth Century Literature.—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. 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 established. A 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. Credit 4 hours.

GERMAN

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. Credit 4 hours.

162. Elements of Grammar.—Continuation of Course 161. Credit 4 hours.

163. Elements of Grammar.—Continuation of Course 161. Credit 4 hours.

SECOND YEAR

Students who have completed Courses 161, 162, and 163, or who 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 method of instruction.

261. **Short Stories and One-Act Comedies.**—Prose types suitable for fourth quarter German will be read. Credit 4 hours.

262. **German Prose.**—The reading will be in the fields of history, science, and literary criticism: Credit 4 hours.

263. **German Drama.**—The course follows Course 262. Some of the following plays will be read: Minna von Barnheim, Emilia Gallotti, Nathan der Weise, Hermann und Dorothea, Wilhelm Tell, Die Jungfrau von Orleans, Maria Stuart, Wallenstein. Credit 4 hours.

LATIN

No beginning courses in Latin are offered. Students who have had two years of Latin in high school should begin with Course 112 or Course 113. Those who have had three years should begin with Course 211 or Course 212. The following courses are required of all students who have chosen Latin as one of their majors: one of the Cultural Courses (Latin 103, 201, or 303), Latin 421, and Latin 391. The other seven courses may be chosen from the entire list of reading courses numbered 112-115, 211-217, 312-319, 410-419. Thus, one of the Cultural Courses is required, but not more than one may be counted for satisfying the requirement of a Latin major.

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 traced in their development whenever possible. 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. Credit 4 hours.

303. **Greek and Roman Literature.**—The literary periods of the most important Greek and Roman authors are studied and considerable portions of their works are read in translation. Greek sources will be traced wherever possible. No prerequisite in Latin. Credit 4 hours.

JUNIOR COLLEGE COURSES

FIRST AND SECOND YEARS

112. **Cicero and Composition.**—The purpose of this course is to bridge the gap between two years of high school Latin and the Latin of college. One or more of the orations are read and considerable time is given to a study of Latin grammar and composition. Credit 4 hours.

113. **Cicero's Orations.**—Two of the orations are read, stressing the political and social background of Roman life during the first century before Christ. Credit 4 hours.

114. **Sallust's Catiline.**—This essay portrays Catiline's conspiracy from a historian's point of view. 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. Credit 4 hours.

211. Vergil's *Eclogues* and *Georgics*.—The *Eclogues* are ten short poems dealing with shepherd life and personal themes. The *Georgics* deal with the pleasures of farm life. Credit 4 hours.

212. Ovid.—Selections from the *Metamorphoses* and from other poems are read. Greek and Roman mythology are especially stressed in this course. Credit 4 hours.

213. *De Senectute* and *De Amicitia*.—In these essays on old age and friendship by Cicero, the student gets glimpses of some of the ancient philosophies of life that have considerable bearing upon his own views of life. Credit 4 hours.

214. Terence.—Two or three of Terence's plays are read. This course introduces the student to Roman comedy and to the colloquial speech of the ordinary citizen. Credit 4 hours.

215. Sallust's *Jugurthiné War*.—This historical essay portrays the army life of the Romans in Africa in the second century before Christ. It also sheds light on the political conditions in Rome at that time. Credit 4 hours.

216. Horace's *Odes*.—Especial emphasis is placed upon the study of the metrical forms of these lyrical poems. Credit 4 hours.

217. Livy's *History of Rome*.—Selections from Livy's *History of Rome* are read in this course, especially those dealing with the early period and those dealing with the Punic Wars. Credit 4 hours.

SENIOR COLLEGE COURSES

THIRD AND FOURTH YEARS

312. *Agricola* and *Germania*.—These two historical essays are very important for understanding the early history of Britain and Germany. Credit 4 hours.

314. Pliny's *Letters*.—In these the student becomes familiar with the daily life of a Roman gentleman in the first century after Christ. Of especial interest are Pliny's references to the early Christians and his description of the eruption of Vesuvius and the destruction of Pompeii and Herculaneum. Credit 4 hours.

317. Martial's *Epigrams*.—Some attention is given in this course to the study of the epigram as a form of literature and to Martial's poetic style. The thought content of Martial is also important in depicting the social life of all classes of Romans. Credit 4 hours.

318. Catullus.—His better poems will be read metrically and translated. A study will also be made of his place in Latin poetry. Credit 4 hours.

410. Latin Poetry.—A survey of Latin poetry is made extending from its beginning two hundred years before Christ well down into the Christian era. Basore and Weber's *Latin Poetry* is used as a textbook. Credit 4 hours.

411. Lucretius.—Selections of this leading philosopher among the Romans are read and some attention is given to the study of ancient philosophy. Credit 4 hours.

412. Horace's *Satires*.—These are poems in dactylic hexameter dealing with a variety of subjects, ranging from incidents of daily life to popular philosophic discussions. Credit 4 hours.

413. Seneca's *Essays*.—Seneca is one of the best representatives of the Stoic philosophy in the first century A.D. His moral essays are read in Latin and made the basis of a study of philosophies of his age. Credit 4 hours.

414. *Cicero's Letters*.—Cicero was the greatest letter-writer of antiquity. From a study of these letters the student gets a first-hand knowledge of the social and political life in Rome in Cicero's day. Credit 4 hours.

415. *Plautus*.—Two of Plautus's comedies will be read and a special study will be made of the development of the Greek and Roman drama. Credit 4 hours.

418. *Juvenal*.—Parts of Juvenal's satires are read. These give one a vivid picture of the foibles and vices of the Romans about a century after Christ. Credit 4 hours.

419. *Tacitus' Annals*.—A detailed study of certain periods in the history of the early empire. Credit 4 hours.

421. *Advanced Composition*.—Nutting's *College Latin Composition* is used as a textbook. The aim of the course is to develop in the student the ability to express simple thoughts in idiomatic Latin. Credit 4 hours.

PROFESSIONAL ACADEMIC COURSE

391. *The Teaching of Latin in High School*.—One-half of the time is devoted to studying the objectives, content, and method of teaching Latin as set forth in the *Report of the Classical Investigation* and in Gray's *Teaching Latin*. The other half of the time is devoted to reviewing the textbook used in our high schools in first year Latin from the teacher's point of view. Considerable use of Latin is made in questions and answers in Latin about grammar, content of stories, etc. Credit 4 hours.

DEPARTMENT OF HOME ECONOMICS

IVAH M. RHYAN, Head of Department

Assistant Professor ANNE MAROLD LEE; Instructor VIRGINIA APPELBY.
Itinerant Teacher, HORTENSE HURST

The courses offered in the Department of 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 the vocational schools established under the provisions of the Federal Vocation Law (Smith-Hughes) should take courses in this department that are listed under the curriculum for Special High School Teacher's license in Home Economics. See page 49 of this catalog.

Those who may choose home economics as one of two or more majors in the A.B. and B.S. curriculums in education are required to take thirty-six (36) hours in the special field of home economics plus four hours in special methods—Home Economics Methods. The requirements in this major are: Courses 111, 113, 211, 222, 223, 224, 391, 392, and two courses chosen from the following: 212, 331, 332, 333, 432, 433. The total requirement is forty (40) quarter hours. This is the minimum. Other courses may be elected to prepare teachers for more advanced high school work in home economics.

This department offers several courses, having no prerequisites, which are of value to both men and women students who are interested in health and in home and family life. Those recommended are: Courses 224, 331, 332, 333, 433, and 432.

GENERAL ACADEMIC COURSES

JUNIOR COLLEGE COURSES

FIRST YEAR

111. **Textiles.**—This course includes a study of methods used in testing and distinguishing different fibers, fabrics, and weaves. Fabrics are considered as to composition and physical properties with discussions on the principal factors affecting their value to the consumer. 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 and some simple garments are made. Commercial patterns are used and adjusted. Care and repair of clothing receives attention. The clothing budget is discussed. Students who have had 130 hours of work in a recognized high school may omit this course and register for Clothing 2. 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. Credit 4 hours.

131. **Home Care of the Sick.**—This course emphasizes the importance of scientific treatment and correct diets for the patient in the home. First aid in emergencies is discussed and demonstrated. Credit 4 hours.

211. **Clothing 3.**—A continuation of Clothing 2, emphasizing the artistic and economic phases of dress. Individuality of dress is emphasized. Materials used in this course are silk, lace, chiffon, crepes, and thin wash fabrics. Prerequisite, Clothing 2 and Costume Design. Credit 4 hours.

212. **Costume Design.**—Principles of design are applied to body structure and to individuals. Personal lines and coloring are analyzed. Present-day styles are studied in the light of historic costumes. Credit 4 hours.

221. **Foods and Cookery 1.**—All classes of foods are considered briefly from the standpoint of 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. Students who have had 130 hours of work in a recognized high school may omit Foods and Cookery 1 and register for Foods and Cookery 2. Two-hour period. 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. Foods are studied as to their chemical composition, digestibility, dietetic value, place in the diet, methods of cooking, and combination in meals. Prerequisite, Foods and Cookery 1, or its equivalent. Two-hour period. Credit 4 hours.

223. **Foods and Cookery 3.**—The purpose of this course is to give ability to construct working recipes and to judge recipes already in print. Emphasis is placed upon doughs, batters, breads, and upon menu planning. Marketing and food economy are emphasized. Prerequisites, Foods and Cookery 2, or its equivalent. Two-hour period. Credit 4 hours.

224. **Elementary Dietetics.**—This course is for students, men as well as women, who want to know what they need in their diets. It is not a substitute for Course 321 on the special home economics college curriculum. It includes a study of nutritive requirements of the body under various conditions. No prerequisites. 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, carbohydrates, and ash constituents. Prerequisites, Foods and Cookery 3, Organic Chemistry (Science 342), and Physiological Chemistry (Science 371). Credit 4 hours.

331. **House Planning and Furnishing.**—This course includes a study of the factors controlling modern house planning and furnishing. Furnishing the house is considered from artistic, economic, and scientific points of view. Credit 4 hours.

332. **Home Management 1.**—(Administration).—This course deals with the application of scientific and economic principles to the problems of a modern housewife. It takes up economy of time, of labor, and of finance, household efficiency, household service, and home life. Credit 4 hours.

333. **Child Development.**—This course offers a study of factors involved in physical, mental, social, and emotional development of children, with discussions of problems in the home. Observation of the children under school age is made by members of the group. Open to men as well as to women. Credit 4 hours.

391. **Home Economics Methods.**—This course deals with the principles of teaching as applied to home economics. Prerequisites, Education 331. 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 of the work in various types of schools, and to emphasize the social and economic values. Credit 4 hours.

431. **Home Management 2.**—This course brings all lines of study together by permitting the student to actually manage a house. All the theories of home-making are tried out in practical manner. Reservations for room in the house should be made with the head of the department during the first quarter of the senior year. When taken during the summer terms, the residence requirement extends through both terms and the subject matter is presented on the regular quarter schedules. Prerequisites, nine credits in Home Economics, including Foods and Cookery Courses and Home Management 1. Credit 4 hours.

432. **Problems in Consumer Buying.**—This course deals with problems which confront the consumer, agencies that protect her, and points to be considered when buying various household commodities. Open to men as well as to women. No prerequisites. Credit 4 hours.

433. **Family Relationships.**—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. Open to men as well as to women. 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 confronting the teacher on the job. Laboratory hours will be arranged with the teacher. Prerequisite, Foods and Cookery 3. Credit 4 hours.

DEPARTMENT OF INDUSTRIAL ARTS

MERIT L. LAUBACH, Head of Department

Professor REUBEN H. SNITZ; Associate Professor HAROLD A. HUNTINGTON; Assistant Professors ARTHUR H. LUEHRING and JOHN C. TRANBARGER

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 (to be elected from Industrial Arts 111, 112, 121, 131, 151, 211, 262, 311, 325, 361, or 374)	24 hours
Special Methods (Industrial Arts 391).....	4 hours

In addition to the above, it is recommended that students desiring a second teaching major in this subject take Industrial Arts 375 and 376, and that they take as much shop work in addition to the required twenty-four (24) hours as possible.

GENERAL ACADEMIC COURSES

DRAWING AND SHOPWORK

JUNIOR COLLEGE COURSES

FIRST YEAR

101. Mechanical Drawing.—A beginning course in drawing. Emphasis upon fundamental principles involved and good technique. Credit 4 hours.

102. Mechanical Drawing.—Machine drawing with emphasis upon standard conventions and good technique. Prerequisite, Course 101. Credit 4 hours.

103. Industrial Arts Design.—Principles of design as applied to construction in wood, metal, and other materials used in teaching industrial arts. Prerequisites, Courses 101 and 102. Credit 4 hours.

111. Elementary Woodwork.—A beginner's course in bench woodwork. Emphasis upon organization of teaching materials, correct construction, and good design. Credit 4 hours.

112. Furniture and Cabinet Making.—In this course emphasis is placed on design of projects. Lectures on equipment, material, and shop arrangement. Prerequisites, Courses 101 and 111. Credit 4 hours.

121. Machine Shop Practice.—Beginning bench work and lathe work with emphasis upon making bent metal projects. Credit 4 hours.

131. Foundry Practice.—Bench molding, core making, cupola practice, brass, and aluminum molding with emphasis upon teaching. 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. Credit 4 hours.

152. Printing.—Practical experience in working platen presses, including lock-up and make-ready. Elementary job and ad compositions are offered. Prerequisite, Course 151. Credit 4 hours.

SECOND YEAR

201. Architectural Drawing.—Details and conventional representations. Drawing of floor plans, elevations, and cross sections of a house. Credit 4 hours.

202. Architectural Drawing.—Planning and designing a residence, including floor plans, elevations, sections, details, perspective, and set of specifications. Prerequisite, Course 201. Credit 4 hours.

211. Wood Turning.—Spindle, faceplate, chuck, and mandrel work. Emphasis upon correct designing of projects and efficient production. Prerequisite, Course 111. 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. Credit 4 hours.

221. Machine Shop Practice.—Provides experience on milling machine, universal grinder, and advanced lathe work with emphasis upon the care and upkeep of the equipment. Prerequisite, Course 121. Credit 4 hours.

222. Machine Shop Practice.—Making machines such as may be used in city and rural home work shops. Emphasis is upon care and repair of farm machinery. Prerequisite, Course 221. Credit 4 hours.

241. Forging.—This course provides experience in elementary forge work, with emphasis upon related technical information. Credit 4 hours.

251. Printing.—More difficult composition, including rule and leader forms. Multiple justification and the setting of poetry and programs. Prerequisite, Course 152. Credit 4 hours.

252. Printing.—Job and ad lay-outs, cylinder presswork and newspaper makeup. Forms of four, eight, and sixteen pages are imposed and printed on platen and cylinder presses. Credit 4 hours.

253. Printing.—A lecture and recitation course, comprising paper from its manufacture to problems of cutting, printer's mathematics, lay-out and design, with related topics. Equipment costs studied. Credit 4 hours.

262. Sheet-Metal Work.—An elementary course involving problems in sheet-metal work with sheet-metal pattern drafting. 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. Credit 4 hours.

302. Advanced Machine Drafting.—Cams—plate and cylindrical; spur gears, bevel gears, annular gears, worm gears, helical gears. Prerequisite, Course 102. Credit 4 hours.

303. Architectural Drawing.—A study of the methods used in determining conventional shades and shadows, including practical work. Prerequisite, Course 201. Credit 4 hours.

311. Mill Work.—Use, care, and operation of working machinery. Prerequisites, Courses 111 and 112. 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. Prerequisite, Course 311. Credit 4 hours.

313. **Carpentry.**—Practical carpentry under careful supervision in building a garage and residence. Credit 4 hours.

314. **Maintenance of Wood-Shop Equipment.**—Upkeep and care of equipment; use of and sharpening of equipment; setting and filing of saws and braising of band saws. Credit 2 hours.

315. **Wood Finishing.**—Methods of finishing and refinishing by hand. Mixed stains, use of spray gun, rubbing and polishing. Credit 4 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. Credit 4 hours.

317. **Farm Shop.**—This course stresses farm woodwork, sheet-metal work, rope work, harness repair, painting, and care of farm tools. Credit 4 hours.

321. **Machine Shop Practice.**—Advanced machine shop practice. Tool and die work. Emphasis is placed upon the choosing, ordering, and installing of school shop equipment, and organizing courses of study. Prerequisite, Course 222. Credit 4 hours.

322. **Machine Shop Practice.**—This work is planned to meet the needs of individual students in order to round out a more thorough course in machine shop practice. Prerequisite, Course 321. Credit 4 hours.

325. **General Metal Course.**—Practical work and organization of general metal working courses including bench metal work, forging, and foundry practice. Credit 4 hours.

331. **Foundry Practice.**—Advanced work in foundry practice including alloying non-ferrous metals. Emphasis is upon planning courses of study. Prerequisite, Course 131. Credit 4 hours.

341. **Forging.**—Advanced welding, acetylene welding, and heat treatment of alloy steels. Emphasis upon farm shop work and planning courses of study and equipment. Prerequisite, Course 241. Credit 4 hours.

351. **Printing.**—A lecture course in cost finding and estimating with practical problems; shop management. Credit 4 hours.

361. **Cement Work.**—A study of the fundamental principles involved in concrete construction as related to building, farm, and the home. Credit 4 hours.

363. **Sheet-Metal Work.**—Advanced work in sheet-metal and sheet-metal drafting. Credit 4 hours.

INDUSTRIAL AND VOCATIONAL EDUCATION

371. **Teaching Applied Mechanics.**—The uses of electricity in industry and the home, with present day constructions and with course content organization. Credit 4 hours.

373. **Industrial Relations.**—A study of human relations problems existing in industry and their effects upon production, distribution, and consumption of goods, and services in society. Credit 4 hours.

374. **The General Shop.**—Theory and organization of the general shop. Special emphasis is placed upon ways and means of introducing a general shop program. Prerequisite, six terms of shop work. Credit 4 hours.

375. (474) **Curriculum Construction.**—Principles of curriculum construction, vocational analyses, and compilation of course content. Credit 4 hours.

376. (473) **Preparation of Instruction Material.**—The study and preparation of instruction sheets, tests, and records used in industrial education courses. Credit 4 hours.

391. **Methods of Teaching Shop Work.**—Psychological basis of shop teaching, methods of presentation, class organization, records, costs, supplies, equipment, and classroom problems. Credit 4 hours.

392. **Administration of Vocational Education.**—A study of the function and place of vocational education in public schools, the laws governing it, and its supervisory and administrative problems. Credit 4 hours.

471. **Special Problems in Industrial Education.**—Current developments in the field, such as the education of teachers, apprentices, adult workers, foremen, and handicapped people. Credit 4 hours.

475. **Principles of Vocational Guidance.**—A survey of the basic principles underlying educational and vocational guidance and counselling for secondary schools and colleges. Credit 4 hours.

491. **History and Theory of Industrial Education.**—The history, theory, and development of industrial and vocational education. Credit 4 hours.

DEPARTMENT OF LIBRARY SCIENCE

HAZEL E. ARMSTRONG, Librarian
Instructor MARTHA SANFORD

With the exception of Library Science 11, the courses listed below are designed to meet the requirements of the state for a part-time license in library science. These courses are open only to juniors, seniors, or graduate students.

11. Use of Books and Libraries.—All students are required to take this one-hour course during the first year in college. Instruction and practice in the use of the card catalog, decimal classification, periodical indexes, and important reference books are given. Non-prepared course. Credit 1 hour.

311. Book Selection.—Principles of book selection for school libraries, the means of evaluating books for young people with emphasis on the high school library; also a study of useful book selection tools. Credit 4 hours.

312. Library Work With Children.—A study of the elementary school library, the relation of the library to the school, and the selection of books for boys and girls below high school age. Credit 4 hours.

322. Classification and Cataloging.—The theories and principles governing the classification and cataloging of books for a school library with practice in the making of a card catalog. Credit 4 hours.

324. (213) Reference and Bibliography.—A study of reference books and bibliographies of use in a school library. Credit 4 hours.

326. School Library Administration.—A study of the organization and administration of school libraries, records and routines, and the ordering and care of books. Credit 4 hours.

391. Field Work and Methods of Library Use.—This course is devoted to actual practice in the various phases of school library work and to instruction in the ways in which students may be aided in their use of the library. Prerequisites, Courses 311, 312, and 326. Credit 4 hours.

DEPARTMENT OF MATHEMATICS

WALTER O. SHRINER, Head of Department

Associate Professor INEZ MORRIS; Instructor RICHARD F. McDAID

All courses offered by the department are four-hour courses.

101. **General Mathematics.**—A study of the underlying principles involved in the complicated processes of arithmetic; introduction to the mathematics of finance; and statistical procedure in finding average, median, percentiles, etc., as needed in classroom measurement and keeping of records. Credit 4 hours.

291. **The Teaching of Arithmetic.**—A study of materials and methods for teaching arithmetic in the intermediate and grammar grades. Reference readings, demonstration lessons, examinations of standard drills and tests in arithmetic and some observation in the Laboratory School. 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 is 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, or an advanced elective.

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 Quarter, Courses 221 and 223 in the Winter Quarter, and Courses 113 and 212 in the Spring Quarter.

(g) Students who merely wish to elect twelve hours of mathematics for the purpose of obtaining a basic foundation in mathematics and of meeting the graduation requirements in science or mathematics would find Courses 111, 212, and 241 extremely valuable.

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. Credit 4 hours.

111. **College Algebra.**—A course emphasizing such topics as functions and graphs, straight lines, 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. 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, plane geometry in high school and a knowledge of logarithms as given in Courses 110 and 111. Credit 4 hours.

113. **Mathematical Analysis.**—This course 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. Credit 4 hours.

121. **Solid Geometry.**—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. Credit 4 hours.

SECOND YEAR

212. **Mathematics of Finance.**—A study of compound interest, annuities, depreciation, valuation, amortization of securities, etc., as used in advanced commercial fields. Prerequisites, college algebra and skill in the use of logarithms as given in Course 112. Credit 4 hours.

221. **Plane Analytic Geometry.**—A course in coordinate geometry of two dimensions giving emphasis to the study of the conic sections. This work is a necessary prerequisite for the calculus and statistics. Prerequisite, Course 113. Credit 4 hours.

223. **College Geometry.**—An advanced course in modern demonstrative geometry. It treats in detail the various properties of the triangle involving the notable points, lines, and circles associated with it, and is of decided value for the prospective teacher of high school mathematics. Prerequisite, plane and solid geometry. 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. Credit 4 hours.

SENIOR COLLEGE COURSES

THIRD YEAR

322. **Solid Analytic Geometry.**—A course in coordinate geometry of three dimensions. Special emphasis is given to study of loci, the plane, the straight lines, 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. Credit 4 hours.

331. **Differential Calculus.**—A course designed to give knowledge of the essential facts and tools of the calculus. It includes a study of the theory of limits, differentiation, successive differentiation, applications of the derivatives, and differentials. Prerequisite, Course 221. Credit 4 hours.

332. **Integral Calculus.**—A continuation of Course 331. A study of the 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 applications of the integrals in finding lengths of arcs, areas, moments of inertia, etc. Prerequisite, Course 331. 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. 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. Prerequisite, Course 223. Credit 4 hours.

431. **Differential Equations.**—Prerequisite, Course 332. Credit 4 hours.

441. **Mathematics Statistics.**—Tabular and graphical presentation of statistical data, frequency and quantity distribution, measures of central tendency and dispersion, index numbers, regression of trend lines, and simple correlation with applications to problems in business, education, economics, public health, etc. Prerequisite, Course 221. 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. Credit 4 hours.

PROFESSIONAL ACADEMIC COURSES

391. **The Teaching of Mathematics in High School.**—A study of the materials and methods in teaching mathematics in the high school. Reference readings, demonstration lessons, examination of standard drills and tests in high school mathematics, and some observation in the Laboratory School. Prerequisites, six courses in mathematics counting towards a major. This course precedes the course in supervised teaching. 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 prospective superintendents, principals, supervisors, and experienced teachers. Credit 4 hours.

492. **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. Credit 4 hours.

DEPARTMENT OF MUSIC

LOWELL MASON TILSON, Head of Department

Assistant Professors LAWRENCE EBERLY and WILL H. BRYANT

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. 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. 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 the work done in the sixth, seventh, and eighth grades. Prerequisites, Courses 111 and 112. 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 on Mondays and Thursdays at 3:30. *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. 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. Credit 4 hours.

123. **Harmony.**—A continuation of all kinds of passing notes, suspensions, etc., and some elementary work in original composition. Prerequisites, Courses 121 and 122. 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. *Credit 2 years.

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. *Credit 2 hours.

SECOND YEAR

211. **Ear Training and Sight-Singing.**—This work is required on the two-year elementary curriculum and consists of work in rote-singing, oral tonal dictation, and written dictation. The course is planned to meet the needs of the primary and elementary teacher. Credit 4 hours.

* Total credit in Chorus, Orchestra, and Band may not exceed 16 hours.

212. **Sight-Singing.**—Open to students who have completed Music 111, 112, and 113. Credit 4 hours.

221. **Harmony.**—The study of all kinds of modulation 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. 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. 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. 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 the talking machine records and whatever other music is available. Open to all students. Credit 4 hours.

261. **A Study in Band and Orchestral Instruments.**—A course in the study of applied band and orchestral instruments. Credit 4 hours.

271. **Voice Training.**—Beginner's course in the study of breath control and the correct use of the voice in singing. 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. Prerequisite, Courses 111 and 112. 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. Credit 4 hours.

SENIOR COLLEGE COURSES

THIRD YEAR

321. **Orchestration.**—A course in writing and arranging for orchestras. Prerequisites, Courses 121, 122, and 123. 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. Credit 4 hours.

245. **Piano Playing.**—First quarter's work in piano for students who have selected piano as their major in applied music. Credit 4 hours.

351, 451, 452. **Orchestral Instruments.**—For students who have selected an orchestral instrument as their minor in applied music. Credit 4 hours.

355, 455, 456, 457. **Orchestral Instruments.**—For students who have selected an orchestral instrument as their major in applied music. Credit 4 hours.

361, 362. **A Study in Band and Orchestral Instruments.**—A course in the study of applied band and orchestral instruments. Credit 4 hours.

392. **New Trends in Music Education.**—A study of the measurement of musical talent and musical achievement and its application to music education. Procedures in the statistical treatment of talent scores and achievement scores. Credit 4 hours.

371. **Voice Training.**—Second quarter's work in the study of breath control and correct use of the voice in singing. 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 choruses and orchestras is made. Practice in conducting such organizations is given. A study of the measurement of musical talent. Prerequisites, Courses 121 and 231. Credit 4 hours.

FOURTH YEAR

441. **Piano Playing.**—Second quarter's work in piano. Credit 4 hours.

442. **Piano Playing.**—Third quarter's work in piano. Credit 4 hours.

443. **Piano Playing.**—Fourth quarter's work in piano. Credit 4 hours.

445, 446, 447, 448. **Piano Playing.**—These courses are the second, third, fourth, and fifth quarter's work for those students who have selected piano as a major in applied music. Credit 4 hours.

DEPARTMENT OF PHYSICAL EDUCATION FOR MEN

ARTHUR L. STRUM, Head of Department

Associate Professor DAVID GLASCOCK; Assistant Professor
WALTER E. MARKS

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 wish to use some physical education courses (prepared) as electives.

(3) Students majoring in physical education on the regular high school teacher's curriculum are required to earn forty (40) hours of credit approximately as follows:

Physical Education 171.—Mass Activities. Credit 4 hours.

Physical Education 172.—The Theory and Practice of Physical Education. Credit 4 hours.

Physical Education 253.—First Aid. Credit 2 hours.

Physical Education 254.—Training. Credit 2 hours.

Physical Education 255.—Kinesiology. Credit 4 hours.

Physical Education 351.—Physiology and Psychology of Physical Education. Credit 4 hours.

Physical Education 352.—Individual Problems and Abnormal Cases in Physical Education. Credit 4 hours.

Physical Education 396.—Theory and Practice of Method in Physical Education. Credit 4 hours.

Physical Education 451.—Organization and Administration of Physical Education. Credit 4 hours.

*Physical Education 471.—The Coaching of Football. Credit 2 hours.

*Physical Education 472.—The Coaching of Basketball. Credit 4 hours.

*Physical Education 473.—The Coaching of Baseball. Credit 2 hours.

*Physical Education 474.—The Coaching of Track. Credit 2 hours.

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, the objectives, and the guiding principles underlying it as obtained from the study of man and social development. Credit 4 hours.

171. Mass Activities.—An applied theory course in mass games, natural gymnastic drills, conduct of tournaments, etc. Credit 4 hours.

172. The Theory and Practice of Physical Education.—A study of the place of play in education, and the development of the neuro-muscular skills in a wide range of play activities. Credit 4 hours.

* Eight hours of credit in the coaching courses are required.

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. 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. Credit 2 hours.

253. **First Aid.**—The American Red Cross course. Red Cross certificates given to students of ability. First half of quarter. Credit 2 hours.

254. **Training.**—A study of conditioning and injuries in athletics. Last half of quarter. Credit 2 hours.

255. **Kinesiology.**—A kinesiological analysis of certain motor skills based on a study of the muscular system. Credit 4 hours.

256. **Plays and Games for Grades 4, 5, 6, 7, and 8.**—Demonstration and practice in a selected group of games for children in the grades. An intermediate and grammar grade course. Credit 2 hours.

SENIOR COLLEGE COURSES

THIRD AND FOURTH YEARS

351. **Physiology and Psychology of Physical Education.**—A study of effects in wholesome exercise of nervous, respiratory, and circulatory systems, including fatigue, reaction time, etc. Credit 4 hours.

352. **Individual Problems and Abnormal Cases in Physical Education.**—An appreciation course of the problems of the abnormal boy. Emphasis is placed on methods of creating in the abnormal favorable attitudes in overcoming postural defects, flat feet, etc. Prerequisite, Course 255. Credit 4 hours.

353. **Boy Scout Work.**—Scout Master's training. Elective. Credit 4 hours.

451. **Organization and Administration of Physical Education.**—A study of the administrative phases of physical education. State laws, requirements, the construction of athletic fields, gymnasiums, etc. Credit 4 hours.

452. **New Trends in Health and Physical Education Methods.**—A survey of modern trends in the teaching of health and physical education. This course may be substituted for Physical Education 396 or it may be used as an elective. Credit 4 hours.

NOTE: 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. First half of quarter. Credit 2 hours.

472. **The Coaching of Basketball.**—Theory and practice. Credit 4 hours.

473. **The Coaching of Baseball.**—Theory and practice. First half of quarter. Credit 2 hours.

474. **The Coaching of Track.**—Theory and practice. Last half of quarter. Credit 2 hours.

475. **The Coaching of Minor Sports.**—Theory and practice. Last half of quarter. Credit 2 hours.

PROFESSIONAL ACADEMIC COURSE

396. Theory and Practice of Method in Physical Education.—Credit 4 hours.

NON-PREPARED COURSES

All courses numbered below 100 are non-prepared courses.

On all curriculums, 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 insofar as exercise is concerned. To meet this need, the following non-prepared physical education courses are given.

It is recommended that students enroll in Physical Education 51 and 53 early so that considerable latitude may be had in choosing courses during the third and fourth years.

51. Orientation in Physical Education.—The student is exposed to a wide variety of games—handball, volley ball, etc. This course is required of all men for graduation. Credit 2 hours.

52. Apparatus and Tumbling.—A course arranged for students interested in this field. Credit 2 hours.

53. Swimming.—This course is required of all men before graduation. Credit 2 hours.

54. Boxing and Wrestling.—Credit 2 hours.

55. Seasonable Sports.—Study and practice in "carry over" sports. Credit 4 hours.

56. Band Marching.—Open to all students who play band instruments. Credit 4 hours.

61. Intra-mural Football.—Instruction and practice. Credit 2 hours.

62. Intra-mural Basketball.—Instruction and practice. Credit 2 hours.

63. Intra-mural Baseball.—Instruction and practice. Credit 2 hours.

64. Intra-mural Tennis.—Instruction and practice. Credit 2 hours.

65. Intra-mural Golf.—Instruction and practice. Credit 2 hours.

81. Varsity and Freshman Football.—Instruction and practice. Credit 4 hours.

82. Varsity and Freshman Basketball.—Instruction and practice. Credit 4 hours.

83. Varsity and Freshman Baseball.—Instruction and practice. Credit 4 hours.

84. Varsity and Freshman Tennis.—Instruction and practice. Credit 4 hours.

85. Varsity and Freshman Golf.—Instruction and practice. Credit 4 hours.

87. Varsity and Freshman Track.—Instruction and practice. Credit 4 hours.

DEPARTMENT OF PHYSICAL EDUCATION FOR WOMEN

FLORENCE M. CURTIS, Head of Department

Assistant Professor RUBY JANE EAST; Instructor MIRIAM DUVALL

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 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.

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 courses as electives.

(4) Students majoring in physical education on the regular high school curriculum are required to earn forty (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.

*Science 374.—Health Education.

* Eight quarter hours to be selected from these courses.

JUNIOR COLLEGE COURSES

FIRST YEAR

101, 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 everyday life. 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. 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. Credit 4 hours.

203. Theory, Technique, and Practice of Folk and National Dancing.—Special stress is placed upon the characteristic folk dances for each nation. Material for each grade is studied. Some teaching is required. Prerequisites, Courses 11, 12, and 13. Credit 4 hours.

291. Plays and Games (Methods and Materials).—A course 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. Credit 2 hours.

292. Plays and Games (Methods and Materials).—A course 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. 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. 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. 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. Credit 4 hours.

304. First Aid.—Red Cross course taught by the College Physician. Credit 2 hours.

391. Special Methods in Physical Education.—Professional academic course. Credit 4 hours.

FOURTH YEAR

401. **Physical Diagnosis.**—A lecture course given by the college physician on the methods of systematic physical examination, with some practice in noting normal and abnormal conditions of the human body. Credit 2 hours.

402. **History and Literature of Physical Education.**—History of the movement from the earliest times to the modern period. Credit 2 hours.

403. **Individual Gymnastics.**—This course lays special stress upon abnormal conditions. Faulty posture, weak and flat foot, and lateral curvature will be studied. Credit 4 hours.

404. **Festivals and Pageantry.**—Pantomime, dramatic expression, and the dance will be emphasized. 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 some of the smaller towns and consolidated schools; and discussion of equipment, supplies, suitable costumes for activities, records, schedules, credit, and relationships with other departments of the school. 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 for 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. Credit 2 hours.

2. **Physical Education Activities for Little Children.**—Required on the primary curriculum. Credit 4 hours.

3. **Physical Education Activities for Grammar Grades.**—Required on the rural and intermediate and grammar grade curriculums. Credit 4 hours.

4. **Playground Games.**—Credit 2 hours.

5. **Athletic Games for High Schools.**—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.**—Credit 2 hours.

21. **Soccer.**—Credit 2 hours.

22. **Basketball.**—Credit 2 hours.

23. **Baseball and Track and Field.**—Credit 2 hours.

24. **Tennis.**—Credit 2 hours.

25. **Elementary Swimming.**—Credit 2 hours.

26. **Advanced Swimming.**—Credit 2 hours.

29. **Archery.**—Credit 2 hours.

30. **Restricted Activities.**—Credit 2 hours.

DEPARTMENT OF SCIENCE

LOUIS J. RETTGER, Dean of Science

Professors WILLIAM P. ALLYN, FRED DONAGHY, JAMES F. MACKELL,
W. L. PERKINS, BENJAMIN H. SMITH and PAUL D. WILKINSON;
Associate Professor BESSIE L. NOYES; Instructor
ROBERT W. KARPINSKI.

The Department of Science offers opportunities to students of the regular four-year curriculums for high school teachers to take botany, zoology, 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 pages 43 and 45.

Twelve hours of science or mathematics are required of all students completing any of the regular four-year curriculums leading to the degrees of Bachelor of Arts in Education or Bachelor of Science in Education. The requirement of twelve hours in science may be met by taking three quarters of work in any one of the following sciences: botany, zoology, physiology, physics, chemistry, geography and geology, or a year's work (three quarters) in general science.

For any major in science at least one year's work must be taken in the Senior College.

The Department of Science offers the following courses of instruction:

BOTANY**JUNIOR COLLEGE COURSES****FIRST YEAR**

131. **General Botany; the Morphology and Physiology of the Seed-Bearing Plants.**—A study of the structure and physiology of the cell, stem, leaf, and root. Emphasis is placed on absorption, transpiration, respiration, and photosynthesis in plants. Credit 4 hours.

132. **General Botany; Morphology of Thallophytes and Bryophytes.**—A study of the classification, structure, and life histories of slime molds, bacteria, algae, fungi, and liverworts and mosses. Credit 4 hours.

133. **General Botany; Morphology of the Pteridophytes and Spermatophytes.**—A study of the classification, structure, and life histories of ferns, fern allies, gymnosperms, and angiosperms. The latter half of the quarter is given over to a study of the more common flowering plants of Indiana. Credit 4 hours.

134. **Applied Botany.**—This is a study of plants from the point of view of their practical and economic aspects to man. It is a study of the utilities of plants and of plant products in relation to food, medicine, poisons, condiments, industrial products, etc. 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. No prerequisites. Credit 4 hours.

332. **Plant Ecology.**—A study of the local vegetation and also the vegetation of North America, as to origin, development, structure, plant successions and causes, factors of habitat as soil, light, temperature, water, humidity, wind, and evaporation. Credit 4 hours.

333. **Organic Evolution and Genetics.**—An introduction to the study of heredity and evolution. Given in conjunction with the Division of Zoology during the Winter Quarter. Credit 4 hours.

334. **Field Botany.**—Discussions, laboratory and field studies which include the whole of the plant kingdom. Emphasis is placed on collection, identification, classification, and preservation of plant materials useful in biology teaching. Prerequisites, Courses 131 and 132. 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 history of the fungi are especially stressed. Diseases studied for the most part are those of common occurrence in Indiana. Credit 4 hours.

432. **Plant Physiology.**—Lecture and laboratory work on the physiology of absorption, diffusion, permeability, transpiration, nutrition, digestion, protosynthesis, assimilation, respiration, movement, and growth of plants. 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 plant structures. In so far as possible, permanent slides are made which will be of aid to the student in the teaching of high school biology. 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 two laboratory periods per week. Text: McPherson and Henderson's *Course in General Chemistry* and Bruce's *Laboratory Manual*. Credit 4 hours.

142. **Inorganic Chemistry.**—Continuation of Course 141. Lectures and laboratory periods, same as in Course 141. Credit 4 hours.

143. **Qualitative Analysis.**—Prerequisite, general inorganic chemistry. Two lectures and six laboratory periods per week. Text: Noyes and Reedy's *Elements of Qualitative Analysis*. Credit 4 hours.

SECOND YEAR

241. **Quantitative Analysis.**—Prerequisite, Qualitative Analysis. Two lectures and six laboratory periods per week. Credit 4 hours.

243. **Inorganic Chemistry.**—Prerequisite, Qualitative Analysis. This course deals with the more technical and theoretical aspects of inorganic chemistry. Lectures, laboratory work, and text as in Course 141. 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 two laboratory periods per week. Text: Porter's *Carbon Compounds* and Bruce's *Laboratory Manual*. Credit 4 hours.

342. **Organic Chemistry, Aromatic Compounds.**—Continuation of Course 341. Lectures, laboratory periods, and text, same as in Course 341. 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. Lectures, laboratory periods, and text, same as in Course 341. Credit 4 hours.

FOURTH YEAR

442.—**Advanced Quantitative Analysis.**—Prerequisite, Course 241. Two lectures and six laboratory periods per week. Credit 4 hours.

443. **Physical Chemistry.**—Prerequisite, general inorganic chemistry. Three lectures and two laboratory periods per week. Text: Davies' *Fundamentals of Physical Chemistry*. Credit 4 hours.

444. **Industrial Chemistry.**—Prerequisite, organic chemistry. Three lectures and two laboratory periods per week. Credit 4 hours.

445. **Chemical Projects.**—This course is to furnish opportunity for the more intensive study of some particular chemical problems. Two lectures and three laboratory or library periods per week. Open only to students with a major in chemistry. Credit 4 hours.

448. **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. Three lectures and two laboratory periods per week. Credit 4 hours.

GEOGRAPHY

JUNIOR COLLEGE COURSES

FIRST AND SECOND YEARS

151. **Introductory Geography.**—A treatment of the mutual relations between man and natural environment. Designed to furnish a geographic background of both cultural and professional value. This course must precede Science 291. Credit 4 hours.

152. **United States and Canada.**—An interpretation of these countries in the light of all phases of their geography. Credit 4 hours.

153. **Europe.**—A study of the geography of Europe as a whole, with an intensive treatment of selected countries. Credit 4 hours.

157. **Economic and Commercial Geography.**—A geographic study of production, transportation, and exchange of products. Credit 4 hours.

158. **Physical Geography.**—Planetary relations of the earth; weather and climate; the ocean; physical processes and their resulting land forms. Credit 4 hours.

SENIOR COLLEGE COURSES

THIRD YEAR

351. **Asia.**—Chiefly a study of India, China, and Japan from a geographic standpoint. Credit 4 hours.

352. **Latin America.**—An investigation of the geography of Mexico, Central America, the Caribbean, and selected countries of South America, and the interests of the United States therein. Credit 4 hours.

354. **Africa, Australia, and Oceania.**—Physical and regional aspects, settlement, and development, with an anthropological study of the natives. Credit 4 hours.

355. **Historical Geography of America.**—The relation between the earth conditions and earth resources, on the one hand, and the settlement and development of the Americas (with emphasis on the United States) on the other. Designed particularly for geography and social studies majors. Credit 4 hours.

358. Conservation of Natural Resources.—Exploitation and conservation of the soils, forests, minerals, and waters of the United States. Occurrence, use, and misuse of the natural resources. Especially valuable to geography and social studies majors, and of general cultural value. Credit 4 hours.

FOURTH YEAR

452. Problems in Geography.—Semi-seminar work, involving an investigation of original sources of geographic literature, statistics, cartography, and study of original ideas. Credit 4 hours.

GEOLOGY

(Geology courses are accepted as credit in Geography).

JUNIOR COLLEGE COURSES

154. Introductory Geology.—Common rocks and rock-forming minerals; origin and significance of the earth's surface features; agencies affecting changes in the earth's surface. Credit 4 hours.

155. Historical Geology.—A general, non-technical treatment of the history of the earth and of life forms. Science 154 is a desirable, but not a necessary, prerequisite. Credit 4 hours.

156. Laboratory and Field Geology.—Laboratory and field investigations and reports, topographic mapping. Science 154 is a desirable, but not a necessary, prerequisite. Credit 4 hours.

PHYSICS

JUNIOR COLLEGE COURSES

FIRST AND SECOND YEARS

181. Mechanics and Sound.—The work in this course consists of lectures, recitations, and laboratory exercises in mechanics, vibratory motion, and sound. A beginning course with no prerequisites. Credit 4 hours.

182. Heat and Light.—The same general procedure will be followed in this course as is followed in Course 181. Credit 4 hours.

183. Electricity and Magnetism.—The class procedure will be similar to that followed in Courses 181 and 182. Credit 4 hours.

185. Applied Physics.—This course is offered to meet the needs of the students in home economics. The course may not be elected as one to satisfy a major in physics, but may be substituted for the regular home economics elective in the Spring Quarter of the sophomore year. Credit 4 hours.

SENIOR COLLEGE COURSES

THIRD YEAR

381. Mechanics Measurements.—Problems and experiments of an advanced type will be attempted. Prerequisites, Science 181, 182, and 183, and Mathematics 111 and 112. Credit 4 hours.

382. Electrical Measurements.—In this course the student is expected to become familiar with the use of electrical instruments and electrical units of measurement. Prerequisites, Science 181, 182, and 183, and Mathematics 111 and 112. Credit 4 hours.

383. Experimental Heat.—Work of a precision nature will be attempted and 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. Credit 4 hours.

384. **Radio Fundamentals.**—This is a course in the fundamentals of radio theory and practice. Credit 4 hours.

385. **Advanced Electrical Theory.**—This is an advanced course in the theory of electricity intended to supplement the experimental work in Course 382. Prerequisite, one year of college physics and Mathematics 111 and 112. Credit 4 hours.

386. **Contemporary Survey of Physical Science.**—This course may be elected by any student in the Senior College who is interested in learning more about recent advances in Physical Science. Summer sessions. No prerequisites. Credit 4 hours.

FOURTH YEAR

481. **Advanced Light.**—In this course an attempt will be made to cover the theory of geometrical and physical optics. Prerequisites, Science 181, 182, and 183, and Mathematics 111 and 112. Credit 4 hours.

482. **Advanced Heat and Thermodynamics.**—An attempt will be made to cover the field of thermodynamics and radiation in an elementary mathematical way. Prerequisites, Science 181, 182, and 183, and Mathematics 111 and 112. Credit 4 hours.

483. **Sound and Acoustics.**—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, and to the field of architectural acoustics. Credit 4 hours.

485. **Modern Physics.**—This course deals with some of the outstanding modern developments in the field of electricity, relativity, atomic structure, and quantum theory. Prerequisites, Science 181, 182, and 183, and Mathematics 111 and 112, and Calculus. Credit 4 hours.

PHYSIOLOGY AND HYGIENE

JUNIOR COLLEGE

FIRST AND SECOND YEARS

171. **Fundamentals of Health.**—Studies of the underlying facts and principles upon which to base an intelligent control of one's health. Credit 4 hours.

172. **Introductory Physiology.**—Studies of the basic facts and functions of the major systems of the human body. Credit 4 hours.

173. **Elements of Neurology.**—A study of the form and functions of the nervous system in health and disease. Credit 4 hours.

174. **Community Hygiene.**—This course deals with the broader aspects of community sanitation and hygiene. Emphasis is placed on local problems in relation to the school, thus enabling the teacher to participate more intelligently in their solution. Credit 4 hours.

175. **Fundamentals of Body Structure.**—Discussions and laboratory exercises dealing with the gross anatomy of the human body. Credit 4 hours.

SENIOR COLLEGE

THIRD AND FOURTH YEARS

371. **Physiological Chemistry.**—A laboratory study of the simpler chemical processes involved in respiration, digestion, nutrition, etc. Prerequisite, organic chemistry. Credit 4 hours.

372. **Bacteriology.**—Studies based upon the topics usually considered in general bacteriology, emphasizing the relation of micro-organisms to health, disease, and industry. Credit 4 hours.

373. **Physiology of Exercise.**—Class and laboratory work to familiarize a student with a scientific understanding of the body in exercise. Credit 4 hours.

374. **Health Education.**—Studies selected to give a connected presentation of public and personal hygiene and health education as to its philosophy, objective, facts, integration, and the professionalization of its materials. Credit 4 hours.

375. **Advanced Physiology.**—Selected topics and laboratory exercises best suited to meet the student's needs in teaching this subject. Credit 4 hours.

376. **Human Parasitology and Immunology.**—Studies and laboratory exercises to familiarize a student with human parasites and the principles and practices of immunity. Credit 4 hours.

ZOOLOGY

JUNIOR COLLEGE COURSES

FIRST YEAR

121. **General Zoology.**—Lectures and laboratory studies introducing the fundamental principles and concepts of animal biology. Appropriate type-forms are used as illustrative material in the laboratory. Credit 4 hours.

122. **Invertebrate Zoology.**—Lectures and laboratory studies constituting a rather systematic study of the structure, development, life histories, and adaptations of the invertebrate animals. Prerequisite, Science 121. Credit 4 hours.

123. **Vertebrate Zoology.**—A study of the development, phylogeny, and comparative anatomy of the vertebrate animals, with special reference to mammalian anatomy, in the laboratory. Prerequisite, Science 121. Credit 4 hours.

SENIOR COLLEGE COURSES

THIRD YEAR

321. **Embryology.**—A study of the early stages of development of invertebrates and vertebrates, especially of the chick and the frog. 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 and their control. No prerequisites. 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. No prerequisites. Credit 4 hours.

FOURTH YEAR

421. **Histology and Microtechnique.**—Discussions and laboratory studies dealing with the microscopic structures of the principal animal tissues. Special attention is given to the preparation of animal materials for microscopic study. Prerequisites, Science 121, 122, and 123. Credit 4 hours.

422. **Protozoology.**—Discussion and laboratory studies on the structure, physiology, life histories, and behavior of one-celled animals. Prerequisites, Science 121, 122, and 123. Credit 4 hours.

423. **Field Zoology.**—An introduction to the local animal life of Indiana, including scientific classification, distribution, and natural history. Prerequisites, Science 121, 122, or 123. Credit 4 hours.

GENERAL COURSES

101. **Nature Study.**—The work of this course is entirely from the standpoint of the teacher, particular attention being given to 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 Laboratory School. Three lectures and two laboratory periods per week. 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. A four-inch telescope of the Alvan Clark Sons manufacture makes possible an actual first-hand study of some of the simpler phenomena of the visible heavens. This course may be counted as credit on a major in geography. No prerequisites. Credit 4 hours.

PROFESSIONAL ACADEMIC COURSES

291. **The Teaching of Geography in the Grades.**—A course involving both the subject matter and the procedure in the teaching of geography in grades four to seven, inclusive. It is given in conjunction with Social Studies 291 and must be preceded by Science 151 and preferably by either Science 152 or 153. 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 part of their professional work. Credit 4 hours.

DEPARTMENT OF SOCIAL STUDIES

WALDO F. MITCHELL, Head of Department

Professors V. DEWEY ANNAKIN, FRED E. BRENGLE, and
CLEMENT T. MALAN;

Associate Professors RAYMOND J. REECE and CHARLES ROLL.

SEQUENCE OF COURSES FOR SOCIAL STUDIES MAJORS

First Year		
JUNIOR COLLEGE		
First Quarter	Second Quarter	Third Quarter
(A) 111. The Beginnings of Civilization (B) 101. The Colonies and the Revolution	(A) 113. Great Britain to 1783, or 112. Medieval History. (B) 102. National Development, 1783-1850	(A) 101. The Colonies and The Revolution (B) 201. Civil War and Reconstruction
Second Year		
(A) 102. National Development, 1783-1850 (A) or (B) 231. Principles of Economics	(A) 201. Civil War and Reconstruction (A) or (B) 232. Present Day Economic Problems I	(A) 211. Modern European History, 1500-1789 (A) or (B) 223. State and Local Government
Third Year		
SENIOR COLLEGE		
310. History of Continental Europe, 1789-1870 341. Elements of Sociology 322. The Federal Government	311. History of Continental Europe since 1870 441. Social Evolution 321. Special Problems in American Democracy, or 424. Foreign Governments	411. The British Empire, 1783 to date 302. History of Political Parties in the U.S. 442. Social Pathology 333. Present Day Economic Problems II
Fourth Year		
403. Recent History of the United States	412. Latin America 301. Industrial History of the United States 434. Labor Problems in the United States	401. History of the West 402. History of Indiana 443. Rural Sociology

These sequences will be observed for the Summer Term students as nearly as possible. Sequence A is preferred to Sequence B. Either sequence is permitted. Sequence of courses in the Senior College will depend upon the option one is following.

LANGUAGE COURSES

Some students who major in social studies decide, after being graduated from college, to take graduate work in this field. For this reason the department advises students who may do graduate work to take two years of work in each of two modern languages. All majors might well take Latin 201. Major students should also take Science 152 and 153.

UNITED STATES HISTORY

JUNIOR COLLEGE COURSES

FIRST YEAR

101. The Colonies and the Revolution.—European background; dispersion of European civilization to America; the founding, the growth, and the important problems of the colonies; the colonial relations with Europe; the struggle between European powers for supremacy in North America; the Revolutionary War. Credit 4 hours.

102. **National Development, 1783-1850.**—The need for a "more perfect union"; national organizations; a colonizing policy; foreign relations; the public lands; influence of the frontier; party controversies; humanitarianism and democracy; the Mexican War; the crisis of 1850. Credit 4 hours.

SECOND YEAR

201. **Civil War and Reconstruction, 1850-1876.**—General economic and social conditions; the struggle over slavery; the Republican party and the split in the Democratic party; military campaigns; financial questions; foreign relations; opposition to the war; the emancipation question; political controversy; reconstruction. Credit 4 hours.

SENIOR COLLEGE COURSES

THIRD YEAR

301. **Economic History of the United States.**—Foreign trade; internal improvements; the factory system; railroads; banking and currency; the tariff question; growth of capital; growth of labor unions; regulation of business. Credit 4 hours.

302. **History of Political Parties in the United States.**—The origin, development, and functions of political parties in the United States; their theories, their platforms, and their leaders; the practical work of political parties. Prerequisite, eight hours in United States history. Credit 4 hours.

FOURTH YEAR

401. **History of the West.**—The colonization of the different geographic areas; the inter-relation of the westward expansion and the political, social, and economic development of the American people. Prerequisite, eight hours in United States history. Credit 4 hours.

402. **History of Indiana.**—French and British period; struggle for sovereignty; problems of government; settlement; slavery in the territorial period; public lands; internal improvements; the politics (1816-1850); social classes; Indiana's part in the Civil War; the political controversy in the state during the war; economic and political history of the state. Credit 4 hours.

403. **Recent History of the United States.**—A study of the period since 1876. Domestic problems; civil service reforms; political history; the tariff; the currency; railway regulation; the trusts; labor problems; conservation. Foreign problems—Imperialism; Panama Canal; Latin-American relations; World War, post-war reconstruction. Prerequisite, Courses 101 or 102, or 201. Credit 4 hours.

GENERAL HISTORY

JUNIOR COLLEGE COURSES

FIRST YEAR

111. **The Beginnings of Civilization.**—The meaning of "civilization"; the civilization of the early Mediterranean nations; contributions of the Oriental, Greek, and Roman nations to world history. An introduction to the nature of culture and its diffusion, historically treated. Credit 4 hours.

112. **Medieval History.**—The break-up of the Roman Empire; barbarian invasions; rise of the Papacy; the beginnings of the rise of national governments; feudalism and the manorial system; the rise of cities; commerce; schools and universities; the kings and the nobles; the Renaissance; dynastic and religious controversies. Credit 4 hours.

113. Great Britain to 1783.—Great Britain from the earliest times to the end of the American Revolution. Emphasis upon the social, religious, legal, and constitutional development of Great Britain of this period as a background of Anglo-Saxon civilization. Recommended to students majoring in English. Credit 4 hours.

SECOND YEAR

211. Modern European History, 1500-1789.—Politics; cultural movements; the Commercial Revolution; the growth of Nationalism; the Protestant Revolt; the Catholic Reformation; the Thirty Years War; the colonial rivalries of the European nations; the rise of Prussia; the evolution of Russia; life in the Eighteenth Century. Credit 4 hours.

SENIOR COLLEGE COURSES

THIRD YEAR

310. History of Continental Europe, 1789-1870.—Politics; culture studies in the French Revolution; the Napoleonic era; the economic revolution; the Romantic reaction; the Democratic Reform movements; the strengthening of Nationalism. Prerequisite, Course 112 or 113, or 211. Credit 4 hours.

311. History of Continental Europe, since 1870.—Politics; culture studies in the national and imperial policies; alliances, crises, and wars, 1870-1914; the World War; efforts at reconstruction and cooperation; the changing attitudes toward democracy. Prerequisite, Course 112 or 211. Credit 4 hours.

FOURTH YEAR

411. The British Empire, 1783 to date.—The Industrial Revolution; building and governing the empire; history of the units comprising the empire; the cabinet; social and political reform; international relations. Recommended to students majoring in English. Prerequisite, Course 112, or 113, or 211. Credit 4 hours.

412. Latin America.—Spanish and Portuguese discoveries and conquests; colonial trade systems; the struggle for independence; establishment of republics; modern economic, social, and political conditions and problems; relations with the United States; problems of maintaining stable governments. Prerequisite, eight hours in general history. Credit 4 hours.

CIVICS

121. Community Civics.—The basic concepts of human society in its organized aspects. It is intended especially as an introduction to the governmental, economic, and sociological aspects of society for the student who is working for an elementary license or who wishes to meet the requirements for graduation. Credit 4 hours.

POLITICAL SCIENCE

JUNIOR COLLEGE COURSES

223. State and Local Government.—This is especially directed to an examination of state and local government. Some attention will be given to local and state politics. Reform of government is emphasized. Credit 4 hours.

SENIOR COLLEGE COURSES

321. Special Problems in American Democracy.—An intensive study of three or four topics in the field of political science. A different set of topics is selected each year. Prerequisite, Course 223 or 322. 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, Course 223. Credit 4 hours.

424. **Foreign Government.**—A course in the comparison of the major governments of the world. The theories of government; the types and trends of government; the important parties in foreign countries. Prerequisite, Course 223 or 322. Credit 4 hours.

ECONOMICS

JUNIOR COLLEGE COURSES

231. (331) **Principles of Economics.**—Our system of producing, pricing, buying, and selling; specialization; economic institutions; organization of enterprises; capitalism; proportions of the factors of production; overhead costs; flow of capital; risks and problems of management. Credit 4 hours.

232. (332) **Economic Problems I.**—This course deals with such problems as bank credit, money, foreign exchange, trade policies, tariff, price trends, interest, business profits, cycles, wages, and social insurance. Prerequisite, Course 231. Credit 4 hours.

SENIOR COLLEGE COURSES

333. **Economic Problems II.**—Agriculture; real estate; rent; 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; the outlook for the economic system. Prerequisite, Course 231 or 232. Credit 4 hours.

434. **Labor Problems in the United States.**—A general and non-technical course. Labor disputes; organization of labor and capital; legal aspects of union activities; labor legislation; scientific management; personnel administration; the mutual problems of employers, employees, and the public. Credit 4 hours.

SOCIOLOGY

SENIOR COLLEGE COURSES

341. **Elements of Sociology.**—An overview of general principles and concepts in sociology; the nature and forms of social interaction; the geographic, biological, and psychological interpretations of society. Credit 4 hours.

441. **Social Evolution.**—A critical analysis of the concepts of social change, social progress, and social planning. Prerequisite, Course 341. Credit 4 hours.

442. **Social Pathology.**—The major pathological social conditions; poverty, its relief and consequences; crime and its treatment; modern viewpoints and methods of treating social and personal maladjustments. Prerequisite, either Course 341 or 441. Credit 4 hours.

443. **Rural Sociology.**—Population; farm tenancy; farm labor; rural schools and churches; movements of population; social attitudes of rural folk. Credit 4 hours.

PROFESSIONAL ACADEMIC COURSES

291. The Teaching of History and Civics in the Grades.—Organization of subject matter; lesson planning; types of recitations; aids and devices; aims of the teaching of social studies in the grades. Taken in conjunction with Science 291. Credit 2 hours.

391. The Teaching of Social Studies in High Schools.—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. Credit 4 hours.

SUMMARY OF ATTENDANCE

July 1, 1934—June 30, 1935

CLASSIFICATION OF DIFFERENT STUDENTS

	Men	Women	Total
Graduate Students.....	150	48	198
Post Graduates.....	157	183	340
Seniors.....	250	292	542
Juniors.....	256	508	764
Sophomores.....	239	377	616
Freshmen.....	280	350	630
Total (exclusive of duplicates).....	1,335	1,769	3,104

DIFFERENT STUDENTS BY CURRICULUMS

Two-Year Elementary Curriculums—			
Rural.....	...	26	26
Primary.....	...	267	287
Intermediate-Grammar Grade.....	141	266	407
Four-Year Elementary Curriculum (B.S. degree)....	18	246	264
Four-Year Academic (Non-teaching, B.S. or A.B. degree).....	28	8	36
Four-Year Regular College, A.B. degree.....	259	258	517
Four-Year Regular College, B.S. degree.....	426	244	670
Four-Year Special Curriculums, B.S. degree—			
Art.....	9	50	59
Commerce.....	94	117	211
Home Economics.....	...	121	121
Industrial Arts.....	109	...	109
Music.....	36	68	104
Physical Education.....	62	39	101
Graduate Students, A.M. or M.S. degrees.....	150	48	198
Auditors.....	3	11	14
Total.....	1,335	1,769	3,104

ATTENDANCE BY QUARTERS AND TERMS

Fall Quarter.....	522	635	1,157
Winter Quarter.....	524	628	1,152
Spring Quarter (Including Mid-Spring Term).....	590	770	1,360
Total for Fall, Winter, and Spring Quarters, exclusive of duplicates.....	800	942	1,742
First Summer Term.....	461	731	1,192
Second Summer Term.....	294	361	655
Total for Summer Terms, exclusive of duplicates.....	535	827	1,362
Grand Total in Residence, exclusive of duplicates.....	1,335	1,769	3,104

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