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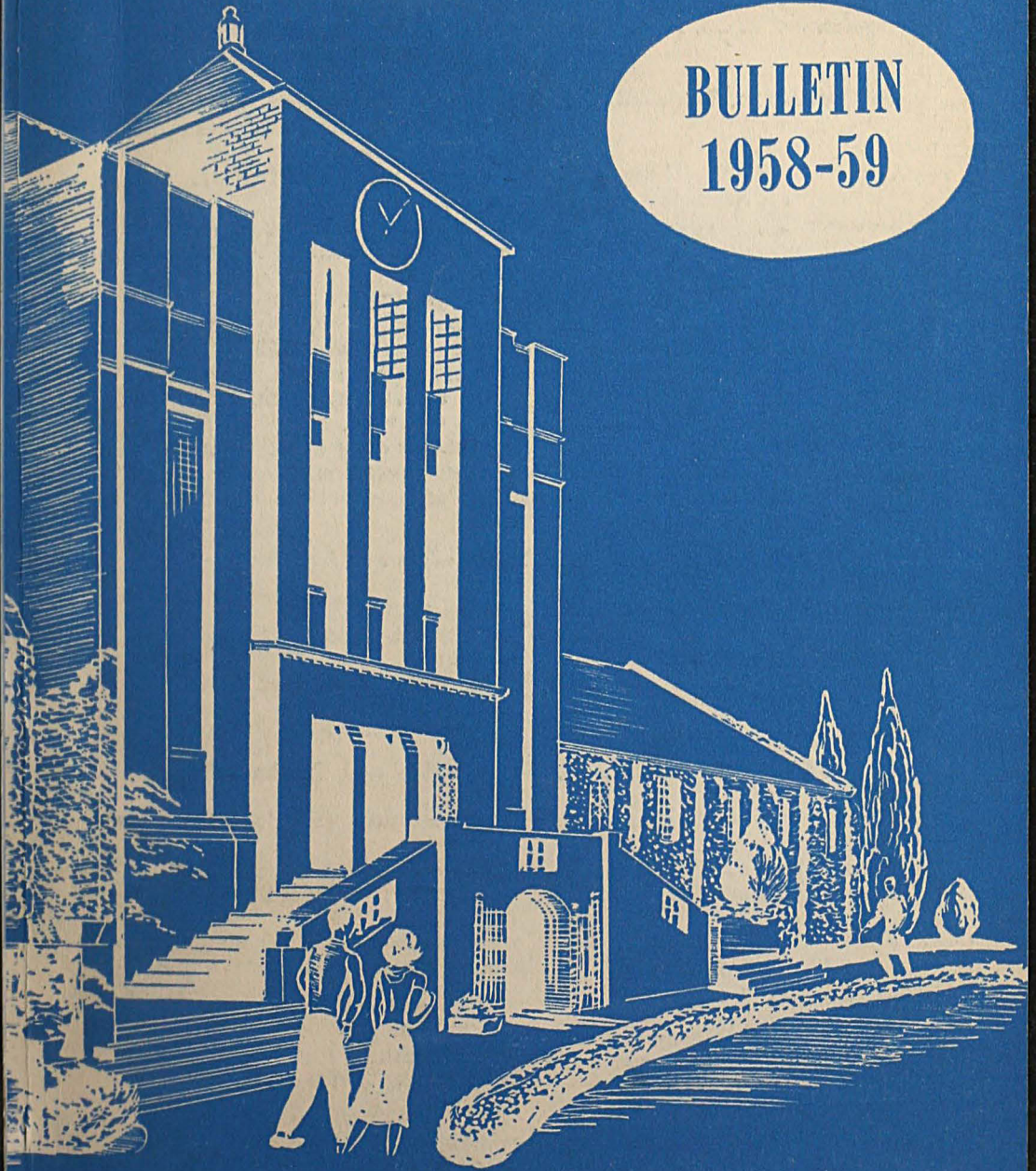
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BULLETIN
1958-59



Indiana State

Teachers College
AT TERRE HAUTE

THE COLLEGE CALENDAR, 1958-1959

Fall Quarter, 1958

- September 21, Sunday Reception for freshmen and arrival of freshmen at residence halls.
- September 22-23, Mon.-Tues. ... Freshman and new student orientation and freshman registration.
- September 24, Wednesday Freshman orientation continued. Registration of all students other than freshmen.
- September 25-26, Thurs.-Fri. ... All classes meet (no floats).
- October 11, Saturday Homecoming.
- October 23, Wednesday College closes at 3:50 p.m. for Indiana State Teachers Association meetings.
- October 27, Monday Classes resumed.
- November 7, Friday Mid quarter.
- November 26, Wednesday College closes at 3:50 p.m. for Thanksgiving recess. College offices closed until Dec. 1.
- December 1, Monday Classes resumed.
- December 19, Friday Fall quarter ends at 3:50 p.m.
- December 20 to Jan. 4, incl. Christmas vacation.
- December 24-27, incl. College offices closed.

Winter Quarter, 1959

- January 5, Monday Registration and freshman orientation.
- January 6, Tuesday Classes begin.
- January 7, Wednesday Founders Day Convocation.
- February 13, Friday Mid quarter.
- March 26, Thursday Winter quarter ends at 3:50 p.m.
- March 27-30, incl. Easter recess.

Spring Quarter, 1959

- March 31, Tuesday Registration and freshman orientation.
- April 1-3, Wed.-Fri. All classes meet (no floats).
- May 8, Friday Mid quarter.
- June 6, Saturday Alumni-Senior Day.
- June 7, Sunday Baccalaureate Services at 11:00 a.m.
- June 7, Sunday Commencement at 6:00 p.m.
- June 12, Friday Spring quarter ends at 3:50 p.m.

First Summer Term, 1959

- June 15, Monday Registration.
- June 16, Tuesday Classes begin.
- July 17, Friday First Summer Term ends.

Second Summer Term, 1959

- July 20, Monday Registration.
- July 21, Tuesday Classes begin.
- August 21, Friday Second Summer Term ends.

COLLEGE OFFICE HOURS

Monday through Friday—8 a.m. - 11:45 a.m., 12:45 p.m. - 4:30 p.m.
Saturdays—8 a.m. - 12 noon. Closed Saturday afternoons and Sundays.

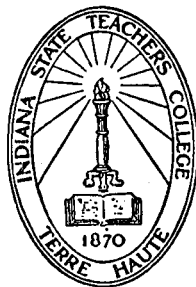
BULLETIN OF

Indiana State Teachers College

Terre Haute, Indiana

GENERAL ANNOUNCEMENTS AND
CURRICULA FOR 1958-59

CATALOG ISSUE



PREPARED BY OFFICE OF INFORMATION SERVICES

Vol. 51, No. 2 March, 1958
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DIRECTORY OF CORRESPONDENCE

GENERAL COLLEGE POLICY, GIFTS AND ENDOWMENTS, Dr. Raleigh W. Holmstedt, President.

STUDENT'S SCHOLASTIC PROGRESS, CURRICULA, POSITIONS ON INSTRUCTIONAL STAFF, Dr. Richard E. Thursfield, Dean of Instruction.

ADMISSION, James H. Ringer, Registrar.
Also credit evaluation, transcripts, class schedules, graduation requirements, registration of G.I. students.

GRADUATE SCHOOL APPLICATIONS, Dr. Elmer J. Clark, Director of Graduate Studies.

TEACHER CERTIFICATION, Dr. Elmer J. Clark, Secondary, Administrative, Supervisory, and Special Certification. Dr. Lloyd N. Smith, Elementary Certification.

STUDENT FEES, LOAN FUNDS, J. Kenneth Moulton, Business Manager and Treasurer.

SCHOLARSHIPS, Dr. Wayne E. Schomer, Chairman of Scholarship Committee.

HOUSING (Residence Halls and Apartments for Married Students) Cletis Shouse, Director of Student Housing.

SOCIAL ACTIVITIES, CAMPUS ORGANIZATIONS, Dr. Florence M. Thompson, Dean of Women.

STUDENT LOANS, STUDENT EMPLOYMENT, CAMPUS ORGANIZATIONS, Mark H. Williams, Dean of Men.

EDUCATIONAL ADVISEMENT, Dr. Lonzo Jones, Coordinator of Student Personnel Services.

ATHLETIC POLICY, ATHLETIC TICKETS, John L. Longfellow, Director of Athletics.

EVENING—SATURDAY CLASSES, CORRESPONDENCE AND EXTENSION STUDY, V. L. Tatlock, Director of Extended Services.

FILM RENTALS AND OTHER AUDIO-VISUAL AIDS, Russell McDougal, Director of Audio-Visual Center.

ALUMNI AFFAIRS, James C. Farmer, Director of Alumni Relations.

PLACEMENT BUREAU, SCHOOL SERVICES, Dr. Wayne E. Schomer, Director of Placement Bureau and School Services.

BULLETINS, GENERAL INFORMATION REQUESTS, CAMPUS VISITS, PROSPECTIVE STUDENTS INTERESTED IN ATTENDING THE COLLEGE, Joseph E. Kish, Director of Information Services.

BOOKSTORE, Mrs. Doris Staggs.

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The College

HISTORY

Indiana State Teachers College was created on December 20, 1865, when an Act of the Indiana General Assembly provided for the founding of a teacher training institution. Indiana State Normal School, as it was then known, opened on January 6, 1870, when instruction was first offered to the initial enrollment of twenty-one students. The College was authorized to grant the baccalaureate degree in 1907, and the present name, Indiana State Teachers College, was approved by the General Assembly in 1929. The institution has grown to an evaluation of more than thirteen million dollars in physical plant and about 5000 different students are served within an academic year through campus, extension, and correspondence study.

Since its establishment, the College has had six presidents and one acting president as follows: William A. Jones, 1869-1879; George P. Brown, 1879-1885; William Wood Parsons, 1885-1921; Linnaeus N. Hines, 1921-1933; Lemuel A. Pittenger (acting) 1933; Ralph N. Tirey, 1934-1953; Raleigh W. Holmstedt, 1953 to present.

RECOGNITION BY ACCREDITING AGENCIES

Indiana State Teachers College is fully accredited by the American Association of Colleges for Teacher Education and the North Central Association of Colleges and Secondary Schools. It is also on the last approved list of the Association of American Universities.

The College holds membership in the American Council on Education and the American Association of University Women.

Both undergraduate and graduate curricula for the preparation of teachers have the approval of the Indiana State Board of Education. Graduates are able to qualify for many of the teaching and administrative certificates in Indiana.

PHILOSOPHY AND OBJECTIVES

Philosophy

Established in 1865 by the Assembly of Indiana for the training of teachers, Indiana State Teachers College has grown with the state. It has always sought to anticipate the teaching needs of the state and to prepare teachers to meet those needs. It has provided instruction in all areas of teaching at all grade levels. It will continue to direct its major efforts toward producing in students the skills, attitudes, knowledge, and insights needed by teachers.

Since, however, every teacher is a citizen of the state, the nation, and the world, it continues to be a deep concern of the College that its graduates become good citizens and assume unhesitatingly

6 OBJECTIVES—DEGREES

their responsibilities in American democracy. It seeks to inculcate in them a respect for and an understanding of their fellowmen, a devotion to beauty, truth, and goodness, and an obligation to combat ignorance, prejudice, and injustice.

The College recognizes that it is an institution of society and that society is always changing. It will endeavor to understand social changes and to adapt its program to meet ever-developing needs. It will not allow itself to believe that the traditional is always the safest or that the newest is the best. It will continue constantly to analyze its beliefs, its activities, and its programs.

The College will extend its offerings as time and circumstances require. Always mindful of its primary purpose, teacher education, it will continue to offer other types of work as needed.

Objectives

A basic general education for all students.

Preparation of teachers for (1) the elementary schools, (2) the secondary schools, and (3) special subjects for both elementary and secondary schools, such as music, art, physical education, home economics, and industrial education. Preparation of (1) supervisors for elementary subjects, (2) principals of elementary and secondary schools, (3) superintendents and other school administrators, and (4) clinical and special education supervisors.

Curricula leading to the baccalaureate degree for students not interested in professional education.

Provision of strong pre-professional curricula for Law, Medicine, Dentistry, and Engineering.

Undergraduate and graduate education leading to advanced work and college teaching in most of the fields offered by the College.

Affiliation with Terre Haute hospitals in the education of nurses, leading to the Bachelor of Science degree in nursing.

Cooperation with hospitals in the training of medical technicians.

Special consideration of the educational needs of war veterans.

Cultural opportunities, through evening and Saturday classes, for all people in the area.

Cultural leadership in the community through the musical, dramatic, and art activities of the College.

Provision of professional services to teachers within a reasonable distance.

Assistance to graduates in finding suitable positions and in continuing their growth in service.

DEGREES CONFERRED

The baccalaureate degrees conferred by Indiana State Teachers College are the Bachelor of Arts and the Bachelor of Science. If a candidate is seeking the Bachelor of Arts degree, then the candidate is required to complete twenty-four (24) quarter hours in foreign languages.

The graduate degrees conferred are the Master of Arts, Master of Science and the Advanced Degree in Education. The Advanced Degree is awarded upon successful completion of one year of study beyond the master's degree. The Doctor of Education degree is also granted in collaboration with Indiana University.

EDUCATIONAL OPPORTUNITIES

The chief function of Indiana State Teachers College is to prepare teachers and other employees for the public schools. To this end, curricula are outlined for elementary teachers, for secondary teachers, for administrators and supervisors, and for special education clinicians and directors.

In fields other than teaching, the College offers regular four-year courses including the liberal arts curriculum and curricula leading to degrees in art, nursing, secretarial science, general business administration, accounting-business administration, merchandising-business administration, journalism, medical technology, music, radio-television, pre-social work, and theatre.

In addition, pre-professional courses are available in the fields of dentistry, engineering, law, and medicine. The dentistry and engineering courses are two-year courses while the courses in law and medicine are four-year courses and lead to the baccalaureate degree. All pre-professional candidates are advised to bring to their college counselor the catalog and admission requirements of the college or university they plan to enter later, in order to be assured of the appropriate selection of required courses.

Short term curricula are offered in the Business Department to train secretaries, stenographers, and bookkeepers.

The College has three 12-week quarters starting in September, January, and March, and two 5-week summer terms each year. It also offers an extensive evening and Saturday class program, extension courses, and correspondence study.

In September, 1959, the College will start operating on the semester plan.

SITES

The College occupies a campus area of approximately thirty-seven acres in the heart of the City of Terre Haute, Indiana, a ten-acre plot in the city's suburban Allendale section where the College Lodge is located, an off-campus power plant site, and a new Physical Education Field just one block from the campus. Within the past three years, land sites bordering the northern and western portion of the campus were acquired.

The campus proper is rectangular-shaped and is just two blocks from the main business district of Terre Haute. It is a solid area, not intersected by any type street or road. This excellent urban location has many distinct advantages since business establishments, transportation depots, theatres, and churches are all within reasonable walking distance. It is a further advantage to students who seek part-time employment in the business district of the city.

ACADEMIC BUILDINGS

Among the academic buildings on the campus are the Language-Mathematics Building, the Education-Social Studies Building, the Fine Arts and Commerce Building, the Science Hall, the Physical Education Building, Industrial Education Building, the Home Economics Building, and the Indiana State Teachers College Laboratory School. A brief description of each building is offered below with the date of building completion noted in parentheses.

The Language-Mathematics Building (1950) houses the Departments of English, Foreign Languages, Mathematics, Philosophy, and Speech including Radio-Television and Theatre. The building has, in addition to regular classrooms, two theatres, theatre make-up and scenery rooms, and an eleven-room radio-television suite. The Education-Social Studies Building (1954) provides instructional facilities for the Departments of Education and Social Studies. The lower level of the building is the home of the Audio-Visual Center and the College Bookstore.

The Fine Arts and Commerce Building (1940) is the home of the Departments of Art, Business, and Music. The entire first floor is occupied by Art Department and the College's Art Gallery. The second floor is entirely devoted to the Business Department, while the third and fourth floors are the home of the Music Department.

The Science Hall, as the name implies, is completely devoted to the Science Department. The building has laboratories and facilities for the various science divisions. College officials are studying building plans for a new science building. The Physical Education Building accommodates both men's and women's Departments of Physical Education. Both departments have their respective classrooms and gymnasiums. The men's gymnasium, with a seating capacity of 3500, is also used for inter-collegiate basketball games, intramural activities, other college activities, and high school basketball games. The men's gym was completely remodeled in 1956 and new men's locker room facilities were also completed. The Physical Education Field is one block west of the campus quadrangle plot.

The Industrial Education Building is entirely devoted to the Department of Industrial Education. Extensive remodeling of the three-story structure was started in 1956, and the building was ready for use during the 1957-58 college year. A one-story addition to this building was completed in 1956. This addition houses a graphic arts laboratory and an auto mechanics laboratory.

The Home Economics Building (1956) is the newest structure on the campus and was first put into use during the 1956-57 college year. A contemporary-styled structure, the Home Economics Building is one of the most complete and adequately equipped buildings of its type in the nation. It is the first academic building to be located off the campus quadrangle plot and is on the northwestern rim of the quadrangle area.

The Indiana State Teachers College Laboratory School (1935) is a regular city school of Terre Haute, however, it is staffed by college faculty members and is owned and maintained by the College. It has kindergarten through twelfth grade classes with a total enrollment of 800 or more students. Special classes for crippled children and mentally-retarded children are also maintained. College students preparing for the teaching profession visit the school for firsthand observation of teaching methods. Later, these students will do student teaching in this school or in any of the other best public schools in the State of Indiana. (The College's Department of Special Education and Division of Supervised Teaching are located in the Laboratory School.)

LIBRARY

Conveniently located in the heart of the campus, the College Library, one of the largest teachers college libraries in the United States, has almost 200,000 volumes, including a collection of books for young people in the Laboratory School. It is a depository for United States Government Publications and regularly receives over 500 periodicals. It has a Teaching Materials Center which includes recordings, slides, pictures, tests, units of study, and other pertinent material in the field of education. It is open for use 72 hours per week.

During the 1956-57 year, the Library was remodeled and expanded. A new six-story addition was completed to the building, and this new addition increases the volume capacity, facilities, and service areas.

STUDENT UNION BUILDING

Providing a wholesome college atmosphere and necessary facilities to aid in the personal-social development of the students, the Student Union Building is the student life center on the campus. Each enrolled student is automatically a Student Union member. The building has lounges, recreation and meeting rooms, a ballroom, cafeteria, swimming pool, hotel, sandwich shop, and a spacious 1800-seat auditorium. The building was completed in 1940.

College officials are studying plans to enlarge the building.

ADMINISTRATION BUILDING

The other non-academic college building is the Administration and Health Center Building which houses all college administrative offices and a modern health center, complete with two 5-bed infirmaries, isolation ward, diet kitchen, and x-ray and examination rooms. This building was dedicated in 1950.

HOUSING

The College maintains on the campus Parsons Hall for men and Women's Residence Hall. Both are modern, adequately furnished

10 HOUSING—TERRE HAUTE

residence halls under the supervision of capable counselors, and provide an ideal atmosphere for college living. Reservations for rooms should be made by writing or visiting the Director of Student Housing. (See page 21 for Residence Hall Expenses.)

In 1951, a 92-room unit was added to Parsons Hall and now 146 rooms are available. The original section of the building was completed in 1938. In 1955, a new wing providing 76 student rooms, a recreation room, a laundering room, and other facilities was added to Women's Residence Hall. The entire unit now provides housing for 325 students.

College officials are planning for the completion of a new women's residence hall by September, 1959. This unit will house 360 students, and it will be the first unit of a three-unit development which will eventually house approximately 1000 women students. The new housing development will be located on land sites adjacent to the western side of the campus quadrangle plot.

In addition to residence halls, a limited number of college-owned apartments are available for rental to married students. These apartments are in off-campus college-owned buildings. Inquiries about housing for married students should be directed to the Director of Student Housing.

When accommodations are not available in the residence halls, arrangements for living quarters in inspected and approved homes must be made through the offices of the Dean of Women and Dean of Men respectively. (See page 22)

THE CITY OF TERRE HAUTE

Terre Haute, located on the famous "Banks of the Wabash," has an estimated metropolitan population of 80,498 and has ninety-nine churches, eighteen parks, a modern airport, two large hospitals, and offers many cultural events. It is also the home of Rose Polytechnic Institute, an engineering college for men, and St. Mary-of-the-Woods, a Catholic college for women.

The city is 74 miles southwest of Indianapolis, the capital of Indiana, on the direct U.S. 40 route and nine miles from the Indiana-Illinois state line. The "Crossroads of America," the intersecting point of the major U.S. trunk highways 40 and 41 (business route), is just two blocks south of the campus.

The main line railroads serving the city are Chicago & Eastern Illinois; Chicago, Milwaukee, St. Paul & Pacific; New York Central System; and Pennsylvania Railroad. The airlines providing regular service to the local Hulman Airport are Lake Central Airlines and Trans-World Air Lines. Bus service is provided by Greyhound Lines, Continental Trailways System, Indiana Trailway, Wabash Valley Lines, Western Indiana Coach, Western Motor Lines, Southern Limited, and Arrow Coach Lines. Other local bus lines provide service to outlying communities in the Terre Haute area.

Standards and Regulations

ADMISSION REQUIREMENTS

Those eligible for admission to Indiana State Teachers College qualify under one of the following classifications:

1. All graduates of commissioned high schools or persons with equivalent education.
2. Returning veterans and other mature persons who are able to establish high school equivalency by examinations administered by the College. (Write to the **Director of Admissions** in regard to these examinations.)
3. Transfers, **in good standing**, from other accredited colleges.

The entering student must be in good health, of undoubted moral character, and willing to submit to any rules necessary for the good government of the College.

CREDENTIALS

The high school graduate should write to the Director of Admissions for a freshman admission blank. The blank, along with the Entrance Health Examination form, should be submitted to the Admissions Office **at least four weeks before Registration Day**. Freshman week programs, pre-registration instructions, and the name of the student's counselor will be mailed to each student approved for admission.

Students transferring from other institutions will not be enrolled unless the official transcript of all previous college work is filed with the Registrar of Indiana State Teachers College at least four weeks prior to day on which they plan to register. They also must file with the Director of Admissions a statement of honorable dismissal. Students entering with advanced standing will receive credit to the extent that their work is applicable to the curriculum they intend to pursue.

The credits of students from institutions not so accredited may be "reclaimed" by special examination or other means of verification determined by the Committee on Selected Admissions and Promotions.

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 the College without the approval of the Committee on Selective Admission and Selective Promotion.

Upon admission to Indiana State Teachers College, returning veterans will be given academic credit for educational experiences received while in military service. **A Guide to the Evaluation of Educational Experiences in the Armed Services**, published by the American Council on Education, will be used in determining the amount of such credit granted.

PHYSICAL EXAMINATION

A physical examination will be administered during the student's first term in the College at the time designated in the Freshman Orientation Bulletin. Entering students failing to report for the physical examination at the time specified, unless properly excused by the college physician, will be required to take a special physical examination and pay to the Business Manager an extra fee of \$1.

PSYCHOLOGICAL EXAMINATIONS

Psychological, high school content, English and reading examinations are given to all beginning freshmen, and each entering student is required to take the psychological test regardless of whether or not he has advanced standing. Students entering in the summer term will take these tests at their first opportunity in one of the regular quarters. The rating received on the psychological test, together with the credit which the student earns in his class work, is used by the faculty in helping to determine the fitness of the student for continuing in college. Students who fail to take the psychological test at the designated time will be required to pay a one dollar delinquent fee.

MARKING SYSTEM

A student's work in any course will be rated in accordance with the following definitions: Grade A, Excellent; Grades B+ and B, Superior; Grades C+ and C, Fair; Grades D+ and D, Poor; and Grade F, Failure.

A designation of S represents satisfactory work in student teaching, and a designation of Cr. represents satisfactory work in non-prepared courses.

Def. (deferred tentative grade) may be recorded when a student's work is passing, but a small amount remains incomplete at the end of the quarter. It must be made up before the end of the following quarter.

Inc. (incomplete tentative grade) may be recorded for work that is above passing, but is incomplete to such an extent that further class attendance is required. To remove the incomplete, the student may re-enroll for the class or re-enter it upon the approval of his instructor when it is again offered, anytime up to within a week prior to the corresponding date on which he discontinued. The Incomplete must be made up by the end of the earliest quarter in which the course is re-offered. (See fee schedule for cost, page 19.)

W. is recorded for an official withdrawal from class during the first three weeks of the quarter; and for official withdrawal at any time upon the recommendation of the Coordinator of Student Personnel and the approval of the Registrar.

STANDARDS REQUIRED FOR GRADUATION AND CONTINUATION

Two units are employed in fixing the total requirements for graduation, the hour of credit and the point of credit. The hour of credit represents a passing grade (D or higher) in a course of one hour a week for one quarter. For each hour of credit the student will receive four points of credit if his grade is A; three and one-half points of credit if his grade is B+; three points of credit if his grade is B; two and one-half points of credit if his grade is C+; two points of credit if his grade is C; one and one-half points of credit if his grade is D+; and one point of credit if his grade is D.

No credit is allowed for a grade of F. A scholastic average of 2.00 or above is required for graduation.

A student's scholastic average for a quarter is computed as follows for the earned grade indicated.

<u>Grade</u>	<u>Hours multiplied by</u>	<u>Points</u>	<u>Total Points</u>
A	4 multiplied by	4.	16
B+	4 multiplied by	3.5	14
C+	4 multiplied by	2.5	10
C	4 multiplied by	2.	8
<u>Totals</u>		16	<u>48</u>

$48/16 =$ Point-hour ratio of 3.0

One hundred ninety-two quarter hours of credit and at least 384 points are required for graduation. Students in teaching curricula must earn 192 quarter hours of credit and at least 368 points for graduation.

To continue in Indiana State Teachers College, a student must meet the quantitative and qualitative standards indicated below:

- a. Quantitative standard: A student who does not make passing grades in $\frac{1}{4}$ of his approved schedule in any given term shall be discontinued automatically unless re-admitted as provided in c. below.
- b. Qualitative standard: The qualitative standard shall be computed on work attempted and on a cumulative basis. A student, to continue in college, must meet the following graduated scale of cumulative point-hour ratios: .75, 1.00, 1.25, 1.45, 1.60, and 1.80 at the end of the 1st, 2nd, 3rd, 4th, 5th, and 6th quarters respectively, or be discontinued, unless re-admitted as provided below.

For admission to the senior division, the cumulative point-hour ratio shall be 1.80 or above. For graduation the point-hour ratio shall be 2.00 or above.

Any student may repeat any course on his own initiative regardless of the grade recorded. The last grade earned will be accepted for credit and the previous mark will be cancelled. Both the original grade and the new one will appear on the student's permanent record but only the latter will be computed for academic progress or graduation.

- c. When the grades are in, the Registrar will withhold all trial programs for students below the standards listed above. The student will be notified by letter (either mailed, or handed to him in registration line) of his status.

14 STANDARDS AND REGULATIONS

It shall also advise him that he may initiate plans with the Coordinator of Student Personnel for continuation on probation.

A student may not enter Senior College courses until he has completed at least 96 quarter hours of prepared credit in the Junior College and has a point-hour ratio of 1.80, with the exception that sophomore students are permitted to take not more than 20 hours of Senior College work. If, after one year of residence in the Senior College, a student's point-hour ratio drops to 1.80 or less, he may be required to withdraw.

The academic honor roll is announced each year at the Honor Day Convocation. Those students with a cumulative point-hour average between 3.50 and 3.75 shall be listed on the *Honor Roll*; while those with an average above 3.75 shall be listed on the *Distinguished Honor Roll*.

REQUIREMENTS FOR ENROLLMENT IN SUPERVISED TEACHING

1. *To enroll for supervised teaching a student must have a point-hour ratio of 2.0 or above.*
2. *Factors such as personality, character, and psychological ratings shall be given due consideration in determining whether or not a person with a point-hour ratio of 2.0 or above may enroll.*
3. *While assigned to supervised teaching, students shall be enrolled for not more than 16 credit hours and should not plan for any employment.*
4. *Students who have transferred from another institution must have completed at least 32 hours of work at Indiana State Teachers College.*

ADMISSION TO THE SENIOR DIVISION

In order to continue in college at the upper division level, each student will file a formal application for admission to the senior division. Students who have failed to make such application will not be permitted to register after the seventh term.

The process of making application is as follows:

1. In that term in which a student's completed credits equal or exceed 80 quarter hours (not including his current schedule), he shall receive from the Registrar's office an official application form.
2. He shall then proceed to interview the persons indicated on the form *in the order listed*, to obtain their approval and signature to the necessary qualifications.
3. The Registrar will then issue the work sheets (or estimates) in triplicate, one for the Registrar, one for the student and one for the senior division counselor.
4. The chairman of the department may wish to have a weekly or bi-monthly meeting of his staff to discuss applicants—after which he will see the student by appointment for the interview and signature.
5. Students who fail to comply with the above requirements by the beginning of the 8th quarter will have their registration materials withheld until they have so complied.

CLASS PROGRAMS

All entering students should confer with the Registrar or with

the Certification Advisors relative to certification and graduation requirements.

The curricula of the College for teacher preparation, outlined in this bulletin on pages 24-45 and 63-65, are those authorized by law and approved by the State Board of Education. All have been planned with a view to giving the student a broad and well-rounded general education, a specialization in a chosen concentrated area of knowledge, and a thorough professional training. Other College curricula are described on pages 46-57.

Courses are offered on the Junior College Level, comprising the freshman and sophomore years, and the Senior College Level, comprising the junior and senior years. At graduation, students must have completed 40 per cent or more of their work on the Senior College level but may have 60 per cent on the Junior College level. In this catalog, courses are numbered in 100, 200, 300, 400, 500, and 600 sequences. All 500-600 courses are in the Graduate Division, and the initial figure indicates the year of undergraduate work in which the other courses should be taken. For example, courses in the 100 series for freshmen, 200 series for sophomores, etc.

Students are expected to submit programs, signed by their counselors, to the Registrar on or before the date announced in the schedule of classes prior to Registration Day. These programs, when approved, are handed to the student when he appears for registration. Programs for entering freshmen are made out on the specially designated registration day.

CLASS LOAD

The normal class load is 16 quarter hours per quarter, but a student may without petition carry a minimum of 12 quarter hours or a maximum of 18 quarter hours of prepared courses and 4 quarter hours of non-prepared courses. In a summer term of five weeks the normal load shall not exceed 8 quarter hours of prepared courses and 4 quarter hours of non-prepared courses.

Students who for any reason find it desirable to carry fewer than 12 quarter hours or more than 18 quarter hours shall petition in advance of registration for this privilege on forms provided by the Personnel Office.

CLASS ATTENDANCE

- a. *No cut system*—The College does not have a "cut" system. Students are expected to be present at all classes unless officially excused. Absences must be made up to the satisfaction of the instructors.
- b. *Illness*—If a student finds it ill-advised to attend classes because of sickness, he should protect his own health and that of others by absenting himself from classes. In these instances, however, *students who are not living in their own homes*, should have the homekeeper or the counselor of the residence hall notify the college physician and should follow the doctor's advise on further care. If living in the home of their parents, parents should call the Coordinator

16 STANDARDS AND REGULATIONS

of Student Personnel concerning the illness and the anticipated date of return to class. When a contagious disease has been involved, the student shall see the college physician for approval before returning to class.

- c. *Personal affairs*—A student who because of personal affairs wishes to be absent for a period of two days or more is to initiate his request in advance at the Personnel Office where approval forms are obtained. The student must obtain the approval of each instructor with respect to the work of his course, then file the request in the Personnel Office before missing his classes.

Absences of this nature of less than two days duration are to be arranged directly with each instructor concerned.

OFFICIAL WITHDRAWAL FROM A CLASS

When a student's schedule of courses has been approved by his counselor and the Registrar, and he has completed his registration for a quarter, that schedule becomes his official contract with the College unless officially modified as provided by College regulations.

AUDITING OF CLASSES

Students are eligible to sit in one to four classes open to auditing without participating in the recitation and without receiving formal credit. The regular auditing fee must be paid.

SPECIAL STUDENTS

Individuals who wish to enroll in courses offered by Indiana State Teachers College, but who are not candidates for a degree or who do not wish to receive credit for such courses, may enroll as Special Students. Such Special Students shall pay contingent and student service fees in accordance with the regular fee schedule.

This provision does not apply to previously enrolled students who have failed to meet the standards for continuation as defined by the College.

ELIGIBILITY FOR EXTRA-CURRICULAR ACTIVITIES

Athletic Eligibility

No student will be eligible for any position on any team representing the institution in intercollegiate contests unless he meets the following requirements:

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

2. They must be in good standing at Indiana State Teachers College.

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 point-hour ratio is not 1.60 or above.

HEALTH CERTIFICATES

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 degree must report to the office of the College Physician in the Administration Building, 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 teaching certificate will be recommended.

GRADUATION

Students completing the prescribed curricula receive diplomas admitting them to the baccalaureate degrees and full alumni standing.

Candidates for graduation must have had an actual attendance of three twelve-week terms and have earned at least 48 quarter hours of credit in the College. This is the minimum residence requirement for any degree. In all curricula, the last term 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 curricula. 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 term's work on any curriculum may be done *in absentia*.

Students must file formal application as candidates for graduation at least twelve weeks before they expect to receive diplomas. The Registrar will furnish proper application blanks to be filled out by the candidates.

SCHOLARSHIP HONORS

Students graduating with a point-hour ratio of 3.80 or higher will be graduated *Magna Cum Laude*. Those with a point-hour ratio between 3.60 and 3.80 will be graduated *Cum Laude*. Recognition of these special honors will be made in appropriate fashion at the commencement ceremonies and on the diplomas.

Fees and Expenses

CONTINGENT AND STUDENT SERVICE FEES

Free tuition is given to all resident students of Indiana. Resident students of Indiana pay a contingent fee of \$32 per quarter of 12 weeks for up to sixteen prepared hours (a normal college load), or \$40 per quarter of twelve weeks for seventeen or more prepared hours. There is also a student service fee of \$12 per quarter. These fees are used to meet in part the cost of maintenance of the buildings, campus, library and laboratories, and to support various student services and activities.

Effective September, 1959, the College will operate on the semester plan.

NON-RESIDENT FEES

Non-resident students of Indiana pay an additional fee of \$24 per quarter of 12 weeks and \$12 per summer term of 5 weeks as non-resident tuition. Non-residence fees for those enrolled in less than nine (9) quarter hours in any one quarter are to be prorated at the rate of \$6 for each four (4) quarter hour course and \$3 for each two (2) quarter hour course.

ALLOCATION OF FEES

By action of the State Teachers College Board, special fees such as departmental fees, and laboratory fees, (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, the student service fee was established at \$12 per quarter.

The allocation of fees, for full or partial work in Indiana State Teachers College, is shown in the following table, effective September 1, 1957.

	Total Fees
Quarter	Seventeen or more prepared hours.....\$52.00
Quarter	Nine to sixteen prepared hours.....\$44.00
Quarter	Five to eight prepared hours.....\$36.00
Quarter	Fewer than five prepared hours.....\$24.00
1st Summer Term (5 weeks)Same as quarter schedule above
2nd Summer Term (5 weeks)Same as quarter schedule above

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 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; a student identification card which admits them without further charge to all regular scheduled home athletic games sponsored by the Ath-

letic Department for that quarter or term; this same student identification card admits them to all the privileges of the Student Activities program; services and facilities of the Student Union; and other personal and cultural development activities.

Students admitted to the College on State Scholarships must pay the student service fee of \$12 per quarter of 12 weeks.

The payment of contingent, student service, and all other fees is made to the Business Office. These fees must be paid at the time of Registration.

Refunds and Special Fees

Auditor's Fee. An auditor's fee of \$5 per term is charged to persons properly qualified who desire to attend one of the classes open for auditing without participating in the recitation and without formal credit. For two or more classes, the fee is \$9.50.

Refund Policy—(For a twelve weeks quarter) Students who withdraw during the first week of the quarter will have 80 per cent of their fees refunded. Students withdrawing during the second week of the quarter will have 60 per cent of their fees refunded. Students withdrawing during the third week of the quarter will have 40 per cent of their fees refunded. Students withdrawing during the fourth week of the quarter will have 20 per cent of their fees refunded. Students withdrawing after four weeks of work will receive no refund of fees.

Refund Policy—(For a five weeks term) All students withdrawing during the first week of the term will have 50 percent of their fees refunded. No refund of fees will be made if withdrawal is after the first week.

Incomplete Credit Fee. Students removing an incomplete credit, "Inc.," are divided into two groups as follows: 1. Those not regularly enrolled for new courses in residence; 2. Those regularly enrolled for one or more new courses and for the removal of one or more "Inc." marks.

Students of group 1 are required to register in the usual manner and pay one-half of the contingent and student service fees regularly charged for such registration. This amount shall be determined by dividing by two the amounts indicated in the table of fees.

Students of the second group will be permitted to complete an "Inc." with no increase in the contingent and student service fees regularly paid for the amount of new work for which such students are registered. Students of this group shall register in the usual manner for the courses in which they previously have received an "Inc."

The amount of non-resident tuition to be paid by non-residents of Indiana, who are removing an "Inc." credit shall be determined by the principles stated above, namely one-half of the regular non-resident fees for students of group 1 and no increase for those of group 2.

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20 FEES AND EXPENSES

A late registration fee of \$10 will be assessed a student who fails to complete registration, including payment of fees on the dates and within the hours specified in the published procedure for registration for any particular quarter or term.

Change of Course Fee. A student who initiates a change of course during the change of course period will pay a penalty of \$5, unless it is determined that the change is due to administrative reasons.

A late student program fee of \$2 will be charged students who do not file class programs in the Registrar's Office on or before the day set as the final filing date.

A special examination fee of \$1 for each subject will be charged students who do not take final examinations at the specified time. 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.

A breakage fee is charged in the various laboratories for laboratory equipment which is either non-returnable or which is not returned in good condition. Such fees cover actual cost of the equipment and must be paid to the Business Office before the student registers for any subsequent quarter or term.

Master's Cap and Gown Fee. Candidates who have been accepted by the Graduate Division for the Master's Degree are required to purchase or rent from the College Bookstore the Master's Cap and Gown to be worn at the graduation exercises. The Cap and Gown rental fee is nominal.

Master's Hood Fee. Candidates who have been accepted by the Graduate Division for the Master's Degree are required to purchase or rent from the College Bookstore the Master's Hood to be worn at the graduation exercises. The rental fee is nominal.

An Applied Music Fee of \$10 will be charged for each two-hour course in instruments or voice done on the basis of individual instruction with a regular faculty music instructor. Students will be exempt from this fee after sixteen hours of applied music have been completed.

An Organ Practice Fee of \$2 per term will be charged for use of the organ at the Student Union Building and is to be paid at the Business Office.

An Applied Art Fee of \$10 may be charged for each two-hour course in applied art if the course requires special advanced instruction.

A Transcript Fee of \$1 will be charged for all subsequent transcripts of records in the College after the first which is issued without charge.

Junior and Senior Class Fees. All Junior Class members are required to pay \$5 for Junior Fees. All seniors are required to pay Senior Class fees of \$10 before graduation. A copy of *The Sycamore*, the yearbook, published each year under the direction of the Director of Student Publications, is included in each of these fees.

A Special Education Clinic Service Fee at the rate of \$3.25 per hour will be charged for diagnostic evaluation of children's problems. Anyone may refer children to the clinic. Children's problems may range from those of learning ability to behavior, speech correction, and lip reading.

Supervised Teaching. Students who have not had as much as 48 quarter hours of work at Indiana State Teachers College will be charged a special fee of \$12 for each course when registering for supervised teaching courses on the undergraduate level.

Thesis Expense. Charges for expenses incurred by veterans in connection with the preparation of a required degree thesis or dissertation will be made in accordance with Veterans Administration regulations applicable thereto, and will be limited to those charges permissible under said regulations and to those expenditures incurred during the period of the veteran's resident training within the period covered by the VA contract. Such charges will also be limited to services or material furnished by the College or charged to and paid for by the College in accordance with the existing contract.

KOREAN VETERANS

Indiana State Teachers College has been approved by the State Approval Agency to train veterans under Public Law 550 (Korean GI Bill). The new GI Bill has been enacted for veterans who served since the outbreak of fighting in Korea, on June 27, 1950. Entitlement is limited to one and one-half days of education or training for each day spent in service. The maximum is 36 months. Eligible veterans desiring detailed information should address their request to the Registrar's office.

RESIDENCE HALL EXPENSES

The total charge for room and board in W. W. Parsons Hall for men and Women's Residence Hall is \$228 per quarter.* Two-thirds of this amount must be paid at time of registration.

A penalty will be charged for non-payment of room and board on or before established due dates, in housing facilities provided by the College, at the rate of 50 cents per school day until a maximum of \$5 is assessed.

Residence Halls. All students who do not return to their homes each evening are required to live in one of the residence halls main-

*Adjustments may be made at the end of any quarter or term to correspond with changes occasioned by inflation or deflation.

22 FEES AND EXPENSES

tained by the College. For information concerning residence hall accommodations, write to the Director of Student Housing. A deposit of \$20 is required when the application for a room reservation is made. This deposit will be returned if cancellation is received thirty (30) days prior to the opening of the first quarter for which the reservation is being made. If the reservation is cancelled during the term of the contract the deposit is forfeited. Otherwise, this deposit may be held for thirty days after the end of the spring quarter and from it will be taken any obligations which the student may owe the residence halls. The remainder will be returned to the student.

OTHER HOUSING ARRANGEMENTS

When accommodations are not available in the residence halls, arrangements for living quarters in inspected and approved homes must be made through the offices of the Dean of Women or Dean of Men respectively. Students (except married couples) are not free to engage rooms without approval of the Deans' offices. Any change of rooming quarters must likewise be approved in advance of the change by the appropriate Dean's office.

Parents may be assured 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.

Some college housing for married students is available. Requests for such housing should be submitted directly to the Director of Student Housing.

General Education

GENERAL EDUCATION AT INDIANA STATE TEACHERS COLLEGE

General education is thought of as those phases of non-specialized and non-vocational learning which should be the common experience of all educated men and women. It is that part of a student's whole education which looks first of all to his life as a responsible human being and citizen. It prepares the student to live rather than just to make a living.

In the words of the **Report of President Eisenhower's Commission on Higher Education**: "General Education should give to the student the values, attitudes, knowledge, and skills that will equip him to live rightly and well in a free society."

The purpose of the General Education Program at Indiana State Teachers College is to provide for all students, largely during their freshman and sophomore years, a group of coordinated and inter-related courses designed (1) to increase the student's ability to communicate thought clearly and truthfully; (2) to develop his sense of historical perspective so that he can visualize our society as the organic product of a long and never-ending development; (3) to come to a fuller understanding of what the humanities contribute to the inner spiritual life of man; and (4) to understand what science is, how it grew to be what it is, and the part it plays in modern life. The large purpose of the program is to give to each student at the beginning of his collegiate training a unified group of studies which will enable him to think more wisely in larger terms and thus choose more judiciously the career he wishes to pursue.

Curricula for Teacher Certification

CERTIFICATION REQUIREMENTS

Certification requirements for various elementary teaching certificates and secondary school teaching certificates are listed in this section of the bulletin. The certification requirements for advanced certificates, issued upon completion of graduate study, are listed under the Graduate Division. See pages 63-65.

Students not planning to pursue studies leading to teaching certificates should consult the following section of this bulletin, Other Than Teaching Curricula, for the various curricula and course requirements, pages 46-57.

ELEMENTARY TEACHING CURRICULUM

Degree: Bachelor of Science

Professional Courses:	Hours
Education 111Orientation in Education	4
Psychology 301, 302Human Growth and Development	8
Education 366Tests and Measurements	4
Education 412Philosophy of Education	4
Education 463The Elementary Curriculum	4
Total required hours	24
Special Professional Content Courses:	
Art 395Elementary Art Methods	4
Division of Teaching 451, 452, 455, 460Supervised Teaching and Seminar	16
Education 392Teaching the Social Studies in the Elementary School	4
Education 395Teaching the Language Arts I	4
Education 396Teaching the Language Arts II	4
Mathematics 392Teaching of Arithmetic	4
Music 292Teaching Music in the Elementary School	4
Physical Education (W) 392.....Physical Education for Elementary Schools	4
Science 392Teaching of Elementary Science	4
Total required hours	48
General Foundation Courses:	
Art 295	4
Basic Communications 101, 102, 103	12
English 220, 243, 311	12
Home Economics 425	4
Industrial Education 380	4
Mathematics 101	4
Music 201	4
Science 111, 112, 113, 151, 171, 251	24

ELEMENTARY TEACHING CURRICULUM 25

	Hours
Social Studies 101, 102, 103, 230, 261, and 262 or 263	24
Total required hours	92
*Electives, Special Elementary Area, Kindergarten Requirements, or Junior High School and Ninth-Grade Subjects Requirements	28
GRAND TOTAL	192

Non-Prepared Courses:

Physical Education (First Two Years)	12
Men's Physical Education 51 and 53 are required for men.	
Women's Physical Education 1 and 92 are required for women.	
Library Science 11	1
Home Economics 22 (Social Orientation)	1
*See pp 26, 27, 28.	

Character of General Elementary Teacher Certificate

Coverage: valid for teaching all subjects in grades one to eight, inclusive.

Gradation: The grades of the general elementary teacher certificate are provisional, first grade, and permanent.

The **provisional certificate** is valid for five years and can be renewed for a five-year period. It expires if not converted to first grade within ten years from date of issue. The expired certificate can be revalidated for a year on eight quarter hours of graduate credit, and this pattern of revalidation can be followed in succeeding years until the certificate holder becomes eligible to convert the provisional certificate to a first-grade certificate.

The provisional certificate is converted to a **first grade** on a master's degree and five years of successful experience. The first grade certificate is valid for five years. On application it can be renewed for a second five-year period, and this pattern of renewal may be followed for succeeding years until the necessary experience has been obtained.

The first grade certificate is converted to a **permanent certificate** on evidence of five years of successful experience subsequent to the date of issue of the first grade certificate. It is valid for life or until revoked for cause.

Emergency Certification

Holders of a baccalaureate degree who do not hold a teaching certificate may qualify for a provisional general elementary teacher certificate by presenting 48 quarter hours of additional credit distributed over specified areas.

Holders of a baccalaureate degree who also hold a secondary teacher certificate or are teaching on a permit, may qualify for a

26 ELEMENTARY TEACHING CURRICULA

provisional general elementary teacher certificate by presenting 28 quarter hours of additional credit distributed over specified areas.

Since the above programs are highly individualized, persons interested in them should contact the Elementary License Adviser, Indiana State Teachers College, Terre Haute, Indiana.

REQUIREMENTS FOR KINDERGARTEN CERTIFICATE

	Hours
Education 343	4
Home Economics 438	4
Physical Education for Women 203	2
Supervised Teaching 459	4
Directed Electives	14
	<hr/>
Total required hours	28

Character of Kindergarten Certificate

Coverage: valid for teaching in kindergarten.

Gradation: The grade of the kindergarten certificate becomes the grade of the general elementary teacher certificate to which it is attached on issue, and the period of validity becomes the same. The procedures to be followed in converting the general elementary teacher certificate from one grade to another are the procedures to be followed in converting the kindergarten certificate.

REQUIREMENTS FOR JUNIOR HIGH SCHOOL AND NINTH-GRADE SUBJECTS CERTIFICATE

	Hours
Psychology 422	4
Supervised Teaching 461	4
Directed Subject Matter Area Electives	20
(These electives must total at least 20 hours in any subject matter area in which certification is desired.)	
	<hr/>
Total required hours	28

Character of Junior High School and Ninth-Grade Subjects Certificate

Coverage: valid for teaching in grade nine in a junior high school in a subject matter area in which the holder has concentrated his electives on the pattern for the junior high school ninth-grade subjects certificate.

Gradation: The grade of the junior high school and ninth-grade subjects certificate becomes the grade of the general elementary teacher certificate to which it is attached on issue and the period

ELEMENTARY TEACHING CURRICULA 27

of validity becomes the same. The procedures to be followed in converting general elementary teacher certificate from one grade to another are the procedures to be followed in converting the junior high school and ninth-grade subjects certificate.

REQUIREMENTS FOR SPECIAL ELEMENTARY AREAS

	Hours
Arts and Crafts	
Art 112, 131, 132, 151, 415	20
Directed Electives in Art	8
Total required hours	28
Home Economics	
Home Economics 113 or 211, 221 or 222 or 224, 332, 433 or 438	16
Directed Home Economics Electives	12
Total required hours	28
Industrial Education	
Industrial Education 101, 110 or 111, 325, 374	16
Directed Industrial Education Electives	12
Total required hours	28
Music	
Music 111, 280, 281, 282, 285, 286, 287, 293, 402	22
Music 218M or 218W	6
Total required hours	28
Physical Education, Health, Recreation	
A. Men	
Physical Education 171, 172, 451	12
Physical Education for Women 203	4
Science 374	4
Directed Physical Education Electives	8
Total required hours	28
B. Women	
Physical Education 151, 203, 253, 451	12
Recreation 400	4
Science 374	4
Directed Physical Education or Recreation Electives	8
Total required hours	28
School Library and Audio-Visual Services	
Library Science 206, 312, 322, 424, 426, 438	24
Education 444	4
Total required hours	28
Special Education	
Special Education 428, 436, 437, 464, 470, 480	24
Special Education 262 or Education 450	4
Total required hours	28

28 ELEMENTARY TEACHING CURRICULA

Speech and Hearing Therapy

Special Education 242, 324, 345, 464	16
Special Education 262 or Education 450	4
Directed Special Education Electives	8
<hr/>	<hr/>
Total required hours	28

Student Guidance: Visiting Teacher

Education 417, 450	8
Special Education 428, 464	8
Social Studies 493	4
Directed Electives	8
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Total required hours	28

Character of Special Elementary Area Certificate

Coverage: valid for teaching in grades one to nine, inclusive, in the elementary school in the special elementary area in which it is issued. The areas are arts and crafts; home economics; industrial education; music; physical education, health, recreation; school library and audio-visual services; special education; speech and hearing therapy; and student guidance: visiting teacher.

Gradation: The grade of the special elementary area certificate becomes the grade of the general elementary teacher certificate to which it is attached on issue, and the period of validity becomes the same. The procedures to be followed in converting the general elementary teacher certificate from one grade to another are the procedures to be followed in converting the special elementary area certificate.

SECONDARY TEACHER CERTIFICATION

Upon completing the secondary teacher curriculum outlined below, a student may apply for a Provisional Secondary Teacher Certificate. Applications must be filed in the Registrar's Office at least three months prior to the completion of the bachelor's degree.

When the patterns of subject group preparation for a secondary teacher certificate are the comprehensive and restricted areas, the certificate is valid for teaching in grades seven through twelve and in the departmentalized subject areas of any elementary school the subject or subjects in which it is issued. When the pattern of subject group preparation is the special area, or the vocational area in home economics, the certificate is valid for teaching and supervising in all grades of the public schools in which it is issued. When the pattern of subject group preparation is the vocational area in trade and industrial education, the certificate is valid for the service and area of service specified for the particular certificate pattern.

The provisional certificate (excepting some of the vocational certificates) is valid for five years and, on application, can be renewed for a second five-year period. It expires if not converted to first grade within ten years from the date of issue. The expired certificate can be revalidated for a year on eight quarter hours of graduate credit, and this pattern of renewal can be followed in succeeding years until the certificate holder becomes eligible to convert the provisional certificate to a first-grade certificate.

The provisional certificate is converted to first grade when the holder of the provisional certificate has obtained a master's degree or its equivalent and has had five years of successful experience. The first-grade certificate is valid for five years. It can be renewed for a second five-year period on application, and this pattern of renewal may be followed in succeeding years until the necessary experience has been obtained.

The first-grade certificate is converted to a permanent certificate on evidence of five years of successful experience subsequent to the date of issue of the first-grade certificate. It is valid for life or until revoked for cause.

An additional certificate may be issued to the holder of any grade of secondary certificate to permit certification to teach in any additional comprehensive, restricted, conditional, or vocational area. Teachers may apply for additional certificates through this college providing the original certification was handled here.

It is recommended that a student not apply for the provisional certificate if he does not expect to teach for a few years. In this way, the life of the certificate will not pass without being used.

30 SECONDARY TEACHER CERTIFICATION

**General Requirements for
Secondary Teacher Certificate (Provisional)**

The student must fulfill requirements for a Bachelor of Arts or a Bachelor of Science degree.

The student must meet the following minimum requirements:

A. General Education:

English or Speech (Basic Communications) 101, 102, 103	12 hours
English 311	4 hours
Social Studies 101, 102, 103	12 hours
Any two of: Science 111, 112, 113	8 hours
Any one of: Mathematics 101, 110, 212	4 hours
Psychology 301	4 hours

- *At least three courses taken from any two of the following four areas:
- | | |
|--|--|
| 1) Fine Arts 100-200 courses (Art 151, Music 233) | |
| 2) Philosophy (200 courses), General Humanities | |
| 3) Foreign Language | |
| 4) Practical Arts (Home Economics or Industrial Education) | |

TOTAL56 hours

* A sequence of courses is required for General Humanities and Foreign Languages. This area may be fulfilled with 12 hours in General Humanities or 12 hours in one foreign language.

Required credit in the teaching areas may count toward the general education requirements, with the total number of hours in general education being reduced by that amount. For example, a student working toward a comprehensive area in science would not need the science courses listed above in general education.

B. Professional Education

Education 111, 311	8 hours
Psychology 302	4 hours
Student Teaching, 431, 453, 454	12 hours
Methods in comprehensive or special area	4 hours

TOTAL28 hours

When two comprehensive areas are chosen, one methods course must count in professional education and the second course may count in the second comprehensive area. One methods course may be counted as part of a restricted area.

C. Teaching Areas:

One of the following patterns:

- 1) One comprehensive area (64 hours) and a restricted area (36 hours).
- 2) Two comprehensive areas (64 hours each)
- 3) One special or vocational area (92) hours.

D. Electives:

Enough electives should be added to raise the total number of hours of credit in prepared subjects to 192, of which 76 must be in senior college (300-400 level) courses.

SECONDARY COMPREHENSIVE AREAS 31

Hours

E. Non-Prepared:

Physical Education	12 hours
Men: P.E. 51 and 53 and eight hours of other non-prepared courses.	
Women: P.E. 1 and ten hours of other non-prepared courses.	
Library Science 11	1 hour
Home Economics 22 (Social Orientation)	1 hour

SECONDARY COMPREHENSIVE AREAS

Hours

I. Arts and Crafts

Art 112, 132, 141, 151, 211, 212, 241, 242, 311, 414, 415, 420, 451	52
Art Electives	8
Art 391 or Art Elective if Art 391 is counted in professional education	4
Total required hours	64

II. Biological Science

Science (Botany) 131, 132, 133, 376 and a choice of 300 and 400 courses, including 1 field course	20 or 24
Science (Zoology) 121, 122, 123 and a choice of 300 and 400 courses including 1 field course	20 or 24
Science (Physiology and Hygiene) 171, 372	8
Science 141 or 181	4
Science 417	4
Science 391 or Science elective in Biology if Science 391 is counted in professional education	4
Total required hours	64

III. Business Education

A. With Shorthand

Business *121, 122, 123, 140, **201, 202, 203, *211, 212, 213, 305, 308, 330, 331, 490	60
Business 390 or Directed Business Elective if Business 390 is counted in professional education	4
Total required hours	64

B. Without Shorthand:

Business *121, 122, 123, 140, **201, 202, 203, 214, 305, 308, 330, 331, 490	52
Directed Business Elective	4
Science 257	4
Business 390 or Directed Business Elective if Business 390 is counted in professional education	4
Total required hours	64

*Students who have received credit for one or more years of this subject in high school may enroll in this course only on a non-credit basis. Students who do not enroll in Business 121 or Business 211 for credit must clear with the department chairman on all substitutions.

**Students who have received credit for one or more years of bookkeeping or accounting in high school must enroll in Business 201a. Students who do not enroll in Business 201 or 201a for credit must clear with the departmental chairman on all substitutions.

32 SECONDARY COMPREHENSIVE AREAS

Hours

IV. General Science

Science (Botany and Zoology)	16 or 20
Science (Chemistry and Physics)	16 or 20
Science (Astronomy, including Science 113)	8
Science (Geology including Science 154)	8
Mathematics 101	4
Science 458	4
Science 391 or Science Elective if Science 391 is counted in professional education	4
Total required hours	64

V. Health, Physical Education, and Recreation

A. Men

Science 121, 123 or 175, 171, 372, 374	20
(Science 123 and 175 are both required if student anticipates master's degree in Physical Education and Biological Science)	
Physical Education 151, 171, 172, 253, 254, 255, 451, 454, Recreation 400	32
Physical Education 471, 472, 473 (2 hours), 474 (2 hours)	8
Physical Education 391 or Physical Education Elective if Phys- ical Education 391 is counted in professional education	4
Total required hours	64
Non-Prepared Physical Education required	24
(Physical Education 51 (4 hours), 52, 53, 54, 55; 12 hours of other non-prepared physical education. Physical Education 171 or 172 prerequisite for 51.)	

B. Women

Science 121, 123, 171, 372, 374	20
Physical Education 151, 205, 253, 301, 303, 392, 422, 451	28
Recreation 400	4
Electives Physical Education or Recreation	8
Physical Education 391 or physical education elective if Physical Education 391 is counted on professional education	4
Total required hours	64
Non-Prepared Physical Education required	24
(Guided electives)	

VI. General Home Economics

Home Economics 131 (2 hours), 190 (2 hours), 211, 212, 222, 224 or 321, 323, 331, 332, 431, 433, 438	44
Art 132	4
Science 141, 376, 458	12
Home Economics 391 or 492 or Home Economics Elective if either of these is counted in professional education	4
Total required hours	64

VII. Industrial Education

Industrial Education (Drawing) 101, 102, 103, 201, 202, 301, 302, 303, 404	8
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SECONDARY COMPREHENSIVE AREAS 33

	Hours
Industrial Education (Electricity) 165, 166, 267, 268, 365, 366, 367, 368, 369	8
Industrial Education (Metal) 121, 131, 141, 221, 242, 262, 317, 325, 363, 421	12
Industrial Education (Printing) 151, 152, 251, 252, 253, 254, 352, 353, 354, 355, 457	8
Industrial Education (Wood) 111, 112, 211, 212, 318, 411, 412	12
Industrial Education 374 or 375	4
Industrial Education Elective	4
Art 341	4
Industrial Education 391 or Industrial Education Elective if Industrial Education 391 is counted in professional education	4
Total required hours	64

Non-Prepared Industrial Education 50 is required 1
 Students who elect the comprehensive area in Industrial Education will take Mathematics 110 to meet the general education mathematics requirements, and Science 181 and 183 to meet the general education science requirements. However, students who have a major in mathematics will not take Mathematics 110.

VIII. Language Arts (English)

English or Speech (Basic Communications) 101, 102, 103	12
English 214, 230, 231, 250, 251, 311, 416	28
Speech 156 or 161, 380	8
English (Literature, junior-senior courses)	12
English 391 or English Elective if English 391 is counted in professional education	4
Total required hours	64

IX. Languages

(68 hours in any two languages with a minimum of 28 hours in each language. A student who has not earned two years of high school credit in each language will be required to take up to 8 additional hours in each language in which certification is desired.)

French and Spanish	64
Foreign Language 392 or Foreign Language Elective if Foreign Language 392 is counted in professional education	4
Total required hours	68

French and Latin or Spanish and Latin	64
Foreign Language 391 or 392 or Foreign Language Elective if either of these is counted in professional education	4
Total required hours	68

English (must include 8 hours in Speech) and one of the following Foreign Languages: French, Latin, Spanish	64
Foreign Language 391 or 392 or Foreign Language Elective if either of these is counted in professional education	4
Total required hours	68

34 SECONDARY COMPREHENSIVE AREAS

Hours

X. Mathematics

Mathematics 111*, 112*, 113, 110 or 212, 221, 223, 331, 332, 422, 431, 441	44
Electives from any of the following courses:	16
Business 201, 202, 203, 301	
Industrial Education 101, 102, 103, 303	
Mathematics (advanced electives)	
Science (Chemistry, Geology, Physics)	
Science 253, 258, 301	
Social Studies 110, 210, 214, 310, 311 and other courses in economics.	
Mathematics 391 or elective from above list if Mathematics 391 is counted in professional education	4
Total required hours	64

*Students who have had two full years of algebra (equivalent of Mathematics 111) and/or trigonometry equivalent of Mathematics 112) in high school must substitute electives in mathematics such as Mathematics 415, 433, 451, etc.

XI. Music

Music 111, 112, 113, 121, 122, 123, 211, 212, 213, 221, 222, 223	33
Principal Applied	6
Principal Ensemble	6
Secondary Applied	3
Music Education, senior college courses	12
Music 391 or 394, or Music Education elective if either of these is counted in professional education	4
Total required hours	64

XII. Physical Science and Mathematics

A. Science (Physics) 28 or 32 hours; Mathematics 32 or 28 hours* Science 391 or Mathematics 391 or Elective in Science (Physics) or Mathematics if either of these is counted in professional education	60 4
Total required hours	64
B. Science (Physics) 28 or 32 hours; Science (Chemistry) 32 or 28 hours**	60
Science 391 or Science (Physics or Chemistry) Elective if Science 391 is counted in professional education	4
Total required hours	64
C. Science (Chemistry) 28 or 32 hours**; Mathematics 32 or 28 hours*	60

All students who select Physical Science as a comprehensive area are urged to elect Industrial Education 101 (Mechanical Drawing) to satisfy four of the 8 hours required to be chosen from Fine Arts, Foreign Language, Philosophy, and Practical Arts under the general education requirements.

*Mathematics must include 8 hours of calculus.

**Science 413 and 414 may not be counted towards these requirements.

SECONDARY COMPREHENSIVE AREAS 35

Hours

Science 391 or Mathematics 391 or Elective in Science (Chemistry) or Mathematics if either of these is counted in professional education	4
<hr style="border: 0.5px solid black;"/>	
Total required hours	64

XIII. Social Studies

Social Studies (Economics) 110 and economics elective	8
Social Studies (Government) 130 and government elective	8
Social Studies (History) 261, 262, 263, 351, 352, 354, 355	28
Social Studies (Sociology) 170 and sociology elective	8
Science (Geography) 151, 251	8
Social Studies 305 or Elective in Social Studies or Science (Geography) if Social Studies 305 is counted in professional education	4
<hr style="border: 0.5px solid black;"/>	
Total required hours	64

XIV. Speech

Speech 156, 161, 261, 265, 318, 380	24
Special Education 242, 344	8
Specialized areas in Speech—20 hours in one of the following:	
Speech (forensics) 211, 256, 361, 356, 456	
Speech (theater) 174, 277, 281, 375, 376	
Speech (radio) 314, 316, 317, 319, 320	
Speech (oral interpretation) 266, 279, 365, 366, 465	20
Directed electives from the following: Speech 381, 421, 422, 423, 424, 474, 477, 478, 479	8
Speech 391 or Speech elective if Speech 391 is counted in professional education	4
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Total required hours	64

XV. Speech Correction and Hearing Therapy

Special Education 242, 262, 324, 345, 352, 369, 425, 428, 433, 435, 446, 453, 464, 470	56
Science 479	4
Speech 211	4
<hr style="border: 0.5px solid black;"/>	
Total required hours	64

Special Education 455 is counted in professional education.

XVI. Speech Correction and Certificate for Special Class (Mentally Retarded)

Special Education 242, 262, 345, 352, 369, 425, 428, 436, 437, 446, 453, 464, 470	52
Art 131	4
Science 479	4
Speech 211	4
<hr style="border: 0.5px solid black;"/>	
Total required hours	64

Special Education 455 is counted in professional education.

SECONDARY RESTRICTED AREAS

Art

Art and Crafts

	Hours
Art 132, 212, 241, 242, 331, 342, 344, 391, 417	16
Art 112, 141, 211, 311, 341, 414, 415, 416, 420	16
Art 151, 451	4
Total required hours	36

Business Education

Bookkeeping and Typewriting

Business *121, 122, 123, **201, 202, 203, 214	28
Business Elective from the following: Business 140, 331	4
Business 490	4
Total required hours	36

General Business

Business 140, 240, 308, 331	16
Business Elective from the following: Business 305, 340	4
Science 257	4
Social Studies 210, 214	8
Business 490	4
Total required hours	36

Retail Selling

Business 140, 305, 331, 334 (2 hrs.), 335, 337, 338 (2 hrs.), 447 ..	28
Science 257	4
Business 490	4
Total required hours	36

Shorthand and Typewriting

Business *121, 122, 123, *211, 212, 213, 236	28
Business Elective from the following: Business 140, 330	4
Business 490	4
Total required hours	36

*Students who have received credit for one or more years of this subject in high school may enroll in this course only on a non-credit basis. Students who do not enroll in Business 121 or Business 211 for credit must clear with the department chairman on all substitutions.

**Students who have received credit for one or more years of bookkeeping or accounting in high school must enroll in Business 201a. Students who do not enroll in Business 201 or 201a for credit must clear with the departmental chairman on all substitutions.

English

English

English 214, 230, 231, 250, 251, 311	24
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SECONDARY RESTRICTED AREAS 37

Hours

English (Senior College Literature)	12
Total required hours	36

Journalism

English 116, 216, 316	12
English 301, 302, 303, 305, 312, 318, 319, 416, 417, Business 337, Social Studies 373	12
English Electives	12
Total required hours	36

Foreign Language

Foreign Language

Any of the following foreign languages: French, Latin, Spanish	36
(8 additional hours are required if two units have not been earned in high school.)	

Home Economics

General Home Economics

Home Economics (food and nutrition) 221, 222, 224, 323	8
Home Economics (clothing and textiles) 111, 113, 211, 212	8
Home Economics (home management) 331, 332, 431, 432	8
Home Economics (family relationships) 131 (2 hours), 233 (2 hours), 433, 438	8
Science 458	4
Total required hours	36

Industrial Education

General Shop

Industrial Education 101, 374, and one of the following: Industrial Education 375 or 391	12
Industrial Education from two of the following: Wood, Metal, Printing, and Electricity	16
Industrial Education Electives from comprehensive area	8
Total required hours	36
Non-Prepared Industrial Education 50 is required	1

Special Shop

8 courses in one of the Industrial Education fields listed in the comprehensive area: Drawing, Electricity, Metal, Printing, Wood	32
Industrial Education 375 or 391	4
Total required hours	36
Non-Prepared Industrial Education 50 is required	1

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38 SECONDARY RESTRICTED AREAS

Library Science

School Librarian Certificate (Provisional)

Library Science

Library Science 206, 311, 312, 322, 424, 426	24
Education 441	4
Total required hours	28

Mathematics

Mathematics

Mathematics 111*, 112*, 113, 110 or 212, 221, 223 or 422, 331 332, 441	36
Total required hours	36

*Students who have had two full years of algebra (equivalent of Mathematics 111) and/or trigonometry (equivalent of Mathematics 112) in high school must substitute electives in mathematics such as Mathematics 431, 433, 451, etc.

Music

Instrumental Music

Music (theory) 111, 112	8
Principal Instrument	6
Principal Ensemble	2
Music 381, 394	8
Music 460, 465, 470, 475, 478, 479, 491	10
Music Elective	2
Total required hours	36

Vocal Music

Music (theory and literature) 111, 112, 232	12
Principal Instrument	6
Principal Ensemble	2
Secondary Instrument	4
Music 382, 391, 492	12
Total required hours	36

Physical Education

Physical Education

A. Men

Physical Education 151, 171, 172, 253, 254, 255, 451 or Recrea- tion 400	24
Physical Education 471, 472, 473, 474	4
Science 171, 175	8
Total required hours	36

(A restricted area in Physical Education does not permit the holder be a head coach.)

B. Women

Physical Education 151, 205, 301, 302, 303 (2 hours), 391, 451 ..	26
Recreation 400	4
Guided electives in Physical Education	6
Total required hours	36

Recreation

A. Men

Physical Education 171, 172, 353, Recreation 400	16
Physical Education 471, 472, 473, 474	4
Art 131	4
Music 201	4
Industrial Education 111	4
Speech 380	4
Total required hours	36

B. Women

Physical Education 151, 203 or 303, 301 or 302, 391 or 392, 451	18
Recreation 220, 400, 455, 430	14
Guided Electives	4
Total required hours	36

Science

Biology

Science 121, 122, 123 and 300 and 400 courses upon advice of counselor	16
Science 131, 132, 133 and 300 and 400 courses upon advice of counselor	16
Science 417	4
Total required hours	36

Chemistry

Science 141, 142, 143, 241, 341, 342, 343, 345, 440, 441, 442, 443, 444, 445, 446, 448, 449	36
Total required hours	36

Earth Science

Science 151, 154, 255, 256, 258, 301, 356	28
Science (Geography) Electives	8
Total required hours	36

General Science

Science (Botany and Zoology)	16
Science (Chemistry and Physics)	16
Science 458	4
Total required hours	36

Geography

Science 151, 251, 253, 257, 258	20
Electives in Science (Geography)	16
Total required hours	36

40 SECONDARY RESTRICTED AREAS

	Hours
Health and Safety Education	
Science 171, 175, 271, 372, 374, 376	24
Any two of: Science 471, 473, 474, 477	8
Physical Education:	
Men take Physical Education 253	
Women take Physical Education 253 and 393	4
Total required hours	36
*Physics	
Science 181, 182, 183, 381, 382, 383, 481, 482, 483, 485, 486	36
Total required hours	36

*It is recommended that all students who select Physics as one of their restricted areas, or as part of a comprehensive area, elect Industrial Education 101 (Mechanical Drawing) to satisfy four of the eight hours required to be chosen from Fine Arts, Philosophy, Foreign Language, and Practical Arts.

Social Studies

History

Social Studies (History) 261, 262, 263, 351, 352, 354, 355	28
Science (Geography) 151, 251	8
Total required hours	36

Social Science*

Social Studies (Economics) 110 and economics electives	12
Social Studies (Government) 130 and government electives	12
Social Studies (Sociology) 170 and sociology electives	12
Total required hours	36

*Teaching certificate will bear title of "Social Studies" for this restricted area.

Speech

Radio

Speech 211, 265, 315, 317, 318, 319, 320	28
Any two of the following: Speech 314, 316, 340, 341	8
Total required hours	36

Speech

Speech 156, 161, 256, 261, 356, 361	8
Speech 174, 277, 281, 381, 481	8
Speech 265, 318, 319, 320	8
Special Education 242, 344	8
Speech Elective from courses above	4
Total required hours	36

SECONDARY RESTRICTED, SPECIAL-VOCATIONAL AREAS 41

Special Education

	Hours
Speech Correction	
Special Education 242, 262, 324, 345, 352, 428, 446	28
Science 479	4
Speech 211	4
	<hr/>
Total required hours	36

(To meet the state requirements for Speech Correctionist Certificate additional courses Special Education 425, 453, 464 and 470 must be taken.)

Hearing Therapy

Special Education 242, 262, 324, 345, 352, 425, 433, 435	32
Speech 211	4
	<hr/>
Total required hours	36

(To meet the state requirements for the Hearing Therapist Certificate the additional courses Special Education 428, 464, 470, and Science 479 must be taken.)

SPECIAL AND VOCATIONAL AREAS

When a student meets the requirements for a special area or the vocational area in home economics, outlined below, the provisional certificate is valid for teaching and supervising in all grades of the public schools of Indiana in the subjects in which it is issued. When the pattern of subject group participation is the vocational area in trade and industrial education, the certificate is valid for the service and area of service specified for the particular certificate pattern.

I. Arts and Crafts

	Hours
Art 132, 212, 241, 242, 331, 341, 344, 420	32
Art 112, 141, 211, 311, 314, 414, 415	28
Art 151, 451	8
Speech 380	4
Industrial Education 101	4
Art 417 or Home Economics 212	4
Art Electives from Art 131, 210, 250, 251, 312, 342, 411, 416, 418, 419, 421, 441	12
	<hr/>
Total required hours	92
Art 391 (to be counted in professional education)	4

II. Business Education

Courses required under the comprehensive area in Business Education with Stenography	64
Science 257	4
Social Studies 210, 214	8
Business Electives	16
	<hr/>
Total required hours	92
Business 390 (to be counted in professional education)	4

42 SECONDARY SPECIAL-VOCATIONAL AREAS

	Hours
III. Distributive Education	
Business 225, 305, 334 (2 hrs.) 335, 337, 338 (2 hrs.), 447	24
Home Economics 111, 212 or 331	8
Art 132, 212	8
Science 257	4
Industrial Education 412, 485, 486	12
Restricted area in some allied field such as:	
Bookkeeping and Typing	
Typing and Shorthand	
Home Economics	
Industrial Education	
Social Studies	36
Total required hours	92

IV. Health, Physical Education, and Recreation (Men)

Students who realize the advisability of additional preparation in Health, Physical Education, and Recreation may extend the comprehensive area curriculum in Health, Physical Education, and Recreation to as much as ninety-two (92) hours. In addition, Physical Education 396 will be counted in professional education. Students electing this special area should consult with the chairman of the Department of Physical Education for Men.

V. Health, Physical Education, and Recreation (Women)

Requirements in Comprehensive Area	64
Science Electives	8
Physical Education and Recreation Electives	20
Total required hours	92

VI. Home Economics (Vocational Certificate)

Home Economics 111, 131 (2 hours), 190 (2 hours), 211, 212, 222, 233 (2 hours), 321, 323, 331, 332, 431, 432, 433, 438, 492	58
Home Economics Electives or Electives in related fields as approved by the chairman of the Home Economics Department	26
Art 132	4
Science 344, 376	8
Total required hours	96
Home Economics 391 (to be counted in professional education)	4
Students take Art 151, Science 141, 171, 281 as part of General Education requirements in place of Science 111, 112, 113. See page 30.	

Students who wish to be certified in any restricted area must meet not only the above requirements for the Home Economics Vocational Certificate, but also meet the requirements for the General Home Economics Comprehensive Area page 32. In such a case, the student must take Science 458.

SECONDARY SPECIAL-VOCATIONAL AREAS 43

VII. Industrial Education

	Hours
Industrial Education (Drawing) 101, 102, 103, 201, 202, 301, 302, 303, 404	12
Industrial Education (Electricity) 165, 166, 267, 268 365, 366, 367, 368, 369	8
Industrial Education (Metal) 121, 131, 141, 221, 242, 262, 322, 325, 363, 421	12
Industrial Education (Graphic Arts) 151, 152, 251, 252, 253, 254, 352, 353, 354, 355, 457	8
Industrial Education (Wood) 111, 112, 211, 212, 411, 413	8
Industrial Education 318, 404, Art 341, and Industrial Education Elective	16
Industrial Education 374, 375, 477, 491, 492	20
Electives from any of the above areas	8
Total Required hours	92
Industrial Education 391 (to be counted in professional education)	4
Non-Prepared Industrial Education 50 is required	1

Students who elect the special area in Industrial Education will take Mathematics 110 and 112 and Science 181 and 183 to meet the general education requirements. Students who have a major in mathematics will not take Math 110.

Students in the freshman and sophomore years will elect their shop work from the following courses: Industrial Education 111, 112, 121, 131, 151, 152, 165, 166, 211, 221, 242, 251, 253, 262, 267, and 268. Students in the junior and senior years should specialize in some one Industrial Education area.

Professional requirements for tradesmen who desire to teach vocational industrial education are listed below, see VIII.

VIII. Vocational Teacher Training Courses for Trade and Industrial Teachers

Special opportunities are offered for tradesmen 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; and (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 Education curriculum, except as to the vocational emphasis to be placed upon the Shop Work and Vocational Education courses during the junior and senior years.

The State Board of Education requires teachers of Shop Work to supplement the four-year curriculum in residence by three years of successful industrial trade experience. For complete details as to the requirements, see License Standard for Trade and Industrial Education, State Board of Vocational Education, Indianapolis, Indiana.

The courses listed below 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, or raise the grade of their license, are required to take a minimum of approved Vocational Teacher Training Courses as outlined in the License Standards as referred to above.

A. Entrance Requirements:

- (1) Graduation from a commissioned high school or equivalent scholarship;
- (2) Three years of practical experience beyond the apprentice stage.

44 SECONDARY SPECIAL-VOCATIONAL AREAS

B. Courses in Residence:

	Term	Hrs.	Clock	Hrs.
375. Organization of Instructional Material	2 to 4		24 to	48
391. Methods of Teaching Shop and Related Subjects	2 to 4		24 to	48
465. Trade and Occupational Analysis	2 to 4		24 to	48
475. Education and Vocational Guidance	4		48	
477. Shop Organization	2 to 4		24 to	48
480. Industrial Vocational Psychology	4		48	
486. Industrial Vocational Coordination	4		48	
491. History and Theory of Industrial Education	4		48	
492. Organization and Administration of Trade and Industrial Education	4		48	

C. Courses in Extension:

465. VEE Trade Analysis	4	48
476. VEE Methods of Teaching Trade Extension Classes	4	48
484. VEE Practice Teaching	4	48
486. VEE Industrial Vocational Coordination	4	48

All the courses listed in B and C above will be offered in extension centers when groups of sufficient size make request to the State Vocational Department, and a satisfactory schedule for the teacher trainer can be arranged. Courses designated VEE will be offered in extension classes only.

Organized courses in conference leadership and foreman training are also included in this department. These courses are of varying lengths and are not given for credit. 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.

IX. Language Arts (English)

Students who realize the advisability of additional preparation in Language Arts (English) may extend the comprehensive area curriculum to as much as ninety-two (92) hours. In addition, English 391 will be counted in professional education. Students electing the Language Arts (English) special area should consult the chairman of the English Department.

X. Music

	Hours
Music 111, 112, 113, 121, 122, 123, 211, 212, 213, 221, 222, 223....	33
Principal Applied	6
Principal Ensemble	6
Secondary Applied	3
Music Education, senior college courses	44

Total required hours

Music 394 (to be counted as part of professional education) 4

*Current sophomores, juniors and seniors will follow the curriculum defined in the Bulletin of their freshman year.

XI. Social Studies

All courses required under the comprehensive area in Social Studies	64
Directed electives	28

Total required hours

Social Studies 305 (to be counted in professional education) 4

SECONDARY SPECIAL-VOCATIONAL AREAS 45

XII. Special Education

	Hours
Special Education 242, 262, 324, 345, 352, 369, 425, 428, 433, 435, 436, 437, 446, 453, 464, 470, 474, 480	72
Speech 211	4
Art 131	4
Education 395, 463	8
Science 479	4
Total required hours	92
Special Education 455 (to be counted in professional education)	4

XIII. Speech

Any student who desires to extend the comprehensive area in Speech to a special area in Speech may do so by electing additional Speech courses for a total of ninety-two (92) hours. In addition, Speech 391 will be counted in professional education. Students should consult the Chairman of the Department.

OTHER CERTIFICATES

Driver Education Certificate

While no specific curriculum is given in this area, persons holding or expecting to hold a secondary teacher certificate may meet the course requirements for the Driver Education Certificate by obtaining credit for Education 439 and 440. The grade of this certificate becomes the grade of the Indiana Secondary Teacher Certificate to which it is attached on issue.

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Other Than Teaching Curricula

The curricula outlined on the following pages are for those students who are interested in pursuing study in other than teaching areas. None of the curricula, upon successful completion, is designed to qualify a student for a teaching certificate.

LIBERAL ARTS CURRICULUM

This four-year cultural curriculum, leading to either the Bachelor of Arts or Bachelor of Science degrees, has been outlined to fulfill the basic courses of study for those students who are not preparing for the teaching profession. This liberal arts curriculum serves as preparatory study and background for students contemplating graduate work.

Degrees: Bachelor of Arts or Bachelor of Science

General Education:

	Hours
Art, English (Literature) or Music	12
English or Speech (Basic Communications) 101-102-103	12
General Humanities 201-202-203	12
Mathematics 101 or 212	4
Philosophy or Psychology	4
Any two of: Science 111, 112, 113	8
Social Studies 101, 102, 103	12

Specialization Areas:

Major area	48 to 60
Minor area	28
Electives	16 to 28

Other Requirements:

If candidate is seeking a Bachelor of Arts degree:	
Foreign Language	24
If candidate is seeking a Bachelor of Science degree:	
Directed Electives	24
Total required hours	192

Non-Prepared Requirements:

Physical Education (Physical Education 51 and 53 are required for men) P.E. 1 required for women	12
Library Science 11	1
Home Economics (Social Orientation) 22	1

Nursing Curriculum

In Cooperation with St. Anthony and Union Hospitals in Terre Haute
Degree: Bachelor of Science in Nursing

A. Freshman Year

	Hours
1. Professional Courses:	
Science 171 (Personal Hygiene)	4
Science 271 (Community Hygiene)	4
2. General Education:	
English or Speech (Basic Communications) 101-102-103	12
English 220 (Introduction to Literature)	4
Mathematics 101 (General Mathematics)	4
Science 231 (Household Physics) also listed as Home Economics 231	4
Social Studies 102 (Economic Institutions)	4
Social Studies 103 (Government Institutions)	4
3. Nursing 100 (Introduction to Nursing)	4
4. Elective from Art 131, Foreign Language 103	4
Total prepared hours	48
5. Non-Prepared Courses:	
Home Economics 22 (Social Orientation)	1
Library Science 11	1
Physical Education	6
Total non-prepared hours	8

B. Sophomore Year

(Additional courses offered on the college campus and listed in the Hospital School of Nursing program for which college credit is given.)

1. Psychology 220 (General Psychology)	4
2. Nursing 230, 231 (Introduction to General Nursing)	8
3. Nursing 270 (Nutrition, Foods, Cookery)	3
4. Science 141N (Inorganic Chemistry for Nurses)	4
5. Science 210N, 211N (Physiology and Anatomy for Nurses)	8
6. Science 376N (Introductory Bacteriology)	4
7. Social Studies 171 (Sociology for Nurses and Pre-Medic Students)	4
8. Nursing 222 (History of Nursing)	2
Total prepared hours in Hospital School of Nursing program....	38
9. Non-Prepared Courses:	
Physical Education 15 (Beginning Modern Dancing) or Physical Education 25 (Beginning Swimming)	2
Physical Education 31 (Basic Principles of Posture)	2
Total non-prepared hours	4

C. Junior and Senior Years

1. Psychology 426 (Psychology of Personality and Adjustment)	4
2. English 311 (Junior English Composition)	4
3. Electives	8
Guided electives to be selected upon approval of the Chairman of the Department of Nursing.	
Total prepared hours in junior and senior years	16
Total Hours Earned in the College	64
Credit for graduation from an Accredited Hospital School of	

48 NURSING—ART

Nursing	92
Courses in the Hospital School of Nursing program for which College credit is given	38
College credits required for the Degree of Bachelor of Science in Nursing	64

Total Prepared Hours for the Bachelor of Science in Nursing ..192

Note: Credit will be accepted by transfer from other standard colleges and universities for any of above college courses provided that not less than 48 quarter hours are earned at Indiana State Teachers College.

CURRICULUM FOR REGISTERED NURSES

Graduate nurses who have completed their nursing since 1950, upon consultation with the Chairman of the Department of Nursing, may be granted college credit of 92 quarter hours for the off-campus part of their nursing course. Additional credit hours will be allowed for courses included in the Hospital School of Nursing program for which the student is registered in the College. Completion of the requirements will lead to the Degree of Bachelor of Science in Nursing, or Bachelor of Science Degree in Nursing Education.

Graduate nurses who completed their nursing course prior to 1950, upon consultation with the Chairman of the Department of Nursing will be granted college credit for the off-campus part of their nursing course in accordance with the catalog statement in effect at the time work toward the Bachelor of Science degree in Nursing was started.

Graduate nurses working toward the Bachelor of Science degree in Nursing Education will be required to take five courses selected from the following: N400, 401, 421, 422, 440, 441, 450.

	Hours
Credit for R. N.	92
Basic Communications 101, 102, 103	12
Mathematics 101	4
Philosophy 101	4
Social Studies 171 (or 101), 102, 103	12
Art 131 or Foreign Language 103	4
Psychology 220, 421, 426	12
English 220, 311	8
English 230, 231, 251	4
Science 271, 281, 405, 473	16
Special Education 369	4
Guided electives to be selected from the following	20
Nursing 400, 401, 421, 422, 440, 441, 450	
Science 476	
Social Studies 371, 375, 470, 475, 478, 479	
Total required hours	192

ART FOUR-YEAR CURRICULUM

Degree: Bachelor of Science

The following four-year curriculum is offered for those students who would like to pursue a general art course, but who are not seeking certification as an art teacher. Any credits earned under this curriculum, however, may be applied toward the four-year curriculum which leads to a teacher's certificate.

Required Art Courses:	Hours
Art 112, 132, 141, 211, 311	20

ART—SECRETARIAL SCIENCE 49

	Hours
Art 151, 251, 451	12
Art Electives as directed by counsellor.....	68
	<hr/>
	100

General Education Courses:

English or Speech (Basic Communications) 101-102-103	12
English 241, 242, 311	12
Mathematics 101 or 110 or 212	4
Music (Music Appreciation) 233	4
Philosophy 204	4
Science 111, 112	8
Social Studies 101-102-103	12
	<hr/>
	56

Total required hours 156

Electives:

Enough to raise the total number hours of credit in prepared subjects to 192 hours, of which at least 76 must be in junior and senior courses 36

Grand total required hours 192

Non-Prepared Courses:

Physical Education (Physical Education 51 and 53 required for men)	12
Library Science 11	1
Home Economics (Social Orientation) 22	1

BUSINESS FOUR-YEAR CURRICULA

Degree: Bachelor of Science

The following four-year curricula are offered for those students who wish to qualify themselves for executive and semi-executive positions in business.

Secretarial Science Curriculum

	Hours
Required Business Courses:	
Business *121, 140, **201, 240, 305, 308, 330, 331, 340	36
Business 122, 123, 202, *211, 212, 213, 214, 236, 237, 238, 333, 431, 439	48
	<hr/>
	84
General Education:	
English or Speech (Basic Communications) 101-102-103....	12
English 311	4
Psychology 220, 426	8

*Students who have received credit for one or more years of this subject in high school may enroll for this course only on a non-credit basis. Students who do not enroll in Business 121 or Business 211 for credit must clear with the department chairman on all substitutions.

**Students who have received credit for one or more years of bookkeeping or accounting in high school must enroll in Business 201a. Students who do not enroll in Business 201 or 201a must clear with the department chairman on all substitutions.

50 SECRETARIAL SCIENCE—BUSINESS ADMINISTRATION

	Hours
Home Economics 133, 212, 213, 332, 432, 433	4
Mathematics 101, 212	4
Science 171, 257	8
Social Studies 101-102-103	12
Speech 161, 211, 261	8
	60
Electives Total required hours	144
	48
	192
Non-Prepared Courses:	
Physical Education (Physical Education 51, 53 required for men)	12
Library Science 11	1
Home Economics 22 (Social Orientation)	1

Accounting-Business Administration Curriculum

Required Business Courses:	
Business *121, 140, **201, 240, 305, 308, 330, 331, 340	36
Business 202, 203, 214, 215, 216, 301, 401, 404, 411, 412, 413, 414, 415, 463, 464	56
	92
General Education:	
English or Speech (Basic Communications) 101-102-103	12
English 311	4
Mathematics 212, 441	8
Science 151, 257	8
Social Studies 101-102-103, 210, 214	20
Speech 161, 211, 261	8
	60
Electives Total required hours	152
	40
	192
Non-Prepared Courses:	
Physical Education (Physical Education 51, 53 required for men)	12
Library Science 11	1
Home Economics 22 (Social Orientation)	1

Merchandising-Business Administration Curriculum

Required Business Courses:	
Business *121, 140, **201, 240, 305, 308, 330, 331, 340	36
Business 334 (2 hrs.), 335, 337, 338 (2 hrs.), 447, 450	20
Directed Electives in Business and Allied Areas	24
	80

*See note bottom of preceding page.

**See note bottom of preceding page.

For the
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Hours

General Education:

English or Speech (Basic Communications) 101-102-103	12
English 311	4
Mathematics 212, 441	8
Science 151, 257	8
Social Studies 101-102-103, 210, 214	20
Speech 161, 211, 261	8

60

Total required hours	140
Electives	52

Grand total required hours 192

Non-Prepared Courses:

Physical Education (Physical Education 51, 53 required for men)	12
Library Science 11	1
Home Economics 22 (Social Orientation)	1

General Business Administration Curriculum

Required Business Courses:

Business *121, 140, **201, 240, 305, 308, 330, 331, 340	36
Business 202, 333, 404, 440, 463, 464	24
Directed Electives in Business	36

96

General Education:

English or Speech (Basic Communications) 101-102-103	12
English 311	4
Mathematics 212, 441	8
Science 151, 257	8
Social Studies 101, 102, 103, 210, 214	20
Speech 161, 211, 261	8

60

Total required hours	156
Electives	36

Grand Total required hours 192

Non-Prepared Courses:

Physical Education (Physical Education 51, 53 required for men)	12
Library Science 11	1
Home Economics 22 (Social Orientation)	1

SHORT BUSINESS CURRICULA

For the business student who finds it impossible to complete either of the four-year teaching or other than teaching curricula, a short curriculum to meet the specific needs of the student will be planned cooperatively with the Chairman of the Department of Business and the College Registrar. Such offerings will prepare the student for business positions in typing, stenography, and accounting. Any credits earned on this curriculum are applicable toward the completion of a four-year curriculum.

*See note bottom of next page.

**See note bottom of next page.

Hours

Accounting

Business *121, 140, **201, 202, 203, 214, 215, 216, 240, 301 305, 330, 331, 401, 404, 411, 412, 413, 415	72
English or Speech (Basic Communications) 101-102-103	12
Mathematics 101 or 212	4
Science 171	4
Social Studies 102	4
Total required hours	96
Non-Prepared Requirements:	
Physical Education	6

Secretarial

Business *121, 122, 123, 140, **201, 202, 211, 212, 213, 214, 236, 237, 238, 240, 330, 331, 431, 432	68
English or Speech (Basic Communications) 101-102-103	12
English 214	4
Mathematics 101 or 212	4
Social Studies 102	4
Science 171	4
Total required hours	96
Non-Prepared Requirements:	
Physical Education	6

JOURNALISM CURRICULUM

Degree: Bachelor of Arts or Bachelor of Science

General Education:

Art, Literature, and Music	12
English or Speech, (Basic Communications) 101-102-103	12
General Humanities 201-202-203	12
Mathematics 101 or 212	4
Psychology or Philosophy	4
Science 111, 112, 113	8
Social Studies 101-102-103	12

English (Journalism):

English 116, 216, 301, 302, 303, 305, 312, 316, 318, 319, 417	44
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English (Literature):

English 221, 250, 251 and one 300 or 400 course	16
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English (Composition and Grammar):

English 214, 311, 401	12
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Other Requirements: (Journalism)

If a candidate is seeking a Bachelor of Arts Degree:	
Foreign Language	24

If a candidate is seeking a Bachelor of Science Degree:	
Social Studies	24

* Students who have received credit for one or more years of this subject in high school may enroll in this course only on a non-credit basis. Students who do not enroll in Business 121 or Business 211 for credit must clear with the department chairman on all substitutions.

** Students who have received credit for one or more years of bookkeeping or accounting in high school must enroll in Business 201a. Students who do not enroll in Business 201 or 201a for credit must clear with the department chairman on all substitutions.

JOURNALISM—MEDICAL TECHNOLOGY—PRE-DENTAL 53

Hours

Electives:	82
Recommended: Art 250, Education 314, 443; Industrial Education 251; Speech 419; Social Studies 230, 231, 373.	
Total prepared hours	192
Non-Prepared Subjects:	
Physical Education (P.E. 51 and 53 are required for men)	12
Library Science 11	1
Home Economics 22 (Social Orientation)	1

MEDICAL TECHNOLOGY CURRICULUM*

English or Speech (Basic Communications) 101-102-103	12
English 311	4
Mathematics 111, 112, 113	12
Science 121, 122, 123, 171, 172, 271, 376	28
Science 141, 142, 143, 241, 341, 342, 343, 440	32
Science 181, 182, 183, and elective in Science (Physics)	16
Social Studies 101-102-103	12
Recommended Electives as follows:	
English (Literature)	
Philosophy	
Psychology	
Science 421	

Total required hours **144**

Non-Prepared Requirements:

Physical Education (Physical Education 51, 53 required for men)	12
Library Science 11	1
Home Economics 22 (Social Orientation)	1

* Upon completion of this curriculum and a year in Medical Technology at St. Anthony Hospital or Union Hospital, the student will be entitled to a Bachelor of Science degree.

PRE-DENTAL CURRICULUM

First Year

English or Speech (Basic Communications) 101-102-103	12
Mathematics 111, 112, 113	12
Science (Chemistry) 141, 142, 143	12
Science (Zoology) 121, 122, 123	12

Second Year

Science (Chemistry) 341, 342, 343	12
Science (Physics) 181, 182, 183	12
Science (Physics) Elective	4
Science 421, 422, and Electives	20

Total prepared hours **96**

PRE-ENGINEERING CURRICULUM

First Year

English or Speech (Basic Communications) 101-102-103	12
Industrial Education 101, 102, 141	12
Mathematics 111, 112, 113	12
Science (Chemistry) 141, 142, 143	12

Hours
 216, 240, 300
 72
 12
 4
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 Degree: 24
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54 PRE-ENGINEERING—PRE-LAW—PRE-MEDICAL

Hours

Second Year

Mathematics 221, 331, 332	12
Science (Physics) 181, 182, 183, 480	16
Social Studies 102	4
Speech or English (Literature)	4
Electives	12
Total prepared hours	96

FOUR-YEAR PRE-LAW CURRICULUM

Degree: Bachelor of Arts or Bachelor of Science

The following curriculum is sufficiently flexible to meet the entrance requirements of any law school. However, the student must choose courses with discrimination so that his college work shows intelligent patterning. Specific courses must be approved by the faculty advisor to pre-law students and must conform reasonably well with course sequence requirements of the college, especially the major and minor departments.

Students seeking the Bachelor of Arts degree are required to elect 24 hours of foreign languages as part of the electives listed below.

Social Studies	64
Business (or English)	36
English (or Business)	20
Speech	12
Philosophy and/or Psychology (Education or Special Education)	16
Science and/or Mathematics	16
Electives from above and/or Foreign Language	28
Total required hours	192
Non-Prepared Subjects Required:	
Physical Education (Physical Education 51 and 53 required for men)	12
Library Science 11	1
Home Economics 22 (Social Orientation)	1

PRE-MEDICAL CURRICULUM

Degree: Bachelor of Science

Psychology 220, 426	8
English or Speech (Basic Communications) 101-102-103	12
English 311	4
Foreign Language (French, German, or Latin)	24
Mathematics 111, 112, 113	12
Philosophy	8
Social Studies 101-102-103	12
Science 121, 122, 123, 131, 325, 421, 422, 433	32
Science (Chemistry) 141, 142, 143, 241, 341, 342, 343, 440, 442, 443	32
Science (Physics) 181, 182, 183, and any one of 381, 382, 383	16
Electives	32
Total required hours	192

Hours

Non-Prepared:

Physical Education (Physical Education 51, 53 required for men)	12
Library Science 11	1
Home Economics 22 (Social Orientation)	1

PROFESSIONAL MUSIC CURRICULA

Professional Music Curriculum—100-Hour

(with a major in voice, piano, organ, string or wind)

Degree: Bachelor of Science

General Education:

Art and Philosophy (or General Humanities)	12
Psychology 220 (General Psychology)	4
English or Speech (Basic Communications) 101-102-103	12
English 311 (Junior English Composition)	4
Mathematics 101 or 212	4
Science 111, 112, 113	8
Social Studies 101-102-103	12
Total required hours	56

Required Music:

Theory and Harmony	16
Counterpoint	8
Music History and Literature	8
Principal Instrument	48
Secondary Instrument	12
Music Electives	8
Total required hours	100

Electives 36

Enough electives to raise the total number of hours of credit in prepared subjects to 192, of which at least 76 hours must be in junior and senior courses.

Total required prepared hours192

Non-Prepared Requirements:

Physical Education (Physical Education 51, 53 required for men)	12
Library Science 11	1
Home Economics 22 (Social Orientation)	1

Professional Music Curriculum—64-Hour

(with a major in voice, piano, organ, string or wind and a second area of concentration)

Degree: Bachelor of Science

General Education:

Art and Philosophy (or General Humanities)	12
Psychology 220 (General Psychology)	4
English or Speech (Basic Communications) 101-102-103	12
English 311 (Junior English Composition)	4

56 PROFESSIONAL MUSIC—RADIO—TELEVISION

	Hours
Mathematics 101 or 212	4
Science 111, 112, 113	8
Social Studies 101-102-103	12
Total required hours	56
Required Music:	
Theory and Harmony	16
Music History and Literature	8
Principal Instrument (2 hrs. per qtr. for 4 yrs.)	24
Secondary Instrument (2 hrs. per qtr. for 2 yrs.)	12
Music Elective	4
Total required hours	64
Second Area of Concentration	36 or 64
Electives	36 or 8
Total required prepared hours	192
Non-Prepared Requirements:	
Physical Education (Physical Education 51, 53 required for men)	12
Library Science 11	1
Home Economics 22 (Social Orientation)	1

RADIO-TELEVISION CURRICULUM

Degree: Bachelor of Arts or Bachelor of Science

The following four-year curriculum is offered for those students who wish to qualify themselves for positions in commercial or educational radio-television through college study of the radio-television arts. Any credits earned in these courses are applicable toward the four-year curriculum leading to a teaching certificate. These courses also serve as basic preparatory study and background for students contemplating graduate work.

General Education:	
Art, English (Literature), and Music	12
Philosophy or Psychology	4
English or Speech (Basic Communications) 101-102-103	12
Mathematics 101 or 212	4
Science 111, 112, 113	8
Social Studies 101-102-103	12
Total required hours	52
Specialized Education:	
Speech (fundamentals) 211, 265, 266, 366	16
Speech (theatre) 174, 281, 381	12
English (writing) 116, 214	8
Special Education 242	4
Education (audio-visual education) 314, 443	8
Speech (radio-television) 314, 315, 316, 317, 318, 319, 320, 340, 341, 419, 421, 422, 423, 424	56
Total required hours	104
Directed Electives*	36
Grand total required hours	192

*A student may elect 24 hours in a foreign language to complete the requirements for the Bachelor of Arts degree.

Hours

Non-Prepared Requirements:

Physical Education (Physical Education 51, 53 required for men)	12
Library Science 11	1
Home Economics 22 (Social Orientation)	1

PRE-SOCIAL WORK CURRICULUM

Degree: Bachelor of Arts or Bachelor of Science

Successful completion of the following curriculum will enable the student to find employment in certain social work positions and will admit him to a graduate school of professional social work. By careful planning, any social studies major (teaching and non-teaching) may elect the sequence of courses in social work during the junior and senior years. For a description of social work courses, see page 181. Students who contemplate social work as a profession should consult the faculty advisor on these courses before enrolling.

General Education Requirements:

English or Speech (Basic Communications) 101-102-103	12
English 311	4
General Humanities 201, 202, 203	12
Mathematics 101 or 212	4
Science (Physiology and Hygiene) 171 or 172, and 271	8
Social Studies (Government) 110, (Economics) 130, and (Sociology) 170	12

Total required hours	52
Social Studies (Sociology) in addition to Social Studies 170	36
Social Studies (Economics) in addition to Social Studies 110	8
Social Studies (Government) in addition to Social Studies 130	8
Psychology (including 12 hours from Special Education 232, 369, 428, and 468)	24
Social Studies (Social Work)	24
Directed Electives	40
Total required prepared hours	192

Non-Prepared Requirements:

Physical Education (Physical Education 51, 53 required for men)	12
Library Science 11	1
Home Economics 22 (Social Orientation)	1

THEATRE CURRICULUM

Students pursuing the Theatre Curriculum should consult with the Chairman of the Theatre Division of the Department of Speech in regard to the additional 92 hours required along with the 100 hours required below.

English 320, 334, 451, 461	16
Speech (fundamentals) 211	4
Speech (interpretation) 265, 266, 365, 366	16
Speech (radio) 317, 318, 319, 320	16
Speech (theatre) 165, 174, 277, 279, 281, 375, 376, 377, 379, 381, 474, 478, 479, 481	48
Total required hours	100

Graduate Division

Dr. Clark, Director of Graduate Studies. Graduate Committee:
 Dean Thursfield (Chairman), Dr. Clark, Mr. Jacobson,
 Mrs. McCosh (Secretary), Dr. Muse, Dr. Scheick,
 Dr. Lloyd Smith, Mr. Svendsen, Dr.
 Tenney, Dr. Wilkinson, President
 Holmstedt (Ex-officio).

HISTORY OF GRADUATE PROGRAM

Graduate work was inaugurated at Indiana State Teachers College in 1927. At that time, the objective of the graduate program was to prepare students for administrative licenses. Gradually a graduate program was developed to meet the needs of secondary and elementary teachers. In 1947, a sixth year curriculum was established for those working toward the superintendent's certificate. A cooperative program with Indiana University leading to the Doctor of Education Degree was approved in 1948. The present graduate program includes curricula for elementary and secondary teachers, for students desiring to major in academic fields, and for educational specialists and administrators.

PURPOSES OF PRESENT GRADUATE PROGRAM

The graduate program of Indiana State Teachers College is flexible to meet the particular needs of the individual student, taking into consideration his experience, interests, and previous education.

The major goal of the graduate program for teachers is the development of the teacher as a professional person. The elementary and secondary teacher curricula offer the opportunity for continued growth in the teaching areas; they provide for continued study of fundamental problems in the teaching profession; and they allow the student to explore new fields.

Departmental curricula are available in many academic fields and areas. These are intended to provide a liberal education and to prepare the student for vocational or professional competence in the field or area chosen. Persons preparing for college teaching may be interested in one of these curricula, and secondary teachers may elect these curricula if they prefer.

A student who is interested in becoming an educational specialist or administrator may pursue a curriculum in his area of interest. Upon completion of this work the student will have met the educational requirements of an administrative or educational specialist certificate as prescribed by the State Department of Public Instruction.

Any of the curricula leading to the master's degree will meet the educational requirements necessary for the conversion of an Indiana Provisional Teacher Certificate to first grade.

Advanced curricula leading to the Advanced Degree in Education and the Doctor of Education Degree are provided for persons wishing to do graduate work in Education beyond the master's degree.

ORGANIZATION OF GRADUATE DIVISION

The Graduate Division is the administrative unit dealing with all aspects of graduate study. Policies and regulations which govern graduate work are made by the Graduate Committee, and this committee delegates authority to the Director of Graduate Studies to administer the graduate program.

The Office of the Graduate Division is located in Room 101, Administration Building. Correspondence or inquiries concerning graduate work should be sent to this office.

ADVISEMENT OF STUDENTS

The Director of Graduate Studies is the adviser for all persons working toward an administrative or educational specialist certificate, for those pursuing the elementary teacher curriculum, and for all persons working beyond the master's degree. In the case of a student who is majoring in any department other than the Department of Education, the chairman of that department will work cooperatively with the Director of Graduate Studies in helping the student plan his graduate curriculum.

GRADUATE ASSISTANTS

The College offers through its departments a number of graduate assistantships. The graduate student holding such an appointment does part-time teaching or assisting in the college or Laboratory School and carries not more than 12 hours of course work per quarter. A graduate assistantship pays \$1500 for the academic year (three quarters). Assistantships do not include remittance of any fixed fees.

ADMISSION PROCEDURES

Students who have received a bachelor's degree from a fully-accredited college or university, and who have no undergraduate deficiencies, will be considered for regular admission to graduate study. Application for admission must be filed in the Office of Graduate Studies at least one month prior to the first registration for graduate work. A student who completed any of his undergraduate work at an institution other than Indiana State Teachers College must include an official transcript of such credits at the time he applies for admission. Decisions concerning the admission of students for graduate study are made by the Director of Graduate Studies. Further details concerning graduate admission may be found in the Graduate Bulletin.

TEACHING FELLOWS

A number of Teaching Fellowships are available each year to qualified graduate students. Applications should be submitted to the Dean of Instruction. The Teaching Fellowships pay \$3000 a year, but do not include remittance of any fixed fees.

RESIDENCE, TRANSFER, AND EXTENSION CREDIT

A minimum of thirty-two quarter hours of graduate work must be done on the Terre Haute campus. A maximum of sixteen hours of graduate work may be transferred from accredited institutions, or earned in graduate extension courses, provided it is approved in advance by the Director of Graduate Studies. In accordance with a reciprocity agreement with Ball State Teachers College, operating under the same college board, graduate courses taken at that college are accepted as resident credit at Indiana State. However, this institution will confer the master's degree only when the greater portion of the graduate work is taken at this institution and the local thesis requirements are met. Graduate credit for which the student received less than a "B" grade cannot be transferred to this College. Correspondence study will not count toward a graduate degree at this college, and such credit cannot be transferred from another institution.

PRE-REGISTRATION AND REGISTRATION PROCEDURES

Each graduate student who is specializing in a departmental area must complete a schedule of study and have it approved by his departmental chairman. Copies of this will be retained by the departmental chairman, the Office of Graduate Studies, and the student himself.

At least ten days prior to each regular or summer term, all graduate students must consult the Director of Graduate Studies to plan their programs and to file a pre-registration card. Registration of graduate students will be the same as that for undergraduates. Students should consult the special registration bulletins of the College to obtain details of this procedure.

MAXIMUM LOAD

The maximum load for a graduate student in residence is a total of sixteen hours of graduate or undergraduate work during a regular term or eight hours during a summer term of five weeks. Graduate assistants may take only twelve quarter hours of work. Students who are employed full-time may take no more than eight hours during a regular term or four hours during a summer term.

GRADING

The following grading standards apply to graduate work:

Grade	Type of Graduate Work
A	Excellent
B+	Above Average
B	Average
C+, C	Below Average, Counting as Graduate Credit
D+, D, F	Failure
W	Withdrawn. Student withdrew during first three weeks of regular term or the first seven days of summer term.
Inc ()	Incomplete. Work was passing but incomplete at end of term, further class attendance required.
Def ()	Deferred. Work was passing but a small amount of work must be made up without class attendance.

In the cases of incomplete and deferred grades the work must have been at a passing level and the quality of the work completed is indicated in parentheses. Deferred and incomplete credits must be made up within one year. However, deferred grades for "600 courses" and theses may be made up at any time within the time limitation for the degree concerned.

In computing scholastic averages, the following point ratios are used: A = 4.00, B+ = 3.50, B = 3.00, C+ = 2.50, C = 2.00. An average of 3.00 is required for admission to candidacy and graduation on the master's degree program. Advanced graduate students must have an average of 3.50 to gain admission to doctoral study.

RESEARCH OPTIONS

Three research options are allowed in the master's degree curricula: the master's thesis, the 600-course option, and the term paper option. Upon being admitted to candidacy for the master's degree, the student must decide upon one of these options. Further details concerning research options may be found in the *Graduate Bulletin*.

TIME LIMITATIONS

No graduate credit will be counted toward a master's degree if the student enrolled for the work more than seven years before the completion of the degree. Persons working toward the Doctor of Education Degree must complete the requirements within a period of seven years.

GRADUATION PROCEDURES

Commencement is held at the end of each spring term. Students who expect to receive graduate degrees at the end of that term, as well as those who will complete their work at the end of the summer terms, must file an application for graduation in the Office of Graduate Studies by March 15.

The deadline for the completion of master's thesis and 600-papers is May 20 for spring graduates and August 15 for summer graduates.

Graduate students are expected to be present at commencement, unless formally excused by a committee representing the Graduate Committee.

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Graduate Degrees and Curricula

MASTER OF ARTS AND MASTER OF SCIENCE DEGREES

In order to qualify for the Master of Arts or Master of Science degrees, the student must complete 48 quarter hours of graduate credit in one of the curriculum patterns listed below. There are no differences in requirements between the Master of Arts and Master of Science degrees. At the time of admission to candidacy the student must indicate which degree he prefers.

MASTER'S DEGREE CURRICULA

Many curricula are available for students working toward the master's degree. Upon being admitted to graduate study, the student should consult with the Director of Graduate Studies concerning the choice of a curriculum which best meets his individual needs.

Courses taken for undergraduate credit by a given student cannot be repeated for graduate credit. If a graduate course is required in a given curriculum, and the student has previously taken that course, a directed elective will be substituted.

A student may obtain graduate credit for as many as two undergraduate courses (below 400 level). These courses must be taken after the completion of the bachelor's degree, and must be selected from a list of courses approved by the Graduate Council. Students desiring approval for such credit should confer with the Director of Graduate Studies.

Teaching Curricula

Students working toward these curricula must have completed the requirements for an elementary or secondary teacher certificate, or they must meet such requirements before completing their work. This degree is especially designed to meet the needs of elementary and secondary teachers.

ELEMENTARY TEACHER CURRICULUM

Elementary Education	24 hours
Education 501, 516, 563, 567	
Any two of: Psychology 521, 522, 526	
(Psychology 523 may be selected upon approval of instructor)	
Approved Electives	24 hours
(May include thesis or 600-course. At least two courses must be outside of Education)	
TOTAL	48 hours

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SECONDARY TEACHER CURRICULUM

Professional Education	12 hours
Education 501	
Psychology 522 or 526	
Any one of: Education 503, 504, 512, 513	
Specialization in Teaching Area(s) or Field(s)	24 hours
Any of the following areas or fields may be selected:	
Art	Mathematics
Business	Music
English	Physical Education for Men
Foreign Languages	Physical Education for Women
Home Economics	Science (Biological and Physical)
Industrial Education (Industrial	Social Studies (Economics, Gov-
Arts Education and Industrial	ernment, History, Sociology)
Vocational Education	Special Education
Library Science	Speech
Approved Electives	12 hours
(May include thesis or 600 course)	
TOTAL	48 hours

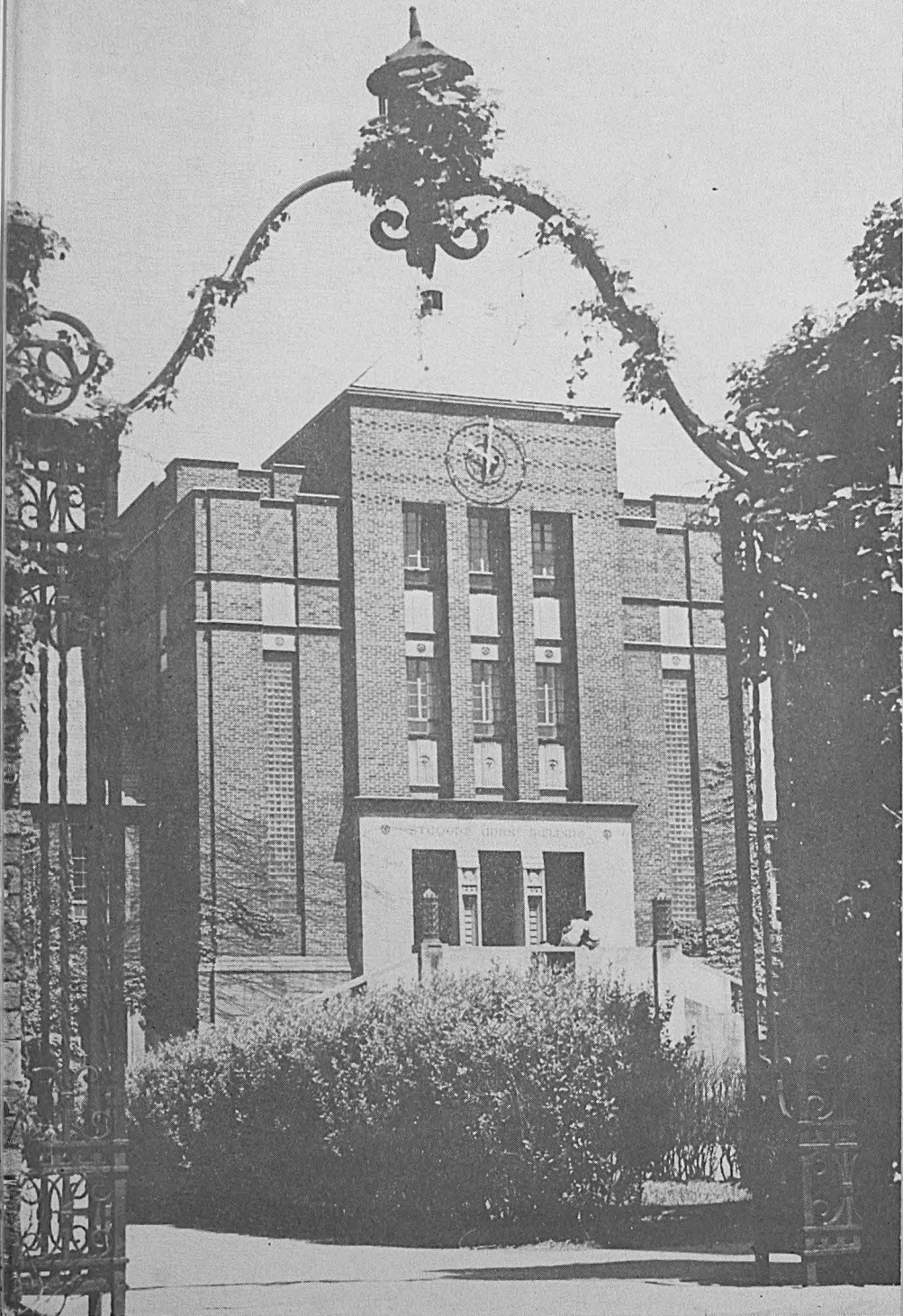
Departmental Curriculum

The departmental curriculum is intended to provide a liberal education and to prepare the student for vocational or professional competence in a particular field or area. Secondary teachers may elect this curriculum if they prefer.

Research Methods Course	4 hours
Major Area or Field	24 hours
Any of the following areas or fields may be selected:	
Art	Mathematics
Business	Music
Education	Philosophy
English	Physical Education
Foreign Languages	Psychology
Home Economics	Science (Biological or Physical)
Industrial Education (Industrial	Social Studies, Economics, Gov-
Arts Education and Industrial	ernment, History, Sociology)
Vocational Education	Special Education
Library Science	Speech (Radio-Television, The-
	atre)
Minor Area or Approved Electives.....	12 hours
(For a minor area a student may select any of the areas	
or fields listed above. Minors also are offered in Nursing	
and Social Work)	
Approved Electives	8 hours
(May include thesis or 600 courses)	
TOTAL	48 hours

Student Union Bldg.
The best of
concrete television

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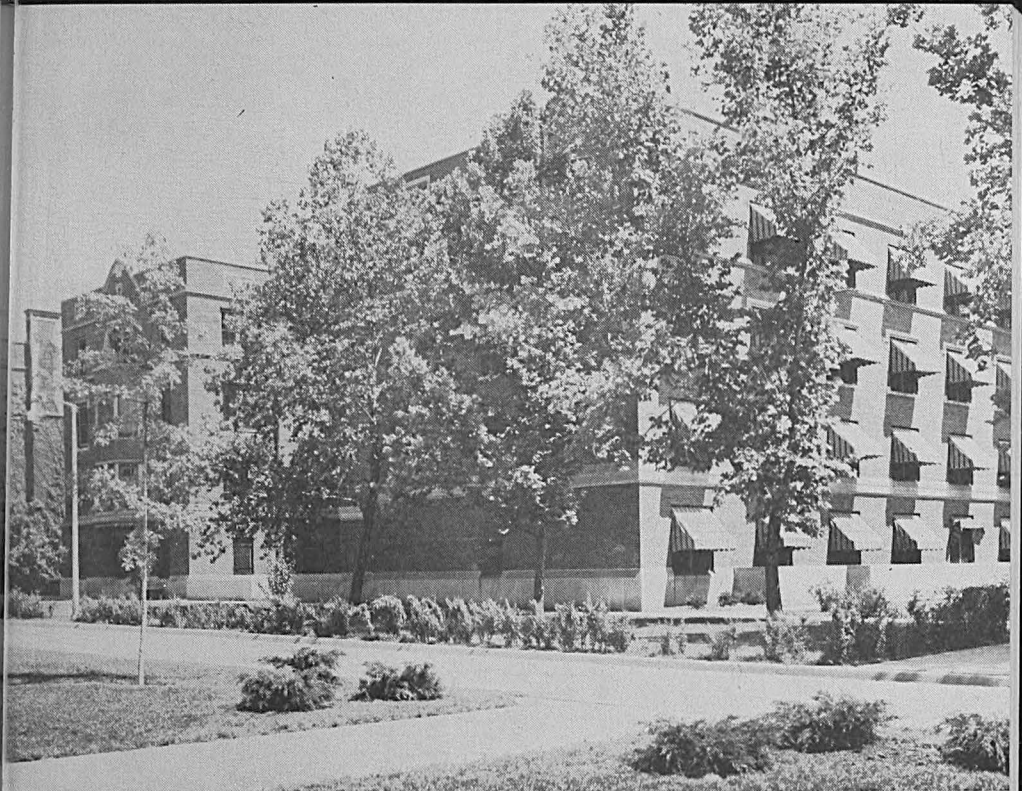
Student Union Building

The heart of student activities, the Student Union has facilities for dining, social events, concerts, recreation and swimming, and other events.



Administration-Health Center Building

This building houses all administrative offices including the Registrar's office and the Student Health Center.



Women's Residence Hall

Parsons Hall for men

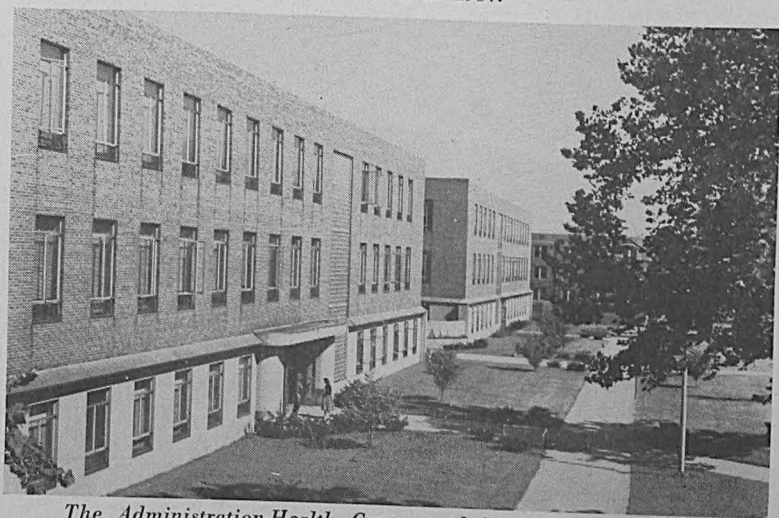




The beautiful Home Economics Building was first opened in 1956



The Indiana State Teachers College Library was remodeled and new wing was added in 1957.



The Administration-Health Center and Language-Mathematics Buildings were opened in 1950.



Fine Arts-Commerce Building

This building houses the Art, Business, and Music Departments.



Science Hall



Industrial Education Building was completely remodeled and re-equipped in 1957.

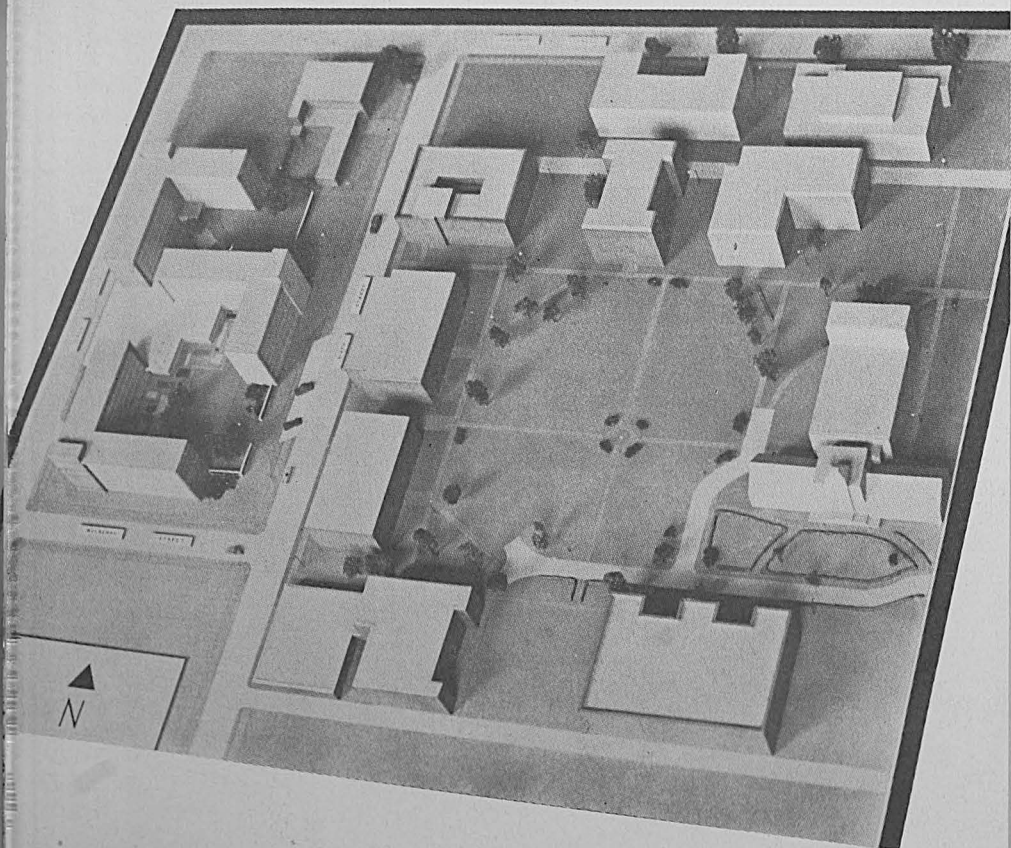
Education-Social Studies Building was completed in 1954.



The ed
Building an
Laboratory



The heart of the Campus, the Campus Quadrangle.



The above model reveals the campus building locations. The proposed three-unit women's housing unit is shown at left. Not shown on the model are the Physical Education Building, Laboratory School, and Physical Education Field.



This first unit of a proposed three-unit women's housing development is scheduled for completion and occupancy in September, 1959.

Curriculum for Educational Specialists and Administrators

This curriculum is intended to fulfill the course requirements for certain educational specialist and administrative certificates issued by the Indiana State Department of Public Instruction. The specific course and licensing requirements for each certificate are listed under the section entitled "Certification Regulations" in the *Graduate Bulletin*.

Research Methods Course (Education 501) 4 hours
 Certification Requirements 28-36 hours

Any of the following areas may be selected:

Audio-Visual Supervisor
 Elementary School Principal
 General (Elementary) Supervisor
 School Psychometrist
 Secondary Principal (Provisional)
 Supervisor of Guidance
 Supervisor of School Libraries and Teaching Materials

Approved Electives 8-16 hours
 (May include thesis or 600 courses)
 TOTAL 48 hours

ADVANCED DEGREE IN EDUCATION

A program leading to the Advanced Degree in Education was established in 1958 for persons desiring to prepare for administrative and supervisory positions in the elementary and secondary schools. A year of graduate work beyond the master's degree, including the completion of a field or research project, is required for this degree. The following curricula are available for this program:

Educational Administrators: Elementary Principal, School Superintendent, Secondary Principal.

Educational Specialists: Audio-Visual Supervisor, School Psychologist, School Psychometrist.

Educational Supervisor: Elementary Supervisor, Secondary Supervisor.

Details concerning admission to the program, admission for candidacy to the degree, and degree requirements may be obtained by writing to the Office of Graduate Studies.

DOCTOR OF EDUCATION DEGREE

Indiana University and Indiana State cooperate in granting a Doctor of Education degree. Depending upon the curriculum of the student concerned, all or part of the second year of graduate work may be completed at Indiana State Teachers College, with the third year being completed at Indiana University. For further details concerning this program, the student should consult the Director of Graduate Studies.

Departments of Instruction

DEPARTMENT OF ART

Mr. Porter, Chairman of the Department; Mr. Farmer, Dr. Foster, Mr. Garthwaite, Mr. Laska, Mr. Makosky and Mrs. Swander.

The Department of Art offers three types of curricula in Art Education—Restricted, Comprehensive and Special Areas. See pages 31, 36, 41.

Many of the courses are open as electives to students who desire art for leisure time and culture. Students who wish to register in these courses should confer with the chairman of the Department of Art.

The Department also offers a four-year course for those students who are not preparing for the teaching profession. See pages 48-49 for outline of curriculum.

Annually the Department of Art has a student exhibit and reserves the right to retain outstanding class work for a period of two years.

COURSES

112. **Drawing and Composition**—4 hours. Experience in various art media in building up a unified expression through drawing.
Porter
131. **Handicrafts for Occupational Therapy**—4 hours. A basic course in handicrafts designed to train teachers for craft work in hospitals, playgrounds, and community organizations.
Garthwaite
132. **Color and Design**—4 hours. A study of design and color through experiments and practical applications.
Garthwaite, Swander
141. **Sculpture**—4 hours. Composition in the round through carving and modeling in such media as wood, plaster, clay, and stone.
Swander
151. **The Arts in Civilization**—4 hours. The integral relationship of all arts to the society that produced them from prehistoric to the present time.
Foster
210. **Cartooning**—A course in caricature drawing developed through various techniques and mediums which are used in graphic reproduction.
Porter
211. **Pictorial Composition**—(Advanced)—4 hours. A drawing course in which emphasis is placed on practice in seeing, selecting, simplifying, and organizing for unified original expression. Prerequisite: Art 112.
Porter

- 212. Lettering and Posters—4 hours.** Practical experience in designing layouts and posters. Lettering with pen and brush.
Farmer, Garthwaite, -Porter
- 241. Design in Materials—4 hours.** Experiments in designing with many kinds of simple materials such as wood, glass, yarn, paper, plaster, etc.
Porter, Swander
- 242. Metal Craft—4 hours.** Experiments in designing and constructing articles from copper, brass, and other metals by the process of raising, hammering, etc.
Porter, Swander
- 251. Arts in Civilization II—4 hours.** A survey of the fine arts from the beginning of the Italian Renaissance through the eighteenth century.
Foster
- 295. Elementary Arts and Crafts—4 hours.** A general art course for the elementary teacher. Includes painting, drawing, modeling, posters, design in various crafts suitable for the elementary school.
Farmer, Foster
- 311. Figure Drawing—4 hours.** Drawing the human figure from the posed model in various media.
Porter
- 312. Commercial Art and Illustration—4 hours.** Drawing and lettering to provide experience for more advanced work in lettering, poster, and illustration.
Porter, Swander
- 314. Print Making—4 hours.** The appreciation of Fine Prints through practice in making etchings, dry points, etc., and the study of famous prints.
Porter
- 331. Interior Decoration—4 hours.** Practical applications of the principles of color and design to the home by study excursions, involved problems and construction of model rooms.
Garthwaite, Swander
- 341. Ceramics—4 hours.** An appreciation of pottery through building, throwing, glazing, and firing clay shapes.
Swander
- 342. Metal Craft—4 hours.** Experience in designing precious metals and the mounting of stones.
Porter, Swander
- 344. Design—4 hours.** Original designing in materials such as woven, printed or dyed textiles, and other craft materials.
Porter, Swander
- 350. Elementary Photography—4 hours.** A general course in the elementary principles of photography with emphasis on pictorial composition. A course planned primarily for students who will be sponsors of camera clubs.
Laska
- 391. Art Methods—4 hours.** Philosophy and methods of teaching art at all levels developed through discussion, observation and participation. Coordinated with Laboratory School program. For Art majors.
Laska

392. **Practical Problems and New Trends**—4 hours. A refresher course for teachers. Opportunity for experiences with a variety of materials. New trends in art education stressed.
395. **Elementary Art Methods**—4 hours. Philosophy of art education for the elementary school teacher. Includes teaching techniques, art materials, observation and participation.
Farmer
400. **Art Travel-Study**—8 hours. The trip is designed as an introduction to the history and the art of Europe, from ancient ruins to the Renaissance art in Italy, and the great collections and works of art in the northern countries.
Foster
- *411. **Advanced Figure Drawing**—4 hours. An extension of the elementary course, drawing the human figure from the posed model in various media. Prerequisite: Art 311.
Porter
414. **Oil Painting**—4 hours. Advanced composition in oil to provide experience in color as it builds up form and space. Prerequisites: Art 211, 415.
Porter
- *415. **Watercolor Painting**—4 hours. Advanced composition in transparent watercolor to develop an appreciation of the medium and added personal skill and enjoyment in handling. Prerequisites: Art 112, 132.
Porter
416. **Advanced Painting I**—4 hours. Composition in a desired painting medium to provide experience for advanced development. Prerequisites: Art 414, *415.
Porter
417. **Costume Illustration**—4 hours. Experience in planning, drawing, and draping costumes to develop good taste in the selection, designing, and wearing of clothes. Prerequisite: Art 311.
Swander
418. **Advanced Painting II**—4 hours. Composition in various painting media to provide greater experience and freedom in creative painting. Prerequisites: Art 414, *415, 416.
Porter
- *419. **Casein Painting**—4 hours. The development of the process of casein as a medium in creative painting.
Porter
420. **Airbrush and Silk Screen**—4 hours. The development of the processes used in creating airbrush and silk screen compositions.
Porter, Swander
421. **Advanced Casein Painting I**—4 hours. A continuation of 419 with emphasis on technique and composition.
Porter
441. **Advanced Sculpture**—4 hours. Composition in some sculpture medium to provide experience for advanced creative development. Prerequisite: Art 141.
Swander
- *449. **Art Workshop**—1 to 4 hours (depending upon the length of the workshop). A course designed to give specialized training in some form of the visual arts.

*Open to graduate students. Graduate students are required to do additional work of a research nature.

- *450. **Workshop in Elementary Art Education**—4 hours. Planned to promote art education for elementary teachers in service. The philosophy and methods of teaching art at the elementary level are developed through discussion and experiences with a variety of materials.
451. **Contemporary Trends**—4 hours. An acquaintance with the major trends in art of today in painting, sculpture, architecture, and industrial design. Prerequisite: Art 151. Swander

GRADUATE COURSES

500. **European Travel Study**—8 hours. A traveling course to show and explain the landmarks of European culture in the present-day context of modern European cities and towns. Foster
510. **Printmaking**—4 hours. A study of "Fine Prints" through the making of various type of intaglis and relief prints, and the study of famous printmakers. Porter
513. **Creative Composition in Drawing**—4 hours. Research in advanced composition emphasizing organization of expression through various art media. Prerequisite: Undergraduate major in art. Porter
519. **Advanced Commercial Art**—4 hours. Research and advanced problems in some selected field of advertising. Prerequisite: Undergraduate major in art. Porter, Swander
521. **Figure Drawing and Composition**—4 hours. The use of the human figure in composition. Porter
526. **Creative Painting I**—4 hours. Advanced experience in composition and technique. Prerequisite: Art 414, 515. Porter
527. **Advanced Costume Illustration**—4 hours. Designing and illustrating costumes in various media for advertising and graphic reproduction. Swander
528. **Creative Painting II**—4 hours. Further development of controlled expression in painting. Porter
530. **Advanced Airbrush and Silk Screen**—4 hours. Developing greater skill in airbrush and silk screen design. Porter, Swander
531. **Advanced Casein Painting**—4 hours. Further experimentation with the various techniques of casein as a medium of painting. Porter

*Open to graduate students. Graduate students are required to do additional work of a research nature.

541. **Advanced Ceramics**—4 hours. Experiment with new types of form and decoration. Accent on good clay forms and unusual glaze effects. Swander
542. **Advanced Metal Craft**—4 hours. Designing and producing articles in various metals, including the different processes of construction and the mounting of stones. Swander
544. **Creative Design**—4 hours. Research studies and advanced creative problems in some selected field of design. Prerequisite: Undergraduate major in art. Porter, Swander
552. **Advanced Sculpture II**—4 hours. A continuation of Advanced Sculpture, Art 441. Swander
561. **Modern Art**—4 hours. Individual research and study of the new developments of twentieth century art. Swander
591. **Art Education**—4 hours. Research studies of special art problems in relation to the community. Prerequisite: Undergraduate major in art. Staff
600. **Preparation of Thesis**—8 hours. By arrangement with chairman of student's thesis committee.

DEPARTMENT OF BUSINESS

Dr. Muse, Chairman of the Department; Mr. Becker, Mr. Bocko, Mr. Breidenbaugh, Dr. Eberhart, Dr. Harrington, Mr. Hoskinson, Mr. Hunter, Miss Krause, Mr. Lane, Dr. Orner, Dr. Steinbaugh, Mr. Truelove.

The Department of Business prepares business teachers for the secondary school and prepares workers for various occupations in business, industry, government service, and public affairs. The teaching curricula qualify graduates for high school provisional certificates in Comprehensive, Restricted, and Special Areas in Business Education. The professional business curricula qualify graduates for positions in the fields of Accounting, Merchandising, Sales, Personnel, Management, Insurance, Real Estate, Transportation, and Secretarial Administration. See pages 49, 50, 51, 52.

Business subjects without prerequisites are open to all students because the subject matter content of such subjects provides personal and social information of value to everybody.

The graduate program in the Department of Business prepares Master Teachers in Business Education and Business Executives in Business Organization and Management. Graduates at the Master's level are awarded the Master of Science degree. This degree qualifies teachers for the First Grade and Permanent Certificates. Professional business graduates at the Master's level qualify for entrance to top-level executive and management positions in business.

All students who desire to pursue graduate work in the Department of Business should consult with the Chairman of the Department who will assist them to prepare individual programs relative to their interests, needs, and capabilities.

COURSES

121. **Beginning Typewriting**—4 hours. Keyboard mastery, correct techniques, speed and accuracy development, and an introduction to elementary typewriting problems. This course cannot be taken for credit by students who have had one or more years of typewriting instruction in high school.
Becker, Hoskinson, Krause, Orner
122. **Intermediate Typewriting**—4 hours. Further emphasis on speed and accuracy development. Application of the typewriting skill is made to business letters, forms, manuscripts, and tabulations. Attention is given to the development of desirable personal traits and occupational efficiency. Prerequisites: Business 121 or its equivalent.
Becker, Hoskinson, Krause, Orner
123. **Advanced Typewriting**—4 hours. Continued speed and accuracy development. Increased emphasis on advanced typewriting

problems—typing business and legal papers; arranging and editing copy; typing stencils and other “masters” for duplication; other secretarial typing involving the application of knowledge as well as skill. Work is evaluated on the basis of office production standards. Prerequisite: Business 122

Becker, Hoskinson, Krause, Orner

124. **Applied Typewriting**—2 hours. The application of typewriting skill to realistic business situations. Prerequisite: Business 123.
Staff
140. **Introduction to Business**—4 hours. A survey course to acquaint the students with functions performed by business and the part business activities play in our economy as a whole. Designed to give familiarity with common business practices and terminology and to assist in choice of vocation and field of major concentration.
Bocko, Harrington, Steinbaugh
200. **Basic Accounting**—4 hours. (For non-Business majors) Basic accounting is directed toward the needs of students of Liberal Arts, Physical Sciences, Social Sciences, Engineering, Industrial Education, Architecture, and Journalism. Basic accounting will provide the knowledge and proper attitudes toward financial transactions and reports needed by those connected with any endeavor or field of service involving responsibility for financial affairs.
Muse
201. **Accounting Principles**—4 hours. The application of accounting theory in a Single Proprietorship type of business organization. This course cannot be taken for credit by students who have had one or more years of bookkeeping instruction in high school.
Breidenbaugh, Lane, Muse, Truelove
- 201a. **Accounting Principles**—4 hours. The application of accounting theory in a Single Proprietorship type of business enterprise. This course is designed specifically for students who have had one or more years of bookkeeping in high school.
Breidenbaugh, Lane, Muse, Truelove
202. **Accounting Principles**—4 hours. The application of elementary accounting principles to a Partnership and Corporate type of business organization. Emphasis is given to payroll accounting, tax accounting, secretarial accounting, and retail accounting. Prerequisite: Business 201 or 201a.
Breidenbaugh, Lane, Muse, Truelove
203. **Accounting Practice**—4 hours. A study of advanced accounting principles. Practice is given to the application of accounting theory in a variety of situations. Prerequisite: Business 202.
Breidenbaugh, Lane, Muse, Truelove
211. **Stenography**—4 hours. The principles and theory of Gregg Shorthand Simplified. Emphasis is upon reading, writing, and vocabulary development. This course cannot be taken for credit

by students who have had one or more years of previous shorthand instruction. Hoskinson, Krause, Orner

212. Stenography—4 hours. A dictation course in Gregg Shorthand with a complete review of the principles and pretranscription training. Prerequisite: Business 211 or its equivalent. Hoskinson, Krause, Orner

213. Advanced Stenography—4 hours. A dictation and transcription course in Gregg Shorthand with emphasis on speed building and typewritten transcription. Prerequisites: Business 123 and 212 Hoskinson, Krause, Orner

214. Office Machines—4 hours. Instruction and practice in the use of machines commonly found in business offices. Develops a working knowledge of adding machines, calculators, and posting machines. Becker, Hunter

215. Machine Calculation—2 hours. Develops a marketable skill in the use of calculating machines. Prerequisite: Business 214. Becker, Hunter

216. Machine Accounting—2 hours. Instruction in the keeping of accounting records by machines. Prerequisite: Business 201, and Business 214. Becker, Hunter

225. Retail Work Experience—4 hours. A minimum of 1,000 clock hours to be distributed over two academic school years, including summers, and accompanied by at least ten hours of seminar discussions relative to this experience. Open only to merchandising majors and with consent of the instructor. Eberhart

236. Office and Secretarial Practice—4 hours. Instruction and practice in office and secretarial procedures. Includes basic instruction in stencil and liquid duplicators. Prerequisite: Business 123. Krause, Orner

237. Machine Duplicating—2 hours. Instruction is given in the use of stencil and liquid duplicators as well as the preparation of stencils and masters with typewriters, style, and guides. Prerequisite: Business 123 Becker, Krause

238. Machine Dictation and Transcription—2 hours. Marketable skill is developed in the use of dictation and transcription machines. Prerequisite: Business 123. Becker, Krause

240. Principles of Management—4 hours. An intensive examination of the basic principles and concepts of internal organization and management underlying the solutions of management problems. Emphasis upon business objectives, policies, functions, executive leadership, and control procedures applicable to all fields of business. Prerequisite: Business 140.

Bocko, Harrington, Steinbaugh

301. Intermediate Accounting—4 hours. A fourth quarter course

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- designed to provide a critical study of the accounting process with special emphasis on balance sheet accounts. Prerequisite: Business 203. Breidenbaugh, Lane, Muse
305. **Marketing**—4 hours. A study of our system for distributing goods with considerable emphasis given to the wholesale and retail segments. Bocko, Eberhart
308. **Consumer Business Problems**—4 hours. A study of the various business problems that arise in the life of the individual. Includes a study of such topics as money and credit, banking services, insurance, taxes, home ownership, and consumer protective agencies. Muse, Steinbaugh
330. **Business Communication**—4 hours. A detailed study and practice in writing the various kinds of business communications. Includes a functional study of grammar and punctuation. Hoskinson, Muse, Orner, Steinbaugh
331. **Survey of Business Law**—4 hours. A survey course covering the major topics in business law. Designed specifically to introduce the study of business law and to prepare secondary school teachers to teach business law in high schools. Hunter, Truelove
333. **Office Organization and Management**—4 hours. A study of modern theory and practice in office organization and management. Background information for the office worker and business administrator. Prerequisite: Business 240. Hoskinson, Krause, Orner, Steinbaugh
334. **Salesmanship**—2 hours. Covers the principles and practices in various fields of selling. Major emphasis is placed on selling for manufacturers, but some attention is devoted to retail selling. Prerequisite: Business 305. Eberhart, LeHew
335. **Principles of Retailing**—4 hours. A general survey of the principles of efficient store organization and management. Prerequisite: Business 305. Eberhart
337. **Principles of Advertising**—4 hours. An introduction to the practice and composition of advertising in business. Prerequisite: Business 305. Steinbaugh
338. **Retail Personnel Management**—2 hours. A study of current personnel practices in retail businesses, especially in chain stores and department stores. Prerequisite: Business 305. Eberhart, LeHew
340. **Principles of Insurance**—4 hours. An introduction to the principles and practices of insurance. Hunter, Truelove
341. **Life Insurance**—4 hours. A course in the underlying basic principles of life insurance. These principles deal with the understanding of the technical development of life insurance. This

course is designed to meet the needs of students who seek a career in the life insurance field. Staff

342. **Life Insurance**—4 hours. A course designed to enable the students who are planning a career in life insurance to appreciate the role and problems of the insurance carrier. Attention is given to the matter of state supervision as it pertains to life insurance rates, underwriting, and reserves. Staff
343. **Property and Casualty Insurance**—4 hours. The course includes a study of the techniques of casualty insurance and will, therefore, be of direct assistance to students planning to enter the insurance field; special emphasis is given to the study of the standard fire contract, extended coverage, and consequential loss. Truelove
344. **Property and Casualty Insurance**—4 hours. An analytic treatment of hazards, policies, companies, rates, regulations, pertaining to inland marine, automobile, miscellaneous casualty lines, and surety bonds. This course is designed to meet the needs of those who seek a career in the property and casualty insurance field. Truelove
345. **Real Estate I**—4 hours. Principles of real estate. Emphasis is given to location factors, market analysis, and basic problems in buying and selling real estate. Staff
346. **Real Estate II**—4 hours. Problems of real estate appraisals, development, management, and financing. Staff
347. **Principles of Transportation**—4 hours. A study of the development of the various methods of transportation including an analysis of advantages and disadvantages of each method. Staff
348. **Motor Transportation**—4 hours. Its place in the comprehensive transportation plan. Emphasis is given to types and character, ownership, financial results, highway use, taxation, and competition. Regulations by police and legislation action are considered. Staff
349. **Air Transportation**—4 hours. A study of the current air transportation system with emphasis upon private and government problems. Staff
350. **Industrial Management**—4 hours. An examination of basic fundamentals of internal organization and management to the specific area of industrial production. Emphasis given to locational problems, production organization, routing, scheduling, control procedures. Prerequisite: Business 240. Steinbaugh
360. **Corporation Finance**—4 hours. A study of how capital is secured and used in business organizations with special emphasis

on corporate financing. Includes consideration of internal controls, uses of profits, and public control of corporate financing. Prerequisite: Business 140. Eberhart

390. **Methods in Teaching Business Subjects**—4 hours. A study of the teaching problems of the beginning teacher of high school business subjects. Includes typewriting, shorthand, bookkeeping, and basic business. Hoskinson, Muse
- *401. **Advanced Accounting**—4 hours. A course designed to provide an application of accounting principles to special accounting problems, covering installment sales, statement of application of funds, analysis of financial statements, consolidated statements, statement of affairs, receivership accounts and statements, and accounting for estates and trusts. Prerequisite: Business 301. Breidenbaugh, Lane
- *404. **Income Tax Procedure**—4 hours. A study of the theory and practice in the preparation of federal income tax returns for individuals and partnerships. Prerequisite: Business 201. Eberhart
- *411. **Cost Accounting**—4 hours. A study of the theory and practice of cost accounting with emphasis upon job order cost accounting. Prerequisite: Business 203. Lane
- *412. **Cost Accounting**—4 hours. A study of the theory and practices of cost accounting with emphasis upon process or standard cost. Prerequisite: Business 411. Lane
- *413. **Accounting Systems**—4 hours. A study of accounting principles as applied in constructing accounting systems. Prerequisite: Business 301. Breidenbaugh, Lane
- *414. **Governmental and Municipal Accounting**—4 hours. A study of accounting principles as applied in governmental and municipal units. Prerequisite: Business 301. Breidenbaugh, Lane
- *415. **Auditing**—4 hours. A study of the fundamental principles of auditing. Emphasis is placed upon the scope of the audit, audit practices and procedures, and audit reports. Prerequisite: Business 401. Breidenbaugh, Lane
- *416. **Accounting Problems**—4 hours. A study of advanced accounting problems in preparation for the C.P.A. examination. Prerequisite: Consent of the instructor and the chairman of the department. Breidenbaugh, Lane
- *431. **Advanced Dictation and Transcription**—4 hours. Intensive practice in taking dictation and transcribing at the high speeds required in office production work. Prerequisite: Business 213. Krause, Orner

*Open to graduate students. Graduate students are required to do additional work of a research nature.

- *432. Advanced Dictation and Transcription—4 hours.** A continuation of Business 431. Prerequisite: Business 431.
Krause, Orner
- *433. Principles of Investments—4 hours.** A study of the essential qualities of good investments, the exchanges, and methods of trading stocks and bonds. Prerequisite: Business 360.
Eberhart
- *435. Advanced Secretarial Practice—4 hours.** A finishing course in secretarial procedures. Emphasis is given to laboratory work simulating actual office conditions. Prerequisite: 12 hours of shorthand or consent of the instructor.
Krause, Orner
- *439. Office Work Experience—4 hours.** A minimum of 240 clock hours of office work experience. Careful supervision is given this work and student-teacher conferences are held frequently. Prerequisite: 36 hours in Business and consent of the instructor.
Krause, Muse, Truelove
- *440. Personnel Management—4 hours.** An examination of the staff work required in planning, organizing, and controlling the personnel functions in business organizations, as well as the personnel responsibilities of the line executive. Emphasis upon principles and procedures relating to selection, placement, training of employees; employee services; morale; wages and hours. Prerequisite: Business 240 or consent of instructor.
Harrington, Steinbaugh
- *447. Problems of Retailing—4 hours.** A study of such retail problems as floor plans, buying, credits and collections, store organizations, and personnel. Prerequisite: Business 335.
Eberhart
- *450. Credits and Collections—4 hours.** A study of the principles and practices of credits and collections in modern business organizations. Prerequisite: Minimum of 36 hours in Business.
Eberhart
- *463. Business Law I—4 hours.** A comprehensive and technical study of contracts, agency, bailments, and employment relations. Prerequisite: Business 331.
Staff
- *464. Business Law II—4 hours.** A comprehensive and technical study of negotiable instruments, mortgages, leases, partnerships, corporation, and bankruptcy. Prerequisite: Business 331.
Staff
- *490. Principles and Problems of Business Education—4 hours.** Gives the prospective teacher a broad understanding of the philosophy, objectives, and history of business education. Studies

*Open to graduate students. Graduate students are required to do additional work of a research nature.

organizations, literature, and trends in this field of education.
Prerequisite: Minimum of 32 hours in Business.

Hoskinson, Muse, Steinbaugh

- *499. **Workshop in Business Education**—4 hours. Based on current problems in business education encountered by those in attendance. Work on these problems will be directed by visiting instructors and members of the department staff. Lectures will supplement the problem work. Offered only in summer quarters. Prerequisite: Minimum of 36 hours in Business.

Hoskinson, Krause, Muse and Staff

GRADUATE COURSES

510. **Curriculum Problems in Business Education**—4 hours. Basic principles of curriculum construction are applied to curriculum problems in business education. Present trends and anticipated future developments in business education curricula are critically evaluated in terms of the needs of the class personnel.

Hoskinson, Krause, Muse

520. **Guidance and Evaluation in Business Education**—4 hours. Basic principles of guidance are applied to the business education area. Emphasis is given to prognosis, diagnosis, placement, and extra-class activities in business education. Available evaluating instruments are studied critically with respect to business education objectives.

Hoskinson, Muse, Steinbaugh

530. **Organization, Administration, and Supervision of Business Education**—4 hours. A study of business education from the standpoint of floor plans, supplies, and equipment; occupational surveys and job analyses; teacher and textbook selection; in-service teacher training; job placement and follow-up; co-operative business education; publicity programs; records and budgets; and the work of the head of the business education department.

Hoskinson, Muse

536. **Office Management Laboratory**—4 hours. A study of efficient utilization of office equipment, office space, and office personnel. Includes the study of practices and procedures in a variety of offices. Emphasis is given to the service function of the office.

Bocko

541. **Advanced Problems in Management**—4 hours. An intensive study of various aspects of control analysis in management. Emphasis is given to the facilitated use of various statistical tools and to the proper functions of the human element in management. Case studies find extensive use here.

Staff

543. **Advanced Problems in Transportation**—4 hours. A study of current transportation conditions and problems. Emphasis is

*Open to graduate students. Graduate students are required to do additional work of a research nature.

given to rate problems, problems of regulation and competition, and problems in the coordination of transportation facilities.

Staff

548. Advanced Marketing Problems—4 hours. An examination of major problems in each major area of marketing from the viewpoint of the marketing executive.

Staff

561. The Law of Accounting—4 hours. Specific consideration of law problems in preparation for the C.P.A. examination. Pertinent branches of the law and previous C.P.A. examination questions are studied.

Staff

565. The Law of Insurance—4 hours. A study of the legal aspects of insurance. Cases are used as a basis for this study.

Staff

567. The Law of Real Estate—4 hours. Legal aspects of real estate transactions—estates in land, purchase and sale contracts, mortgages and trust deed transactions, landlord and tenant, and property taxes.

Staff

570. Seminar in Business Education—4 hours. A study of the practical problems in business education that arise in the work of the teacher in his current position.

Muse, Staff

571. Seminar in Management and Finance—4 hours. A technical study of management and finance methods in business. Individual studies are required in one of the various areas of management and finance.

Staff

572. Seminar in Insurance and Real Estate—4 hours. A study of advanced technical problems in the areas of insurance and real estate. Discussions and case studies of current problems are used extensively.

Staff

576. Seminar in Marketing and Transportation—4 hours. Investigations, analyses, and discussions of current marketing problems and conditions. Advanced technical problems in traffic management and regulations are given emphasis, too.

Staff

580. Research in Business—4 hours. The application of business research technique and procedure to a problem within the student's area of concentration.

Eberhart

592. The Improvement of Instruction in Bookkeeping and Clerical Practice—4 hours. A critical study is made of the various approaches and problems existing in connection with the teaching of bookkeeping and clerical practice. Emphasis is given to the development of appropriate materials and effective aids for teaching these subjects.

Breidenbaugh, Muse

593. The Improvement of Instruction in Typewriting and Office Machines—4 hours. A critical study is made of the various approaches used in teaching typewriting and office machines. Emphasis is given to the development of appropriate materials and effective aids for teaching these subjects.

Krause, Orner

594. **The Improvement of Instruction in Basic Business Education—4 hours.** A critical study is made of the various concepts of basic business education. Various curricular organizations are evaluated with respect to their effectiveness in promoting this phase of business education. Emphasis is given to the development of appropriate materials and effective aids for teaching in this area.
Hoskinson, Muse
595. **The Improvement of Instruction in Shorthand and Secretarial Practice—4 hours.** An analysis is made of shorthand systems, methods, and materials and of the place and function of secretarial practice in the curriculum. Emphasis is given to the development of appropriate materials and effective aids for teaching these subjects.
Krause, Orner
596. **The Improvement of Instruction in Distributive Education and Cooperative Work Experience—4 hours.** Emphasis is given to the nature and scope of distributive education and cooperative work experience. Principles and problems are studied in terms of improved instruction in this area.
Eberhart, Muse
600. **Preparation of Thesis—8 hours.** By arrangement with chairman of student's thesis committee.

DEPARTMENT OF EDUCATION AND PSYCHOLOGY

Dr. Jamison, Chairman of the Department: Dr. Clark, Dr. Cobb, Miss Ederle, Dr. Fauset, Dr. Ford, Mr. Gillaspie, Mr. Hardaway, Dr. Jones, Dr. Malm, Mr. McDougal, Dr. Runke, Dr. Smith, Dr. Swalls, Mr. Tatlock, Dr. Thursfield, Dr. Venable, Dr. Watson, Mr. Watts, Dr. Westfall.

REQUIRED COURSES

The courses in Education are designed to meet the requirements of professional work on the curricula outlined by the State Board of Education. The following are the required courses:

Elementary curriculum—Education 111, 366, 392, 395, 396, 412, 463, and Psychology 301, 302.

Secondary curricula in approximately this order: Education 111, 311, and Psychology 301, 302.

EDUCATION COURSES

111. **Orientation in Education**—4 hours. An overview of the characteristic features of American public education. Required on all teaching curricula. Staff
311. **Principles of Secondary Education**—4 hours. A background course in American secondary education designed chiefly to stimulate students to build a sound philosophy of secondary education. Required on all high school curricula. Ederle, Ford, Venable
314. **Audio-Visual Education**—4 hours. Principles and techniques of audio-visual instruction. A general survey of the methods and materials in this field. This course is recommended prior to student teaching. Gillaspie, McDougal, Tatlock
343. **Early Childhood Education**—4 hours. Practical consideration of recent trends and techniques for the education of young children in nursery school, in kindergarten, and in primary grades. Observation and first-hand experiences with young children required. Required for Kindergarten Certificate. Runke
366. **Tests and Measurements**—4 hours. A critical study of the use of tests for diagnosis, appraisal, and guidance of learning and the improvement of teaching. Improvement of teacher-made tests and selection and evaluation of standardized tests are considered. Required on elementary and on certain special education curricula. Hardaway, Westfall
392. **Teaching the Social Studies in the Elementary School**—4 hours. This course emphasizes methods and materials for teaching Social Studies in all elementary grades. Required on the elementary curriculum. Smith

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395. **Teaching the Language Arts I**—4 hours. Teaching techniques and materials for the developmental reading program in the elementary school, with an emphasis on reading in the various curriculum areas. Required on the elementary curriculum. Cobb
396. **Teaching the Language Arts II**—4 hours. Teaching techniques and materials for the program in oral and written expression in the elementary school. Required on the elementary curriculum. Runke
(Note: Education 395 and 396 are not required to be taken in sequence.)
- *403. **Historical Foundations of Modern Education**—4 hours. The origins of education which serve as a basis for the study of present-day education. Ford, Thursfield
- *404. **The History of American Education**—4 hours. A survey of American educational history, both institutional and informal, leading to an understanding of present educational theory and practice. Ford, Thursfield
- *406. **Books for the Elementary School**—4 hours. Techniques for developing a literature program for children. Study of new books and other library materials which may be used to enrich the elementary curriculum. Runke
- *412. **Philosophy of Education**—4 hours. The analysis, synthesis, and evaluation of modern educational theories and practices. It serves the purpose of a final integrating course. Required on the elementary curriculum. Westfall
- *413. **Educational Sociology**—4 hours. A consideration of education in the light of social theories, practices, and trends. Anthony, Westfall
- *416. **Elementary School Classroom Management**—4 hours. Emphasis is placed on the management of classroom problems and procedures and the practical application of techniques used in the elementary school. Smith, Watson
- *417. **Guidance Services in Secondary Education**—4 hours. Basic philosophy, procedures in orientation, tools and techniques for studying the individual, vocational guidance, use of community resources, group procedures, and related topics at the junior-senior high school level. Ederle
- *439. **General Safety**—4 hours. A course designed for teachers and administrators to train them to teach or administer programs of safety education in the public schools. Required on Driver Education Certificate. Watts
- *440. **Driver Education and Training**—4 hours. The course is

*Open to graduate students. Graduate students are required to do additional work of a research nature.

designed to teach driver training in the high schools. Required on the Driver Education Certificate.**
Watts

- *441. **Administration of Audio-Visual Education—4 hours.** Management and organization of a program of audio-visual education are studied. Problems of budgeting, handling, and scheduling materials are treated. Basic principles of education are correlated with the audio-visual methods.
McDougal
- *442. **Motion Pictures in Education—4 hours.** An extensive study is made of motion pictures available for classroom use, and time is given to the evaluation of films for educational purposes.
McDougal
- *443. **Preparation and Production of Audio-Visual Materials—4 hours.** Preparation techniques used in the development of audio-visual aids are studied and applied. Class members produce some aids during the course.
Gillaspie, McDougal
- *444. **Selection and Utilization of Audio-Visual Materials—4 hours.** General principles, problems, and practices involved in the selection and use of all types of audio-visual equipment and materials are studied. Criteria are developed for judging the technical and educational quality of films, filmstrips, and recordings. Various types of audio-visual equipment are also evaluated.
Gillaspie, McDougal
- *445. **Workshop in Audio-Visual Materials—4 hours.** The selection, production, and utilization of audio-visual equipment and materials are studied. Problems of budgeting and programming are also considered. Students may select special areas for concentrated study.
Gillaspie, Tatlock
- *446. **Advanced Production of Audio-Visual Materials—4 hours.** Techniques are developed in the preparation of audio-visual materials. Each class member is expected to participate in production. Instructor approval is required for registration. Prerequisite: Education 443.
Staff
- *450. **The Education of the Exceptional Child—4 hours.** The different types of exceptional children, the needs of each, and ways of meeting these needs in elementary school. Primarily for students on the elementary curriculum taking only one course in special education.
Staff
- *460. **Workshop in Elementary Education—4 hours.** Designed to promote growth of teachers in service. Problems and procedures vary to meet the needs of persons taking the course.
Staff

*Open to graduate students. Graduate students are required to do additional work of a research nature.

**Project must be approved in advance of registration by the instructor.

- *463. **The Elementary Curriculum—4 hours.** The changing elementary curriculum as it is constructed, revised, and carried out in the public schools. Required on the elementary curriculum.
Runke, Swalls, Watson
- *467. **Measurement and Evaluation in Education—4 hours.** A thorough analysis of standardized objective tests, their uses, and values. Covers the planning of testing programs, evaluation of pupils, and statistical treatment of test results.
Hardaway, Venable, Westfall
- *491. **Citizenship Education—4 hours.** A review of current projects and studies in citizenship education. Present methods of developing democratic attitudes and skills in various subject matter areas, both for elementary and secondary teachers. Clark
- *494. **Workshop in Reading—4 hours.** Under the general theme of developmental reading, major emphasis will be placed on preventive instructional procedures and somewhat less emphasis on problems of remedial reading. Workshop activities include lectures by distinguished specialists, individual and group work on various aspects of its reading program, and exploration of and consultation on local problems.
Cobb

PSYCHOLOGY COURSES

220. **General Psychology—4 hours.** Presents the fundamental facts and principles of psychology.
Jones
223. **Child Psychology—4 hours.** A consideration of those understandings in psychology necessary for giving guidance to the child in all phases of psychological development.
Malm, Runke, Smith, Watson
301. **Human Growth and Development—4 hours.** A consideration of all aspects of human development from the prenatal period to adulthood. Required on all teaching curricula.
Fauset, Malm, Runke, Venable, Watson
302. **Human Growth and Development—4 hours.** A continuation of Psychology 301. Required on all teaching curricula.
Fauset, Malm, Runke, Venable, Watson
322. **Educational Psychology—4 hours.** The application of psychology to the problems of teaching. Open to juniors and seniors.
Jamison, Smith
- *421. **Advanced Child Psychology—4 hours.** For students with considerable experience with children or a previous course in this area. Major purposes to improve student's ability to work with children and to acquaint the student with recent research in the field.
Cobb, Malm, Runke

*Open to graduate students. Graduate students are required to do additional work of a research nature.

***422. Adolescent Psychology—4 hours.** A study of the period from twelve to twenty, with consideration of adolescent needs, adolescent problems, and the part the adult must play in making life for the adolescent rewarding and wholesome.

Fauset, Jamison, Malm

***426. Psychology of Personality and Adjustment—4 hours.** A study of the nature of personality and of adjustment, with attention to the development of the kind of personality and the kind of living which will make for the happiness of self and others.

Fauset, Jamison, Malm

GRADUATE COURSES—EDUCATION

Education 403, 404, 406, 412, 413, 416, 417, 439, 440, 441, 442, 443, 444, 445, 446, 450, 460, 463, 467, 491, and 494 may be taken for graduate credit.

The courses listed below are offered only as graduate courses.

501. Research in Education—4 hours. A course designed to acquaint the graduate student with the principles of research and to familiarize him with the various research procedures. Some actual practice in research is provided.

Clark, Hardaway, Jamison

502. Statistical Method Applied to Education—4 hours. A basic course in statistical methods and analysis for teachers and administrators. Problems are concerned with education and psychology and include concepts necessary for the understanding of computations and interpretations. Areas covered are measures of central tendency, variability, correlation and regression, and measures of reliability. Prerequisite: a knowledge of algebra.

Fauset, Hardaway

***518. Organization and Administration of Guidance and Personnel Services—4 hours.** Basic philosophy, principles, and current trends in the organization-administration of public school guidance programs. Stress is given to line-staff organization, guidance committee, counselor-teacher relationships, adult-community guidance services, and in-service leadership in guidance. Prerequisite: Education 417.

Ederle

527. Occupational Information: Types, Sources, and Uses in the Guidance Services—4 hours. An overview of basic types and sources of occupational information used in vocational counseling and guidance. An analysis of established or standard procedures for disseminating vocational information in school-community guidance services.

Ederle, Ford

*Open to graduate students. Graduate students are required to do additional work of a research nature.

530. **Guidance Workshop**—4 hours. The theme or area varies each year, so the course may be taken more than once. A maximum of 8 hours earned from this course may be applied toward a graduate degree. Resource consultants of national prestige, field trips, guest speakers, and films will be utilized. Ederle
561. **Supervision of Instruction**—4 hours. Devices and techniques are considered in the light of a thorough grounding in cooperative group processes in supervision. Opportunity is afforded for individual and group research and reporting. Cobb
562. **Administration and Supervision in the Elementary School**—4 hours. Principles and techniques of administration and supervision; stress on continuous self-direction of teachers in service. Smith
564. **Secondary Curriculum**—4 hours. A study of the principles which are basic to the secondary curriculum and consideration of the ways in which integration may be applied to existing secondary school curricula. Venable, Westfall
571. **Public School Administration**—4 hours. The fundamental principles of school administration are studied and emphasis is placed upon the application of principles to the local administrative units. Cobb, Watson
572. **Seminar in School Administration**—4 hours, Prerequisites: Education 571 and 562 or 573. The basic principles of administration are studied. Current problems in school administration are analyzed. Jamison
573. **Administration of the Secondary School**—4 hours. This course is organized to treat the major problems confronting the principal of both the large and small high school. The primary objectives in the course will be that of seeking through investigation better adaptation and utilization of secondary school facilities. Jamison, Westfall
575. **School Surveys**—4 hours. How to organize and conduct a school survey, how to determine the lines of investigation needed, how to collect and interpret data, and how to set forth results of the investigation in a report are important features of this course. Swalls
579. **School-Community Relations**—4 hours. A study of practices and procedures that may be employed to develop mutual understanding between the citizens of a community and their public schools. Staff
582. **School Business Management**—4 hours. A study of the current Indiana practices in school budgeting and accounting procedures. Practice is given in budget construction and accounting procedures. Swalls
583. **Workshop for Principals of Twelve-Grade Schools**—4

hours. Problems of administering a twelve-grade school are studied, and the problems are drawn from actual school situations presented by members of the workshop. Consultants are called in as needed. Enrollment in the workshop is limited to those persons who have some experience as principals or who are beginning principals. Swalls

584. **Legal Aspects of School Administration—4 hours.** A study of the origin and development of school legislation in Indiana with emphasis given to law as it applies to a number of school situations today. Swalls

585. **School Plant Planning—4 hours.** Fundamental principles of school building construction are stressed, and at the same time a study of desirable equipment for each unit of the building is made. Swalls

592. **Improving Social Studies Instruction in the Elementary School—4 hours.** This course is designed to meet the needs of elementary teachers in the area of Social Studies. The findings of recent research in curriculum, methods of teaching, and instructional materials will be emphasized. Smith

595. **Problems in Reading—4 hours.** Summer. This course is designed to give the student the opportunity to explore some of the major problems in reading and the teaching of reading in the public schools. In addition to class work, the student will explore rather thoroughly, both research and present practice in some specific area. Cobb

596. **Improving the Teaching of Language Arts in the Elementary School—4 hours.** Designed for experienced teachers. Includes study of research and current literature on the language arts, and selection of techniques and materials for improved effectiveness in teaching. Classroom experimentation will be encouraged. Runke

600. **Preparation of Thesis—8 hours.** By arrangement with chairman of student's thesis committee.

GRADUATE COURSES—PSYCHOLOGY

Psychology 421, 422, and 426 may be taken for graduate credit.

The courses listed below are offered only as graduate courses.

502. **Statistical Method Applied to Education—4 hours.** A basic course in statistical methods and analysis for teachers and administrators. Problems are concerned with education and psychology and include concepts necessary for the understanding of computations and interpretations. Areas covered are measures of central tendency, variability, correlation and regression, and measures of reliability. Prerequisite: a knowledge of algebra. Fauset, Hardaway

519. **Techniques in Counseling**—4 hours. Basic philosophy, principles, and procedures in both clinical and non-directive counselling. Research related to evaluation of the counseling process. Prerequisite: Education 417. Ederle

523. **Advanced Educational Psychology**—4 hours. An extension of the elementary conditions of learning and the principles of human growth and development. Emphasis is given to experimental studies in psychology. Cobb

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DIVISION OF TEACHING

Dr. Olis G. Jamison, Coordinator of Laboratory Experiences and Professional Curriculum; Dr. Donald Sharpe, Director of Laboratory Experiences on the Secondary Level; Dr. Wenonah Brewer, Assistant Director on the Secondary Level; Ralph Lantz, General Supervisor on the Secondary Level; Dr. Edgar Tanruther, Director of Laboratory Experiences on the Elementary Level; Dr. Otto Shipla, Supervisor, Elementary Level; and Dr. Harley Lautenschlager, Principal of the Laboratory School.

COLLEGE DEPARTMENTAL SUPERVISORS IN SUPERVISED TEACHING

Art, John Laska; Business, Robert E. Hoskinson; English, Margaret Gillum; Home Economics, Anne M. Lee; Industrial Education, Sylvan O. Yager; Languages, Mary O. Peters; Mathematics, Kathryn M. Kennedy; Music, James W. Barnes, Martha Pearman; Physical Education, Angeline Watkins, Paul L. Wolf; Science, Galen W. Bull; Social Studies, Charles W. Engelland; Special Education, Rutherford B. Porter, Margaret L. Rowe; Speech, Gladys M. Rohrig.

Supervising Teachers in the Elementary School¹: Kindergarten, Hilma R. Weaver; First Year, Harriett Darrow, Mary Lou Steed; Second Year, Mary Detrick, Agnes Dodds; Third Year, Mary Claire Hamrick, Virginia Mitchell; Fourth Year, Olga A. Combs, Ann Harrison; Fifth Year, Anna Carle, Myrtle Smith; Sixth Year, Hallie Smith, Charles Syester.

Supervising Teachers in High School¹: Art, John Laska, Thomas Makosky; Business, Warren H. Gardiner, Ruth Temple; English, Lucia K. Bolt, Margaret Gillum, Marjorie C. McDaniel, Frances Williams, Gypsy Wilson; Home Economics, Caroline S. Kelso, Ruth Turner; Industrial Education, Elmer Ciancone, Braxton Duvall; Foreign Languages, Gertrude Ewing; Mathematics, Seth Farley, Kenneth Tatlock; Music, Ralph G. Miller, Martha Pearman, Viola Peterson; Physical Education, Carl Bickley, Marjorie Hughes, Louise Pound, Stanley Smith, Steve Vencel; Science, Galen W. Bull, Marvin Bell; Social Studies, Charles W. Engelland, Florise Hunsucker, Marjorie C. McDaniel; Special Education, Tony Milazzo, Helen Patton; Library, Elizabeth Weller.

¹The supervising teachers listed here are members of the faculty of the Laboratory School. In addition to those listed above, a number of qualified teachers in the public schools serve as supervising teachers and are assigned student teachers. A list of those who cooperated with the College during the 1956-57 school year will be found on pages 247-250.

CERTIFICATION REQUIREMENTS

The courses listed below are designed to meet the State Department's requirements in supervised teaching for the following cer-

tificates: elementary and special areas, junior high school, senior high school, supervisory and administrative.

REQUIREMENTS FOR ENROLLMENT IN SUPERVISED TEACHING

1. To enroll for supervised teaching a student must have a point-hour ratio of 2.0 or above.
2. Factors such as personality, character, and psychological ratings, shall be given due consideration in determining whether or not a person with a point-hour ratio of 2.0 or above may enroll.
3. While assigned to supervised teaching, students shall be enrolled for not more than 16 credit hours and should not plan for any employment.
4. Students who have transferred from another institution must have completed at least 32 hours of work at Indiana State Teachers College.

Elementary Division

The supervised teaching programs in this division are so planned that each student will receive a general elementary certificate which will qualify him to teach in grades one to eight of the elementary school. If he has the necessary prerequisites, he may also qualify for a special certificate in kindergarten, a junior high school and ninth-grade subjects certificate, or a special elementary area certificate.

The student enrolls for courses in Supervised Teaching 451, 452, 455, and 460 (Seminar in Elementary Supervised Teaching). They constitute a full load for the entire term. Student teaching should be done during the third quarter of the junior year or the first or second quarter of the senior year. It should not be done the last term of the senior year.

The student should assume no obligations which would interfere with all day student teaching or with his leaving the campus for the term he is assigned to a student teaching center in another city.

Supervised Teaching Courses (ELEMENTARY)

451. Supervised Teaching—4 hours. This course consists of orientation, participation, and actual teaching in the elementary grades.
Shipla, Tanruther
452. Supervised Teaching—4 hours. This is a continuation of 451.
Shipla, Tanruther
- *455. Advanced Supervised Teaching—4 hours. Continuation of 451 and 452.
Shipla, Tanruther

*Open to graduate students. Graduate students are required to do additional work of a research nature.

459. **Supervised Teaching in the Kindergarten**—4 hours. For students who wish to secure a certificate in the kindergarten and junior primary area. Prerequisites: Supervised Teaching 451, 452, 455, 460. Shipla, Tanruther
460. **Seminar in Elementary Supervised Teaching**—4 hours. This course is designed to develop insight during laboratory experiences of student teachers. It is also open to advanced teachers. Shipla, Tanruther

Secondary Division

The two courses, 453 and 454, meet the certification requirements in observation and supervised teaching in Indiana and other states. The prerequisites are Education 111, 311 and Psychology 301, 302 and twenty-four quarter hours of credit in the special subject area in which the certificate is to be secured.

The "professional quarter" is a term used to identify that quarter in which a student enrolls in the two supervised teaching courses, the Seminar in Secondary Teaching, and the appropriate special methods course. The student should plan to devote his entire attention to these courses. He should plan his college work so that the professional quarter may occur during the last third of his junior year or the first two-thirds of his senior year.

The student should assume no obligations which would interfere with his leaving the campus for eight weeks to live in one of the Indiana communities cooperating with Indiana State Teachers College in the supervised teaching program. As a general rule, students will spend the first three weeks of the quarter on the campus, eight weeks in one of the off-campus centers, and the last week on the campus.

Supervised Teaching Courses (SECONDARY)

431. **Seminar in Secondary Teaching**—4 hours. A course in the principles and practices of teaching which integrates educational theory with the practical experiences provided in the Supervised Teaching Assignment. Brewer, Lantz, Sharpe
453. **Supervised Teaching**—4 hours. This is the first term of teaching. Brewer, Lantz, Sharpe
454. **Supervised Teaching**—4 hours. This is the second term of supervised teaching required for graduation. Under the present plan, however, 453 and 454 are usually taken concurrently. Brewer, Lantz, Sharpe
- *456. **Advanced Supervised Teaching**—4 hours. (Elective). A continuation of 453 and 454. Special adaptations are made to meet the individual student's needs. Sharpe

SPECIAL COURSES IN TEACHER EDUCATION

*458. **Individual Teaching Problems—4 hours.** A refresher course for teachers who have been out of the profession for some time. Problems may be selected in either the elementary or secondary field.
Sharpe, Tanruther

461. **Supervised Teaching in the Junior High School—4 hours.** For students on the elementary curriculum who wish to obtain the junior high school and ninth-grade subjects certificate. Prerequisites: Supervised Teaching 451, 452, 455, 460.
Sharpe

557. **Principles and Techniques of Supervising Student Teachers—4 hours.** For persons expecting to be supervising teachers or directors of laboratory schools. Prerequisite—Graduate standing and one course in student teaching. (Offered only during first summer term.)
Sharpe, Tanruther

*Open to graduate students. Graduate students are required to do additional work of a research nature.

NOTE—During the summer, supervised teaching is offered the first summer term only and is limited to persons who have had teaching experience and are not in residence during the academic year.

DEPARTMENT OF ENGLISH

Dr. Smock, Chairman of the Department; Dr. Albaugh, Mr. Ashbrook, Dr. Bash, Mr. Boyd, Dr. Fyfe, Miss Gillum, Miss Jerry, Dr. Light, Miss McBeth, Miss McGaughey, Dr. Miller, Dr. Mullen, Dr. Reed, Dr. Schick, Dr. Smith, Dr. Tenney.

Students who are taking a special, comprehensive, or restricted area in the Language Arts are expected to take English 230, 231, 250, and 251 before enrolling in any course numbered above 320 unless granted special permission by the English department.

Students who realize the advisability of preparation in English beyond the requirements of the comprehensive area (see page 33.) may extend the curriculum to as much as ninety-two hours in addition to English 391. For advice, please consult the chairman of the department.

Basic Communications 101, 102, and 103 are required of all students during the first year and must be continued during consecutive quarters until credit has been earned.

COURSES

0. **Pre-College English.** No credit, but unofficial withdrawal will be recorded as F. Required of students deficient in English fundamentals as determined by standard tests. A student who does unsatisfactory work in this course will not be permitted to enroll in Basic Communications 101. Staff
- 101, 102, 103. **Basic Communications—4 hours credit for each course—**Required of all freshmen. A study of the principles of rhetoric, grammar, and correct usage with practice in their application to writing and speaking. Considerable stress is given to intelligent reading and appreciation of literature, including oral interpretation. Staff
116. **Reporting and Writing News—4 hours.** Study of news gathering and news writing, style, and technical terms. Prerequisite: Basic Communications 103. Boyd
214. **English Grammar—4 hours.** The study of English grammar in speech and writing. Required for certificate in Language Arts. Prerequisite: Basic Communications 103. Schick, Smock
216. **Feature and Editorial Writing—4 hours.** Principles and practices of writing feature stories and editorials for newspapers and other publications. Prerequisite: English 116. Boyd
220. **Introduction to Literature—4 hours.** An intensive study of selections from the principal literary types—fiction, drama, biography, essay, and poetry. Staff

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221. **The Short Story**—4 hours. Its techniques, types, and history; comprehensive reading of masterpieces. McGaughey
230. **American Literature to 1860**—4 hours. Prerequisite: Basic Communications 103. Bash, Light, Schick
231. **American Literature 1860-1940**—4 hours. Prerequisite: English 230. Bash, Light, Schick
241. **World Literature**—4 hours. A course that surveys European literature mainly. The objective is to acquaint the student with certain famous foreign language works in English translation and, in so far as possible, to give him a knowledge of the national cultures from which these literary works arose. The first quarter deals chiefly with Greek and Roman works, with some earlier works from the modern European nations. Smith, Tenney
242. **World Literature**—4 hours. A continuation of English 241 in which the literary traditions of Italy, France, Spain, Germany, Russia, and the Scandinavian countries are studied. Smith, Tenney
243. **Materials and Backgrounds of Children's Literature**—4 hours. Types of literature and reading levels appropriate to the elementary grades. McBeth, McGaughey
250. **Survey of English Literature I**—4 hours. A survey of English literature from the beginnings through the period of Neoclassicism. Prerequisite: Basic Communications 103. Smith, Smock
251. **Survey of English Literature II**—4 hours. A survey of English literature from the Romantic Period to the present century. Prerequisite: English 250. Smith, Smock
290. **Introduction to Shakespeare**—4 hours. A study of selected plays with emphasis on dramatic interpretation and appreciation. Prerequisite: Basic Communications 103. McBeth, Smith
301. **Newspaper Procedure**—4 hours. Practical work on the campus newspaper with emphasis on gathering and writing news. Prerequisite: English 116 or permission of instructor. Boyd
302. **Newspaper Production**—4 hours. Practical work on the campus newspaper with emphasis on procedure, form, and printing. Prerequisite: English 116 or permission of instructor. Boyd
303. **Newspaper Problems**—4 hours. Practical work on the campus newspaper with emphasis on editing, planning, and staffing. Prerequisite: English 116 or permission of the instructor. Boyd
305. **Newspaper Makeup**—4 hours. Study of typography, layout, and makeup. Prerequisite: English 116. Boyd

- 311. Junior English Composition, Advanced Exposition—4 hours.** Must be taken during junior year unless officially permitted to include in program at another time. Prerequisite: Basic Communications 103. Staff
- 312. Special Publications—4 hours.** Study of makeup, printing, binding, engraving of printed matter other than newspapers and magazines. Study plans for future Sycamore. Boyd
- 316. Copyreading and Editing—4 hours.** Study and practice of copyreading, rewriting, headline writing, proofreading, and general editing. Prerequisite: English 116 or consent of instructor. Boyd
- 318. Magazine Writing—4 hours.** Current magazines are the background for this course. Although the student is urged to experiment with several types of writing, he may concentrate to some extent on articles, short story, or verse. Prerequisite: Basic Communications 103. McGaughy
- 319. Newspaper Practice—2 or 4 hours.** Open to advanced students of journalism to study various newspaper practices of coverage, writing, and editing. This is an arranged course and registration is with the consent of the instructor. Boyd
- 320. Drama—4 hours.** Development of drama and dramatic criticism from classical Greece to the present—world scope. McBeth
- 321. The Novel—4 hours.** Traces the development of the English novel from the beginning through Sir Walter Scott. The principal novelists studied are Defoe, Richardson, Fielding, Smollett, Sterne, Austen, and Scott. Smock
- 322. The Novel—4 hours.** Traces the development of the English novel from Scott to the present time with emphasis on the nineteenth century. Smock
- 331. Contemporary Poetry—4 hours.** A study of the current trends and of representative modern British and American poets; poetic techniques; evaluation; and teaching methods. McBeth
- 334. American Drama—4 hours.** The development of American drama from its beginnings in the eighteenth century to the present. Lectures and readings. Schick
- 341. Contemporary Prose—4 hours.** The short story, the novel, and the drama. Boyd
- 360. Laboratory in Creative Writing—4 hours.** The student is required to establish and adhere to regular hours for creative work. Manuscripts produced in the course are read critically by Boyd

the instructor and followed by individual conferences. Occasional reading of manuscripts to the class with guided exercises in criticism. Not a lecture and discussion course on "how to write."
Smith

391. **The Teaching of English in the High School**—4 hours. Aims and methods of procedure in teaching English in the high school; materials and organization as preparation for student teaching. Prerequisite: All junior college courses required for Language Arts certificate. Gillum
- *401. **The History of the English Language**—4 hours. A study of the morphology and phonology of the English language from Old English through Middle English to Modern English. Lectures and readings. Prerequisite: English 214, 250. Schick
- *416. **Supervision of Student Publications**—4 hours. Covers the problems generally faced in supervision of newspapers, magazines, annuals, and other school publications. Required of students taking a comprehensive area in Language Arts. Boyd
417. **History of Journalism**—4 hours. Study of the growth and development of journalism, directed toward the contemporary press in the United States, its backgrounds, trends, principles, and influences. Boyd
- *426. **The English Renaissance (1580-1660)**—4 hours. Prerequisite: English 250. Bash, Smith
- *427. **The Neo-Classical Age**—4 hours. The principal writers studied are Dryden, Addison, Steele, Swift, and Pope. Prerequisite: English 250. Smock
- *428. **The Romantic Movement**—4 hours. Prerequisite: English 251. Tenney
- *429. **The Victorian Age**—4 hours. Victorian poetry and prose. Prerequisite: English 251. Smock, Tenney
- *432. **The Literature of Early America**—4 hours. A survey of American literature from the early seventeenth century to 1830. Lectures and readings. Prerequisite: English 230. Schick
- *448. **Literary Criticism and Theory**—4 hours. An historical study of literary criticism and aesthetic theory. Prerequisite: 8 hours of literature.
- *450. **Chaucer**—4 hours. A study of the life and writings of Chaucer, including the historical background of the fourteenth century and some attention to linguistic problems. Required of all graduate students in English. Prerequisite: English 250. Schick
- *451. **Shakespeare**—4 hours. An intensive study of selected come-

*Open to graduate students. Graduate students are required to do additional work of a research nature.

dies, tragedies, and historical plays. Careful attention is given to problems of Shakespearean scholarship, interpretation, and criticism. Prerequisite: English 250. McBeth, Smith

- *452. **Milton**—4 hours. *Paradise Lost* and as much as possible of the minor poems, *Sampson Agonistes*, and major prose writings. Prerequisite: English 250. Smith, Tenney
- *461. **Playwriting**—4 hours. Actual writing of plays followed by criticism by the instructor, reactions and suggestions from class members, rehearsal and re-write of script, and close observation of audience reaction when the play is performed publicly. A laboratory course designed to teach basic playwriting techniques with the development of creative ability and the appreciation of the problems of the playwright as its main objectives. Prerequisite: 24 hours in English and Speech. Masters
- *480. **Workshop in Problems of Teaching**—4 hours. Special consultants in addition to the regular staff provide leadership for this workshop designed to study specific and practical problems in the teaching of English. Designed for teachers with experience; open to others by special permission. Summer school only. Prerequisite: 20 hours in the Language Arts. Smock
- *495. **Seminar**—4 hours. Topics for study will change from term to term. Prerequisite: 24 hours in English. Staff

GRADUATE COURSES

536. **Studies in American Literature**—Registration only with permission of the instructor. The topics for study will change from term to term. Required of all graduate students in English. Prerequisite: 24 hours of literature Bash, Schick
538. **Studies in English Literature**—4 hours. The topics will change from term to term. Required of all graduate students in English. Prerequisite: 24 hours of literature. McBeth, Smith, Smock
570. **Introduction to Literary Research and Bibliography**—4 hours. A discussion of typical problems in literary history and criticism and a study of the most important bibliographical references in English and American literature. Required of graduate students in English. Prerequisite: 24 hours of literature. Schick
600. **Preparation of Thesis**—8 hours. By arrangement with chairman of student's thesis committee.

*Open to graduate students. Graduate students are required to do additional work of a research nature.

DEPARTMENT OF FOREIGN LANGUAGES

Mrs. Peters, Chairman of the Department, Dr. Bruning, Mr.
Castagno, Miss Ewing.

Twenty-four quarter hours of foreign language are required as general academic credit of all students working for the B.A. degree. This unit of twenty-four hours must all be in the same language field.

At least sixty-eight hours of a foreign language, including the methods course, are required for a comprehensive area, involving forty-four hours of one language and twenty-eight of another. Thirty-six hours of one foreign language constitute a restricted area.

1) Students who have had no high school preparation in any language elected shall make up the deficiency by taking eight additional quarter hours of the same language. 2) Students who upon entrance have two units or less of high school language will be required to take a proficiency test. The level of work to be pursued by the student will be determined by the results of this test. These deficiencies will have been met upon successful completion of the first year's elementary work. 3) More advanced students should consult the chairman of the department before electing their initial course. 4) It is recommended that courses in foreign languages be taken in sequence.

FRENCH

The following courses are required of all candidates for the teacher's certificate in French: French 231, 233, 331, and 392.

131. Elementary French—4 hours. Introduction to the French language—pronunciation, intonation, speech patterns, grammar. Prerequisite, none. Credit for this course will be granted only upon successful completion of French 132 and 133.

Bruning, Peters

132. Elementary French—4 hours. Continuation of French 131.

Bruning, Peters

133. Elementary French—4 hours. Introduction to reading, Continuation and intensification of oral-aural method. Prerequisite: French 132 or equivalent.

Bruning, Peters

134. French Reading and Conversation—4 hours. Intensive reading of modern and contemporary prose of progressively increasing difficulty. Oral narration in imitation of French models. Prerequisite: French 133 or equivalent.

Castagno, Peters

231. Grammar Review—4 hours. Required of all students electing French as an area. Prerequisite: French 133 or two years of high school French, or equivalent.

Castagno, Peters

232. **Intermediate French Reading**—4 hours. Readings in a broad variety of 19th and 20th century prose—the short novel, short story, essay, and drama. Prerequisite: French 133 or equivalent. Castagno, Peters
233. **Survey of French Civilization**—4 hours. Introduction to the social, political, spiritual, and cultural history of the French people. Prerequisite: French 232. Castagno, Peters
234. **The Modern Short Story**—4 hours. Analysis and evaluation of the technique, structure, and style of the short story. Introduction to explication de textes. Peters
235. **The Modern French Novel**—4 hours. Peters
236. **Reading of Masterpieces in French Literature**—4 hours. Peters
331. **Advanced French Composition and Conversation**—4 hours. Required of all majors in French. Castagno, Peters
333. **Survey of French Literature I**—4 hours. Prerequisite: French 233 or 234. Castagno, Peters
335. **Survey of French Literature II**—4 hours. Prerequisite: French 332. Castagno, Peters
337. **Contemporary French Theatre**—4 hours. Peters
339. **Poetry of the Nineteenth Century**—4 hours. Peters
341. **Twentieth Century French Literature**—4 hours. Peters
392. **The Teaching of Modern Languages in the High School**—4 hours. Aims and planning of the high school course in modern languages. Review and evaluation of various methods of teaching. The purpose of this course is the examination of the new developments both in theory and practice—the linguistic approach; the “informant” technique; the “intensive program”; lesson planning; new class materials, syllabi and equipment. Observation in demonstration class and discussion. Required of all students taking French as an area. Peters
- *432. **Contemporary French Literature**—4 hours. Prerequisite: French 333. Peters
- *434. **Nineteenth Century French Literature**—4 hours. Prerequisite: French 333. Peters
- *436. **Eighteenth Century French Literature**—4 hours. Prerequisite: French 333. Peters
- *438. **Seventeenth Century French Literature**—4 hours. Prerequisite: French 333. Peters
- *439. **Old French**—4 hours. Peters

*Open to graduate students. Graduate students are required to do additional work of a research nature.

GERMAN

161. **Elementary German**—4 hours. Fundamentals of German grammar, mastery of a limited vocabulary, simple conversation. Bruning
162. **Elementary German (continued)**—4 hours. Continuation of grammar study, reading of simple prose and poetry, conversation. Bruning
163. **Elementary German (continued)**—4 hours. Emphasis upon reading for comprehension. Selections from German literature, conversation, composition. Bruning
261. **Intermediate German**—4 hours. Grammar review, composition, conversation. Reading of short stories, poetry, and novellen. Bruning
262. **Intermediate German (continued)**—4 hours. Readings from classic German drama and poetry, modern shorter prose works. Composition and conversation. Bruning
263. **Scientific German**—4 hours. This course is intended for students concentrating in science who wish to make a preparatory study for the graduate reading requirements in German. It may be elected instead of German 264. Bruning
264. **Intermediate German (continued)**—4 hours. Faust, Part I. Conversation and composition. Bruning

LATIN

Students who have not taken Latin in high school will elect course 111. Those who have had one year of Latin in high school should begin with a freshman course. Those who have had two years in high school will begin with a sophomore course. More advanced students should consult the chairman of the department before electing their initial course. The following courses are required of all students electing a Latin area: one of the cultural courses (114, 217, or 319), Latin 314, 391, and 418.

CULTURAL COURSES

111. **Elementary Latin**—4 hours. Study of the principal grammar points, pronunciation, word derivation, and reading of easy selections from Latin authors. Prerequisite: none. Ewing
112. **Elementary Latin**—4 hours. Continuation of the study of the fundamentals of grammar and reading of simple Latin prose. Prerequisite: Latin 111 or one year of high school Latin. Ewing
113. **Elementary Latin**—4 hours. Review of grammar and composition, continuation of the fundamentals of grammar, and continued reading of easy selections from Latin authors. Prerequisite: Latin 112 or at least one year of high school Latin. Ewing

114. **The Latin Element in English**—4 hours. Introduction of Latin words into English. Latin and Greek borrowings: prefixes, suffixes, roots, and stems, with special attention to scientific, medical, and law terms. Prerequisite: no knowledge of Latin and Greek required and open to all students. Ewing
211. **Grammar Review and Cicero's Orations**—4 hours. Review of Latin grammar and composition. Translation of selections from Sallust and Cicero's Orations, with stress on the political and social background of Roman life during the first century before Christ. Prerequisite: Latin 113 or two years of high school Latin. Ewing
212. **Grammar Review and Vergil's Aeneid, Eclogues, and Georgics**—4 hours. Rapid grammar review. Translation of selections from Vergil's Aeneid, Eclogues, and Georgics, with special attention to mythological allusions and metrical reading. Prerequisite: Latin 113 or at least two years of high school Latin. Ewing
213. **Grammar Review and Ovid's Metamorphoses**—4 hours. Selections from Ovid's Metamorphoses and other poems, with special stress on Greek and Roman mythology. Prerequisite: Latin 113 or at least two years of high school Latin. Ewing
214. **Cicero's De Senectute et De Amicitia**—4 hours. Glimpses of some of the ancient philosophies of life that have considerable bearing upon our own views of life. Prerequisite: Latin 113 or at least two years of high school Latin. Ewing
215. **Terence's Phormio**—4 hours. Introduction to Roman comedy and to the colloquial speech of the ordinary citizen. Prerequisite: Latin 113 or at least two years of high school Latin. Ewing
216. **Horace's Odes**—4 hours. Special emphasis is placed upon the study of the metrical forms of these lyrical poems. Prerequisite: Latin 113 or at least two years of high school Latin. Ewing
217. **Roman Private and Public Life**—4 hours. Study of Roman daily life, with special attention to Roman character and institutions as the foundations of our modern culture. Prerequisite: none and open to all students. Ewing
311. **Pliny's Letters**—4 hours. Selected letters of Pliny, with a study of the life of a Roman citizen in the first century after Christ. Prerequisite: at least three years of high school Latin or the equivalent. Ewing
313. **Martial's Epigrams**—4 hours. Study of the epigram and of Martial's poetic style. Important in depicting the social life of all classes of Romans. Prerequisite: at least three years of high school Latin or the equivalent. Ewing

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315. **Catullus**—4 hours. Translation and metrical reading of selected poems. The place of Catullus in Latin poetry. Prerequisite: at least three years of high school Latin or the equivalent. Ewing
317. **Advanced Course in High School Authors**—4 hours. Rapid reading, in translation, of the works of Caesar, Cicero, and Vergil, with careful study of the literary and historical background. Recommended for all students electing a Latin area. Ewing
319. **Greek and Roman Literature**—4 hours. Study of the literary periods of the most important Greek and Roman authors, with the reading of portions of their works in translation. Prerequisite: none and open to all students. Ewing
391. **The Teaching of Latin in High School**—4 hours. A study of the objectives and contents of the high school Latin course, the various methods of teaching Latin, with a review of the current text books and teaching materials available, with some attention to lesson planning, observation, participation, and evaluation. Required of all students electing a Latin area. Ewing
- *412. **Horace's Satires**—4 hours. Poems in dactylic hexameter dealing with a variety of subjects, with attention to the study of Roman satire and its influence. Prerequisite: at least two years of college Latin or the equivalent. Ewing
- *414. **Cicero's Letters**—4 hours. Study of the greatest letter-writer of antiquity, with first-hand knowledge of the social and political life in Rome in Cicero's day. Prerequisite: at least two years of college Latin or the equivalent. Ewing
- *416. **Medieval Latin**—4 hours. Many interesting stories in the popular language of the time, with attention to aspects of medieval history and civilization. Prerequisite: at least two years of college Latin or the equivalent. Ewing
- *418. **Advanced Composition**—4 hours. Aim, to develop in the student the ability to express simple thoughts in idiomatic Latin. Required of all students electing a Latin area. Ewing

SPANISH

The following courses are required of all candidates for the teacher's certificate in Spanish: Spanish 251, 253, 351, and 392.

151. **Elementary Spanish**—4 hours. Intensive drill in pronunciation, intonation, phraseology, and the basic speech patterns of the Spanish language. No prerequisite. No credit will be granted until courses 152 and 153 have been successfully terminated. Castagno, Peters

*Open to graduate students. Graduate students are required to do additional work of a research nature.

- 152. Elementary Spanish—4 hours.** Continuation of Spanish 151. Prerequisite: Spanish 151 or equivalent. Castagno, Peters
- 153. Elementary Spanish—4 hours.** Introduction to the reading of Spanish prose of moderate difficulty. Gradual intensification of oral-aural work. Prerequisite: Spanish 152 or equivalent. Castagno, Peters
- 154. Reading and Conversation—4 hours.** Intensive reading of contemporary prose drawn from Spanish and Latin American writers. Oral narration based on Spanish models. Prerequisite: Spanish 153 or equivalent. Castagno, Peters
- 251. Grammar Review—4 hours.** Required of all Spanish majors and minors. Prerequisite: Spanish 153 or two years of high school Spanish, or equivalent. Castagno, Peters
- 252. Intermediate Spanish—4 hours.** Prose readings of the 19th and 20th centuries: the Spanish and Latin-American short story, drama, and essay. Prerequisite: Spanish 153 or two years high school Spanish, or equivalent. Castagno, Peters
- 253. Survey of Latin-American Civilization—4 hours.** Panoramic view of the history and culture of Hispanic America. Prerequisite: Spanish 252 or equivalent. Castagno, Peters
- 254. Survey of Spanish Civilization—4 hours.** The cultural and spiritual life of the Spanish people as seen against the background of the social and political history, and as expressed in their art, music, and literature. Prerequisite: Spanish 252 or equivalent. Castagno
- 255. The Modern Spanish Novel—4 hours.** Castagno
- 256. Contemporary Spanish Theatre—4 hours.** Castagno
- 351. Advanced Spanish Composition and Conversation—4 hours.** Required of all students majoring in Spanish. Castagno, Peters
- 353. Masterpieces of Spanish Literature—4 hours.** Prerequisite: Spanish 253. Castagno, Peters
- 355. Masterpieces of Spanish-American Literature—4 hours.** Prerequisite: Spanish 253. Castagno, Peters
- 357. Survey of Modern and Contemporary Spanish-American Literature—4 hours.** The period 1880-1950. Prerequisite: Spanish 254. Castagno
- 359. Spanish American Novel—4 hours.** Castagno
- 361. Contemporary Spanish Literature—4 hours.** Castagno
- *452. Modern and Contemporary Spanish Literature—4 hours.** Prerequisite: Spanish 353. Castagno

*Open to graduate students. Graduate students are required to do additional work of a research nature.

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- *454. Literature of the Nineteenth Century—4 hours. Prerequisite: Spanish 353. Castagno
- *456. Literature of the Golden Age—4 hours. Prerequisite: Spanish 353. Castagno
- *458. Cervantes, Don Quijote—4 hours. Prerequisite: Spanish 353. Castagno
- *460. Siglo de Oro Drama—4 hours. Castagno

GRADUATE COURSE

600. Preparation of Thesis—8 hours. By arrangement with chairman of student's thesis committee.

GENERAL HUMANITIES

Dr. E. I. Dyche, of the Department of Philosophy, instructor responsible for the courses, William Ashbrook, and Raymond Miller. Members of other departments of the College may, as is appropriate, be called in to assist in instruction.

The full year of General Humanities will constitute an integrated study of the cultures of the West in their idea and style, as expressed in philosophy, art, music, and literature.

These courses are required of all students on "Other Than Teaching" curricula in Liberal Arts, Journalism, Professional Music (optional), and Pre-Social Work (see pages 46-57) and may be substituted for the 12 hours general education requirements on the teaching curricula.

201, 202, 203. General Humanities—4 hours each, (Fall, Winter, and Spring terms.) The courses 201, 202, and 203 will survey the Cultures of Western Man from the Ancient World to the Present. Courses must be taken in sequence. All three courses must be taken for credit to be received in any one of them.

*Open to graduate students. Graduate students are required to do additional work of a research nature.

DEPARTMENT OF HOME ECONOMICS

Mrs. Lee, Chairman of the Department, Mrs. Banks, Miss Barbee,
Mrs. Barrick, Miss Burgeson, Mrs. Kelso, Miss LeHew,
Mrs. Turner, Mrs. Wiley.

The courses offered in the Department of Home Economics are organized to meet the needs of all college students desiring a general background in home and family living, as well as the needs of home economics teachers in vocational and non-vocational high schools and elementary teachers. See pages 27, 32, 37, and 42 for curricula.

Students desiring curricula to prepare them for positions in the fields of dietetics, nursery school education, or combined journalism, retail selling, related art, home demonstration work or social service work should consult the chairman of the department for guidance.

COURSES

22. **Social Orientation**—1 hour. A non-prepared course for all men and women students; required for graduation. It is designed to assist students with approved social practices in college, home, and community groups. Banks
111. **Textiles**—4 hours. A study of textiles from fiber to fabric. Consideration is given to those properties of fabrics which affect wise selection, use, and care. LeHew
112. **Weaving**—2 hours. Experience with warping, threading, and weaving on both table and floor looms. Fundamental principles of two and four harness looms are stressed. Open to all students. LeHew
113. **Clothing I**—4 hours. A general education course open to all college students. Emphasis will be placed on selection, construction, care, and repair of clothing. No prerequisites. LeHew
131. **Home Nursing**—2 hours. The routine care of the patient in the home with consideration of the responsibilities and needs of the family when illness occurs. A unit on safety emphasizing prevention of accidents in the home is included. Banks
190. **Guidance for Home Economics Students**—2 hours. An overview of the scope and professional opportunities in the field of home economics. This course is designed to assist home economics students with their college curriculum and to aid them in planning a closer relationship of home, community, and school activities. Lee
211. **Clothing II**—4 hours. A course in clothing construction emphasizing use of patterns and fundamental construction principles. LeHew

212. **Clothing Selection**—4 hours. A study of the principles of design and color as applied to the planning, selection, and buying of clothing. Family budgets and clothing expenditures are given consideration. LeHew
213. **Clothing and Personality**—2 hours. The qualities and characteristics of individuals, expressed in posture, dress, language, voice, manners, interests, attitudes, and other reactions to the social world. Open to all students. LeHew
214. **Historic Costume**—4 hours. A study of costume beginning with ancient Egypt up to the present time as represented by those nations most influential in the matter of dress. Social, religious, and political factors affecting costume for both men and women are given consideration. Open to all students. LeHew
220. **Meal Management and Preparation**—4 hours. A general education course based on planning, preparing, and serving attractive meals. Specific problems of the individual will be considered. No prerequisites. Burgeson
221. **Foods and Cookery I**—4 hours. Planning, preparing, and serving meals at different cost levels. Burgeson
222. **Foods and Cookery II**—4 hours. The composition, nutritive value, and digestibility of common foods; principles of food selection and preparation. Burgeson
224. **Elementary Nutrition**—2 or 4 hours. The essentials of an adequate diet; food selection and its relation to health. (Not a substitute for Home Economics 321 on the special home economics curriculum.) Lee
233. **Personal Adjustment and Family Living**—2 hours. Problems of personal adjustment to college and family living. Consideration of the necessary preparation for good personal adjustment in the future family. Banks
270. **Nutrition, Foods, Cookery**—4 hours. A course designed to familiarize the student with the nutritional needs of normal individuals as well as selection and preparation of foods. (Union Hospital School of Nursing). Also listed as Nursing 270. Burgeson, Lee
281. **Household Physics**—4 hours. Principles and practical application in the fields of mechanics, heat, light, and electricity with special reference to appliances in the home. Also listed as Science 281. Burgeson
321. **Nutrition**—4 hours. Fundamental principles of human nutrition; the requirements of the body for energy, proteins, minerals, and vitamins. Prerequisite, or parallel: Science 344. Lee
323. **Foods and Cookery III**—4 hours. Planning, preparing, and serving nutritious and attractive meals in various styles to fit

varying family budgets and employing work simplification techniques. Prerequisite: Home Economics 222. Banks, Burgeson

331. House Planning and Furnishing—4 hours. A study of modern housing, house planning, and furnishing considered from the economic, scientific, and artistic points of view. Banks

332. Home Management I—4 hours. Philosophy and goals of homemaking. Work simplification and problems in time, energy and money management are considered as they relate to the home. Burgeson

391. Methods of Homemaking Education—4 hours. A study of goals, learning experiences, and evaluation techniques for homemaking classes in the secondary school. Students make tentative plans for classes they will teach in their individual supervisory centers. Parallels: Student Teaching 431, 453, 454. Lee

***411. Drapery and Dress Design—4 hours.** A course in applied costume design. Attention is given to the creation of individual dress designs which may be constructed by the draping method. Prerequisites: Home Economics 212 and 211 or permission of the instructor. LeHew

***412. Recent Trends in Textiles and Clothing—4 hours.** An advanced study of textiles and clothing including a survey of new developments. Prerequisites: Home Economics 111, 211. LeHew

***413. Family Clothing Problems—4 hours.** A study of family clothing expenditures and their implications on the teaching of clothing in our schools. LeHew

***421. Diet in Disease—2 hours.** A study of the modifications which are necessary to adjust the complete diet to the body needs during pathological conditions. Prerequisites: Science (Chemistry) 344, Home Economics 321. Lee

***422. Experimental Cookery—4 hours.** Factors affecting results in cookery processes. Class problems in fundamental principles of cookery; individual problems selected by students. Prerequisite: Home Economics 222. Burgeson

***423. Recent Advances in Nutrition—4 hours.** Investigation and study of research dealing with food values, bodily reactions to food, and food processing. Prerequisites: Science 344, Home Economics 321. Lee

***424. Recent Trends in Foods—4 hours.** An advanced study of the science of cookery, including a survey of recent trends in

*Open to graduate students. Graduate students are required to do additional work of a research nature.

foods to illustrate the latest developments in the field. Lectures, reports, discussions, and laboratory work. Prerequisite: Home Economics 222.
Burgeson

- *425. **Nutrition and Family Living in the Elementary School**—4 hours. Emphasis on the ways and means of using the already organized elementary school program to assist the child in developing desirable attitudes and habits in family living. Appropriate laboratory experiences are planned to meet the needs of the group.
Banks
- *426. **Nutrition Education**—4 hours. Designed to help teachers and supervisors in the fields of elementary education, home economics, health education, and related areas to carry out a program of nutrition education in the schools. Prerequisite: Science 171.
Banks
- *430. **Contemporary Homes and Their Furnishings**—4 hours. The influence of American ideas in developing functional homes and furnishings. A study of the artistic, economic, and social trends on homes of the future.
Banks
- *431. **Home Management**—4 hours. Residence in the home management house with participation in all phases of homemaking. Prerequisite: Home Economics 323 Prerequisite or parallel 332.
Burgeson
- *432. **Problems in Consumer Buying**—4 hours. Problems which confront the family in safeguarding and spending the family income.
Burgeson, LeHew
- *433. **Family Relationships**—4 hours. Family administration and the interpersonal relationships within the family which contribute to permanent family values.
Banks
- *434. **Household Equipment**—2 hours. The application of principles and techniques relating to selection, care, and use of household equipment. Prerequisite: Science 281 or permission of instructor.
Burgeson
- *435. **Recent Trends in Home Management**—4 hours. Problems of time, energy, and money management which confronts the homemaker. Emphasis is given to work simplification techniques.
Burgeson
- *436. **Demonstration in Teaching Home Economics**—4 hours. Study, observation, and experience in the technique of demonstration, applying the basic principles of selection, care, and use of materials and equipment used in the home. Prerequisite: Home Economics 222.
Burgeson
- *437. **Seminar: Family Relationships**—4 hours. Prerequisite: Home Economics 433 or its equivalent.
Banks

*Open to graduate students. Graduate students are required to do additional work of a research nature.

- *438. **Child Development**—4 hours. Factors involved in the physical, intellectual, social, and emotional development of children, with discussion of problems in the home. Observation of infants and pre-school children. Open to all college students. Lee
- *439. **The Nursery School**—4 hours. A study of the theory of nursery education and the practical procedures and techniques used in nursery schools. Prerequisite or parallel: Home Economics 438. Lee
441. **Institutional Management**—4 hours. Organization and management of food service for cafeteria and school lunch programs with emphasis on organization, economic problems, labor, and purchase and care of equipment. O'Neil
442. **Quantity Food Preparations**—4 hours. Methods of preparing foods in large quantities with emphasis on purchase standards, menu planning, quantity recipes, portion control, equipment selection, and work process. O'Neil
- *443. **Problems in Teaching Home and Family Living in the Secondary School**—4 hours. Class procedures, teaching aids, evaluation devices, and the use of formal and informal studies in curriculum development for high school home and family living classes. Prerequisites: Home Economics 433. Banks, Lee
- *444. **Teaching Foods in the Secondary School**—4 hours. Family centered foods teaching to include planning, preparation, and service of meals in an efficient manner. Banks, Barrick
- *445. **Child Nutrition**—4 hours. Fundamental principles of child nutrition; methods of judging nutritional status of children; and ways and means by which nutritional betterment of children may be attained. Prerequisite: Home Economics 321. Lee
475. **Methods in Home Nursing Education**—4 hours. Methods of teaching home nursing skills as well as group supervision for practicing skills. This course is carried on cooperatively with the American Red Cross and provides practice in teaching community classes in home nursing.
- *492. **Organization and Methods of Homemaking Education**—4 hours. A study of the vocational home economics programs, the adult homemaking program, equipment, source materials, and teaching aids. Attention is given to problems encountered by students while teaching in typical Indiana schools. Barrick, Lee

GRADUATE COURSES

593. **Methods of Adult Homemaking Education**—2 or 4 hours. Principles and techniques of adult homemaking education. Stu-

*Open to graduate students. Graduate students are required to do additional work of a research nature.

110 HOME ECONOMICS

dents are given opportunities to plan and teach lessons in home-making for adults. Lee

594. **Curriculum Development in Home Economics**—4 hours. Investigation of curriculum practices, experimental work, and research studies being carried on to improve home economics in secondary schools. Prerequisites: Home Economics 391, 492. Barrick, Lee

595. **Evaluation in Home Economics**—2 hours. A study of the development and use of devices and instruments of evaluation in relation to newer techniques of homemaking education at the secondary level. Prerequisites: Home Economics 391, 492. Barrick, Lee

596. **Supervision of Home Economics Instruction**—4 hours. A study of desirable supervisory techniques which will promote the improvement of home economics teaching. Prerequisites: Home Economics 391, 492, experience in teaching home economics. Barrick, Lee

598. **Curriculum Study in Child Development**—4 hours. Material and techniques for teaching child development in the secondary schools. Emphasis will be placed on new trends and the development of resource materials in this area.

599. **Special Problems in Home Economics**—2 or 4 hours. Further work in some phase or phases of home economics in which the student has a particular interest. Prerequisite; permission of the chairman of the department. Lee and Staff

600. **Preparation of Thesis**—8 hours. By arrangement with chairman of student's thesis committee.

DEPARTMENT OF INDUSTRIAL EDUCATION

Mr. Yager, Chairman of the Department, Mr. Adams, Mr. Barrick,
Mr. Conaway, Mr. Ciancone, Mr. Duvall, Mr. Haynes,
Dr. Morton, Mr. Pound, Mr. Snidow, Mr.
Svendsen, Mr. Turner, Mr. Utke,
Mr. Yoho.

Three types of curricula are offered in Industrial Education, each leading to a specific type of certificate.

These are as follows: restricted area, special shop, and general shop; comprehensive area; and special area.

Students who elect the special area are urged to select a minor in another field. Those who elect the comprehensive area in Industrial Education must select either a comprehensive or one or more restricted subjects in other areas. Careful consideration should be given to the selection of a second major or minor. Three important factors are involved: first, the individual interests of each student; second, relationship of the content of the areas selected; and third, frequency of subject combinations in the public schools.

Either Science or Mathematics makes an excellent combination for Industrial Education majors because of the close relationship of Industrial Education to each of these subjects.

Since schools often combine Industrial Education with Physical Education, a few students may be interested in this combination of majors.

Special: Those who elect this course are eligible to teach Industrial Education in the elementary, junior, and senior high school. They also will have completed professional requirements for a certificate in Industrial Vocational Education.

Students who elect the Special Course are urged to select a Restricted Area. The following are recommended: Physics, Mathematics, Arts and Crafts.

An orientation course designed to assist students in adjusting themselves to college life and to develop a better understanding of the work and requirements in this field is required of all majors in Industrial Education. This course (No. 50 Orientation) should be taken during the freshman year.

During the first two years, students enrolled on either the special or comprehensive areas are expected to take beginning courses in all the major subjects offered in the department. During the last two years, additional courses should be taken as outlined and in accordance with the major interest and objectives of the student.

A rather extensive program of school visitation has been developed in this department. Students enrolled on the teacher training course are urged to visit school shops and participate in a variety of professional activities.

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Courses of General Interest: The Department of Industrial Education offers several courses, having no prerequisites, which are of interest and value to both men and women students majoring in other subjects. Those recommended are: Industrial Education 101, 110, 111, 121, 151, 165, 201, 267, 352, and 380.

The maximum value of instructional materials furnished to students registered for courses in Industrial Education is the amount listed after the catalog description of each course.

COURSES

50. **Orientation**—1 hour (non-prepared). A course designed to assist students in adjusting themselves to college life and to develop a better understanding of the work and requirements in Industrial Education. Required of all majors in Industrial Education.
Yager
101. **Mechanical Drawing**—4 hours. A beginning course in drawing. Emphasis upon fundamental principles and good technique.
Barrick, Conaway, Morton
102. **Mechanical Drawing**—4 hours. A continuation of 101. Machine drawing and development with emphasis upon standard conventions and good technique. Prerequisite: Ind. Education 101.
Barrick, Conaway, Morton
103. **Machine Drawing**—4 hours. Detail and assembly drawing and sketching, tracings, and methods of duplication. Emphasis upon freehand sketching. Prerequisite: Ind. Education 102.
Snidow
110. **General Woodshop**—4 hours. Designed especially to meet the needs and interests of non-Industrial Education majors. Content includes furniture design, use of hand and portable electric tools, and a study of materials. (\$5.00)
Morton, Svendsen
111. **Woodwork**—4 hours. Emphasis upon good design and construction of small projects, development of hand tool skills, a study of tools, materials, and processes. (\$5.00)
Morton, Svendsen
112. **Furniture and Cabinet Making**—4 hours. A study of materials, equipment, shop arrangement and designing, and constructing larger projects using the more common machines. Prerequisite: Ind. Education 111. (\$10.00)
Morton, Svendsen
121. **Machine Shop Practice**—4 hours. Beginning bench and lathe work including the construction of bent metal projects. (\$4.00)
Barrick
131. **Foundry Practice**—4 hours. Bench molding, coremaking, brass and aluminum molding with emphasis upon teaching problems. (\$8.00)
Barrick

132. **Introduction to Power and Auto Mechanics**—4 hours. The internal combustion engine, uses, types, construction, function, and theory. Inter-related functions of component parts of the automobile. Disassembly, assembly, minor repair, and adjustment of component parts and assemblies. Turner
141. **Forging and Heat Treating**—4 hours. This course provides experience in elementary forge work, with emphasis upon related technical information. (\$6.50) Barrick
151. **Printing**—4 hours. Fundamentals related to the setting of straight matter, use of initials, borders, etc., and simple display and related typography; proofing and care of materials. (\$1.00) Haynes, Utke
152. **Printing**—4 hours. Continuation of 151 with the addition of beginning imposition, platen presswork, elementary proof-reading, and stock cutting by use of power cutter. Two-color jobs are included. (\$1.00) Haynes, Utke
165. **Basic Electricity**—4 hours. A beginning course in electro mechanics with emphasis on fundamentals and basic circuits. (\$5.00) Morton, Svendsen
166. **Electric Wiring**—4 hours. A continuation of Ind. Education 165 with two and three wire circuits for light and power, signal, and telephone wiring. (\$3.00) Morton
201. **House Planning and Construction**—4 hours. A course dealing with the most important problems involved in the design, planning, and construction of modern houses. Yager
202. **Architectural Drawing**—4 hours. Planning and designing a residence, including floor plans, elevations, sections, details, perspective, and set of specifications. Snidow, Yager
211. **Surface Treatment of Woods**—2 or 4 hours. Wood finishing, refinishing, carving, overlaying, inlaying, and other means of surface enrichments of woods. Prerequisite: Ind Education 111. (\$5.00) Svendsen
212. **Pattern Making**—2 or 4 hours. Making patterns that illustrate the fundamental principles and practices in molding, pattern making and wood turning. Prerequisite: Ind Education 111. (\$2.50) Svendsen
221. **Machine Shop**—4 hours. Provides experience on milling machine, radial drill, advanced lathe, and shaper. Emphasis is placed on gearing as it applies to the making of gears. Prerequisite: Ind. Education 121 (\$10.00) Barrick
233. **Elementary Garage Practice**—4 hours. Minor repairing, tune-up, adjustment, and replacement of component parts. Use and care of basic hand tools and small equipment. Emphasis on preventative maintenance, periodic inspection and service. Prerequisite: Ind. Education 132. Turner

114 INDUSTRIAL EDUCATION

242. **Welding**—4 hours. Theory and practice in electric welding and acetylene welding including the use of the cutting torch. (\$20.00)
Barrick
251. **Advanced Typography**—4 hours. Creative design as applied to letterheads, tickets, folders, etc. Production jobs are set by the student from his design. Prerequisite: Ind. Education 151 and 152. (\$2.50)
Haynes, Utke
252. **Imposition and Presswork**—4 hours. Experience provides for 4, 8, 16, 32, and 64-page booklets. Feeding, make-ready, scoring, numbering, combination runs for efficiency, etc. Prerequisite: Ind. Education 251. (\$5.00)
Haynes, Utke
253. **Estimating and Printing Production**—4 hours. Problems including necessary printer's mathematics required to compute cost of job: paper, composition, lock-up, and press time; bindery operation. Prerequisite: Ind. Education 251.
Haynes
254. **Linotype Composition**—4 hours. Beginning course with emphasis on correct keyboard operation. Straight matter involves most of the student's time. Prerequisite: Ind. Education 251. (\$6.00)
Haynes
262. **Sheet-Metal Work**—4 hours. A course in sheet-metal pattern drafting and sheet-metal work including both hand and machine processes. Prerequisite: Ind. Education 102. (\$6.00)
Barrick
267. **Shop Radio**—4 hours. A beginning course in shop radio fundamentals. Basic theory, receiver circuits and methods. (\$8.00)
Morton, Svendsen
268. **Shop Radio**—4 hours. A continuation of Industrial Education 267 with special emphasis on servicing and repair of radios. Prerequisite: Ind. Education 267. (\$8.00)
Morton
301. **Architectural Drawing**—4 hours. Preparation of sketches, study of building codes, specifications, estimating, making models, history of modern architecture, and organizations of courses content. Prerequisite: Ind. Education 202.
Svendsen, Yager
302. **Advanced Machine Drafting**—4 hours. A study of motion and mechanics applied to practical machine problems with emphasis on various types of cams and gears. Prerequisite: Ind. Education 102.
Snidow, Svendsen
303. **Descriptive Geometry**—4 hours. The solution of geometric problems by drawing, dealing with: describing structures of three dimensions, exact representation of structures, analyzing structures into their elements, determining the geometrical relations between the elements of structures, determining the actual lengths of parts of structures, showing structures in

oblique positions, and determining the lines of intersection between the surface of structures. Morton, Snidow

- 318. Carpentry and Concrete**—4 hours. Basic fundamentals of carpentry and concrete with emphasis upon practical applications and uses. Prerequisite: Ind. Education 111. (\$6.50)
- 322. Machine Shop**—4 hours. Tool and die work. Provides experience on universal tool and cutter grinder and heat treating steel. Prerequisite: Ind. Education 221. (\$6.00) Barrick
- 335. Fuel and Electrical Systems**—4 hours. A detailed study and application of the principles of operation, testing, servicing and repair of ignition, starting, generating, lighting, accessory and fuel systems. Study and use of instruments to tune-up and test engines. Prerequisite: Ind. Education 132. Turner
- 352. Bookbinding**—4 hours. Bindery operations of stitching, folding, binding of small notebooks, folders, books, etc. Prerequisite: Ind. Education 251. (\$6.00) Haynes, Utke
- 353. Stereotyping**—4 hours. Mat rolling, casting, routing, and related problems. Jobs are printed from the student's casts. Prerequisite: Ind. Education 251. Haynes
- 354. Advanced Linotype**—4 hours. Emphasis on operation and care of machines. Tabular and display machine composition and the repair of simple breakdowns. Prerequisite: Ind. Education 254. Haynes
- 355. Advanced Bookbinding**—4 hours. Emphasis on related work, advanced problems of binding magazines, periodicals, multiple signatures, etc. Prerequisite: Ind. Education 352. (\$5.00) Haynes
- 363. Sheet Metal Work**—4 hours. Advanced work in sheet-metal and sheet-metal drafting. Consideration is given to special problems in which students are interested. Prerequisite: Ind. Education 262. (\$6.00) Barrick
- 365. Industrial Electricity**—4 hours. A study of A.C. and D.C. circuits and machines in industrial application. Prerequisite: Industrial Education 165. (\$3.00) Morton
- 366. Motor Test and Repair**—4 hours. A course in testing for faults and practice in repair and rebuilding of motors, generators, transformers, and associated equipment. Prerequisite: Ind. Education 365. (\$5.00) Morton
- 367. Radio Servicing**—4 hours. Elementary radio servicing; stressing isolating, diagnosing, locating, and clearing radio troubles. Prerequisite: Ind. Education 267 or Science 384. (\$3.00) Morton
- 368. Electronics**—4 hours. A study of the theory and application of electronic emission in the design of electron tubes. Tube characteristics and applications to commercial and industrial situation. Prerequisite: Ind. Education 367. (\$10.00) Morton

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369. **The Electrical Shop**—4 hours. Emphasis is placed on the theory and organization of electricity in school shops. Electrical projects and problems for upper grades and high school shop programs. Prerequisites: Ind. Education 165, 267, and 365.
Morton
374. **The General Shop**—4 hours. Emphasis is placed upon the theory, organization, and ways and means of introducing a general shop program. Prerequisite: 3 terms of shop work. Not open to students who have had Ind. Education 325. (\$6.00)
Snidow
380. **Industrial Arts for Elementary Teachers**—4 hours. Emphasis is placed on planning individual and group problems, projects and designs involving a variety of materials suitable for various elementary grade levels. (\$3.00)
Conaway, Svendsen, Yager
- *404. **Industrial Arts Design**—4 hours. Emphasis upon principles of design as applied to problems of construction, drawings, and sketches of projects are made for major areas in Industrial Education. A variety of shop experience in Industrial Education is required.
Morton
411. **Furniture and Cabinet Making (Machine)**—4 hours. Cabinet and furniture design and construction and a study of production methods. Prerequisite: Ind. Education 112. (\$8.00)
Svendsen
413. **The Wood Shop**—4 hours. Upkeep and care of equipment, designing and constructing original projects, and developing teaching aids such as jigs, mock-ups, etc. Prerequisite: Ind. Education 112. (\$6.00) 1958.
Morton, Snidow
421. **Machine Shop**—4 hours. Advanced machine operations. Selecting, ordering, installing, and maintaining equipment and supplies. Prerequisite: Ind. Education 222. (\$6.00) Barrick
- *426. **General Metal Course**—4 hours. Practical work and organization of general metal courses, including bench metal, forging, foundry, and sheet metal. Prerequisite: at least two courses in metal work. (\$9.00)
Barrick
433. **Auto Shop Management**—4 hours. Practice and study of shop operation, supervision, and instruction. Scheduling, maintenance, installations, and checking of equipment. Experience in parts, tool, supply handling and requisitions. Construction of check and inspection sheets.
Turner
434. **Advanced Garage Practice**—4 hours. Major automotive service, reconditioning of entire auto assemblies. Experience in diagnosing and correcting malfunctions. Instruction and use of automotive machine tools. Prerequisite: Ind. Education 233.
Turner

*Open to graduate students. Graduate students are required to do additional work of a research nature

INDUSTRIAL AND VOCATIONAL EDUCATION

391. Methods of Teaching Shop and Related Subjects—4 hours. Emphasis is placed on aims, materials, equipment, methods of teaching, class organization, testing, records, safety, and professional responsibilities of teachers of shop or related subjects.

Yager

***405. Special Problems in Drafting—4 hours.** A course devoted to the study of problems in Drafting. Problems growing from the needs of the student and approved by the chairman of the department and the instructor are preferred.

Morton, Snidow

***412. Philosophy of Industrial Education—4 hours.** A critical examination and analysis of educational philosophy in an effort to determine the place and function of the practical phases of education. The basic philosophy of industrial education in relation to the modern educational program and to other curriculum areas. Prerequisite: an undergraduate teaching major, supervisory, or administrative experience.

Pound, Yager

***415. Special Problems in Wood—4 hours.** A course devoted to the study of problems in Wood. Problems growing from the needs of the student and approved by the chairman of the department and the instructor are preferred.

Morton, Snidow, Svendsen

***425. Special Problems in Metal—4 hours.** A course devoted to the study of problems in Metal. Problems growing from the needs of the student and approved by the chairman of the department and the instructor are preferred.

Barrick

***439. Special Problems in Power and Auto Mechanics—4 hours.** A course devoted to the study of problems in power and auto mechanics. Problems growing from the needs of the student and approved by the chairman of the department and the instructor are preferred.

Turner

***454. Special Problems in Graphic Arts—4 hours.** A course devoted to the study of problems in Graphic Arts. Problems growing from the needs of the student and approved by the chairman of the department and the instructor are preferred.

Haynes

457. The Print Shop—4 hours. Emphasis on instructional units, selecting of jobs for good instruction, linoleum, silk screen, color tricks, and safety in the print shop. (\$7.00)

Haynes

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

Pound

*Open to graduate students. Graduate students are required to do additional work of a research nature.

118 INDUSTRIAL EDUCATION

- *466. **Special Problems in Electricity**—4 hours. A course devoted to the study of problems in Electricity. Problems growing from the needs of the student and approved by the chairman of the department and the instructor are preferred. Morton
- *475. **Educational and Vocational Guidance**—4 hours. Needs for guidance, counseling, organization of guidance programs, sources of occupational information, community surveys, and trends in guidance service. Staff
- *476. **Curriculum Construction**—4 hours. A study of the various techniques and procedures used in the selection and organization of instructional materials. Snidow
- *477. **Shop Planning and Organization**—4 hours. Emphasis on planning of school shops, selection and location of equipment, writing of specifications and estimates for various areas and types of shops. Snidow, Yager
- *478. **Industry and Industrial Occupations**—4 hours. The growth, development and organization of industry, problems of industry, labor and the consumer, with emphasis on their significance in our present social order. Yoho
- *480. **Industrial Vocational Psychology**—4 hours. Application of psychology to teaching trade subjects. The mental processes involved in learning manipulative skills and information in connection with a skilled occupation. Pound
- *485. **Diversified Cooperative Education**—4 hours. Emphasis upon the extent to which the high schools can prepare youth for employment, developing education programs to meet community needs, and the establishment of a program of diversified occupations. Prerequisite, an undergraduate teaching major, administrative or supervisory experience. Pound
- *486. **Industrial Vocational Coordination**—4 hours. Problems of a coordinator in his relations with school officials, teachers with labor and employers. Problems concerning advisory committees, surveys, and agencies. Prerequisite: Ind. Education, administrative or supervisory experience. Pound
- *491. **History and Theory of Industrial Education**—4 hours. The history, theory, and development of industrial and vocational education. Emphasis is placed on the significance and relationship of various philosophies and theories to the modern educational program. Yager
- *492. **Organization and Administration of Trade and Industrial Education**—4 hours. A study of the laws providing for various types of vocational education. Emphasis is placed on the problems and techniques involved in the organization and administration.

*Open to graduate students. Graduate students are required to do additional work of a research nature.

tion of a modern vocational education program and its relation to the total school program. Adams, Yager

Shop and laboratory courses are not open to auditors.

INDUSTRIAL EXTENSION CLASSES

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

476. (Vee) **Methods of Teaching Trade Extension Classes**—4 hours. Continuation of the Ind. Education 391 with special application to teaching apprentice and evening trade extension classes.
484. (Vee) **Practice Teaching**—4 hours. Observation and practice in teaching trade and related subjects, trade extension classes, conference method practice, and practice on the job.

FOREMAN IMPROVEMENT

Organized courses in foreman improvement or trade extension training for foremen are being conducted regularly by this department. These are limited to foremen employed in industry and groups are usually organized from one particular industry. The method of instruction is entirely by conference. The series of conferences for each group is not limited to any prescribed number of hours, although the usual practice is to organize a series of 10 or 12 conferences of two hours each.

Conference leadership training is also offered to groups of men who are interested in preparing themselves for foremen conference leaders.

GRADUATE COURSES

Graduate courses in Industrial Education have been organized to provide a maximum degree of assistance in preparing Master Teachers of Industrial Education. Every possible effort will be made to arrange courses and content to meet the individual needs of each candidate.

Students who wish to complete a major in Industrial Education should have a background of either training or experience in this field.

Other students who desire to elect graduate courses in this department should consult the Registrar or the Chairman of the Department of Industrial Education. Non-majors may take any 300 level course for which they have the proper prerequisites.

550. **Modern Trends in Industrial Education**—4 hours. Emphasis is placed upon the significance of modern trends from the viewpoint of both theory and practice. Yager

555. **Organization and Supervision of Industrial Arts Education**—4 hours. A study of evaluation criteria, rating sheets, techniques of supervision, and the organization of a program of supervision. Staff
560. **Problems in Industrial Education**—2 to 8 hours. The content will be determined to a large extent by the interests and needs of each individual in each class. Typical problems are testing and evaluation, promotional programs, inventories, shop planning, safety programs, self evaluation, etc. Yager
570. **Tests and Measurements in Industrial Education**—4 hours. The significance of tests and measurements in a modern program of industrial education. Emphasis is given to various types of tests and techniques of testing and measurements. Pound
581. **Planning and Teaching Industrial Arts in the Elementary School**—4 hours. This course has been designed to assist teachers in the elementary grades to plan and organize various types of handicraft programs. Emphasis is placed on the development of facilities for activity programs, experiments with various materials, construction of teaching aids, and a study of activity programs now in operation. Svendsen, Yager
587. **Conference and Panel Procedures**—4 hours. What is the conference and panel? Where are they used? How to conduct a conference and panel. Applications. Prerequisite: undergraduate major in Industrial Education, administrative or supervisory experience, or extensive experience in industrial training programs. Pound
600. **Preparation of Thesis**—8 hours. By arrangement with chairman of student's thesis committee.

DEPARTMENT OF LIBRARY SCIENCE

Mr. Marino, Chairman of the Department; Miss McCalla, Miss Weller, Mrs. Weinbrecht, and Library Staff.

School Library and Teaching Materials Training Program

The curriculum is designed primarily to train librarians or teacher-librarians for the elementary and secondary schools of the State. It is strongly recommended that students who expect to enter the library field have a background in literature, the social sciences, and at least one foreign language. Use of the typewriter is required. The student's record should indicate the ability to pursue successfully the Library Science courses, as well as the aptitude and personal qualifications for library work in schools.

Certificates

The courses listed below meet the requirements of the State for Provisional Certificates in Library Science in both the elementary and secondary schools of the State—28 hours in each case. In order to qualify for either certificate, a student must also meet the requirements for a teacher's certificate in some other field.

For the Provisional Certificate in the elementary schools, the following courses are required: Library Science 206, 312, 322, 424, 426, 438; Education 444.

For the Provisional Certificate in the secondary schools, the following courses are required: Library Science 206, 311, 312, 322, 424, 426; Education 441.

For First Grade Certificate in Library Science, see Graduate Curricula.

For Certificate for Supervisor of School Libraries and Teaching Materials, see Graduate Curricula.

COURSES

206. (306.) **Introduction to School Librarianship**—4 hours. Designed to introduce the student to the school library teaching materials field and its requirements, to determine his aptitude for such work and to define the purpose and function of libraries in general. Emphasis upon training and service of the librarian and upon his responsibilities in the educational program. Practical methods and routines. Staff
304. **Introductory School Library Workshop**—2 hours. Basic terminology, organization, tools, and procedures of the school library-materials center. Practical training in a simulated situation. Designed to meet the needs of a potential school librarian with little or no training in library science. Not open to students who received credit for Library Science 206 (306).
305. **Teaching Materials and Equipment Workshop**—2 hours. In-

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tensive introduction to sources, the problems and process of selection or individual preparation, use, and evaluation of instructional materials and equipment suitable for use in elementary and secondary education. Will also acquaint participants with planning, organization, and operation of school instructional materials centers. Combined with Library Science 304 may be substituted for Library Science 206. Not open to students who received credit for Library Science 206 (306).

311. **Materials for the High School Library**—4 hours. The reading and evaluation of books and other media of communication; study of principles of selection and the aids used.

McCalla, Weller

312. **Library Materials for Children**—4 hours. History of children's books; their selection and evaluation, including modern books. Includes wide reading of prose and poetry for elementary grades. Illustrators, format of books, books in series, films, filmstrips, records, etc. are studied, as well as aids and lists.

McCalla, Weinbrecht

322. **Classification and Cataloging**—4 hours. Introduction to the purpose and principles of cataloging of school library and teaching materials; emphasis upon the simplified unit card; brief study of each of the classes of the Dewey Decimal Classification. The use of the typewriter is required in this course. Prerequisite: Library Science 206.

McCalla, Weinbrecht

424. **Reference**—4 hours. Intensive study of the basic reference materials in the school library; some attention to reference methods and organization, devices, citation, and bibliographic form. Prerequisite: Library Science 206.

McCalla, Weinbrecht

*426. **Administration of the School Library**—4 hours. The administration, organization, planning, and equipment of school libraries and teaching materials centers with emphasis upon budgeting, ordering, maintenance of the book collection, and circulation of various materials. Actual practice and observation (20 hrs. as a minimum) in the Laboratory School Library or in classrooms will be assigned according to individual needs. Prerequisites: Library Science 206, 311 (High School) 312 (Elementary).

McCalla, Weller

*438. **Basic Collection of Materials for the Elementary School Library**—4 hours. Emphasis upon a collection for grades one to six. Prerequisites: Library Science 206, 312, or consent of instructor.

McCalla, Weller

GRADUATE COURSES

534. **Reference Work**—4 hours. A continuation of Library Science 424. Prerequisite: Library Science 424.

McCalla, Weinbrecht

*Open to graduate students; those working on a certificate in Library Science are required to do additional work of a research nature.

- 536. Materials for High School Subjects**—4 hours. Emphasis upon materials to enrich the teaching of subjects in the curriculum. Prerequisites: Library Science 206, 311, or consent of instructor. Summer. McCalla
- 550. Problems of the School Library**—4 hours. Designed for the school librarian. Covers administrative problems, trends, facilities, improvements, and relationships. Attention to individual problems. Prerequisite: Provisional certificate in Library Science. Summer. McCalla, Weller
- 551. Seminar in Library Science**—4 hours. Advanced problems in reading materials and interests of children and young people; methods for guiding readers in the choice of materials for educational growth, problems pertaining to the book arts. Prerequisites: Library Science 534, 536, 538. Summer. McCalla
- 552. Technical Services in Libraries**—4 hours. Overview of methods of acquisition, processing, conservation, and circulation of materials. To develop understanding of practices and methods. Prerequisites: Library Science 322, 426. Marino
- 600. Preparation of Thesis**—8 hours. By arrangement with chairman of student's thesis committee.

NON-PREPARED COURSE

- 11. Use of Books and Libraries**—1 hour. Introduction to the college library, instruction in the use of the card catalog, periodical indexes, and important reference books. Required of all students. Exemption by examination. Staff

Typical Programs

The following are outlines of typical programs leading to the B.S. degree in which the student can meet Indiana requirements both for teaching and for a provisional school librarian's certificate.

ELEMENTARY

<p>Sophomore</p> <p>Personal Hygiene Introductory Music Elementary Arts and Crafts World Geography U. S. History Introduction to Literature Children's Literature Introduction to School Librarianship Library Materials for Children Teaching Music in the Elementary School Government</p> <p>Junior</p> <p>Human Growth and Development Classification and Cataloging Reference Teaching Language Arts Teaching Arithmetic</p> <p>Sophomore</p> <p>Fine Arts Philosophy Practical Arts Foreign Language Comprehensive Area Introduction to School Librarianship</p> <p>Junior</p> <p>Principles of Secondary Education Human Growth and Development Junior English Composition</p>	<p>Elementary Art Materials Industrial Art Handwork Junior English Composition Physical Education for Elementary Schools Tests and Measurements</p> <p>Senior</p> <p>Philosophy of Education Elementary Curriculum Teaching Elementary Science Supervised Teaching Home Economics Teaching Social Studies Administration of the School Library Basic Collection of Materials for the Elementary School Library Audio Visual Materials</p> <p>SECONDARY</p> <p>Comprehensive Area Materials for the High School Library Library Materials for Children Classification and Cataloging</p> <p>Senior</p> <p>Reference Administration of the School Library Methods Comprehensive Area Audio Visual Student Teaching Comprehensive Area or Electives</p>
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DEPARTMENT OF MATHEMATICS

Dr. Shriner, Chairman of the Department; Miss Kennedy,
Mr. Kellems, Mr. McDaid, Dr. Moore,
Mr. Strong

GENERAL STATEMENT

The courses in mathematics are highly sequential. It is important that a student planning to major in mathematics begin that work early so as to avoid conflicts, follow the proper order, and parallel the work in mathematics with the related fields of business, economics, industrial education, and science. Students pursuing the comprehensive area in mathematics are urged to take mechanical drawing.

For those students who neglect to start their mathematics major in the freshman year, the necessary doubling-up of courses must be done with due regard for the prerequisites.

Students who have had the equivalent of Mathematics 111, 112, or 121 in high school will not be given credit for this work if repeated in college except by special permission. Such students must elect other courses in mathematics to meet the required minimum hours for a major. See pages 34, and 38 for the curricula in mathematics.

COURSES

101. **General Mathematics**—4 hours. Designed to meet the needs of general education. A study of the role of mathematics in civilization with special attention given to compound interest, annuities, statistical measures of central tendency, dispersion, and simple correlation.
Staff
110. **Industrial Mathematics**—4 hours. An intensive study of applied algebra, mensuration, logarithms, with stress on problems in screw cutting, belts, pulleys, horse-power, and other problems of the shop.
Kellems, Strong
111. **College Algebra**—4 hours. Designed for students whose algebra was limited to one year in high school. Brief review of elementary algebra with emphasis on quadratic equations, variation, and theory of equations.
Staff
112. **Trigonometry**—4 hours. Special emphasis on numerical trigonometry, although the analytic trigonometry is not neglected. Some attention is given to its application in navigation.
Staff
113. **Mathematical Analysis**—4 hours. This course places particular stress on the theory of limits, complex numbers, exponential functions, etc. Prerequisites: Mathematics 111 and 112 or their equivalent.
Staff

121. **Solid Mensuration**—4 hours. A course in three dimensional geometry for students who did not take solid geometry in high school. This course may be counted on the major if the substitution is approved by the department. Kellems, Kennedy, Strong
212. **Mathematics of Finance**—4 hours. A study of compound interest, annuities, depreciation, valuation, etc., as used in economics and business. Moore, Shriner, Strong
221. **Plane Analytic Geometry**—4 hours. A standard course in coordinate geometry of two dimensions, giving emphasis to the study of the conic sections. Prerequisites: Mathematics 111 and 112. McDaid, Moore, Strong
223. **College Geometry**—4 hours. An advanced course in modern demonstrative geometry. Detailed treatment of the various properties of the triangle, involving the notable points, lines, and circles associated with it. Prerequisites: Plane and solid geometry. Kennedy, Strong
251. **Elementary Navigation**—4 hours. A course in the elements of navigation and designed for those students pursuing a restricted major in earth science. McDaid, Moore
331. **Differential Calculus**—4 hours. A study of the theory of limits, differentiation, successive differentiation, applications, of the derivative and differentials. Prerequisite: Mathematics 221. McDaid, Moore, Shriner
332. **Integral Calculus**—4 hours. A study of the rules for integrating the standard forms, integrations as a process of summation, and applications of the integrals in finding lengths of arcs, areas, volumes, etc. Prerequisite: Mathematics 331. McDaid, Moore, Shriner
391. **The Teaching of High School Mathematics**—4 hours. A study of the materials, devices, and methods of teaching mathematics in the high schools. Prerequisites: 24 hours on the major. Kennedy, Shriner, Strong
392. **The Teaching of Arithmetic**—4 hours. A study of the materials, devices, and methods of teaching arithmetic in the elementary school. Kennedy, Shriner, Strong
- *411. **Theory of Numbers**—4 hours. This course is designed to bridge the gap between problem-solving mathematics and mathematics which develops a theory. This course is rich in material useful for the secondary and elementary teacher. Prerequisite: 24 hours in mathematics. Moore, Strong
- *413. **Higher Algebra**—4 hours. Selected topics such as convergence and divergency of series, indeterminate equations, sum-

*Open to graduate students. Graduate students are required to do additional work of a research nature.

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mation of series, etc., as given in the Hall-Knight text. Prerequisite: Mathematics 422. McDaid, Moore

- *415. **Theory of Equations**—4 hours. General theorems on algebraic equations; solutions of cubics and quartics; theorem of Sturm; numerical approximations to roots, etc. Prerequisite: Mathematics 331. McDaid, Moore
- *422. **Solid Analytic Geometry**—4 hours. A course in the coordinate geometry of three dimensions. Prerequisites: Mathematics 121 and 221. McDaid, Strong
- *424. **Projective Geometry**—4 hours. A study of geometrical theorems of a projective nature; theorems relating to the concurrence of lines and the collinearity of points. Prerequisite: Mathematics 221 or 223. Kellems, Strong
- *425. **Non-Euclidean Geometry**—4 hours. A course denying the validity of Euclid's Parallel Postulate. Emphasis on the hyperbolic geometry of Gauss, Bolyai, and Lobatchewsky. Prerequisite: Mathematics 221 or 223. Kellems, Strong
- *431. **Intermediate Calculus**—4 hours. A continuation of the calculus to include advanced topics in both differential and integral calculus with emphasis on applications. Prerequisites: Mathematics 331 and 332. McDaid, Shriner
- *433. **Differential Equations**—4 hours. Particular solutions and simple applications, equations of the first order and first degree, simultaneous equations, first order equations of degree higher than the first, etc. Prerequisite: Mathematics 332. McDaid, Moore
- *441. **Mathematics of Statistics**—4 hours. Tabular and graphical presentation of statistical data, measures of central tendency and dispersions, and simple correlation. Moore, Shriner
- *451. **Instruments and Field Work**—4 hours. A field course in mathematics designed for teachers in training stressing use of instruments and machines with some applications in spherical trigonometry. McDaid, Moore
- *492. **History of Mathematics**—4 hours. A course in the history of mathematics with emphasis on those phases which will aid the teacher of secondary school mathematics. Prerequisite: Mathematics 391. Moore, Shriner

GRADUATE COURSES

Graduate students who wish to take a minor or major in mathematics must have completed an undergraduate major in this field. Special permission may be given to those students unable to elect

*Open to graduate students. Graduate students are required to do additional work of a research nature.

courses 422, 431, 433, 441, 451 in undergraduate work to take those courses for graduate credit.

521. Modern Geometry—4 hours. The recent geometry of the triangle, a number of miscellaneous theorems, and extension of the treatment of the harmonic sections and the harmonic properties. Prerequisite: Mathematics 223. Kellems, Strong

532. Advanced Calculus—4 hours. Study of Vectors, functions of several variables, multiple integrals in general, Leibnitz's rule, line and surface integrals, Green's theorem, refined series tests, Laplace transform, Fourier series. Prerequisite: Mathematics 431. McDaid, Shriner

534. Advanced Differential Equations—4 hours. Solution of the general linear differential equation with emphasis on the method by series. Numerical methods, Fourier series with applications in the solution of partial differential equations. Prerequisite: Mathematics 433. McDaid, Moore

542. Advanced Theory of Statistics—4 hours. Curve-fitting by the Method of Least Squares and the Method of Moment, Bernoulli and Poisson and Lexis Distributions, the more complicated frequency curves, Partial and Multiple Correlation. Prerequisites: Mathematics 332 and 441. Moore, Shriner

591. Seminar in Problems of the Mathematics Teacher—4 hours. A course for administrators and experienced teachers of mathematics in the high school who desire a more intimate knowledge of the present trends in the field. Kennedy, Shriner

593. History of Arithmetic—4 hours. A course designed primarily for elementary school teachers and presenting the development of arithmetic with particular attention to changes in American textbooks of arithmetic. Prerequisite: Mathematics 392 or 391. Kennedy, Shriner

594. Supervision of Arithmetic—4 hours. A critical study of the present day materials, textbooks, curriculum trends, and methods in the teaching of arithmetic. Prerequisite: Mathematics 391 or 392. Kennedy, Shriner

600. Preparation of Thesis—8 hours. By arrangement with chairman of student's thesis committee.

DEPARTMENT OF MUSIC

Mr. Hill, Chairman of the Department; Miss Bard, Mr. Barnes, Dr. Eberly, Mr. Graesch, Mr. Gremelspacher, Mr. Jacobson, Dr. Lidral, Dr. Melendy, Miss Meyer, Mr. Miller, Miss Pearman, Miss Peterson, Mr. Rosewall, Miss Tatlock, Mr. Watts.

The Department of Music has as its primary purposes the preparation of musicians and of teachers of music for the public schools. Several curricula with varied content are available for the serious student of music or music education.

The student who may wish to prepare for professional performance may devote 64 or more hours to the purpose. See pp. 55-56.

Music students with liberal arts interest may elect to carry a major area of 48 to 60 hours or a minor area of 28 hours in music. Details will be developed by the student and his counselor. See p. 46.

Students with primary interest in the teaching of music may carry the Special Music Curriculum and earn the Special High School Certificate, or they may elect the 64-hour area which leads to the Secondary School Teaching Certificate. See pp. 34 or 44.

Those who wish to do a minor in the teaching of music may carry a restricted area of 36 hours. See p. 38.

Elementary education majors who have some ready skills in music performance may elect to carry a special area of 28 hours in music. See page 27.

Entrance Requirements

All undergraduate students who elect a major or minor in music should have distinct talents, reasonably developed reading skills, and moderate technical control of voice or an instrument. These skills will be demonstrated to the music faculty on or prior to beginning the freshman year of study.

Credit for music theory or performance earned elsewhere must be verified by the department from formal examination or demonstration.

The Principal Instrument

All music majors, whether carrying a professional area, a liberal arts area, or a teaching curriculum, must possess skill in voice, or on piano, or on a standard band or orchestral instrument. The instrument (or voice) will be known as the principal, and the student's skill will be demonstrated to the faculty in formal auditions at or prior to the beginning of the freshman year's work.

Should a student lack sufficient skill but show distinct promise

and initiative, he may be granted tentative approval and be heard again during the freshman year.

The principal instrument in most cases will be studied for two or more years, progress being demonstrated in term recitals. Senior year recitals are required of professional majors, but are invitational for other music students.

The Secondary Instrument

A second instrument will be developed by the music major. For most non-music education majors this will be piano. For most music education majors it will be voice. In all cases, the student and his counselor will determine the second instrument most valuable to the student in light of his purposes. Such instrument or voice will be known as the secondary instrument.

Fees

Practice rooms, pianos, brass instruments, woodwinds, percussion and string instruments are available for use by music students without fee. See page 20 for applied music and organ practice fees.

COURSES FOR GENERAL COLLEGE STUDENTS

Non-music majors who play or sing acceptably are eligible for membership in the college choirs, bands, or orchestras which maintain a continuous program of concert preparation and performance.

Other courses of general interest and value are Music History—Music 231 and 232; elementary piano classes—Music 280-1-2; and elementary voice—Music 285-6-7. Students who wish to carry eight hours of music in the Fine Arts group of general education courses may carry Music 232 after doing Music 233.

Music 401 and 402 have been developed for the elementary education major who may wish to expand his music skills.

The attention of men students who play band instruments is directed to Physical Education 56, Marching Band.

COURSES

Concerts and Recitals—No credit. Concerts will be given throughout the year by major professional orchestras, by the Choral Union, by the Civic Orchestra, by the College Symphonic Band, by the College a capella Choir, and by the College Orchestra. Recitals by professional artists, by faculty members, and by senior and graduate students will be presented throughout the year. All music students are required to attend all such performances,

and they are expected to encourage their fellow students by attendance at term end recitals.

19. **College Chorus**—No credit. This is known as the apprenticeship course. One term is asked of all non-vocal special majors.
59. **College Orchestra**—No credit. This is known as the apprenticeship course. One term is asked of all members. Barnes
69. **Varsity Band**—No credit. Designed to help the student on the comprehensive or the special music curriculum meet the requirements for Music 69 on a wind or percussion instrument used as a minor. Graesch
69. **Concert Band**—No Credit. Prerequisite: approved audition. This is the apprenticeship course. One term is asked of all members. Gremelspacher
- Marching Band**—4 hours. An elective course in physical education, open to all men who play band instruments. Class number, Physical Education 56. Watts

Revised Freshman and Sophomore Music Courses

A developing revision of the music curricula for the major in music education is reflected in this Bulletin. The one-hundred and two-hundred numbered course descriptions immediately following this note describe the music studies which the 1958 entering freshman music major will carry during his first two years at this college. A second set of two-hundred numbered course descriptions reflect the older curriculum. The 1958 sophomore music major will continue his studies in the pattern of the older curriculum. Nor will the current senior college music major need to change his plan.

111. **Basic Music I**—4 hours. Fall. Studies in elementary musicianship: notation, scales, rhythms, sight-singing, melodic and interval dictation, drills, analysis of rhythmic and tonal organization of melody, keyboard. Daily. Bard, Barnes, Tatlock
112. **Basic Music II**—4 hours. Winter. Continuation of work instituted in Music 111. Study of absolute intervals, analysis of form in melody, harmonizing of simple melodies at the keyboard. Daily. Bard, Barnes, Tatlock
113. **Basic Music III**—4 hours. Spring. Continuation of Music 112. Chromaticism, modulation, transposition, introduction to part-writing, harmonic analysis, keyboard improvisation. Daily. Bard, Barnes, Tatlock
121. **Introduction To Music Literature I**—2 hours. Fall. The materials of music, the Romantic idea in the arts, short forms for piano and voice, program music, the symphony and the concerto, opera. Lidral

122. **Introduction To Music Literature II**—2 hours. Winter. Structural schemes, the classic idea, Haydn, Mozart, Beethoven, Schubert, The Baroque idea, Bach, Handel. Lidral
123. **Introduction To Music Literature III**—2 hours. Spring. The post-romantic era, DeBussy, Ravel, revolutionary forces in twentieth century music, Stravinsky, Schoenberg, Bartok, Hindemith, the American scene; historical perspective. Lidral
211. **Basic Music IV**—3 hours. Fall, 1959. Continuation of Music 113. Review of triadic part-writing, non-harmonic tones, seventh chords, chorale harmonization, two-voice harmonic counterpoint. Hill, Watts
212. **Basic Music V**—3 hours. Winter, 1960. Continuation of Music 211. Seventh chords, altered chords, chorale harmonization, strict and free imitation. Hill, Watts
213. **Basic Music VI**—2 hours. Spring, 1960. Continuation of Music 212. Altered chords, modulation, chorale harmonization, two-voice and three-voice counterpoint. Hill, Watts
221. **Elementary Score Study I**—2 hours. Fall, 1959. String choir, woodwind choir, scoring, realization of the song staves, analysis of monothematic and part forms, elementary baton technic. Hill
222. **Elementary Score Study II**—2 hours. Winter, 1960. Continuation of Music 221. Brass choir, percussion, chamber orchestra, wind-percussion group, scoring, transpositions at keyboard, analysis of sonatina and sonata forms, further study of baton technic. Hill
223. **Elementary Score Study III**—3 hours. Spring, 1960. Continuation of Music 222. The full orchestra, the school orchestra, scoring, realization of music scored for the three choirs, analysis of the full orchestra score, detailed study of the expressive baton, practice conducting in laboratory sessions. Hill

Individual Instruction

Instruction on instruments and in voice may be elected by any college student; however the beginner is asked to carry the class instruction which is described below. See page 20 for individual instruction fees.

The music major must continue study of his principal applied for not less than two years, enrolling in the appropriate two hundred numbered course until two years of satisfactory work have been completed. However, should he have received conditional approval by the faculty at time of beginning his college music study, he will carry the appropriate one-hundred numbered course until full approval is obtained. Upon such approval he will schedule the two-hundred numbered course and must carry such work until two years of two-hundred course credit has been earned. See page 20 for fees.

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It is quite necessary that arrangement for the individual period of instruction be made with the instructor on the first day of the term.

- 135V-235V Violin—1 hour. Fall, Winter, Spring. Barnes, Melendy
- 135Va-235Va Viola—1 hour. Fall, Winter, Spring. Barnes, Melendy
- 135C-235C Violoncello—1 hour. Fall, Winter, Spring Bacon
- 135B-235B Contra-bass—1 hour. Fall, Winter, Spring. Bacon
- 140F-240F Flute—1 hour. Fall, Winter, Spring. Lidral
- 140C-240C Clarinet—1 hour. Fall, Winter, Spring. Lidral
- 140O-240O Oboe—1 hour. Fall, Winter, Spring. Stannard
- 140B-240B Bassoon—1 hour. Fall, Winter, Spring. Stannard
- 140S-240S Saxophone—1 hour. Fall, Winter, Spring. Lidral, Stannard
- 145C-245C Cornet—1 hour. Fall, Winter, Spring. Graesch
- 145H-245H French Horn—1 hour. Fall, Winter, Spring. Graesch
- 145B-245B Baritone Horn—1 hour. Fall, Winter, Spring Watts
- 145Tr-245Tr Trombone—1 hour. Fall, Winter, Spring. Watts
- 145Tu-245Tu Tuba—1 hour. Fall, Winter, Spring. Watts
- 149 - 249 Percussion—1 hour. Fall, Winter, Spring.
- 150 - 250 Voice—1 hour. Fall, Winter, Spring. Jacobson, Meyer, Rosewall
- 151 - 251 Piano—1 hour. Fall, Winter, Spring. Bard, Tatlock
- 152 - 252 Organ—1 hour. Fall, Winter, Spring. Eberly

Ensembles

217. Choral Union—1 hour. Fall, Winter, Spring. Open to all college students; meets on Monday evening. Rosewall
219. A Cappella Choir—1 hour. Fall, Winter, Spring. Open to all college students who meet audition requirements. Jacobson
253. Small Ensembles—1 hour. As scheduled. Faculty
259. College Orchestra—1 hour. Fall, Winter, Spring. Open to all college students who play appropriate instruments adequately. Melendy

269. **Varsity Band**—1 hour. Fall, Winter, Spring. Open to all college students. Graesch

269. **Concert Band**—1 hour. Fall, Winter, Spring. Open to all students who play appropriate instruments adequately. Gremelspacher

Marching Band—4 hours. Fall. Open to all men who play band instruments. See Men's Physical Education 56. Watts

Class Instruction—The Secondary Applied

A year of class instruction in piano and in voice are available to any college student who desires beginning instruction in either area.

One quarter of class instruction on a stringed instrument, on a woodwind instrument, or on a brass instrument is available to any college student who wishes beginning instruction. Having made a satisfactory beginning on one of those instruments, the student then may enroll for individual instruction in a one-hundred numbered course.

The music major will carry one year of such work in an area designated by the counselor as the minor applied. However, this will be voice for all 92 hour majors whose major applied is other than voice.

- 260. **Secondary Strings**—1 hour. Fall. Melendy
- 265. **Secondary Woodwinds**—1 hour. Fall. Lidral
- 270. **Secondary Brasses**—1 hour. Fall. Watts
- 280. **Secondary Piano I**—1 hour. Fall. Tatlock
- 281. **Secondary Piano II**—1 hour. Winter. Tatlock
- 282. **Secondary Piano III**—1 hour. Spring. Tatlock
- 285. **Secondary Voice I**—1 hour. Fall. Meyer, Rosewall
- 286. **Secondary Voice II**—1 hour. Winter. Meyer, Rosewall
- 287. **Secondary Voice III**—1 hour. Spring. Meyer, Rosewall

The courses described below are those which current sophomores and senior college students will carry.

- 201. **Introductory Music**—4 hours. A course for Elementary Education students. The study of elementary vocal skills. Faculty
- 221. **Materials of Music I**—4 hours. Continuation of Music 113. A study of suspensions and anticipations, of seventh and ninth chords, of applied dominants and of modulations—all in the eighteenth and nineteenth century traditions. Hill, Watts
- 222. **Materials of Music II**—4 hours. Continuation of Music 221. A study of elementary instrumentation and score construction.

- Transcription of chordal, homophonic, and contrapuntal music materials. Hill, Watts
231. **History of Music I**—4 hours. Music from antiquity to Bach. Eberly
232. **History of Music II**—4 hours. From Bach to present. A survey of the growth of music as widened by the development of musical thought and style through the periods of composition. Hill, Watts
233. **Music Appreciation**—4 hours. A listening and study course in which an attempt is made to show what music is, how the musical mind operates, and wherein music may be of value to one. Faculty
260. **Pre-Ensemble String Technic**—2 hours. For students who need a string as secondary. See page 129 on The Secondary Instrument. Melendy
265. **Pre-Ensemble Woodwind Technic**—2 hours. For students who need a woodwind as secondary. See page 129 on The Secondary Instrument. Lidral
270. **Pre-Ensemble Brass Technic**—2 hours. For students who need a brass as secondary. See page 129 on The Secondary Instrument. Watts
- 280-1-2. **Minor Piano**—2 hours (each). Beginning and elementary piano in small groups. Tatlock
- 285-6-7. **Minor Voice**—2 hours (each). Study of basic tone quality, diction, and intonation by students who need voice as secondary. See page 129. Meyer, Rosewall
292. **Teaching Music in the Elementary School**—4 hours. A study of materials and methods of instruction to prepare the classroom teacher for guiding children's music experiences. Prerequisite: Music 201. Meyer, Pearman
293. **Teaching Music in the Junior High School**—2 hours. A study of materials and methods of instruction to prepare the classroom teacher for the teaching of classroom music in grades 7, 8, and 9. Fall Quarter, first 6 weeks. Pearman

LARGE ENSEMBLES

- 217-317. **Choral Union**—1 hour. Standard oratorio and concert literature used. Rehearsal one evening per week for a two-hour period. Open to all college students and faculty without audition. Rosewall
- 219-319. **A Capella Choir**—2 hours. Admission by audition only. Open to all college students. Attention is given to the best choral literature. Jacobson

- 259-359. College Orchestra**—2 hours. Fall, Winter, and Spring. Prerequisite: Music 59 and audition. Open to all college students who play appropriate instruments adequately. Standard symphonic music and the better school music are studied and performed. Barnes
- 269-369. Varsity Band**—2 hours. Fall, Winter, and Spring. For those who desire band experience upon a secondary instrument and for those who find it impossible to earn credit in Concert Band. Open to all college students regardless of major interest. Prerequisite: Music 69 and audition. Graesch
- 269-369. Concert Band**—2 hours. Winter and Spring. Open to all college students, regardless of major interest, who play appropriate instruments adequately. Prerequisite: Music 69 and approved audition. Gremelspacher

INDIVIDUAL INSTRUCTION

See statement on page 20 concerning fees for Music 235-252 and 335-352. One group session in a technic-reportory class and one individual session weekly.

- 235V-335V. Violin**—2 hours. F, W, Sp. Barnes, Hill
- 235Va-335Va. Viola**—2 hours. F, W, Sp. Barnes, Hill
- 235C-335C. Violoncello**—2 hours. F, W, Sp. Bacon
- 235B-335B. Contra-bass**—2 hours. F, W, Sp. Bacon
- 240F-340F. Flute**—2 hours. F, W, Sp. Lidral
- 240C-340C. Clarinet**—2 hours. F, W, Sp. Lidral
- 240O-340O. Oboe**—2 hours. F, W, Sp. Stannard
- 240B-340B. Bassoon**—2 hours. F, W, Sp. Pence
- 240S-340S. Saxophone**—2 hours. F, W, Sp. Faculty
- 245C-345C. Cornet**—2 hours. F, W, Sp. Graesch
- 245H-345H. French Horn**—2 hours. F, W, Sp. Graesch
- 245B-345B. Baritone Horn**—2 hours. F, W, Sp. Watts
- 245Tr-345Tr. Trombone**—2 hours. F, W, Sp. Watts
- 245Tu-345Tu. Tuba**—2 hours. F, W, Sp. Watts
- 249-349. Percussion**—2 hours. F, W, Sp. Gremelspacher
- 250-350. Voice**—2 hours. F, W, Sp. Angell, Jacobson, Meyer, Rosewall
- 251-351. Piano**—2 hours. F, W, Sp. Bard, Tatlock

- 252-352. **Organ**—2 hours. F, W, Sp. Eberly
- 253-353. **Small Ensembles**—2 hours. Courses in string, woodwind, brass, voice, and piano ensembles. Open to all students by audition. No extra fee. Faculty
- 255-355. **Recital**—2 hours. Faculty
381. **Instrumental Conducting**—4 hours. A laboratory course including: (a) fundamental motions and signals used by the conductor; (b) exercises to develop dexterity and skills in use of the signals; and (c) practice conducting. Gremelspacher
382. **Choral Conducting**—4 hours. Fundamental motions and signals; skill and dexterity; principles of rehearsal technic and interpretation. Jacobson
391. **Secondary Choral Methods**—4 hours. Understanding and integrating the place of music in the education of adolescent youth. Materials and activities suitable for elective and specialized aspects of the choral program in junior and senior high school. Pearman
392. **Music Procedures in the Elementary School**—4 hours. The development of the child through rich musical experiences including singing, rhythms, playing easy instruments, listening, and creating. A study of philosophy, objectives, materials, and trends in this field of education. Meyer, Pearman
394. **Music Education: Instrumental**—4 hours. For the music major. A methods course in the teaching of instrumental music classes and ensembles. Graesch
- *401. **Keyboard Experience**—4 hours. The continued development of those elementary skills needed by classroom teachers who teach their own music. Chiefly elementary keyboard work. Prerequisite: Music 201 or demonstrated skills. Tatlock
- *402. **Music Listening Activities in the Elementary Classroom**—4 hours. The study of recorded instrumental music and supplementary materials suitable for elementary children. For Elementary Education major only. Prerequisite: Music 292 or its equivalent. Tatlock
- *411. **Advanced Harmony**—4 hours. Further study of the vertical sonorities: modulation as effected through dominant seventh chords and other dominant chords; ninth, eleventh, and thirteenth chords; modulating and non-modulating sequences and non-dominant seventh chords; altered chords. Prerequisite: Music 221 or equivalent. Eberly
- *421. **Instrumentation and Arranging: Band**—4 hours. A study of the tonal and technical resources of band instruments with practical exercises in scoring. Prerequisite: Music 222. Watts

*Open to graduate students.

- *423. **Keyboard Harmony**—4 hours. A course designed to develop facility in the practical use of theoretical harmony. Prerequisite: Music 113 and Elementary Piano. Eberly
- *425. **Arranging of Choral Literature**—4 hours. Study of problems in arranging for standard as well as special choral groups. Emphasis on poetic meter. Practical exercises. Prerequisite: Harmony and choral experience. Bard
- *426. **Analysis of Musical Form**—4 hours. A survey of the structural elements of music compositions. Prerequisite: Music 222. Eberly
- *427. **Counterpoint I**—4 hours. Counterpoint in two parts, exercise in melody writing, modern counterpoint in two parts. Prerequisite: Music 222 or 423. Eberly
- *428. **Counterpoint II**—4 hours. Writing in three, four, and more parts. Exercise in canon. Prerequisite: Music 427. Eberly
- *430. **Music Literature**—4 hours. A chronological survey of music literature with emphasis on trends in composition. Prerequisite: Music 232. Eberly
- *460. **Elementary String Technic**—2 hours. The study of elementary string technic through playing a stringed instrument and the study of methods of teaching beginning string classes. Graduate students will study two strings. Melendy
- *465. **Elementary Woodwind Technic**—2 hours. A laboratory course including: (a) study of the elementary technic of a woodwind instrument by playing one; and (b) methods of teaching beginning woodwind classes. Graduate students will study two woodwinds. Lidral
- *470. **Elementary Brass Technic**—2 hours. A laboratory course including: (a) study of the elementary technic of a brass instrument by playing one; and (b) methods of teaching beginning brass classes. Graduate students will study two brasses. Graesch, Watts
- *471. **Brass Ensembles**—2 hours. A study of selected works usable by brass ensembles in the schools. Prerequisite: a brass major or equivalent skills. Graesch
- *472. **Woodwind Ensembles**—2 hours. A study of selected works usable by woodwind ensembles in the schools. Prerequisite: a woodwind major or equivalent skills. Lidral
- *473. **Brass Solos**—2 hours. A study of selected solos ranging in difficulty from elementary through senior high school levels. Prerequisite: a brass major or equivalent skills. Graesch
- *474. **Wind Instrument Guidance**—2 hours. A laboratory and

*Open to graduate students.

- theory course presenting: (a) aptitude tests, and (b) technics to be used in selecting an instrument suitable for a given individual. Gremelspacher
- *475. Elementary Percussion Technic—2 hours.** A laboratory course presenting: (a) a study of the elementary technic of percussions by playing them; and (b) methods of teaching beginning percussion classes. Graesch, Gremelspacher
- *476. Woodwind Solos—2 hours.** A study of selected solos usable by elementary, junior high, and senior high school students. Prerequisite: a woodwind major or equivalent. Lidral
- *478. Marching Band Procedure—2 hours.** A methods course in teaching the marching band and in presenting drum major signals. Gremelspacher
- *479. Instrument Repair and Adjustment—2 hours.** Laboratory course in learning how to make minor adjustments and repairs of string, wind, and percussion instruments. Gremelspacher
- *481. Problems in Junior High Music—4 hours.** A combined laboratory and methods course dealing with problems, creative activities, and new materials in the Junior High music field. Prerequisite: practice teaching in choral music or experience. Pearman
- *483. The Church Music Director—4 hours.** Organization, management, and direction of adult, youth, and children's choirs in the church. The anthem, responses, hymns, and liturgical elements as reflected in music are treated. Prerequisite: undergraduate choral major or minor. Jacobson
- *484. Vocal Pedagogy—4 hours.** Study of specific problems and their solutions in the training of individual voices. Jacobson, Meyer, Rosewall
- *486. Problems in Elementary Music—4 hours.** A combined laboratory and methods course dealing with problems and new materials in the elementary field. Prerequisite: Music 292 or 392. Meyer
- *491. Instrumental Organization and Administration—4 hours.** A study of the organization and administrative technics needed for bands, orchestras, instrumental materials, and equipment. Prerequisite: practice teaching or experience. Gremelspacher
- *492. Choral Organization and Administration—4 hours.** A study of the organization and administration of choral groups in public schools. Prerequisite: practice teaching or experience. Jacobson
- *493. Music Dramatic Production—4 hours.** A study of materials, procedures, and technics of operetta production with elementary, junior high, and senior high school students. Rosewall

*Open to graduate students.

- *494. Band Materials—4 hours.** A survey of newer band materials made each summer under laboratory conditions. Prerequisite: Music 369 or equivalent. Gremelspacher
- *495. Choral Materials—4 hours.** A survey of newer choral materials made each summer. Prerequisite: Music 319 or equivalent. Jacobson
- *496. Orchestral Materials—4 hours.** Summer. A survey of newer orchestral materials made under laboratory conditions. Special attention is given to music for the string instruments. Prerequisite: Music 359 or equivalent. Barnes
- *497. Music Education String Materials—2 hours.** Comparative analysis of group method books, individual method books, selected solos, etudes, and exercising materials for strings. Prerequisite: Music 359, 460. Barnes, Melendy

GRADUATE COURSES

- 510. Harmonic Analysis and Score Realization—4 hours.** Fall. Application of harmonic principles to vertical and linear situations, beginning with simple melodies and advancing through full choral and instrumental scores. Required of all graduate music students. Prerequisite: undergraduate major in music. Eberly, Hill
- 522. Composition—4 hours.** Fall, Winter, Spring. Original composition in the smaller vocal and instrumental forms. Prerequisite: Music *426. Bard
- 524. Advanced Arranging for Orchestra—4 hours.** Fall, Winter, Spring. Prerequisite: Music *420. Hill
- 529. Advanced Arranging for Band—4 hours.** Fall, Winter, Spring. Prerequisite: Music *421. Watts
- 531. Seminar in Music Literature—4 hours.** Winter, Spring. Prerequisite: Music *430. Eberly
- 535. Advanced Strings—2 hours.** Fall, Winter, Spring. Study of standard solo repertoire. Prerequisite: undergraduate major or equivalent. Bacon, Barnes, Melendy
- 540. Advanced Woodwind—2 hours.** Fall, Winter, Spring. Study of standard solo repertoire. Prerequisite: undergraduate major or equivalent. Lidral, Stannard
- 545. Advanced Brass—2 hours.** Fall, Winter, Spring. Study of standard solo repertoire. Prerequisite: undergraduate major or equivalent. Graesch, Watts
- 550. Advanced Voice—2 hours.** Fall, Winter, Spring. Study of standard solo repertoire. Prerequisite: undergraduate major or equivalent. Angell, Jacobson, Meyer, Rosewall

551. **Advanced Piano**—2 hours. Fall, Winter, Spring. Study of standard solo repertoire. Prerequisite: undergraduate major or equivalent. Bard, Tatlock
552. **Advanced Organ**—2 hours. Fall, Winter, Spring. Study of standard solo repertoire. Prerequisite: undergraduate major or equivalent. Eberly
555. **Recital**—2 hours. Fall, Winter, Spring. Faculty
575. **Elementary Percussion Technic**—2 hours. Spring. Laboratory class. A study of percussion instruments and their place in the orchestra and band. Prerequisite: Music 475 or equivalent. Gremelspacher
585. **Supervision of Elementary Classroom Music**—4 hours. Fall. The music supervisor or consultant's role in Elementary Education. Principles and techniques of cooperative group processes and the encouragement of self-direction of teachers. Meyer
587. **Advanced Instrumental Conducting**—4 hours. Fall, Winter, Spring. Prerequisite: Music 381. Barnes, Gremelspacher
588. **Advanced Choral Conducting**—4 hours. Fall, Winter, Spring. Prerequisite: Music 382. Jacobson, Rosewall
598. **Seminar in Band Materials**—4 hours. Summer. An evaluation of materials for school bands made each summer under laboratory conditions. Prerequisite: Music *494 or equivalent. Gremelspacher
599. **Marching Band Technics**—4 hours. Summer. A methods course presenting: (a) parade routines; (b) shows and drills for the football field and basketball court; (c) marching contests; and (d) suitable music for the marching band. Prerequisite: Music *478 or equivalent. Gremelspacher, Watts
600. **Preparation of Thesis**—8 hours. By arrangement with chairman of student's thesis committee.

DEPARTMENT OF NURSING

Mrs. Reeves, Chairman of the Department

Philosophy

We believe that nursing, like other professional education, should become a part of the general education system of the nation. The responsibility should rest with the educational institution in providing the academic learning experience in the College, and practical learning experience through the affiliated hospital schools of nursing, the local hospitals, and other community agencies.

We believe that this department of nursing should provide the student with opportunities for developing a spiritual, cultural, and professional background which will promote continued personal and professional satisfaction and growth as an individual, and as a member of a democratic society.

Aim

To produce a graduate professional nurse capable of intelligently and skillfully meeting patient needs in cooperation with other disciplines as they relate to health conservation as well as to care of the sick.

Objectives

1. To recruit and select young women who possess the necessary qualifications for developing into professional nurses.
2. To provide the necessary educational experiences which will assist the student in developing attitudes and acquiring the knowledge and skills necessary for the practice of professional nursing.
3. To enable the student to discover her own potentialities and to stimulate a desire for personal, cultural, and spiritual growth.
4. To motivate the student in extending to the community, the ideals and privileges of positive health, and to assist her in seeking and utilizing community health resources.
5. To prepare the student to participate in, and make contributions as a citizen in, a democratic society.
6. To produce a professional nurse prepared for beginning positions in all occupational areas in which adequate nursing supervision is provided.
7. To provide the foundations necessary for the development of leadership and advancement into positions of responsibility.

The program is a combined academic and professional program covering a four-year period. The program calls for one year (three quarters) of general education courses at the College, followed by three years of specialized preparation for nursing at either St. Anthony Hospital School of Nursing or Union Hospital School of Nursing, both in Terre Haute, Indiana. During the Junior and Senior years, a student must enroll for College courses required to complete work for the degree of Bachelor of Science in Nursing, or Bachelor of Science in Nursing Education.

COURSES

100. **Introduction to Nursing**—4 hours. This course is designed to acquaint students, interested in nursing, with the advantages and opportunities of the profession through lecture, recitation, and visitation. Reeves
210. **Physiology and Anatomy for Nurses**—4 hours. A course designed to give an appreciation of the fundamental concepts of normal body structures and their function in relation to environment. (St. Anthony Hospital School of Nursing, Union Hospital School of Nursing). Suttle
211. **Physiology and Anatomy for Nurses**—4 hours. A study of fundamental concepts of structure and functions in relation to metabolism of the body, special senses, integration and control, and physiology of reproduction. (St. Anthony Hospital School of Nursing, Union Hospital School of Nursing). Suttle
222. **History of Nursing**—2 hours. A course designed to guide the student in a study of the development of modern nursing and of the problems which have confronted the nursing profession in the past in order to stimulate in her a sense of responsibility for the future growth of the profession. Reeves
230. **Introduction to General Nursing**—4 hours. A course designed to aid the student in developing an appreciation of the attitudes, knowledge, and skills necessary for the practice of professional nursing. (St. Anthony Hospital School of Nursing, Union Hospital School of Nursing). Reeves
231. **Introduction to General Nursing**—4 hours. A course designed to aid the student in acquiring further knowledge and skills necessary for the successful practice of professional nursing and the maintenance of good nurse-patient relationships. (St. Anthony Hospital School of Nursing, Union Hospital School of Nursing). Reeves
270. **Nutrition, Foods, Cookery**—3 hours. A course designed to familiarize the student with the nutritional needs of normal individuals as well as selection and preparation of foods. (Union Hospital School of Nursing). Lee

- *400. **Counseling and Guidance in Nursing**—4 hours. A study of basic principles and techniques in counseling and guidance designed to fulfill the needs of nursing personnel. Winter. Alternate years. Appelman
- *401. **Management of a Head Nurse Unit**—4 hours. A study of basic principles, functions, techniques, and problems related to the management of a head nurse unit. The course is designed to assist the graduate nurse in better preparing for head nurse positions. Spring. Alternate years. Church
- *421. **Supervision in Nursing Services**—4 hours. A course which places emphasis upon supervisor-nurse-health worker relationships and the evaluation process. Spring. Alternate years. Church
- *422. **Principles of Nursing Service Administration**—4 hours. A study of principles of management with specific application in the conduct of a department of hospital nursing service. Prerequisite: Nursing 401, 421, or consent of instructor. Church
- *440. **Teaching in Nursing Education Programs**—4 hours. The role of the teacher, methods and problems of teaching, criteria for selection, organization and evaluation of learning experiences, and tools for appraising learners' growth. Criteria for selecting and beginning development of resource materials in students' area of teaching in nursing. Winter. Alternate years. Appelman
- *441. **Curriculum Development in Nursing**—4 hours. A critical evaluation of present-day nursing curricula, with a consideration of objectives, teaching methods, source materials, community resources, and sequence of instruction. Alternate years. Appelman
450. **Public Health Nursing**—4 hours. A basic course open to senior students in the affiliated hospital schools of nursing and to registered nurses who wish to broaden their knowledge in this area. The course is designed to give an over-all view of the field of Public Health Nursing. Fall. Ellis

*Open to graduate students.

Note: Since other courses in the nursing curriculum are offered in other departments of the College or Hospitals, they are not included in this department.

DEPARTMENT OF PHILOSOPHY

Dr. Dyche, Chairman of the Department; Dr. Tenney.

The courses in philosophy are so scheduled that it is possible to complete within a period of two residence years a major in philosophy, toward a general other than teaching curriculum degree; that is a minimum of forty-eight quarter hours credit, sixty per cent of which will be junior and senior (300-400) courses.

It is also possible for a Graduate Student to take a general other than teaching curriculum Masters' degree in philosophy, with a minimum of 28 quarter hours in philosophy or acceptable allied courses (including the option of two 600 Research course papers).

Philosophy may constitute a restricted area in certain compatible fields, and a minor on a master teacher curriculum.

COURSES

201. **Patterns of Living**—4 hours. Quarterly except summers. A general course in biography and ethics. Tenney
202. **Introduction to General Philosophy**—4 hours. Fall quarters. A systematically coherent introduction to the great philosophical problems—of knowledge; of Being, culminating in the problems of immortality and the existence of God; of values in aesthetics, ethics, religion. Dyche
203. **Ethics**—4 hours. First summer sessions. Dyche
204. **Aesthetics**—4 hours. Spring Quarters. A general theoretical examination of what it means to call a thing "beautiful." Dyche
205. **Logic**—4 hours. Winter Quarters. An examination of the forms and structure of thought in terms of the traditional basic Aristotelian logic, supplemented by a tentative glance at the scientific method and at symbolic logic. Dyche
- *406. **Source-readings in Ancient Philosophy**—4 hours. Fall '59. Readings in the actual works of the Pre-Socratics, Socrates, Plato, Aristotle, Epicureans, and Stoics. Prerequisite: Philosophy 202 or equivalent. Offered Evenings, Fall '58. Dyche
- *407. **Source-readings in Medieval Christian Philosophy**—4 hours. Winter '60. Readings in the actual works of Plotinus, the Church fathers, and the Medieval scholastic philosophers. Prerequisite: Philosophy 202 or equivalent. Offered Evenings, Winter '59. Dyche
- *408. **Source-readings in Modern Philosophy**—4 hours. Spring '60. Readings in the actual works of Descartes, Bruno, Leibnitz,

*Open to graduate students. Graduate students are required to do additional work of a research nature.

Spinoza, the English empiricists, Kant, and the German idealists. Prerequisite: Philosophy 202 or equivalent. Offered Evenings, Spring, '59. Dyche

*409. Source-readings in American Philosophy—4 hours. Summer '58. Readings in the actual works of Jonathan Edwards, Emerson, James, Pierce, Royce, Santayana, and others. Prerequisite: Philosophy 202 or its equivalent. Dyche

*410. Source-readings in Contemporary Philosophy—4 hours. Summer '59. Readings in Hegel, Schopenhauer, Nietzsche, through contemporary existentialism and phenomenology. Prerequisite: Philosophy 202 or equivalent. Dyche

*411, 412, 418. Great Books—4 hours. Modern European novels. Advanced. Evenings. Offered consecutively, Fall, Winter, Spring Quarters, '59-'60. Dyche

*414. Philosophy of the State—4 hours. Fall '58. A critical examination of the main philosophical approaches to the problem of the basis and authority of the state. Prerequisite: Philosophy 202 or equivalent. Offered Evenings, Fall, '59. Dyche

*415. Philosophy of Religion—4 hours. Spring '59. Not the exposition of a 'religious' philosophy, but a philosophical examination of actual religion. Prerequisite: Philosophy 202 or equivalent. Offered Evenings, Spring, '60. Dyche

*416. Philosophy of History and World Cultures—4 hours. Winter '59. A philosophical exposition of history as becoming process of self-conscious freedom. Prerequisite: Philosophy 202 or equivalent. Offered Evenings, Winter, '60. Dyche

*417. Philosophy of Nature—4 hours. Dyche

*419. Contemporary Political Philosophy—4 hours. Summer '59. Readings in Locke, Rousseau, Marx, American political philosophy, to contemporary totalitarian systems. Dyche

600. Preparation of Thesis—8 hours. By arrangement with chairman of student's thesis committee.

(For General Humanities, 201, 202, 203, see page 104.)

*Open to graduate students. Graduate students are required to do additional work of a research nature.

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, AND RECREATION FOR MEN

Dr. Marks, Chairman of Department; Mr. Bickley, Mr. Hollar, Mr. Jones, Mr. Klueh, Mr. Longfellow, Mr. Meyne, Mr. Selge, Mr. Smith, Mr. Wolf.

For requirements for teaching certificates in Health, Physical Education and Recreation see pages 27, 32, 38, 39, and 42.

Credit for physical education correspondence courses from other institutions will not be accepted unless the course has been approved by the chairman of the department before registration.

PHYSICAL EDUCATION COURSES

151. (m-w) **Introduction to Health, Physical Education, and Recreation**—4 hours. This course is designed to give the prospective physical education teacher and recreation leader a general understanding of the history, principles, scientific basis for health, physical education, and recreation, and a preview of the professional preparation in these fields. Meyne, Wolf
171. **Mass Activities**—4 hours. An applied theory course in mass games, relays, combatives, apparatus, and tumbling stunts suitable for elementary, junior, and senior high school levels. Also included is the administration and directing of instrumental activities. Hollar, Meyne
172. **Games and Sports Techniques of Physical Education**—4 hours. An applied course in the techniques, rules, and strategy of individual and team sports. Hollar, Klueh
253. (m-w) **First Aid and Safety Education**—2 hours. Revised Standard First Aid as recommended by Red Cross with emphasis on safety education for use in the school and community. Hollar, Marks
254. **Training**—2 hours. A study of the functions of the trainer in the athletic program. Particular emphasis is put on mental and physical conditioning and the preventing and treating of athletic injuries. Hollar, Marks
255. (m-w) **Kinesiology**—4 hours. A kinesiological analysis of certain motor skills based on a study of the muscular system. Prerequisite: Science 175. Marks
294. (m-w) **Beginning Course in Senior Life Saving and Water Safety**—2 hours. The development of personal skills and knowledge for life saving and water safety. American Red Cross Senior Life Saving Certification awarded if requirements are met. Prerequisite: Ability to pass preliminary tests. Selge

(m-w) Class open to men and women.

353. Scout Masters Training Course—4 hours. Boy Scout work. A study and practical application of Boy Scout work preparing students as leaders in scouting. Selge

391. Theory and Practice of Methods in Physical Education—4 hours. Methods of teaching physical education at all levels. Wolf

394. (m-w) Water Safety Instructor—2 hours. A course to prepare the student for American Red Cross Water Safety Instructor's Certification. Improvement of own skills in swimming, diving, and life saving is stressed as well as teaching methods applicable to each level of swimming. Prerequisite: An effective American Red Cross Senior Life Saving Certificate. Selge

***451. (m-w) Organization and Administration of Health, Physical Education, and Recreation—4 hours.** The study of basic problems in the organization and administration of health, physical education, and recreation program with an investigation of materials in their solution. Hollar, Marks, Wolf

453. (m-w) Advanced and Instructor First Aid—2 hours. A course which prepares one to teach Red Cross Standard and Advanced First Aid courses. Prerequisite: Physical Education 253. Marks

***454. (m-w) Principles of Curriculum Construction—4 hours.** The study of guiding principles in the various phases of curriculum construction in the areas of health, physical education, and recreation. Wolf

457. Officiating Football—2 hours. Designed to train officials for football. Jones

458. Officiating Basketball—2 hours. Klueh

459. Officiating Baseball and Track—2 hours. Meyne, Wolf

471. The Coaching of Football and Minor Sports—4 hours. Theory and Practice.** Jones

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

473. The Coaching of Baseball—2 hours. Theory and practice. First half of term.** Wolf

474. The Coaching of Track—2 hours. Last half of term.** Meyne

*Open to graduate students. Graduate students are required to do additional work of a research nature.

**Prerequisite: The corresponding non-prepared courses or special permission of the Director of Physical Education.

(m-w) Class open to men and women.

NON-PREPARED COURSES

- 14.(m-w) Folk and Square Dancing—2 hours.
- 19.(m-w) Social Dancing—2 hours.
- 24.(m-w) Tennis—2 hours.
- 29.(m-w) Archery—2 hours.
- 41.(m-w) Social Recreation Activities for High Schools—2 hours.
51. Activities Course—2 hours. A conditioning and instructional course in physical education activities. Required of all men.
52. Apparatus and Tumbling—2 hours. Instruction of apparatus and tumbling stunts. Required of all majors in physical education. Open to all male students.
53. Swimming—2 hours. Instruction for beginners, intermediate, and advanced swimmers. Required of all men.
54. Boxing and Wrestling—2 hours. Instruction in combative type of activities with stress on wrestling. Required of all majors. Open to all male students.
55. Seasonable Intramural Sports—2 hours. Organized competition in various sports activities. Required of all majors and open to all male students.
56. Band Marching—4 hours. Open to all students who play band instruments.
57. Restricted Activities—2 hours. Open to students upon advice of school physician.
61. Spring Football—2 hours. Instruction and practice. Open to all male students.
62. Angling—2 hours. Instruction and Practice. Open to all students.
- 65.(m-w) Golf—2 hours.
81. Varsity and Freshman Football—4 hours. Instruction and Practice.
82. Varsity and Freshman Basketball—4 hours. Instruction and Practice.
83. Varsity and Freshman Baseball—4 hours. Instruction and Practice.
84. Varsity and Freshman Tennis—4 hours. Instruction and Practice.
85. Varsity and Freshman Golf—4 hours. Instruction and Practice.
- (m-w) Class open to men and women.

86. **Varsity and Freshman Swimming**—4 hours. Instruction and Practice.
87. **Varsity and Freshman Track**—4 hours. Instruction and Practice.

RECREATION COURSES

220. (m-w) **Camp Counseling and Outdoor Education**—2 hours. The course deals with the acquisition of skills, understanding, and knowledges for use as a camp counselor with equal emphasis given to the overall area of "outdoor education." Meyne
- *400. (m-w) **Recreational Leadership**—4 hours. Recreation activities, leadership, and practical experience in conducting a well-rounded program of recreation activities. Meyne
- *430. (m-w) **Recreational Skills**—4 hours. A course in which the different craft media are adapted for use in recreational programs—game equipment, dramatic properties, hobbies, decoration, and other related crafts. Meyne
- *455. (m-w) **Community Recreation**—4 hours. The administration of community recreation with emphasis on the planning, organizing, promoting, and supervising of programs. Meyne

GRADUATE COURSES

553. **Community Recreation**—4 hours. The administration of community recreation with emphasis on the planning, organizing, promoting, and supervising of programs. Klueh, Meyne, Wolf
556. **Seminar: Problems of the Physical Education Director**—4 hours. Prerequisites, completed major in physical education. Jones, Meyne
561. **Seminar in Test and Measurements in Physical Education**—4 hours. To acquaint the student with existing tests and with their sources. To enable students to evaluate, administrate, and interpret the results of such tests. Marks
562. **Individual Problems and Abnormal Cases in Physical Education**—4 hours. 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: Physical Education 255. Marks
563. **Supervision of Physical Education**—4 hours. The study of principles covering the processes of supervision; administrative

*Open to graduate students who are required to do additional work of a research nature.

(m-w) Class open to men and women.

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organization of supervision; improving the setting for learning and improvement of instruction for in-service education for teachers.

Marks

566. **The Administration of High School Athletics**—4 hours.

The purpose of this course is to offer practical suggestions and guides for managing the business affairs of an athletic program; deals with a national, state, and local policy concerning athletic eligibility, contest management, financial, budgets, location and maintenance of facilities, intramural, and current athletic trends.

Marks

567. **Intramural Sports**—4 hours. The purpose of this course is to acquaint the student with rules, regulations, objectives, methods of organization of department, and participation; scope of administrative duties and special problems.

Meyne

575. **Seminar in Athletics**—4 hours. This course is offered in response to a demand from coaches in service and is open only to graduate students who have had one or more years experience in high school or college coaching. Advanced techniques of football and basketball and problems met in the field will be emphasized. Research assignments will be a part of the course.

Jones, Klueh

600. **Preparation of Thesis**—8 hours. By arrangement with chairman of student's thesis committee.

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DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, AND RECREATION FOR WOMEN

Dr. Watkins, Chairman of the Department; Miss East, Miss Forsythe, Miss Hughes, Miss Johnson, Miss Pound.

GENERAL STATEMENT

This department offers professional courses to meet the needs of (1) students working for a certificate based upon the completion of a Restricted, Comprehensive or Special Area in Health, Physical Education, and Recreation, (2) students on the elementary education curriculum who elect the 28-hour special area in this field, and (3) students who wish to use these courses as electives. For details of the various curriculum requirements, see pages 27, 32, 38, 39, and 42 (for graduate majors and minors see the Graduate Bulletin)

PHYSICAL EDUCATION COURSES

- 151.(m-w) **Introduction to Health, Physical Education, and Recreation**—4 hours. This course is designed to give the prospective physical education teacher and recreational leader a general understanding of the history, principles, scientific basis for Health, Physical Education, and Recreation, and a preview of professional preparation in these fields. Forsythe
203. **Teaching Rhythms in the Elementary School**—2 hours. A study of the method, technique, and practice of the fundamentals of rhythm as related to the development of the child. Materials for grades one through six will be presented. Forsythe, Watkins
205. **Applied Anatomy**—4 hours. A study of the structure of the human body including bones, joints, ligaments, muscles, and the circulatory and nervous systems. East
- 253.(m-w) **First Aid and Safety Education**—2 hours. Revised Standard First Aid as recommended by Red Cross with emphasis on Safety Education for use in the school and community. East, Johnson
- 255.(m-w) **Kinesiology**—4 hours. A kinesiological analysis of certain motor skills based on a study of the muscular system. Prerequisite: Physical Education 205. East
- 294.(m-w) **Beginning Course in Senior Lifesaving and Water Safety**—2 hours. The development of personal skills and knowledges for lifesaving and water safety. American Red Cross Lifesaving Certification awarded if requirements are met. Prerequisite: Ability to pass preliminary tests. Johnson
- (m-w) Class open to men and women.

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301. **Teaching and Officiating Team Sports for Women**—4 hours. Basketball, field hockey, soccer, softball, speedball, volleyball, and organization of G. A. A. East, Johnson
302. **Teaching and Officiating Individual and Dual Sports**—4 hours. Archery, badminton, bowling, golf, and tennis East, Watkins
303. **Teaching Rhythms in the High School**—2 hours. Comprehensive study of the methods and materials necessary to present an adequate rhythmic program in the high school. The fundamental techniques for modern, social, and folk and square dancing will be provided through laboratory experiences. Prerequisites: Physical Education 11 or 12—Physical Education 15 or 16. Forsythe
391. **Methods in Teaching Women's Physical Education**—4 hours. Teaching methods for physical education in secondary schools dealing with the factors and principles related to the selection and use of various teaching procedures. Forsythe, Watkins
- *392.(m-w) **Physical Education for Elementary Schools**—4 hours. A critical analysis of dramatic play, games, rhythms, self-testing activities, safety procedures used in a modern program in this area. Principles of selection and evaluation of activities and teaching methods are developed. Prerequisite: Physical Education 92 for women, and Physical Education 51, 52, or 55 for men recommended. Watkins
- 393.(m-w) **Safety Education**—2 hours. 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. East
- 394.(m-w) **Water Safety Instructor**—2 hours. A course to prepare the student for American Red Cross Water Safety Instructor's Certification. Improvement of own skills in swimming, diving, and lifesaving is stressed as well as teaching methods applicable to each level of swimming. Prerequisite: an effective American Red Cross Senior Lifesaving Certificate. Forsythe
- *403. **Preventive and Corrective Physical Education**—4 hours. A study of preventive and corrective activities for the purpose of building and maintaining sturdy and efficient bodies. Emphasis is placed on a practical program for use in daily teaching of Physical Education. East, Watkins
- *422. **Measurement and Evaluation in Health, Physical Education,**

*Open to graduate students. Graduate students are required to do additional work of a research nature.

(m-w) Class open to men and women.

and Recreation—4 hours. Tests in health, fitness, strength, skills, and abilities; their administration and interpretation.
 Pound, Watkins

*451. (m-w) **Organization and Administration of Health, Physical Education, and Recreation**—4 hours. A study of the basic problems in the organization and administration of the health, physical education, and recreation program with an investigation of materials in their solution.
 Watkins

*453. (m-w) **Advanced and Instructor First Aid**—2 hours. A course which prepares one to teach Red Cross Standard and Advanced First Aid. Prerequisite: Physical Education 253.
 East, Watkins

*492. **Seminar in Creative Rhythm and Dance Education for the Elementary Schools**—4 hours. A practical course planned to enrich the teaching skills of the classroom teacher in this field. Prerequisites: Two of the following courses: Physical Education 11, 12, 15, 16, or permission of the instructor.
 Forsythe

RECREATION COURSES

220. (m-w) **Camp Counseling and Outdoor Education**—2 hours. The course deals with the acquisition of skills, understanding, and knowledges for use as a camp counselor with equal emphasis given to the overall area of "outdoor education."
 Johnson

*400. (m-w) **Recreational Activities and Leadership**—4 hours. Recreational activities, leadership, and practical experience in conducting a well-rounded program of recreational activities.
 Forsythe

*430. (m-w) **Recreational Skills**—4 hours. A course in which the different craft media are adapted for use in recreational programs—game equipment, dramatic properties, hobbies, decorations, and other related craft.
 Staff

*455. (m-w) **Community Recreation**—4 hours. The administration of community recreation with emphasis on the planning, organizing, promoting, and supervision of programs.

GRADUATE COURSES

508. **Problems in the Organization and Administration of Team Sports for Women**—4 hours. Study and analysis of advanced techniques for organizing, administering, and teaching team sports for women. Summer, 1959.
 Forsythe

*Open to graduate students. Graduate students are required to do additional work of a research nature.

(m-w) Class open to men and women.

510. **Problems in Organizing and Administering Individual and Dual Sports for Women**—4 hours. Advanced techniques for organizing, administering, and teaching individual and dual sports for women. Even-numbered years—1960. Watkins
- 552.(m-w) **Foundations and Trends in Health, Physical Education, and Recreation**—4 hours. A survey of the history, principles, and trends in the field of health, physical education, and recreation. Winter, 1958-59. Forsythe
- 554.(m-w) **Curriculum Construction in Health, Physical Education and Recreation**—4 hours. The study of fundamental principles and bases of curriculum construction. Analysis of activities for teaching and program planning. Watkins
593. **Seminar in Modern Dance Composition**—4 hours. The guiding principles of modern dance composition will be explored. The course is prepared to help the teacher in effecting the transition from the teaching of techniques to the teaching of composition. Prerequisites: Physical Education 303, 492, 592 or permission of the instructor. 1960. Forsythe
- 595.(m-w) **Problems in Teaching and Supervising Physical Education in the Elementary School**—4 hours. Analysis of modern organization of physical education in elementary school with emphasis toward studying supervision or consultant service techniques. 1960. Watkins
600. **Preparation of Thesis**—8 hours. Arranged with chairman of student's thesis committee.

In addition to these courses, see catalogue description for courses open to graduate students: 403, 422, 451, 453, 492; Recreation 400, 453, 430.

NON-PREPARED COURSES

(Activity Courses)

All women students are required to enroll in this department when they first enter the college. The work is to be continued during six consecutive terms unless permission is given by the college physician and the head of the department for postponing it. All work will be adapted to the individual needs of the students.

Women students, in addition to taking Physical Education 1, should elect a minimum of one course each from the following areas:

- (a) Individual and dual activities—tennis, golf, archery, bowling, badminton
- (b) Aquatics—beginning, intermediate, advanced swimming, or Senior Lifesaving and Water Safety
- (c) Rhythms—folk, square, social, or modern dancing.

(m-w) Class open to men and women.

1. **Orientation to Physical Education**—2 hours. Beginning work for students on the college curriculum. Required. Staff
11. **Beginning Folk Dancing**—2 hours. Forsythe
12. **Intermediate Folk Dancing**—2 hours. Forsythe
13. (m-w) **Tap and Character Dancing**—2 hours. Forsythe
14. (m-w) **Folk and Square Dance**—2 hours. Forsythe
15. **Beginning Modern Dancing**—2 hours. Forsythe
16. **Intermediate Modern Dancing**—2 hours. Forsythe
17. **Advanced Modern Dancing**—2 hours. (By permission of instructor) Forsythe
18. **Bowling**—2 hours. Staff
19. (m-w) **Social Dancing**—2 hours. Forsythe
20. **Field Hockey**—2 hours. Johnson
21. **Soccer and Speedball**—2 hours. Johnson
22. **Basketball**—2 hours. East
23. **Softball**—2 hours. Johnson
24. (m-w) **Tennis**—2 hours. Watkins
25. **Beginning Swimming**—2 hours. Johnson
26. **Intermediate Swimming**—2 hours. Johnson
27. **Advanced Swimming and Diving**—2 hours. (Beginning work in Synchronized Swimming) Johnson
28. **Volleyball**—2 hours. East, Watkins
29. (m-w) **Archery**—2 hours. East
30. (m-w) **Beginning Golf**—2 hours. Watkins
31. **Basic Principles of Posture and Recreational Activities**—2 hours. (open to women on a limited or restricted activity program) Staff
32. a, b, c, d, e, f. **Relaxation**—2 hours. (A functional course designed to prevent or remove occupational hazards such as tensions and fatigue. Open to women on a limited activity program or above age of 24.) East
34. **Badminton**—2 hours. East
35. **Tumbling, Stunts, and Conditioning Activities**—2 hours. Forsythe

(m-w) Class open to men and women.

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41. (m-w) Social Recreation Activities for the High School—2 hours. Forsythe

92. Physical Education Activities for Elementary Grades—4 hours. (Required on the Elementary curriculum and taken with Physical Education 392 as a laboratory course.) Staff

(m-w) Class open to men and women.

Note 1. Students who earn a certificate 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. A minimum of 24 term hours' credit in activity classes is required for those on the special, comprehensive or restricted areas.

Note 2. Regulation gymnasium suits and equipment are required for all women.

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DEPARTMENT OF SCIENCE

Dr. Koch, Chairman of the Department; Dr. Allyn, Mr. Bell, Mr. Black, Dr. Brett, Dr. Bull, Mr. Cantin, Dr. Drummond, Dr. Guernsey, Mr. Heller, Mr. Herbst, Dr. Hook, Dr. Hopp, Dr. Johnson, Mr. Kessel, Dr. Proffitt, Mr. Schilb,, Dr. Smith, Mr. Suttle, Dr. Wilkinson, Mr. Winn.

The Department of Science includes the fields of botany, chemistry, geography and geology, physics, physiology and hygiene, and zoology. In addition to this the Department of Science offers courses of a general nature including astronomy.

A majority of the courses in Science follow a definite sequence. It is important that every student observe and follow the prerequisite requirements as listed in the science courses.

CERTIFICATES

Certificates to teach the physical sciences, biological sciences, and general science in Indiana are issued on the basis of completion of courses outlined on pages 24-45.

DESIRABLE COMBINATIONS

The State Department of Education has set up certain combinations of the several sciences and mathematics. These will be found in the comprehensive areas II, IV, and XII. Check pp. 31, 32, and 34. For restricted areas, see pp. 39-40.

Students pursuing the comprehensive area in physical science are urged to take Industrial Education 101 (Mechanical Drawing).

There are certain subject matter areas such as Industrial Education, Physical Education, and Home Economics which require a number of science courses as cognate subjects. Students majoring in these areas often find it advisable and desirable to elect as their restricted area physics, chemistry, biology, or general science. (See listing) Careful consideration should be given to the selection of the restricted area. The student should consider individual interests, relationship of the comprehensive and restricted areas, and the possibility of teaching combinations in the public schools. It is desirable that students confer with chairmen of the several departments concerned in order that a wise decision may be made.

ADVANCED DEGREES

Students who wish to include courses in the sciences to satisfy requirements for higher degrees should consult the Chairman of the Department sometime early in their undergraduate study in order that all the prerequisites for such graduate work may be met before graduation. All *400 courses may be carried by graduate and undergraduate students, who have the proper prerequisites.

GENERAL COURSES

111. **Introduction to the Physical Sciences—4 hours.** This course consists of lectures, recitations, and selected experiments in the physical sciences. Open to all students except Physical Science majors. Black, Heller, Schilb, Winn
112. **Introduction to the Biological Sciences—4 hours.** An attempt is made to establish as many friendly contacts as possible with the fundamental organic laws as they pertain to the world of living things. Brett, Hopp, Johnson, Proffitt, Suttle
113. **Introduction to the Earth and Sky Sciences—4 hours.** This course deals with some of the basic principles of geology, meteorology and astronomy. It also introduces the operation and application of the scientific method in these fields. Hook, Koch
301. **Elements of Astronomy—4 hours.** This is a brief introductory course intended to acquaint students with the more obvious phenomena of the starry heavens. Black
- *400. **Recent Developments in Science—4 hours.** This course is designed to familiarize the in-service teacher with recent developments in the Physical and Biological Sciences. The material will be simplified in a manner that the teacher may utilize it in the classroom. Science Staff
- *405. **Heredity and Environment with Educational Applications—4 hours.** A popular non-technical course presenting the general principles of heredity and the environmental relationships. Prerequisite: Science 112 or its equivalent. Smith
- *406. **Effective Patterns for Hygienic Living—4 hours.** A course planned to afford studies in human anatomy and physiology essential to the understanding of hygienic living. Prerequisite: Science 171 or its equivalent. Johnson
- *407. **Contributions of Biology to Human Welfare—4 hours.** The course deals with fundamental biological principles as they function in the daily life of the individual. Extension. Prerequisite: Science 112 or equivalent. Biology Staff
- *408. **Practical Microbiology—4 hours.** A course for beginning students of microbiology with emphasis on the applications of this subject to the home, public sanitation, foods, industry, agriculture, and disease. Extension. Prerequisite: Science 112 or its equivalent. Johnson
- *411. **History of the Physical Sciences—4 hours.** A course for science majors in which an attempt will be made to gain a comprehensive perspective of the development of the physical

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sciences, including the biographies of eminent scientists. Alternate years.
Physical Science Staff

- *412. **History of the Biological Sciences**—4 hours. A course for science majors in which an attempt will be made to gain a comprehensive perspective of the development of the life sciences, including the biographies of eminent scientists. Alternate years.
Biology Staff
- *413. **Contributions of Physical Sciences to Human Welfare**—4 hours. Prerequisite: Science 111 or its equivalent. A historical study of the development and methods of science as they have contributed to our world. Not for chemistry majors.
Kessel, Wilkinson
- *414. **Chemical Contributions to Modern Life**—4 hours. A study of the chemical industry from the standpoint of growth, accomplishments, operation, economics, and products used in everyday life. This course is for teachers in service who have not been in contact, nor had experience with, the science of chemistry. Not for chemistry majors. No prerequisites.
Kessel, Wilkinson
- *415. **Advanced Earth and Sky Science**—4 hours. Designed to furnish the elementary teacher a more profound knowledge of the scientific concepts which were of necessity but briefly stated in Science 113. Prerequisite: Science 113 or equivalent.
Hook
- *416. **Conservation Education**—4 hours. A course in methodology and field work in the teaching of conservation of resources with special emphasis on field trips and projects applicable to both elementary and secondary levels. Extension.
Staff
- *426. **Conservation of Wildlife**—4 hours. A course intended to acquaint the student with the conservation of wildlife and its relationship to man.
Hopp
- *453. **Global Geography**—4 hours. Designed primarily for those students who desire a general overview of world relationships from the geographic approach. Not open to students who have credit in Science 151. Extension.
Koch

PROFESSIONAL ACADEMIC COURSES

391. **The Teaching of Secondary School Science**—4 hours. This course deals with techniques of instruction and instruction materials in the broad field of secondary science including general science.
Bull
392. **The Teaching of Elementary Science**—4 hours. This course is intended to meet the requirements of students on the elemen-

*Open to graduate students. Graduate students are required to do additional work of a research nature.

tary curriculum who must take the course as a part of their professional work. Heller

393. **The Teaching of Geography in the Secondary Schools—4 hours.** This course deals with the methods of instruction and instructional materials in the field of geography as taught in the secondary schools. Guernsey, Hook, Koch
- *490. **Science Laboratory and Demonstration Techniques—4 hours.** A study of laboratory demonstrations and techniques in devising equipment, gathering laboratory materials and preparing science exhibits. Prerequisite: Science 391 or 392 or their equivalent. Heller
- *491. **Science Laboratory and Demonstration Techniques—4 hours.** A study of laboratory demonstrations and techniques in devising equipment, gathering laboratory materials and preparing science exhibits. Prerequisite: Science 391 or its equivalent. Special emphasis placed upon applications to teaching science in the secondary school. Heller
- *492. **Laboratory Demonstration Techniques—4 hours.** In this course special emphasis will be placed upon collecting and assembling materials for successful teaching of science in the elementary schools. Prerequisite: Science 392 or its equivalent. Heller
600. **Preparation of Thesis—8 hours.** By arrangement with chairman of student's thesis committee.

BOTANY

131. **General Botany—4 hours.** Morphology and physiology of cells, stems, leaves, and roots of seed plants. Smith
132. **General Botany—4 hours.** Algae, fungi, bacteria, liverworts, and mosses. Smith
133. **General Botany—4 hours.** Ferns and seed plants, taxonomy of spring flowers common to Indiana. Prerequisite: Science 131 or Science 132. Smith
330. **Economic Botany—4 hours.** A study of the utilities of plants and of plant products in relation to food, medicine, poisons, condiments, industrial products. Alternate years. Smith
331. **Taxonomy of Trees and Shrubs—4 hours.** Field and laboratory course on the trees and shrubs native to Indiana. Smith
334. **Weeds of Indiana—4 hours.** Laboratory and field studies of the more common noxious weeds of the state. Alternate years. Smith

*Open to graduate students. Graduate students are required to do additional work of a research nature.

- *431. Plant Pathology—4 hours.** 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. Prerequisites: Science 131 and 132. Alternate years. Smith
- *432. Plant Physiology—4 hours.** Physiology of absorption, diffusion, permeability, transpiration, nutrition, digestion, photosynthesis, assimilation, respiration, movement, and growth of plants. Prerequisites: Science 131, 132 and 141. Alternate years. Smith
- *433. Principles of Heredity—4 hours.** Mendel's Laws, the genetics of cultivated plants, domesticated animals, and humans. Prerequisite: Science 121 or 131. Smith
- *435. Plant Histology and Microtechnique—4 hours.** Methods of killing, fixing, embedding, culting, staining, and mounting sections of plant structures. Laboratory course. Prerequisites: Science 131 and 132. Alternate years. Smith
- *436. Industrial Mycology—4 hours.** Fungi in relation to their uses in various industries. Prerequisites: Science 131, 132, 141 or 376. Alternate years. Smith
- *437. Plant Ecology—4 hours.** A study of plant communities. Prerequisite: Science 331 or 334. Alternate years. Smith
- *438. Organic Evolution—4 hours.** A study of the evidence and the theories of evolution. Smith
- *439. Seminar in Botany.** Subject matter, hours, and credits to be arranged. Smith

CHEMISTRY

High School chemistry will not be accepted in lieu of nor is it a necessary prerequisite for 141 or 142.

- 141. General Chemistry—4 hours.** Three lectures and two laboratory periods per week. Herbst, Kessel, Wilkinson
- 141N. Inorganic Chemistry for Nurses—4 hours.** Herbst
- 142. General Chemistry—4 hours.** Lectures and laboratory periods, same as in Science 141. Prerequisite: Science 141. Herbst, Kessel, Wilkinson
- 143. Semi-Micro Qualitative Analysis—4 hours.** Prerequisite: Science 142. Two lectures and six laboratory periods per week. Herbst, Kessel, Wilkinson

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241. **Quantitative Analysis**—4 hours. Prerequisite: Science 143. Two lectures and six laboratory periods per week. Wilkinson
341. **Organic Chemistry**—4 hours. Prerequisites: Science 141 and 142. Three lectures and two laboratory periods per week. Kessel, Wilkinson
342. **Organic Chemistry**—4 hours. Prerequisite: Science 341. Kessel, Wilkinson
343. **Organic Chemistry**—4 hours. Prerequisites: Science 341 and 342. Kessel, Wilkinson
344. **Organic Chemistry for Home Economics Majors**—4 hours. Prerequisite: Science 142. This course cannot be accepted as a prerequisite for Science 342 nor in partial fulfillment of the requirements for a major in chemistry. Kessel, Wilkinson
345. **Inorganic Chemistry**—4 hours. Prerequisite: Science 143. A course in descriptive inorganic chemistry. Kessel
- *440. **Physiological Chemistry**—4 hours. Prerequisite: Science 341. This course may be elected in partial fulfillment of requirements for a major either in chemistry or physiology, but not in both. Wilkinson
- *441. **Chemical Preparations**—4 hours. Prerequisite: Science 342. Arranged. A laboratory course involving the preparation of special inorganic and organic compounds. Kessel, Wilkinson
- *442. **Advanced Quantitative Analysis**—4 hours. Prerequisite: Science 241. Two lectures and six laboratory periods per week. Wilkinson
- *443. **Physical Chemistry**—4 hours. Prerequisites: Science 143 and 241. Three lectures and two laboratory periods per week. Wilkinson
- *444. **Chemical Process Industries**—4 hours. Prerequisites: Science 143 and 341. Four lectures and scheduled plant visits. **STUDENT SHOULD HAVE FRIDAY AFTERNOON FREE.** Kessel
- *445. **Chemical Projects**—4 hours arranged. Open only to those who have a major in chemistry. Kessel, Wilkinson
- *446. **Quantitative and Qualitative Organic Analysis**—4 hours. Prerequisites: Science 143, 341 and 343. Arranged. Kessel, Wilkinson
- *448. **Seminar in Chemistry.** Subject matter, hours and credits to be arranged. Kessel, Wilkinson

*Open to graduate students. Graduate students are required to do additional work of a research nature.

- *449. Physical Chemistry Colloids and Catalysis—4 hours.** Pre-requisite: Science 443. Wilkinson

GEOGRAPHY

- 151. Principles of Geography—4 hours.** A study of the tools of geography together with the characteristics and distribution of the geographic elements; topography, climate, and soils. Cantin, Drummond, Guernsey, Koch
- 251. Geography of the World—4 hours.** Application of the principles of geography to interpretation of human activities in significant regions of the world. An advisable course immediately following Science 151. Prerequisite: Science 151. Koch
- 253. Cartography—4 hours.** A course in which a detailed study is made of maps and graphic representations. Hook
- 257. Economic Geography—4 hours.** A geographic study of production, transportation, and exchange of products. Cantin, Guernsey
- 258. Meteorology and Climatology—4 hours.** Designed to give the student an understanding of the physical processes responsible for daily weather changes. Hook, Koch
- 351. Geography of Asia—4 hours.** A geographical study of the largest continent with emphasis on India, China, Japan, and the Soviet Union. Prerequisite: Science 151. Drummond, Hook
- 352. Geography of Latin America—4 hours.** 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. Prerequisite: Science 151. Cantin, Hook
- 354. Geography of Africa—4 hours.** Physical and regional aspects, settlements, and development with an anthropological study of the natives. Prerequisite: Science 151. Drummond, Guernsey
- 355. Historical Geography of America—4 hours.** The influence of the geographical upon the settlement and development of the United States. Designed particularly for geography and social studies majors. Prerequisite: Science 151. Guernsey, Koch
- 357. Geography of the United States and Canada—4 hours.** A regional study of these countries with emphasis on the basic factors of topography, climate, and natural resources. Prerequisite: Science 151. Cantin, Drummond, Koch
- 358. Geography of Europe—4 hours.** A study of the geography of Europe as a whole with an intensive treatment of selected countries. Prerequisite: Science 151. Hook

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- *451. **Urban Geography**—4 hours. The city is approached as a geographical phenomenon created through human effort. Historical development, classification, ecology, and planning of cities are studied. Drummond, Guernsey
- *452. **Problems in Geography**—4 hours. Semi-seminar work, involving an investigation of original sources of geographic literature, statistics, cartography, and study of original ideas. Arranged. Prerequisite: Science 151. Geography Staff
- *455. **Political Geography**—4 hours. The geography of countries and the geographical interpretation of international relations. Designed particularly for geography and social studies majors. Prerequisite: Science 151. Guernsey, Koch
- *457. **Australia and Oceania**—4 hours. A regional, geographical treatment of Australia, New Zealand, and the island groups of the Pacific Ocean. Prerequisite: Science 151. Drummond
- *458. **Conservation of Natural Resources**—4 hours. Exploitation and conservation of the soils, forests, minerals, and waters of the United States. Especially valuable to geography and social studies majors and of general cultural value. Guernsey, Koch

GEOLOGY

154. **Introductory Geology**—4 hours. Common rocks and rock-forming minerals, origin and significance of the earth's surface features, agencies affecting changes in the earth's surface. Drummond
255. **Historical Geology**—4 hours. A general, non-technical treatment of the history of the earth and of life forms. Particularly valuable to geography, botany, and zoology majors. Prerequisite: Science 154. Drummond
256. **Laboratory and Field Geology**—4 hours. Laboratory and field investigations and reports and topographic mapping. Prerequisite: Science 154 and 155. Drummond
356. **Geology of Mineral Resources**—4 hours. A study of the metallic and non-metallic mineral deposits of the world with special emphasis upon those of the United States. Prerequisite: Science 154. Drummond
- *454. **Common Rocks and Minerals**—4 hours. This course is designed to give a student familiarity with the rocks and minerals found in the State of Indiana as well as the more important varieties from other parts of the world. Prerequisite: Science 154. Drummond

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- *456. Mineralogy—4 hours.** The more common minerals as well as some gems and precious stones are studied and classified. Attention is also given to the uses and occurrences of the more important minerals. Prerequisite: Science 154. Drummond

PHYSICS

- 181. Mechanics and Sound—4 hours.** Lectures, recitations, and laboratory exercises in mechanics, vibratory motion, and sound. Beginning course. Prerequisites: Mathematics 111 and 112. Black, Schilb, Winn
- 182. Heat and Light—4 hours.** The same general procedure is followed in this course as is followed in Science 181. Prerequisite: Science 181. Black, Schilb, Winn
- 183. Electricity and Magnetism—4 hours.** The class procedure is similar to that followed in Science 181 and 182. Prerequisite: Science 181. Black, Schilb, Winn
- 281. Household Physics—4 hours.** A course intended to meet the demands of students in Home Economics. Principles and practical application in the fields of mechanics, heat, light, and electricity with special reference to appliances in the home. Burgeson
- 382. Intermediate Laboratory I—4 hours.** In this course the student is expected to become familiar with the use of electrical instruments and electrical units of measurements. Prerequisites: Science 183. Black, Winn
- 383. Intermediate Laboratory II—4 hours.** Work of a precision nature is attempted and the student is expected to derive the theory involved in the experimental work which involves selected experiments in mechanics, optics, and heat. Prerequisites: Science 181, 182. Black, Winn
- *480. Intermediate Mechanics—4 hours.** Selected topics in Newtonian mechanics are discussed with emphasis on problem solving. Prerequisites: Science 181 and Mathematics 332. Black, Winn
- *481. Optics—4 hours.** The theory of geometrical and physical optics is presented. Prerequisites: Science 182, and Mathematics 332. Black, Winn
- *482. Thermodynamics—4 hours.** Radiation and thermodynamics are covered in this course. Alternate years. Prerequisite: Science 182, and Mathematics 332. Black, Winn
- *483. Sound and Acoustics—4 hours.** The subjects of vibratory motion and sound are covered in a comprehensive manner. Alter-

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- nate years. Prerequisites: Science 181, and Mathematics 332. Winn
- *484. **Electronics**—4 hours. This is a course in the fundamentals of electronics theory and practice. Prerequisites: Science 183 and Mathematics 332. Winn
- *485. **Modern Physics**—4 hours. 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 332. Winn
- *486. **Electrical Theory**—4 hours. A course in theory of electricity intended to supplement the experimental work in Science 382. Prerequisites: Science 183 and Mathematics 332. Black, Winn
- *487. **Project in Physics**—4 hours. Advanced course for seniors and graduate students. Winn

PHYSIOLOGY AND HYGIENE

171. **Personal Hygiene**—4 hours. Principles of anatomy and physiology serve as a basis for personal hygiene and to establish desirable attitudes toward current problems. Brett, Johnson, Proffitt, Suttle
175. **Principles of Human Anatomy**—4 hours. Discussion and laboratory exercises dealing with the anatomy of the human body. Proffitt, Suttle
- 210N. **Physiology and Anatomy for Nurses**—4 hours. An introduction to the basic concepts of physiology and anatomy especially adapted to the field of nursing. Proffitt, Suttle
- 211N. **Physiology and Anatomy for Nurses**—4 hours. A continuation of Science 210N. Prerequisite: Science 210N. Proffitt, Suttle
271. **Community Hygiene**—4 hours. An introductory course in community hygiene. Prerequisite: Science 171 or 172. Alternate years. Proffitt, Suttle
372. **Human Physiology**—4 hours. An introduction to the study of the functions of the major systems of the human body. Prerequisite: Science 141 and 112 or 121. Brett, Johnson, Proffitt
374. **Health Education**—4 hours. A course designed to vitalize health information for presentation in the public schools. Prerequisite: Science 171. Suttle
376. **Introductory Bacteriology**—4 hours. A course designed to

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familiarize the student with the structure and physiology of bacteria and bacteriological technique. Johnson

- *417. **Principles of Biology**—4 hours. A survey of the fundamental principles of biology as related to biology teaching at the secondary level. Lecture, discussion and laboratory. Required of all biology majors. Brett, Johnson
- *470. **Human Biology**—4 hours. A course to correlate useful facts from the fields of Anatomy, Physiology and Biology. Prerequisite: Science 112 or its equivalent. Brett, Johnson, Proffitt, Suttle
- *471. **Hygiene of the School Child**—4 hours. A study of the influence of environmental factors upon growth and development of the child. Arranged. Prerequisite: Science 171 or its equivalent. Johnson, Suttle
- *472. **Cellular Physiology**—4 hours. A study of the constituents, properties, and activities of protoplasm. Prerequisites: Science 141 and 112 or its equivalent. Brett
- *473. **Alcohol and Narcotics Education**—4 hours. This course will present scientific findings relative to physiological and psychological effects of the use of alcohol and narcotics. Emphasis will be placed on ways and means of creating sound attitudes toward the alcohol and narcotics problem to the end that excesses may be avoided by the establishment of adequate personality structure. Brett
- *474. **Community Health Problems**—4 hours. Designed for studying the efforts of the community to secure a healthful environment and for embodying these findings into units for use in school. Prerequisites: Science 171, 271, and 374. Proffitt, Suttle
- *475. **Applied Bacteriology**—4 hours. Microbiology of food, milk, water, sewage, soils, and industrial fermentations. Prerequisite: Science 376. Alternate years. Johnson
- *476. **Medical Bacteriology**—4 hours. A study of pathogenic bacteria in relation to infection and modern methods of immunology in their control. Prerequisite: Science 376. Alternate years. Johnson
- *477. **Human Parasitic Diseases**—4 hours. A discussion of the role of animal parasites in the production of human diseases. Prerequisites: Science 121 and 172. Alternate years. Brett, Johnson, Proffitt
- *478. **Microbiology Problems**—4 hours. Individual problems dealing with the physiology of microorganisms. Prerequisites: Science 172 and 376. Johnson

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- *479. **Anatomy and Physiology of Hearing and Vocal Mechanisms**—4 hours. Lectures, recitations, and laboratory experiments to meet the requirements of majors in the Department of Special Education. Prerequisite: Special Education 345. Suttle

ZOOLOGY

121. **General Zoology**—4 hours. Lecture and laboratory studies introducing the fundamental principles and concepts of animal biology. Allyn, Hopp
122. **Invertebrate Zoology**—4 hours. Lectures and laboratory studies constituting a systematic study of the structure, comparative anatomy, development, and adaptations of the invertebrate animals. Prerequisite: Science 121. Allyn, Hopp
123. **Vertebrate Zoology**—4 hours. A study of the development and comparative anatomy of the vertebrate animals with special emphasis on mammalian anatomy in the laboratory. Prerequisite: Science 121. Allyn, Hopp
- **322. **Entomology**—4 hours. A study of the common insects, their anatomy, development, and relation to other animals, including the economic aspects of injurious insects and their control. Allyn
- **323. **Bird Study**—4 hours. Lectures, laboratory and field studies of Indiana birds, including their life histories, ecology, and economic importance. Allyn
325. **Endocrinology**—4 hours. An introductory study of the glands of internal secretion, their anatomy, histology, and effect upon the development and behavior of the individual. Prerequisites: Science 112 or 121 and preferably 123 or its equivalent. Allyn
- *421. **Histology and Microtechnique**—4 hours. Lectures and laboratory studies dealing with the microscopic structures of the principal animal tissues, including the preparation of animal materials for microscopic study. Prerequisites: Science 121, 122, and 123. Allyn
- *422. **Embryology**—4 hours. Lectures and laboratory studies of germ cells, maturation, fertilization, development, and differentiation of germ layers into organs and systems of vertebrate animals. Prerequisites: Science 121 and 123 or equivalent. Allyn, Hopp
- *423. **Field Zoology**—4 hours. An introduction to the local animal life in Indiana, including classification, distribution, and natural history, including the conservation of wild life. Alternate years. Allyn, Hopp

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**Special provision is made for elementary teachers.

- *424. **Protozoology**—4 hours. Discussion and laboratory studies on the structure, physiology, life histories, and behaviors of one-celled animals. Prerequisites: Science 121, 122, and 123. Arranged. Hopp
- *425. **Advanced Endocrinology**—4 hours. Advanced study in the anatomy and function of the ductless glands. Prerequisite: Science 325. Allyn

*Open to graduate students. Graduate students are required to do additional work of a research nature.

DEPARTMENT OF SOCIAL STUDIES

Dr. Anthony, Chairman of the Department; Dr. Annakin, Dr. Bone, Mr. Creason, Dr. Dallas, Mr. Dowell, Dr. Engelland, Dr. Fowler, Dr. Gemmecke, Dr. Hamilton, Mr. Kline, Mr. Kraft, Dr. Scheick, Dr. Seltzer, Mr. Stephanson, Dr. Thursfield.

DEPARTMENTAL DISCIPLINES

The Department of Social Studies includes four disciplines: Economics, Government, History, and Sociology. In addition to a liberal offering in the above fields, the Department offers a limited number of courses in Social Work.

DEPARTMENTAL COUNSELORS

A faculty member in the Social Studies Department is assigned to each student who chooses a major in the Department. The same counselor guides the student until he completes the B.A. or B.S. degree. Frequent conferences with the counselor are desirable especially during the freshman year. All graduate students are advised by the Chairman of the Department in cooperation with the Director of Graduate Studies.

MAJORS AND MINORS

The Social Studies Department offers undergraduate majors on the liberal arts, pre-law, pre-social work, and teaching curricula. Minors are available to students on any curriculum. (See the section on "curricula" in this bulletin.) For graduate majors and minors, see the Graduate Bulletin.

The only curriculum which specifically requires a foreign language is the Liberal Arts Curriculum. However, the Department urges every student who plans to do graduate work in any one of the Social Studies disciplines to qualify in at least one foreign language.

GENERAL COURSES

Terminal Courses

Every student, regardless of his major field or educational goal, is required to complete 12 hours of work in the Social Studies Department during the freshman year. The courses below are organized as terminal courses to meet the needs of the non-specialist. They constitute a survey of social, economic, and political institutions with primary emphasis on contemporary society.

All students, except Social Studies majors and minors, take these courses. Social Studies majors and minors take courses 170, 110, and 130 in lieu of 101, 102, and 103.

101. **Social Institutions**—4 hours. The origin, development and changes in man's culture and organized life, both formal and informal, to meet human needs. Special emphasis is on the creation and transmission of culture; value systems; family; religion; and a functional society. The primary purpose is to analyze and understand how our society functions. A secondary purpose is to understand significant origins of our society. Fall, Winter, Spring. Staff
102. **Economic Institutions**—4 hours. How society is organized to utilize human and natural resources to meet man's desire for economic goods and services. Emphasis is on American economic institutions: their nature, origin and change; and how economic institutions are inter-related with other institutions in a dynamic, integrated society. Fall, Winter, Spring. Staff
103. **Political Institutions**—4 hours. How society is organized to effect social control especially in that important sphere of human life commonly designated "politics" or "government." Emphasis is on American political structures: their nature, origin and change; and how political institutions are inter-related with other institutions in a dynamic, functional, integrated society. Fall, Winter, Spring. Staff

Courses in Teaching Methods and Curriculum

305. **Teaching Social Studies in Secondary Schools**—4 hours. Emphasis on methods and materials in Social Studies. Required of those who do student teaching in Social Studies. Prerequisite: 24 hours in Social Studies. Fall, Winter, Spring. Engelland
505. **Improving Social Studies Instruction**—4 hours. For teachers of the Social Studies in grades 7-12. Emphasis is placed on a re-examination of the goals and methods of Social Studies; on curriculum revision; on the teaching of current events and controversial issues; on evaluation; and on meaningful citizenship training in the social studies. Prerequisites: graduate standing and teaching experience. Summer. Engelland
600. **Preparation of Thesis**—8 hours. By arrangement with chairman of student's thesis committee.

ECONOMICS

110. **Introduction to Economics**—4 hours. Development of the American economy, with emphasis on origins and functions of economic institutions. Required of Social Studies majors and minors. Fall, Winter, Spring. Staff
210. **Principles of Economics**—4 hours. An introduction to economic theory. Prerequisite: Social Studies 110 or equivalent. Fall, Winter, Spring, Summer. Staff
214. **Money and Banking**—4 hours. Emphasis is on commercial

- banking, Federal Reserve System. Prerequisite: Social Studies 210 or equivalent. Fall, Winter, Spring, Summer. Stephanson
310. **Government and Business**—4 hours. Regulation of business enterprise by government; government operation of business; emphasis on period since 1900. Prerequisite: Social Studies 210 or consent of instructor. Fall. Stephanson
311. **Public Finance**—4 hours. Introduction to government finance. Study of public expenditures; debt management; and various types of revenue, including public domain, fees, special assessments, and taxes; theories and principles of taxation. (Listed also as Government 333) Prerequisite: Social Studies 210. Spring. Creason
315. **Introduction to Labor Economics**—4 hours. A survey of the field of labor economics. Topics include the economic problem of the wage earner in modern society; the structure, policies and problems of labor organizations, and management; the process of collective bargaining; industrial relations law; wage theory and policy; and unemployment. Fall. Dallas
362. **Economic History of the United States**—4 hours. Emphasis is on economic development since 1850. Elective in economics. Does not count on major requirements. Fall. Gemmecke
- *410. **Intermediate Economic Analysis**—4 hours. An examination of economic theory with emphasis upon price, distribution, and monopoly theories; discussion of current economic problems. Prerequisite: Social Studies 210. Winter, even numbered years. Creason, Dallas
- *411. **Agricultural Economics**—4 hours. Crop and price control, soil conservation, marketing, and related problems. Fall, odd numbered years. Creason, Dallas
- *412. **Economic Systems**—4 hours. Analysis of capitalism, socialism, and communism; history of their development; evaluation. Spring. Stephanson
- *413. **Survey of American Industries**—4 hours. A descriptive and analytical examination of selected industries in their historical, geographical, and economic setting. No prerequisite except senior or graduate standing on an elementary curriculum. Summer. Stephanson
- *414. **Collective Bargaining**—4 hours. Study of the development of bargaining; emphasis on practical problems of contract negotiation and grievance procedure. Prerequisite: Social Studies 315 or consent of instructor. Spring. Dallas
- *418. **International Economic Relations**—4 hours. An analysis of international trade, finance, and commercial policy. Tariffs,

*Open to graduate students. Graduate students are required to do additional work of a research nature.

trade controls, monetary standards, and balance of payments studied within framework of theories of international trade. Prerequisite: Social Studies 214. Winter, even numbered years. Creason

- *419. **National Income Analysis**—4 hours. Problem of defining and measuring national income; causes and implications of fluctuations in levels of national income. Prerequisite: Social Studies 214. Winter, odd numbered years. Creason
- *424. **Contemporary Economic Literature**—4 hours. Representative sampling of current literature. Following a core of standard works, the student will explore more intensively the literature of a single area of economics. Prerequisite: 8 hours in economics or consent of the instructor. Winter, odd numbered years. Staff

Graduate Courses In Economics

- 516. **Theory of Prices and Markets**—4 hours. An intensive course in microeconomics. This course will cover the economics of the firm and the industry including analysis of demand, product and factor market structure, and cost, using the techniques or partial equilibrium analysis. Prerequisite: Social Studies 410. Offered on request. Dallas
- 520. **Research Methods**—4 hours. Meaning of research; selecting research topics; techniques of collecting and analyzing data and writing in acceptable form. Fall, Summer. Staff
- 526. **Theory of Economic Development**—4 hours. The theories of economic development will be examined and particular attention will be given to their application to the development of the economy of the United States. Prerequisite: Social Studies 362. Offered on request. Dallas
- 528. **Seminar**—4 hours. Research in economics. Areas of study selected in conference. Offered on request. Staff

GOVERNMENT

- 130. **Introduction to Government**—4 hours. A survey of the fundamental principles and institutions of government of the modern world. Foundation course for study of government. Required of all Social Studies majors and minors. Fall and Spring. Staff
- 230. **State and Local Government**—4 hours. A study of the framework of states and their local governments in the United States. Indiana government is compared with other states. The course stresses the most important contributions of local governments to the Federal system. Required of all majors in Social

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Studies, and elementary teachers. Prerequisite: Social Studies 130 or 103. Fall, Winter, Spring, Summer.

Fowler, Hamilton, Seltzer

231. **National Government**—4 hours. An analytical examination of the national government; Congress, the President, Supreme Court, and the dynamics of policy formation and execution. Prerequisite: Social Studies 130. Winter.

Fowler, Hamilton, Seltzer

232. **Political Parties and Elections**—4 hours. The structure and function of political parties in American government: committees, organization in Congress, campaigns, nominations, pressure groups, and effective methods of citizen participation. Prerequisite: Social Studies 130. Fall.

Hamilton, Seltzer

330. **Public Administration**—4 hours. A study of government in action. The methods and procedures used by governments: bureaucratic organization, finance, personnel—staff-line relations, headquarters and field relations, and intergovernmental relations. Prerequisite: Social Studies 130. Fall, odd numbered years.

Hamilton

331. **City Government**—4 hours. Complex urban society creates challenging problems for government. How our American cities are dealing with these problems: health, safety, housing, transportation, finance, education, recreation, cultural services, and planning. Prerequisite: Social Studies 130. Winter, odd numbered years.

Hamilton, Seltzer

332. **Law, Justice, and the Courts**—4 hours. This course reviews the sources of American law, the fundamental theories of law and justice, the function of courts, and the problems of administrative law. Prerequisite: Social Studies 130. Spring, even numbered years.

Hamilton

333. **Public Finance**—4 hours. (See description of course in Economics section. Listed as Social Studies 311.) Prerequisites: Social Studies 130 and 210. Spring.

Hamilton

- *430. **International Politics**—4 hours. These broad areas are examined: (1) basic factors affecting international politics; (2) objectives which states commonly pursue; (3) means available to states in the power struggle; (4) limitations on the power struggle; and (5) the problems of peace. Foreign policies of the major powers are used to illustrate the topics covered, as are contemporary problems in international politics. For social studies teachers and for students who desire to do further work in this area. Prerequisite: 8 hours of government or consent of instructor. Fall.

Dowell

- *431. **International Organization**—4 hours. Reviews the forms

*Open to graduate students. Graduate students are required to do additional work of a research nature.

of international organization throughout the world both private and public. This course stresses the change in relationship of nations since World War II, the possibility of the success of the United Nations, and its allied organizations. Prerequisite: 8 hours of government or consent of instructor. Winter. Dowell Social Studies 130. Spring, even numbered years. Fowler

- *432. **Constitutional Law**—4 hours. The growth of the American constitutional system by analysis of leading Supreme Court decisions: the role of the Court in American politics, evolution of the federal systems, civil rights, problems of statutory interpretation, and judicial review of administrative action and regulations. Supplementary reading includes judicial biography and commentaries on the court. Prerequisites: Social Studies 130 and 231 or consent of instructor. Winter, even numbered years. Hamilton, Seltzer
- *433. **Foreign Governments**—4 hours. This course compares the governments of the major world powers and the methods used by each to cope with problems of finance, health, housing, unemployment, and control of natural resources. Prerequisite: Hamilton
- *434. **Legislative Process**—4 hours. This course stresses the methods used by legislative bodies to represent the complex needs of the citizens, the recommendations made by professional organizations to improve legislation, and the streamlining of the internal structure of legislative bodies. Prerequisites: Social Studies 130 and 231 or consent of instructor. Spring, even numbered years. Seltzer
- *435. **Political Theory**—4 hours. Selected readings in political theory. Prerequisite: 8 hours of government or consent of instructor. Spring, odd numbered years. Fowler, Seltzer

Graduate Courses In Government

- 540. **Research Methods in Government**—4 hours. Research techniques and how to write research. Fall, Summer. Staff
- 545. **Seminar**—4 to 8 hours. Reading and research in specific problems. Arranged by request. Staff

HISTORY

United States History

- 261. **The United States to 1800**—4 hours. A study of the discovery, exploration, settlement, and growth of institutional organization in North America before 1800. Open to freshmen. Required of majors. Fall, Winter, Spring, Summer. Gemmecke, Scheick

*Open to graduate students. Graduate students are required to do additional work of a research nature.

176 SOCIAL STUDIES—U. S. HISTORY, GENERAL HISTORY

262. **The United States, 1800-1877**—4 hours. A study of the growth of the United States, 1800-1877, including the development of the Federal Government, the slavery issue, the Civil War, and Reconstruction. Required of majors. Prerequisite: Social Studies 261. Fall, Winter, Spring. Gemmecke, Scheick
263. **The United States Since 1877**—4 hours. A survey of American history including political, social, and economic developments to the present time. Required of majors. Prerequisite: Social Studies 262. Winter and Spring. Gemmecke, Scheick
362. **Economic History of the United States**—4 hours. A general course in American economic history from the beginning of the United States to the present. Fall. Gemmecke
- *460. **History of the South**—4 hours. A study of the South from colonial beginnings to the present, emphasizing the impact of its historical development on the United States today. Prerequisites: Social Studies 261, 262, and 263. Fall, odd numbered years. Scheick
- *462. **Westward Expansion**—4 hours. A study of the advancement of the frontier and its significance in American history. Prerequisites: Social Studies 261, 262. Fall, even numbered years. Scheick, Thursfield
- *464. **History of Indiana**—4 hours. A survey of the history of Indiana. Spring, Summer. Scheick
- *465. **American Diplomacy**—4 hours. A history of the relations of the United States with foreign nations providing a foundation for understanding our present international position. Prerequisites: Social Studies 262, 263, or consent of instructor. Spring, even numbered years. Dowell
- *466. **The United States Since 1900**—4 hours. An intensive study of selected aspects of the history of the United States since 1900. Prerequisite: Social Studies 263 or consent of instructor. Winter, odd numbered years. Gemmecke
- *468. **American Thought**—4 hours. A survey comprising the cultural background of the main trends in American intellectual activity. Prerequisites: Social Studies 262, 263, or consent of instructor. Fall, even numbered years. Thursfield

General History

351. **The Ancient World**—4 hours. Early civilization to about 500 A.D. Emphasis will be upon the contributions of the Greeks and Romans. Open to freshmen. Required of majors. Fall, Winter. Scheick
352. **Medieval Europe**—4 hours. The invasion of the barbarians;

*Open to graduate students. Graduate students are required to do additional work of a research nature.

growth of Christianity; feudalism, the political, economic, and cultural developments in the cities; the growth of national states; the commercial revolution; the Renaissance. Open to freshmen. Required of majors. Winter, Spring. Gemmecke

354. **Europe, 1500 to 1815**—4 hours. National states; late Renaissance; Reformation; economic developments; cultural changes; international and world relationships. Prerequisite: Social Studies 256 or consent of instructor. Fall, Winter. Bone
355. **Europe Since 1815**—4 hours. A survey of the political, economic, and cultural changes in Europe, and Europe's world relations. Prerequisite: Social Studies 352 or consent of instructor. Winter, Spring. Bone
- *452. **English History I**—4 hours. A general survey. Winter, even numbered years. Bone, Gemmecke
- *453. **English History II**—4 hours. A general course dealing with the history of England and the British Empire from 1689 to the present. Spring, even numbered years. Bone
- *454. **European Civilization**—4 hours. A study of selected problems concerning the development of European civilization including the Renaissance, feudalism, the rise of medieval towns, and Christianity as the dominant religion. No prerequisites except senior or graduate standing on an elementary curriculum. Summer. Bone
- *455. **Europe Since 1914**—4 hours. A general survey of Europe in its world setting. Spring, odd numbered years. Bone
- *457. **Russian History**—4 hours. A study of the main currents of Russia's historical development from Varangian beginnings to the present, emphasizing those characteristics of historic Russia which contribute to a knowledge and understanding of contemporary Russia. Prerequisite: Social Studies 352 or consent of instructor. Fall. Bone
- *458. **Latin American History**—4 hours. A general history of Latin America from the days of the Spanish and Portuguese conquests to the present. Winter. Bone
- *459. **The Far East**—4 hours. A study of China and Japan in modern times with special attention to their relations with Western nations. Spring. Bone

Graduate Courses In History

550. **Research Methods**—4 hours. A course in the philosophy, methodology, and practice of history and historical writing. Fall, Summer. Staff
556. **Seminar on Selected Historical Topics**—4 hours. Available upon request. Staff

*Open to graduate students. Graduate students are required to do additional work of a research nature.

SOCIOLOGY

170. **Principles of Sociology**—4 hours. The meaning and scope of sociology as the science of human groups. Structure, function, and processes of human groups, cultures, and institutions. This course is a prerequisite to every other sociology course listed except Social Studies 171. Fall, Winter. Required of majors and minors. Staff
171. **Sociology for Nurses and Pre-Medical Students**—4 hours. Similar to Social Studies 170 with emphasis on health and related institutions and the role of the nurse in society. Students on nursing and pre-medical curricula take 171 in lieu of 101. Winter. Anthony
273. **Introduction to Social Psychology**—4 hours. A general consideration of human behavior in social situations with particular emphasis on the communication processes, socialization, social role, social self, and social groupings. Prerequisite: 4 hours of sociology. Winter. Annakin, Kraft
275. **Social Organization and Disorganization**—4 hours. Problems of social and individual maladjustment, the cause of maladjustment, and the attempted and planned efforts for the solution of these problems. Prerequisite: 4 hours of sociology. Spring. Annakin, Kline
276. **Courtship and Marriage**—4 hours. A functional course in the psychological and sociological factors involved in courtship, marriage, and the family cycle. Prerequisite: 4 hours of sociology. Fall. Kline, Kraft
371. **Minority Groups**—4 hours. An investigation of the psychosociological factors creating minority groups; dominant attitudes of minority and majority groups and their social products. Prerequisite: 4 hours of sociology. Fall. Kline
373. **Public Opinion**—4 hours. A course dealing with the nature, importance, and implications of public opinion and the means of creating, influencing, and manipulating public opinion with comparisons of public opinion in democracies and in totalitarian states. Prerequisite: 4 hours of sociology. Spring. Kraft
375. **Sociology of the Family**—4 hours. A comparative study of family structure—primitive, rural, and industrial—with emphasis on the impact of industrialization on traditional family functions, courtship, role expectations, and child training. Special consideration is given to the recent studies of changing family structure and functions. Prerequisite: 4 hours of sociology. Spring, Summer. Annakin, Kline, Kraft
376. **The Community**—4 hours. An ecological and institutional analysis of various types of communities: simple and complex, rural and urban, with special emphasis upon the emerging pattern of American communities. Prerequisite: 4 hours of sociology. Fall. Anthony

377. Criminology—4 hours. A consideration of the meaning of criminality, its nature and extent, particularly in the United States. Time will be given to a study of criminal court procedures and penal treatment. Prerequisite: 4 hours of sociology. Winter, even numbered years. Kline

***470. Introduction to Social Anthropology—4 hours.** The science of man and his cultural creations with emphasis on the patterning of human behavior, cross-cultural comparisons of personality, child development, and the channeling of human energy. Prerequisite: 8 hours of sociology or consent of instructor. Spring. Annakin

***471. Social Classes—4 hours.** An examination of the various theories and systems of class and caste. Specific consideration is given to status, occupation, income, education, and other elements in contemporary American stratification. Recent novels and sociological writings are used to illustrate stratification elements. Prerequisite: 8 hours of sociology or consent of instructor. Winter, even numbered years. Kraft

***472. The Sociology of Education—4 hours.** (See also Education 413.) Education as formal and informal enculturation processes; the school as a social institution. Prerequisite: 4 hours of sociology or consent of instructor. Spring, Summer. Anthony

***474. Juvenile Delinquency—4 hours.** Definitions and interpretations; theories of causation and prevention; organization and functions of community agencies and institutions including police, courts, and probation. Prerequisite: 8 hours of sociology or consent of instructor. Winter, odd numbered years. Kline

***475. Population—4 hours.** A study of the quantitative and qualitative aspects of population and population trends in significant areas of the world. Emphasis is on cultural implications with some attention to population research techniques. Prerequisite: 8 hours of sociology or consent of instructor. Winter, odd numbered years. Kraft

***476. Industrial Sociology—4 hours.** A general consideration of modern industrializing societies with particular reference to the sociology of work groups, formal and informal organization in the industrial plant, the labor union as an occupational association, the increasing bureaucratization of management and labor, and the emergence of managerial classes. Particular attention is given to recent studies and research findings in industrial sociology. Prerequisite: 8 hours of sociology or consent of instructor. Fall, even numbered years. Annakin

***477. Modern Social Thought—4 hours.** Contributions of modern sociologists to man's conception of himself as a social being,

*Open to graduate students. Graduate students are required to do additional work of a research nature.

and his ideas of social action. Prerequisite: 8 hours of sociology or consent of instructor. Summer, odd numbered years.

Annakin, Anthony

- *478. **Social Change**—4 hours. The meaning of social change; techniques and process of change; areas of change; differential rate of change; and the impact of change on man and his institutions. Prerequisite: 8 hours of sociology or consent of instructor. Fall, odd numbered years. Annakin
- *479. **Advanced Social Psychology**—4 hours. (Personality, Society, and Culture) Personality is considered from the point of view of social interaction with specific attention to recent contributions of learning theorists, psychiatric theorists, sociologists, and social anthropologists. Prerequisite: 12 hours of sociology and psychology or consent of instructor. Winter, Summer. Annakin, Kraft
- *481. **Contemporary Sociological Literature**—4 hours. Students are expected to read widely and critically in the main sociological journals and related psychological, anthropological, and educational journals, and to present papers covering their readings. Prerequisite: 12 hours of sociology or consent of instructor. Offered on request. Staff
- *482. **Sociological Theory**—4 hours. A consideration of the meaning and purpose of theory and its relationship to empirical research. Specific consideration is given to contemporary theories—monistic, biological, psychological, ecological, culturological—and their convergence and synthesis. Prerequisite: 12 hours of sociology or consent of instructor. Offered on request. Staff

Graduate Courses In Sociology

Non-majors may take any 300-level courses for which they have the proper prerequisites.

580. **Research Methods in Sociology**—4 hours. A consideration of scientific method, values, biases, and theoretical orientation as applicable to sociological research. Specific consideration is given to the various techniques of investigation and data collection in sociology and to techniques of organizing, analyzing, and presenting such data. Prerequisite: graduate standing or consent of instructor. Fall, Summer. Staff
583. **Seminar in Sociological Problems**—4 hours.—8 hours. The student is expected, under the guidance of a staff member, to select an area of sociological interest, to read extensively and intensively in the literature, and to organize and present a paper of a critical nature covering his readings. Prerequisite: 12 hours of sociology or consent of instructor. Offered on request. Staff

*Open to graduate students. Graduate students are required to do additional work of a research nature.

SOCIAL WORK

It is assumed that the student in Social Work has a background in psychology and sociology. Students who do not meet these prerequisites must have consent of the instructor before registering for a course. Courses in social work may not be counted in meeting certification requirements for teaching social studies. (See page 57 for Pre-Social Work curriculum.)

- *490. **Fields of Social Work**—4 hours. An introductory survey of the various fields of social work: the philosophy, history, and various problems and techniques. Prerequisite: minimum of 24 hours in Social Studies. Fall, odd numbered years. Staff
- *491. **Public Welfare**—4 hours. A continuation of Social Studies 490. Social legislation and social security laws. Prerequisite: 24 hours in Social Studies. Winter, even numbered years. Staff
- *492. **Child Welfare**—4 hours. A study of private and government projects, policies, and activities in the special interest of adolescents and children. Prerequisite: 24 hours in Social Studies. Spring, even numbered years. Staff
- *493. **Case Work**—4 hours. A survey of the methods and purposes of carrying on case histories and case studies about an individual. Prerequisite: 24 hours in Social Studies. Summer, even numbered years. Staff
- *495. **Community Welfare Organization**—4 hours. A study of the community organization method as it applies to the planning, coordination, and integration of social, health, welfare, and recreational services. The class will observe community organization agencies by visits to its meetings and offices and particular attention shall be paid to the community chest organization planning, actual campaign, and results. Prerequisite: 24 hours in Social Studies. Fall, even numbered years. Staff
- *497. **Field Observation Case Work**—4 hours. A course in agency observation and study, aiming to orient the student to a specific field work assignment. A minimum of 40 hours of on-the-spot observation of the agency's organization, functions, and methods required. Prerequisite: minimum of 24 hours in Social Studies plus Social Studies 490, 491, 492, and 493. Winter, odd numbered years. Staff
- *498. **Supervised Field Work**—4 hours. A continuation of Social Studies 497 (Field Observation Case Work), with emphasis on supervised participation in the work of the agency. Each student is required to complete 80 hours of field work on specific assignments. The student's work is evaluated jointly by the agency supervisor and the instructor. Prerequisite: minimum of 24 hours in Social Studies plus Social Studies 490, 491, 492, 493, and 497. Spring, odd numbered years. Staff

*Open to graduate students. Graduate students are required to do additional work of a research nature.

DEPARTMENT OF SPECIAL EDUCATION

Dr. Porter, Chairman of the Department, Mr. Jordan, Mr. Milazzo,
Mr. Moore, Mr. Orr, Miss Patton, Dr. Rowe.

SERVICE TO THE COMMUNITY

The Special Education Clinic serves as a child guidance clinic for children of the College area. Teachers, parents, and child welfare organizations may refer children to the Clinic for assistance with their problems. Types of problems include defective speech and hearing, learning difficulties, and behavior problems.

SERVICE TO COLLEGE STUDENTS

The Department of Special Education offers clinical services in hearing therapy, speech correction, and instruction in the improvement of reading to all college students. Freshmen, during orientation, take speech, hearing, vision, and reading tests. Students whose test results indicate a need for remediation will be offered the services of the Clinic for their improvement. This includes a special course in College Reading Improvement if test scores or unsatisfactory scholarship indicate reading to be a problem. Students may come directly to the Clinic because they feel their study skills and reading habits should be improved. They may be referred by counselors or instructors.

TEACHER TRAINING

The teacher education curricula in Special Education offer the opportunity to meet certification requirements for speech correctionists, hearing therapists, and teachers of special classes for handicapped children.

GRADUATE STUDY

The graduate program of study offers training in specialized courses and services in various fields of education for exceptional children, and in the administration and supervision of Special Education, and in school psychology.

COURSES

0. **Reading Improvement**—No credit. Meets two periods a week for ten weeks to enable students to improve their own reading skills.
232. **General Applied Psychology**—4 hours. This is an elective course for any college student and introduces him to the uses of psychology in college life, the professions, business, industry, public opinion, and many other areas. Moore, Orr
242. **Phonetics**—4 hours. A study of the sounds of spoken English through lectures, demonstrations in phonetic theory, ear-training exercises, and practical speech drills. Analysis of the student's

individual speech sounds. The alphabet of the International Phonetics Association in its broad form is used. Moore

262. Psychology of Exceptional Children—4 hours. This course is especially designed for students who expect to specialize in one of the fields of special education. It is an introduction to a study of exceptional children; namely, speech defective, hard-of-hearing, visually handicapped, crippled, physically delicate, mentally retarded, mentally superior, and those with emotional problems. Staff

324. Hearing Conservation and Pathology—4 hours. The course gives a survey of the history of the treatment of deafness and current knowledge of causation, types of deafness, and the results of impaired hearing on the child's social, emotional, and educational life. Modern programs of hearing conservation will be studied to enable students to understand and contribute professionally to such programs. Jordan

331. Mentally and Emotionally Deviate Children—4 hours. Methods and materials of instruction for slow learners and behavior problem children. The causes of deviation are interpreted into educational practices in regular and special classes and state residential schools and institutions. Jordan

344. Speech Correction for the Classroom Teacher—4 hours. The teacher will learn to recognize speech defects, to select children needing special care, and how best to cooperate with a speech correctionist. The best approaches to common difficulties and the deviations in voice and speech will be included. Rowe

345. Speech Therapy I—4 hours. This course is designed to equip the prospective teacher with a working knowledge of the nature and treatment of deviations from normal speech, description and diagnosis of stuttering, voice and articulation problems, and the speech of hard-of-hearing children and adults. Prerequisite: Special Education 242. Rowe

352. Speech Clinic I—4 hours. Emphasis on the examination, diagnosis, and correction of speech disorders. Since the clinic functions in relation to the Laboratory School, the College, and the State at large, a wide range of clinical material is available. Prerequisite: Special Education 345. Rowe

369. Mental Hygiene—4 hours. A study of behavior from the standpoint of maturation. Problem behavior, causes, and remedial measures are considered from a mental hygiene view point. The course will include specific case studies and discussion of case histories. Moore, Orr

***425. Psycho-Physics of Sound and Audiometric Testing—4 hours.** This course includes the basic physics of sound and physiology of the hearing mechanism, the principles and practice of group and individual hearing testing, the theory and use of individual

*Open to graduate students. Graduate students are required to do additional work of a research nature.

- and group hearing aids, and demonstration of individual hearing aids. Jordan
- *428. **Mental Measurements I**—4 hours. The nature of intelligence from the standpoint of its measurements. Group tests are studied in detail and practice with them is required. An introduction is given to several individual tests of intelligence. Porter
- *433. **Lip Reading**—4 hours. A basic course giving acquaintance with the visual speech needs of the child who has sufficient residual hearing to remain in public school. The chief variants of method will be studied and the construction of, and practice with, graded material suited to various levels will be emphasized. Practice demonstrations will be given, and the work will lead to group and individual practice in Lip Reading Clinic later. Jordan
- *435. **Lip Reading Clinic I**—4 hours. Clinical practice, group and individual, in the teaching of lip reading to hard-of-hearing children. Prerequisite: Special Education *433. Jordan
- *436. **Education of the Mentally Retarded**—4 hours. The causation of mental retardation, types of mentally retarded children, diagnosis and disposition of cases. Prerequisite: Special Education 262 or Education *450. Moore, Orr, Patton
- *437. **Methods with Mentally Retarded**—4 hours. General and special techniques and materials used with mentally retarded children. Prerequisite: Special Education *436. Patton
- *446. **Speech Therapy II**—4 hours. A continuation of Special Education 345 in which particular attention is given to the etiologies and therapies of stuttering. It includes the speech problems of aphasia, cerebral palsy, brain injury, and hard-of-hearing. Prerequisite: Special Education 345. Rowe
- *453. **Speech Clinic II**—4 hours. Continuation of Speech Clinic I. Prerequisite: Special Education 352 and *446. Rowe
- *455. **Methods in Speech Correction**—4 hours. A critical study of materials, textbooks, methods, and techniques in the organization and teaching of speech correction. Rowe
- *464. **Clinical Method in Psychology**—4 hours. A study of the problems of children from the standpoint of the causes, manifest behavior, diagnosis, and adjustment. Prerequisite: Special Education *428. Porter
- *468. **Abnormal Psychology**—4 hours. A study of the characteristics and causes of abnormal behavior. Emphasis centers in emotional disorders, the neuroses, and the psychoses. Jordan
- *470. **Diagnosis and Remedial Treatment of Reading Difficulties**—4 hours. Techniques of diagnosis and remedial treatment of reading difficulties at all levels. Moore, Orr
- *474. **Organization, Administration, and Supervision of Special**

*Open to graduate students. Graduate students are required to do additional work of a research nature.

Classes—4 hours. Methods of selection and placement, requirements of personnel, in-service training of teacher, problems of supervision, and problems of relationships of special to regular classes. Orr

- *477. **Reading Clinic I—4 hours.** This course is directed to the examination, diagnosis, and remedial aspects of reading disability cases in a clinical situation. May be repeated once for credit with the consent of Chairman of the Department. Prerequisite: Special Education *470. Orr
- *480. **Education of the Physically Handicapped—4 hours.** This course aims to help the student understand the educational and psychological needs of crippled children; to become familiar with various teaching techniques to meet these needs; and to study problems that arise in group adjustment. Prerequisite: Special Education 262 or Education *450. Moore
- *490. **Education of the Gifted—4 hours.** The special problems and philosophy relating to gifted and talented children and the present practices and methods in educating them. Porter

GRADUATE COURSES

538. **Education of the Mentally Retarded II—4 hours.** Techniques of differential diagnosis where cerebral palsy, deafness, aphasia, and emotional maladjustment simulate mental deficiency and methods and materials for the education of these children. Prerequisite: Special Education *436. Jordan
547. **Seminar in Speech Pathology—4 hours.** Each student will do detailed study and research in the field of speech therapy under supervision. Class is limited to six students. Prerequisite: Special Education *453. Rowe
554. **Speech Clinic III—4 hours.** Continuation of Clinic II. To be taken with Special Education 547. Rowe
566. **Mental Measurements II—4 hours.** This course aims to give students an opportunity to gain skill in the use of individual tests of intelligence: the Binet Intelligence Scale, Wechsler Intelligence Scale for Children, and the Wechsler Intelligence Scale for Adults. Prerequisite: Special Education *464. Porter
582. **Clinical Psychology—4 hours.** Study of types of clinical cases, procedures of diagnosis including an introduction to projective techniques, and psychopathology. Prerequisite: Special Education *464. Porter
586. **Psychological Clinic—4 hours.** Experience in the use of clinical psychological techniques such as tests, interviews, and observations in clinical diagnosis of children's problems. May be repeated once for credit with the consent of Chairman of the Department. Prerequisite: Special Education 566. Porter
600. **Preparation of Thesis—8 hours.** By arrangement with chairman of student's thesis committee.

*Open to graduate students. Graduate students are required to do additional work of a research nature.

DEPARTMENT OF SPEECH

Dr. Morgan, Chairman of the Department; Dr. Masters, Alternate Chairman; Mr. Aggertt, Mrs. Bolt, Mr. Boyle, Mr. Duncan, Mr. Knepprath, Mrs. Nees, Dr. Rohrig, Dr. Savage.

GENERAL STATEMENT

The primary purpose of the Speech Department is the preparation of teachers of Speech for the schools of Indiana. Opportunity is provided for those with exceptional talents to develop their abilities in such highly specialized fields as directors of plays, directors of radio and television programs, debate coaches, writers of radio, television, and stage plays, acting and announcing, radio-television producers, stage property directors, and lighting and make-up specialists.

SPEECH MAJORS

The Speech Department provides offerings qualifying its graduates for high school certificates in Special, Comprehensive, and Restricted Areas.

Since only large high schools employ full time teachers of speech qualifying under the Speech Comprehensive Area shown on page 35 or Speech Special Area on page 45, it is suggested that the student consider carefully the advisability of the use of the Restricted Area in Radio or Speech in combinations with fields more widely sought by employing school administrators. Desirable combinations with Speech include: Business, Science, Social Studies, Special Education, English, Music, and Foreign Language.

It is recommended that students with strong interest in one phase or another of speech plan their elective courses in such a way as to broaden their background and deepen their understanding of that area of interest. Those whose interest tends toward forensics will do well to elect related courses in economics, history, political science, psychology, and sociology; toward radio and television elect related courses in history and appreciation of music, journalism, literature, political science, psychology, and sociology; and toward theatre elect related courses in art, home economics, literature, music, philosophy, and physical education.

It is advisable for theatre majors and radio majors to pursue the liberal arts course, which would require two years of languages, and secure a B.A. degree. It is suggested that speech majors in either radio-television or theatre plan to continue study in graduate work, aiming at an immediate master's degree. See page 57 for special theatre major and pages 56-57 for special radio-television major.

Undergraduates concentrating in the field of radio-television are advised, if on the other than teaching curriculum, to pursue work leading to the 100-hour major in the field of radio-television. Those undergraduates on the teaching curriculum concentrating in the

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field of radio-television are advised to use the restricted area in this field, and prepare for a general speech license in the Speech Comprehensive Area.

In addition to course requirements all majors in speech in either the alternative programs must participate in four of the following activities: 1. Intercollegiate debating; 2. the Speaker's Bureau program; 3. a public recital; 4. a college dramatic production with a major role; 5. a major college radio and/or television production; 6. a public program of the verse choir.

COURSES

101, 102, 103. Basic Communications—12 hours. Required of all freshmen. Staff

156. Fundamentals of Debate—4 hours. The beginning course in the theory and practice of debate, finding and arranging materials, weighing the importance of evidence, and presenting the arguments. Open to all students. Actual debate experience. Aggertt

161. Public Speaking—4 hours. The beginning course in public speaking. Emphasis on the role of speech in society. Extended study of speech structure. Provides a maximum of experience in actual speech making. Open to all students. Considered a basic necessity. Staff

174. Introduction to the Theatre—4 hours. Understanding and appreciation of the stage production. Background for cultural appreciation of good entertainment. Prerequisite for all courses in dramatics. Masters

211. Basic Principles of Speech—4 hours. An introduction to the consideration of the various phases of speech with an emphasis on the terminology and the definitions of terminology used in the preparation, presentation, and criticism of a variety of speech types. Staff

215. Business and Professional Speech—4 hours. A course designed to meet the specific needs of business and professional majors and local businessmen and women. Course content will include interviews, conferences, presentation of visual materials, and other types of speech work needed by the business and professional person. Open to all students. Required for non-teaching Business majors. Duncan

251. Parliamentary Procedure—2 hours. Study and application of the standard principles and practices of parliamentary procedure. Emphasis will be primarily upon function. No prerequisite. Aggertt, Knepprath

256. Intercollegiate Debate—4 hours. Enrollees do intercollegiate debating. May obtain 8 hours credit in this course by enrolling in additional terms. Open to those who have had Speech 156 or by permission. Aggertt

261. **Discussion Forms**—4 hours. The basic course in public discussion. A study of the primary forms including panel, symposium, forum, and committee hearing. Considered essential for professional people. Open to all students. Aggertt, Knepprath
265. **Oral Interpretation of Literature**—4 hours. Stress placed on appreciation and ability to read literature well. Understanding of good literature is developed. Staff
266. **Choral Reading**—4 hours. A study and practice in the fundamentals of reading together aloud. This class will be organized into a verse-speaking choir. There will be at least one public performance. (May be repeated once for credit.) Nees
277. **Stagecraft**—4 hours. Fundamentals of scene design and construction. Practical activity with current production. Prerequisite: Speech 174. Rohrig, Savage
279. **Storytelling and Creative Dramatics**—4 hours. This course is designed to give an overview of children's literature for telling and for dramatization. Stories are chosen to meet the developmental needs of children in the elementary grades. Students are provided practical experience with children. Nees
281. **Playacting**—4 hours. Lectures, class discussions, and class performances. Good bodily control and appreciation of acting are developed. Prerequisite: Speech 174. Masters
311. **Personal Speech Improvement**—4 hours. This course will be serviceable either to the teacher who is already in the field or to the teacher in training. Students in the course will be assisted to investigate and evaluate their own speech characteristics, and to plan speech development programs for themselves and for each other. No prerequisites. Boyle, Masters
314. **Radio Music**—4 hours. An introductory study of programming, continuity, copyright, appreciation, rehearsing, and producing music for radio broadcasting. Boyle
315. **Use of Radio in the Classroom**—4 hours. A course to acquaint teachers with educational broadcasts, printed radio study helps, and the method of correlating broadcasts with classroom work. Boyle, Morgan
316. **Radio Workshop**—4 hours. An intensive study of radio speech, script writing, microphone technique, and program production. Actual broadcasts will be presented over WBOW. Boyle, Morgan
317. **Introduction to Radio Broadcasting**—4 hours. A course emphasizing history and objectives of educational broadcasting, the programs adapted for school use, and the use of school radio equipment. Boyle, Morgan
318. **Radio Speech**—4 hours. Work in radio pronunciation, articu-

lation, diction, and microphone technique. Voice recording with corrective drill will be emphasized.
Boyle, Morgan

- 319. Radio and Television Writing—4 hours.** The writing of radio continuity, the radio address, the interview, and the radio and television drama will constitute the work of the course. Morgan
- 320. Radio Program Production—4 hours.** An advanced course emphasizing the techniques of radio program production. The students will maintain an actual broadcast schedule over WBOW. Prerequisite: Speech 318.
Boyle, Morgan
- 340. Introduction to Television—4 hours.** An introductory course offering training in the basic tools of television. Prerequisite: Speech 320.
Morgan
- 341. Television Techniques—4 hours.** A study of the problems of scenic design and construction, properties, lighting, special effects, graphics, costumes and make-up, and acting in television productions. Prerequisite: Speech 340.
Boyle
- 342. Television Laboratory Workshop—4 hours.** A course emphasizing the laboratory approach and experience to the problem of planning and producing television programs integrating the specialized techniques of film and other visual program elements. In carrying out the projects of the course, the students will utilize both the facilities of the college television installation as well as those of the local television station. Prerequisites: Speech 340, 341, and by permission of the instructor. Boyle
- 356. Argumentation and Persuasion—4 hours.** Advanced theory and practice. Study of fallacies and strategy. Also advanced consideration of analysis and presentation of arguments. Prerequisite: Speech 156 or its equivalent.
Aggertt
- 361. Advanced Public Speaking—4 hours.** The final course offering in formal public address. Emphasis on models of effective public speaking. The application of the principles of persuasion to various types of audiences and occasions. Much participation. Prerequisite: Speech 161.
Aggertt, Rohrig
- 362. Project Speaking—4 hours.** The study and application of the principles of effective speech to specific, "real life" situations. Each student will prepare at least four major projects for presentation before non-classroom audiences. These speeches will be scheduled by the instructor in a speaker's bureau procedure. Prerequisite: Speech 361.
Aggertt
- 365. Advanced Oral Interpretation—4 hours.** Special attention to teaching oral reading and literature. Also for students interested in acting. Prerequisite: Speech 265.
Nees
- 366. Advanced Choral Reading—4 hours.** A continuation of Speech 266. To develop a verse speaking choir for public performance. To prepare the students to develop verse-choir speaking in

- the schools, and to select and prepare literature for verse-choir speaking. Prerequisite: Speech 266. Nees
- 375. Make-up**—4 hours. A study of make-up and its importance, history and development. Practice in make-up for actual plays. Rohrig, Savage
- 376. Stage Lighting**—4 hours. Lighting instruments and their manipulation. Actual practice given. Rohrig, Savage
- 377. Scene Design**—4 hours. Study of principles of design as they apply to theatrical production: research, preliminary sketching, scale drawing, and construction of models. Rohrig, Savage
- 379. Theatre Backgrounds**—4 hours. Appreciation of drama and the theatre through a brief study of all elements which create an effective performance. Great plays, actors, actresses, scene designers, directors, costume designers, light technicians, and make-up artists of all ages are discussed and compared. Masters
- 380. Theatre Practice Survey**—4 hours. An introduction to all technical phases of theatre. A course designed especially for English teachers and teachers in other fields who are expected to direct plays in high school. Rohrig
- 381. Play Direction**—4 hours. Presentation of all the necessary fundamentals of play production in amateur theatres. Prerequisite: Speech 281. Masters
- 389. Speech Arts for the Classroom Teacher**—4 hours. Designed to acquaint the classroom teacher with the basic essentials and the application of the speech arts to public school needs. Consideration is given to the use of speech techniques as instructional tools in the classroom situation. Boyle
- 391. Methods of Teaching Speech**—4 hours. Application of speech principles to practical classroom use. Philosophy of curricular and extra-curricular speech in relation to school and community. Rohrig
- *419. Radio News Writing**—4 hours. A course offering practical experience with the news staff of WBOW in editing, writing, and presenting news programs. Morgan
- *421. Radio Control Room Technique**—4 hours. A course designed to train students specializing in radio in the operation and maintenance of necessary control room equipment (including microphones, pre-amplifiers, line amplifiers, recorders, patch panels, talk back, and sound truck). Boyle, Morgan
- *422. Advanced Radio Control Room Technique**—4 hours. Advanced study of the techniques introduced in the beginning course with special emphasis on problems of educational radio

*Open to graduate students. Graduate students are required to do additional work of a research nature.

(particularly FM stations) and acquaintance with control room problems of commercial stations of various sizes (including observation and consultation with commercial control room operators.)
Boyle, Morgan

***423. Fundamentals of Radio Directing—4 hours.** This introductory course in the field of radio program directing will emphasize the technique of radio cueing, script mark-up, microphones, castings, and timing.
Boyle, Morgan

***424. Advanced Radio Directing—4 hours.** A continuation of Speech 423 in which the finer points of radio directing will be introduced—compensation for frequency losses in line and receivers, the introduction of sound effects and music into the program, script interpretation, and the psychological aspects of directing. Actual experience in directing radio productions will be part of the course.
Boyle, Morgan

456. Directing the Forensic Program—4 hours. A course in the management of an effective forensic program. Experience in directing the annual high school and college tournaments. Prerequisites: Speech 156, 256, and by consent of the instructor.
Aggertt

461. Speech and the Group Process—4 hours. An analysis of the principles and methods of achieving integrative group process. Special study will be made of semantics, group dynamics, role playing, leadership techniques, and group maturation. Student participation will be emphasized. Prerequisite: Speech 261.
Aggertt

465. Interpretative Reading Recitals—4 hours. Designed for advanced students in this field. Practice given in public recitals. With the instructor's permission.
Nees

474. The Contemporary Theatre—4 hours. Intensive study of all contemporary theatres. Trends in theatres are traced. Actual observations of theatres, stock companies, and school theatres will be made.
Masters

478. Theory of Dramatic Art—4 hours. Esthetics of theatre arts. Consideration of dramatic criticisms and the study of the relationship of dramatic arts to fine arts in general. Prerequisite: Speech 381.
Masters

479. Children's Theatre—4 hours. Studies and practical activity in the directing and producing of plays particularly suited to child audiences.
Masters

481. Play Production—4 hours. Practical experience in producer's problems. Assistance in producing College and Laboratory School

*Open to graduate students who are required to do additional work of a research nature.

plays is offered to each student. Register by permission of the dramatics director. Prerequisite: Speech 381. Masters

GRADUATE COURSES

525. **Radio in Education**—4 hours. A course to acquaint teachers with the utilization of radio in the classroom work. Boyle, Morgan
526. **Advanced Radio Workshop**—4 hours. Practical training in the utilization of broadcasting techniques. Prerequisite: Speech 316 or 320. Boyle, Morgan
527. **Modern Trends in Radio Education**—4 hours. A course emphasizing history and objectives with research in modern developments and equipment and their influence on educational broadcasting. Prerequisite: 24 hours in Speech and English. Boyle, Morgan
528. **Advanced Radio Speech**—4 hours. Work in microphone techniques with special emphasis on pronunciation, articulation, and characterization. Prerequisite: Speech 527. Boyle, Morgan
529. **The Writing of Radio and Television Drama**—4 hours. An intensive study of the writing of radio and television drama as applied to classroom utilization. Prerequisite: Speech 319. Morgan
530. **Advanced Radio Program Production**—4 hours. A course emphasizing the techniques of radio production in actual radio broadcasts. Prerequisite: Speech 528. Boyle, Morgan
542. **Radio Music**—4 hours. A course emphasizing history and use of music in radio with research in materials and selection of music for the educational broadcasts. Prerequisite: 24 hours in Speech, English, and Music. Boyle
550. **Modern Trends in Television**—4 hours. Each quarter, a course emphasizing recent developments in the field of both educational and commercial television. Special study will be made of the impact of television upon the social and economic life of the American public. Morgan
551. **Advanced Television Techniques**—4 hours. Each quarter. A study of the use of scenic design and construction, properties, lighting, special effects, graphics, costumes and make-up, and acting in television productions. Special emphasis will be given to the use of the elements of television for educational purposes in both closed and open circuit installation. Boyle
556. **Coaching in the Forensic Program**—4 hours. The application of principles of argumentation in coaching and judging in the various types of debates. Coaching debate teams under supervision. Prerequisite: Speech 456. Aggertt

- 565. The Lecture Recital**—4 hours. Selection of materials and study of techniques of delivery for the lecture recital. Each student will participate in one recital. Prerequisite: Speech 465.
Nees
- 566. Choric Speech Direction**—4 hours. Study of materials and procedures for producing choral speech programs for school or public performance. Prerequisite: Speech 366.
Nees
- 571. Principles of Rhetoric and Public Address**—4 hours. A study of rhetorical theory as expounded and employed from Aristotle to modern American oratory. Prerequisites: Speech 161 and 361.
Aggerst
- 576. Advanced Scenery Problems**—4 hours. An advanced study of stagecraft and scene design problems and their solution for such types of production as wagon and revolving stages, arena type presentation, and conventional picture frame staging. Practical application to current productions. Prerequisite: Speech 481.
Rohrig
- 577. Direction of Technical Phases of Play Production**—4 hours. Theory and practice of technical direction of the make-up, costume, and lighting phases of play production. Practical application to current productions. Prerequisite: Speech 576.
Rohrig, Savage
- 579. Junior Theatre Problems**—4 hours. A consideration of dramatic literature and production problems which are inherent in the theatre for children. Prerequisite: Speech 588. Masters
- 584. Elements of Dramatic Appreciation**—4 hours. Research and study on topics related to the development of enjoyment and understanding of dramatic presentations. Prerequisites: Speech 381 and 481.
Masters
- 588. Esthetics of the Theater**—4 hours. Elements of unity, coherence, emphasis, variety, contrast, and rhythm as they apply to theatre. Prerequisite: Speech 584.
Masters
- 589. Survey of Speech Arts**—4 hours. An introduction to recent innovations and new techniques in the use of Speech Arts both in and out of the classroom.
Boyle
- 591. Play Production Problems**—4 hours. Realism, symbolism, stylization, formalism, and expressionism in the direction of actors in a play. Prerequisite: Speech 584.
Masters
- 600. Preparation of Thesis**—8 hours. By arrangement with chairman of student's thesis committee.

Division of Extended Services

Vilmer L. Tatlock, Director

Russell McDougal, Director of the Audio-Visual Center.

This Division includes in its activities a variety of services which are offered by the College to individual students or groups of students not registered in regularly scheduled daytime classes on the campus and instructional materials and services to school systems and teachers both on and off-campus.

These activities include correspondence study courses for individuals, extension classes which meet off the campus, evening and Saturday classes on campus, non-credit adult education projects, cooperative professional services with town, city, or county school systems, and audio-visual materials and services.

GENERAL SERVICES

Frequent calls come to the College to render continued service to graduates, former students, school systems, and to communities in the general geographical area of Terre Haute. Such requests indicate that the services of the parent educational institution may function in a wide variety of ways in serving the interests of former students and the communities in which they live.

It is the policy of the College to offer any cooperative services that may contribute to the solution of problems of former students, school systems and their communities. Some of the areas in which such cooperation is available are:

1. Curriculum study and revision.
2. Guidance programs, including senior counselling.
3. Visual and auditory aids to teaching.
4. Planning school buildings and selecting school equipment.
5. Professional leadership in county institutes.
6. Organizing lecture-forums or discussion groups.
7. Faculty and student speakers or programs.
8. Consultation service on school library problems.
9. Planning testing programs.
10. Parent-Teacher Association activities.
11. Diagnosis of speech and reading problems.
12. Consultation service on personal teaching problems.
13. Counsel in organization of Future Teachers of America clubs and Cadet Teaching programs.

Plans for services in any of these or related areas will be provided upon request. Interested teachers or school officials are invited to address inquiries about any school problem upon which the College might provide cooperative assistance to the Division of Extended Services.

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AUDIO-VISUAL CENTER

Russell McDougal, Director

Audio-Visual services as offered at Indiana State Teachers College are intended for the college professors and students and their classes, the Laboratory School needs, and the schools and teachers of the region.

Educational motion picture films, filmstrips, slides, recordings, and audio-visual teaching materials together with the necessary projectors, recorders, screens, cameras, etc., for their production and use are located in the Audio-Visual Center in the Education-Social Studies Building. These materials along with desired assistance in their use are available on request by any department of the College or Laboratory School.

The growing library of motion picture films, filmstrips, recordings, slides, and graphic materials are available on campus and off-campus to schools, churches, and other organizations on a service charge or rental basis.

A catalogue listing the 16mm motion picture films and filmstrips available from the Audio-Visual Center will be given or mailed to anyone upon request. All College and Laboratory School staff and all schools in the Indiana State Teachers College area are mailed this catalogue each time it is revised.

The Audio-Visual Center also provides counsel and advisory service on production, selection, utilization, and organization of audio-visual materials to campus and off-campus people who can visit the Center and will cooperate, on request, with teachers and school systems in developing local audio-visual programs.

Other groups served by the Audio-Visual Center include faculty, campus students, campus organizations, evening, Saturday, and extension class instructors, and off-campus groups using audio-visual materials in their programs. The photographic facilities of the Center are available by arrangement to the entire college community.

Special assistance and direction are given to all student teachers during the time they do their teaching. Each student is given the opportunity to learn how to operate and utilize audio-visual material and equipment. Films and filmstrips are suggested for use, and students are urged to take them to use in their student teaching free of charge.

Audio-visual courses are offered in the Education Department as electives or as required subjects on the Audio-Visual Supervisor's license. Facilities and staff are adequate for any training needed by supervisors or directors of audio-visual education in modern teachers colleges or public school systems.

For any services of the Audio-Visual Center or Department, telephone or write to the Director of the Audio-Visual Center.

A conference on audio-visual materials and utilization is held on the campus each year, and speakers and discussion groups present new ideas and methods of production and utilization of audio-visual materials.

CAMPUS EVENING AND SATURDAY CLASSES

Evening and Saturday classes are conducted on the campus to serve four rather distinct groups, as follows:

1. Teachers who wish to continue study towards the bachelor's, Master's, or Doctor's degree or to add to their present license qualifications.
2. Persons from business, industry, or other vocations who wish to improve their educational qualifications for advancement.
3. Recent or older high school graduates who are employed during the day, but wish to continue their educational progress.
4. Various adults who wish to join in groups for mutual improvement in cultural, vocational, or general information areas.

Residence college credit may be earned in most of the offerings under this program, or the courses may be taken for self-improvement with a waiver of credit.

Registration is made at the Registrar's Office, but questions about this program are welcomed at the Division of Extended Services. The schedule of these classes is available annually.

NON-RESIDENT STUDY

Many college courses are offered by correspondence to students who live in any part of the world. Each such course is based on the same content as the same course taught on the campus, and the student earns the same credit as he would in attending the class four times a week for twelve weeks.

Many college courses are also taught off-campus in extension classes with the instructor meeting with the class weekly.

By each of these non-resident methods, the credit earned is called non-resident and is subject to certain regulations which follow.

Entrance Requirements.—The entrance requirements for non-resident work for credit 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-Resident Study.—Extension and correspondence courses may be counted on approved curricula under the following regulations:

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

(2) The maximum limit of non-residence work which an employed teacher may carry at any time is eight quarter hours.

(3) Not more than one-fourth of the credit required for any certificate or diploma may be earned in extension classes or by correspondence or a combination of the two. Work taken above this one-fourth will require the student to sign a waiver of credit when he enrolls.

(4) Not to exceed 12 quarter hours of credit may be earned in any high school subject group and not to exceed 8 quarter hours may be earned in the professional subjects by correspondence study.

(5) Graduate students who are working toward a Master's Degree at Indiana State Teachers College may use a maximum of 16 quarter hours of extension credit, provided they are earned under the conditions prescribed by the Graduate Council and approved in advance by the Director of Graduate Studies.

(6) Graduate students who have completed a given course on the undergraduate level are not eligible to repeat the course in the graduate division for credit toward a Master's Degree.

(7) Not to exceed 16 quarter hours of credit may be earned by extension during any school year by a student who is on full-time employment as a teacher.

(8) Work begun in residence or extension classes cannot be completed by correspondence.

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

MISCELLANEOUS REQUIREMENTS

(1) An actual attendance of 36 weeks and the earning of 48 quarter hours of credit are the minimum requirements under which a student may be graduated from any of the prescribed bachelor's degree curricula.

(2) The last term immediately preceding graduation must be done in residence. 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 diploma may be issued.

(3) Students of other colleges who enroll for extension or correspondence courses should consult the college where the degree will be conferred concerning the application of credit.

(4) No student with less than 96 quarter hours of prepared work will be approved for a 300 or 400 numbered course unless he has at least 48 quarter hours of college credit and has completed residence work at Indiana State Teachers College, and has a point ratio of 1.80 or above. Teachers with five or more years teaching experience may be exempted from this requirement.

(5) Applicants for correspondence work who have not been students in the 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.

(6) Undergraduate credit only may be earned by correspondence study.

FEES AND CREDITS

(Effective September 1, 1957)

Fees and Credits.—Registration fees for extension courses are as follows: four-quarter hour courses, \$30 each; two-quarter hour courses, \$20. For two-hour courses in music (instrument or voice) the applied music fee of \$10 is added to the \$20 registration fee, making these courses \$30 when taken by extension. Registration fees for correspondence courses are \$6 for each quarter hour of credit. Credit earned by work in this division is of the same value as credit earned in residence except as limited by the rules on non-resident study. Auditors may enroll for \$5 in extension classes.

The entire fee (postal or express money order, bank draft, certified check, or cash in registered letter) must accompany the correspondence 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.

Refund of Correspondence Fees

After a correspondence application is filed and the fee paid the privilege of withdrawing with refund of any part of the fee is as follows:

1. If the College rejects the student's registration, the entire fee will be refunded.
2. If the student's application for a refund is received within thirty days of the date of the College's acceptance of his enrollment, the fee less three dollars (\$3) will be refunded, provided the student has submitted no manuscripts for the course.
3. If the student's application for a refund is received within three months after acceptance of his enrollment, one-half of the entire fee, less three dollars (\$3) will be refunded, if the student has submitted no more than half the manuscripts of the course.
4. Fees remaining to the student's credit (depending on the manuscripts submitted) will be transferred in case he enrolls in another correspondence course. The transfer fee is two dollars (\$2). No transfer will be allowed after one year.
5. Fees can not be transferred from one student to another.

ORGANIZATION OF EXTENSION CLASSES

Any prospective non-resident student may organize the membership for an extension class. He may assemble the group interested in such instruction, determine the specific course desired, and communicate with the Extended Services for approval of the class and the assignment of an instructor. Any course in the regular catalog may be chosen provided the course lends itself to teaching by extension. If such a group is too small to warrant formation of a class, the Extended Services may be able to arrange for it to unite with another nearby group or to suggest a group study plan through correspondence.

Persons interested in such extension classes are invited to correspond with the Director of Extended Services for complete information at any time.

Since the College must meet its expenses on extension study, a minimum number of students is required on a sliding scale based on distance an instructor must travel.

The completion of a class organization includes the designation of a Class Secretary whose duties include: (1) the securing of a properly filled application blank from each student, (2) forwarding these application blanks to the Director of Extended Services, (3) keeping record of the attendance at each class meeting and reporting it upon request, (4) notifying students whether their applications have been approved by the Director of Admissions, (5) collecting the fees in cash, post office money order or certified checks and forwarding them to the Extended Services Division, and (6) carrying on any additional correspondence relative to the progress of the class.

The Registrar's Office will approve application for only such courses as will apply on the curriculum objective or degree of the student at Indiana State Teachers College. If the student expects the work to count toward a definite requirement at another institution, he should secure consent of such institution in advance to accept the work for credit.

COURSES OFFERED BY EXTENSION

Any course listed in any of the departments in the catalog, which does not require special classroom equipment and facilities for effective teaching, may be offered to a class group by extension. Applications for courses should be made as far in advance as possible in order that instructors can be scheduled most efficiently.

Elementary teachers working toward the four-year curriculum will find suggestions for appropriate courses to apply toward their degrees in the section of the Elementary Teaching Curriculum. Likewise, teachers working toward high school or special curricula

may refer to the sections of these curricula on preceding pages in this catalog.

Any school system or group of teachers wishing to work out a special study or project may consider conducting the project under the leadership of a college instructor in an appropriate extension class group. Such projects might be given with or without credit, as desired.

Extension classes may be organized to meet on any schedule provided there is a minimum of forty clock hours of recitation time for each course. This is more commonly done in 14 meetings of three hours each, convening once per week.

CORRESPONDENCE STUDY

Correspondence courses are organized by regular faculty members and have identical content with courses offered in regular resident classes. The student may enroll at any time during the calendar year and has 12 months in which to complete the course. The maximum time may be extended six months by the payment of and additional fee of \$1.

Most courses require a minimum time of 12 weeks to complete; permission to complete a course in less than this minimum time must be secured in advance.

When a correspondence application is received, the complete set of lessons or assignments is usually sent to the student. The Registrar's Office then reviews the application and notifies the student if credit earned will not apply toward his stated objective. To avoid this possibility, the student may request advance approval of any course before the application is submitted.

The number of lessons in each course varies with the nature of the content of the courses. After all the lessons have been submitted for criticism by the instructor, a final examination is given; this may be taken at the office of Extended Services or administered in the student's locality by a school principal or superintendent approved in advance by the Director of Extended Services.

Students in residence can not take correspondence courses without the approval of the Dean of Instruction.

COURSES OFFERED BY CORRESPONDENCE

(This list subject to change; revised list sent on request.)

- Business** 201—Accounting Principles I
 202—Accounting Principles II
 203—Accounting Practice
 330—Business Communications
- Education** 311—Principles of Secondary Education
 366—Tests and Measurements
 395—Teaching the Language Arts I

- 403—Historical Foundations of Modern Education
- 412—Philosophy of Education
- 413—Educational Sociology
- 416—Elementary School Classroom Management
- 463—The Elementary Curriculum
- 467—Measurement and Evaluation in Education

- English 116—Journalism—Reporting and Writing News**
- 214—English Grammar
 - 221—The Short Story
 - 230—American Literature to 1860
 - 311—Junior English Composition, Advanced Exposition

- French 132—Second Term (Freshman)**
- 133—Third Term (Freshman)
 - 231—French Grammar Review
 - 232—Intermediate French Reading
 - 233—Survey of French Civilization
 - 337—Contemporary French Theater

- Home Economics 438—Child Development**

- Industrial Education 101—Mechanical Drawing**
- 391—Methods of Teaching Shop and Related Subjects
 - 478—Industry and Industrial Occupations
 - 491—History and Theory of Industrial Education
 - 492—Organization and Administration of Trade and Industrial Education

- Latin 211—Grammar Review and Cicero's Orations**
- 212—Grammar Review and Vergil's Aeneid
 - 213—Grammar Review and Ovid's Metamorphoses

- Mathematics 101—General Mathematics**
- 111—College Algebra
 - 112—Trigonometry
 - 121—Solid Mensuration
 - 212—Mathematics of Finance
 - 221—Plane Analytic Geometry

- Music 221—Materials of Music I**
- 222—Materials of Music II
 - 231—History of Music I (Antiquity to Bach)
 - 232—History of Music II (Bach to Contemporary)

- Philosophy 202—Introduction to General Philosophy**
- 203—Ethics
 - 204—Aesthetics
 - 205—Logic

- Physical Education 253—First Aid and Safety Education (Men)**
- 255—Kinesiology
 - 353—Scout Masters' Training Course

202 EXTENDED SERVICES—CORRESPONDENCE STUDY

451—Organization and Administration of
Health, Physical Education, and Recrea-
tion

Psychology 220—General Psychology
223—Child Psychology
322—Educational Psychology
422—Adolescent Psychology
426—Psychology of Personality and Adjustment

Science 152—Geography of the United States and Canada
171—Personal Hygiene
257—Economic Geography
301—Elements of Astronomy
352—Geography of Latin America
405—Heredity and Environment with Educational
Applications
408—Practical Microbiology
433—Principles of Heredity
453—Global Geography
458—Conservation of Natural Resources

Social Studies 101—Social Institutions
230—State and Local Government
262—The United States, 1800-1877
362—Economic History of the United States
458—Latin-American History
459—The Far East
462—Westward Expansion

Spanish 152—Second Term of First Year Spanish
153—Third Term of First Year Spanish
251—Grammar Review
252—Intermediate Spanish
253—Survey of Latin-American Civilization

Speech 317—Introduction to Radio Broadcasting
319—Radio-Television Writing

ARMED FORCES INSTITUTE CORRESPONDENCE STUDY

By contract with the United States Government any member of the enlisted personnel of the Army, Navy, or Marine Corps may enroll in correspondence courses offered by Indiana State Teachers College and approved by the Armed Forces Institute. The student pays for registration and books, and the government pays the complete instruction fees.

Registration in these approved courses is always made through the commanding officer or his designated special officer in charge of this activity. Regular college credit is given for all such courses regularly completed.

Student Services and Activities

Student Services

FACULTY COUNSELORS

When a student has been admitted to Indiana State Teachers College and has indicated a preferred comprehensive area, he is assigned to an instructor who teaches beginning courses in that area as his counselor. If possible, the student is scheduled to take a class which his counselor teaches. Personal data including the student's personal biography, his high school rank, and his rating on the freshman orientation examinations are supplied to the counselor. During the freshman orientation period, the counselor plans to meet the student and his parents and to have a weekly conference with the student during the first six weeks. He will assist the student in planning the use of his time, in acquiring good study methods, refer him to special services on the campus as need arises, and in every way possible serve as a personal counselor to the student.

The counselor, cooperating with the Registrar, will assist the student in scheduling his successive programs of study. At the first mid-term and at the end of each quarter thereafter, the counselor, in cooperation with the Office of Student Personnel Services, will confer with the student regarding his progress in relationship to his own natural level of learning and to the academic standards of the College.

When a student has been admitted to the senior division, the head of the department in which his preferred major lies will serve thereafter as his counselor. During these last two years the emphasis of the counseling program will be placed upon the development of the professional attitudes, skills, and contacts which will enhance the student's qualifications as a teacher.

STANDARDS OF CONDUCT

Young men and women in college are of an age when the standards of conduct under which they have been reared have become their own, and will serve as their moral plumb-line and guide to behavior. The Indiana State Teachers College expects self-discipline and self-direction of its students. The beginning student will find many resources to assist him in acquiring dependable self control. The student leaders and fellow members in the residence halls, in the sororities and fraternities, and in the other organizations and activities of the campus help the beginning student to maintain high standards. The profession of teaching which the College serves and for which most of its graduates are prepared requires the highest standards of good citizenship and moral character. To this end the faculty and the administration encourage

"religion, morality and knowledge" not only as "necessary to good government" but as the foundation for a good life as well. If a student demonstrates either an unwillingness or an inability to meet these standards the administration may be required to terminate his enrollment.

STUDENT EMPLOYMENT

Terre Haute offers good opportunities for part-time student employment. Students who need employment to defray part of their expenses should make application with the Dean of Men's Office.

Careful planning of all parts of the weekly load—class hours, study time, work, student activities—in relationship to each student's reserve of mental and physical energy is necessary if good grades, good health and good personalities are to emerge. In general students employed 20 hours per week may carry a full class load of 16 quarter hours if their time is carefully planned. Reduced schedules are usually necessary for those who are employed over 20 hours per week, and these people should confer with their counselors or the Coordinator of Student Personnel Services.

STUDENT HEALTH

Recognizing the contribution of good health to a student's academic achievements and to his personal and social well-being, the college takes the initiative to maintain and improve its student health services. The policies governing health services and practices are the constant concern of the Student Health Committee, composed of representatives from the students, the faculty, and the administration. The administration of these policies falls in the following areas:

1. Housing Service
2. Food Service
3. Physical Education and Recreation
4. Instruction in Health and Hygiene
5. Medical and Hospital Care

Students are required to live in approved rooms. The food services of the college are under the direction of qualified dietitians. All students are required to take a minimum of 12 quarters hours of Physical Education and Recreation. Regular college courses on Health and Hygiene are available either as required or elective courses.

For the Medical and Hospitalization Services, the following procedures are employed:

1. A college physician and a registered nurse are on duty from 8:00 a.m. to 4:00 p.m. in the Student Health Center in the Administration Building.

2. The Health Center is provided with complete dispensary and infirmary equipment, to be used upon the advice of the college physician.
3. Upon admission to college the student is required to present a health certificate from his family physician on a form provided by the college. The student and his parents also contribute to the health history on this form. This information is carefully checked by the college physician and is used as a guide to determine physical exercises and possible medical or surgical attention.
4. Twice each year a mobile X-ray unit comes to the college. Each student is required to have three X-ray readings—the first during his first year, the second upon admission to the Senior Division of the college, and the third upon certification for graduation. Additional X-rays are optional.
5. Twice after admission the student undergoes a thorough medical checkup by the college physician—upon admission to the Senior Division and upon applying for graduation.
6. At any time that a student is ill he may call at the Health Center for medical or infirmary care. (Students living in their own homes are considered under the care of their family and the family doctor.)
7. The college physician will make house calls in the college residence halls or in approved homes only in case of emergencies that prevent the student's coming to the Health Center.
8. Students who are too ill to attend classes will be temporarily cared for in the College Infirmary. If the condition is serious or prolonged, he may be transferred by the College Physician to a hospital in town or his parents may take him home. Hospital services in hospitals outside the College Infirmary will be paid for by the student or his parents, except in cases of injury incurred in activities organized and directed by college officials or faculty and when authorized by the College Physician. In such cases, the cost of necessary hospital and medical services will be paid from the Student Hospital Fund.
9. The financial cost of all services dispensed through the College Health Center and such supplementary diagnostic services or treatments as authorized and designated by the College Physician will be paid from the Health Service Budget or the Student Hospital Fund.
10. Medical or hospital expense incurred by a student without authorization from the College Physician will not be paid from college funds. Students living in their own homes are considered under the care of their family and the family doctor.
11. A student group health insurance is available to each student

at a very nominal cost. This insurance is not automatic. The student must sign the application and pay the premium each quarter.

STUDENT SOCIAL AFFAIRS COMMITTEE

A part of a student's college education involves the development of social competence—the exercise of good taste and courteous behavior in social affairs. The social organizations, departmental clubs, and honor societies, sponsor many events which afford opportunities to exercise social graciousness. The residence halls, the college dining rooms, the Student Union Building provide facilities for social planning and social experiences.

The Student Social Affairs Committee establishes the general policies under which social events are planned and conducted. The Dean of Women serves as chairman of the Committee and is available for consultation in the planning of social events. Before announcing any social event, the organization concerned should schedule it with the Dean of Women and consult her regarding all regulations and essential duties. The faculty sponsor for each organization also assists in the planning and supervising of social affairs. Chaperons and faculty guests are invited to all coeducational social events. The date, place, cost, and supervision of each event must comply with general policies established by the Student Welfare Committee. Violation of good taste or acceptable standards are reviewed by the committee.

BUREAU OF PLACEMENT AND SCHOOL SERVICES

Registering with the Placement Bureau is an important step in establishing security in one's chosen line of endeavor. Many opportunities for advancement will probably be lost to those who are not properly and completely registered with the placement bureau of the institution from which they graduate. The services of the Bureau are available to alumni as well as current graduates.

In addition to the regular services of preparing credentials, nominating individuals for positions, arranging for interviews and follow-up on placements, the Bureau at Indiana State Teachers College is prepared to offer a counseling service, either on the college campus or in the field. Should problems arise which commonly confront persons in new positions, registrants may feel free to call upon the personnel of the Bureau to arrange conferences in an attempt to work out a solution to their problems.

The tremendous demand for college graduates resulted in the listing of more than 16,000 positions with the Bureau during the past year. Positions are reported to the Bureau from all sections of Indiana as well as from all states and many territories and foreign countries.

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While the most critical demand is still for elementary teachers, the Bureau is now experiencing a shortage of teachers in all subjects and at all levels. The Bureau is also receiving an increasing number of requests for college graduates from business and industry.

All seniors enrolled on teaching curricula at Indiana State Teachers College are required to register with the Placement Bureau prior to graduation. Registration of seniors on other than teaching curricula is not a graduation requirement but is encouraged.

AUDITING OFFICE

The Business Office maintains a Student Organizations Auditing Office in the Administration Building. This office extends a service which enables student organizations to maintain orderly accounts and operate in a solvent condition. All organizations must carry their accounts through this office. The faculty sponsor approves each requisition for expenditure prepared by student officers, and if funds are available the auditor approves payment.

CONVOCATION SERIES

A regular series of convocation programs including music concerts, lectures, motion pictures and theatre events are scheduled throughout the year and feature outstanding men and women in the arts, science and in letters. Students are admitted to the events without cost, the fee being incorporated in their student service fee.

Student Activities

STUDENT GOVERNMENT

In the belief that College is an appropriate place for youth to learn participation in democratic government, there has been established at Indiana State Teachers College a Student Government Association. The governing board of the Student Union is composed in part of students. Most standing faculty committees have in their membership students who have equal voice and voting power in the deliberations of these committees.

STUDENT PUBLICATIONS

Ample outlet for students wishing to publish their writings are the campus publications which include The Statesman, campus newspaper; Sycamore, annual publication of the Junior class; Blue Book, student-faculty directory; and Pied Pipings, poetry magazine.

SOCIAL FRATERNITIES AND SORORITIES

There are four social fraternities and seven social sororities at the College. The fraternities, with chapter houses, are Lambda Chi Alpha, Sigma Phi Epsilon, Tau Kappa Epsilon, and Theta Chi. Alpha Delta Epsilon fraternity does not have a house.

The sororities active on campus are Alpha Omicron Pi, Alpha Sigma Alpha, Chi Omega, Delta Gamma, Gamma Phi Beta, Sigma Kappa, and Zeta Tau Alpha.

INDEPENDENT STUDENTS ASSOCIATION

All students not affiliated with social fraternities and sororities are eligible for membership in the Independent Students Association.

Departmental Organizations

ACCOUNTING CLUB

Any student majoring in accounting and business administration who has completed a minimum of twelve quarter hours in accounting and is an associate member of the American Accounting Association is eligible for membership. The objective of the club is to stimulate and promote further interest in the field of accounting. Technical sessions are each month, and there is one social meeting each quarter.

ALPHA BETA ALPHA (LIBRARY)

Gamma Chapter of Alpha Beta Alpha, national undergraduate library science fraternity, is on the campus. Open to students pursuing the library science curriculum. Professional and alumni life memberships are also welcomed. Ten meetings, educational and social, are held during the year.

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COMMERCE CLUB

Any student majoring or minoring in Business is eligible for membership in the Commerce Club. A variety of social, educational, and professional meetings are planned by the students and held during the year.

FUTURE TEACHERS OF AMERICA

The Caleb Mills chapter of the Future Teachers of America was established on the campus in 1942. The organization is open to all future teachers on the campus.

INDIANA STUDENT EDUCATION ASSOCIATION

A chapter of the Indiana Student Education Association was organized in 1957. The organization is open to all future teachers on the campus.

INDUSTRIAL EDUCATION CLUB

Any student majoring in industrial education or who is interested in industrial education is eligible for membership in the Industrial Education Club. Regular meetings are usually scheduled every two weeks. A variety of social, educational, and professional meetings are planned by the students during the year.

THE IVAH RHYAN HOME ECONOMICS CLUB

Any student who is enrolled in home economics is eligible for active membership in the Home Economics Club. This club provides social, business, and professional experiences through the various aspects of club life. Meetings are usually scheduled every two weeks. This organization is affiliated with state and national home economics clubs.

MUSICAL ORGANIZATIONS

Music students will find a full array of musical organizations in which they may continue to play and sing, including the College Bands, the College Choirs, the College Orchestra, the Civic-Teachers College Symphony, and small ensembles. The above organizations are open to all students in the college who play and sing satisfactorily and are not restricted to music majors.

THE POETS CLUB

The Poets Club, sponsored by the English Department, encourages creative verse writing and enjoyment of poetry. It is open to all students, patrons (non-writers) as well as poets.

PRESS CLUB

Press Club is an organization for students interested in journalism. The club regularly publishes Blue Book, the student-faculty

directory. Press Club also sponsors the Page One Ball in the Winter Quarter and the traditional Razz Banquet.

SYCAMORE PLAYERS

Annually, Sycamore Players perform three major productions in the Sycamore Playhouse and also provide theatre training in the schedule of workshop productions (classic, original, and experimental one-acts in the Studio Theatre). The activities of the group also include three major productions with the local Children's Theatre which Lillian Masters directs.

OTHER DEPARTMENTAL ORGANIZATIONS

Accounting, Atheneum, Association for Childhood Education, Dolphin Club (Women's Swimming), Field and Stream, Forensic Club, "I" Men's Club (men's varsity athletic lettermen), Latin Club, Modern Language Club, Music Educators National Conference, Oral Interpretation Club, Perspective (art), Science Club, Social Studies Club, Square Dance Club, and Women's Recreation Association.

SERVICE ORGANIZATIONS

International Relations Club, Interfraternity Council, Panhellenic Council, Parsons Hall Senate, Veterans' Club, Women's Residence Hall Council, Young Democrats Club, and Young Republicans Club.

CHURCH ORGANIZATIONS

Campbell Christian Fellowship, Campus Religious Council, Canterbury Club, Christian Science Organization, E.U.B. Student Fellowship, Gamma Delta, Intervarsity Christian Fellowship, Lutheran Student Association, Newman Club, Roger Williams Fellowship, United Student Fellowship, Wesley Foundation, and Westminster Collegians.

Honor Societies

Outstanding work in the field of journalism at Indiana State Teachers College is recognized by election to Alpha Phi Gamma, only national coeducational journalism fraternity. The Alpha Kappa chapter was installed on the campus in 1938.

The Beta Lambda chapter of Alpha Phi Omega, men's national scouting fraternity, was installed at Indiana State in 1938. With approximately seventy chapters in the colleges and universities of the United States, Alpha Phi Omega is pledged to friendship, leadership, and service. Membership is determined by election, but the organization is primarily a service group rather than an honorary organization.

A chapter of **Blue Key National Honor Fraternity** was installed in 1939. It was an outgrowth of Xylem, men's service organization which was formed in 1938 after a general demand was voiced for such a group. Election to membership is based on a point system evaluating both extra-curricular activities and scholarship.

Epsilon Pi Tau is an international honorary professional fraternity for teachers in industrial education. Mu Chapter was installed at Indiana State in 1934. Eligibility is limited to junior and senior students with a high point-hour ratio. Candidates must show promise of achieving the fraternity's goals in technical skill, social efficiency, and the ability to do research.

Eta Sigma Phi, national classical honorary fraternity, was established on the campus in 1952 when Sigma Pi Rho, the national Latin honorary society which had been active on campus since 1940, merged with the classical fraternity. The organization is composed of students having a point-hour ratio of 3.00 or higher in Latin and a point-hour ratio of at least 2.40 in all subjects.

Kappa Delta Pi, national honor society in universities and colleges of high standing engaged in teacher training, has now more than one hundred chapters throughout the country. The Alpha Kappa chapter was established at Indiana State Teachers College in 1926. It is general in its scope. All junior and senior students of all departments are eligible for membership after the point-hour ratio requirement is met.

The Omega chapter of **Kappa Pi**, national honorary art fraternity, was established at the College in 1940. Membership is limited to worthy art clubs of colleges, universities, and art schools of good standing. All students above freshman rank with above average scholarship in art are eligible.

Lambda Psi Sigma is a campus honorary professional society in Special Education. Membership is open to students of superior academic standing who have completed enough courses in Special Education to be versed in the problem.

Omega Alpha Delta, campus honorary science fraternity, was founded in 1957 in order to afford recognition for outstanding students in the physical, biological, and earth sciences. Upperclassmen of superior scholastic achievement who have demonstrated an active interest in science are eligible for election by the membership.

Pamarista, honorary organization for upper-classwomen, was founded on the campus in 1937. The organization seeks 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.

Phi Mu Alpha Sinfonia of America, national music fraternity for men, installed Gamma Omega chapter here in 1947. Election is based on scholarship and outstanding performance ability.

Phi Sigma Iota, Romance Language Honor Society was established at Indiana State in 1955. To be eligible for membership students must have at least a B average in their entire college course as well as in all courses in Romance Languages. Its purpose is to stimulate advanced work and individual research in this field and to promote a sentiment of amity between our own nation and the nations using the language.

Pi Gamma Mu, national honor society in social studies, has approximately one hundred and forty chapters in the nation. The Delta Chapter was established at Indiana State in 1932. New members are initiated each term.

Pi Omega Pi, national business teachers honorary fraternity, aims to promote scholarship, leadership, and fellowship among business teachers. Chi Chapter was established at Indiana State Teachers College in 1932. It is one of the oldest of the active chapters in the United States. Requirements for membership in Pi Omega Pi are demonstrated leadership in school, a point-hour ratio of at least 3.00 in business and education subjects, and a point-hour ratio of 3.00 in all subjects.

Sigma Alpha Iota, national music fraternity for women, installed its Iota Eta chapter here in 1942. Election is based on scholarship and outstanding performance ability.

Theta Alpha Phi, national honorary dramatic fraternity, holds invitational membership for those students attaining recognition of especial merit in the field of drama. The chapter was established in 1935. **The Cue**, national magazine of the fraternity, is published at the College by the national editor, Lillian Masters.

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Scholarships, Awards and Aids

SCHOLARSHIPS

Approximately 100 scholarships are available in amounts ranging from \$50 to \$800 per year. In addition to the above scholarships, 184 State Scholarships covering the contingent fees are awarded each year to graduating seniors of Indiana high schools. Test results, class rank, recommendation from counselors or teachers, and financial need are items considered in making awards. **Complete scholarship information and scholarship bulletins may be secured from the Chairman of the Scholarship Committee.**

Scholarships available at Indiana State Teachers College are:

State Scholarships (184 scholarships awarded annually on competitive examination. Limit six per county.)

Indiana Soldiers' and Sailors' Children's Home Scholarships (Graduates of the Indiana Soldiers' and Sailors' Children's Home only.)

Sons and Daughters of Disabled Veterans Scholarships.

Merit Scholarships provided by McGregor endowment, College Foundation investment and friends of the college. (B or better high school scholastic average and interview required.)

Association for Childhood Education Scholarship provided by the State Association for Childhood Education.

Alumni Scholarships provided by the Alumni Association of Indiana State Teachers College.

Ben Becker Memorial Scholarships provided by Herman Becker, Becker Shoe Store, Terre Haute, Indiana. (One athletic.)

William H. Downs and Rachel Downs Memorial Scholarship provided by Miss Elsie Downs, Logansport, Indiana.

Mary Ellen Scholarship provided by Mrs. Raleigh W. Holmstedt, wife of the President of Indiana State Teachers College. (Sophomore at Indiana State.)

Caleb Mills Memorial Scholarship provided by Miss Helen Condit, Terre Haute, Indiana. (Senior at Indiana State)

Clara Rathfon Memorial Scholarship provided by an anonymous donor. (Cass County student preferred.)

William Tirey Memorial Scholarship provided by Dr. Ralph N. Tirey, president emeritus of Indiana State Teachers College.

Industrial Arts Scholarship provided by Don Coverstone, Contractor, Terre Haute, Indiana. (Graduates of Terre Haute City Schools.)

General Motors Scholarships provided by the General Motors Company.

State P. T. A. Scholarships provided by the Indiana Congress of Parents and Teachers. (Junior and senior college students only.)

Lions Club Scholarship provided by the Lions Club of Terre Haute. (Entering freshmen from Vigo County only.)

Weston-Wabash Foundation Scholarships provided by the Weston Paper and Manufacturing Company and Wabash Fibre Box Company. (Junior and/or senior college student majoring in business. Men only.)

Wehmeyer Memorial Scholarship provided by an endowment.

Women's Department Club Scholarship provided by the Women's Department Club of Terre Haute.

Athletic Scholarships:

All athletic scholarship applications should be made to Scholarship Committee.

Lon Lee Memorial Scholarship provided by Richard Lee, Lee School Supply, Terre Haute, Indiana.

Chapman J. Root Memorial Scholarships provided by Chapman S. Root, Coca-Cola Bottling Company, Terre Haute, Indiana.

"I" Men's Scholarships provided by the "I" Men's Club of Indiana State Teachers College.

National Literary Scholarships provided by the National Literary Association, Terre Haute, Indiana.

Sycamore Scholarships provided by the Model Milk & Ice Cream Company; Tribune-Star Publishing Company; Merchants Freight System, Inc.; Smith-Alsop Paint and Varnish Company; McMillan Sports, Inc.; Moore-Langen Printing Company; Mace Auto Service, Inc.; Terre Haute House; Walker Electric Supply Company; Newlin-Johnson Company, Inc.; Walter Bledsoe & Company; Dr. William Bannon; Dix, Dix, Patrick & Ratcliffe; Ideal-Fitzgerald Baking Company; Martin's Photo Shop; Kiwanis Club; Terre Haute Auto Dealers Association.

Terre Haute Jaycee Scholarships provided by Jaycees of Terre Haute, Indiana.

Indiana State Teachers College Foundation Scholarships (athletic) provided by an anonymous donor.

Varsity Club Scholarships provided by the Varsity Club, Terre Haute, Indiana.

Scholarships Awarded by the Donor are:

Altrusa Club Scholarship provided by the Altrusa Club of Terre Haute.

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Association for Childhood Education Scholarship provided by the Terre Haute Chapter of the Association for Childhood Education.

Campus Revue Scholarship provided by the Student Government Association from the proceeds of the Campus Revue.

Sally Dawson Science Scholarship provided by Mrs. Hope V. Higgins and friends, Terre Haute, Indiana. (Garfield High School student.)

Elks Scholarships provided by the Elks Lodge No. 86, Terre Haute, Indiana.

Garfield High School Scholarships provided by Garfield High School organizations, Terre Haute, Indiana.

Helen E. Reeve Memorial Scholarship provided by the Panhellenic Council of Indiana State Teachers College.

"I" Women's Scholarship provided by the "I" Women's Club of Indiana State Teachers College.

Modern Maids Scholarship provided by the Modern Maids Club, Terre Haute, Indiana.

National Secretaries Association Scholarship provided by the Heart of the Nation Chapter of the National Secretaries Association.

Ohio Oil Scholarships provided by the Ohio Oil Company.

Pamarista Scholarship provided by the Pamarista of Indiana State Teachers College.

Press Club Scholarship provided by the Press Club of Indiana State Teachers College.

Student Union Board Scholarship provided by the Student Union Board of Indiana State Teachers College.

Triad Scholarship provided by Zeta Chapter of Triad, Terre Haute, Indiana.

Tri-Kappa Scholarships provided by Tri-Kappa Sorority, Terre Haute, Indiana.

Women's Society of Christian Service Scholarship provided by the Society of Christian Service.

Gamma Phi Beta Scholarship provided by the Gamma Phi Beta Sorority, Terre Haute, Indiana.

Friends Educational Scholarship for Negroes provided by the Board of Directors of the Friends Educational Fund for Negroes.

Indiana Junior Classic League Scholarship provided by the Junior Classic League of Indiana.

GRADUATE ASSISTANTS — TEACHING FELLOWS

For information on graduate assistantships or teaching fellowships, see section in Graduate Division, pp. 59-60.

STUDENT LOAN FUNDS

Mark H. Williams, Supervisor

The 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 required that students have completed 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 Mark H. Williams, Dean of Men.

Women's Club Loan Funds. The women's clubs of the state have taken great interest in the students, and several of them have provided loan funds for the benefit of worthy women students.

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 women students to assist them in continuing their educational work.

Following is the list of clubs providing these loan funds: Clay County Federated Club; Community Service of Tolleston; Dunes Federated Club of Gary; Ella L. Grover Memorial Fund (Contributed by Associate Teachers); Greene County Federation of Clubs; Fifth District Federation; Harriett Ellen Johnson Memorial Fund (Contributed by Dr. and Mrs. W. A. Johnson and Women's Clubs); Lawrenceburg Review Club; Capt. Thomas C. Williams Circle of G. A. R., No. 56; Lowell Department Club; Lowell-Oakland Women's Club; Lowell Women's Club; Clay County Federation — Louise Klinger; Clay County Federation Marcella Robinson Fund; Mrs. Edwin N. Canine Fund (Fifth and Tenth Districts); Parke County Federation of Clubs; Putnam County Federation of Clubs; Second District Indiana Federation of Clubs; Third District Student Loan; Vermillion County Federated Clubs; Vermillion County Junior Clubs; Vigo County Federation of Clubs; Waveland Department Club; and Woman's Department Club of Terre Haute.

The Altrusa Club of Terre Haute has contributed \$50 to establish 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 contributed \$300.00 as a memorial in honor of their deceased members, namely Ella L. Grover, Mayme Henry, Sally Hughes, Kathryn LaHiff O'Donnell, Ivah M. Rhyan, and Mayme Gfroerer.

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Edna Louise Hyneman Memorial Loan. On January 23, 1939, Mr. and Mrs. Walter G. Hyneman of Terre Haute presented to the College \$50.00 for the purpose of founding in memory of their only child, a graduate of Indiana State Teachers College, "The Edna Louise Hyneman Memorial Loan Fund." On Honor Day, May 24, of the same year they added another \$50 to the fund, making a total of \$100. This fund is available to any worthy young woman student of Indiana State Teachers College, with satisfactory security, at the rate of three per cent annually. On May 24, 1949, another \$1000.00 was added.

Ivah Rhyan Alumni Association has created a student loan fund known as the Ivah Rhyan Student Loan Fund in the amount of \$250 which is available to any Indiana High School graduate who meets the requirements and is approved by the Ivah Rhyan Loan Committee.

James McGregor Endowment Fund. In addition to the \$1,000 to be distributed annually in scholarships in the manner described under the James McGregor Scholarships, the fund yields each year approximately \$700 which is set apart to be used as loans to students.

Applications for participation in the James McGregor Student Endowment Fund is made on a special form 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 bear interest at the rate of six per cent per annum from the date such funds were furnished until the date of payment if not paid within one year after graduation or withdrawal.

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 \$25,000 may not be needed for the purchasing of the memorial chimes and tablet. If this should be the case, they believe it is wise to establish a fund which shall be a living memorial, not only for 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 at 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 \$500. This amount shall become a part of the original Parsons-Sandison Living Memorial Fund."

This fund is increased from year to year by donations of the senior classes and contributions from the alumni.

Mrs. Harry Cole of Terre Haute has created a \$100 Loan Fund which is available at 3% interest per annum for any worthy woman student who has completed her sophomore year in good standing. The fund is known as the Anna Kidder Cole Fund.

The Terre Haute Typographical Union No. 76 has created a \$100 Loan Fund which is available to any worthy student who is the son or daughter of a member of the International Union or any recognized labor organization. This loan is to be known as "Typographical Union No. 76 Student Loan."

The Inez B. Tirey Loan Fund was created by the Class of 1941 in honor of Mrs. Inez B. Tirey, late wife of President Emeritus Ralph N. Tirey. The fund is available to any worthy student.

Vandivier Loan Fund. Dr. H. R. Vandivier of Terre Haute has contributed \$150 for the establishment of a loan fund.

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

The Caroline C. Welch Student Loan Fund was donated by one of Terre Haute's outstanding teachers. This fund is to be administered by the Trustees of the Student Loan. The amount of the bequest is \$1,000.

The V-12 Loan Fund was donated by the V-12 trainees of Indiana State Teachers College. The fund is in the form of war bonds. The value of the bonds at maturity will be \$176.75. This fund will be available for loans to V-12 trainees, their children, enlisted men and officers who served in the Navy in World War II.

Sigma Alpha Iota Grant In Aid. The Sigma Alpha Iota Chapter of Terre Haute offers \$100 to a worthy woman music student of outstanding ability and character, currently in school, who is in need of financial assistance.

The Pan-Hellenic Society of Terre Haute has created a fund available to women students of Indiana State Teachers College who have completed the freshman year in good standing. These loans are not to exceed \$75 per person. They are to be paid with interest at three per cent one year after date, but the notes may be renewed.

Alice Bundy Loan Fund. Alice Bundy, a graduate of Indiana State, has contributed \$1000 for the establishment of a Student Loan Fund.

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ACADEMIC AWARDS

Alpha Phi Gamma, national coeducational journalistic fraternity, awards a recognition key to the outstanding senior journalist who has been selected on the basis of his or her journalistic ability, attitude, participation in journalism activities, and contribution to furthering the field of journalism. The award is made on Honor Day and the name of the student receiving the award is engraved on a plaque which hangs in the publications room.

The **Association for Childhood Education Award** is given on Honor Day to a graduating senior selected by a committee appointed by the Elementary Department Club. The selection is based on the attitude and character of the student, scholarship and teaching ability, and contributions to the club and the College.

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 four years of residence work in Indiana State Teachers College. The prize is the annual income from \$500 given to the College by William C. Ball, for many years a member of the Board of Trustees.

The **Lillian Gay Berry Latin Awards** are granted annually from a fund established by Lillian Gay Berry, an alumna of Indiana State Teachers College, class of 1895, and Professor of Latin at Indiana University, 1902-1943.

These awards are presented annually to students preparing to teach Latin, who will have completed by the end of the academic year the Latin courses required respectively for Freshman, Sophomore, Junior, and Senior standing in Latin.

The awards are distributed as follows: Senior, \$25; Junior, \$20; Sophomore, \$15; Freshman, \$10, or in that proportion in the event of the reduction of dividends or interest upon the capital sum of the gift. In no case is this capital investment to be drawn upon.

The recipients of the awards are to be recommended to the Teachers College Administration by a committee of the entire Latin Department faculty on the basis of high qualities of character, scholarship, and leadership.

The **Blue Key National Honor Society Plaque** is awarded annually to a sophomore male student on a four-year course who has completed his second year of study with a scholastic index of 3.00 or above, and who, in the opinion of the Honor Society, has best demonstrated the attributes of character, service, scholarship, and leadership.

The **Harold Bright Distinguished Service Medal** is awarded each year at the spring concert of the Symphonic Band to the senior who has given the greatest service to the College through participation in the College Bands. The award was established and contributed

by the late Harold Bright, Director Emeritus of the College Bands, and is perpetuated in his honor.

The Florence M. Curtis Award for the outstanding graduating senior woman student majoring in physical education was established in honor of Miss Curtis who retired in 1957 as departmental head after thirty-three years of service. A plaque in the Women's Recreation Association Room will be engraved with the name of the recipient who will also receive a suitable memento. The recipient must be a well-balanced person of unquestionable moral integrity who has been active in varied campus activities, has maintained an acceptable scholarship record, and has strong physical education skills and teaching abilities. Selection is made by a committee including the Dean of Women, W.R.A. sponsor and a representative from each the freshman, junior, and sophomore classes.

The Foreign Language Department presents annually an award to a freshman majoring in Spanish for excellency in Spanish.

The Hines Memorial Medal is given each year on Honor Day 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, president of the College from 1921 to 1933, and is perpetuated in his honor.

The Industrial Education Medal is awarded annually on Honor Day to the student in the graduating class who has completed the special industrial education course or the comprehensive industrial education course and who has made the best record in college, and who shows greatest promise of success as a teacher of industrial education. The medal is contributed by Sylvan A. Yager of the Department of Industrial Education. The student is selected by the staff of this department, subject to the approval of the Dean of Instruction.

The Inter-Fraternity Council Senior Honor Award is presented annually on Honor Day to the outstanding graduating senior who is a member of a campus social fraternity. The winner is selected on the basis of scholarship, leadership, citizenship, extra-curricular activities, and value to the fraternity and the College.

The Ivah Rhyan Alumnae Association Award is given annually to the senior who is the most outstanding graduate in home economics. It is awarded on the basis of scholarship, participation in extra-curricular activities, personality, and professional zeal. A committee composed of the home economics faculty, the presidents of the Ivah Rhyan Home Economics Club and the Ivah Rhyan Alumnae Association, and committees of three from each of those organizations select the winner.

The Ivah Rhyan Home Economics Club Freshman Award is presented each year to the most outstanding freshman in Home Econ-

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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 forensic teams of the College. The medal is not to be awarded twice to the same person on the team. A committee consisting of the President of the College, the Dean of Men, and the debate 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.

The Journal of Business Education Award is given on Honor Day to the highest honor student in the senior class of Business Education.

The Kappa Pi Art Award is presented on Honor Day to a student on the basis of scholarship, personality, spirit of cooperation, helpfulness in all creative art activities, and participation in campus affairs in connection with art work.

The Lambda Psi Sigma Award is presented annually on Honor Day by the Special Education honorary fraternity. The award is made on the basis of scholarship, attitude toward special education, interest in the field, and other qualities which make good teachers.

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 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.

The Martha Royse French 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, which is \$25, had been donated annually for the past twenty-five years by the late Martha Royse, under the name of the French Club Prize. The prize is being continued in her memory and a permanent fund of \$1000 was established by her sister, Miss Ann Royse, now deceased, to maintain the fund.

The Music Medal is awarded annually to the student in the graduating class who has completed the four-year special music course and who has been rated highest by the faculty on musicianship, value to the band, orchestra, and chorus and in personality.

Each year Pamarista, women's honorary organization, presents an award to an outstanding freshman girl.

The Phi Mu Alpha Sinfonia Award is given on Honor Day to the freshman male music major who displays great musical and professional promise.

The Outstanding Senior Award of Gamma Omega Chapter of Phi Mu Alpha Sinfonia is made annually to the senior member of Phi Mu Alpha Sinfonia Fraternity of America, who, in the opinion of Gamma Omega Chapter, has made the greatest contribution to Sinfonia and to the musical activities of the campus.

The Pied Piper Award is given by the Poet's Club to any student demonstrating unusual originality, creative ability, and technical skill in the field of poetry.

Pi Gamma Mu gives annually a scholarship award in the form of a medal to the graduating senior with a major in social studies who has done the most in the promotion of the scholarship ideals of Pi Gamma Mu.

The Pi Omega Pi Award is made annually to the outstanding graduating senior of the Department of Business on the basis of scholarship, leadership, and attitude toward the College. Selection is made jointly by the students and faculty in the department. The winner's name is engraved on a plaque kept in the department and a Pi Omega Pi honor key is presented to the person selected.

The Press Club presents an award each year to the outstanding senior man and woman on the campus. The selection is based on leadership and participation in campus activities. Press Club also presents an award to the freshman who has shown outstanding ability and interest in the field of journalism through participation in campus publications.

The Reeves Nursing Award is made to a sophomore on the degree program in nursing who has a high rating on campus and in one of the Hospital Schools of Nursing.

The Hannah Schlueter Memorial Award is granted annually to that student in the graduating class who, during four years of residence work in Indiana State Teachers College, has achieved the best record as a major in the Department of Special Education. The recipient will be determined by the faculty of the Department and by the Dean of Women. This award is the annual income from \$1000 given to the College by Professor Joseph Schick in memory of his mother.

The Science Club Award is presented on Honor Day to a senior with a comprehensive major in science and who has a scholastic point-ratio of 3.0.

Senior Keys are awarded each year at the spring concert of the Symphonic Band to those students who have served the College through participation in the College Bands at least two quarters each year for four years.

Each year **Sigma Alpha Iota** gives an award to the student whom the fraternity selects as its most outstanding pledge.

The **Sigma Alpha Iota Honor Certificate** is awarded annually to the graduating senior in the chapter who has the highest scholastic average in all of her school work.

The **Social Science Award of Chi Omega** is offered annually to an outstanding girl who is finishing the second year or is in the third year of her college course. The award is \$25 and is presented on Honor Day. It is awarded on the basis of outstanding work in social science and philosophy. Chi Omega has authorized the departments of social science and philosophy to select the girl for the award.

The **State Radio Guild Award** is made annually to that senior man and woman of the State Radio Guild who have done most to further the radio education program of the College presented over radio station WBOW.

Student Council and Student Union Board Awards are presented on Honor Day for meritorious service to the College.

Each year **Theta Alpha Phi** chooses from among the graduating class members that student who throughout four years in the college has contributed most to the college dramatics program. The name of this student is engraved on the Theta Alpha Phi Honor Plaque which hangs in the Green Room of the Sycamore Playhouse.

The **Bill Tirey Art Award** is given annually by President Emeritus Ralph N. Tirey in memory of his late son William Ralph Tirey, who lost his life in World War II. The award is a check for \$25, presented on Honor Day to the student majoring in Art who has shown the greatest ability in the field of Art and who has shown the most constructive attitude toward life and education. The selection of the student will be made by a committee composed of two members of the Art Department and Dr. Tirey.

ATHLETIC AWARDS

The **Gillum Medal** is awarded annually on Honor Day to the senior who rates highest in scholarship, athletic ability, sportsmanship, and general worth to the College 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 Award** was originated by the late Wayne V. Bigwood, a loyal follower of athletic activities at Indiana State Teachers College, and is perpetuated in his memory by Bigwood Jewelers.

The **Bigwood Memorial Award** is an annual award offered in the

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Department of Physical Education for Women. For many years this award was presented by the late Wayne V. Bigwood of Bigwood Jewelers, and is now being perpetuated in his memory by Bigwood Jewelers.

The award is given to that student who is considered the best athlete by the vote of the general award committee. The recipient of the award must fulfill the requirements of the Women's Athletic Association for a monogram and a letter. The choice is based upon health, posture, technical skill, scholarship, sportsmanship, and cooperation—an athlete who will uphold the ideals of the Department of Physical Education.

The Bigwood Memorial Key is presented each year on Honor Day to the athlete who is deemed most worthy on the basis of athletics, scholarship, loyalty, and other factors in the make-up of a good athlete. The number of athletic letters won also is given some consideration. The winner of the trophy is decided by representatives of the physical education department.

The "I" Blanket is awarded at the annual "I" Men's breakfast meeting during commencement week to that sophomore, junior, or senior athlete, who, in the opinion of a committee of the Alumni "I" Men, has brought the most athletic honor to the College during the year.

The Maybelle Steeg Lammers Memorial Award is an annual award offered in the Department of Physical Education for Women. It has been given by the late Edward S. Lammers in memory of his wife, Maybelle Steeg Lammers, now deceased, who instituted the award. It is being continued by his sister, Miss Minnie B. Lammers. It is given to the junior or senior whose major is physical education. The winner 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.

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Department of Alumni Relations

Graduates and former students of Indiana State Teachers College located in all of the states of the Union and in several foreign countries are organized into the Indiana State Teachers College Alumni Association with several local county associations functioning in Indiana. At the present time there are about sixteen active regional groups. Most of these groups meet twice a year and college representatives attend. For the past several years a group has met in New York City yearly.

Participating members pay a one dollar (\$1) annual fee. Life membership in the association may be obtained by any graduate upon payment of twenty dollars (\$20) either as a lump sum or in four installments of five dollars (\$5) each. Affairs of the association are governed by the advisory council of 15 members and by a president and vice-president. The election for one-third of the advisory council and for the executive officers occurs in January, each year. The officers and Council hold two regular meetings each year, one on Founders Day and the other on Alumni-Senior Day. Other meetings may be called at the discretion of the President. Officers for the year 1958, along with the members of the advisory council are:

President, Lyman C. Foust, '35	District IV, Edwin J. Day, '52
Vice-President, Adelaide DeVaney, '33	District V, Ross Jackson, '42
District A, Lex V. Combs, '27	District VI, Glenn C. Skelton, '25
District B, Robert E. Green, '33	District VII, Marie Powell, '42
District C, Gertrude F. Soules, '25	District VIII, Eldon R. Crawford, '32
District D, Charles A. Bush, '37	District IX, Lee French, '41
District I, Joseph J. Dreven, '48	District X, Edna M. Tague, '41
District II, Charles J. Hopkins, '48	District XI, Dorothy E. Kandrak, '40
District III, Haskell B. Osborn, '38	Immediate Past President: Alexander Jardine, '26

An Alumni Office is maintained on the campus where a staff is engaged in keeping an up-to-date record of the former students of the school. The official publication of the office is entitled "Alumnitems" and is published six times a year. Through this source an effort is made to acquaint the alumni with campus events and the progress of the college. Feature columns list important events in the lives of former classmates.

Through other mailings from the office the various meetings on campus are announced, such as Founders Day, Alumni-Senior Day, Alumni Association Officers' meetings, the annual Club Officers' meeting, and class reunions. The purpose of this association is to promote a closer working relationship between the college and its graduates and former students for their mutual benefit.

THE COLLEGE BOARD

ALEXANDER M. BRACKEN, President
 JOHN D. ENNIS, Vice-President
 MRS. CARROLL E. ROACH, Secretary
 ROBERTS C. HILL, Assistant Secretary
 WILBUR YOUNG, Supt. of Public Instruction, Ex-officio

Muncie
 Terre Haute
 New Augusta
 Bruceville
 Indianapolis

THE COLLEGE FOUNDATION

FOSTER MILES, President	JOHN D. ENNIS
J. KENNETH MOULTON, Treasurer	CRAWFORD F. FAILEY
HERMAN BECKER	RALEIGH W. HOLMSTEDT
BENJAMIN BLUMBERG	MARSHALL T. HUBBARD
PAUL N. BOGART	ANTON HULMAN, JR.
W. N. COX, JR.	LEONARD MARSHALL
G. O. DIX	CHARLES NEWLIN
	RALPH N. TIREY

THE ADMINISTRATION

DR. RALEIGH W. HOLMSTEDT	President
DR. RICHARD E. THURSFIELD	Dean of Instruction
J. KENNETH MOULTON	Business Manager and Treasurer
DR. WAYNE E. SCHOMER	Coordinator, Public and Professional Services
PERMELIA ANDERSON	Assistant Director of Placement
RICHARD W. BARTON	Chief Accountant
H. KENNETH BLACK	Assistant Business Manager, Director of Purchasing
EDWARD F. BOCKO	Administrative Assistant to the President
HARRY M. BUCHHOLZ	Superintendent of Buildings and Grounds
DR. ELMER J. CLARK	Director of Graduate Studies
JAMES C. FARMER	Director of Alumni Relations
DR. JOHN M. GRINDROD	College Physician
CHARLES W. HARDAWAY	Director of Research and Testing
OTHA L. JOHNSON	Head Counselor, Parsons Hall
DR. LONZO JONES	Coordinator of Student Personnel Services
JOSEPH E. KISH	Director of Information Services
DR. HARLEY M. LAUTENSCHLAGER	Principal of Laboratory School
SAMUEL J. MARINO	Director of Libraries
MRS. EDNA McCOSH	Assistant Registrar
JERRY O'NEIL	Director of Student Union Building
JAMES H. RINGER	Registrar, Director of Admissions
CLETIS SHOUSE	Assistant Business Manager, Director of Housing
VILMER L. TATLOCK	Director of Extended Services
DR. FLORENCE M. THOMPSON	Dean of Women
MARK H. WILLIAMS	Dean of Men
MARGARET M. WILSON	Head Counselor, Women's Residence Hall
ROBERT J. WISEMAN	Assistant to Registrar, IBM Operations

DISTINGUISHED SERVICE

The following members of the faculty and administration have retired from active service after many years of loyal and distinguished service to the institution:

RALPH N. TIREY, President Emeritus of the College
 EDWARD L. ABELL, Professor Emeritus of Education
 HAZEL ARMSTRONG, Librarian Emeritus
 MINNIE W. BOGARDUS, Professor Emeritus of Social Studies

FRED E. BRENGLE, Professor Emeritus of History
CHARLOTTE S. BURFORD, Dean of Women Emeritus
MERIBAH CLARK, Associate Professor Emeritus of Social Studies
FLORENCE M. CURTIS, Professor Emeritus of Physical Education for Women
CARABELLE G. DICKEY, Emeritus Reference Librarian
HARRY E. ELDER, Registrar Emeritus
BERTHA W. FITZSIMMONS, Associate Professor Emeritus of Education
EDWARD M. GIFFORD, Associate Professor Emeritus of English
DAVID A. GLASCOCK, Professor Emeritus of Physical Education for Men
FAY GRIFFITH, Associate Professor Emeritus of Education
WESLEY HARRIS, Instructor Emeritus of Mining
SARA KING HARVEY, Professor Emeritus of English
JOY M. LACEY, Professor Emeritus of Education
MERIT LEES LAUBACH, Professor Emeritus of Industrial Education
ARTHUR LUEHRING, Professor Emeritus of Industrial Education
JAMES F. MACKELL, Professor Emeritus of Physics
CLEMENT T. MALAN, Professor Emeritus of Political Science
GEORGE McCARTY, Professor Emeritus of Speech
VICTOR C. MILLER, Professor Emeritus of English
FLORENCE I. MIRICK, Dietitian Emeritus
WALDO F. MITCHELL, Professor Emeritus of Social Studies
INEZ MORRIS, Associate Professor Emeritus of Mathematics
BESSIE NOYES, Professor Emeritus of Physiology
HAZEL T. PFENNIG, Professor Emeritus of English
HELEN PRICE, Associate Professor Emeritus of Elementary Education
EARL E. RAMSEY, Professor Emeritus of Education
RAYMOND J. REECE, Associate Professor Emeritus of History
HELEN E. REEVE, Dean of Women Emeritus
JUNE REYNERSON, Professor Emeritus of Art
CHARLES ROLL, Professor Emeritus of History
JOHN R. SHANNON, Professor Emeritus of Education
GERALDINE SHONTZ, Assistant Professor Emeritus of Science
ROSE SMALL, Assistant Professor Emeritus of English
FLORA SMITH, Associate Professor Emeritus of Elementary Education
LOWELL MASON TILSON, Professor Emeritus of Music
JOHN C. TRANBARGER, Associate Professor Emeritus of Industrial Education
WILLIAM T. TURMAN, Professor Emeritus of Art
HARRY V. WANN, Professor Emeritus of French
ERNEST L. WELBORN, Professor Emeritus of Education
HELEN WOOD, Associate Professor Emeritus of Business
WALTER H. WOODROW, Assistant Professor Emeritus of Science

Muncie
 Terre Haute
 New Augusta
 Brownsville
 Indianapolis

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 and Treasurer
 Professional Services
 of Placement
 Chief Accountant
 of Purchasing
 to the President
 and Grounds
 Graduate Studies
 Alumni Relations
 College Physician
 Arch and Testing
 Dr. Parsons Hall
 Personnel Services
 Extension Services
 Laboratory School
 Director of Libraries
 Student Registrar
 Union Building
 of Admissions
 Director of Housing
 Extended Services
 Dean of Women
 Dean of Men
 Residence Hall
 BM Operations

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Studies

THE FACULTY*

- RALEIGH W. HOLMSTEDT, A.B.,** Hastings College; M.A., Ph.D., Columbia University.
President of the College, 1953.
- RICHARD E. THURSFIELD, A.B.,** Dartmouth College; M.A., Ph.D., Columbia University.
Dean of Instruction and Professor of History, 1955.
- LONZO JONES, A.B., M.A., Ph.D.,** State University of Iowa.
Coordinator of Student Personnel Services and Professor of Psychology, 1946.
- RUSSELL W. ADAMS, B.S.,** Indiana State Teachers College; M.S., Purdue University.
Associate Professor of Trades and Industries, 1956.
- OTIS J. AGGERTT, B.Ed.,** Western Illinois State College; M.A., University of Illinois; Michigan State University.
Associate Professor of Speech, 1956.
- RALPH M. ALBAUGH, Asbury College; A.B.,** Miami University (Ohio); Oberlin College; M.A., Miami University; Ph.D., Ohio State University.
Assistant Professor of English, 1957.
- WILLIAM P. ALLYN, B.S., M.S.,** Purdue University; Ph.D., University of Wisconsin.
Professor of Zoology, 1924.
- V. DEWEY ANNAKIN, A.B.,** DePauw University; M.A., University of Wisconsin; Ph.D., Ohio State University.
Professor of Sociology, 1926.
- CLOYD ANTHONY, A.B.,** Indiana State Teachers College; M.A., Ph.D., Indiana University.
Chairman, Department of Social Studies, and Professor of Sociology, 1945.
- WILLIAM S. ASHBROOK, JR., A.B.,** University of Pennsylvania; M.A., Harvard University; Harvard University.
Assistant Professor of English, 1955.
- MARY ALICE SHAW BANKS, B.S.,** Butler University; M.S., Indiana State Teachers College; University of Chicago.
Assistant Professor of Home Economics, 1940.
- VIVIEN BARD, B.M.,** DePauw University; M.M., American Conservatory of Music.
Assistant Professor of Music, 1940.
- JAMES BARNES, A.B.,** Oakland City College; M.A., Indiana State Teachers College; University of California at Los Angeles; Indiana State Teachers College; Indiana University.
Associate Professor of Music, 1948.
- BONNIE LETSINGER BARRICK, B.S.,** Indiana State Teachers College; M.A., University of Missouri; Columbia University; Purdue University.
District Supervisor of Home Economics Education and Associate Professor of Home Economics, 1948.
- HARRY T. BARRICK, B.S.,** Indiana State Teachers College; M.S., Indiana University; Indiana University.
Associate Professor of Industrial Education, 1946.
- JAMES R. BASH, A.B., M.A.,** Indiana State Teachers College; Medill School of Journalism; Northwestern University; Ph.D., University of Illinois.
Professor of English, 1946.

*Faculty Committees are announced in Faculty Bulletins which are published by the Office of the Dean of Instruction.

- J. RICHARD BECKER, B.S.**, Bowling Green State University; M.S., Indiana State Teachers College.
Assistant Professor of Business, 1956.
- MARVIN R. BELL, B.S., M.A.**, Indiana State Teachers College; Indiana University.
Assistant Professor of Elementary Science, 1943.
- CARL E. BICKLEY, B.S.**, Indiana State Teachers College; M.S., Indiana University.
Instructor in Physical Education for Men and Social Studies, 1955.
- HOWARD BLACK, B.S., M.S.**, Indiana State Teachers College; Michigan State University.
Assistant Professor of Physics, 1954.
- EDWARD F. BOCKO, B.S.E.**, State Teachers (Salem, Mass.) College; Boston University; M.S., Oklahoma State University; Indiana University.
Administrative Assistant to the President of the College and Assistant Professor of Business, 1954.
- LUCIA KELLER BOLT, B.S.M.**, DePauw University; M.A., Northwestern University.
Assistant Professor of Speech, 1946.
- QUENTIN B. BONE, A.B., M.A., Ph.D.**, University of Illinois.
Assistant Professor of History, 1955.
- JOHN A. BOYD, A.B.**, DePauw University; M.A., Indiana University; Indiana University.
Associate Professor of English and Journalism, 1952.
- JAMES R. BOYLE, B.S., M.S.**, Indiana State Teachers College; University of Michigan.
Assistant Professor of Speech, 1948.
- VACHEL E. BREIDENBAUGH, B.S.**, Indiana State Teachers College; M.S., Indiana University; Indiana University.
Associate Professor of Business, 1939.
- WILLIAM J. BRETT, B.S.**, Northern Illinois State College; M.S., Miami University; Ph.D., Northwestern University.
Associate Professor of Biology, 1956.
- WENONAH GOSHORN BREWER, B.S., M.S.**, Indiana State Teachers College; Ed.D., Indiana University.
Professor of Education and General Supervisor of Teaching on Secondary Level, 1939.
- PETER E. BRUNING**, Baccalaureat Degree, Montessori Lyceum; Candidate of Letters, Amsterdam University; Doctor of Letters, Amsterdam University.
Associate Professor of German, 1956.
- GALEN W. BULL, A.B., B.S.**, Kansas State Teachers College; M.Ed., Ed.D., University of Missouri.
Assistant Professor of Physics and Chemistry, 1954.
- CELESTE BURGESSON**, University of Washington; B.S., University of Minnesota; M.S., Pennsylvania State College; University of Minnesota; Columbia University; Indiana State Teachers College.
Assistant Professor of Home Economics and Director of Home Management House, 1944.
- ADELORD J. CANTIN, B.S.**, Teachers College of Connecticut (New Britain); M.S., University of Iowa.
Acting Instructor of Geography, 1957.
- ANNA L. CARLE, B.S., M.S.**, Indiana State Teachers College; Northwestern University.
Acting Instructor of Elementary Education, 1935.

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- JOSEPH T. CASTAGNO, A.B., University of Kansas City; M.A., University of California at Los Angeles, University of Michigan.
Assistant Professor of Romance Languages, 1954.
- ELMER S. CIANCONE, B.S., Northern Illinois State College; M.S., University of Illinois.
Assistant Professor of Industrial Education, 1956.
- ELMER J. CLARK, A.B., M.A., Ph.D., University of Michigan.
Director of Graduate Studies and Professor of Education, 1949.
- JACOB E. COBB, A.B., University of North Carolina; M.A., Duke University; Ph.D., George Peabody College for Teachers.
Professor of Education and Psychology, 1946.
- OLGA ANDREWS COMBS, B.S., M.S., Indiana State Teachers College.
Acting Instructor of Elementary Education, 1935.
- JOHN O. CONAWAY, B.S., Indiana State Teachers College; M.A., Columbia University; Purdue University; Indiana University.
Associate Professor of Industrial Education, 1957.
- WOODROW W. CREASON, A.B., Western Michigan College of Education; M.A., University of Michigan; University of Michigan.
Assistant Professor of Economics, 1956.
- SHERMAN F. DALLAS, A.B., Ohio Northern University; M.A., Ph.D., Indiana University.
Assistant Professor of Economics, 1955.
- HARRIET DRISKELL DARROW, B.S., Indiana State Teachers College.
Instructor in Elementary Education, 1955.
- MARY ELOISE DETRICK, B.S., Indiana State Teachers College; University of Colorado; M.S., Indiana State Teachers College.
Instructor in Elementary Education, 1957.
- AGNES C. DODDS, B.S., M.S., Indiana State Teachers College; Ed.D., Indiana University; George Peabody College for Teachers; Purdue University; Columbia University.
Assistant Professor of Elementary Education, 1952.
- ARTHUR E. DOWELL, B.S., M.S., Indiana State Teachers College; University of Chicago.
Assistant Professor of Government, 1957.
- ROBERT R. DRUMMOND, B.S., Indiana State Teachers College; M.S., University of Illinois; Ph.D., Northwestern University; Indiana University; University of Wisconsin.
Professor of Geography and Geology, 1946.
- JOSEPH T. DUNCAN, B.S., Indiana State Teachers College.
Acting Instructor of Speech, 1956.
- BRAXTON H. DUVALL, B.S., Eastern Kentucky State College; M.S., Indiana State Teachers College; Indiana University.
Instructor in Industrial Education, 1956.
- EUGENE I. DYCHE, A.B., Oklahoma City University; M.A., University of Oklahoma; Ph.D., University of Southern California.
Associate Professor of Philosophy, 1946.
- RUBY JANE EAST, A.B., Southern Methodist University; M.A., University of Wisconsin.
Associate Professor of Physical Education for Women, 1927.
- GEORGE J. EBERHART, B.S., M.S., Indiana University; Ph.D., Ohio State University.
Professor of Business, 1936.

- LAWRENCE E. EBERLY, A.B.**, University of Utah; M.A., Columbia University; Ph.D., State University of Iowa.
Professor of Music, 1931.
- HELEN EDERLE, A.B.**, Indiana State Teachers College; M.A., University of Illinois; Stanford University.
Associate Professor of Education and Psychology, 1923.
- CHARLES W. ENGELLAND, B.S.**, Kansas State College; M.A., Ph.D., State University of Iowa.
Associate Professor of Social Studies, 1954.
- GERTRUDE N. EWING, A.B., M.A.**, Indiana State Teachers College; Indiana University; University of Wisconsin; College of William and Mary; Tuft University.
Associate Professor of Latin, 1931.
- SETH FARLEY**, Western State College (Kentucky); B.S., Murray State College; University of Kentucky; Evansville College; M.S., Indiana University.
Assistant Professor of Education, 1957.
- RONALD J. FARMER, A.B.**, University of Kansas City; M.A., Kansas City Art Institute; Pennsylvania State University; University of Texas.
Assistant Professor of Art, 1956.
- CHARLES A. FAUSET, A.B., M.A.**, Indiana State Teachers College; Ed.D., Indiana University.
Associate Professor of Psychology, 1957.
- EDMUND A. FORD, A.B.**, Central College, Fayette, Missouri; M.Ed., Ed.D., University of Missouri.
Assistant Principal, Laboratory School; Associate Professor of English and Social Studies, 1953.
- ELEANOR FORSYTHE, B.S.**, Indiana State Teachers College; M.A., New York University; Indiana State Teachers College; New York University.
Assistant Professor of Physical Education for Women, 1941.
- ELIZABETH J. FOSTER, B.S., M.S., Ed.D.**, Indiana University; John Herron Art School; Art Institute of Chicago; Cambridge University, England.
Associate Professor of Art, 1950.
- PAUL C. FOWLER, A.B.**, Nebraska State Teachers College; M.A., University of Colorado; University of Illinois; Indiana University.
Assistant Professor of Government, 1957.
- ALBERT J. FYFFE, A.B., M.A.**, University of Toronto; Oxford University; Ph.D., University of Chicago.
Assistant Professor of English, 1957.
- WARREN H. GARDINER, B.S., M.S.**, Indiana State Teachers College; Indiana State Teachers College.
Assistant Professor of Business, 1956.
- JAMES E. GARTHWAITE, B.S.**, Indiana State Teachers College; M.A. in Art Education, Pennsylvania State University.
Assistant Professor of Art, 1956.
- RICHARD H. GEMMECKE, B.S.**, Indiana State Teachers College; M.A., Ph.D. Indiana University; University of Wisconsin; University of Chicago.
Associate Professor of History, 1948.
- HOWARD H. GILLASPIE**, University of Nebraska; University of Arizona; B.S., M.S., University of Wisconsin; University of Wisconsin; Indiana University.
Assistant Professor of Education, 1957.
- MARGARET M. GILLUM, A.B.**, Indiana State Teachers College; M.A., Columbia University; Columbia University; University of California.
Associate Professor of English, 1928.

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- GEORGE M. GRAESCH, B.S., M.S., Indiana State Teachers College; Indiana University.
Assistant Professor of Music, 1953.
- JOSEPH A. GREMELSPACHER, A.B., Butler University; B.M., Arthur Jordan Conservatory of Music; M.A., Indiana State Teachers College.
Professor of Music, 1939.
- JAMES LEE GUERNSEY, University of Pittsburgh; B.S., Indiana State Teachers College; M.A., Indiana University; Ph.D., Northwestern University.
Associate Professor of Geography, 1957.
- HOWARD D. HAMILTON, B.S., Purdue University; Ph.D., University of Illinois; Syracuse University.
Assistant Professor of Government, 1955.
- MARY THOMAS HAMRICK, B.S., M.S., Indiana State Teachers College.
Instructor of Elementary Education, 1955.
- JERRY JAMES HANKINS, B.S., Indiana State Teachers College.
Acting Instructor of Social Studies, 1957.
- CHARLES W. HARDAWAY, A.B., Wabash College; M.A., Indiana State Teachers College; Indiana University.
Director of Research and Testing and Assistant Professor of Education, 1946.
- ROBERT W. HARRINGTON, B.S., Illinois State Normal University; M.A., Ph.D., University of Iowa.
Associate Professor of Business, 1956.
- ELIZABETH ANN HARRISON, B.S., M.S., Indiana State Teachers College.
Assistant Professor of Elementary Education, 1957.
- BERYL LEE HAYNES, B.S., West Virginia Institute of Technology; M.Ed., Pennsylvania State University.
Assistant Professor of Industrial Education and Director of Printing, 1956.
- NOAH C. HELLER, A.B., B.S., Central Missouri State Teachers College; M.A., M.Ed., University of Missouri; University of Missouri.
Associate Professor of Science Education, 1947.
- EUGENE L. HERBST, University of Missouri; B.S., M.S., Indiana State Teachers College.
Assistant Professor of Chemistry, 1957.
- ARTHUR D. HILL, B.S., M.S., Indiana State Teachers College.
Chairman, Department of Music, and Professor of Music, 1935.
- ROBERT L. HOLLAR, B.S., Manchester College; M.S., Indiana University.
Assistant Professor of Physical Education for Men, 1950.
- JOHN C. HOOK, B.S., Teachers College of Connecticut; M.A., Ph.D., State University of Iowa.
Assistant Professor of Geography, 1956.
- WILLIAM B. HOPP, B.S., Indiana State Teachers College; M.S., Ph.D., Purdue University.
Assistant Professor of Zoology, 1955.
- ROBERT E. HOSKINSON, B.S., Bowling Green State University; M.A., Ohio State University; Ohio State University.
Assistant Professor of Business, 1956.
- MARJORIE NELL HUGHES, B.S., Indiana State Teachers College; Ball State Teachers College; Indiana State Teachers College.
Instructor in Elementary Physical Education, 1957.
- FLORISE HUNSUCKER, Indiana State Teachers College; Ph.B., University of Chicago; M.A., Columbia University.
Associate Professor of Social Studies, 1919.

- ROY O. HUNTER, B.S., M.S., Indiana State Teachers College.
Associate Professor of Business, 1940.
- HILMER E. JACOBSON, B.S., University of Tennessee; B.M.Ed., M.M.Ed.,
Vandercook College of Music.
Associate Professor of Music, 1954.
- OLIS G. JAMISON, B.S., M.S., Indiana State Teachers College; Ed.D.,
Stanford University.
Chairman, Department of Education, Coordinator of Professional Educa-
tion and Laboratory Experiences, and Professor of Education, 1928.
- OLA ANICE JERRY, B.S., M.S., Indiana State Teachers College; University
of Illinois.
Assistant Professor of English, 1946.
- MARY JANE JOHN, B.S., Indiana Central College; M.S., Indiana State
Teachers College.
Acting Instructor of English, 1957.
- DAVID F. JOHNSON, A.B., Wabash College; M.S., Ph.D., New York Uni-
versity.
Professor of Biology, 1938.
- NORMA JEAN JOHNSON, B.S., M.S., Indiana University.
Instructor in Physical Education for Women, 1956.
- WILLIAM JONES, A.B., Ohio Wesleyan University; M.S., Indiana State
Teachers College.
Assistant Professor of Physical Education for Men and Football Coach,
1957.
- EDWARD T. JORDAN, Inter. B.A., St. Mary's Teachers College, London,
England; 2nd Class Honors, B.A., Psychology, Birkbeck College, Uni-
versity of London; Licentiate, College of Speech Therapists, England;
Purdue University.
Associate Professor of Special Education, 1947.
- ROBERT LEO KELLEMS, Evansville College; B.S., M.S., Indiana State Teach-
ers College; Valparaiso Technical Institute.
Instructor in Mathematics, 1957.
- CAROLINE STEIN KELSO, Indiana University; B.S., Indiana State Teachers
College; M.A., Columbia University.
Assistant Professor of Home Economics, 1937.
- WILLIAM G. KESSEL, A.B., Franklin College; M.A., Indiana State Teachers
College; M.S., Purdue University; Indiana University.
Associate Professor of Chemistry, 1946.
- ARTHUR F. KLINE, A.B., Ball State Teachers College; Indiana University.
Assistant Professor of Sociology, 1955.
- DUANE M. KLUEH, B.S., M.S., Indiana State Teachers College; University
of North Carolina.
Assistant Professor of Physical Education for Men and Basketball Coach,
1955.
- HUBERT E. KNEPPRATH, A.B., Yankton College; University of Colorado;
M.A., University of South Dakota; University of Wisconsin.
Instructor in Speech, 1957.
- G. DAVID KOCH, A.B., Nebraska State Teachers College (Wayne); University
of Colorado; M.A., Ph.D., University of Nebraska.
Chairman, Department of Science, and Professor of Geography, 1939.
- CLARENCE A. KRAFT, B.S., M.S., University of Illinois; M.S., Purdue Uni-
versity; Purdue University.
Associate Professor of Sociology, 1946.

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- RUTHETTA I. KRAUSE, B.S., Fort Hays, Kansas State College; M.S., University of Denver; New York University.
Associate Professor of Business, 1947.
- JAMES E. LANE, B.S., Indiana State Teachers College; Indiana University.
Assistant Professor of Business, 1957.
- RALPH G. LANTZ, A.B., M.Ed., Pennsylvania State University; Teachers College, Columbia University.
Assistant Professor of Education and Supervisor of Teaching on the Secondary Level, 1956.
- JOHN J. LASKA, B.A.E., Art Institute of Chicago; M.Ed., University of Illinois; Roosevelt College; University of Chicago.
Assistant Professor of Art, 1955.
- HARLEY M. LAUTENSCHLAGER, B.S., M.S., Indiana State Teachers College; Ed.D., Indiana University.
Principal of Laboratory School and Professor of Education, 1955.
- ANNE MAROLD LEE, B.S., University of Minnesota; M.S., Michigan State College; Iowa State College; Washington State College; University of Utah.
Chairman, Department of Home Economics, and Professor of Home Economics, 1930.
- EDITH LEHEW, B.S., University of Missouri; University of Chicago; B.S., Prince School of Retailing; M.S., Iowa State College; University of Minnesota; Colorado A. & M. College.
Assistant Professor of Home Economics, 1945.
- FRANK W. LIDRAL, B.S., Milwaukee State Teachers College; M.Mus., Northwestern University; Ph.D., Eastman School of Music of the University of Rochester.
Associate Professor of Music, 1956.
- JAMES F. LIGHT, A.B., M.A., University of Chicago; Ph.D., Syracuse University.
Assistant Professor of English, 1956.
- JOHN L. LONGFELLOW, B.S., Manchester College; M.A., Indiana State Teachers College; University of Illinois; Indiana University; Shurtliff College; University of Notre Dame; Indiana State Teachers College.
Associate Professor of Physical Education for Men and Director of Athletics, 1948.
- THOMAS MAKOSKY, B.S., M.S., Indiana State Teachers College.
Instructor in Art, 1955.
- MARGUERITE MALM, B.S., M.A., University of Minnesota; Ed.D., Teachers College, Columbia University.
Professor of Psychology, 1945.
- SAMUEL J. MARINO, A.B., B.S.L.S., M.A., Louisiana State University; A.M.L.S., University of Michigan; University of Michigan.
Director of Libraries and Chairman, Department of Library Science, 1954.
- WALTER E. MARKS, Ph.B., University of Chicago; M.A., Ed.D., Indiana University.
Chairman, Department of Physical Education for Men, and Professor of Physical Education for Men, 1927.
- ROBERT W. MASTERS, A.B., M.A., Indiana University; Ph.D., Northwestern University.
Professor of Speech and Director of Dramatics, 1934.
- MARY REID McBETH, A.B., Indiana State Teachers College; M.A., Columbia University; Columbia University; Indiana University.
Professor of English, 1922.

- NELLE M. McCALLA, A.B.**, Bryson College; B.S.L.S., George Peabody College for Teachers; University of Chicago; M.S., Columbia University. Associate Professor of Library Science and Field Consultant for School Libraries, 1943.
- RICHARD F. McDAID, B.S.**, St. John's College; M.A., University of Michigan; University of Michigan. Associate Professor of Mathematics, 1935.
- MARJORIE C. McDANIEL, B.S., M.S.**, University of Houston; Louisiana Polytechnic Institute; University of Illinois; Indiana State Teachers College; Ph.D., Indiana University. Associate Professor of Elementary Education, 1952.
- RUSSELL P. McDOUGAL, B.S.**, Western Michigan College of Education; M.A., University of Michigan; Indiana University. Associate Professor of Education and Director of Audio-Visual Education, 1944.
- HELEN McGAUGHEY, A.B.**, DePauw University; M.A., Middlebury College; Indiana University; DePauw University; Indiana State Teachers College. Associate Professor of English, 1946.
- EARLE R. MELENDY, B.S., M.M.**, Wayne University; Indiana University; Ed.D., University of Virginia. Assistant Professor of Music, 1957.
- GERTRUDE MEYER, B.M.**, School of Music, McPhail University; M.S., Indiana State Teachers College. Assistant Professor of Music, 1946.
- ROBERT H. MEYNE, A.B.**, Hanover College; M.S., Indiana University. Assistant Professor of Physical Education for Men and Assistant Coach, 1957.
- TONY C. MILAZZO, B.S.**, Indiana State Teachers College; Indiana State Teachers College. Instructor in Special Education, 1956.
- RALPH G. MILLER, B.S., M.S.**, Indiana State Teachers College; Cincinnati Conservatory of Music; Cincinnati University. Assistant Professor of Music, 1943.
- RAYMOND A. MILLER, A.B., Ph.M., Ph.D.**, University of Wisconsin. Assistant Professor of English, 1956.
- VIRGINIA WHITE MITCHELL, B.S., M.S.**, Indiana State Teachers College. Instructor in Elementary Education, 1955.
- DEWEY J. MOORE, B.S., M.S.**, Indiana State Teachers College. Instructor in Special Education, 1953.
- VESPER D. MOORE, B.S., M.S.**, Indiana State Teachers College; Ed.D., University of Michigan. Professor of Mathematics, 1946.
- CLARENCE M. MORGAN, A.B.**, DePauw University; M.A., Indiana State Teachers College; Ed.D., Indiana University. Chairman, Department of Speech, Professor of Speech, and Director of Radio and Television, 1930.
- BERRY E. MORTON, A.B., M.Ed.**, Central College, Fayette, Missouri; Ed.D., University of Missouri. Associate Professor of Industrial Education, 1950.
- RICHARD D. MULLEN, A.B.**, University of Alabama; M.A., University of Mississippi; Ph.D., University of Chicago. Assistant Professor of English, 1956.

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- PAUL F. MUSE, B.S., Ohio University; M.A., Ph.D., Ohio State University. Chairman, Department of Business, and Professor of Business, 1947.
- RUTH BUTTS NEES, B.S., Northwestern University; M.S., Indiana State Teachers College; University of Southern California; Northwestern University of Speech. Assistant Professor of Speech, 1946.
- LEONE L. ORNER, B.S., Oklahoma State University; M.A., Columbia University; Ph.D., Oklahoma State University. Associate Professor of Business, 1956.
- KENNETH N. ORR, B.S., M.S., Indiana State Teachers College. Assistant Professor of Special Education and Clinic Supervisor, 1950.
- HELEN PATTON, A.B., M.S., Indiana State Teachers College. Assistant Professor of Special Education, 1947.
- MARTHA PEARMAN, B.S., Indiana State Teachers College; M.M., Northwestern University. Assistant Professor of Music, 1950.
- MARY ALFERT PETERS, French College (Greece); Greek State College (Greece); A.B., M.A., Indiana State Teachers College; Western Reserve University; Mills College; University of Chicago; Indiana University. Chairman, Department of Foreign Languages, and Professor of French, 1929.
- VIOLA PETERSON, B.M., Eastman School of Music of the University of Rochester; A.B., F. A. Mather College in Cleveland; M.A. in Music Education, Western Reserve University in Cleveland. Assistant Professor of Music, 1956.
- ELMER J. PORTER, A.B., Art Institute of Chicago; M.A., Ohio State University; University of Cincinnati; University of San Carlos (Guatemala), University of Colorado. Chairman, Department of Art, and Professor of Art, 1946.
- RUTHERFORD B. PORTER, B.S., Allegheny College; M.Ed., University of Pittsburgh; Ed.D., Pennsylvania State College. Chairman, Department of Special Education, Professor of Special Education, and Director of Special Education Clinic, 1948.
- DONALD L. POUND, B.S., Indiana State Teachers College; M.S., Purdue University; University of Notre Dame. Associate Professor of Trades and Industries, 1953.
- LOUISE F. POUND, B.S., Indiana State Teachers College; M.A., University of Iowa; New York University. Assistant Professor of Physical Education and Health for Women, 1946.
- MAX A. PROFFITT, A.B., Centre College; M.S., Ph.D., University of Michigan. Assistant Professor of Biology, 1956.
- JOHN T. REED, A.B., Indiana University; M.A., Ph.D., Northwestern University. Assistant Professor of English, 1956.
- MADOLON WALTON REEVES, A.B., Indiana University; R.N., Diploma in Nursing, Presbyterian Hospital School of Nursing, Chicago; University of Chicago. Director of Nursing Education and Assistant Professor of Nursing, 1952.
- GLADYS M. ROHRIG, A.B., DePauw University; M.A., Northwestern University; Ph.D., Ohio State University. Associate Professor of Speech, 1947.
- RICHARD B. ROSEWALL, B.S., M.Ed., University of Minnesota; University of Minnesota. Assistant Professor of Music, 1956.

- MARGARET L. ROWE, A.B., Evansville College; M.A., Northwestern University; Indiana State Teachers College; Ed.D., Indiana University. Associate Professor of Special Education, 1948.
- RUTH J. RUNKE, A.B., University of Iowa; M.A., Northwestern University; Ed.D., Indiana University. Professor of Education, 1954.
- DONALD J. SAVAGE, A.B., Hamline University; M.A., Ph.D., University of Minnesota. Assistant Professor of Speech, 1955.
- DONALD B. SCHEICK, A.B., Indiana Central College; M.A., Ph.D., Indiana University. Professor of History, 1946.
- JOSEPH S. SCHICK, A.B., University of Iowa; M.A., Ph.D., University of Chicago. Professor of English, 1946.
- THEODORE P. SCHILB, A.B., M.S., University of Louisville. Acting Instructor of Physics, 1958.
- WAYNE E. SCHOMER, B.S., Indiana State Teachers College; M.S., Ed.D., Indiana University. Coordinator of Public and Professional Services, and Professor of Education, 1937.
- PAUL E. SELGE, B.S., M.S., Indiana State Teachers College. Assistant Professor of Physical Education for Men and Assistant Coach, 1947.
- ROBERT D. SELTZER, A.B., M.S., University of Pennsylvania; University of Pennsylvania; University of Southern California; University of Colorado; Temple University; University of Michigan; Ph.D., Indiana University. Associate Professor of Government, 1949.
- DONALD M. SHARPE, A.B., Monmouth College; M.A., University of Chicago; Ed.M., Ed.D., University of Illinois. Director of Laboratory Experiences on Secondary Level and Professor of Education, 1949.
- OTTO J. SHIPLA, B.S., M.S., Ph.D., University of Wisconsin. Assistant Professor of Education and Supervisor of Teaching on the Elementary Level, 1956.
- WALTER O. SHRINER, A.B., Indiana State Teachers College; M.A., Ph.D., University of Michigan. Chairman, Department of Mathematics, and Professor of Mathematics, 1928.
- BENJAMIN H. SMITH, A.B., Wabash College; M.S., George Washington University; Ph.D., Ohio State University. Professor of Botany, 1921.
- HALLIE T. SMITH, B.S., Indiana State Teachers College; M.A., University of Michigan; Columbia University. Assistant Professor of Elementary Education, 1931.
- LABAN C. SMITH, A.B., M.A., Ph.D., University of Wisconsin; University of Chicago. Professor of English, 1946.
- LLOYD N. SMITH, B.S., Teachers College, Warrensburg, Missouri; M.A., Ed.D., University of Missouri. Professor of Education, 1946.
- MYRTLE E. SMITH, B.S., M.A., Northwestern University; Indiana State Teachers College. Assistant Professor of Elementary Education, 1951.

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- STANLEY M. SMITH, B.S., Indiana State Teachers College; M.A., State University of Iowa; Purdue University; Indiana University.
Assistant Professor of Physical Education and Health, 1947.
- GEORGE E. SMOCK, A.B., DePauw University; M.A., University of Chicago; Ph.D., Cornell University.
Chairman, Department of English, and Professor of English, 1946.
- HAROLD J. SNIDOW, A.B., Colorado State College of Education; M.A., Colorado A. & M. College; M.Ed., University of Illinois.
Associate Professor of Industrial Education, 1946.
- MARY LOU STEED, B.S., M.S., Indiana State Teachers College.
Instructor in Elementary Education, 1957.
- ROBERT P. STEINBAUGH, B.S., M.A., Ph.D., Ohio State University.
Assistant Professor of Business, 1957.
- EARL M. STEPHANSON, A.B., M.A., University of Montana; University of Wisconsin.
Assistant Professor of Economics, 1956.
- ORVEL E. STRONG, A.B., Franklin College; M.A., Indiana State Teachers College; Columbia University; Indiana University.
Associate Professor of Mathematics, 1930.
- S. WOODROW SUTTLE, B.S., M.S., Indiana State Teachers College; Indiana University.
Assistant Professor of Biology, 1949.
- ETHAN A. SVENDSEN, A.B., Dana College; M.A., University of Minnesota.
Assistant Professor of Industrial Education, 1947.
- FRED SWALLS, A.B., Indiana State Teachers College; M.S., Ed.D., Indiana University.
Professor of Education, 1946.
- DOROTHEA TUCKER SWANDER, B.S., M.S., Indiana State Teachers College; Columbia University; Art Students League, New York; John Herron Art Institute.
Assistant Professor of Art, 1931.
- CHARLES E. SYESTER, B.S., M.S., Indiana State Teachers College.
Assistant Professor of Elementary Education, 1956.
- EDGAR M. TANRUTHER, B.S., Iowa State College; M.A., Ph.D., State University of Iowa.
Director of Laboratory Experiences on Elementary Level and Professor of Education, 1949.
- KENNETH L. TATLOCK, Adrian College; B.S., M.S., Indiana State Teachers College.
Instructor in Mathematics, 1957.
- STELLA TATLOCK, A.B., Indiana State Teachers College; Indiana State Teachers College; M.M., Northwestern University.
Instructor in Music, 1956.
- VILMER L. TATLOCK, A.B., M.A., Indiana University; Indiana University.
Director of Extended Services and Assistant Professor of Education, 1939.
- RUTH TEMPLE, B.S., Indiana State Teachers College; M.A., Columbia University.
Assistant Professor of Business, 1935.
- EDWARD A. TENNEY, A.B., M.A., Oberlin College; Ph.D., Cornell University.
Professor of English, 1952.
- FLORENCE M. THOMPSON, B.S., Indiana State Teachers College; M.S., Ohio University; Ph.D., University of Chicago.
Assistant Professor of Education, and Dean of Women, 1947.

- HERMAN F. TRUELOVE, B.S., M.S.**, Indiana State Teachers College; Indiana University.
Assistant Professor of Business, 1937.
- RUTH DONHAM TURNER, B.S., M.S.**, Indiana State Teachers College.
Instructor in Home Economics, 1955.
- WILLIAM G. TURNER, B.S., M.S.**, Indiana State Teachers College.
Instructor in Industrial Education, 1957.
- ROBERT W. UTKE, B.S.**, Moorhead State Teachers College; Indiana State Teachers College.
Instructor in Industrial Education, 1956.
- TOM C. VENABLE, A.B., M.A.**, Western Kentucky State College; Ph.D., George Peabody College for Teachers.
Associate Professor of Education and Psychology, 1956.
- STEVE A. VENCEL, B.S., M.S.**, Indiana State Teachers College.
Acting Instructor of Physical Education, 1956.
- ANGELINE WATKINS, B.S.**, Mississippi Southern College; Louisiana State University; M.A., Ed.D., Columbia University.
Chairman, Department of Physical Education for Women, and Professor of Physical Education for Women, 1957.
- CARLOS M. WATSON, B.S., M.S.**, Indiana State Teachers College; Ed.D., Indiana University.
Assistant Professor of Elementary Education, 1955.
- JAMES H. WATTS, B.S., M.S.**, Indiana State Teachers College.
Instructor of Driver Education and Training, 1955.
- SANFORD E. WATTS, B.M.Ed.**, Sherwood Music School; M.M., Northwestern University; Indiana University.
Assistant Professor of Music, 1955.
- HILMA REID WEAVER, B.S., M.S.**, Indiana State Teachers College; National College of Education.
Acting Instructor of Elementary Education, 1935.
- RUBY YORK WEINBRECHT, A.B.**, Mary Washington College of University of Virginia; M.A., George Peabody College; Graduate Library School, University of Chicago.
Chief, Reader's Services and Assistant Professor of Library Science, 1956.
- ANNA ELIZABETH WELLER, B.S.**, Indiana State Teachers College; M.A., George Peabody College for Teachers.
Laboratory School Librarian and Assistant Professor of Library Science, 1948.
- BYRON L. WESTFALL, B.S., M.A., Ph.D.**, University of Missouri.
Professor of Education, 1946.
- PAUL D. WILKINSON, B.S.**, University of Missouri School of Mines and Metallurgy; M.S., Ph.D., Iowa State College.
Professor of Chemistry, 1921.
- FRANCES I. WILLIAMS, A.B.**, Indiana State Teachers College; M.A., Columbia University; University of Chicago.
Assistant Professor of English, 1943.
- MARK H. WILLIAMS, A.B., M.A.**, Indiana State Teachers College; Northwestern University.
Dean of Men and Assistant Professor of Education, 1946.
- GYPSY WILSON, A.B.**, Georgetown College; M.A., George Peabody College for Teachers; George Peabody College for Teachers.
Assistant Professor of English, 1938.
- RICHARD E. WINN, B.S., M.S.**, Indiana State Teachers College; Indiana University; Purdue University; University of Missouri.
Associate Professor of Physics, 1946.

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- PAUL L. WOLF, B.S., Indiana State Teachers College; M.A., Columbia University.
Associate Professor of Physical Education and Health, 1928.
- SYLVAN A. YAGER, B.S., Indiana State Teachers College; M.S., Indiana University.
Chairman, Department of Industrial Education, and Associate Professor of Industrial Education, 1921.
- GEORGE T. YEAMANS, University of Richmond; A.B., University of Virginia; M.S., University of Kentucky; Indiana University.
Administrative Assistant in Audio-Visual Center, 1957.
- LEWIS W. YOHO, B.S., Indiana State Teachers College; M.S., California Institute of Technology; Indiana University.
Associate Professor of Trades and Industries, 1958.

COLLEGE STAFF ON TEMPORARY, SPECIAL, OR
PART-TIME ASSIGNMENTS

JAMES ANGELL	
WALTER ANSLINGER	Music
PRUDENCE APPELMAN	Music
CHARLES BACON	Nursing
JOHN WARREN BECK	Music
JESS BOWERS	Audio-Visual
KENNETH BRACKNEY	Business
BYRON L. BROWN	Industrial Education
ELLEN CHURCH	Business
MRS. MONA CLARE	Nursing
JAMES E. DOWDEN	Social Studies
PATRICK GULLIFOR	Science
CHARLES HAMM	Laboratory School
THOMAS HICKS	Physical Education (Men)
HERSCHEL HOLLOPETER	Business
HARRY JOHNSON	Business
DEAN KELLAMS	Science
RICHARD LAWSON	Physical Education (Men)
MARTIN J. McAULIFFE	Industrial Education
JESSIE McCUNE	Library
IMOGENE McINTIRE	English
MRS. RUTH MORGAN	Education
PAUL PFISTER	English
RONALD H. RIDGLEY	Business
MARVIN ROSS	Library
WILLIAM SISK	Mathematics
ROBERT SOLON	Laboratory School
BILLY SOUTHWOOD	Special Education
WARREN STANNARD	Industrial Education
EDWARD STRACHAN	Music
JOHN T. STRACHAN	Business
MRS. HARRIET N. TAYLOR	Education
JAMES K. TAYLOR	Laboratory School
BARBARA TINGLEY	Speech, Library
JACK TURNER	Home Economics
RICHARD TUTTLE	Audio-Visual
MRS. IRMA B. WHETSTONE	Business
MRS. MARY F. WILEY	Business
THOMAS H. WILLIAMS	Laboratory School
	Physical Education (Men)

LIBRARY STAFF

- SAMUEL J. MARINO**, (See Faculty List).
Director of Libraries and Chairman, Department of Library Science, 1954.
- THELMA C. BIRD**, B.S., Radford College; M.S.L.S., University of Illinois.
Teaching Materials Librarian, 1955.
- VIRGINIA M. BRAY**, B.S., Indiana State Teachers College; Indiana State Teachers College.
Junior Cataloger, 1956.
- ADELA DEMING**, B.S., Trenton (N.J.) State Teachers College; Indiana State Teachers College.
Senior Library Assistant, Readers' Service, 1954.
- GERALDINE M. GATES**, A.B., University of Wisconsin; Library School Diploma, University of Wisconsin.
Reserve Librarian, 1957.
- REBECCA L. JONES**, B.S., Miami University; M.A., Indiana University; University of Chicago, Institute of Design.
Readers' Adviser, 1956.
- MARY E. KING**, A.B., Indiana State Teachers College; B.L.S., University of Illinois; M.A., Indiana State Teachers College.
Catalog Librarian, 1948.
- NELLE M. McCALLA**, (See Faculty List).
Associate Professor of Library Science and Field Consultant for School Libraries, 1943.
- DAROLD E. RUDE**, B.S., M.S., Indiana State Teachers College; Indiana State Teachers College.
Order Librarian, 1955.
- DOROTHY L. SHINOSKE**, A.B., James Milliken University; B.S.L.S., M.A., University of Illinois.
Circulation Librarian, 1945.
- LEILA F. THOMPSON**, A.B., George Washington University; University of Illinois.
Assistant Teaching Materials Librarian, 1956.
- ANNA MAE TRUEB**, A.B., Indiana State Teachers College; University of Wisconsin; Indiana State Teachers College.
Serials Librarian, 1942.
- RUBY Y. WEINBRECHT**, (See Faculty List).
Chief, Readers' Services and Assistant Professor of Library Science, 1956.
- ANNA ELIZABETH WELLER**, (See Faculty List).
Laboratory School Librarian and Assistant Professor of Library Science, 1948.

ST. ANTHONY HOSPITAL SCHOOL OF NURSING

Affiliated with the College for the Bachelor of Science Degree in Nursing

Conducted by

THE POOR SISTERS OF ST. FRANCIS SERAPH

of

THE PERPETUAL ADORATION

MISHAWAKA, INDIANA

Executive Faculty

SISTER M. DELPHINA, O.S.F., R.N., M.S., Diploma in Nursing, St. Elizabeth School of Nursing, Lafayette, Indiana; B.S., St. Francis College, Fort Wayne, Indiana; M.S., St. Louis University, St. Louis, Mo.
Director of Nursing.

MARYANNE ROEHM, R.N., M.S., Diploma in Nursing, Union Hospital School of Nursing, Terre Haute, Indiana; B.S., Indiana State Teachers College, Terre Haute, Indiana; M.S., Indiana State Teachers College; Indiana University.
Assistant Director, Nursing Education.

MARGARET TULLY, A.B., St. Mary-of-the-Woods College; Graduate Work, St. Louis University, St. Louis, Mo.
Instructor in Social Sciences.

MILDRED BENNETT, R.N., B.S., Diploma in Nursing, Union Hospital School of Nursing; Indiana State Teachers College; Indiana University.
Clinical Instructor in Operating Room Nursing.

DONNIE BRAY, R.N., Diploma in Nursing, St. Anthony School of Nursing, Terre Haute, Indiana; Indiana State Teachers College; Indiana University; St. Francis College.
Assistant Clinical Instructor, General Nursing.

VIRGINIA CARLSON, R.N., Diploma in Nursing, Paris Hospital School of Nursing, Paris, Illinois; Indiana State Teachers College.
Clinical Instructor in Pediatric Nursing.

COLLEEN CHIRINOS, R.N., Diploma in Nursing, University of Mexico School of Nursing; Certificate in Midwifery; Indiana State Teachers College.
Clinical Instructor in Obstetric Nursing.

VIRGINIA KINTZ, R.N., Diploma in Nursing, St. Anthony School of Nursing, Terre Haute, Indiana; Indiana State Teachers College.
Clinical Instructor in Medical Nursing.

RACHEL STRATTON, R.N., Diploma in Nursing, Speers Memorial Hospital School of Nursing, Dayton, Kentucky; Indiana State Teachers College.
Clinical Instructor in Surgical Nursing.

ANNA HUCKRIEDE, B.S., Library Science, Indiana State Teachers College, Terre Haute, Indiana.
Librarian.

UNION HOSPITAL SCHOOL OF NURSING

Affiliated with the College for the Bachelor of Science Degree in Nursing

OFFICER OF ADMINISTRATION

ELLEN E. CHURCH, R.N., Diploma in Nursing, University of Minnesota School of Nursing; B.S. N.Ed., University of Minnesota; M.A., N.Ed., and Administration, University of Chicago.
Administrator.

FACULTY

- PRUDENCE APPELMAN, R.N.**, Diploma in Nursing, Murray Hospital School of Nursing, Butte, Montana; B.S., N.Ed., Columbia University, New York; M.A. in Education, Miami University, Oxford, Ohio.
Director, School of Nursing, Associate Professor of Nursing, Indiana State Teachers College.
- MADELON W. REEVES, B.A.**, Indiana University; R.N., Diploma in Nursing, Presbyterian Hospital School of Nursing, Chicago, Illinois; University of Chicago; Indiana University.
Assistant Professor in General Nursing and Chairman, Department of Nursing, Indiana State Teachers College.
- JOANNA L. TRAUTMAN, R.N.**, Diploma in Nursing, Union Hospital School of Nursing, Terre Haute, Indiana; Indiana State Teachers College.
Instructor, Surgical Nursing.
- PAULINE BUECHEL, R.N.**, Diploma in Nursing, Wesley Hospital, Wichita, Kansas; Graduate Clinical course, Medical Nursing, St. Louis City Hospital, St. Louis, Missouri; Washington University; University of Pittsburg; Indiana State Teachers College.
Co-ordinator, Audio Visual Aids; Instructor, Medical Nursing.
- MARGARET L. ROBINSON, R.N.**, Diploma in Nursing, Presbyterian Hospital School of Nursing, Chicago, Illinois; B.S. in Nursing, University of Illinois, Urbana, Illinois. Post-graduate course in Premature Nursery, Sarah Morris Hospital of Michael Reese Hospital, Chicago, Illinois.
Clinical Instructor, Pediatric Nursing.
- HELEN M. DICKSON, R.N.**, Diploma in Nursing, Paris Hospital School of Nursing, Paris, Illinois; Graduate course in Operating Room technique, St. John's Hospital, Springfield, Illinois; Indiana State Teachers College; Indiana University.
Clinical Instructor, Operating Room Nursing.
- GENEVA R. HAVENER, B.S.**, in Home Economics, Indiana State Teachers College; Purdue University.
Instructor, Diet Therapy.
- GEORGIA COTTON, R.N.**, Diploma in Nursing, Union Hospital School of Nursing; Indiana University; Chicago University; Registered Technician in X-Ray and Laboratory.
Director of Student Health.
- BETTY J. FRY, R.N.**, Diploma in Nursing, Union Hospital School of Nursing; Indiana State Teachers College; Indiana University.
Clinical Instructor, General Nursing.
- DOROTHY M. HARWOOD, R.N.**, Diploma in Nursing, Paris Hospital School of Nursing, Paris, Illinois; Post-graduate course in maternity nursing, Margaret Hague Maternity Center, Jersey City, New Jersey; Premature Nursing, Christian Welfare Hospital, East St. Louis, Illinois; B.S. in Nursing, Indiana State Teachers College.
Clinical Instructor, Obstetric Nursing.

244 UNION HOSPITAL SCHOOL OF NURSING

CHARLOTTE HUCKEL, A.B. in Sociology, University of Illinois, Urbana, Illinois; R.N., Diploma in Nursing, St. Luke's Hospital School of Nursing, Chicago, Illinois; B.S. in Nursing, University of Illinois.
Assistant Clinical Instructor, General Nursing.

MARTHA R. HAGEN, Diploma in Nursing, Union Hospital School of Nursing; B.S. in Nursing, Indiana State Teachers College.
Assistant Clinical Instructor, Medical-Surgical Nursing.

VIRGINIA R. CHAPPELL, R.N., Diploma in Nursing, Union Hospital School of Nursing; Indiana State Teachers College.
Clinical Instructor, General Nursing.

WINONA M. PINNER, R.N., Diploma in Nursing, Montana State College School of Nursing, Billings Deaconess Hospital Division, Billings, Montana; B.S. in Nursing, Montana State College, Billings, Montana.
Clinical Instructor, Medical-Surgical Nursing.

LIBRARIANS

DEAN U. BOND, A.B., Indiana State Teachers College.

ELIZABETH ROSS, A.B., Indiana State Teachers College; B.S., Western Reserve University — School of Library Science.

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OFFICE AND PERSONNEL DIRECTORY

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Sullivan, Mrs. Ellen

DEAN OF INSTRUCTION (AD-210)

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Markee, Mrs. Lauretta

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Hyatt, Mrs. Margaret
Zellers, Catherine

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Shickel, Marian A.
Shouse, Cletis
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White, Martha E.

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Graduate)
Smith, Lloyd N. (Elementary)

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Burdick, Mrs. Lois

GRADUATE DIVISION (AD-101)

Clark, Elmer J.
Utterback, Mrs. Phyllis

INFORMATION SERVICES

(AD-207)

Kish, Joseph
Campbell, Elizabeth

LABORATORY SCHOOL

Lautenschlager, Harley M.
Turk, Betty
Criss, Jo Ann
Leavitt, Marylyn

LIBRARY

Marino, Samuel J.
Bedwell, Betty Jean
Church, Jessamine
Greiner, Sylvia
Lamb, Patricia Ann
Lewin, Jo Anne
Partington, Amelia
Taylor, Dorothy
Wakefield, Barbara L.

MIMEOGRAPH OFFICE (AD-3)

Reynolds, Mary

NURSING (ES-First Floor)

Reeves, Mrs. Madelon W.

PERSONNEL (AD-205)

Jones, Lonzo
Bash, Mrs. Virginia

PHYSICIAN AND NURSE (AD-1)

Grindrod, Dr. John M.
Witty, Mrs. Florence

PLACEMENT (AD-209)

Schomer, Wayne E.
Anderson, Permelia
Goldhardt, Connie
Iahn, Mrs. Janice
Laycock, Betty
Timberman, Mrs. Patsy

REGISTRAR (AD-101)

Ringer, James H.
Asher, Mrs. Thelma
Drake, Mrs. Alice
Elliott, Mrs. Marilyn
Heyen, Oma
Lloyd, Mrs. Naomi
McCosh, Mrs. Edna M.
Morris, Mrs. Kathlyne
Nees, Janet K.
Nelson, Mrs. Sondra
Pope, Mrs. Betty
Sebastian, Mrs. Avanelle
Wiseman, Robert J.

**RESEARCH AND TEACHERS
COLLEGE JOURNAL (AD-206)**

Hardaway, Charles W. (on leave)
Jones, Lonzo (Acting)
Cobb, Jacob (Acting)

RESIDENCE HALLS

W. W. Parsons Hall (Men)
Johnson, Otha L.
Women's Residence Hall
Wilson, Margaret
Crum, Mrs. Louise

**SCHOLARSHIPS, SCHOOL
SERVICES (AD-209)**

Schomer, Wayne E.
Cleary, Mrs. Doris A.

STUDENT UNION BUILDING

O'Neil, Jerry
Standau, Lela

**SUPERINTENDENT OF
BUILDINGS AND GROUNDS**

(AD-4)
Buchholz, Harry
Shafer, William
Rand, Mrs. Dorothy

SUPERVISED TEACHING

(Lab. Sch.)
Sharpe, Donald M.
Tanruther, Edgar M.
Brewer, Mrs. Wenonah
Lantz, Ralph
Shipla, Otto
Miles, Ruth
Thomas, Mrs. Carolyn

SECRETARIES FOR MISCELLANEOUS OFFICES

**EDUCATION DEPARTMENT
(ES-107)**

Farnsworth, Mrs. Jane

ENGLISH DEPARTMENT (LM-2)

Day, Mary C.

**HOME ECONOMICS DEPARTMENT
(HE-112)**

Heffner, Mrs. Jo

INDUSTRIAL EDUCATION DEPT.

Fairchild, Eleanor

MUSIC DEPARTMENT

(FA-304)

Umpleby, Jo Hannah

**PHYSICAL EDUCATION (Men)
(PE-51)**

Wedel, Joan

SCIENCE DEPARTMENT (SC-B42)

Hunter, Betty Ann

**SOCIAL STUDIES DEPARTMENT
(ES-119)**

Roseberry, Ruth

**SPECIAL EDUCATION
DEPARTMENT (Lab. Sch. 200)**

Ross, Mrs. Judy

SWITCHBOARD OPERATORS (AD)

Gott, Mrs. Geraldine
Kiger, Mrs. Mabel

Building Abbreviations: AD—Administration; ES—Education-Social Studies; FA—Fine Arts-Commerce; HE—Home Economics; IE—Industrial Education; Lab. Sch—Laboratory School; LM—Language-Mathematics; PE—Physical Education; SC—Science; SUB—Student Union.

COOPERATING SUPERVISORS OF STUDENT TEACHING

(Teachers of the Public Schools of Indiana who Cooperated with the I.S.T.C. as Supervisors of Student Teachers, 1956-57)

Name	School	Location
Abel, Billy L.	Attica H.S.	Attica
Albright, Phyllis Ann	Williamsport H.S.	Williamsport
Aldrich, Emerson L.	Clark H.S.	Hammond
Altekruse, Marie	Gerstmeier H.S.	Terre Haute
Amling, Arol	Portage Township H.S.	East Gary
Amrhein, Amelia	Montrose	Terre Haute
Anderson, Wayne R.	Brazil H.S.	Brazil
Andress, Max D.	Columbus H.S.	Columbus
Andrews, Lucille	Vigo	Vincennes
Anthis, Bill	Princeton H.S.	Princeton
Apa, Barbara	Maryland	Terre Haute
Archibald, Jean	Crawford	Terre Haute
Arment, Hollace E.	North Central	Marion County
Asbury, Paul	Sullivan H.S.	Sullivan
Bailey, Marion	Hobart H.S.	Hobart
Baird, Frank	Broad Ripple H.S.	Indianapolis
Beals, Earsel	Bedford H.S.	Bedford
Beaty, Ellen	Central	Clinton
Becker, W. Winston	Morton H.S.	Hammond
Bedwell, Frieda	Garfield H.S.	Terre Haute
Beechem, Rev. J. V.	Schulte H.S.	Terre Haute
Bell, Joseph E.	Elkhart H.S.	Elkhart
Bell, Robert R.	Seymour H.S.	Seymour
Bevarly, Phillip	Bosse H.S.	Evansville
Bigham, Edith	Lincoln	Terre Haute
Bishop, Paul Thomas	Jasper H.S.	Jasper
Blair, Benjamin	Gerstmeier H.S.	Terre Haute
Boese, Harold	Manual H.S.	Indianapolis
Bolton, William	Sullivan H.S.	Sullivan
Bonebrake, Fred	Williamsport H.S.	Williamsport
Bonebrake, Lena	Morton H.S.	Hammond
Bonham, Charles	Adams H.S.	South Bend
Bridgeford, Oral	Manual H.S.	Indianapolis
Briscoe, John	Lincoln H.S.	Vincennes
Brown, Desree	Central	Clinton
Brown, Helen	Beiger	Mishawaka
Bryan, Shirley	Lew Wallace H.S.	Gary
Cade, Joyce	Pinckley	Brazil
Caffyn, Helen	Tech H.S.	Indianapolis
Campbell, Richard	West Terre Haute H.S.	West Terre Haute
Caniff, Flo	Princeton H.S.	Princeton
Chandler, Marie	Washington	Terre Haute
Christian, Gladys	Cruft	Terre Haute
Clark, Gertrude	Wood H.S.	Indianapolis
Cline, Esther	Wood H.S.	Indianapolis
Cofield, Frank D.	Seymour H.S.	Seymour
Cohen, Harriet	East Chicago H.S.	East Chicago
Collins, Donna L.	Broad Ripple H.S.	Indianapolis
Coltharp, Wayne	Glenn H.S.	Vigo County
Concialdi, Frank	Morton H.S.	Hammond
Conrad, Margaret	Montrose	Terre Haute
Cook, Frances A.	Collett	Terre Haute
Cork, Martha	Honey Creek H.S.	Vigo County
Cottom, Kenneth	Gerstmeier H.S.	Terre Haute
Cox, Marjorie	Bedford H.S.	Bedford
DeCamp, Arthur O.	Brazil H.S.	Brazil
Decker, Howard E.	West Terre Haute H.S.	West Terre Haute
Deffendahl, George	Central H.S.	Evansville
Dewey, Susie J.	Gerstmeier H.S.	Terre Haute
Dickey, Floyd	Adams H.S.	South Bend
Dinkel, Gertrude	Deming	Terre Haute
Dischinger, Donas	Garfield H.S.	Terre Haute
Dittmer, J. Avery	Seymour H.S.	Seymour
Dobbs, James W.	Marshall H.S.	Marshall, Ill.
Dodson, Billy Joe	Woodrow Wilson	Terre Haute
Donnewald, Marian	City Schools	Evansville
Dorney, Beulah P.	Honey Creek H.S.	Vigo County
Drake, Corlyle F.	Converse—Jackson Twp.	Miami County
Duncan, Nelle E.	Garfield H.S.	Terre Haute
Dunlap, Norman R.	Woodrow Wilson	Terre Haute
Easterday, Wayne E.	Marion H.S.	Marion
Edelman, Robert	Bosse H.S.	Evansville
Ennis, Masie	Sugar Grove	Vigo County
Ephlin, Jack	Fowler H.S.	Fowler
Evrard, Charles	Sarah Scott	Terre Haute
Fadner, Esther	Crawfordsville HS.	Crawfordsville

248 COOPERATING SUPERVISORS OF STUDENT TEACHERS

Name	School	Location
Fairchild, Everette	Beech Grove H.S.	Beech Grove
Fegely, William L.	Portage Township Jr. H.S.	East Gary
Fix, Ressie	Tech H.S.	Indianapolis
Flack, Emma	Gerstmeyer H.S.	Indianapolis
Fordyce, Phillip	Broad Ripple H.S.	Terre Haute
Fougerousse, Jerome	Thornton	Indianapolis
Fowdy, Stephen	Whiting H.S.	Vigo County
Fraser, Robert	Morton H.S.	Whiting
Frazier, Mae S.	Thompson	Hammond
French, Lee	Mitchell H.S.	Terre Haute
Froeb, Frances	Cruft	Mitchell
Gabbard, Darrell	Linton-Stockton H.S.	Terre Haute
Gard, Jessica	Shelburn H.S.	Linton
Gardner, Emma Jane	City Schools	Shelburn
Gardner, Thomas H.	Shelburn H.S.	Terre Haute
Goerlitz, George	Bosse H.S.	Shelburn
Goldsberry, Thomas	Greencastle H.S.	Evansville
Goodnight, Fred	Concannon H.S.	Greencastle
Graf, Josephine	Tech H.S.	Vigo County
Graves, William	Fowler H.S.	Indianapolis
Geen, Edward	Manual H.S.	Fowler
Guilliams, Ruby	Riley H.S.	Indianapolis
Guss, Joanna	School 33	South Bend
Hale, Lester	Lawrenceburg H.S.	Indianapolis
Hale, Thomas	Hartford City H.S.	Indianapolis
Hallack, Margaret	Gerstmeyer H.S.	Lawrenceburg
Hallman, Kenneth A.	Plymouth H.S.	Hartford City
Halt, Eulice V.	Wiley H.S.	Terre Haute
Hamrick, William J.	Woodrow Wilson	Terre Haute
Hand, Esther	Morton H.S.	Hammond
Hardman, Anne M.	Woodrow Wilson	Terre Haute
Hartman, Mrs. Claude	Mills	Hammond
Hartman, Ruth	Glenn H.S.	Terre Haute
Hary, Joseph	Princeton H.S.	Crawfordsville
Haupt, Margaret	Gerstmeyer H.S.	Vigo County
Hawker, James F.	Peru H.S.	Princeton
Hayes, Ellis	Mann H.S.	Terre Haute
Hazelett, Hazel	Martinsville H.S.	Peru
Hedges, Richard E.	Washington H.S.	Gary
Hemmerle, Charles Richard	Lebanon H.S.	Martinsville
Herin, Ruth	Broad Ripple H.S.	Indianapolis
Hicks, Mary Louise	Thornton	Lebanon
Hill, Arthur, Jr.	Martinsville H.S.	Indianapolis
Hills, Richard	Edison H.S.	Vigo County
Holbert, Paul	Clinton H.S.	Martinsville
Hollen, Ivan A.	Washington H.S.	Gary
Hollinden, Fred	Jasper H.S.	Clinton
Holmes, Frederick G.	Rockville H.S.	Washington
Hoopingarner, Joe W.	Woodrow Wilson	Jasper
Huber, Mary C.	Fairbanks	Rockville
Hunefeld, Elmer C.	Jasper H.S.	Terre Haute
Hunt, Robert W.	Hobart H.S.	Terre Haute
Igney, Robert	Lebanon H.S.	Jasper
Jackson, David	Lincoln H.S.	Hobart
Jackson, James H.	Concannon	Lebanon
Jackson, Loren O.	Plainfield H.S.	Vincennes
Jenkins, James	Brazil H.S.	Vigo County
Jenkins, Nelle	Meridian	Plainfield
Jerry, Robert H.	Delphi H.S.	Brazil
Johnson, Emily	Clark H.S.	Brazil
Johnston, June	Mishawaka H.S.	Delphi
Johnston, Lawrence	Bosse H.S.	Hammond
Jones, William	Sullivan H.S.	Mishawaka
Joseph, Loren	Bedford H.S.	Evansville
Kearns, Gertrude	Wiley H.S.	Sullivan
Kehrt, Willard	Garfield H.S.	Bedford
Kelly, James K.	Columbus H.S.	Terre Haute
Kelso, Hazel	Linton-Stockton	Terre Haute
Kendall, Mary	Elkhart H.S.	Columbus
Kieffner, Delbert	Lincoln H.S.	Linton
Kienly, Georgiana	Lafayette H.S.	Elkhart
Kincaid, Keith	Lebanon H.S.	Vincennes
Kleifgen, Carolyn	North Central H.S.	Lafayette
Klinge, Paul	Howe H.S.	Lebanon
Kottlowski, Harold	Central H.S.	Marion Co.
Kovachic, Pete	Whiting H.S.	Indianapolis
LaFollette, Joseph	Crawfordsville H.S.	South Bend
Landrum, Jeannette	Wiley H.S.	Whiting
Latta, Manfred	Glenn H.S.	Crawfordsville
Latta, Mary	Glenn H.S.	Terre Haute
Laughlin, Frank	Sullivan H.S.	Vigo County
Laughlin, Vera	McLean	Vigo County
Laxen, Ruth	Warren	Sullivan
		Terre Haute
		Terre Haute

Name	School	Location
Lee, Reva	Central	Sullivan
Lidster, Hobart	Washington	East Chicago
Long, Aden	Frankfort H.S.	Frankfort
Lorme, Evelyn L.	Washington H.S.	Washington
Lorton, Bradley	Garfield H.S.	Washington
Lunstrum, John	Wiley H.S.	Terre Haute
Lutz, Lawrence	Fairbanks	Terre Haute
Luzar, Frank	Washington H.S.	Terre Haute
Lynch, Don	Sullivan H.S.	Indianapolis
Lynch, Nellie	Newport H.S.	Sullivan
McCarthy, John	Honey Creek H.S.	Newport
McCool, L. Edward	Clinton H.S.	Vigo County
McCormick, John	Crawfordsville H.S.	Clinton
McCullough, Emmett	Roosevelt H.S.	Crawfordsville
McCullough, John	Greencastle H.S.	Gary
McDonald Esta	Linton-Stockton	Greencastle
McIntyre, June	Lebanon H.S.	Linton
McNeil, Forest	Concannon H.S.	Lebanon
McWethy, Margaret	Dana H.S.	Vigo County
Mahan, Guy	Washington H.S.	Dana
Malloy, William	Wiley H.S.	Washington
Martin, Charles C.	Tech H.S.	Terre Haute
Martin, Frieda	Deming	Indianapolis
Martin, Harold	Sullivan H.S.	Terre Haute
Martin, Kathryn	West Terre Haute H.S.	Sullivan
Martin, Lionel	Riley H.S.	West Terre Haute
Mason, Dortha	Princeton H.S.	South Bend
Maybury, Edward Charles	Manual H.S.	Princeton
Mehnert, Ruth	Richmond H.S.	Indianapolis
Mehringer, Sarah	Rea	Richmond
Menestrina, Alex	West Terre Haute H.S.	Terre Haute
Merica, Forest B.	Crawfordsville H.S.	West Terre Haute
Meurer, Hal	Lincoln	Crawfordsville
Mewhinney, Erma	Garfield H.S.	Vincennes
Middleton, Elizabeth	Warren Central	Terre Haute
Miesel, John	Maryland	Marion County
Miles, Geraldine	City Schools	Terre Haute
Miller, Charlotte	Hartford City H.S.	Evansville
Miller, Erschel	Linton-Stockton	Hartford City
Miller, Helen	Deming	Linton
Mills, Ray W.	Lincoln H.S.	Terre Haute
Miltenberger, Maurice L.	New Albany H.S.	Vincennes
Monk, Irma	Central	New Albany
Morgan, Arthur	Greencastle H.S.	Sullivan
Morgan, Barbara	McLean	Greencastle
Murray, W. Alfred	Bosse H.S.	Terre Haute
Myers, Burl C.	Sullivan H.S.	Evansville
Myers, Robert	Lange	Sullivan
Nave, Lyle	Howe H.S.	Terre Haute
Newton, Helen	Meridian	Indianapolis
Nickels, Maryruth	Beech Grove H.S.	Brazil
Noe, Howard	Warren Central	Beech Grove
Hoffsinger, Gletha Mae	North Central	Marion County
Nolte, Leonard H.	Manual H.S.	Marion County
Northcott, Lincoln	Speedway H.S.	Indianapolis
Nowlin, Mabel	Sullivan H.S.	Speedway
Oakley, Mary Ruth	Central H.S.	Sullivan
Oberholtzer, Shirley S.	Richmond H.S.	Evansville
Orr, Sylvia	Washington H.S.	Richmond
Overman, Lemoine E.	Hammond H.S.	Washington
Packham, Richard	Portage Township H.S.	Hammond
Park, John W.	Newport H.S.	East Gary
Parks, J. Allen	Washington	Newport
Patterson, E. A.	Howe H.S.	Terre Haute
Patterson, Pamela	Sullivan H.S.	Indianapolis
Peck, James L.	Rockville H.S.	Sullivan
Penrod, Silas	Brazil H.S.	Rockville
Phillips, Estelle	Linton H.S.	Brazil
Pitts, Jesse	Washington H.S.	Linton
Found, Ruby	Montrose	Washington
Freston, John F.	Hammond H.S.	Terre Haute
Fugh, Helen	Wiley H.S.	Hammond
Furcell, Leon	Honey Creek H.S.	Terre Haute
Rall, Margaret	Harrison Township Schools	Vigo County
Rauback, Robert	Gerstmeyer H.S.	Vigo County
Ray, Edna	Riley	Terre Haute
Records, Mary A.	Gerstmeyer H.S.	Vincennes
Rector, Irma	Montrose	Terre Haute
Reese, Edith	North Central H.S.	Terre Haute
Reitzel, Helen	Garfield H.S.	Marion County
Renny, Margaret	Tech H.S.	Terre Haute
Rentschler, James	Woodrow Wilson	Indianapolis
Reynolds, Velora	McKeen	Terre Haute

250 COOPERATING SUPERVISORS OF STUDENT TEACHERS

Name	School	Location
Rhoads, Mary	Fairbanks	Terre Haute
Richey, Helen	McKeen	Terre Haute
Rifner, Ben	Lafayette H.S.	Lafayette
Riker, Jeannette	City Schools	Indianapolis
Risch, Marie	Lincoln H.S.	Vincennes
Robinson, Janice	Northside Jr. H.	Elkhart
Rodich, Michael	Dennis Jr. H.S.	Richmond
Ross, Emil W.	New Albany H.S.	New Albany
Rowland, Margaret	Brazil H.S.	Brazil
Rzeszewski, Clemens	Riley H.S.	South Bend
Schepper, Boyd T.	Gerstmeyer H.S.	Terre Haute
Schlatter, Milton E.	Gerstmeyer H.S.	Terre Haute
Scott, Marie	South	West Terre Haute
Seath, Nelle	Gerstmeyer H.S.	Terre Haute
See, John H.	Greencastle H.S.	Greencastle
Saidler, Rita	Monroe H.S.	South Bend
Settle, Wesley	Jasper H.S.	Jasper
Shackelford, Jane	Washington	Terre Haute
Shagley, Earl	Maple Avenue	Terre Haute
Sharpe, Howard L.	Gerstmeyer H.S.	Terre Haute
Sherer, Harry	Brazil H.S.	Brazil
Showalter, Robert G.	Peru H.S.	Peru
Siedlecki, William	Wood H.S.	Indianapolis
Siener, Vivian L.	Manual H.S.	Indianapolis
Silke, Paul W.	Tell City H.S.	Tell City
Simpson, Bessie	City Schools	Indianapolis
Sinclair, Gwendolyn	Thornton	Vigo County
Sirka, William	Broad Ripple H.S.	Indianapolis
Sister Ann Monica	Schulte H.S.	Terre Haute
Sister Mary Gertrude	Schulte H.S.	Terre Haute
Slack, Helen Mary	Brazil H.S.	Brazil
Smith, John B.	Emerson H.S.	Gary
Smith, Robert	Riley H.S.	South Bend
Smith, V. V.	Marion H.S.	Marion
Snethen, Merrill	Bosse H.S.	Evansville
Stahl, Martha	Thompson	Terre Haute
Stecyk, John F.	Washington	East Chicago
Stevens, Bernice	Reitz H.S.	Evansville
Strickland, Ruby	Reitz H.S.	Evansville
Stull, Mona	Sullivan H.S.	Sullivan
Stuteville, Edward S.	Attica H.S.	Attica
Sullivan, Elma	Tech H.S.	Indianapolis
Sullivan, Marie	Broad Ripple H.S.	Indianapolis
Tanner, Bernice	Columbus H.S.	Columbus
Taylor, Arthur Lee	Columbus H.S.	Columbus
Taylor, Leora	Washington	Terre Haute
Taylor, Wayne F.	Peru H.S.	Peru
Terrell, Thelma	Sullivan H.S.	Sullivan
Thomas, Gilbert	Sarah Scott	Terre Haute
Thomas, Paul K.	Otter Creek H.S.	Vigo County
Tillett, E. J.	Marion H.S.	Marion
Tout, Frank	Howe H.S.	Indianapolis
Tribble, Mae	Pinckley	Brazil
Tuttle, R. L.	Mishawaka H.S.	Mishawaka
VanLaningham, James	Wiley H.S.	Terre Haute
Van Wey, Helen S.	LaSalle	Vincennes
Voland, Elizabeth	Franklin H.S.	Franklin
Wagner, Woodrow	Mitchell H.S.	Mitchell
Walker, U. D.	Washington H.S.	Indianapolis
Walsh, Edith M.	City Schools	Terre Haute
Walters, George	Central	Sullivan
Waugh, George	Concannon H.S.	Vigo County
Way, Lloyd C.	Ft. Wayne H.S.	Ft. Wayne
Webb, Fred, Jr.	Nappanee H.S.	Nappanee
Weber, Helen	Central H.S.	South Bend
West, Winifred	Broad Ripple H.S.	Indianapolis
Wheeler, Harold	Brazil H.S.	Brazil
White, Virginia	Washington	Vincennes
Whiteman, Merel	Portage Township H.S.	East Gary
Wilhelm, Warren J.	Central H.S.	Evansville
Williams, A. Ross	Manual H.S.	Indianapolis
Williams, Hilda	Montrose	Terre Haute
Wilson, Flora	Nicholson	Crawfordsville
Wilson, Pauline	Rea	Terre Haute
Wood, Jay H.	Hammond H.S.	Hammond
Woolley, Ruth	Central	Sullivan
Wright, Helen	Linton-Stockton	Linton
Yates, Robert	Lew Wallace H.S.	Gary
Young, Charles	Crawfordsville H.S.	Crawfordsville
Zimmerman, Alice	Reitz H.S.	Evansville
Zlotnick, Maurey	Morton H.S.	Hammond
Zwerner, Joan	Montrose	Terre Haute

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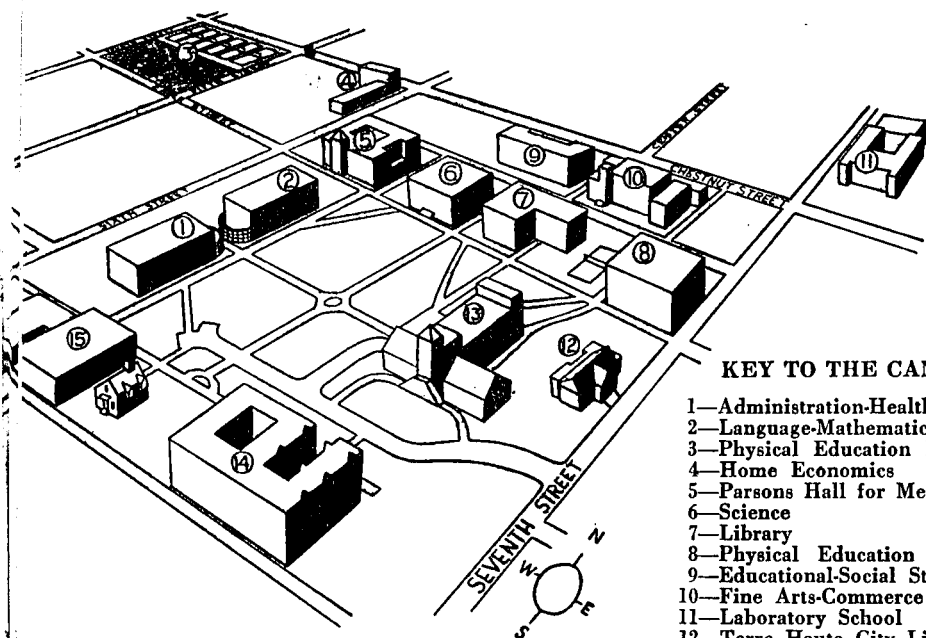
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indiana state



KEY TO THE CAMPUS

- 1—Administration-Health Center
- 2—Language-Mathematics
- 3—Physical Education Field
- 4—Home Economics
- 5—Parsons Hall for Men
- 6—Science
- 7—Library
- 8—Physical Education
- 9—Educational-Social Studies
- 10—Fine Arts-Commerce
- 11—Laboratory School
- 12—Terre Haute City Library
- 13—Student Union
- 14—Women's Residence Hall
- 15—Industrial Education

The above sketch shows the compact and modern Indiana State Teachers College quadrangular-shaped campus area with its thirteen buildings conveniently located on some 37 acres in the heart of the city of Terre Haute, Indiana. Further expansion of the campus area to the west and north is underway.

The eastern side of the campus is bordered by Seventh Street, the U. S. 41 business route. The campus is two blocks north of the intersection of U. S. 41 business route and U. S. 40.

Buildings under construction and expected to be ready by September, 1959, are a new six-story women's residence hall on property west of the Administration-Health Center Building (1) and a new addition to the Student Union Building.

Other immediate expansion plans call for the construction of a new science building on a property site at the northeast corner of Sixth and Chestnut Streets and expansion of physical education facilities.

All campus buildings are new or have undergone some type of remodeling within the past eight years. The Industrial Education Building (15) was completely remodeled and re-equipped and opened for classes in September, 1957. The College Library (7) was remodeled and a new air-conditioned wing added in the Spring of 1957. The beautiful new Home Economics Building was completed in September, 1956. A new 76-room addition was completed to Women's Residence Hall (14) in 1955. The Education-Social Studies Building (9) was completed and opened for classes in January, 1954.

The location of the campus in Terre Haute makes it easily accessible to the city's main business district, bus and railway depots, and churches.

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Teachers College
AT TERRE HAUTE

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