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## Catalog, 1938-1939

Indiana State University

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Vol. XXXI

March, 1938

No. 3

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# INDIANA STATE TEACHERS COLLEGE BULLETIN



CATALOG NUMBER  
CURRICULUMS FOR THE SESSIONS OF  
1938-1939

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Terre Haute, Indiana



INDIANA  
**State Teachers College**  
BULLETIN

Vol. XXXI

MARCH, 1938

No. 3

STATE TEACHERS COLLEGE BOARD AND  
FACULTY LIST

HISTORY OF THE STATE TEACHERS  
COLLEGE

REGULATIONS FOR EARNING TEACHERS  
LICENSES

CURRICULUMS

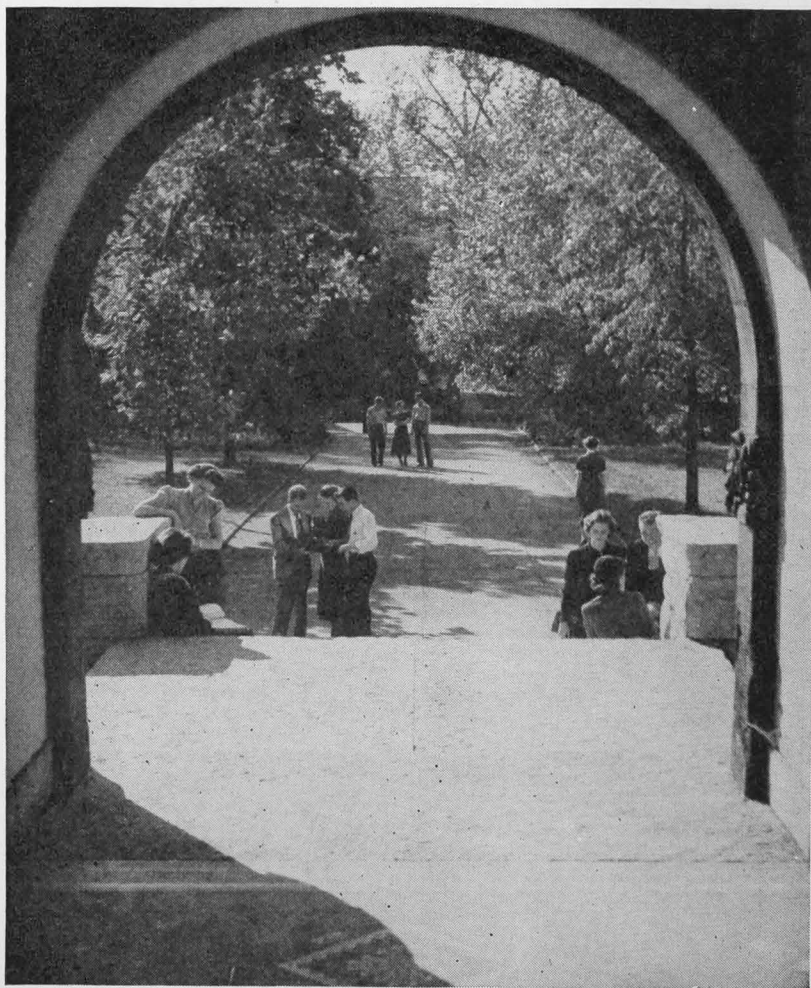
DEPARTMENTAL STATEMENTS

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Terre Haute, Indiana

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

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Entrance to Administration Building

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## CALENDAR, 1938-39

Classes will meet every day of registration weeks, of weeks in which vacations occur, and the last weeks of all quarters. They will meet on the days scheduled in all other weeks. Classes will meet every day in the summer terms.

### FALL QUARTER, 1938

- September 9, Friday.....All returning students must and all freshmen and new students should have trial programs filed in the office of the Registrar by 4:00 P. M.
- September 12, Monday..... } Freshman and new student registration and orientation. See page 8 for detailed program.
- September 13, Tuesday..... }
- September 14, Wednesday..... }
- September 15, Thursday.....Registration of upper-classmen and classes meet.

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

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

- October 26, Wednesday.....College closes at 4:20 P. M. for Indiana State Teachers Association.
- October 27, Thursday.....Indiana State Teachers College Alumni Luncheon, 12:00 M., Chateau Room, Claypool Hotel, Indianapolis.
- October 31, Monday.....Classes resumed.
- November 4, Friday.....Trial programs for Winter Quarter due in the office of the Registrar by 4:00 P. M.
- November 5, Saturday.....Blue and White Day—Homecoming.
- November 23, Wednesday.....College closes at 12:20 P. M. for Thanksgiving holiday.
- November 28, Monday.....Classes resumed.
- December 7, Wednesday.....Final examinations for the Fall Quarter begin at 8:00 A. M.
- December 9, Friday.....Fall Quarter ends at 12:00 M.

WINTER QUARTER

December 13, Tuesday.....Registration and classes meet.

Registration will be held from 7:30 A. M. to 12:00 M.  
Classes will meet according to the schedule listed above under  
Fall Quarter.

December 22, Thursday.....College closes at 12:20 P. M. for  
Christmas holidays.

January 3, Tuesday.....Classes resumed.

January 4, Wednesday.....Foundation Day exercises, 10:30 A.  
M., College Hall.

February 3, Friday.....Trial programs for the Spring Quar-  
ter due in the office of the Regis-  
trar by 4:00 P. M.

February 22, Wednesday.....Washington's Birthday—holiday.

February 23, Thursday.....Classes resumed.

March 8, Wednesday.....Final examinations for the Winter  
Quarter begin at 8:00 A. M.

March 10, Friday.....Winter Quarter ends at 12:00 M.

SPRING QUARTER

March 15, Wednesday.....Registration and classes meet.

Registration will be held from 7:30 A. M. to 12:00 M.  
Classes will meet according to the schedule listed above under  
Fall Quarter.

April 24, Monday.....Mid-Spring registration.

April 25, Tuesday.....Mid-Spring classes begin.

May 5, Friday.....Trial programs for the First Summer  
Term due in the office of the Regis-  
trar by 4:00 P. M.

May 30, Tuesday.....Memorial Day—holiday.

June 2, Friday.....Final examinations for the Spring  
Quarter begin at 8:00 A. M.

June 6, Tuesday.....Spring Quarter ends at 12:00 M.

June 7, Wednesday.....Alumni Day.

June 8, Thursday.....Commencement Exercises, 9:30 A. M.,  
Physical Education Building.

FIRST SUMMER TERM

June 12, Monday.....Registration.

June 13, Tuesday.....Classes meet.

June 17, Saturday.....Classes meet to make up for holiday  
on July 4.

July 4, Tuesday.....Independence Day—holiday.

July 14, Friday.....First Summer Term ends at 5:20  
P. M.

SECOND SUMMER TERM

July 17, Monday.....Registration.

July 18, Tuesday.....Classes meet.

August 18, Friday.....Second Summer Term ends at 5:20  
P. M.



## FRESHMAN ORIENTATION PROGRAM

### FALL QUARTER, 1938

In the freshman orientation program the college endeavors to introduce the freshman student to some features of college life and some services the college can render by a series of brief lessons in the following general topics:

1. Curriculums and college regulations
2. Value of study habits and scholarship
3. Use of the library as an aid to college success
4. Health program at Indiana State Teachers College
5. Social and personal problems of students at Indiana State Teachers College.

Lectures on the above topics are given by faculty members on the two days of orientation following registration. Each student is given a set program made out according to the general program listed below:

#### Monday, September 12

- 8:00-12:00.....Registration, Physical Education Building.
- 2:00 P. M.....Group meeting, Physical Education Building. Group singing, led by Prof. L. M. Tilson, head of the Department of Music.
- 2:30 P. M.....Welcome address, R. N. Tirey, president, Indiana State Teachers College.
- 3:00 P. M.....Conference with all freshman girls, Mrs. Charlotte S. Burford, Dean of Women.  
Conference with all freshman boys, F. H. Weng, Dean of Men.
- 4:00-10:00.....Social program.
- 8:00 P. M.....Party in Recreation Room for Girls in Residence Hall.

#### Tuesday and Wednesday, September 14-15

- 9:00- 9:30 A. M.....First hour classes
- 9:40-10:10 A. M.....Second hour classes
- 10:20-10:50 A. M.....Third hour classes
- 11:00-11:30 A. M.....Fourth hour classes
- 12:00- 2:00 P. M.....Rush program for sororities; lunch hour
- 2:00- 2:30 P. M.....Fifth hour classes
- 2:40- 4:00 P. M.....Testing program\*
- 4:00-10:00 P. M.....Social program (Rush Week and other activities)

\* All beginning students are required to take the English fundamentals test.

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ADMINISTRATION

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## OFFICE OF THE PRESIDENT

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

## OFFICE OF THE DEAN OF INSTRUCTION

JOHN W. JONES.....Dean  
SARAH ELIZABETH BENCE.....Secretary to the Dean  
ELEANOR N. D'ENBEAU.....Clerk  
HILDRED HODGES.....Clerk  
MARY REYNOLDS.....Mimeograph Clerk

## OFFICE OF THE 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  
KATHRYN ATEN.....Transcript Clerk  
PERMELIA ANDERSON.....Assistant  
WILMA SHOUSE.....Information Clerk  
NAOMI WOODSMALL.....Stenographer

## OFFICE OF BUSINESS MANAGER

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

## OFFICE OF PUBLIC RELATIONS

JOHN SEMBOWER.....Director  
LENORA WILLIAMSON.....Secretary

## OFFICE OF ALUMNI SECRETARY

JACK C. HANNAH.....Alumni Secretary  
LETHA COAKLEY.....Assistant

## OFFICE OF DEAN OF MEN

FREDERICK H. WENG.....Dean

## OFFICE OF DEAN OF WOMEN

CHARLOTTE S. BURFORD.....Dean  
MARGARET PHILLIPS MUELLER.....Secretary

## FACULTY, 1937-1938

- 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. 1444 S. Sixth St.  
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. 1933. 1221 S. Fifth St.  
Graduate, Indiana State Normal School, 1913; 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, Ind.  
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; 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.
- 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.
- HAZEL E. ARMSTRONG, Librarian and Professor of Library Science. 1927. 135 Monroe Blvd.  
Graduate, University of Wisconsin, Library School, 1917; A.B., Indiana State State Teachers College, 1931; A.M., in Library Science, University of Michigan, 1935.
- MARY D. BLACK, Instructor in Elementary Education in Laboratory School. 1934. 723 Chestnut St.  
A.B., Ball State Teachers College, 1920; A.M., Indiana University, 1925; Graduate Student, Columbia University.
- MINNIE W. BOGARDUS, Assistant Professor of Social Studies Education in Laboratory School. 1910. 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. R. R. 6, Terre Haute, Ind.  
A.B., Indiana University, 1916; A.M., University of Chicago, 1922; Ph.D., Indiana University, 1929.
- HAROLD BRIGHT, Assistant Director, Division of 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 and George Peabody College for Teachers; 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 Uni-  
versity 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 Labora-  
tory 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. 515 S. Center St.  
A.B., University of Illinois, 1916; A.M., Teachers College, Columbia Uni-  
versity, 1922; Graduate Student, University of Chicago and Teachers College.  
Columbia University.
- OLGA A. COMBS, Acting Instructor in Elementary Education in Labora-  
tory School. 1935. 2426 N. 13th St.  
B.S., Indiana State Teachers College, 1933; Graduate Student, Indiana State  
Teachers College.
- ELIZABETH M. 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.
- MARION L. CREASER, Instructor in Art. 1937. 1200 S. Center St.  
A.B., University of Michigan, 1921; A.M., Teachers College, Columbia Uni-  
versity, 1928; Graduate Student, University of Chicago, University of Cali-  
fornia, University of Oregon, and New York University.
- FLORENCE M. CURTIS, Head of 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, 1913;  
A.M., Columbia University, 1929.
- 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.
- ELEANOR S. DUNLAP, Instructor in English Education in Laboratory  
School and Dean of Girls in Laboratory School. 1937 1228 S. Seventh St.  
Student, DePauw University; A.B., Indiana University, 1930; A.M., Teachers  
College, Columbia University, 1932; Graduate Student, Indiana University  
and University of Missouri.
- MIRIAM DUVALL, Instructor in Physical Education for Women. 1930. 1214 S. 18th St.  
B.S., Indiana State Teachers College, 1930; A.M., George Peabody College  
for Teachers, 1937.
- RUBY JANE EAST, Assistant Professor of Physical Education for Women.  
1927. 525 S. Sixth St., Apt. 6  
A.B., Southern Methodist University, 1923; A.M., University of Wiscon-  
sin, 1927.

- GEORGE J. EBERHART, Instructor in Commerce. 1936.  
2207 S. Seventh St.  
B.S., Indiana University, 1926; M.S., Indiana University, 1934; Graduate Student, University of Wisconsin.
- 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.
- GERTRUDE EWING, Instructor in Latin Education in Laboratory School. 1910.  
610 Mulberry St., Clinton, Ind.  
A.B., Indiana State Teachers College, 1928; A.M., Indiana State Teachers College 1931; Graduate Student, Indiana University and University of Wisconsin.
- CONCHITA FARQUHAR, Instructor in Elementary Education in Laboratory School. 1937.  
1446 S. Seventh St.  
B.S., Southeast Missouri State Teachers College, 1929; A.M., Washington University, 1933.
- BERTHA WOOLS FITZSIMMONS, Assistant Professor of Elementary Education 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 and Health in Laboratory School. 1927.  
1225 Maple Ave.  
B.S., Indiana State Normal School, 1927; M.S., Indiana State Teachers College, 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.
- MARGARET GILLUM, Assistant Professor of English Education in Laboratory School. 1928.  
1103 S. Center St.  
A.B., Indiana State Normal School, 1916; A.M., Teachers College, Columbia University, 1922.
- DAVID A. GLASCOCK, Associate Professor of Physical Education. 1924.  
350 S. 22nd. St.  
A.B., Wabash College, 1909; A.M., Indiana University, 1915; D.Ed., Indiana University, 1937.
- FAY GRIFFITH, Associate Professor of Education. 1920.  
2005 N. Eighth St.  
Graduate, Indiana State Normal School; B.S., Teachers College, Columbia University, 1926; A.M., Teachers College, Columbia University, 1929.
- MABEL HARRIS, Acting Instructor in Library Science. 1936.  
A.B., University of Nebraska, 1908; Graduate, Library School, University of Wisconsin, 1913; A.M., George Peabody College for Teachers, 1934.
- 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.
- ARTHUR DEWITT HILL, Instructor in Music Education in Laboratory School. 1935.  
2625 Cruft 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.
- HORTENSE HURST**, Itinerant Teacher of Home Economics. 1931.  
No. 8, Walden Apts.  
B.S., Indiana State Normal School, 1924; A.M., Teachers College, Columbia University, 1930.
- OLIS G. JAMISON**, Director of Division of Teaching and Principal of 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**, Assistant Professor of Geology and Geography. 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. 1904. 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**, Acting Head of Department of Home Economics and 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.
- MARGARET I. LISTON**, Instructor in Home Economics and Director of Home Management House. 1937. 618 Eagle St.  
B.S., Iowa State College, 1927; A.M., University of Missouri, 1933.
- LITA H. LUEBBERS**, Acting Instructor in Home Economics. 1937.  
No. 8, Walden Apts.  
Graduate, Southern Illinois State Teachers College, 1918; B.S., University of Illinois, 1922; M.S., Iowa State College, 1928.
- 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 REID MCBETH**, Associate 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**, Assistant Professor of Mathematics. 1924. 438 S. 21st St.  
B.S., St. Johns College, 1914; A.M., University of Michigan, 1926; Graduate Student, University of Michigan.
- JAMES F. MACKELL**, Chairman of Department of Science and 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., Indiana University, 1930.
- LUCILE MARKER, Acting Instructor in Home Economics Education in  
Laboratory School. 1937.  
673 Swan St.  
B.Ed., Eastern Illinois State Teachers College, 1930; M.S., Iowa State Col-  
lege, 1937.
- WALTER E. MARKS, Assistant Professor of Physical Education. 1927.  
2028 S. 10½ St.  
Ph.B., University of Chicago, 1927; A.M., Indiana University, 1932; Graduate  
Student, Indiana University.
- ROBERT W. MASTERS, Assistant Professor of English. 1934.  
133 Monroe Blvd.  
A.B., Indiana University, 1931; A.M., Indiana University, 1934; Graduate  
Student, Indiana University and Northwestern 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.  
2212 College Ave.  
B.S., Indiana State Teachers College, 1923; M.S., Indiana State Teachers  
College, 1932; Graduate Student, Columbia University.
- VICTOR C. MILLER, Professor of English. 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 Pro-  
fessor of Economics. 1931.  
1508 N. Seventh St.  
Graduate, Indiana State Normal School, 1910; A.B., Indiana State Normal  
School, 1912; A.M., University of Wisconsin, 1913; Ph.D., University of Chi-  
cago, 1922.
- MARY ELINOR MORAN, Professor of English. 1894. (Part time)  
424 S. Fifth St.  
Graduate, Indiana State Normal School; Ph.B., University of Chicago, 1904;  
A.M., Indiana University, 1924; Ph.D., Indiana University, 1930.
- CLARENCE E. MORGAN, Assistant Professor of English Education in Lab-  
oratory School and Director of Radio Education. 1930.  
2610 Park St.  
A.B. DePauw University, 1924; A.M., Indiana State Teachers College, 1931;  
Ed.D., Indiana University, 1936.
- INEZ MORRIS, Associate Professor of Mathematics. 1924.  
620 S. Fifth St.  
A.B., University of Kansas, 1912; A.M., Columbia University, 1923; Graduate  
Student, Columbia University.
- BESSIE NOYES, Associate Professor of Biology. 1929. 711 S. Center St.  
A.B., University of Nebraska, 1911; A.M., University of Nebraska, 1914;  
Ph.D., Johns Hopkins University, 1920.
- ELEANOR O'CONNOR, Instructor in Elementary Education in Laboratory  
School. 1937.  
1030 S. Center St.  
Graduate, Indiana State Normal School, 1916; B.S., Manchester College,  
1930; M.S., Indiana University, 1937.

- MILDRED M. OSGOOD**, Instructor in Art. 1936. 729 Chestnut St.  
A.B., Huntington College, 1924; Student, Chicago Art Institute, Berkshire School of Art, and International School of Art; A.M., University of Chicago; Graduate Student, Teachers College, Columbia University.
- 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.  
148 Barton Ave.  
B.S., University of Michigan, 1911; A.M., University of Michigan, 1919; Graduate Student, University of Michigan and University of Chicago.
- MARY OLGA PETERS**, Assistant Professor of French Education in Laboratory School. 1929. 622 N. 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 Laboratory 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.
- EARL E. RAMSEY**, Head of Department of Education and Professor of Education. 1925. 1301 S. Eighth St.  
A.B., Indiana University, 1902; A.M., Indiana University, 1910; Graduate Student, Indiana University.
- RAYMOND J. REECE**, Associate 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**, Assistant Director, Division of Teaching. 1930. 1330 S. Center 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 Women'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.
- JUNE REYNERSON**, Head of Department of Art and Professor of Art. 1926. 2530 N. Seventh St.  
Graduate, Indiana State Normal School, 1918; Graduate, Pratt Institute, 1923; Student, Berkshire School of Art; B.S., Indiana State Normal School, 1927; A.M., Teachers College, Columbia University, 1929; Graduate Student, Columbia University.
- FLOYD RIGGS**, College Physician. 1929. 137 S. 24th St.  
A.B., Indiana State Normal School, 1924; M.D., Indiana University, 1928; Special Student, Methodist Hospital, Indianapolis, Indiana, and 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.
- STELLA M. ROUSE, Director of Parsons Hall. 1937. Parsons Hall.  
A.B., Indiana University, 1918; Graduate Student, Teachers College, Columbia University, and Drexel Institute.
- ORA E. RUMPLE, Instructor in Chemistry and Physics. 1929.  
11½ N. 14th St.  
A.B., Indiana State Teachers College, 1930; A.M., Indiana University, 1934;  
Ph.D., Indiana University, 1937.
- WAYNE SCHOMER, Instructor in Industrial Arts Education in Laboratory School. 1937. R. R. 5, Terre Haute, Ind.  
B.S., Indiana State Teachers College, 1933; M.S., Indiana University, 1936.
- MILDRED C. SCOTT, Instructor in Elementary Education in Laboratory School. 1937. 1600 S. Center St.  
Diploma, Columbus Normal School, 1919; Student, Ohio State University, and University of Chicago; B.S., Miami University, 1933; A.M., University of Iowa, 1936; Graduate Student, University of Chicago.
- 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, Assistant Professor of Elementary Education in Science. 1929. 232 Van Buren Ave.  
A.B., State University of Iowa, 1912; A.M., State University of Iowa, 1928.
- WALTER OWEN SHRINER, Head of Department of Mathematics and Professor 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. 2215 Poplar 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. 1900 N. Tenth 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; Graduate Student, Columbia University.
- HUBERT SMITH, Instructor in English Education in Laboratory School. 1936. 2130 S. 10½ St.  
A.B., Park College, 1928; M.S., in Journalism, Northwestern University, 1933; Graduate Student, Northwestern University.
- REUBEN H. SNITZ, Professor of Industrial Arts. 1915. 2007 S. Eighth St.  
A.B., Indiana State Normal School, 1912; Student, Columbia University;  
A.M., Indiana University, 1928; Ph.D., Indiana University, 1933.

- ORVEL E. STRONG, Assistant Professor of Mathematics Education in Laboratory School. 1930. 2000 College Ave.  
A.B., Franklin College, 1930; M.S., Indiana State Teachers College, 1931.
- LAVERNE STRONG, Acting Instructor in Elementary Education in Laboratory School. 1935. 681 Barbour Ave.  
A.B., Indiana State Normal School, 1924; Graduate Student, Indiana State Teachers College.
- ARTHUR 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; 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, 1935.
- MARY E. THURSTON, Acting Instructor in English. 1937. 673 Swan St.  
A.B., Franklin College, 1924; A.M., Teachers College, Columbia University, 1937; Graduate Student, University of Chicago.
- LOWELL MASON TILSON, Head of Department of Music and Professor of Music. 1915. 724 S. 25th St.  
Student, 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; M.S., Teachers College, Columbia University, 1932.
- HERMAN TRUELOVE, Instructor in Mathematics and Commerce Education in Laboratory School. 1937. 2517 S. Seventh St.  
B.S., Indiana State Teachers College, 1931; M.S., Indiana State Teachers College, 1936.
- STANISLAUS F. TRYBULSKI, Instructor in Foreign Languages. 1937. 121 N. Sixth St.  
A.B., Middlebury College, 1936; A.M., Western Reserve University, 1937; Special Student, University of Konigsberg, Germany.
- 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.
- HILMA REID WEAVER, Acting Instructor in Kindergarten Education in Laboratory School. 1935. R. R. 2, Brazil, Ind.  
B.S., Indiana State Teachers College, 1929; Student, National College of Education; M.S., Indiana State Teachers College, 1936.
- 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.

GYPSY WILSON, Instructor in English Education in Laboratory School. 1938.

711 S. Center St.

A.B., Georgetown College, 1931; A.M., George Peabody College for Teachers, 1937.

PAUL L. WOLF, Assistant Professor of Education in Physical Education and Health in Laboratory School. 1929.

1816 S. Eighth St.

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.

681 Eighth Ave.

A.B., Indiana State Normal School, 1908; A.M., Indiana State Teachers College, 1931; Graduate Student, University of Chicago and Indiana University.

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 loyal and distinguished service to the institution:

EDWIN MORRIS BRUCE, Professor of Chemistry.

EDWIN N. CANINE, Professor of Education.

ROSE MARIAN COX, Professor of English.

LOUIS J. RETTGER, Professor of Physiology.

WILLIAM T. TURMAN, Professor of Art.

JOHN BENJAMIN WISELY, Professor of English.

FREDERICK GILBERT MUTTERER, Professor of German.

(Retired July 1, 1937; Deceased, March 2, 1938.)

### LIBRARY

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

DEAN ULEN BOND, Assistant. 1922.

2618 N. Eighth St.

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

CARABELLE GREINER DICKEY, Reference Librarian. 1908.

1009½ S. Seventh St.

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

MABEL HARRIS, Acting Instructor in Library Science. (See Faculty List.)

ISABELLE HAGGARD, Assistant. 1938. 320 N. Seventh St., Apt. 2  
A.B., University of Nebraska, 1932; B.S. and L.S., School of Librarian, University of Denver, 1933.

MARIE REIMAN ORTON, Assistant. 1924. 1030 S. Sixth St.  
Student, University of Wisconsin; Student, Indiana State Normal School, including Courses in Library Science.

RUTH MILDRED RICHART, Assistant. 1928. 419 S. 17th St.  
Student, Indiana State Normal School; Library Class, Emeline Fairbanks Memorial Library.

MARTHA SANFORD, Cataloger. 1931. 1468 S. 11th St.  
A.B., including Courses in Library Science, Indiana State Teachers College, 1931; B.S., in Library Science, University of Illinois, 1936.

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.

GERTRUDE DREHER, Secretary.

## STANDING COMMITTEES

1937-1938

(The President and Dean of Instruction of the college are *ex-officio* members of all committees.)

1. \*\*ATHLETIC  
Mr. Shriner, Mr. Cole, Miss Curtis, Mrs. Lee, Mr. Meeks, Dr. Riggs, Mr. Sembower, 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, Mr. Annakin, Mrs. Fitzsimmons, Miss Griffith, Mr. Karpinski, Miss Reed.  
Secondary School Curriculum Committee—All heads of departments.  
Graduate Work Committee—Mr. Ramsey, Mr. Abell, Mr. Elder, Mr. Jones, Mrs. Lacey, Miss Reed, Mr. Shannon.  
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, Mr. Bryant, Miss East, Mr. Mitchell, Miss Osgood, Mr. Sembower.
4. EXTENSION, CORRESPONDENCE, AND ADULT SERVICE  
Mr. Wilkinson, Mr. Hannah, Miss Liston, Mr. Malan, Mr. McDaid, Mrs. Pfennig, Mr. Shannon, \*Mr. Jones.
5. \*\*LIBRARY  
Mr. Miller, Miss Ehrenhardt, Miss Gillum, Mr. Karpinski, Miss Pleitz, Mr. Roll, \*Miss Armstrong.
6. PLACEMENT  
Mr. Ramsey, Mr. Brengle, Mr. Bright, Miss Gillum, Mrs. Megenhardt, Mr. Perkins, Miss Reed, Mr. Sembower, \*Mr. Elder.
7. PUBLIC RELATIONS  
Mr. Sembower, Miss Crawford, Mr. Hannah, Mr. Masters, Mr. Morgan, Mr. Perkins, Mr. Hubert Smith.  
\*\*Alumni—Miss Crawford, Mr. Acher, Miss Browning, Mr. Donaghy, Mr. Reece, Mr. Wolf, \*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.  
\*\*Radio—Mr. Morgan, Mr. Eberly, Mr. Sembower, Mr. Tilson, Miss Wood.  
\*\*Student Publications—Mr. Hubert Smith, Mr. Cole, Mrs. Harvey, Mr. Masters, Mr. Roll, Mr. Welborn.

## 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, Mr. Jamison, Miss  
Morris, Mr. Young.

## 10. \*\*SELECTIVE ADMISSION AND SELECTIVE PROMOTION

Mr. Elder, Mr. Annakin, Miss Ehrenhardt, Mr. Jones, Mr. Mackell,  
Mr. Miller, Miss Noyes, Mr. Shannon.

## 11. \*\*STUDENT HEALTH

Miss Curtis, Mrs. Burford, Mr. Jones, Mr. Marks, Dr. Riggs,  
Mr. Weng.

## 12. \*\*STUDENT WELFARE

Mr. Annakin, Miss Moran, Miss Noyes, Dr. Riggs, Mr. B. Smith,  
\*Mrs. Burford, \*Mr. Payne, \*Miss Reeve, \*Mr. Weng, \*Miss  
Rouse.

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\* Ex-Officio members.

\*\* Representatives of the student body recommended by the Student Council are  
*ex-officio* members of this committee.

## INDIANA STATE TEACHERS COLLEGE

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### 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 to administer the affairs of the school, and appropriated \$50,000.00 for the erection of a building to house the normal school.

Under a further provision of this original act, the State Normal School was to be located in that city of Indiana which obligated itself to donate the largest amount, either in money or in buildings and ground or in both, to the Board of Trustees. The city of Terre Haute agreed to donate the tract of land near the heart of the city upon which the old Seminary Building had been located, to donate \$50,000.00 towards the erection of the building, and to obligate itself forever to maintain one-half of the necessary expense incidental to keeping the building 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 only twenty-three students enrolled, conclusive evidence that the idea of teacher training had not yet come fully into popular favor. The faculty consisted of President William A. Jones and two assistants while the building itself was only partially completed and void of all equipment. So firmly, however, were the educational principles upon which the school was founded laid by President Jones, who has been referred to as "an educational seer with rare insight into the future" that its early growth and development were rapid despite its humble beginning. On April 9, 1888, this growth was temporarily halted when a disastrous fire destroyed the original building with all its contents. The spirit back of the leaders in the development of the college is shown by the fact that "scarcely a day was lost and classes met as usual" next day in Wiley high school, in churches, and in public halls in the city. The city of Terre Haute again donated \$50,000.00 for a new building while the General Assembly of Indiana appropriated \$100,000.00. With these funds the present Administration Building of the college was erected.

From the original small investment, the college has grown until today its physical plant alone represents an investment of more than four million dollars. Enrollment steadily increased through the years until in 1931-32, the record year for enrollment to date, a total of 3,509 different students were enrolled on the various curriculums. Since the college has been organized, approximately 100,000 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 Indiana State Normal School. As requirements for teachers have increased, the college has kept rapid 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 Division 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 College and Senior College, establishing a definite sequence of studies. Movements are under way at the present time to make the Junior College courses a General College in which courses of instruction above the high school level will be offered while the Senior College will become a Professional College in which the professional courses will be emphasized. No student is now admitted on less than a four-year curriculum and after July 1, 1940, no certificates of training leading to elementary school licenses on two years of training will be issued by the State Department.

During the sixty-eight 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. He was succeeded by George P. Brown, at that time superintendent of schools in Indianapolis, who held the position until 1885 when he submitted his resignation to enter the publishing business in Bloomington, Illinois. William Wood Parsons, a student on the opening day of the college and a member of its first graduating class, was chosen to succeed Mr. Brown, taking over his executive duties in September, 1885, and serving continuously until August, 1921, when he resigned from active duties 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 poor health. Lemuel A. Pittenger, president of Ball State Teachers College, served as acting president of the institution until December 22, 1933, when Ralph N. Tirey was chosen by the Teachers College Board as the fifth president. He assumed the duties of the presidency which he now holds at the opening of the school in 1934.

### 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 of the college as well as College Hall, where the convocation exercises are held, the radio broadcasting studio, and a few classrooms of the academic departments.



**North Hall**, facing north on Eagle Street, is an addition to the Administration Building which was erected in 1895. It originally housed the library as well as certain divisions in the field of science. It now contains the deans' offices, the Student Lounge, and classrooms of the Department of Art, Commerce, Mathematics, and Foreign Languages.

**Stalker Hall**, facing south on Mulberry Street, was for many years the home of the training school. This building was erected in 1905. In the reorganization of classrooms during the past year, made possible by the new Laboratory School, this building was made the home of the Departments of Education and Social Studies. It was officially named Stalker Hall by the Teachers College Board in tribute to the memory of Francis Marion Stalker, for many years a member of the faculty of the Department of Education.

**The Library**, facing south on Eagle Street, was erected in 1910. It is the permanent home of more than 129,000 volumes of educational interest and is distinctly fitted as a teachers college library. It holds the distinction of being one of the largest teachers college libraries in the world.

**The Vocational Building**, facing north on Mulberry Street, was erected 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 to a large number of students.

**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. This hall contains the very best in modern equipment, laboratories, lecture rooms, and classrooms. The office of the College Physician is located in Room A-44 of Science Hall.

**Residence Hall**, facing north 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 hall, beautiful reception and recreation rooms, and has all the comforts of a modern home.

**The Physical Education Building**, located on the northwest corner of Seventh and Eagle Streets, was dedicated in 1928. In addition to the classrooms, storerooms, and locker rooms, the building has two athletic floors, one each for the men and women students. The gymnasium for men, where the intercollegiate contests are held, has a seating capacity of approximately 3,000. A stage is located in the north end of this gymnasium, making it 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 buildings on the campus and contains the latest and finest equipment for a plant of this type.

**The Laboratory School**, located on the east side of North Seventh Street just north of Chestnut Street on the old Hemingway Park site, was officially opened in 1935. During the past year, the third wing of the building which included the gymnasiums, the Sycamore Playhouse, the library, and sound-proof music rooms was completed and the official dedication exercises of the entire school were held. This Laboratory School has received high praise from leading educators as one of the finest, most modern, and best equipped schools in the Middle West and it fills a long-standing need in the work of the college.

**W. W. Parsons Hall**, located on the northeast corner of North Sixth and Eagle Streets, is the new dormitory for men students. This hall provides home privileges for approximately one hundred twenty-five men students and embodies only the best characteristics of buildings of this type. It was named in honor of William Wood Parsons, who spent so many years of his life as president of the institution and was so keenly interested in the spiritual, physical, and moral welfare of the students.

**The College Bookstore**, which was opened in its present site in 1934, faces north on Mulberry Street between the Residence Hall and the Vocational Education Building. All supplies necessary to the work of the students in the college are available here at moderate prices. A College Grill is also maintained in the bookstore and has rapidly become a popular place with the student body. A lounge is also maintained on the second floor which is in the form of a balcony looking down on the main floor.

**Other Buildings** include the Student Building and the Home Management House, both of which are large residences which have been purchased by the college and converted to their present use. The Student Building is located just back of the Emeline Fairbanks Library, facing north on Eagle Street, and is a popular place with the student body as a center of their activities. The Home Management House, just west of Science Hall and facing south on Eagle Street, is used by the Department of Home Economics. Majors in the field of home economics live in this house for one quarter and put into practical usage all phases of home economics used in the classroom.

Landscaping on the campus is one of the next projects on the building program of the college. City officials have given permission for the closing of Eagle and Mulberry Streets between Sixth and Seventh Streets and the program calls for tearing up of these streets with only a circular drive leading through the campus and walkways from the Administration Building to the other buildings on the campus.

## OBJECTIVES OF INDIANA STATE TEACHERS COLLEGE

### Established by the General Assembly of Indiana

The Act of the General Assembly of Indiana, passed and approved in 1865, to create the Indiana State Normal School (Indiana State Teachers College) set forth the objectives of the college as follows:

"the object . . . shall be the preparation of teachers for teaching in the common schools of Indiana." (Courts of the State of Indiana have held that the term, "common schools" includes the elementary and secondary schools.)

The original act set forth conditions requisite to admission covering the following factors:

Age—sixteen years of age, if females, and eighteen, if males.  
Good health.

Satisfactory evidence of undoubted moral character.

The original requisite for age has since been modified by legislative action to read:

"graduation from a commissioned high school, or its equivalent."

It was further provided in the act creating the college that:

"A high standard of Christian morality shall be observed in the management of the school, and so far as practicable, be inculcated in the minds of the pupils, yet no religious sectarian tenets shall be taught."

### Established by the Faculty of the College

The faculty of November 21, 1933, approved the recommendations of the Objectives Committee which established the following objectives:

#### *Personal Objectives*

- (1) To develop in students a sense of responsibility for bodily, mental, and spiritual health together with an accompanying knowledge of the best methods for their attainment.
- (2) To inculcate in students a high sense of idealism, eventuating in proper personality development and in an outlook upon all education as one of the most important means for such development.
- (3) To develop in students an appreciation and respect for the profession of teaching and for the work of human education.
- (4) To develop the mental powers of students to the end that their intellectual lives shall, in all ways, be on as high a plane as that obtainable by one taking training for any profession.

#### *Social Objectives*

- (1) To have students look upon human society not only through the eyes of an egoistic (individualistic) philosophy but also through those of an altruistic (socialistic) philosophy—the

former to maintain the teacher's faith in the individual's powers and their trainability—the latter to make the individual most useful to society.

- (2) To have students see education as one of the best of all social institutions for the growing of a leaven for individual and social problems; to see education not only as a technical attainment, but far more fully as a cultural achievement.
- (3) To have students see clearly the evolution through which the human race has gone and is going; to recognize the values and problems of human endeavor and of leisure.

#### *Professional Objectives*

- (1) To have each student acquire a body of content knowledges as wide as is consistent with his or her personal and social needs and as deep as ability and time will permit, such knowledges to lead to a definite cultural background in and for each student.
- (2) To have students acquire a body of professional knowledges commensurate with and definitely allied to the other knowledges.
- (3) To have students realize that teaching is an act which develops in the one taught the ability to consider and solve his own problems.

#### *Integrating Objectives*

- (1) To dovetail and integrate all personal, social, and professional objectives into the makeup of each student to the end that all function in a unitary way.

#### *Institutional Objectives*

- (1) To select and encourage, as early as possible in their course, those students whose physical, mental, and spiritual equipment give either evidences of some already attained proficiencies in these lines or evidences of the trainability of these qualities; to direct those who have survived into such fields of teaching and administration as their native qualities and attainments predict the best chances of success.
- (2) To cooperate with field members of the profession to the end that the plane of public school education may be raised through every legitimate means.
- (3) To cooperate with other state teacher-training institutions, the State Department of Education, the State Board of Education, legislative committees, and all other significant educational organizations whose primary functions is to elevate culture and teaching.

## 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 those institutions only which have been accredited by the North Central Association and affiliated associations, or by the American Association of Teachers Colleges. Students from institutions not so accredited will be required by the Committee on 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 application to this committee in order that the application 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 only to 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 schools of the state have been so organized that they fall into fairly distinct groups: (1) The Junior College (General College), comprising the courses of the freshman and sophomore years; and (2) the Senior College (Professional College), comprising the courses of the junior and senior years.

Students enrolled in the Junior College (General College) may not reach forward into the Senior College (Professional College) for any courses with the exception that not more than twelve quarter hours of Senior College (Professional College) credit may be earned during the sophomore year. Senior College (Professional College) students are not permitted to reach back into the Junior College (General College) for an amount of work exceeding ten per cent of their courses. In other words, students must offer for graduation approximately forty per cent (40%) of their work from the Senior College (Professional College) and may not receive credit for more than approximately sixty per cent (60%) of their work from the Junior College (General College).

The beginning courses in Freshman English 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 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 numbered from 101 to 199 in the several departments are freshman courses, those numbered from 201 to 299 are sophomore courses, and 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 (General College). The courses open to freshman and sophomore students are, accordingly, those numbered in the respective departments from 101 to 299 with the exception that not

more than twelve quarter hours of Senior College (Professional College) credit may be earned during the sophomore year. Students in the Senior College (Professional College) must confine their choice of subjects to courses whose numbers range from 301 to 499, provided that they offer not less than forty per cent (40%) of their total work in the Senior College (Professional 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 student when they appear for registration.

**Changes in Program.**—Registered students desiring to change their program 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 courses.

The names of students who fail to appear for a class in which they have been 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 Grades—Mathematics 291, English 291, Social Studies 291, Science 291, and Education 251.

Primary—Education 142, 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 freshman, sophomores, juniors, and seniors. Those students whose credit in prepared subjects is less than forty-eight (48) quarter 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 one hundred forty-four (144) quarter hours are juniors. Undergraduate students who have more than one hundred forty-four (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 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 (16) hours.

**Part 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-weeks 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 of 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, that 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 a quarter only (one-half or more) receives the record "Inc" providing he withdraws officially. When such 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, however, must 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 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 advised 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 for any student has been formally filed in the Registrar's office, no change 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 thirty-six (36) hours of credit in prepared subjects before participation.

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

3. No sophomore may participate in any varsity athletic contest unless his scholarship index is above 30 and no junior or senior may participate in any such contest unless his scholarship index is above 45.

4. Members of the freshman teams must have a scholarship index of 30 or above after the first quarter in school to be eligible for competition.

5. Athletes at this institution must meet all conditions of eligibility prescribed by the Indiana Intercollegiate Conference of which this institution is a member.

6. Every student engaging in intercollegiate athletic competition must pass an approved physical examination given by the College Physician. Every member of the varsity and freshman squads 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 this competition.

**Scholarship Index.**—A system of scholarship points has been established on the basis of four quarter hours, using four points for each "A" grade, three points for each "B" grade, two points for each "C" grade, one 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 attempted) would be a record of four "A's," while a scholarship index of 25 (4 points/16 hours attempted) 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 index 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. If his subsequent scholarship index does not show evidence of material improvement so as to give indication of his ability to meet the standards of the college, he may be asked to withdraw at the end of any quarter thereafter.

A student on a four-year curriculum may not enter Senior College (Professional Collège) courses until he has completed at least ninety-six (96) quarter hours of prepared credit in the Junior College (General College) and has achieved a scholarship index of more than 45 with the exception that sophomore students are permitted to take not more than twelve hours of Senior College (Professional College) work. If, after three quarters of residence in the Senior College (Professional 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 30.

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 the 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. 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 Absences.**—1. The college does not have a "cut" system. Students are expected to be present at all classes if it is possible for them to do so.

2. Absences from classes must be made up to the satisfaction of the instructors.

3. Excuses for absences the last day of a quarter or term or for any days immediately preceding and including the last day must be filed with the Dean of Instruction for approval. The last meeting of the class is considered the last day; final examinations are considered the last meeting of classes during the three regular quarters.

4. Excuses for absences the day or days immediately preceding or immediately following a vacation must be filed with the Dean of Instruction for approval.

5. Students having more than four unexcused absences as listed under (3) and (4) above shall be required to complete four extra quarter hours before graduation.

6. Students who are absent the last day of the quarter or term may receive "passing", "incomplete", "deferred", or "failure" grades in the classes from which they were absent, providing that no student having more than ten (10) days consecutive absence at the end of the quarter shall be granted a passing mark.

7. Students will not be permitted to attend any subsequent quarter or term until all the excuses for absences as listed above are on file in the office of the Dean of Instruction.

**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 rating 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 and 141) must be begun during the first quarter of residence and must be carried 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.) No student who has acquired forty-eight (48) quarter hours of credit and who has not earned credit in Freshman English (English 111) shall be permitted to register for any other course than English 111 until he has earned credit in that course.

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 or 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 any 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.

**Rules Governing Auditing of Classes.**—By payment of the auditor's fee, students are eligible to sit in one to four of such classes as are open for auditing without participating in the recitation and without receiving formal credit. However, by the very nature of the classwork, only certain classes in the various departments are open for auditing.

Classes in the various departments which are not open to auditors are:

**Art**—Courses 112, 141, 211, 212, 241, 242, 311, 314, 342, 412, 414, 415, 431.

Commerce—Courses 121, 122, 123, 124, 211, 212, 213, 214, 301, 302, 303, 401, 402, 403.

English—Courses 0, 212, 213, 214, 281, 311, 313, 315, 381, 411, 412, 413, 481.

Home Economics—Courses 112, 113, 211, 221, 223, 431, 441.

Industrial Arts—Courses 101, 102, 103, 111, 112, 121, 131, 151, 152, 201, 202, 211, 212, 221, 222, 241, 251, 252, 253, 254, 262, 301, 302, 303, 311, 312, 313, 314, 315, 316, 317, 322, 325, 331, 341, 351, 352, 353, 354, 361, 363, 371, 373, 475.

Library Science—Courses 311, 312, 322, 324, 326, 391.,

Music—Courses 345, 445, 446, 447, 448, 321.

Physical Education (Women)—Courses 202, 203, 301, 302, 303, 403.

Science—Courses 123, 131, 132, 133, 134, 141, 142, 143, 181, 182, 183, 185, 241, 243, 291, 321, 334, 341, 342, 343, 381, 382, 383, 391, 421, 422, 431, 432, 433, 442, 443, 444, 445, 448.

Social Studies—Courses 291, 391.

## 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 the 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 and certification must meet certain provisions other than the necessary credit. All such candidates must have had an actual attendance of three quarters, 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 diploma. On 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 quarter hours of additional credit to complete their curriculums. 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 curriculum 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. The 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, each 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 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 of any of the curriculums are recommended by the Registrar and Director of Student Programs to the State Department of Public Instruction for the license 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 their 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 work in the Graduate School under the provisions formulated by the Graduate Work Committee. The requirements for these degrees are indicated in detail in the statement relative to the Graduate Curriculum.

Candidates for the Master's degree in Education may, by the proper selection of their studies in the Graduate Courses, meet the requirements of the state 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 First or 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-two dollars (\$22.00) per quarter and a student service fee of four dollars (\$4.00) per quarter.

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

**Allocation of Fees.**—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. (not including the student service fee), were abolished and a general contingent fee was established for all regularly matriculated students.

By further action of the State Teachers College Board, becoming effective September 1, 1937, the student service fee was established at four dollars (\$4.00) per quarter.

The allocation of fees, for full or partial work in the Indiana State Teachers College, is shown in the following table:

Unit	Hours of Credit Carried	Contingent Fee	Student Service Fee	Total Fee
Quarter	Nine or more prepared hours.....	\$22.00	\$4.00	\$26.00
Quarter	Five to eight prepared hours.....	15.00	4.00	19.00
Quarter	Less than five prepared hours.....	9.00	4.00	13.00
Term	Five or more prepared hours.....	11.00	2.00	13.00
Term	Less than five prepared hours.....	7.50	2.00	9.50

In return for the contingent fee, students receive the free use of the library and the free use of all laboratories, including the current supplies ordinarily used in the same. In return for the student service fee, students receive the benefit of a health service, including access to the College Physician, and some provisions for hospitalization\*; free subscription to *The Indiana Statesman*, the student newspaper which is published twice each week; a membership card in the Athletic Association, admitting them without further charge to all home games for that quarter or term; a membership card admitting them to all the privileges of the Student Activities program; and other personal development activities.

Students admitted to the college on either the McGregor Scholarships or the County Scholarships must pay the student service fee of four dollars (\$4.00) per quarter.

The payment of the contingent and student service fees is made to the Business Manager who issues a receipt admitting students to

\* See page 71 for rules governing hospitalization service.



membership in their classes. The payment of these fees must be made 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.....\$26.00  
Total of Fees for non-residents of Indiana..... 38.00

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

Total of Fees for residents of Indiana.....\$ 78.00  
Total of Fees for non-residents of Indiana..... 114.00

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 week of the quarter will receive as a refund two-thirds of their entrance fees. Students withdrawing during the fifth or 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 by the Graduate Division 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 fee, 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 nine dollars and fifty cents (\$9.50) per quarter is charged to persons properly qualified who desire to sit in one to four of such classes as are open for auditing without participating in the recitation and without 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 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.

**Late Trial Program Fee.**—A fee of two dollars (\$2.00) will be charged those students who do not file trial programs in the office of the Registrar on or before the day set as the final date for filing of such programs.

\* See page 36 for list of courses not open for auditing.

**Applied Music Fee.**—An additional fee of ten dollars (\$10.00) may be charged for each two-hour course in applied music if the course requires special advanced instruction. Four hours of credit are required for each course in applied music. Students will be exempt from this fee after 16 hours of applied music have been completed.

**Applied Art Fee.**—An additional fee of ten dollars (\$10.00) may be charged for each two-hour course in applied art if the course requires special advanced instruction.

**Supervised Teaching Fee.**—Students who have not had as much as forty-eight (48) quarter hours of work at Indiana State Teachers College will be charged a special fee of twelve dollars (\$12.00) to register for a course in supervised teaching on the undergraduate level.

**Special Examination Fee.**—A special examination fee of one dollar (\$1.00) for each subject will be charged 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 presentation of the receipt for this examination fee, arrange for such examination.

**Delinquency Fee.**—Payment of all fees due the institution must be made on or before the final date when such fees are due. All regular 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 such fees. Students who fail to pay these fees before the expiration of the time granted for payment 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.

**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.

**Fee for Senior Annual.**—All seniors graduating from any of the four-year curriculums leading to the baccalaureate degree will pay a fee of three dollars (\$3.00) to help cover the cost of *The Sycamore*, the yearbook published each year under the direction of the junior class. All members of the junior class will also pay a fee of three dollars (\$3.00). In return for this fee, each member of the junior and senior classes 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 living 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 found

to be suitable are available in the offices of the deans. 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. A similar requirement makes it obligatory for all men students to live at W. W. Parsons Hall. However, students who cannot be accommodated in these dormitories because of lack of room or because of outside employment are expected to confer with their respective dean before making definite arrangements as to rooms. The deans must know the exact address of all students. To avoid any difficulty, the students are required to keep these officials informed concerning their permanent as well as their temporary address. Students desiring to make arrangements for living quarters before coming to Terre Haute may 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.

**Women's Residence Hall.**—Indiana State Teachers College has a large 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 Teachers College Board, all non-resident freshman and sophomore women students (white) must reside in Residence Hall as long as accommodations are available. The rules of the college also require all non-resident junior and senior women students (white) to 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 the Women's Residence Hall, an application accompanied by a five dollar (\$5.00) 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, the 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 for room and board in Women's Residence Hall is ninety-five dollars (\$95.00) for the Fall Quarter and ninety dollars (\$90.00) for the Winter and Spring Quarters.\* For the convenience of the student, one-sixth of this amount 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 of delinquency.

\* The higher cost for the Fall Quarter is due to the fact that, under the arrangement of the College Calendar, students will need to live in Residence Hall for approximately thirteen weeks.

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 students. According to the regulations of the 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 deposit of two dollars and fifty cents (\$2.50) 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, the deposit is forfeited. Otherwise, the deposit is held for thirty days after the end of the quarter or term and from it will be taken any obligation 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 cost.

The total charge per quarter for room in the Phyllis Wheatley Hall is twenty-seven dollars (\$27.00). For the convenience of the student, one-sixth of this 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, a dresser cover, and a cord for an electric iron.

**W. W. Parsons Hall.**—This new dormitory for men, named in honor of former President W. W. Parsons, was officially opened at the beginning of the school year of 1937-38 and offers the latest and best in the way of dormitory facilities. All men students (white) who do not live in Terre Haute or return to their homes each evening are expected to live in W. W. Parsons Hall as long as accommodations are available there.

The total cost at W. W. Parsons Hall is ninety dollars (\$90.00) per quarter. This cost includes room, board, and all dormitory facilities. These rules and regulations apply to the short terms except that the cost for each summer term is thirty-seven dollars and fifty cents (\$37.50) while the cost of the Mid-Spring Term is forty-five dollars (\$45.00). For the convenience of the student, one-sixth of the total cost for the quarter 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 of delinquency and five cents for each additional day.

Rooms will be assigned in the order in which applications are received. Members of the same organizations will be given the privilege of occupying adjacent rooms. To secure a room in W. W. Parsons Hall, an application accompanied by a five dollar (\$5.00) deposit should be

made with Dean F. H. Weng at as early a date as possible. Cancellation of the reservation must reach his office at least ten days before the opening of the quarter or term to have this deposit returned. If the reservation is cancelled during the quarter or term, the 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 have incurred at the hall. The remainder will then be returned to the student.

Each student must provide himself with towels and a blanket.

**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 as 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.

3. 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 Student Welfare 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 restriction upon the amount of outside work done by the student at that time.

7. In individual cases where conditions of employment seem to warrant a less rigid enforcement of the above regulations, power to grant exceptions is given to a committee composed of the Dean concerned, the Dean of Instruction, and the College Physician. In such cases where the committee deems it advisable, it may request the sanction of the Student Welfare Committee for power to make exceptions to the above regulations.

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 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 at Indiana State Teachers College, she must immediately report the same to Dean Burford.

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

## CURRICULUMS FOR THE PREPARATION OF TEACHERS FOR THE ELEMENTARY GRADES\*

### I. NEW FOUR-YEAR CURRICULUM

Degree: Bachelor of Science in Elementary Education.

In recognition of the demand on the part of the better school systems of the state for elementary teachers with four years of academic preparation, the State Board of Education of Indiana has established a new four-year curriculum for the training of teachers for the elementary grades which will become fully effective on July 1, 1940. After that date, no license will be issued to an elementary school teacher in the state of Indiana with less than four years of training.

All students now beginning their preparation for elementary school licenses are required to enroll on this four-year curriculum.

In accordance with the provisions of the State Board of Education, Indiana State Teachers College has established the following curriculum to meet these requirements:

#### FIRST YEAR

First Quarter	Second Quarter	Third Quarter
Eng. 111 Freshman English S.S. 161 Survey of Civilization Sc. 111 Introduction to the Physical Sciences Math. 101 General Mathematics	Eng. 141 Introduction to Literary Types S.S. 162 Survey of Civilization Sc. 112 Introduction to the Biological Sciences Mus. 101 Ear Training and Sight-Singing	Eng. 142 Introduction to Literary Masterpieces S.S. 163 Survey of Civilization Sc. 113 Introduction to the Geographical and Astronomical Sciences Ed. 111 Childhood Education

#### SECOND YEAR

Sc. 151 Principles of Geography Eng. 181 Fundamentals of Speech Mus. 211 Ear Training and Sight-Singing Sc. 171 Personal Hygiene	Sc. 251 Geography of the World Eng. 243 Literary Materials and Backgrounds for Teachers in the Grades Art 151 The Arts in Civilization Elective	Sc. 392 Teaching of Natural Science in the Elementary Grades Ed. 223 Child Psychology Art 216 Elementary Art Elective
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#### THIRD YEAR

Eng. 395 Primary Reading S.S. 303 American History Eng. 313 English Composition P.E. 392 Plays and Games	Eng. 396 Language Arts in the Elementary Grades S.S. 323 State and Local Government Math. 392 The Teaching of Arithmetic Ed. 322 Psychology: The Learning Process	Eng. 397 Teaching of English in the Grades S.S. 392 Teaching Social Studies in the Elementary Schools Art 395 Practical Arts Ed. 332 Principles of Teaching
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\* For additional information concerning new elementary curriculum, write for new Elementary Curriculum bulletin.

FOURTH YEAR

Ed. 451 Supervised Teaching	Ed. 412 Philosophy of Education	Ed. 426 Mental Hygiene
Ed. 452 Supervised Teaching	S.S. 461 Current Problems	Ed. 463 The Elementary School
Ed. 455 Supervised Teaching	Elective	Curriculum
Ed. 460 Practicum	Elective	Elective
		Elective

II. OLD FOUR-YEAR CURRICULUM

Degree: Bachelor of Science in Elementary Education.

Provision is made at Indiana State Teachers College in this curriculum for teachers who have completed one of the regular two-year curriculums in elementary school work to move forward to two additional years of training for the elementary schools. Students who have completed any of the two-year curriculums receive full junior standing on this four-year curriculum on their return to school and may complete this curriculum in two additional years.

Students are reminded, however, that when, after having completed any of the two-year elementary curriculums, they move forward to the four-year regular high school teachers' curriculum, 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 requirements of the high school teacher's curriculum after completion of any of the two-year elementary curriculums is seven or eight quarters.

REQUIREMENTS FOR GRADUATION

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

Ed. 403 Elementary Education .....	4 hours
Ed. 412 Philosophy of Education.....	4 hours
Ed. 413 Educational Sociology .....	4 hours
Ed. 415 Present Day Problems in Elementary Education .....	4 hours
Ed. 223 Child Psychology .....	4 hours
Ed. 422 Adolescent Psychology .....	4 hours
Ed. 426 Mental Hygiene .....	4 hours
Ed. 427 Psychology and Pathology of Speech.	4 hours
Ed. 455 Supervised Teaching .....	4 hours
Ed. 461 Supervision of Instruction.....	4 hours
Ed. 463 The Elementary School Curriculum.	4 hours
Ed. 468 The Language Arts in the Element- ary School .....	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	

### III. TWO-YEAR CURRICULUMS

Students who have started upon any one of the two-year curriculums offered at Indiana State Teachers College will have until July 1, 1940, to complete that curriculum. After that date, no elementary school licenses will be issued in the State of Indiana on less than four years of professional training.

Courses will be offered at Indiana State Teachers College for the completion of these curriculums until that date but students who are planning to enroll for that purpose should consult with the Director of Student Programs before enrollment to make certain of the courses necessary for completion of the particular curriculum upon which they are working.

## REGULAR CURRICULUMS 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 .....Education 122, 221..... 8 hours
  - Secondary Education .....Education 311..... 4 hours
  - Principles of Teaching.....Education 331..... 4 hours
  - \*Tests and Measurements.....Education 366..... 4 hours
  - \*\*Supervised Teaching .....Education 453, 454..... 8 hours
2. English Courses .....12 hours
  - Freshman English.....English 111..... 4 hours
  - General Course.....English 141, 181, 311, 315, or 381 4 hours
  - English Composition.....English 313..... 4 hours
3. Social Studies ..... 8 hours
4. Science or Mathematics.....12 hours
  - (One year's work (three quarters) in either botany, zoology, chemistry, physics, geography and geology, or physiology, or in mathematics.)
5. Foreign Language Requirement for A.B. degree.....24 hours
  - (This requirement of twenty-four (24) hours must all be in the same foreign language field. No foreign language required on the 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, Options I and II in English, and Library Science.
  - When only two majors are chosen, at least one must 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 108 for conditions under which second quarter of Supervised Teaching may be omitted.

## ACADEMIC GROUPS

I. English .....	44 hours
*Option I .....	40 hours
*Option II .....	40 hours
II. French .....	40 hours
III. Latin .....	40 hours
IV. Library Science .....	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 76 hours must be in the Senior College (Professional College). Students are advised to consider English 181, 311, 315, and 381.	
8. Non-Prepared Subjects .....	13 hours
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 (24) hours, but he is expected to have taken this work before beginning his courses in supervised teaching in this major or option in the Laboratory School. Students carrying three majors are expected to take the professional academic course in at least two of the major groups.

\* See page 108 for requirements in these options in English.

**Requirements in Physiology.**—Requirements of Option IV in Science in the field of 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 of the other options in Science and in Social Studies, see page 52.

**Major in Latin.**—Students majoring in Latin are required to make a credit of forty (40) quarter hours, but they must offer as preliminary work done in high school at least two years of Latin. Students who have not had Latin in high school will, therefore, find it difficult, if not impossible, to take a major in this field. Latin 201 and Latin 303 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.

**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 held in the junior high school, or in the seventh, eighth, and ninth grades.

## REGULAR HIGH SCHOOL REQUIREMENTS

Subjects	Course Numbers	Hrs. Req.	Subjects	Course Numbers	Hrs. Req.
<b>Professional Group</b>			<b>Group VII, Science, Opt. I</b>		
Psychology	122, 221	8	Biol. Group	Bot. 24 or 12 Zool. 12 or 24	36
Secondary Ed.	311	4	2. Physics		24
Prin. of Tchg.	331	4	3. Chemistry		24
*Tests and Meas.	366	4	4. Geography		8
Super. Tchg.	453, 454	8	5. Physiology		8
		28	Prof. Academic	391	4
<b>Group I, English</b>			Elective (Omit if majoring in Biology)		8
Expression	313, 211, 212, 412	8			68 or 72
Expression	281, 315, 331, 413, 481	8	Take two from (1), (2), and (3), and one from (4) and (5)		
Literature	443, 444, 461	12	<b>Science, Opt. II, Third Major Only</b>		
Literature	221, 222, 223, 224, 321, 322, 323, 325, 326, 341, 342, 421	12	Biol. Group	Bot. 24 or 16 Zool. 16 or 24	40
Prof. Academic	391	4	Science Elective		4
See Page 108 for requirements for Options I and II		44	Prof. Academic	391	4
<b>Group II, French</b>					48
French		36	<b>Science, Opt. IV, Third Major Only</b>		
Prof. Academic	392	4	Choose any one of the following subjects: Botany, Zoology, Chemistry, Physics, or Geography		
		40	Major Subject		32
<b>Group III, Latin</b>			Science Elective		4
Latin		36	Prof. Academic	391	4
Prof. Academic		4	(See Page 51 for Physiology)		40
		40	<b>Group VIII, Art</b>		
<b>Group IV, Library Science (Third Major Only)</b>			Art	112, 141, 132, 151, 241, 212, 415, 431, 451	36
Library Science		34	Prof. Academic	391	4
English	141	4			40
Prof. Academic	391	2	<b>Group IX, Commerce</b>		
		40	Commerce	121, 122, 123, 211, 212, 213, 301, 302, 303	36
<b>Group V, Mathematics</b>			Prof. Academic	391, 392, 393, 394	4
Mathematics	111, 112, 113, 212, 221, 223 or 322, 331, 332, 441	36			40
Prof. Academic	391	4	<b>Group X, Home Economics</b>		
		40	Home Ec.	111, 113, 311, 222, 323, 224, 331, 332, 333 or 433	36
<b>Group VI, Social Studies, Opt. I</b>			Prof. Academic	391	4
History	Gen., 16 or 12 U. S., 12 or 16	28			40
Economics		8	<b>Group XI, Industrial Arts</b>		
Sociology		8	Industrial Arts	101, 102, 103, and Shop Work	36
Science of Govt.		8	Prof. Academic	391	4
Geography		8			40
Prof. Academic	391	4	<b>Group XII, Music</b>		
		64	Music	111, 112, 113, 121, 122, 123, 212, 231, 233	36
<b>Social Studies, Opt. II, (Third Major)</b>			Prof. Academic	391	4
General History		20			40
U. S. History		16	<b>Group XIII, Physical Education</b>		
Prof. Academic	391	4	Phy. Ed., Wom.		36
		40	Prof. Academic	391	4
<b>Social Studies, Opt. III, (Third Major)</b>			See Page 137 for required courses		40
Economics	231, 232, 333, 434	12	Phy. Ed., Men		36
Science of Govt.	223, 321, 322	12	Prof. Academic	396	4
Sociology	341, 441, 442, 443	12	See Page 134 for required courses		40
Prof. Academic	391	4			
		40			

**FOUR-YEAR CURRICULUMS FOR THE TRAINING OF  
TEACHERS IN THE SPECIAL SUBJECTS—ART, COM-  
MERCE, HOME ECONOMICS, INDUSTRIAL ARTS,  
MUSIC, PHYSICAL EDUCATION FOR MEN, AND PHYS-  
ICAL 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**

Professional	Required Hours
Psychology ..... Education 122, 221.....	8
Secondary Education ..... Education 311 .....	4
Principles of Teaching..... Education 331 .....	4
*Tests and Measurements..... Education 366 .....	4
**Supervised Teaching ..... Education 453, 454.....	8
Total .....	28

**General, Special, and Related Subjects and Courses:**

Design .....	Art 132, 212, 241, 344, 431..	20
Drawing and Painting.....	Art 112, 141, 211, 311, 314, 412, 415, 414.....	32
Arts and Crafts.....	Art 242, 341 or 342.....	8
History and Appreciation.....	Art 151, 451 .....	8
Interior Decoration .....	Art 331, or Home Economics 331 .....	4
Industrial Arts .....	Industrial Arts 101, 111.....	8
Social Studies .....	Social Studies 161, 162.....	8
Home Economics .....	Home Economics 212.....	4
Professional Academic .....	Art 391, 491, 392.....	8
Total .....		100

**English, Second Major, and Elective:**

English .....	English 111, 313, and 181, 311, 315, or 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 94 for conditions under which second quarter of Supervised Teaching may be omitted.

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

## First Year

## JUNIOR COLLEGE

First Quarter	Second Quarter	Third Quarter
Art 151 Social Studies 161 English 111 Second Major	Art 132 Social Studies 162 Education 122 Second Major	Art 112 Art 141 Second Major Second Major
Second Year		
Art 241 Industrial Arts 101 Home Economics 212 Second Major	Art 211 Art 242 Education 221 Second Major	Art 212 Industrial Arts 111 Second Major Elective

## Third Year

## SENIOR COLLEGE

Fourth Year		
Art 344 Art 331 or Home Ec. 331 English 313 Education 311	Art 341 or 342 Art 311 Education 331 Second Major	Art 314 English 181, 311, 315, or 381 Education 366 Second Major
Art 391 Art 491 Education 453 Education 454	Art 431 Art 412 Art 415 Second Major	Art 414 Art 451 Elective Elective

## II. COMMERCE

Degree: Bachelor of Science in Commerce Education.

### REQUIREMENTS FOR SPECIAL HIGH SCHOOL LICENSE

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

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

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

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

\*\* See page 94 for conditions under which second quarter of Supervised Teaching may be omitted.

Business Letter Writing.....	Commerce 231 .....	4
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, 313, and 181, 311, 315, or 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

### CURRICULUMS 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 Second Major or Elective Second Major or Elective	Commerce 122 Second Major or Elective Second Major or Elective Commerce 134	Commerce 123 Education 122 Second Major or Elective Second Major or Elective
Second Year Commerce 231 Social Studies 231 Education 221	Commerce 212 Commerce 232 Social Studies 232 Second Major or Elective	Commerce 213 Commerce 233 Second Major or Elective Second Major or Elective

Third Year

SENIOR COLLEGE

Commerce 301 Commerce 331 Education 311 English 313	Commerce 302 Commerce 332 Education 331 Commerce 391	Commerce 303 English 381, 181, 311, or 315 Education 366 Commerce 392, 393, 394
Fourth Year		
Commerce 431 Commerce 401 Education 453 Second Major or Elective	Commerce 432 Commerce 402 Education 454 Second Major or Elective	Commerce 433 Commerce 403 Second Major or Elective Second Major or 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 224, Advanced Typewriting; Commerce 214, Stenography; Commerce 234, Man's



Activities in the Field of Commerce; Commerce 235, Introduction to Business II; 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:

#### Art

Design and Color .....Art 132..... 4

#### Home Economics

Child Development .....Home Economics 333..... 4

Clothing .....Home Economics 113, 311  
(211) ..... 8

Costume Design .....Home Economics 212..... 4

Family Relationships .....Home Economics 433..... 4

Foods and Cookery .....Home Economics 221, 222,  
323 (223) ..... 12

Family and Community Health.....Home Economics 131..... 4

Home Management .....Home Economics 332, 431... 8

House Planning and Furnishing .....Home Economics 331..... 4

Nutrition .....Home Economics 321..... 4

Professional Academic .....Home Economics 391, 392... 8

Textiles .....Home Economics 111..... 4

#### Recommended Home Economics electives:

Consumer Buying .....Home Economics 432

Institutional Cookery .....Home Economics 441

#### Science

Bacteriology .....Science 372..... 4

Biological Science .....Science 112..... 4

Chemistry .....Science 141, 142, 341..... 12

Science Elective .....Science 111, 123, 134, 172,  
322 ..... 4

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

\*\* See page 94 for conditions under which second quarter of Supervised Teaching may be omitted.

## Social Studies

Economics .....Social Studies 231..... 4

Sociology .....Social Studies 341..... 4

Total .....100

## English, Second Major, and Elective:

English .....English 111, 313, and 381,  
181, 311, or 315..... 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 HOME ECONOMICS

## First Year

## JUNIOR COLLEGE

First Quarter	Second Quarter	Third Quarter
Art 132 English 111 Science 112 Home Economics 131	Home Economics 111 Home Economics 113 Science 111 or Elective Second Major or Elective	Home Economics 212 Home Economics 221 Education 122 Second Major or Elective
Second Year		
Science 141 Social Studies 231 Second Major or Elective Second Major or Elective	Home Economics 222 Science 142 Second Major or Elective Second Major or Elective	Education 221 Science Elective Second Major or Elective Second Major or Elective

## Third Year

## SENIOR COLLEGE

Home Economics 331 Education 311 Science 341 Social Studies 341	Home Economics 332 Education 331 Science 372 English 313	Home Economics 311 Home Economics 333 English 381, 181, 311, 315 Second Major or Elective
Fourth Year		
Education 453 Education 454 Home Economics 391 Home Economics 392	Home Economics 323 Home Economics 431 Home Economics 432 or Elective Home Economics 433	Home Economics 321 Education 366 Home Economics 441 or Elective Second Major or Elective

## IV. INDUSTRIAL ARTS

Degree: Bachelor of Science in Industrial Arts Education.

## REQUIRED 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:

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 ..... Mathematics 110, 112.....	8
Physics ..... Science 181, 183.....	8
Total .....	100

## English, Second Major, and Elective

English ..... English 111, 313, and 381, 181, 311, or 315.....	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 INDUSTRIAL ARTS

First Year

JUNIOR COLLEGE

First Quarter	Second Quarter	Third Quarter
Industrial Arts 101 English 111 Shop Work Shop Work	Industrial Arts 102 Mathematics 110 Shop Work 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 Second Major or Elective Shop Work

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

\*\* See page 94 for conditions under which second quarter of Supervised Teaching may be omitted.

## Third Year

## SENIOR COLLEGE

Education 311 English 313 Industrial Arts 391 Industrial Arts 375	Education 331 Industrial Arts 376 English 381, 181, 311, or 315 Shop Work	Education 366 Industrial Arts 392 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 Arts 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 for tradesmen as described below 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 and Vocational Education Courses 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 three years of successful industrial trade experience. For complete details as to the requirements, see *License Standards for Trade and Industrial Education*, 1937-1942, State Board of Vocational Education, Indianapolis, Indiana.

#### VOCATIONAL TEACHER TRAINING COURSES FOR TRADE AND INDUSTRIAL TEACHERS

These courses are intended to prepare tradesmen for teaching in vocational classes in accordance with the requirements of the State Department of Vocational Education. All trade and industrial teachers, in order to be licensed, are required to take a minimum of approved Vocational Teacher Training as outlined in the License Standards as referred to above.

##### 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 in Residence:

Term Hrs. Clock Hrs.

375. Organization of Instructional Material.	2 to 4	24 to 48
376. Preparation of Instructional Material..	2 to 4	24 to 48
391. Methods of Teaching Shop and Related Subjects .....	2 to 4	24 to 48

392. Organization and Administration of Trade and Industrial Education...	4	48
465. Trade and Occupational Analysis.....	2 to 4	24 to 48
475. Educational and Vocational Guidance..	4	48
477. Shop Organization .....	2	24
480. Applied Vocational Psychology.....	4	48
491. History and Theory of Industrial Education .....	4	48
C. Courses in Extension:		
467. VEE Trade Analysis .....	2	24
476. VEE Methods of Teaching Trade Extension Classes .....	4	48
484. VEE Practice Teaching .....	4	48
486. VEE Educational and Industrial Coordination .....	4	48
487. VEE Conference Method .....	2	24

All the courses listed in B and C above will be offered in extension centers whenever requested by the State Vocational Department.

Courses designated VEE will be offered in extension classes only.

All students meeting the entrance requirements may apply credit hours for work done in the above courses, either in residence or in extension centers, towards graduation leading to the Bachelor of Science 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 College 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 enroll and 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
<b>Total</b> .....	<b>28</b>

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

\*\* See page 94 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
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, 313, and 381, 181, 311, or 315.....	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 MUSIC

## First Year

## JUNIOR COLLEGE

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

## Third Year

## SENIOR COLLEGE

Music 371 Education 311 English 313 English 381, 181, 311, or 315	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
<b>Total</b> .....	<b>28</b>

## 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 Physi- cal 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
Individual Problems and Ab- normal Cases in Physical Education ..... P.E. 352 .....	4
Scout Masters Training Course... P.E. 353 .....	4
Organization and Administra- tion of Physical Education... P.E. 451 .....	4
Coaching ..... P.E. 471, 472, 473, 474 .....	8
Professional Academic ..... P.E. 496 .....	4
Physiology ..... Science 171, 172, 173, 374 .....	16

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

\*\* See page 94 for conditions under which second quarter of Supervised Teaching may be omitted.

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

## English, Second Major, and Elective:

English .....	English 111, 313, and 381, 181, 311, or 315. ....	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 Second Major or Elective Second Major or Elective Elec. (Phy. Ed., non-prep.)	Physical Education 172 Education 122 Science 173 Second Major or Elective Physical Education 53
Second Year		
Physical Education 251-252 Education 221 Science 121 Science 141 or 181 Elec. (Phy. Ed., non-prep.)	Physical Education 253-254 Science 142 or 182 Science 122 Second Major or Elective Elec. (Phy. Ed., non-prep.)	Physical Education 255 Science 143 or 183 Science 123 Second Major or Elective Elec. (Phy. Ed., non-prep.)

## Third Year

## SENIOR COLLEGE

Physical Education 353 Social Studies 341 Education 311 English 313 Elec. (Phy. Ed., non-prep.)	Physical Education 352 Social Studies 441 Education 331 English 381, 181, 311, or 315 Elec. (Phy. Ed., non-prep.)	Physical Education 396 Social Studies 442 Education 366 Second Major or Elective Elec. (Phy. Ed., non-prep.)
Fourth Year		
Physical Education 471 or Elec- tive Education 453 Science 374 Second Major or Elective Elec. (Phy. Ed., non-prep.)	Physical Education 472 Education 454 Second Major or Elective Second Major or Elective Elec. (Phy. Ed., non-prep.)	Physical Education 473-474 or Elective Physical Education 451 Second Major or Elective Second Major or Elective Elec. (Phy. Ed., non-prep.)



**Degree: Bachelor of Science in Public School Physical Education.**

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 .....		<hr/> 28

Applied Anatomy and Kinesiology .....	P.E. 101, 102 .....	8
Individual Gymnastics .....	P.E. 403 .....	4
Gymnastic Activities in Physical Education .....	P.E. 202 .....	4
History and Literature of Physical Education .....	P.E. 402 .....	2
Physical Diagnosis .....	P.E. 401 .....	2
Theory and Practice of Organized Play .....	P.E. 201 .....	4
Home Care of the Sick.....	Home Economics 131 .....	4
or		
Physical Ed. Elective.....	P.E. 304, 405 .....	4
Theory and Coaching of Athletics .....	P.E. 301, 302 .....	8
Theory, Technique, and Practice of Dancing.....	P.E. 203, 303 .....	8
Professional Academic .....	P.E. 391 .....	4
Elective .....	Science 345, 374, or P.E. 393 .....	4
Physiology .....	Science 171, 172, 372, 373..	16
Biology .....	Science 121, 123, 321.....	12
Chemistry .....	Science 141, 142.....	8
English .....	English 341, 281 or 481.....	8
Sociology .....	Social Studies 341.....	4
Total .....		100

English .....	English 111, 313, and 381, 181, 311, or 315.....	12
Second Major and Elective.....		52

Grand Total .....	192
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\* See page 94 for conditions under which second quarter of Supervised Teaching may be omitted.

## 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 WOMEN**

## First Year

## JUNIOR COLLEGE

First Quarter	Second Quarter	Third Quarter
English 111 Home Economics 131 Physical Education 202 Second Major or Elective *Phy. Ed. 1 and Phy. Ed. 11	Second Major or Elective Physical Education 101 Science 171 Second Major or Elective Phys. Ed. 12, and Phy. Ed. 22 or 25	Education 122 Physical Education 102 Second Major or Elective Second Major or Elective Phy. Ed. 13 and Phy. Ed. 23
Second Year		
Education 221 Science 121 Science 172 Second Major or Elective Phy. Ed. 20 and Phy. Ed. 21	Physical Education 203 Science 141 Second Major or Elective Second Major or Elective Phy. Ed. 15 and Phy. Ed. 22 or 25	Physical Education 201 Science 142 Science 123 Second Major or Elective Phy. Ed. 16 and Phy. Ed. 24

## Third Year

## SENIOR COLLEGE

Education 311 Physical Education 301 English 381, 181, 311, or 315 English 313 Physical Education 17	Physical Education 303 Education 331 Physical Ed. Elective Physical Education 391 Physical Education 26	Education 366 Physical Education 302 Science 373 Second Major or Elective Physical Education 29
Fourth Year**		
Science 321 Education 453 English 341 Second Major or Elective	Physical Education 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

\*All students expecting to major in Physical Education should register for the special class in Physical Education 1 designated for them on the schedule of classes.

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

## GRADUATE CURRICULUMS FOR PREPARATION FOR ADMINISTRATIVE AND SUPERVISORY LICENSES\*

**Purpose.**—1. To prepare for administrative and supervisory licenses in the State of Indiana. 2. To permit a period of advanced study in the field of Education.

**Degrees.**—Master of Arts in Education. Master of Science in Education.

**Licenses.**—Superintendent's, General Supervisor's, High School Principal's, Elementary School Principal's.

**Entrance Requirements.**—A baccalaureate degree from an institution accredited by the North Central Association of Colleges and Secondary Schools, or similar agency.

**Residence Requirements.**—Thirty-six (36) weeks in residence (three quarters) and completion of forty-eight (48) quarter hours of graduate credit shall be required of all candidates for the Master's degree. Candidates for the Master's degree in this institution may be permitted to carry a minor (12 quarter hours) in any graduate department of an approved institution doing graduate work and such credit may be transferred to this institution and counted toward the Master's degree, providing such transfer does not violate the year's residence rule of this institution.

**Time Limitation.**—Students wishing to apply toward graduation credit received earlier than five years previous to the application for graduation may apply for the same to the Graduate Committee. The committee may require the passing of an examination over the fields covered by such credit before granting such request.

### ADMINISTRATIVE AND SUPERVISORY LICENSE REQUIREMENTS

Superintendent's License			Secondary Principal's License		
Department	Courses	Hrs.	Department	Courses	Hrs.
Education	512, 513, 516.....	4	Education	512, 513, 516.....	4
Education	521, 526.....	4	Education	522.....	4
Education	561, 563, 564, 566.....	4	Education	561, 564, 566.....	4
Education	571.....	4	Education	571, 573, 575.....	4
Education	582, 584, 585.....	4	Education	582, 585.....	4
Education	501C, 501W*	8	Education	501C, 501W*	8
Education	Elective.....	20	Education	Elective.....	20
Total.....		48	Total.....		48

\* For new and additional offerings in Graduate Work, write for Graduate Bulletin.

Supervisor's License			Elementary Principal's License		
Department	Courses	Hrs.	Department	Courses	Hrs.
Education	512, 513, 516.....	4	Education	512, 513, 516.....	4
Education	522, 526.....	4	Education	521, 526.....	4
Education	561, 563, 566.....	4	Education	561, 563, 566.....	4
Education	571, 572.....	4	Education	571, 572, 575.....	4
Education	555a, 555b, 555c.....	4	Education	582, 585.....	4
Education	501C, 501W*	8	Education	501C, 501W*	8
Education	Elective.....	20	Education	Elective.....	20
Total.....		48	Total.....		48

\*If only four hours of credit are allowed for the thesis, an additional four hours of credit must be earned in the education courses listed above to complete the requirement of 48 hours of credit. See note on page 106.

#### INTERPRETATION

1. Applicants for administrative licenses must complete all requirements for the Master's degree before they may be recommended for their respective licenses.

2. As a prerequisite to a superintendent's license, the applicant must have had five years of successful experience as an administrator, supervisor, or teacher. Three years of successful experience are a prerequisite for a high school principal's license, an elementary school principal's license, or a general supervisor's license. In each case the three years of experience must have been within the last preceding ten years (not including in that ten years time spent in attending school).

Further prerequisites are as follows: (1) For the superintendent's license one must hold or be qualified to hold a first grade teacher's license in Indiana; (2) For a high school principal's license one must hold or be qualified to hold a high school teacher's license in Indiana; (3) For a general supervisor's license or an elementary school principal's license one must hold or be qualified to hold an elementary teacher's license in Indiana.

3. The student, by proper distribution of his electives, may meet the requirements for two licenses. No individual may be recommended for more than two licenses upon completion of the minimum requirements for his Master's degree.

## SERVICE BUREAU

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The Service Bureau of Indiana State Teachers College has been inaugurated to make readily available to the people of the state such services as can be rendered by the college. Three types of service are offered: speaker service, consultant service, and instructional service. Correspondence concerning each type of service is invited and should be addressed to the Service Bureau, Indiana State Teachers College, Terre Haute, Indiana.

### SPEAKER SERVICE

Speakers for various occasions are available through the Service Bureau. Members of the faculty and administrative staff of the college are available as lecturers through this service. A special pamphlet listing their various topics may be had upon request. A nominal fee of ten dollars (\$10.00) plus traveling expenses is charged for each lecture. The Bureau will be glad to obtain speakers for various occasions and invites correspondence concerning this service.

### CONSULTANT SERVICE

The Indiana State Teachers College faculty will be glad to render consultant service on various educational problems or on problems in the specific fields taught by the college.

### INSTRUCTIONAL SERVICE

The college will be glad to help provide instructional service for non-credit groups interested in adult education.

If a series of lectures covering a particular topic is desired, the Service Bureau will be glad to consult with a committee and help plan such a program.

The Service Bureau offers through extension classes and correspondence courses the opportunity for home study for college credit to apply on the various curriculums of the college. Regulations governing this extension and correspondence study follow:

**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 began in residence or in regularly organized extension centers 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 the 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 requirements under which a student may be graduated from any of the prescribed curriculums. 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 work 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 four-quarter-hour course is 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 Indiana State Teachers College. This fee cannot be refunded after the student has 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.

### COURSES OFFERED BY CORRESPONDENCE

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

#### I. EDUCATION

Education 311—Principles of Secondary Education.

Education 223—Child Psychology.

Education 422—Adolescent Psychology.

Education 461—Supervision of Instruction.

Education 463—The Elementary School Curriculum.

Education 475—Junior High School Problems.

#### II. ENGLISH

English 222—The Novel.

English 341—Contemporary 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 323—State and Local Government.

Social Studies 403—Recent History of the United States.

### COURSES OFFERED BY EXTENSION

Groups of students off the campus which desire courses on any of the curriculums of the college should communicate with the Extension Division. An effort will be made to meet the needs of such groups.

The regulations concerning non-residence study on pages 69 apply to extension classes.

## 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 arise 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 excessive 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.

**Central Auditing Bureau.**—A central auditing office for the college has been established under the direction of Miss Mary O'Donnell which has direct supervision over the funds of all activities and organizations in the school. Funds collected in the various extra-curricular organizations of the college are handled under the direct supervision of Miss O'Donnell through this auditing office. Financial records of all organizations on the campus must be submitted to Miss O'Donnell for auditing upon call at any time during the school year. This central auditing office has been established by the college as an aid to student organizations in the handling of their financial responsibilities.

**Student Health.**—To most efficiently meet the requirements of the law and to safeguard the health of the student body, the college employs 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.

In addition to its college dispensary service, additional care may be given to students under the following regulations:

1. A limited hospitalization service is maintained for those students who are, by reason of accident or acute illness, too ill to be cared for in their respective living quarters. This does not cover chronic disease or any illness developed preceding the date of matriculation.



2. The emergency cases for hospitalization must be approved by the College Physician in writing and, in case this approval cannot be obtained in advance, the case may be presented to any member of the Health Committee for approval.

3. In cases where the College Physician approves a conference between a student and a local physician for purposes of diagnosis or treatment, the college will pay not to exceed \$2.50 for this service. Students will be expected to pay any amounts in excess of these allowances.

4. In cases where the College Physician approves hospitalization, the college will pay not to exceed \$3.00 per day for a period not to exceed one week. Any amounts in excess must be paid by the student.

5. In no case will the college pay in excess of \$25.00 for any student's hospitalization during any one academic year. Included in this amount are costs for medicines, X-rays, laboratory work, conferences with other physicians, or any other expense incurred in the illness.

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 placed 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 10:30 to 11:20. Attendance at these convocation exercises is not compulsory but all students are urged to attend. Every effort is made by the Committee on Convocations and Activities to provide a series of programs with a wide range of interest.

**Radio Broadcasts.**—The college sponsors two series of broadcasts over Station WBOW each week. One of these is the Wabash Valley High School series given by the students of the high schools of the valley under the general direction of the Radio Committee of the college. Invitations are sent out each Fall to all high schools in this section of the state to participate in this series and definite dates are assigned to those who wish to avail themselves of this opportunity. Two programs are given each week. This series has gained rapidly in favor during the three years of its history.

The second is the series of college broadcasts presented daily by the students and members of the faculty of the college. Musical pro-

grams, lectures, discussions, debates, and other features of general interest are presented in these broadcasts which are under the direction of a committee made responsible for one week's programs.

In addition to these regular series, most of the convocations and activities course programs are broadcast.

These broadcasts originate in the Indiana State Teachers College radio broadcasting studio. During the past year, this studio has been established in the Administration Building and is complete in every detail. The college now boasts of a radio studio that is as finely equipped as any that can be found in the modern college or university.

**The Library.**—The Library occupies a central position on the campus just across from North Hall. The main reading room, the offices, and the periodical reading room are located on the first floor. The second floor provides space for the reserve-book collection, study rooms, and library science work rooms while the files of bound newspapers are shelved in the basement. The stack room, consisting of six floors, is located at the north end of the building.

The book collection numbers more than 129,000 volumes, about 12,000 of which are now housed in the new library in the Laboratory School. In addition, there is a large collection of pamphlets and mounted pictures that are useful as illustrative material for classroom use. The library is also a depository for certain United States government publications which are freely available for the use of anyone who is interested. Approximately 380 periodicals of educational and general interest are received. These materials have been selected with the needs of the students and faculty in mind and, as a result, are well suited to the requirements of a teachers college.

Students of the college and faculty members have free access to the book collection at all times. Others may secure any book for use in the reading room by inquiring at the circulation desk and may borrow books not in demand by paying a small rental fee. Such books are subject to call at any time should a need for them arise.

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 rules governing the circulation of books may be had upon application at the charging desk.

Students are invited to become acquainted with the library and its services as soon as possible and to avail themselves of the splendid opportunities offered for reading and study.

**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 any additional cost to them.

**The Student Building.**—The Student Building, located on Eagle Street just back of the Emeline Fairbanks Memorial 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 the building is open from early in the morning until late at night as a place in which to rest, study, or visit with friends. The Student Building is under the direction at all times of a competent matron.

**The Student Lounge.**—The two large rooms in North Hall, formerly occupied by the English and mathematics departments, have been joined and made into a student lounge. This room has been attractively decorated and furnished and has become a social center with the students as a place to read, visit with friends, or rest in the periods between classes during the day. This lounge is in direct connection with the office of Mrs. Charlotte S. Burford, Dean of Women, and is under her immediate supervision.

**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 the 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 advice such 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 to 40 pieces and not only affords excellent musical training for its members but also offers entertainment for the college on various social and school functions. The orchestra provides music for the college convocations and all special programs and also takes part in the annual performance of *The Messiah* and the May Festival.

The college band is a rapidly growing organization that plays an extremely important part in the activities of the college. It functions both as a marching band and a concert band. 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 its 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 presentation of Handel's *Messiah* each year during the week before the Christmas holidays. The May Festival is another busy period for the 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 Lowell Mason Tilson, head of the Department of Music, that has met with marked success. This choir provides special numbers at convocations and other school exercises and also makes many public appearances at outside functions during the year.

**Sycamore Players.**—The Sycamore Players is an organization made up of approximately one hundred students interested in acting, stagecraft, or any phase of dramatics and work of the theatre. Membership is obtained by participation in a Sycamore Players production or by tryouts which are held at the first of each school year.

Under the direction of R. W. Masters, Director of Dramatics in the college, six major performances are presented each year. Each quarter the Sycamore Players present a three-act play. In the Fall Quarter the Campus Revue which is a competitive program among the social organization on the campus is presented. The Sycamore Revue, an all-campus musical comedy, is presented during the Spring Quarter and an evening of one-act experimental plays are given in the Winter Quarter.

**Debating.**—Under the joint sponsorship of the departments of English and Social Studies, debating has assumed an important place among student activities at Indiana State Teachers College. Students who wish to develop their powers of speech through the discussion of current social problems find an opportunity to do so by participating in this activity. Each year teams representing the college engage in several intercollegiate contests and in at least one collegiate tournament.

**Student Publications.**—Indiana State Teachers College publishes twice each week during the school year a 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 to each student as the subscription price is included in the student service fee paid at the time of registration.

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 on Wednesday and Friday of each week of the school year.

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

**Student Organizations.**—The students of Indiana State Teachers College maintain a number of school organizations. Students interested in special fields have formed organizations to carry forward their study. Such organizations include the Science Club, Mathematics Club, Industrial Arts Club, "I" Mens Club, Athenaeum, Commerce Club, Home Economics Club, Classical Club, *Le Cercle Francais*, *Der Deutsche Verein*,

Primary Club, Poets' Club, Press Club, W.A.A., Social Studies Club, 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 meeting in Indianapolis during the time of the State Teachers Association, usually held at noon Thursday at the Claypool Hotel. Several other group meetings are held at various times during the year in the different parts of the state where alumni organizations are functioning.

An alumni meeting of rapidly growing interest each year is the one held in connection with the annual meeting of the American Association of School Administrators. This meeting was held in Atlantic City, New Jersey, during the past year.

The officers of the Indiana State Teachers College Alumni Association for the year of 1937-38 were:

President—Floyd H. Miner, '13, Superintendent of Schools, Pendleton, Indiana.

Vice-President—Amanda Lotze, '18, Principal, Montrose School, Terre Haute, Indiana.

Secretary-Treasurer—Arletta Schauwecker, '37, Clay City, 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 graduates return for the various programs. Included among the events of the day is the senior-alumni convocation program at which time members of the graduating classes are officially presented into alumni ranks. The pledge of the graduating class to the Parsons-Sandison Living Memorial Fund is also fulfilled at that 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 9:30 a.m. 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.

**Department of Public Relations.**—The Department of Public Relations interprets the functions of higher education, works to perfect a

close relationship between Indiana State Teachers College and the school systems for which it prepares teachers, and acquaints the citizens of the state with the manifold services available at the college. John F. Sem-bower is Director of Public Relations. Lenora Williamson is secretary. The office is located in A-14 of the Administration Building.

**Placement Bureau.**—Graduates and former students who may be interested in securing teaching positions will be glad 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 have availed themselves of this service. Of this number many have been graduates who have been away from the college for many 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 \$100,000.00, "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, Indiana. The fund yields annually about \$1,600.00 to each of these institutions.

The trustees of the "James McGregor Student Endowment Fund" have set apart approximately \$600.00 of this fund to be used for loans to students without interest, and approximately \$1,000.00 to be distributed in scholarships in the manner which the Indiana State Teachers College at Terre Haute shall devise.

The committee of the Indiana State Teachers College has established the conditions governing the awarding of these scholarships as follows:

I. Number and time of awards.

a. A number of scholarships ranging in value from \$22.00 to \$66.00 shall be awarded each year.

b. Applications for these scholarships will be received from any high school graduate in Indiana. The award of these scholarships will be made on or before July 1 of each year.

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 meet 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 Committee on Awards of the Indiana State Teachers College.

c. He must present testimony of exemplary conduct.

d. He must present testimony of good moral character.

e. Graduation from the high school must have been completed within the year of his application (Exceptions to this may be made in cases where there are no applicants who are graduates of the current year)

### III. Time of payments of scholarships.

a. Recipients of the McGregor Scholarships shall be paid the amount for which the award is granted within the first ten days of the quarter for which it is granted.

(NOTE: The change in the methods of awarding the McGregor Scholarships became effective at the opening of the Fall Quarter of 1937. County superintendents, city superintendents, or high school principals should urge applicants whom they may have in mind for these awards to get in touch with the Committee on Scholarships and Awards at the Indiana State Teachers College at an early date.)

### 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 to Indiana State Teachers College, at Terre Haute, and Ball State Teachers College, at Muncie.

"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 rules 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 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 approval 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 are not received from a county, no award is made in that county for the year.

These scholarships may be renewed from year to year if a scholarship average of "B" or better is maintained and all other requisites of a good teacher are satisfactorily evidenced.

Each scholarship relieves the student from payment of the contingent fee of twenty-two dollars (\$22.00) per quarter but he must pay the student service fee of four dollars (\$4.00) per quarter.

Students interested in these county scholarships are advised to apply to their high school 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 forwarded.

#### TRI KAPPA SCHOLARSHIP

Tri Kappa High School Scholarship of seventy-five dollars (\$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 a 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 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. It is further required that students have completed forty-eight (48) quarter hours of work in the college before they are eligible to participate in these funds. Applications for such loans may be made to Miss Mary 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.

Graduating classes from 1908 to 1919 added to the fund until the organization has on hand, and in the hands of graduates as loans, at the present time the sum of \$7,386.95.

## 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 the 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 net worth of these loan funds at the present time is \$1,910.00.

The following table, arranged alphabetically, shows the distribution of these funds and their respective value:

<i>Loan Fund:</i>	<i>Value:</i>
Clay County Federated Club.....	\$100.00
Community Service Club of Tolleston.....	50.00
Dunes County Federation of Clubs.....	65.00
Ella L. Grover Memorial Fund.....	50.00
(Contributed by Associate Teachers)	
Greene County Federation of Clubs.....	510.00

Harriet Ellen Johnson Memorial Fund.....	101.00
(Contributed by Dr. and Mrs. W. A. Johnson and Womens' Clubs)	
Lawrenceburg Review Club.....	50.00
Leibert Sedgwick Loan Fund.....	175.00
Lowell Department Club.....	25.00
Lowell Oakland Women's Club.....	50.00
Lowell Women's Club.....	75.00
Clay County Federation Marcella Robinson Fund.....	50.00
Mrs. Edwin N. Canine Fund.....	100.00
Parke County Federation of Clubs.....	50.00
Putnam County Federation of Clubs.....	50.00
Second District Indiana Federation of Clubs.....	50.00
Vermillion County Federated Clubs.....	50.00
Vermillion County Junior Clubs.....	25.00
Vigo County Federation of Clubs.....	81.00
Waveland Department Club.....	50.00
Women's Department Club of Terre Haute.....	153.00

#### 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 lent 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.

In addition to the above amount, the Altrusa Club has pledged two hundred fifty dollars (\$250.00) as a memorial in honor of their deceased members, namely: Ella L. Grover, Mayme Henry, Sally Hughes, Kathryn LaHiff O'Donnell, and Ivah M. Rhyan. This money is in the process of being raised at present and it is anticipated that the funds will be available at an early date.

#### THE STATE ALPHA ALUMNAE ASSOCIATION 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.

#### THE TERRE HAUTE ALPHA ALUMNAE ASSOCIATION FUND

The Alpha Alumnae of Terre Haute offer two twenty-five dollar (\$25.00) loan funds to any Alpha who might apply or to any young women or men students of Indiana State Teachers College who are approved by either Dean Burford or Dean Weng. The interest on this loan is three per cent per year.

#### THE JAMES MCGREGOR ENDOWMENT FUND

In addition to the \$1,000.00 to be distributed annually in scholarships in the manner described under the James McGregor Scholarships, the fund yields each year approximately six hundred dollars (\$600.00) which is set apart to be used as loans to students without interest.

Application for participation in the James McGregor Student Endowment Fund is made on a special blank which may be secured from the Supervisor of Student Loan Funds. If the application 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 young people help themselves, has created a fund available to young women of Indiana State Teachers College who have completed the freshman year in good standing. These loans are not to exceed seventy-five dollars (\$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 \$685.41.

#### THE PARSONS-SANDISON LIVING MEMORIAL FUND

The following history 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 those great leaders of education but for all members of the faculty and the 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 lent 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."

There is now \$12,967.80 of this fund on hand or outstanding in notes. This amount will be increased from year to year by donations of the senior classes and contributions from the alumni.

## OTHER LOAN FUNDS

One or two other loan funds are available to the students that are not under the direct supervision of the Loan Fund Office of the college at the present time. Among these are:

## 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. Information concerning these loan funds may be obtained from any D.A.R. chapter.

## TRI KAPPA LOAN

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

## HONORS AND AWARDS

### ATHLETIC AWARDS

#### 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 Professor Emeritus Robert G. Gillum, for many years a member of the science faculty, and is perpetuated in honor of his memory by Mrs. Gillum and his daughters, Margaret and Louise Gillum.

#### THE BIGWOOD MEMORIAL TROPHY

The Bigwood Memorial Trophy is an annual award to the Department of Physical Education for Men. These Bigwood awards were originated by the late Wayne V. Bigwood, always a loyal follower of athletic activities at Indiana State Teachers College, and are perpetuated in his memory by his son, John E. Bigwood of J. M. Bigwood and Son, Jewelers.

This Bigwood Memorial Trophy is presented each year at Honor Day to that athlete who is deemed most worthy on the basis of athletic worth to the school as well as scholarship, loyalty, and other factors that enter into the makeup of a good athlete. The number of athletic letters won will also be given some consideration. The winner of the trophy will be decided by representatives of the Physical Education Department.

#### THE "I" BLANKET

This award was made for the first time in 1936 by the "I" Men's alumni organization and will be continued each year. This blanket will be awarded at the annual "I" Men's breakfast meeting in June to that athlete—sophomore, junior, or senior—who in the opinion of the committee in charge of the award has brought the most honor to his college during the year in the field of athletic achievement.

#### THE BIGWOOD MEMORIAL AWARD

The Bigwood Memorial Award is an annual award offered in the Department of Physical Education for Women. For many years this award was presented by the late Wayne V. Bigwood of J. M. Bigwood and Son, Jewelers, and is now being perpetuated in his memory by his son, John E. Bigwood.

The award is given to that student who is considered the best athlete by the vote of the 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 for a monogram and a letter. The voters' decision will be based upon health, posture, technical skill, scholarship, sportsmanship, and co-operation—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 in 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 in physical education. The winner of the award must have fulfilled the requirements for a monogram and a letter. Consideration is given to high scholarship, teaching ability, posture, personality, participation in school activities, principles, and sincerity. The prize is a gold bar pin.

This honor 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 more than one hundred chapters, the ratio of universities to teachers colleges being about two to one.

The Alpha Kappa Chapter was established at 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 five hundred students have been elected to membership in the local chapter. The requirement of 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 honor society in the field of social studies. There are approximately one hundred and 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 active members of the local chapter.

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. New members are initiated each quarter during the year. The local chapter is well represented each year at the annual meeting of the chapters of the state.

#### 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 sixty 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, 1932. 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 members and its membership has grown steadily each year.

Each member of the organization must be of junior or senior standing. He must have a grade of "A" in forty 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 and the membership of the organization is steadily growing.

#### THETA ALPHA PHI

Theta Alpha Phi, national honorary dramatic fraternity, holds invitational membership for those students attaining recognition of especial merit in the field of drama.

Although membership in the fraternity is limited to a few outstanding dramatic students, the organization sponsors several important projects. Each year Theta Alpha Phi sponsors the writing and production of the original plays which make up the experimental production. The fraternity also sponsors an annual Beaux Arts ball, an elaborate costume dance given during the Fall Quarter. Robert W. Masters is faculty adviser for the fraternity.

## PAMARISTA

Pamarista, honorary organization for upper-classwomen, was founded on the campus of Indiana State Teachers College on November 6, 1937, with the announcement and pledging of its charter members by the three founders. The purpose of the organization is to further good fellowship among women's groups, to encourage and reward outstanding participation in campus activities, and to do general service to the college.

Active membership in Pamarista is limited to twenty girls, either organized or unorganized, who are socially prominent and active in campus affairs. New members in the organization are chosen from an eligible list, according to a point system, and are voted upon by secret ballot of the active members and submitted to the Dean of Women and President of the college for final approval. Invitations to membership are issued at the Blue and White Day football game and at the May Day Festival ceremonies.

Annual projects sponsored by Pamarista consist of the presentation of a scholarship to some eligible and worthy upper-classwoman, a loving cup to the women's group maintaining the highest scholastic average during the year, and an award to the freshman girl who makes the most outstanding record in activities and scholastic achievements.

## XYLEM

Xylem is a new men's service organization on the Indiana State Teachers College campus. It was formed early in 1938 as an outgrowth of a general demand for such a group, and members of the Student Council took the initiative in organizing the original membership. A further election to membership was held in the spring. The name Xylem is a scientific term for the heart wood of a tree, and therefore is approximately related to the traditional emblem of the college, the Sycamore tree. Election to membership is based on a point system evaluating both extra-curricular activities and scholarship.

## PRIZES

## THE HINES MEMORIAL MEDAL

The Hines Memorial Medal is given each year at commencement to the 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. This award was instituted by the late Linnaeus N. Hines, for many years president of the college, and is perpetuated in his honor. 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
- 1936—Ida E. Goff
- 1937—Marian Elizabeth Reece

## 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. The prize is the annual income from \$500.00 given to the school by William C. Ball, for many years 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
- 1936—Herschel Moss
- 1937—Willfred Fidler

## FRENCH CLUB PRIZE

The French Club prize is given annually to that member of the freshman or sophomore class, majoring in French, who makes the highest grades in first year French. The prize is a scholarship for one quarter. The prize is given by a woman friend of the college. Winners of the prize in past years follow:

- 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
- 1936—John Sharpe
- 1937—Mary Frances Sluss

## THE MCBETH GEOGRAPHY TALISMAN

The McBeth Geography 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 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

1936—Jack Florence

## 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 the second year. A committee consisting of the president of the college, the dean of men, and the debating coach shall decide which 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 U. Engleman

1932—Charles F. Roney

1933—Jack Rittenhouse

1934—James Molter

1936—Joseph H. Young

1937—Miriam Silverstein

## HONOR ROLL STUDENTS

Including quarters and terms as follows: Fall, 1936; Winter, 1937; Spring, 1937; Mid-Spring, 1937; First and Second Summer Terms, 1937

Name	Address	Number of Times on Honor Roll
Abrahams, Rosanne .....	Terre Haute, Ind.....	1
Asbury, Julia .....	Terre Haute, Ind.....	1
Becker, Katherine L.....	Terre Haute, Ind.....	1
Bennett, John E.....	West Baden, Ind.....	1
Bevers, Gladys D.....	Carlisle, Ind. ....	1
Biggins, Mildred E.....	Rosedale, Ind. ....	1

Blanford, Fred R.....	Terre Haute, Ind.....	2
Brockner, Eldena .....	Cortland, Ind. ....	2
Broermann, Ruth .....	Evansville, Ind. ....	1
Byers, Marian Agnes.....	Terre Haute, Ind.....	1
Colbert, Amanda .....	Washington, Ind. ....	1
Cook, Frieda Louise.....	Terre Haute, Ind.....	1
Corbin, Carl Howard.....	Indianapolis, Ind. ....	1
Davis, Alva L.....	Terre Haute, Ind.....	2
Davis, Charles Mills.....	Terre Haute, Ind.....	1
Davis, Mable Barnes.....	Bedford, Ind. ....	1
Decker, Cayula .....	Hazleton, Ind. ....	1
Drummond, Kathleen .....	Terre Haute, Ind.....	2
Dyer, Viola .....	Terre Haute, Ind.....	1
Eckert, Blanche .....	Evansville, Ind. ....	1
Ewing, Arvin Kenneth.....	Bentonville, Ind. ....	1
Fidlar, Willfred .....	Terre Haute, Ind.....	3
Fiegle, Aulala B.....	East Chicago, Ind.....	1
Fortune, Raymond Lester.....	Terre Haute, Ind.....	1
Franklin, Alvin M.....	Washington, Ind. ....	1
Garver, M. Josephine.....	Terre Haute, Ind.....	3
Gehlbach, Albert Lee.....	New Albany, Ind.....	1
Goodman, Jane Lee.....	Terre Haute, Ind.....	1
Hadley, Carol T.....	Monrovia, Ind. ....	1
Hamblen, Betty .....	Shelbyville, Ind. ....	1
Heaton, Mary Isobel.....	Worthington, Ind. ....	1
Hetrick, Laura L.....	Fortville, Ind. ....	1
Hines, Miriam Esther.....	Worthington, Ind. ....	1
Hochstetler, Ruth Jean.....	Sullivan, Ind. ....	1
Hopp, William Beecher.....	Terre Haute, Ind. ....	1
Johnson, Doris Fay.....	Logansport, Ind. ....	2
Kelly, James C.....	Terre Haute, Ind.....	1
Kester, Reba Morgan.....	Terre Haute, Ind.....	1
Lenhart, Dorothy E.....	Terre Haute, Ind.....	1
Lewis, Emil F.....	Terre Haute, Ind.....	1
Long, Robert William.....	Jeffersonville, Ind. ....	3
Malasz, Ruby Ann.....	Terre Haute, Ind. ....	1
Marsh, Alberta Elizabeth.....	Terre Haute, Ind. ....	1
McDonald, Jewel E.....	Terre Haute, Ind. ....	2
McKee, Faye E.....	Linton, Ind. ....	1
McManus, Robert P.....	Vincennes, Ind. ....	1
Montgomery, Mary L.....	New Richmond, Ind. ....	1
Moore, Dorothy Esther.....	Terre Haute, Ind. ....	1
Moore, Martha Evelyn.....	Martinsville, Ind. ....	2
Morgan, Tressie K.....	Terre Haute, Ind.....	1
Porter, Russell .....	Rockville, Ind. ....	1
Rahe, Harves C.....	Aurora, Ind. ....	1
Ratcliffe, Ruth E.....	Terre Haute, Ind.....	1
Reece, Dorothy Clare.....	Terre Haute, Ind.....	1
Reece, Marian E.....	Terre Haute, Ind.....	1
Rhoda, Dorothy Ann.....	Terre Haute, Ind.....	1

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Rice, Louise Trevey.....	Rockville, Ind. ....	1
Ridenour, Elizabeth A.....	Peru, Ind. ....	1
Robbins, Clarence Earl.....	Brazil, Ind. ....	1
Sanders, Edna M.....	Rockville, Ind. ....	1
Schauwecker, Arletta M.....	Clay City, Ind.....	1
Silverstein, Miriam .....	Terre Haute, Ind.....	1
Slack, Mary Helen.....	Brazil, Ind. ....	1
Spitz, Irene .....	Washington, Ind. ....	1
Stoelting, Jean Lewis.....	Marshall, Ill. ....	1
Sutton, Arthur John.....	West Terre Haute, Ind....	1
Swanson, George Carl.....	Gary, Ind. ....	3
Tuttle, Alberta J.....	Terre Haute, Ind.....	1
Utterback, Jeanne Bernice.....	Webster Groves, Mo.....	1
Warner, Jack .....	Terre Haute, Ind.....	1
Wenneke, Grace .....	Terre Haute, Ind.....	1
Wildman, Inez V.....	Dupont, Ind. ....	1
Wischmeyer, Margaret E.....	Terre Haute, Ind.....	1
Witt, Lena May.....	Lebanon, Ind. ....	1
Young, Joseph Hooker.....	Terre Haute, Ind.....	2

## DIVISION OF TEACHING

OLIS G. JAMISON, Director

Assistant Directors MARY D. REED, Teaching in the Elementary Schools,  
and HAROLD BRIGHT, Teaching in the Secondary Schools

The Indiana State Teachers College Laboratory School is an integral part of each of the instructional departments. Teachers of grades above the sixth are listed with their respective departments. As a matter of convenience, all teachers of the elementary grades are listed below:

HILMA EMMITT WEAVER, Kindergarten  
HELEN PRICE, First Grade  
JANET K. PLEITZ, First Grade  
MARY D. BLACK, Second Grade  
LAVERNE STRONG, Second Grade  
ELEANOR O'CONNOR, Third Grade  
MILDRED SCOTT, Third Grade  
BERTHA W. FITZSIMMONS, Fourth Grade  
OLGA A. COMBS, Fourth Grade  
ANNA L. CARLE, Fifth Grade  
CONCHITA FARQUHAR, Fifth Grade  
HALLIE T. SMITH, Sixth Grade  
FLORA HAZEL SMITH, Sixth Grade

### JUNIOR COLLEGE COURSES

253. **Supervised Teaching.**—This course consists of orientation, adaptation, habituation, and practice in the kindergarten and is required for a kindergarten license. Credit 4 hours.

### SENIOR COLLEGE COURSES

451. (251) **Supervised Teaching.**—This course consists of orientation, adaptation, habituation, and actual teaching in the elementary grades. The student is given such experience as will prepare him for the profession of teaching. As nearly as possible, he is given the opportunity to work under conditions comparable to those to be found in the public schools. Elementary curriculum. Credit 4 hours.

452. (252) **Supervised Teaching.**—This is a continuation of Course 451 (251). Elementary curriculum. Credit 4 hours.

453. **Supervised Teaching.**—Orientation, adaptation, habituation, and actual practice are offered on the secondary level in the field in which the student is preparing to teach. Ample opportunity is given for the development of special aptitudes and interests and the skills necessary for successful teaching. Special emphasis is placed upon the underlying principles of observation. Prerequisites, Courses in Education 122, 221, 311, and 366; twenty-four (24) hours of credit in the subject-matter area in which the work is to be done; and the appropriate special methods course which must be taken prior to or run concurrently with this course. Where the two courses run concurrently, attempts are made to integrate subject-matter, principles, and method. Credit 4 hours.

454. **Supervised Teaching.**—This is a continuation of Course 453. Credit 4 hours.

(NOTE: Students may be excused from this course upon the initiative of the Director of the Division of Teaching and the Head of the Department concerned, provided such students have a scholarship index

of not less than 75 and a mark of "B" in Course 453. In such cases, a course in Education may be substituted for Supervised Teaching 454.)

**455. Supervised Teaching.**—This course is designed to meet the needs of students on the four-year elementary curriculum. Special attention is given to the needs of experienced teachers and to inexperienced teachers who have completed a two-year curriculum. Credit 4 hours.

**456. Advanced Supervised Teaching.**—Available as an elective to all candidates for secondary certificates. Special adaptations are made for inexperienced teachers. All students are expected to work out some practical problem in the particular field in which they are preparing to teach. Prerequisites, Education 453 and 454 or five years of successful teaching experience. Credit 4 hours.

**460. Practicum.**—Credit 4 hours.



## DEPARTMENT OF ART

JUNE REYNERSON, Head of Department

Instructors MILDRED M. OSGOOD, MARIAN L. CREASER, and  
DOROTHEA T. MEGENHARDT

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

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

Courses required for a second major in art are as follows:

Art 112—Composition (Beginning Drawing)

Art 141—Sculpture

Art 132—Color and Design

Art 151—Arts in Civilization

Art 241—Design in Materials

Art 212—Poster and Lettering

Art 391—Methods

Art 415—Water Color Painting

Art 431—Theatre Design

Art 451—Contemporary Trends in Art

### JUNIOR COLLEGE COURSES

#### FIRST YEAR

**112. Composition.**—Experience in various art media in building up a unified expression. Practice in seeing, selecting, and organizing through careful observation drawing of landscape and common objects. Credit 4 hours.

**132. Color and Design.**—Problems of designing with color for discovering effects of color quantities, distribution, textures, intensities, juxtaposition. Experience in simpler color mixing. Study of the principles of design and the physics and psychology of color sensations as they relate to wider understanding of color in use. It is aimed to open up a greater personal enjoyment and use of color in the world. Credit 4 hours.

**141. Sculpture.**—Composition in the round through carving and modeling. Experience with typical carving media as wood, plaster, and stone. Small clay modeling for firing and glazing as well as larger modeling for study of three dimensional form and rhythm. Credit 4 hours.

**151. The Arts in Civilization.**—The integral relationship of the arts and living, through the study of representative primitive peoples and significant historic periods. Contemporary art trends, including design, furniture, and clothing, are considered in the light of modern society. Also, children's art expression in the present school. Varied illustrative material presents the works of art with consideration of how each was a part of the society that produced it. It is the aim to see the relationship of all the arts wherever possible. Credit 4 hours.

#### SECOND YEAR

**211. Composition.**—Practice in seeing, selecting, simplifying, and organizing for unified expression, with emphasis on original subject-matter based on individual interests and personal experience. Credit 4 hours.

**212. Lettering and Posters.**—Experience in original design as applied to layouts and posters. Practice in lettering for development of fine form and good arrangement with illustration and decoration. Special attention to good design and legibility. Experience in using tools and principles for good, simple layouts for everyday practical problems arising in a school. Credit 4 hours.

**216. Elementary Art.**—Required on the four-year elementary curriculum. Credit 4 hours.

**241. Design in Materials.**—Experimenting with all kinds of simple material such as wood, yarns, sheet metal, glass, paper, plaster, etc., for discovering fundamental qualities of each. Simple designs are worked out in the true character of each material for increasing appreciation of good design. Credit 4 hours.

**242. Metal Craft.**—Experience in designing with copper, brass, pewter, lead, and other alloys. Design principles will be emphasized through the processes of hammering, etching, piercing, raising, soldering, repoussé, and chasing. Credit 4 hours.

### SENIOR COLLEGE COURSES

#### THIRD YEAR

**311. Figure Drawing.**—Drawing the human figure from the posed model, memory drawing and sketching from everyday environment. Original compositions using the human figure carried out in varied art media. Acquaintance with the use of the human figure in the great art of the world for appreciation of the varied interpretations of the human figure. 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.**—An appreciation of pottery through the construction of hand built, thrown, and cast shapes. Experience in the mixing of glazes, glazing and firing clay shapes. Some study of the great pottery makers of the world and their products. Credit 4 hours.

**342. Metal Craft (Advanced).**—Experience in designing in precious metals; the study of materials and methods used in designing and making hand-wrought jewelry; an acquaintance with precious and semi-precious stones and their mountings. A general course to stimulate appreciation of jewelry that is well designed, constructed, and appropriately used. Credit 4 hours.

**344. Design.**—Original designing in materials with consideration of the character of the material and the use that is to be made of it, such as: woven and printed textiles, dyed or decorated dramatic costumes, stitchery, sawed or turned wooden toys, dolls, puppets, bound books. Problems will be carried to completion but with emphasis on its creative designing throughout. Credit 4 hours.

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

**391. Methods.**—A study of practical schoolroom problems with consideration of what makes the best setting for the creative growth

of children. Purchasing and care of appropriate materials, tools, equipment, and references. Types of presentation and motivation for different grade levels. Familiarity with the normal characteristics of good child expression at various levels of maturity through study of children's art. Methods of helping parents and school administrators understand the child's art expression and the needs for art education. 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.

**395. (Education 243) Practical Arts.**—Required on elementary curriculum. Credit 4 hours.

#### FOURTH YEAR

**412. Illustration.**—An acquaintance with trends in modern illustration; actual experience in producing for the different photo-mechanical processes; some experience in layout and dummy making from the art standpoint, with special emphasis on the practical relation to school publications. Credit 4 hours.

**414. Oil Painting.**—Advanced composition in oil, aiming to increase the appreciation of painting in its historic development in the world's arts, past and contemporary; to provide experience in color as it builds up form and space; and to organize ideas in visual form for decoration and expression. Consideration is given oil paint as a practical medium for educational use. Credit 4 hours.

**415. Watercolor Painting.**—Advanced composition in transparent watercolor, aiming to develop appreciation of the characteristic qualities of the medium as it is used in the arts, its practical school use, as well as an added personal skill and enjoyment in handling it for sketching, illustration, and design. Credit 4 hours.

**431. Theatre Art.**—An appreciation of stage design and the theatre arts through the study of design, color, and lighting by the planning and construction of stage sets; the construction and manipulation of puppets; the making and decorating of masks. Consideration will be given to the historical development of the theatre arts. Credit 4 hours.

**451. Contemporary Trends.**—An acquaintance with the major trends in art of today in painting, sculpture, architecture, and industrial design. Stress is placed on American art with its European backgrounds or primitive sources. Illustrative material is based on contemporary art exhibits going on in the best art centers and the good design in our everyday living. Credit 4 hours.

**491. Art Supervision.**—Consideration of the constructive meaning of supervision, the supervisor's responsibilities and opportunities. Study of construction of courses of study, ordering and distribution of appropriate materials and references, organizing of art exhibits. Problems of establishing school standards and building up art consciousness and appreciations in school and community. Problems of helping parents, teachers, and school administrators understand child art and the growing needs for art education. Direct contacts are made with schools about the country and their art education programs. Credit 4 hours.

## DEPARTMENT OF COMMERCE

SHEPHERD YOUNG, Head of Department

Associate Professor IRMA EHRENHARDT; Assistant Professors  
KATE C. BROWNING and HELEN WOOD; Instructors GEORGE  
EBERHART, HERMAN TRUELOVE, and RUTH TEMPLE

### GENERAL ACADEMIC COURSES

#### JUNIOR COLLEGE COURSES

##### FIRST YEAR

**121. Beginning Typewriting.**—This course is primarily designed for those students who have never had training in typewriting. It stresses correct typing technique, machine manipulation, care of the machine, skill development on numbers, special characters, and speed and accuracy drills. The introduction of simple tabulations and business letters is included. Credit 4 hours.

**122. Typewriting.**—The second term of typewriting consists of continued skill development and machine manipulation, typewriting vocational ability tests of rough drafts, addressing of envelopes, fill-ins, the various styles of business letters, tabulations, and stencilizing. Credit 4 hours.

**123. Typewriting.**—This course continues the emphasis upon typing power with more intensive drills and timing upon business projects listed in Commerce 122. Stencilizing, mimeoscope work, and mimeographing, the typing of a term report thesis style, legal documents, and business letter machine dictation are added. 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.**—Text, Volume 1 of Gregg Shorthand, *Functional Method*. Aims of the course: to learn all characters presented; to become a fluent reader and thereby increase the writing vocabulary; to attain fluency and exactness in execution of notes. Credit 4 hours.

**212. (112) Stenography.**—Text, Volume II of Gregg Shorthand, *Functional Method*. Aims of the course: to learn all characters presented; to increase accuracy and speed in the reading and writing of shorthand. Credit 4 hours.

**213. (113) Stenography.**—Texts, *Functional Method Dictation for Gregg Shorthand* and *Introduction to Transcription*. Aims of the course: to develop more accuracy and speed in the writing and reading of shorthand; to apply knowledge in taking dictation and transcription of business letters, editorials, and magazine articles. Credit 4 hours.

**231. Business Correspondence (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. Introduction to Business I.**—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.

**233. Office Organization and Management.**—During the first half of this course a study is made of the modern office and the general principles of its organization and management. Offices are visited each term. The latter half of the course is devoted to a study of and practice in the various methods of filing. Credit 4 hours.

### SENIOR COLLEGE COURSES

#### THIRD YEAR

**301. Accounting (Elementary Accounting).**—This course gives the student a working knowledge of the elementary principles of accounting. After developing the theory of accounts, the student is given instruction and practice in adjusting and closing the ledger; preparation of statements; the use of special journals; accounting for fixed assets, deferred charges, notes, drafts and acceptances. Credit 4 hours.

**302. Accounting (Elementary Accounting).**—This course is a continuation of Course 301. The student is given additional instruction and practice involving controlling accounts, accruals, deferred items, and multi-column journals. Some of the newer objectives of accounting instruction are considered along with some practice in accounting for the household, professional or service types of businesses, clubs and school activities. A practice set with business forms is used for practice in application of accounting principles. Credit 4 hours.

**303. Accounting (Corporation Accounting).**—A study is made of the procedure in the formation of a corporation and the construction of accounts peculiar to the corporation. Departmental records and statements of corporations are considered. Other topics considered include the voucher register, consignments, and the accounts of a manufacturing business. 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 laws; 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 experi-

ence in planning and presenting the work to high school students. Credit 4 hours.

**394. Methods in Junior Business Training.**—It is the purpose of 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 (Intermediate Accounting).**—A detailed and critical study of the balance sheet is made in this course. The principal topics include receivables; investments; fixed assets; intangibles; current, fixed, and contingent liabilities; capital stock; surplus and reserves. Corporate reports are analyzed. 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 functions 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.** Students whose majors require credit in penmanship and spelling must take this course and continue with it until the set standards are reached. All students are required to enter this course if they want credit for it. Each special commerce student must take penmanship and spelling in his freshman year and must secure a certificate in penmanship before dropping the subject. All curriculums. Credit 4 hours.

#### SUBSTITUTE AND ELECTIVE COURSES IN COMMERCE

Students who have completed the introductory courses in high school, or courses in other colleges not on the accredited list of colleges, may take corresponding courses from the list below:

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

**224. Advanced Typewriting.**—This course correlates shorthand and typewriting with timed transcription tests daily. The latter part of the term is devoted to stencil and mimeoscope work for a school paper. The course trains the student to meet the best standards of job competency in stenography; it gives the student confidence for student teaching and for the initial teaching job in shorthand and typewriting. 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.

**235. Introduction to Business II.**—This course offers further opportunity for study of the business relationships of the individual such as ownership of real estate, uses of insurance, the use of credit, etc. It is designed to furnish a broader background for those who will teach junior business training and a general information course for any who elect it. No prerequisite. 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 is 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 the 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, J. R. SHANNON, and E. L. WELBORN; Assistant Professor FAY GRIFFITH

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 are the required courses.

The courses required in the Department of Education for the four-year elementary curriculum are the following: Education 111, 223, 322, 332, 412, and 463.

The following education courses are required for high school licenses in approximately this order: Education 122, 221, 311, 331, 366, 453\*, and 454\*\*.

### JUNIOR COLLEGE COURSES

#### FIRST YEAR

##### I. Elementary License

**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 elementary children. Required on the four-year elementary curriculum. Credit 4 hours.

##### II. High School License

**122. Psychology: General Introduction.**—A basis course in psychology. Its purpose is, by means of laboratory experiments, classroom discussions, lectures, oral and written reports, to enable the student to acquire the beginning of scientific foundationing for the interpretation of human behavior. Required of all candidates for a high school license. Credit 4 hours.

#### SECOND YEAR

##### I. Elementary License

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

**223. 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 student with child nature so that as teachers they will be able to deal intelligently with children. Required on the four-year elementary curriculum. Credit 4 hours.

**241. Teaching Problems in the Language Arts.**—See English 397.

**242. Teaching of Social Studies in the Elementary School.**—See Social Studies 392.

**243. Drawing and Handwork.**—See Art 395.

\* See Division of Teaching.

\*\* 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 may take a substitute course in education or in Special Methods.



244. The Teaching of Arithmetic.

245. Primary Reading.—See English 395.

261. Tests and Measurements.—In this course attention is given to both the measurements of intelligence and the measurements 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.

## II. High School License

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

## SENIOR COLLEGE COURSES

### THIRD YEAR

#### I. Elementary License

322. Psychology: The Learning Process.—This course deals with the general nature of learning and the principles of learning applied to the elementary school situation. Required on the four-year elementary curriculum. Credit 4 hours.

332. (231) Principles of Teaching.—This course deals (1) with the development and formation of the fundamental principles of teaching and their practical applications to the elementary school subjects, and (2) with the problems of class organization and management. Required on the four-year elementary curriculum. Credit 4 hours.

367. Tests and Measurements.—In this course attention is given both to the measurement of intelligence and the measurement of achievement. Standardized tests in the various subjects are considered and evaluated. Credit 4 hours.

#### II. High School License

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. Required of all candidates for a high school license. Prerequisites, Courses 122 and 221. 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. Required of all candidates for a high school license. Prerequisites, Courses 122 and 221. Credit 4 hours.

366. Tests and Measurements.—This course is designed to cover testing work. The Laboratory School will be used as a laboratory for this work. Required of all candidates for a high school license. Credit 4 hours.

### FOURTH YEAR

#### I. Elementary License

403. Elementary 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.

411. **History of Education.**—This course is a brief survey of the whole field of the 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. Required on the four-year elementary curriculum. 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. Elementary and high school licenses. Credit 4 hours.

415. **Present Day Problems in Elementary Education.**—Intended for students on the four-year elementary curriculum. This course deals with the evaluation of the elementary school and with its present day problems. 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.

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. Required on the four-year elementary curriculum and elective on high school licenses. 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.

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. Elementary and high school licenses. Credit 4 hours.

463. **The Elementary School Curriculum.**—This course gives the need for curriculum revision, the principles of curriculum making, and gives practice in the application of these principles to the formation and use of elementary curricula. Required on the four-year elementary curriculum. Credit 4 hours.

468. **The Language Arts in the Elementary School.**—See English 396.

## II. High School License

422. **Adolescent Psychology.**—This course deals with the psychology of adolescence. It considers the physical, mental, moral, and social changes that are characteristic of this period and aims to create a sympathetic attitude for this most interesting of all periods of development. 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.

474. **Problems in 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 the evolutions; extra-curricular activities, their value and their control; a survey of the recent National Survey of Secondary Education. 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.

503. **Elementary Education.**—Credit 4 hours.

510.<sup>1</sup> **Modern Trends in Education.**—Credit 4 hours.

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

513.<sup>1</sup> **Educational Sociology.**—Credit 4 hours.

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

515. **Present-Day Problems in Elementary Education.**—Credit 4 hours.

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

517.<sup>1</sup> **Guidance Problems in Secondary Education.**—Credit 4 hours.

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

519. **Extracurricular Activities.**—Credit 4 hours.

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

522.<sup>1</sup> **Psychology of Adolescence.**—Credit 4 hours.

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

526. **Mental Hygiene.**—Credit 4 hours.

555. **Graduate Supervised Teaching.**—Credit 4 hours.

561.<sup>1</sup> **Supervision of Instruction.**—Credit 4 hours.

563. **The Elementary Curriculum.**—Credit 4 hours.

564. **The Secondary Curriculum.**—Credit 4 hours.

566. **Tests and Measurements.**—Credit 4 hours.

568.<sup>2</sup> **Language Arts in the Elementary Grades.**—Credit 4 hours.

569. **Supervision of the Language Arts.**—Credit 4 hours.

\* Effective with the opening of the Fall Quarter in 1937, a variable amount of credit of four or eight hours is allowed for a thesis. The following interpretations will be used with reference to this regulation:

(1) A thesis committee may approve a subject for either four or eight hours of credit, depending upon the apparent value of the subject suggested.

(2) The amount of credit granted a thesis may be raised from four-hour preliminary evaluation to eight hours after consideration of the completed thesis.

(3) The amount of credit granted a thesis may be dropped from eight-hour preliminary evaluation to four hours after consideration of the completed thesis.

571. Public School Administration.—Required on all supervisory and administrative licenses. Credit 4 hours.

572.<sup>1</sup> Elementary School Administration.—Credit 4 hours.

573. High School Administration.—Credit 4 hours.

574.<sup>1,2</sup> Problems in 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.<sup>1</sup> Indiana School Law.—Credit 4 hours.

585.<sup>1</sup> 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 added to designate research work 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. Such research courses may be carried after the student has taken the corresponding 500 courses.

<sup>1</sup> May be carried as 400 courses by seniors.

<sup>2</sup> Offered in the school year, 1939-40, and thereafter in alternate years.

<sup>3</sup> To be carried only by permission if the student has taken Education 468.

## 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 Professors EDWARD M. GIFFORD and MARY REID MCBETH; Assistant Professors MARGARET GILLUM, ROBERT W. MASTERS, CLARENCE M. MORGAN, and ROSE MCFALL SMALL; Instructors ELEANOR DUNLAP, MARY E. THURSTON, and GYPSY WILSON

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 and 141 are required of all students in the first year of all regular four-year curriculums for teachers of high schools. English 111, however, although required of English majors not exempted from it, counts only as an elective for them—that is, credit towards graduation but not towards an English major. Course 141 is planned for students not majoring in English. Course 313 is required of all students in the first quarter of the junior year.

Freshman English must be begun during the first quarter of residence and must be continued during immediately consecutive quarters until credit has been earned.

(b) Courses 111, 313, and 381, 181, 311, or 315 are required of all students on all special four-year curriculums for teachers of high schools.

(c) All students who are candidates for the first grade high school teacher's license in English on the four-year curriculum must take forty-four hours from the work offered by the department according to the following distribution:

## LICENSE I—ENGLISH

Expression .....	16 hours
(1) English 211, 212, or 412, and 313.	
(2) English 281, 315, 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, 325, 326, 341, 342, 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.)

(d) All students on the four-year curriculums who are candidates for the first grade high school teacher's license in Speech must take forty (40) hours according to the following options:

## LICENSE II—SPEECH

## Option I (Public Speaking)

English 181, 213, 281, 311, 315, 381, 321 or 481, 491.....	32 hours
Education 427 .....	4 hours
Elective (From Option II) .....	4 hours
Total .....	40 hours

## Option II (Dramatics)

English 181, 281, 321, 381, 481, 491 .....	24 hours
Art 431 .....	4 hours
Home Economics 212 or Industrial Arts 315 .....	4 hours
English 213 or Education 427 .....	4 hours
Elective (From Option I) .....	4 hours
Total .....	40 hours

## 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; paragraphs 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.

**113. Composition, Argumentation and Debate.**—Special emphasis on this work in the high school; the introduction, discussion, and conclusion; brief drawing; management of debates, with some drill in parliamentary law. Candidates for the intercollegiate debating teams should consult the instructor in this course. Credit, if taken as a fifth course, 2 hours; as a fourth course, 4 hours.

**141. Introduction to 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. Credit 4 hours.

**142. Introduction to Literary Masterpieces.**—Readings in the great books of the world. Credit 4 hours.

**181. Fundamentals of Speech.**—A consideration of speech in its various phases. This course is designed primarily to afford a study of bodily action and voice problems as they occur in many different speech situations. Oratory, declamation, oral interpretation, argumentation, and exposition are used in class exercises which tend toward the development of effective speech. Credit 4 hours.

## SECOND YEAR

**211. English Grammar for High School Teachers.**—Topics in English grammar which function in correct speech and writing; relation to composition, method of teaching. Credit 4 hours.

**212. Journalism.**—This course is designed to give high school teachers sufficient knowledge of news and feature writing, copy reading, and other aspects of journalism to aid them in conducting a successful school paper and in teaching high school journalism. Practical work on *The Indiana Statesman* under guidance constitutes a main part of the exercises required. Credit if taken as a fifth course, 2 hours; as a fourth course, 4 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.**—A study of Tennyson and the Pre-Raphaelites, with special attention to the elementary principles of the art and technique of poetry; designed to be introductory to English 421. 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 the reading levels appropriate in the elementary grades. The principles of selection and organization of literary materials in accordance with the findings of recent research. Criteria for evaluating. Practice in the presentation of literature to encourage appreciation. Credit 4 hours.

281. **Play Acting.**—Lectures, class discussion, and performance of assigned pantomimes and cuttings from classic and modern drama. Much of this course is aimed toward the attainment of good bodily control and an appreciation of good acting. Prerequisite of English 481. Credit 4 hours.

291. **The Teaching of English in the Grades.**—Two-year curriculum. Credit 4 hours.

## SENIOR COLLEGE COURSES

### THIRD YEAR

311. **Composition, Argumentation and Debate.**—Special emphasis on this work in the high school; the introduction, discussion, and conclusion; brief drawing; management of debates, with some drill in parliamentary law. Candidates for the intercollegiate debating teams should consult the instructor in this course. Credit if taken as a fifth course, 2 hours; as a fourth course, 4 hours.

312. **Journalism.**—An advanced course. Open to students who have had English 212 or who have been approved by the representative of the department in charge. Credit if taken as a fifth course, 2 hours; as a fourth course, 4 hours.

313. **English Composition.**—The theory and practice of writing exposition, description, and narration, with some attention to fundamentals, but with the main emphasis upon the more advanced aspects of the subject. Required of all four-year students. Credit 4 hours.

314. **Supervision of School Publications.**—Major consideration is given in this course to the problems of publishing the year-book, the general magazine, the poetry magazine, and types of publications other than the newspaper. Editing, mechanical production, and business management are considered as are the uses of publications in student motivation and in developing proper relationships between school and public. Journalism is not a prerequisite. Credit 4 hours.

**315. Radio Broadcasting.**—This course will consist of a study of the objectives of broadcasting, microphone techniques, script writing, and program production. Actual broadcasts of class productions will be a part of the work. A feature of the course will be the development of a set of standards by which the prospective teacher may aid the high school pupils in a discriminating choice of radio programs. 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. 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.

**325. Seventeenth Century Literature.**—Credit 4 hours.

**326. Eighteenth Century Literature.**—Credit 4 hours.

**341. Contemporary Literature.**—Short story, novel, essay. Credit 4 hours.

**342. Contemporary Literature.**—Drama, biography, autobiography, *belles lettres*, poetry. 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 the 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, 313, 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.

**395. (Education 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. Elementary curriculum. Credit 4 hours.



396. (Education 468) 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. Elementary curriculum. Credit 4 hours.

397. (English 291) The Teaching of English in the Grades.—Special methods course. Elementary curriculum. 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) A consideration of means to increase appreciation of poetry; (e) Rapid and pleasurable reading of a wide range of illustrative selections from the various periods. 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. The 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 for 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 281. Credit 4 hours.

491. Methods in Speech.—This course is arranged to go along with the activity of teaching speech. Modern theories and practices in speech education are studied as well as various systems of speech training, old and new, which have contributed to effective method. All study is directly related to actual speech education problems as they arise in the practice of teaching. Credit 4 hours.

## DEPARTMENT OF FOREIGN LANGUAGES

HARRY V. WANN, Head of Department

Professors FREDERICK H. WENG; Instructors STANISLAUS F. TRYBULSKI,  
MARY OLGA PETERS, and GERTRUDE EWING

Twenty-four (24) quarter hours of foreign language are required as general academic credit of all students working for the A.B. degree. This unit of twenty-four hours must all be in the same language field. 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 upon previous preparation. More advanced students should consult the head of this department before electing their initial course.

A requirement of this 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. Beginner's 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.

237. Composition and Conversation.—Credit 4 hours.

238. Modern French Literature.—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.

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 have preparation equivalent to that furnished by the completing of these courses, are eligible to Course 261. The aims of these courses in inter-

mediate 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 derivations and combinations, and of German idioms will be pursued. As far as is consistent with rapid progress, German will be 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 criticisms. 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 are offered in Latin. 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 toward 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

**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 the 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 *Jugurthine 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 citizen in the first century after Christ. Of especial interest are Pliny's references to the early Christians and his descriptions 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.

321. *Advanced Course in High School Authors*.—These works are studied from a teacher's point of view by rapid reading of portions of the texts and by a careful study of the age in which Caesar, Cicero, and Vergil wrote. 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 philanthropic 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 the 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's 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

ANNE MAROLD LEE, Acting Head of Department

Instructors MARGARET I. LISTON and MILDRED TREAGER; Itinerant Teacher  
HORTENSE HURST; Acting Instructors LITA LUEBBERS  
and LUCILE MARKER

The courses offered in the Department of Home Economics are organized to meet the needs of high school and elementary 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 the courses in this department that are listed under the curriculum for the Special High School Teacher's license in Home Economics. See page — of this catalog.

Those who may choose home economics as one of two or more majors in the Bachelor of Arts and Bachelor of Science in Education curriculums 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, 311, 222, 323, 224, 331, 332, 391, and either 333 or 433. The total requirement is forty (40) hours. This is the minimum. Other courses may be elected to prepare teachers for more advanced work in home economics in high school.

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 221, 222, 224, 323, 331, 332, 333, 433, and 432.

**Home Experience.**—All students must have, in addition to the prescribed foods and clothing courses, some practical experience in food preparation and clothing construction before graduation. The home experience project has been designed for this purpose. The clothing project should precede Home Economics 311, Advanced Clothing; the foods project and practical examination should precede Home Economics 431, Home Management II.

Indiana State Teachers College, through George Deen funds, has two curriculum consultants located in the Home Economics department and a rural consolidated school (Concannon School) which is used as a vocational center for supervised teaching.

The Department of Home Economics offers the following courses:

### GENERAL ACADEMIC COURSES

#### JUNIOR COLLEGE COURSES

##### FIRST YEAR

**111. Textiles.**—This course includes a study of methods used in testing and distinguishing different fibers and fabrics. Consideration is given to those properties of fabrics affecting wise selection, use, and care by consumers. Credit 4 hours.

**113. Clothing.**—This course includes a study of sewing machines; the care, use, and value of the different types. Characteristics of commercial patterns are studied and the relation of pattern structure to body lines is emphasized through processes of alteration. Care and repair of clothing receives attention. Special emphasis is given to the clothing budget. Credit 4 hours.

**131. Family and Community Health.**—This course deals with the factors of mental and physical health of the family and the community.

Emphasis is given to the guidance and orientation of the student in her new environment. This course includes units on positive health, the common diseases, care of illness in the home, and safety first in the home. 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 I.**—Foods are considered from the standpoint of composition and food value, marketing, and principles involved in cookery. Special attention is given to the problems of the consumer dealing with foods. Food groups studied include fruits, vegetables, dairy products, cereals, eggs, meat substitutes, and beverages. Two-hour period. Credit 4 hours.

**222. Foods and Cookery II.**—A continuation of Home Economics 221, Foods and Cookery I. Foods are considered from the standpoint of composition and food value, marketing, and principles involved in cookery. Special attention is given to the problems of the consumer dealing with foods. Food groups studied include meats, fish, poultry, gelatin, fats, sugars, desserts, and salads. Some emphasis is put on food preservation and jelly making. Prerequisites, Foods and Cookery I, Home Economics 221, or permission of the head of the department. 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 the nutritive requirements of the body under various conditions. No prerequisites. Credit 4 hours.

### SENIOR COLLEGE COURSES

#### THIRD YEAR

**311. (211) Advanced Clothing.**—A continuation of Home Economics 113, Clothing. Special attention is given to 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. Prerequisites, Clothing, Home Economics 113, and Costume Design, or permission of the head of the department. Credit 4 hours.

**321. Nutrition.**—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, Organic Chemistry (Science 341). Credit 4 hours.

**323. Foods and Cookery III.**—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 I, Home Economics 221, and Foods and Cookery II, Home Economics 222. Two-hour period. 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 I.**—Consideration is given to the economical use of available human and material resources to increase the satis-



factions of home life. Economies of time, energy, money, equipment, and paid service are taken up. 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. High School Methods.**—This course deals with the principles of teaching as applied to home economics. Some attention is given to methods of adult education. Prerequisites or parallels, Education 331 and Education 453. It is recommended that Education 453 and Home Economics 392 parallel this course. Credit 4 hours.

**392. Organization of Home Economics.**—This course familiarizes the student with vocational home economics programs authorized by Federal, State and local legislation. Attention is given to selection and arrangement of laboratory equipment and to collection, evaluation, organization, and use of illustrative and reference materials. Credit 4 hours.

**431. Home Management II.**—While living at the house the student is permitted to manage such phases of homemaking as food preparation, meal planning and serving, purchasing, household finance, housekeeping, hospitality, and group relationships. Reservations should be made with the House Director during or before the Spring Quarter preceding residence. When taken during the summer terms, the residence requirement extends through both terms and the subject matter is presented on the regular quarter schedule. Prerequisites, 9 credits (36 hours) in Home Economics, including the Foods and Cookery courses and Home Management I; also, completion of home experience work in food preparation. (See page 118). 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. Prerequisites, Foods and Cookery III. Credit 4 hours.

## DEPARTMENT OF INDUSTRIAL ARTS

MERIT L. LAUBACH, Head of Department

Professor REUBEN H. SNITZ; Assistant Professors ARTHUR H. LUEHRING,  
ARTHUR E. SCHOETTLE, JOHN C. TRANBARGER, and SYLVAN  
YAGER; INSTRUCTOR WAYNE SCHOMER

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 as possible in addition to the required twenty-four (24) hours.

### 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. Prerequisites, 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 courses 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, coremaking, cupola practice, brass, and aluminum molding with emphasis upon teaching. Credit 4 hours.

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

**151. Printing.**—A beginning course which includes learning the case and 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 exercises in working platen presses, including lock-up and make-ready. Elementary job and ad composition 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 workshops. Emphasis is upon care and repair of farm machinery. Prerequisite, Course 221. 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 layouts, 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, layout and design, with related topics. Equipment costs are studied. Credit 4 hours.

**254. Printing.**—Linotype. Permission to take this course must be secured from the instructor one quarter in advance. 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 brazing 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 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 241. 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.

**352. Printing.**—Bookbinding. Credit 4 hours.

**353. Printing.**—Stereotyping. Credit 4 hours.

**354. Printing.**—Linotype. Permission to take this course must be secured one quarter in advance of enrollment. Credit 4 hours.

**355. Printing.**—Bookbinding. 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.

**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.

#### INDUSTRIAL AND VOCATIONAL EDUCATION

**375. Organization of Instructional Material.**—Preparation of course outlines and the determination of teaching content as a result of trade analysis—dealing with both shop and related work. Prerequisite, Course 465. Credit 2 to 4 hours.

**376. Preparation of Instructional Material.**—The study and preparation of instruction sheets, tests, and records used in industrial education. Prerequisite, Course 465. Credit 2 to 4 hours.

**391. Methods of Teaching Shop and Related Subjects.**—Psychological basis of shop teaching, lesson planning, methods of presentation, class organization, testing, records, and classroom problems. Prerequisite Courses 465-475. Credit 2 to 4 hours.

**392. Organization and Administration of Trade and Industrial Education.**—Laws affecting vocational education, interpretation of rules and regulations. Credit 4 hours.

**465. Trade and Occupational Analysis.**—A course in methods of making an analysis of a trade, preliminary to organizing a course of study for day trade classes. Credit 2 to 4 hours.

**475. Educational and Vocational Guidance.**—Needs for guidance, methods of organizing guidance programs, sources of occupational information, survey of literature of the field, special applications in the fields of vocational guidance. Credit 4 hours.

**477. Shop Organization.**—Shop planning; selection of equipment; purchase and storage of supplies; tools and tool rooms; shop records and reports; obtaining production work; shop housekeeping; the human product; selection of students; discipline; advancement of skills; rejection of unfit; completion of training levels; organization and contacts with industry; methods in keeping up to date. Credit 2 hours.

**480. Applied Vocational Psychology.**—Special application of psychology to teaching trade subjects. The mental process which is involved in learning manipulative skills and factual information in connection with a skilled occupation. Prerequisite, Education 221 or Education 425. Credit 4 hours.

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

#### INDUSTRIAL EXTENSION CLASSES

The following courses will be offered in Trade and Industrial Extension classes only:

**467. (VEE) Trade Analysis.**—This course is the same as Course 465 with special application to the problems of trade extension and apprentice training. Credit 2 hours.

**476. (VEE) Methods of Teaching Trade Extension Classes.**—Continuation of Course 474 with special application to teaching apprentice and evening trade extension classes. Credit 4 hours.

**484. (VEE) Practice Teaching.**—Observation of teaching trade and related subjects. Practice in teaching trade and related subjects in one or the other, or both, in a specific field. Observation and practice teaching of trade extension classes. Conference method practice, conference with teacher trainer and practice on the job. Credit 4 hours.

486. (VEE) Education and Industrial Coordination.—Functions of a coordinator, line of authority and contact, methods of organizing procedures. Surveys, recommendations, and reports. Organizing contact program. Relations with labor and employers. Advisory committees and their functions. Relationships with school officials and teachers. Placement and follow-up. Credit 4 hours.

487. (VEE) Conference Method.—What is the conference method? Where is it used? How to conduct a conference. Applications. Credit 2 hours.

## DEPARTMENT OF LIBRARY SCIENCE

HAZEL E. ARMSTRONG, Librarian

Instructor MABEL HARRIS

With the exception of Library Science 11, the courses listed below are designed to meet the requirements of the state for the regular high school license in Library Science, Options I and II, and have been so approved by the State Board of Education. Courses 311, 312, 322, 324, 326, and 391 are required for those who wish to qualify for Option II, while Courses 414, 416, and 418, in addition, are required for Option I. These courses are open only to juniors, seniors, and graduate students. A reasonable facility in the use of the typewriter is required.

It is strongly recommended that students who expect to enter the library field have a background in English, the social sciences, and at least one foreign language.

**11. Use of Books and Libraries.**—All students are required to take this one-hour course during the first year in college. It is strictly non-professional and is designed to give acquaintance with library materials and tools that are useful to every student. Instruction and practice in the use of the card catalog, decimal classification, periodical indexes, and important reference books are given. Non-prepared. Credit 1 hour.

**311. Books for the High School Library.**—This course is devoted chiefly to reading and evaluating books which are suitable for the use of junior and senior high school pupils. Principles of book selection and aids in selecting high school books are discussed. Credit 4 hours.

**312. Books for the Elementary School Library.**—The course consists of reading and evaluating modern books for children, grades one to six. The history of children's books and children's classics is discussed as an aid in judging modern books. Best aids for selecting books are studied. Credit 4 hours.

**322. Classification and Cataloging.**—Instruction in the essential principles of classification and cataloging with practice in the making of a card catalog for a school library. Credit 4 hours.

**324. Reference.**—Reference books and bibliographies most useful to the school librarian are studied with practice in their use. First purchase selections are made for school libraries. Credit 4 hours.

**326. Administration of the School Library.**—Every process, record, routine having to do with the organization and administration of the school library is studied except those considered in special courses. Attention is also given to the history of school libraries and their relation to other library agencies, to the school system and its relation to the curriculum. 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.

**414. Reference Work.**—Devoted to the study of the use of reference books for pupils and teachers in school libraries, making of subject bibliographies, and an acquaintance with documents of use to schools. Prerequisite, Course 324. Credit 4 hours.

**416. Books for High School Subjects.**—A continuation of Course 311 in which emphasis is placed on books to enrich the teaching of the various subjects in the curriculum. Credit 4 hours.

**418. Basic Collection of Books for Elementary School Library.**—A continuation of Course 312 with emphasis on building a basic collection for grades one to six. Credit 4 hours.



## DEPARTMENT OF MATHEMATICS

WALTER O. SHRINER, Head of Department

Associate Professor INEZ MORRIS; Assistant Professors KATHRYN M. KENNEDY, ORVEL E. STRONG, and 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.

**392. (Education 244) The Teaching of Arithmetic.**—A study of materials and methods for teaching arithmetic in the intermediate and grammar grades. Reference readings, demonstration lessons, examination of standard drills and tests in arithmetic and some observation in the 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 administrative license to teach mathematics in the high schools of Indiana.

(c) The following 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, 112, 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. Prerequisites, 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 equations, 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 is given in coordinate geometry of three dimensions. Special emphasis is given to a study of loci, the plane, and 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 Course 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 sections 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. Mathematical 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 correlations 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 of 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;  
Instructor ARTHUR D. HILL

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

101. Ear Training and Sight-Singing (Foundation Course)—Elementary curriculum. Credit 4 hours.

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 hours.\*

169, 369. Band. Students who play band instruments are urged to bring them and join this organization. This course may be taken as a fifth subject and in any year. 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,

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

oral tonal dictation, and written dictation. The course is planned to meet the needs of the primary and elementary teacher. Credit 4 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 methods of presenting the various problems of public school music in the primary grades. Prerequisites, 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.\*

345. **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.\*

\* In case special advanced instruction is required, these courses may be taken in units of two hours of credit.

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

371. **Voice Training.**—Second quarter's work in the study of breath control and the 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.

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.

#### 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 their major in applied music. Credit 4 hours.

\* In case special advanced instruction is required, these courses may be taken in units of two hours of credit.

## DEPARTMENT OF PHYSICAL EDUCATION FOR MEN

ARTHUR L. STRUM, Head of Department  
Associate Professor DAVID A. GLASCOCK; Assistant Professor  
WALTER E. MARKS; Instructor PAUL L. WOLF

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

Physical Education 353.—Scout Masters Training course. 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.

\*Physical Education 475.—The Coaching of Minor Sports. 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.

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

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

172. **Games and Sport Techniques of Physical Education.**—A study of the place of play in education and the development of the neuromuscular skills in a wide range of play activities. Credit 4 hours.

#### SECOND YEAR

251. **Tests and Measurements in Physical Education.**—Anthropometrical measurements, motor ability tests, efficiency tests, and other tests used by the teacher of physical education. First half of quarter. 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. Last half of quarter. Credit 2 hours.

254. **Training.**—A study of conditioning and injuries in athletics. First 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.

296. **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 GRADES

351. **Physiology and Psychology of Physical Education.**—A study of effects in wholesome exercises of nervous, respiratory, and circulatory systems, including fatigue, reaction, time, etc. Elective. 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. **Scout Masters Training Course.**—Boy Scout work. A study and practical application of Boy Scout work preparing students as leaders in Scouting. 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 475 are known as coaching courses. Prerequisites are the corresponding non-prepared courses, or they may be carried by 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 Methods 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 in so far 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.**—A 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; Instructors MIRIAM  
DUVALL and MARY FREAD

The 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 during 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 on any course who wish to use some prepared physical education courses as electives.

(3) 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 Activities 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 Modern 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. Course 101 is a prerequisite of Course 102. 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 girls' athletics will be studied as well as rules and coaching methods for swimming, tennis, baseball, and track and field. Credit 4 hours.

**303. Theory, Technique, and Practice of the Modern Dance.**—This course aims to make the individual capable of artistic expression through rhythmic movement. It includes vocabulary of steps based upon modern technique; fundamental exercises and their application; elementary principles of composition, appreciation of art and 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.

**392. Plays and Games (Safety).**—Elementary curriculum course. Credit 4 hours.

**393. Safety Education.**—A course in the subject matter and methods of safety education for the secondary school. Safety problems of the home, school, play, and work will be studied. Special attention will be directed to highway safety and to the best known methods of teaching young people to drive. Open to men and women students. 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 feet, 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 a 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 Elementary Grades.**—Required on the elementary curriculum. 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. Tap and Character Dancing.**—Credit 2 hours.

**15. Beginning Modern Dancing.**—Credit 2 hours.

**16. Elementary Modern Dancing.**—Credit 2 hours.

**17. Advanced Modern 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.
41. Social Recreation Activities for the High School.—Class open to both men and women students. Credit 2 hours.

## DEPARTMENT OF SCIENCE

JAMES F. MACKELL, Chairman.

Professors WILLIAM P. ALLYN, FRED DONAGHY, W. LEROY PERKINS, BENJAMIN H. SMITH, and PAUL D. WILKINSON; Associate Professor BESSIE NOYES; Assistant Professors ROBERT W. KARPINSKI, WALTER H. WOODROW, and GERALDINE SHONTZ; Instructor ORA RUMPLE.

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 of the same are indicated on page 52.

Twelve hours of science or mathematics are required of all students completing any of the four-year curriculums leading to the degrees of Bachelor of Arts in Education and 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 (Professional) College.

The Department of Science offers the following courses of instruction:

### GENERAL COURSES

**111. Introduction to the Physical Sciences.**—This course has no prerequisites and it is intended to meet the demands of students who wish a broad cultural scientific background. The course consists of lectures, recitations, and selected experiments in the physical sciences. Open to all students on all courses as a science elective. Credit 4 hours.

**112. Introduction to the Biological Sciences.**—An attempt is made to establish as many friendly contacts as possible with the fundamental organic laws and in so far as they pertain to the world of living things, both plant and animal. Laboratory exercises are used to illustrate these principles. Credit 4 hours.

**113. Introduction to the Geological and Astronomical Sciences.**—The general purpose of this course is similar to that indicated in Courses 111 and 112 except that the general fields of descriptive astronomy and geology are surveyed. This course together with Courses 111 and 112 is intended to complete a general survey of the natural sciences. 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. Telescopic observations are made from time to time and other laboratory techniques are used to make the course as objective as possible. This course may be counted on a major in geography and, with the permission of the Director of Student Programs, it may be used to meet certain other science license requirements. 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 geog-

raphy 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.

**392. The Teaching of Natural Science in the Elementary School.**—This course is intended to meet the requirements of students on the four-year elementary curriculum who must take the course as a part of their professional work. Credit 4 hours.

## BOTANY

### JUNIOR COLLEGE COURSES

#### FIRST YEAR

**131. General Botany: 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 upon collection, identification, classification, and preservation of plant materials used 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, photosynthesis, 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 a 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. 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.**—Prerequisites, 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, same 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. 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.

345. **(371) Physiological Chemistry.**—A laboratory study of the simpler chemical processes involved in respiration, digestion, nutrition, etc. Prerequisite, Organic Chemistry. This course may be elected in partial fulfillment of the requirements for a major either in physiology or chemistry, but not in both. 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. 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 those who have a major in chemistry. Credit 4 hours.

448. **Thermochemistry.**—This course consists of a study of the energy changes which accompany 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

(Science 151 is a prerequisite of all geography courses.)

151. **Principles of Geography.**—A treatment of the mutual relations of man and his natural environment. Designed to furnish a geographic background of both professional and cultural value. Credit 4 hours.

152. **Geography of the United States and Canada.**—An interpretation of these countries in the light of all phases of their geography. Credit 4 hours.

153. **Geography of Europe.**—A study of the geography of Europe as a whole with an intensive treatment of selected countries. Credit 4 hours.

251. **Geography of the World.**—The human and economic geography of selected world regions. Open only to students on the elementary curriculum. Credit 4 hours.

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

258. (158) **Meteorology and Climatology.**—Planetary relations of the earth; weather; climate. Credit 4 hours.

### SENIOR COLLEGE COURSES

#### THIRD YEAR

351. **Geography of Asia.**—Chiefly a study of India, China, and Japan from a geographic standpoint. Credit 4 hours.

352. **Geography of 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. **Geography of 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 valu-

able 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. Open only to advanced students in geography. Credit 4 hours.

### GEOLOGY

(Geology courses are accepted as credit in Geography after the student has taken Science 151.)

#### 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. Particularly valuable to geography, botany, and zoology majors. Science 154 is a desirable, but not a necessary, prerequisite. Credit 4 hours.

**256. (156) Laboratory and Field Geology.**—Laboratory and field investigations and reports, and topographic mapping. Science 154 and 155 are desirable prerequisites. Credit 4 hours.

#### SENIOR COLLEGE COURSES

**356. Geology of Mineral Resources.**—A study of the metallic and non-metallic mineral deposits of the world with special emphasis upon those of the United States. The political and economic implications of world distribution of minerals is briefly considered. 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 years. 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 measurements. 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

(Courses 171, 172, 173, 174, and 175 in Physiology have no prerequisites and are not to be considered as consecutive courses; however, students are expected to take Science 171 before electing Science 172.)

**171. Personal Hygiene.**—Pertinent facts of anatomy and physiology included in this course serve as a basis for an intelligent understanding of the principles of personal hygiene and establish a desirable attitude toward current health problems. 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 forms 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

**372. Bacteriology.**—Studies based upon the topics usually considered in general bacteriology, emphasizing the relation of the microorganisms in 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, objectives, 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. Physiological and Health Laboratory Technique.**—Exercises planned to meet partially the needs of teachers of physiology and health in the public schools of the state. Credit 4 hours.

**471. Hygiene of the School Child.**—Studies leading to an understanding of the physical basis of education. Suggested topics: facts and principles of child growth; growth disorders, diseases, and defects; prevention of mental diseases; environmental factors affecting hygiene of the school child. Credit 4 hours.

### ZOOLOGY

#### JUNIOR COLLEGE COURSES

##### FIRST YEAR

**121. General Zoology.**—Lecture 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.**—Studies of germ cells, maturation, fertilization, development and differentiation of germ layers into the various tissues, organs, and systems. The early stages in the development of the frog, chick, and pig are made the basis of the laboratory studies. 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, and 123. 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; Assistant Professors MINNIE W. BOGARDUS, MERIBAH CLARK, and FLORISE HUNSUCKER.

## Sequence of Studies 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) 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 I	(A) 201. Civil War and Reconstruction (A) or (B) 232. Principles of Economics II	(A) 211. Modern European History, 1500-1789 (A) or (B) 233. Economic Problems

Third Year

SENIOR COLLEGE

310. History of Continental Europe, 1789-1870 313. English History I 323. State and Local Government	311. History of Continental Europe since 1870 314. English History II 322. Federal Government	412. Latin America 301. Industrial History of the United States 424. Foreign Governments
Fourth Year		
341. Elements of Sociology 403. Recent History of the United States 443. Rural Sociology	441. Social Evolution 302. History of Political Parties 434. Labor Problems in the United States 435. Agricultural Economics	442. Social Pathology 401. History of the West or 402. History of Indiana

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

**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 organization; a colonizing policy; foreign relations;

the development of transportation; influence of the frontier; party controversies; humanitarianism and democracy; the Mexican War; the crisis of 1850. Credit 4 hours.

**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

**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 the political parties. Prerequisite, eight hours in United States history. Credit 4 hours.

**401. History of the West.**—The colonization of the different geographic areas; the interrelation 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, eight hours in United States history. Credit 4 hours.

#### GENERAL HISTORY

##### JUNIOR COLLEGE COURSES

**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 cities; commerce; schools and universities; the kings and the nobles; the Renaissance; dynastic and religious controversies. Credit 4 hours.

**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

**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 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 towards democracy. Prerequisite, Course 112 or 211. Credit 4 hours.

313. (113) **English History I.**—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.

314. (411) **English History II.**—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. 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.

## POLITICAL SCIENCE

### 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 323 or 322. Credit 4 hours.

322. **The Federal Government.**—A survey of the government in the United States in its federal aspect along with some study of political parties. Credit 4 hours.

323. (223) **State and Local Government.**—This is especially directed to an examination of state and local government. Some attention will be given to local state politics. Reform of government is emphasized. Credit 4 hours.

424. **Foreign Governments.**—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 323 or 322. Credit 4 hours.

## ECONOMICS

### JUNIOR COLLEGE COURSES

231. (331) **Principles of Economics I.**—Our system of producing, pricing, buying, and selling; specialization; economic institutions; organization of enterprises; capitalism; proportions of the factors of production; flow of capital; risks and problems of capital and labor; money, credit, and banks; foreign trade and debt problems. Credit 4 hours.

232. (332) **Principles of Economics II.**—This course deals with such principles and economic systems as the price system; overhead costs; the laws of demand and supply; distribution of income; government in relation to economic enterprise; consumption problems. Credit 4 hours.

233. (333) **Economic Problems.**—This course deals critically and analytically with several of the problems arising from our changing economic institutions, such as: scarcity economics vs. an economics of plenty; economic planning; the economics of control of enterprise; the nature of modern capitalism; the outlook for the economic system. Credit 4 hours.



## SENIOR COLLEGE COURSES

**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.

**435. Agricultural Economics.**—The economic problems of agriculture from the standpoint of the farmers and also from the standpoint of the general national welfare. Land tenure, cooperation, marketing, competition, hazards, finance, and planning will be stressed. Credit 4 hours.

## SOCIOLOGY

## SENIOR COLLEGE COURSES

**341. Elements of Sociology.**—An overview of the 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 Course 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.

**392. (Education 242) The Teaching of Social Studies in Elementary Schools.**—Required on the elementary curriculum. Credit 4 hours.

## CURRICULUMS FOR TEACHERS IN ELEMENTARY SCHOOLS

**161, 162, 163. Survey of Civilization.**—A year's course dealing with the nature and development of organized civilization and the evolution of institutions. It includes a view of some of the recent problems that confront civilization. In its development various social science techniques and viewpoints are used, such as the historical, analytical, economic, political, sociological, and anthropological. It gives a survey view of the outstanding characteristics of civilization in its emergence and functioning. Not intended for meeting the minimum requirements on social science options. Credit, each course, 4 hours.

**303. American History.**—Required on elementary curriculum. Credit 4 hours.

**461. Current Problems.**—Required on elementary curriculum. Credit 4 hours.

## LIFE PHILOSOPHIES AND ETHICS

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Since personality is a most desirable product of modern education, and since personality is largely a matter of attitudes acquired through an understanding of the life views of great men and women of the world, Indiana State Teachers College has prepared the following courses which may be taken as electives by any student on any undergraduate curriculum:

### PREPARED COURSES

201. Life Philosophies of Great Men and Women in the Arts.—Credit 4 hours.

202. Life Philosophies of Great Men and Women in the Sciences.—Credit 4 hours.

203. Life Philosophies of Great Men and Women as Revealed in Great Books.—Credit 4 hours.

### NON-PREPARED COURSES

1. Social Usage.—This course is required of all entering freshmen. It is a non-prepared course, offered one hour each week during the Fall Quarter only. This course deals with social contacts on a college campus and elsewhere. Credit 1 hour.

## SUMMARY OF ATTENDANCE

July 1, 1936—June 30, 1937

## CLASSIFICATION OF DIFFERENT STUDENTS

	Men	Women	Total
Graduate Students .....	87	75	162
Post Graduates .....	138	242	380
Seniors .....	133	246	379
Juniors .....	186	492	678
Sophomores .....	173	345	518
Freshmen .....	259	402	661
Auditors .....	1	4	5
Total (exclusive of duplicates).....	977	1,806	2,783

## DIFFERENT STUDENTS BY CURRICULUMS

Two-Year Elementary Curriculums—			
Rural .....		15	15
Primary .....		262	262
Intermediate-Grammar Grade .....	73	180	253
Four-Year Elementary Curriculum (B.S.).....	31	364	395
Four-Year Regular College (A.B.).....	191	249	440
Four-Year Regular College (B.S.).....	364	244	608
Four-Year Special Curriculum (B.S.)—			
Art .....	9	42	51
Commerce .....	72	134	206
Home Economics .....		141	141
Industrial Arts .....	70		70
Music .....	40	62	102
Physical Education .....	38	28	66
Graduate Students (A.M. or M.S.).....	87	75	162
Auditors .....	2	10	12
Total (exclusive of duplicates).....	977	1,806	2,783

## ATTENDANCE BY QUARTERS AND TERMS

Fall Quarter .....	507	810	1,317
Winter Quarter .....	484	758	1,242
Spring Quarter (Includes Mid-Spring Term)....	507	796	1,303
First Summer Term .....	424	1,002	1,426
Second Summer Term .....	292	469	761
Grand Total in Residence, exclusive of duplicates .....	977	1,806	2,783

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