

1960

## Catalog, 1960-1961

Indiana State University

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*Mr. K.*

**INDIANA**

**STATE**

**TEACHERS**

**COLLEGE**

**TERRE HAUTE, INDIANA**



**BULLETIN**

**ANNOUNCEMENTS**

**CURRICULA 1960-61**

**CATALOG ISSUE**

## THE COLLEGE CALENDAR, 1960-61

### First Semester

- September 11, Sunday ..... Reception for freshmen and arrival of freshmen at residence halls.
- September 12-14, Mon. - Counseling and registration. (See  
Tues. - Wed. .... Schedule of Classes)
- September 15, Thursday ..... Classes begin, 8:00 a.m.
- October 8, Saturday ..... Homecoming.
- October 26, Wednesday ..... College closes at 3:50 p.m. for Indiana State Teachers Association meetings.
- October 31, Monday ..... Classes resumed, 8:00 a.m.
- November 11, Friday ..... College and College offices closed for Veterans Day.
- November 14, Monday ..... Mid-semester grade reports.
- November 23, Wednesday ..... College closes at 3:50 p.m. for Thanksgiving recess.
- November 24-26, Thurs. - Fri. -  
Sat. .... College offices closed.
- November 28, Monday ..... Classes resumed, 8:00 a.m.
- December 16, Friday ..... College closes at 3:50 p.m. for Christmas vacation.
- December 24-26, Sat. - Sun. -  
Mon. .... College offices closed.
- January 2, Monday ..... College offices closed.
- January 3, Tuesday ..... Classes resumed, 8:00 a.m.
- January 5, Thursday ..... Founders Day Convocation.
- January 26 - February 1 ..... Final Examinations. (Day and Evening Classes)

### Second Semester

- February 6-8, Mon. - Tues. - Counseling and registration. (See  
Wed. .... Schedule of Classes)
- February 9, Thursday ..... Classes begin, 8:00 a.m.
- March 29, Wednesday ..... College closes at 3:50 p.m. for Easter recess.
- March 31 - April 1, Fri. - Sat. College offices closed.
- April 4, Tuesday ..... Classes resumed, 8:00 a.m.
- April 10, Monday ..... Mid-semester grade reports.
- May 30, Tuesday ..... College and College offices closed for Memorial Day.
- May 31, Wednesday ..... Classes resumed, 8:00 a.m.
- June 4, Sunday ..... Baccalaureate Services, 7:00 p.m.
- June 5-9 ..... Final Examinations. (Day and Evening Classes)
- June 11, Sunday ..... Commencement, 5:30 p.m.

### First Summer Term, 1961

- June 13, Tuesday ..... Registration.
- June 14, Wednesday ..... Classes begin, 7:30 a.m.
- July 4, Tuesday ..... College and College offices closed for Independence Day.
- July 18, Tuesday ..... First Summer Term ends.

### Second Summer Term, 1961

- July 19, Wednesday ..... Registration.
- July 20, Thursday ..... Classes begin, 7:30 a.m.
- August 23, Wednesday ..... Second Summer Term ends.

### COLLEGE OFFICE HOURS

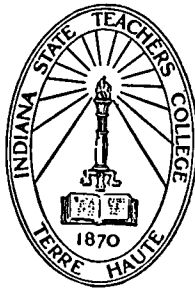
Monday through Friday—8 a.m. - 11:45 a.m., 12:45 p.m. - 4:30 p.m.  
Saturdays—8 a.m. - 12 noon. Closed Saturday afternoons and all day on Sundays.

BULLETIN OF

Indiana State Teachers College  
Terre Haute, Indiana

GENERAL ANNOUNCEMENTS AND  
CURRICULA FOR 1960-61

CATALOG ISSUE



PREPARED BY OFFICE OF INFORMATION SERVICES

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March, 1960

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

GRADUATE SCHOOL APPLICATIONS, ADMINISTRATIVE AND SUPERVISORY CERTIFICATION, Dr. Elmer J. Clark, Associate Dean of Instruction for Graduate Studies.

TEACHER CERTIFICATION, Robert L. Pabst,, Certification Adviser.

STUDENT FEES, 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 AND ISTC FOUNDATION, Dr. Wayne E. Schomer, Coordinator of Public and Professional 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 over 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.

## STATE TEACHERS COLLEGE BOARD OF INDIANA

Indiana State Teachers College is governed by the State Teachers College Board of Indiana. The Board of five members is comprised of four Governor-appointed Indiana citizens who have a deep and sincere interest in public higher education and of the State Superintendent of Public Instruction. The State Superintendent of Public Instruction serves in an ex-officio capacity.

The Board which also governs Ball State Teachers College in Muncie, Indiana, convenes every month to consider and act upon business and other matters relating to both colleges.

## RECOGNITION BY ACCREDITING AGENCIES

Indiana State Teachers College is fully accredited by the National Council on Accreditation for Teacher Education and by 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 and many other states.

## PHILOSOPHY AND OBJECTIVES

**Philosophy**

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

As each student is a citizen of the state, the nation, and the world, it is a deep concern of the College that its graduates become good citizens and assume unhesitatingly their responsibilities in American democracy. The College seeks to inculcate in students a respect for and understanding of their fellowmen, a devotion to beauty, truth, and goodness, and an obligation to combat ignorance, prejudice, and injustice.

Recognizing that it is an institution of an ever-changing society, the College will endeavor to understand social changes and adapt its program to meet ever-developing needs. It will not allow itself to believe that the traditional is always the safest or the newest the best, and there will be a continual analysis of its beliefs, activities, and programs.

Always mindful of its primary purpose of teacher education, the College does offer other types of study and will continue to extend its programs in other areas as time and circumstances require.

**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 teacher education.

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

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.



## DEGREES, EDUCATIONAL OPPORTUNITIES, ACADEMIC YEAR 7

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 sixteen (16) semester 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 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, public accounting, medical technology, music, radio-television, pre-social work, and theatre.

In addition, pre-professional courses are available in the fields of dentistry, engineering, law, medicine, and pharmacy. 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. The pharmacy course may be taken as a one-year or two-year course. 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 prepare secretaries, stenographers, and bookkeepers.

### ACADEMIC YEAR

The College's academic year includes two semesters, one starting the Monday following Labor Day each September and the other starting in early February, and two five-week summer sessions starting in June and July. The two semesters cover nine months or 39 weeks.

Persons unable to attend regular day classes are served through on-campus evening and Saturday morning classes, extension classes offered in their community, or correspondence study.

## SITES

The College occupies a campus area of approximately forty 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 Physical Education Field just one block from the campus. Within the past five years, land sites bordering the northern and western portions of the campus were acquired and still further expansion to the north and west is planned.

The campus is rectangular-shaped and is just two blocks from the main business district of Terre Haute. This excellent urban location has many distinct advantages since business establishments, transportation depots, theatres, and churches are all within reasonable walking distance. The urban location is a further advantage to students who seek part-time employment in the nearby 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, new Science Building, the older 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 location of the buildings on the campus can be seen on the map on the inside back cover of this bulletin.

The Language-Mathematics Building (1950) is a three-story structure housing the Departments of English, Foreign Languages, Mathematics, Philosophy, and Speech. The building has, in addition to regular classrooms, a 300-seat playhouse, an experimental playhouse, theatre make-up, scenery, and costume rooms, an 11-room radio-television suite and a foreign language audio laboratory.

The Education-Social Studies Building (1954) is a three-story, 25-classroom building providing facilities and classrooms for the Departments of Education, Nursing, and Social Studies. The lower level or basement of the building serves as 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 the Art Department and the College's fine 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. Within the next two years, this building will be taken over by the Art and Music Departments as current plans call for the remodeling of the older Science Hall in 1960-61 as the new home of the Business Department.

The new Science Building (1960) is to be opened at the start of the 1960-61 academic year and is the newest academic building on the campus. Constructed at a cost of two and one-half million

dollars, the contemporary-styled building embraces the best and most modern ideas in design, space, and facilities for science instruction. All science divisions and laboratories are located in the building which has ten general classrooms, an elementary science instruction section, eighteen laboratories, six advanced laboratories, and a roof penthouse area with an observatory, greenhouse, and animal pens.

The Physical Education Building (1928) houses both the men's and women's Departments of Health, Physical Education, and Recreation. The departments have their respective classrooms, gymnasiums, and other facilities. The men's gymnasium, seating 3500 persons, is also used for the College's intercollegiate basketball games, men's intramural activities, and some high school basketball games. The construction of a new physical education building for men will be started in the Spring of 1960 and is expected to be ready for use in the 1961-62 year. When the new building is occupied, the present building will be taken over completely by the Department of Health, Physical Education, and Recreation for Women.

Outdoor physical education facilities adjoining the campus area are being further developed and expanded. A one city-block area half-sodded and half devoted to six all-weather, lighted tennis courts was completed in 1956. Future plans are for additional tennis courts, a football field, track, and a baseball diamond on areas about the campus.

Completely remodeled, rehabilitated, and re-equipped, the Industrial Education Building is ranked as one of the most complete and best planned buildings of its type. Originally constructed in 1915, the building was remodeled in 1957. A new, one-story addition to the building was completed in 1956. This new addition houses a graphic arts laboratory and an auto mechanics shop.

Among the newer academic buildings on the campus is the Home Economics Building (1956) which was first put into use during the 1956-57 college year. A contemporary-styled structure, this building has been rated as one of the most complete and adequately equipped buildings of its type in the nation. It was 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 nursery school through twelfth grade classes with a total enrollment of 700 or more students. Special classes for physically handicapped 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 700 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 to the building was completed, 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.

A new addition to this building housing a cafeteria, ballroom, student meeting rooms, and offices was completed in June, 1959. Student yearbook and newspaper offices are located in this 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 and opened for use in 1950.

The offices located on the ground floor are: Division of Extended Services, Superintendent of Buildings and Grounds, Mimeograph Office, Dietitian's Office, and the Health Center. Located on the second floor are: Registrar's Office (including Graduate Division Office and Certification Advisor's Office) and Business Office (including Housing Director's Office and Purchasing Office). On the top floor or third floor of the building are: President's Office, Dean of Instruction's Office, Dean of Women's Office, Dean of Men's Office, Office of Coordinator of Student Personnel Services, Alumni Office, Information Services Office, Placement Office, Scholarship Office, and Office of Coordinator of Public and Professional Services.

## HOUSING

The College maintains on the campus Parsons Hall for men and two halls for women: Reeve Hall and Burford Hall. All three are modern, adequately furnished residence halls under the super-

vision 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 23 for Residence Hall Expenses).

Burford Hall is newly-constructed and opened for the first time in the Fall of 1959. This unit housing 300 students is the first of a proposed three-unit housing development which will eventually house 1000 students. This new development is just west of the Administration Building on Sixth Street.

The original women's residence hall, now known as Reeve Hall, provides housing for 342 students. In 1955, a new wing providing 76 student rooms, a recreation room, a laundering room, and other facilities was added to this building.

The original section of Parsons Hall for men was completed in 1938, but in 1951, an addition with 92-rooms, a new dining hall, and new entrance lobby was completed. Now, 146 student rooms are available.

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 23). Freshmen are not permitted to live in any of the five fraternity houses. There are no sorority houses.

### 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 College, 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 AND POLICIES

### I. Basic Entrance Requirements:

#### A. General Requirements:

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. Transfer students, in good standing, from other accredited colleges.

#### B. In addition, the candidate must:

1. Submit a completed application for admission, including the high school principal's evaluation,
2. Be in good emotional and physical health and of acceptable moral character, as certified by such evidence as the College may require, and
3. Be willing to abide by the rules of the College.

### II. Admission Policies:

#### A. Unconditional admission is granted to:

1. Applicants who meet the standards specified above and whose rank in their high school class is above the thirtieth percentile.
2. Applicants below the thirtieth percentile in their high school class who may qualify by examination.
3. Transfer students whose point-hour ratio from an accredited college is equal to or above that required of our own students.

#### B. Applicants who cannot meet the requirements for unconditional admission may be admitted on probation for a trial semester.

## 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.

The student should indicate on the freshman admission blank those areas in which he plans to major and minor, and further the student should indicate whether he is seeking a teaching or other than teaching degree. When the freshman admission blank is received by the Registrar, the student will be mailed a letter of admission and outlines of the required curricula in the fields which the student indicated as major and minor study areas. Freshman week programs and the name of the student's counselor

are mailed in mid-August to each student approved for admission in September.

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 the 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 Admissions and Academic Standards Committee.

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 Admissions and Academic Standards Committee.

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.

### HEALTH EXAMINATIONS

**Beginning freshmen:** a medical history and physical examination by the family physician on the College Health Form are required; these should be completed and returned to the College at least four weeks before official registration. Students entering from the military service should fill out the "History" side of the College Health Form and submit a copy of the military discharge physical examination.

Full time undergraduate and graduate students who have transferred from another college are to fill out the "History" side of the Health Form. In place of the physical examination, the short "Interval History" form provided should be signed and sent to the college previously attended.

Students taking less than nine hours of class work and not living on the campus need have no medical record here, but are reminded that chest x-ray and tuberculin test are required for entering the Upper Division (Junior Year) and for the teacher's license. These are available here at regular intervals.

Any student with a disability requiring modification of the academic or physical education program should report to the Student Health Service before assignment to classes.

## 14 STANDARDS AND REGULATIONS

### 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 semesters. 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.

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 semester. It must be made up before the end of the following semester.

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 semester in which the course is re-offered. (See fee schedule for cost, page 21.)

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

### 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 semester. 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 semester is computed as follows for the earned grade indicated.

| <u>Grade</u> | <u>Hours multiplied by Points</u> |                   | <u>Total Points</u> |
|--------------|-----------------------------------|-------------------|---------------------|
| A            | 3                                 | multiplied by 4.  | 12                  |
| B+           | 3                                 | multiplied by 3.5 | 10.5                |
| B            | 3                                 | multiplied by 3   | 9                   |
| B            | 2                                 | multiplied by 3   | 6                   |
| C+           | 2                                 | multiplied by 2.5 | 5.0                 |
| C            | 2                                 | multiplied by 2.  | 4.0                 |

Totals 15

46.5

46.5/15 = Point-hour ratio of 3.1

One hundred twenty-four semester hours of credit and at least 248 points are required for graduation. Students on teaching curricula must earn 124 semester hours of credit and at least 232 points for graduation, plus "S" grades in Student Teaching.

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

- Quantitative standard: A student who does not make passing grades in  $\frac{3}{4}$  of his approved schedule in any given term shall be discontinued automatically unless re-admitted as provided in c. below.
- 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: 1.00, 1.25, 1.50 and 1.80 at the end of the 1st, 2nd, 3rd and 4th semesters 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.

- Students who fall below the standards listed above will be notified by letter (either mailed, or handed to him in registration line) of his status. 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 64 semester 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 12 semester 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 twice each year after the close of a semester. 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

- To enroll for supervised teaching, a student must have a point-hour ratio of 2.0 or above.

## 16 STANDARDS AND REGULATIONS

2. *Factors such as personality, character, and psychological ratings shall be given due consideration in determining whether or not a student 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 15 credit hours and should not plan for any employment.*
4. *Students who have transferred from another institution must have completed at least 20 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 fifth semester.

The process of making application is as follows:

1. In that semester in which a student's completed credits equal or exceed 45 semester 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 with 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 sixth semester will have their registration materials withheld until they have so complied.

### CLASS PROGRAMS

The curricula of the College for teacher education, outlined in this bulletin on pages 26-48, are those authorized by law and approved by the Indiana 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 thorough professional education. Other College curricula are also described in this bulletin on pages 49-62.

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 up to 60 per cent on the Junior College level. In this bulletin, 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.



## REGISTRATION PROCEDURES

Every undergraduate course of study offered by the College is outlined in detail indicating semester by semester when certain courses are to be taken. Every student must have a permit to register which is issued during registration days. Having been issued the permit, the student consults with his counselor in planning a definite schedule of classes. The student then registers in accordance with this planned schedule approved by his counselor. There is no advance pre-registration for classes by any student.

When a student has completed registration for a semester or summer term, his schedule of courses becomes an official contract with the College unless officially modified as provided by College regulations.

## CLASS LOAD

The normal class load is 15 or 16 hours per semester, but a student may without petition carry a maximum of 18 semester hours of course work. In a summer term of five weeks, the normal load shall not exceed 6 semester hours.

Students who for any reason find it desirable to carry fewer than 12 semester hours or more than 18 semester 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. 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 advice on further care. If students live in the home of their parents, parents should call the Coordinator 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.

## 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

## 18 STANDARDS AND REGULATIONS

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 the Indiana Intercollegiate Conference, the Indiana Collegiate Conference and the National Association of Intercollegiate Athletics, 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 undergraduate curricula receive diplomas admitting them to the baccalaureate degree and full alumni standing.

Candidates for graduation must have earned a minimum of 30 semester hours of residence credit in this College for the award of any bachelor's degree. The last 5 semester hours immediately preceding graduation must always be done in residence. Any exception to this final 5 semester hour requirement may be made in emergency cases by earning part or all of these 5 semester hours by approved correspondence or extension courses given by this College or approved courses transferred from another institution. This emergency provision should not be interpreted as meaning that these final hours before graduation may be done in absentia. This privilege must always be approved in advance by the student's major department and the Dean of Instruction.

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.

Registration with the Bureau of Placement is required of all seniors prior to graduation.

### 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 students who are residents of the State of Indiana. Indiana residents do, however, pay a combined contingent and student service fee of \$5.80 per semester hour during the regular academic year on campus, or \$7.40 per semester hour for on-campus summer study.

Normal study loads for freshmen and sophomores are sixteen hours costing \$92.80 each semester. Junior and senior students normally have fifteen-hour study loads costing \$87 each semester. The maximum study load during any summer session is six semester hours costing \$44.40. See section below titled "Schedule of Fees" for determining fee costs.

The combined contingent and student service fees are used to help meet the cost of maintenance of buildings, campus, library, laboratories, and to support various student services and activities.

In return for the contingent fee, students receive free use of the library and all laboratories, including current supplies ordinarily used.

In return for the student service fee, students receive the benefit of 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 contests sponsored by the Athletic Department for that semester or term; this same 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.

The payment of contingent, student service, and all other fees is made to the Business Office at the time of registration.

Students admitted to the College on State Scholarships must pay the student service fee of \$2.20 per semester hour, usually amounting to \$35.20 each semester.

## NON-RESIDENT TUITION

Students who are not residents of the State of Indiana must pay an additional non-resident tuition of \$3 per semester hour for on-campus study. For students pursuing normal study loads, this amounts to an additional \$48 per semester for freshmen and sophomores with 16-hour loads and an additional \$45 per semester for junior and senior students with 15-hour loads.

**SCHEDULE OF FEES**  
(Effective September, 1960)

Fee Per Semester Hour

|                                   | Contingent<br>Fee | Student<br>Service<br>Fee | Out-of-<br>State<br>Tuition | Total<br>Fees |
|-----------------------------------|-------------------|---------------------------|-----------------------------|---------------|
| Academic Year—Campus .....        | \$ 3.60           | \$2.20                    |                             | \$ 5.80       |
| Summer Session .....              | 5.20              | 2.20                      |                             | 7.40          |
| Non-resident tuition—Campus ..... |                   |                           | \$3.00                      | 3.00          |
| Extension .....                   | 12.00             |                           |                             | 12.00         |
| Correspondence .....              | 10.00             |                           |                             | 10.00         |
| Applied Music .....               | 10.00             |                           |                             | 10.00         |

**Refunds and Special Fees**

**Auditor's Fee.** An auditor's fee of \$5 per class per semester 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 semester)** Students who withdraw during the first week of the semester will have 90 per cent of their fees refunded. Students withdrawing during the next four weeks of the semester will have 60 per cent of their fees refunded. Students withdrawing during the next four weeks of the semester will have 30 per cent of their fees refunded. Students withdrawing after nine weeks of the semester will receive no refund of fees.

**Refund Policy—(For summer term)** All students withdrawing during the first week of the term will have 50 per cent of their fees refunded. No refund of fees will be made if withdrawal is after the first week.

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 semester or summer 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 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 semester or term.

**Graduate Student Cap and Gown Fee.** Candidates who have been



## 22 FEES AND EXPENSES

accepted by the Graduate Division for the master's degree or the Advanced Degree in Education are required to purchase or rent from the College Bookstore the appropriate cap and gown for commencement. The cap and gown rental fee is nominal.

**Graduate Student Hood Fee.** Candidates who have been accepted by the Graduate Division for the Advanced Degree in Education, as well as the Spring candidates for the master's degree, are required to purchase or rent from the College Bookstore the appropriate hood for commencement. The rental fee is nominal.

**An Applied Music Fee** of \$10 per semester hour will be charged for each course in instruments or voice done on the basis of individual instruction with a regular faculty music instructor.

**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 \$5.00 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 30 semester hours of work at Indiana State Teachers College will be charged a special fee of \$4 per semester hour when registering for supervised teaching courses on the undergraduate level.

**Thesis Binding Expense.** The binding of three copies of the thesis is an expense which should be considered by each graduate student writing a thesis. The current charge is \$4.25 per copy for the master's thesis and \$4.50 per copy for the Advanced Degree in Education thesis. The Veterans Administration pays the cost for candidates under P.L. 16, 610, and 894.

## 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 GI Bill was 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 is \$342 per semester in W. W. Parsons Hall for men and Reeve Hall for women and \$360 per semester in Burford Hall for women. An amount equivalent to eight weeks charge must be paid at the time of registration.

Rates for a five-week summer term are \$95 in Parsons Hall and \$100 in Burford Hall. The entire charge must be paid at the 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 maintained 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 semester 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 termination of the student's contract and from it will be taken any obligations which the student may owe the residence halls. The remainder will be returned to the student.

Bed linens, draperies, and study lamps are furnished in all residence halls. One blanket is supplied in W. W. Parsons Hall for men. Blankets are not supplied in the women's halls.

## 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 appropriate Dean's office. 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 undergraduate 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.

The program for General Education at Indiana State Teachers College is composed of thirty-four (34) semester hours as outlined below.

|  |         |
|--|---------|
| English 101, 102* (Freshman English) .....   | 6 hours |
| Humanities:  |         |
| Six hours in any one of the following three areas: .....   | 6 hours |
| 1. Foreign Language  |         |
| 2. General Humanities 201, 202   |         |
| 3. Literature (2 hours) and four hours of approved general education courses in any two of the following three fields:   |         |
| Art  |         |
| Music  |         |
| Philosophy   |         |
| Mathematics 101 (General Mathematics) or approved advanced course .....  | 2 hours |
| Physical Education and General Activities:   |         |
| Two hours in Physical Education and two hours in general activities or Physical Education .....  | 4 hours |
| Psychology 201 (Fundamentals of Psychology I) .....  | 2 hours |
| Science 112 (Intro. to Biological Science) and either 111 (Intro. to Physical Sciences) or 113 (Intro. to Earth and Sky Sciences) or approved substitution in biological and physical or earth and sky science ..... | 6 hours |

**Social Studies:**

|  |         |
|--|---------|
| Social Studies 101 (Social Institutions), 102 (Economic Institutions), and 103 (Political Institutions) or approved substitutions as indicated on page 175. .... | 6 hours |
| Speech 101 (Introduction to Speech) .....  | 2 hours |

**TOTAL** ..... 34 hours

\*An examination in English usage will be given to students at the close of the Sophomore year. Students found deficient will be required to take a suitable course in English until the examination minimum is achieved.

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# 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 in the Graduate Bulletin.

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

### ELEMENTARY TEACHING CURRICULUM

#### Degree: Bachelor of Science

| Areas of Study   | Semester<br>Hours |
|--|-------------------|
| <b>SOCIAL STUDIES</b>  |                   |
| Social Studies 101 (Social Institutions) .....                               | 2                 |
| Social Studies 102 (Economic Institutions) .....                             | 2                 |
| Social Studies 103 (Political Institutions) .....                            | 2                 |
| Social Studies 261 (The United States to 1861) .....                         | 3                 |
| Social Studies 262 (The United States 1861-Present) .....                    | 3                 |
| Social Studies 230 (State and Local Government) .....                        | 2                 |
| Total required hours .....   | 14                |
| <b>SCIENCE AND MATHEMATICS</b>   |                   |
| Science 111E (Intro. to Physical Sciences for Elem. Majors) .....            | 3                 |
| Science 112E (Intro. to Biological Sciences for Elem. Majors) .....          | 3                 |
| Science 113E (Intro. to Earth-Sky Sciences for Elem. Majors) .....           | 3                 |
| Science 151 (Principles of Geography) .....                                  | 3                 |
| Science 171 (Personal Hygiene) .....   | 2                 |
| Mathematics 101E (General Mathematics) .....                                 | 4                 |
| Total required hours .....   | 18                |
| <b>LANGUAGE ARTS</b>   |                   |
| English 101 (Freshman English) .....   | 3                 |
| English 102 (Freshman English) .....   | 3                 |
| English 220 (Introduction to Literature) .....                               | 2                 |
| English 243 (Materials and Backgrounds for Children's Lit.) .....            | 2                 |
| Speech 101 (Introduction to Speech) .....                                    | 2                 |
| Speech 388 (Storytelling and Creative Dramatics) .....                       | 2                 |
| English 311—For those failing proficiency test<br>(Expository Writing) ..... | 2                 |
| Total required hours .....   | 14-16             |
| <b>ARTS</b>  |                   |
| Music 201 (Music in the Elementary School I) .....                           | 2                 |
| Music 292 (Teaching Music in the Elementary School) .....                    | 2                 |
| Art 295 (Elementary Arts and Crafts) .....                                   | 2                 |
| Art 395 (Elementary Art Methods) .....                                       | 2                 |
| Industrial Education 340 (Industrial Arts for Elem. Grades) .....            | 2                 |
| Total required hours .....   | 10                |

## ELEMENTARY TEACHING CURRICULUM 27

### HUMAN GROWTH AND DEVELOPMENT

|   |   |
|---|---|
| Psychology 201 (Fundamentals of Psychology I) .....                 | 2 |
| Psychology 202 (Fundamentals of Psychology II) .....                | 3 |
| Home Economics 425 (Nutrition for Elementary Teachers) .....        | 2 |
| Physical Education 392 (W) (Phys. Education for Elem. Schools) .... | 2 |
| Total required hours .....  | 9 |

### PROFESSIONAL EDUCATION

|  |    |
|--|----|
| Education 111 (Introduction to Elementary Teaching) .....                      | 2  |
| Education 392 (Teaching the Social Studies in the Elementary School)           | 2  |
| Education 395 (Teaching the Language Arts I) .....                             | 2  |
| Education 396 (Teaching the Language Arts II) .....                            | 2  |
| Science 392 (Teaching of Elementary Science) .....                             | 2  |
| Mathematics 392 (Teaching of Arithmetic) .....                                 | 2  |
| Supervised Teaching 451, 452, 455, 460 (Supervised Teaching and Seminar) ..... | 10 |
| Education 366 (Tests and Measurements) .....                                   | 2  |
| Education 447E (Audio-Visual Education) .....                                  | 1  |
| Education 458 (Problems in Elementary Teaching) .....                          | 2  |
| Total required hours .....   | 27 |

### PHYSICAL EDUCATION AND GENERAL ACTIVITIES

|  |   |
|--|---|
| Physical Education .....   | 2 |
| (Women students take a minimum of two elective hours in physical education).   |   |
| Physical Education or General Activities .....   | 2 |
| (These two hours may be taken in Physical Education or in other types of accredited activities. Student should confer with adviser). |   |
| Total required hours .....   | 4 |

### DIRECTED ELECTIVES

To be used to meet certification requirements for kindergarten or auxiliary areas. May also be used to correct student's weaknesses or to secure greater depth in a selected subject field or fields .....

26-28

Total required hours .....

28-26

Grand total required hours .....

124

## 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 on evidence of successful teaching experience, 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 six semester 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.

## 28 ELEMENTARY TEACHING CURRICULA

The provisional certificate is converted to a **first grade certificate** 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 30 semester hours of additional credit distributed over specified areas.

Holders of a baccalaureate degree who also hold a secondary teacher certificate may qualify for a provisional general elementary teacher certificate by presenting 18 semester hours of additional credit distributed over specified areas.

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

### REQUIREMENTS FOR KINDERGARTEN CERTIFICATE

|   | Semester Hours |
|---|----------------|
| Education 343 (Early Childhood Education) .....   | 3              |
| Psychology 342 (Growth and Development of the Young Child)<br>or Home Economics 428 (Child Development) ..... | 3              |
| Supervised Teaching 459 (Super. Teaching in Kindergarten) .....   | 3              |
| Directed Electives (see adviser) .....  | 15             |
| Total required hours .....  | 24             |

### 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 THE GENERAL ELEMENTARY CERTIFICATE AUXILIARY AREA

Students who so desire may incorporate into their degree requirement 24 semester hours of credit in one or more auxiliary area (s). This will in turn qualify the individual for teaching through grade nine in the area(s) in which the auxiliary area(s) certificate is issued.

The general elementary certificate auxiliary areas in which one may be certificated are as follows:

TEACHING SUBJECTS

SCHOOL LIBRARY AND AUDIO-VISUAL SERVICES

NURSERY SCHOOL

SPECIAL EDUCATION

Persons who are interested in completing the requirement for this certificate should confer with their adviser. Advisers will have information concerning each of the areas available for this certificate.

### Character of the General Elementary Certificate Auxiliary Area

**Coverage:** Valid for teaching through grade nine in the area in which the auxiliary area certificate or license is issued.

**Gradation:** The grade of the auxiliary area certificate or license becomes the grade of the general elementary teacher license or 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 license or certificate from one grade to another are the procedures to be followed in converting the auxiliary area certificate or license.

The above program became effective September 1, 1958, and applies to all students who first entered the college on or after that date.



## SECONDARY TEACHER CERTIFICATION

Upon completing the secondary teaching curriculum outlined below, a student may apply for a Secondary Teacher's Provisional Certificate. Applications must be filed in the Certification Office at the beginning of the senior year.

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 five semester hours of graduate credit, applicable to the master's degree, 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 and has 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 secondary certificate to permit certification to teach in any additional comprehensive, restricted, or vocational area. Teachers may apply for additional certificates through this college, provided pattern requirements are completed 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.

**SECONDARY TEACHER CERTIFICATION 31**

**General Requirements For**

**Secondary Teacher's Provisional Certificate**

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

The student must complete 124 semester hours and meet the following minimum requirements:

|   |                 |
|---|-----------------|
| <b>A. General Education</b>   |                 |
| English 101, 102** (Freshman English) .....   | 6 hours         |
| Humanities:   |                 |
| Six hours in any one of the following three areas: .....  | 6 hours         |
| 1) Foreign Language   |                 |
| 2) General Humanities 201, 202  |                 |
| 3) Literature (2 hours) and four hours of approved general education courses in any two of the following three fields:  |                 |
| Art   |                 |
| Music   |                 |
| Philosophy  |                 |
| Mathematics 101 (General Mathematics) or approved advanced course .....   | 2 hours         |
| Physical Education and General Activities:  |                 |
| Two hours in Physical Education and two hours in general activities or Physical Education .....   | 4 hours         |
| Psychology 201 (Fundamentals of Psychology I) .....   | 2 hours         |
| Science 112 (Intro. to Biological Sciences) and either 111 (Intro. to Physical Sciences) or 113 (Intro. to Earth and Sky Sciences) or approved substitution in biological and physical or earth and sky sciences .....    | 6 hours         |
| Social Studies:   |                 |
| Social Studies 101 (Social Institutions), 102 (Economic Institutions), and 103 (Political Institutions), or approved substitutions as indicated on page 175. ....   | 6 hours         |
| Speech 101 (Intro. to Speech) .....   | 2 hours         |
| <b>TOTAL</b> .....  | <b>34 hours</b> |
| **An examination in English usage will be given to students at the close of the sophomore year. Students found deficient will be required to take a suitable course in English until the examination minimum is achieved. |                 |
| <b>B. Professional Education</b>  |                 |
| Before the Professional Semester:   |                 |
| Education 305 (Teaching in the Secondary School) .....  | 2 hours         |
| Psychology 202 (Fundamentals of Psychology II) .....  | 3 hours         |
| The Professional Semester:  |                 |
| Education 447S (Audio-Visual Education), 448 (Secondary School Organization), 449 (Foundations of Secondary Education) .....  | 5 hours         |
| Special Methods in Comprehensive or Special Area .....  | 2 hours         |
| Special Methods in Second Comprehensive or Restricted Area*   | 2 hours         |
| Student Teaching 431, 453, 454 (Supervised Teaching) .....  | 6 hours         |
| <b>TOTAL</b> .....  | <b>20 hours</b> |
| *Counted as general elective.   |                 |
| <b>C. Teaching Areas</b>  |                 |
| The student must select one of the following patterns:  |                 |
| 1) One comprehensive area (40 hours) and a restricted area (24 hours) or a special services area.   |                 |
| 2) One special or vocational area (60 hours)  |                 |
| Note: One or more comprehensive, restricted or special services areas may be added to the certificate for a Special or Vocational area.   |                 |
| <b>D. Electives:</b>  |                 |
| Enough electives should be added to raise the total number of hours to 124.   |                 |
| ***If a candidate desires the Bachelor of Arts degree, at least 16 semester hours of Foreign Language must be included in this program.   |                 |

32 SECONDARY TEACHING AREAS

ART

Arts and Crafts (Special Area)

|   | Hours |
|---|-------|
| Courses required for comprehensive area .....                 | 40    |
| Electives in Art approved by department chairman .....        | 20    |
|   | <hr/> |
| Total required hours .....                                    | 60    |
| (Art 391 (Art Methods) will count in professional education.) |       |

Arts and Crafts (Comprehensive Area)

|  |       |
|--|-------|
| Art 101 (Color and Design), 102 (Drawing and Composition), 151 (Arts in Civilization), 205 (Figure Drawing), 221 (Design in Materials), 230 (Advertising Art), 241 (Sculpture), 310 (Watercolor Painting), 311 (Oil Painting), 351 (Contemporary Trends), 492 (Seminar in Art Education) ..... | 29    |
| Art Electives .....  | 11    |
|  | <hr/> |
| Total required hours .....   | 40    |
| (Art 391 (Art Methods) will count in professional education)   |       |

Arts and Crafts (Restricted Area)

|   |       |
|---|-------|
| Art 101 (Color and Design), 102 (Drawing and Composition), 151 (Arts in Civilization), 221 (Design in Materials), 241 (Sculpture) ..... | 14    |
| Directed Electives in Art .....   | 10    |
|   | <hr/> |
| Total required hours .....  | 24    |

BUSINESS EDUCATION

Business Education (including Shorthand) — (Special Area)

|  |       |
|--|-------|
| Courses required for comprehensive area in Business Education, including shorthand ..... | 40    |
| Electives in Business or related fields approved by department chairman .....            | 20    |
|  | <hr/> |
| Total required hours .....   | 60    |
| (Business Methods will count in professional education.)                                 |       |

Business Education (Comprehensive Area)

|  |       |
|--|-------|
| A. With Shorthand  |       |
| Business *121 (Beginning Typewriting), 122 (Intermediate Typewriting), 123 (Advanced Typewriting), 140 (Intro. to Business), 201 (Accounting Principles), 202 (Accounting Principles), *211 (Beginning Stenography), 212 (Intermediate Stenography), 213 (Advanced Stenography), 214 (Offices Machines), 305 (Marketing), 308 (Consumer Business Problems), 330 (Business Communications), 331 (Survey of Business Law), 490 (Principles and Problems of Business Education) ..... | 37    |
| Social Studies 210 (Principles of Economics) .....   | 3     |
|  | <hr/> |
| Total required hours .....   | 40    |
| (Business Methods will count in professional education)  |       |

\*See note bottom of next page.

**SECONDARY TEACHING AREAS 33**

Hours

**B. Without Shorthand**

|   |           |
|---|-----------|
| Business *121 (Beginning Typewriting), 122 (Intermediate Typewriting), 123 (Advanced Typewriting), 140 (Intro. to Business), 201 (Accounting Principles), 202 (Accounting Principles), 214 (Office Machines), 240 (Principles of Management), 301 (Intermediate Accounting I), 305 (Marketing), 308 (Consumer Business Problems), 330 (Business Communications), 331 (Survey of Business Law), 490 (Principles and Problems of Business Education) .. | 34        |
| Science 257 (Economic Geography) .....  | 3         |
| Social Studies 210 (Principles of Economics) .....  | 3         |
| <b>Total required hours</b> .....   | <b>40</b> |

(Business Methods will count in professional education)

**Bookkeeping and Typewriting (Restricted Area)**

|   |           |
|---|-----------|
| Business 121* (Beginning Typewriting), 122 (Intermediate Typewriting), 123 (Advanced Typewriting), 140 (Intro. to Business), 201 (Accounting Principles), 202 (Accounting Principles), 214 (Office Machines), 237 (Machine Duplicating), 301 (Intermediate Accounting I), 404 (Income Tax Procedure I), 490 (Principles and Problems of Business Education) ..... | 24        |
| <b>Total required hours</b> .....   | <b>24</b> |

**General Business (Restricted Area)**

|  |           |
|--|-----------|
| Business 140 (Intro. to Business), 240 (Principles of Management), 308 (Consumer Business Problems), 331 (Survey of Business Law), 404 (Income Tax Procedure I), 490 (Principles and Problems of Business Education) ..... | 15        |
| Science 257 (Economic Geography) .....   | 3         |
| Social Studies 210 (Principles of Economics), 314 (Money and Banking) .....  | 6         |
| <b>Total required hours</b> .....  | <b>24</b> |

**Retail Selling (Restricted Area)**

|  |           |
|--|-----------|
| Business 140 (Intro. to Business), 305 (Marketing), 331 (Survey of Business Law), 334 (Salesmanship), 335 (Principles of Retailing), 337 (Business Report Writing), 447 (Problems of Retailing), 490 (Principles and Problems of Business Education) ..... | 22        |
| Business 121 (Beginning Typewriting) or 214 (Office Machines) ....   | 2         |
| <b>Total required hours</b> .....  | <b>24</b> |

**Shorthand and Typing (Restricted Area)**

|  |           |
|--|-----------|
| Business 121* (Beginning Typewriting), 122 (Intermediate Typewriting), 123 (Advanced Typewriting), 211* (Beginning Stenography), 212 (Intermediate Stenography), 213 (Advanced Stenography), 214 (Office Machines), 330 (Business Communications), 336 (Business Report Writing), 339 (Office and Secretarial Practice), 490 (Principles and Problems of Business Education) ..... | 24        |
| <b>Total required hours</b> .....  | <b>24</b> |

\*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.

34 SECONDARY TEACHING AREAS

HEALTH, PHYSICAL EDUCATION, AND RECREATION

Health, Physical Education, and Recreation (Men)—(Special Area)

|  | Hours |
|--|-------|
| Courses required for comprehensive area .....                        | 40    |
| Electives in Physical Education approved by department chairman .... | 20    |
|  | 60    |
| Total required hours .....   | 60    |
| (Physical Education 391 will count in professional education).       |       |

Health, Physical Education, and Recreation—Men (Comprehensive Area)

|   |    |
|---|----|
| Physical Education 151 (Intro. to Health, Physical Education, and Recreation), 171 (Mass Activities), 172 (Games and Sports Techniques of Physical Education), 253 (First Aid), 254 (Training), 255 (Kinesiology), 451 (Organ. and Adminis. of Health, Physical Education, and Recreation), 471 (Coaching of Football), 472 (Coaching of Basketball), 473 (Coaching of Baseball), 474 (Coaching of Track) ..... | 25 |
| Recreation 400 (Recreational Leadership) .....  | 3  |
| Science 171 (Personal Hygiene), 175 (Human Anatomy), 272 (Physiology for Physical Education Majors), 374 (Health Education) ..  | 10 |
| Directed Electives .....  | 2  |
|   | 40 |
| Total required hours .....  | 40 |
| (Physical Education 391 (Theory and Practice of Methods in Physical Education) will count in professional education. Students will be required to take 4 hours in physical activities required in general education plus 4 semester hours in physical activities not to be included as part of the comprehensive area.)   |    |

Physical Education—Men—(Restricted Area)

|  |    |
|--|----|
| Physical Education 151 (Intro. to Health, Physical Education, and Recreation), 171 (Mass Activities), 172 (Games and Sports Techniques of Physical Education), 253 (First Aid), 254 (Training), 255 (Kinesiology), 451 (Organization and Adminis. of Health, Physical Education, and Recreation) ..... | 17 |
| Two hours from: Physical Education 471 (Coaching of Football), 472 (Coaching of Basketball), 473 (Coaching of Baseball), 474 (Coaching of Track) .....   | 2  |
| Science 171 (Personal Hygiene), 175 (Human Anatomy) .....  | 5  |
|  | 24 |
| Total required hours .....   | 24 |

Recreation—Men—(Restricted Area)

|   |    |
|---|----|
| Art 220 (Handicrafts for Occupational Therapy) .....  | 3  |
| Industrial Education 110 (General Woodwork) .....   | 3  |
| Music 201 (Music in the Elementary School I) .....  | 2  |
| Physical Education 171 (Mass Activities), 172 (Games and Sports Techniques of Physical Education), 253 (First Aid), 400 (Recreational Leadership) ..... | 10 |
| Two hours from: Physical Education 471 (Coaching of Football), 472 (Coaching of Basketball), 473 (Coaching of Baseball), 474 (Coaching of Track) .....  | 2  |
| Speech 380 (Theatre Practice Survey) .....  | 3  |
| Elective .....  | 1  |
|   | 24 |
| Total required hours .....  | 24 |

**Health, Physical Education, and Recreation—Women—(Special Area)**

|  | Hours |
|--|-------|
| Courses required for comprehensive area .....                      | 40    |
| Electives in Physical Education approved by department chairman .. | 20    |
|  | <hr/> |
| Total required hours .....   | 60    |

(Physical Education 391 will count in professional education.)

**Health, Physical Education, and Recreation—Women—(Comprehensive Area)**

|   |       |
|---|-------|
| Physical Education 151 (Intro. to Health, Physical Education, and Recreation), 205 (Applied Anatomy), 253 (First Aid), 301 (Teaching and Officiating Team Sports for Women), 303 (Teaching Rhythms in the High School), 422 (Measurement and Evaluation in Health, Physical Education, and Recreation), 451 (Organ. and Adminis. of Health, Physical Education, and Recreation) ..... | 17    |
| Science 171 (Personal Hygiene), 272 (Physiology for Physical Education Majors), 374 (Health Education) .....  | 7     |
| Physical Education Required Activities (General Education activities not counted here) .....  | 8-9   |
| Physical Education and Recreation Electives .....   | 7-8   |
|   | <hr/> |
| Total required hours .....  | 40    |

(Physical Education 391 (Methods in Teaching Women's Physical Education) will count in professional education.)

**Physical Education—Women—(Restricted Area)**

|   |       |
|---|-------|
| Physical Education 151 (Intro. to Health, Physical Education, and Recreation), 253 (First Aid) or 393 (Safety Education), 301 (Teaching and Officiating Team Sports for Women), 302 (Teaching and Officiating Individual and Dual Sports), 303 (Teaching Rhythms in the High School), 451 (Organization and Adminis. of Health, Physical Education, and Recreation) ..... | 14    |
| Electives from: Physical Education 205 (Applied Anatomy), 255 (Kinesiology), 403 (Preventive and Corrective Physical Education), 422 (Measurement and Evaluation in Health, Physical Education, and Recreation), Recreation 400 (Recreational Activities and Leadership) .....  | 6-7   |
| Physical Education activities from: Physical Education 11 (Beginning Folk Dancing) or 15 (Beginning Modern Dancing); Physical Education 14-19 (prerequisites to 303); Physical Education 35 (Tumbling, Stunts, and Conditioning Activities) .....   | 3-4   |
|   | <hr/> |
| Total required hours .....  | 24    |

**Recreation—Women—(Restricted Area)**

|  |    |
|--|----|
| Physical Education 151 (Intro. to Health, Physical Education, and Recreation), 203 (Teaching Rhythms in the Elementary School) or 303 (Teaching Rhythms in the High School), 301 (Teaching and Officiating Team Sports for Women) or 302 (Teaching and Officiating Individual and Dual Sports), 451 (Organization and Adminis. of Health, Physical Education, and Recreation) .... | 10 |
| Recreation 220 (Camp Counseling and Outdoor Education), 400 (Recreational Activities and Leadership), 430 (Recreational Skills),   |    |

## 36 SECONDARY TEACHING AREAS

|   | Hours |
|---|-------|
| 455 (Community Recreation) .....  | 11    |
| Physical Education activities from: Physical Education 14 (Folk and Square Dancing), 18 (Bowling), 19 (Social Dancing), 23 (Softball) ..... | 3     |
|   | <hr/> |
| Total required hours .....  | 24    |

## HOME ECONOMICS

### Vocational Home Economics—(Vocational Area)

|  |       |
|--|-------|
| Art 101 (Color and Design) .....   | 3     |
| Home Economics 111 (Textiles), 113 (Clothing I) or 211 (Clothing II), 133 (Guidance for Home Economics Students), 212 (Clothing Selection), 222 (Food Selection and Preparation), 231 (Home Nursing and Safety), 321 (Nutrition), 323 (Family Meal Management), 331 (Family Housing), 332 (Home Management), 431 (Home Management Residence), 432 (Consumer Buying), 433 (Family Relationships), 434 (Household Equipment), 438 (Child Development), 492 (Seminar in Home Economics Education) ..... | 41    |
| Science 142 (General Chemistry II), 285 (Household Physics), 376 (Introductory Bacteriology) .....   | 8     |
| Approved electives in Home Economics .....   | 8     |
|  | <hr/> |
| Total required hours .....   | 60    |

Home Economics 391 (Methods of Homemaking Education) will count in professional education. Student will count Art 151 (Arts in Civilization), Science 141 (General Chemistry I), and Social Studies 101 (Social Institutions) and 102 (Economics Institutions) or Social Studies 110 (Intro. to Economics) or 170 (Principles of Sociology) in general education.

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

### General Home Economics—(Comprehensive Area)

|  |     |
|--|-----|
| Art 101 (Color and Design) .....   | 3   |
| Clothing: Selected from Home Economics 111 (Textiles), 113 (Clothing I) or 211 (Clothing II), 212 (Clothing Selection) .....   | 5-6 |
| Family Relationships: Selected from Home Economics 133 (Guidance for Home Economics Students), or 433 (Family Relationships), 438 (Child Development) .....              | 5-6 |
| Food and Nutrition: Selected from Home Economics 220 (Meal Management and Preparation) or 222 (Food Selection and Preparation), 224 (Nutrition) or 321 (Nutrition) ..... | 5-6 |
| Home Management: Selected from Home Economics 332 (Home Management), 431 (Home Management Residence), 432 (Consumer Buying) .....  | 3-6 |
| Housing: Home Economics 331 (Family Housing) .....   | 3   |
| Methods: 492 (Seminar in Home Economics Education) .....   | 2   |
| Elective in Home Economics approved by dept. chairman .....  | 2-8 |
| Science 142HE (Organic Chemistry for Home Economics Majors), 458   |     |

## SECONDARY TEACHING AREAS 37

|   | Hours     |
|---|-----------|
| (Conservation of Natural Resources) ..... | 6         |
| <b>Total required hours</b> .....         | <b>40</b> |

Home Economics 391 (Methods of Homemaking Education) will count in professional education. (Art 151 (Arts in Civilization), Science 141 (General Chemistry I) and 112 (Intro. to Biological Sciences) and Social Studies 101 (Social Institutions) and 102 (Economic Institutions) or Social Studies 110 (Intro. to Economics) or 170 (Principles of Sociology) will be taken in general education.)

### General Home Economics—(Restricted Area)

|   |           |
|---|-----------|
| Clothing: Selected from Home Economics 111 (Textiles), 113 (Clothing I) or 211 (Clothing II), 212 (Clothing Selection) .....              | 3-5       |
| Family Relations: Selected from Home Economics 231 (Home Nursing and Safety), 433 (Family Relationships) or 438 (Child Development) ..... | 3-5       |
| Food and Nutrition: Selected from Home Economics 220 (Meal Management and Preparation), 224 (Nutrition) or 321 (Nutrition) .....          | 3-5       |
| Home Management: Selected from Home Economics 332 (Home Management), 432 (Consumer Buying) .....  | 2-4       |
| Housing: Selected from 331 (Family Housing), 432 (Consumer Buying) .....  | 2-3       |
| Science 458 (Conservation of Natural Resources) .....   | 3         |
| <b>Total required hours</b> .....   | <b>24</b> |

## INDUSTRIAL EDUCATION

### Industrial Arts — (Special Area)

|  |           |
|--|-----------|
| Courses required for comprehensive area .....                      | 40        |
| Electives in Industrial Arts approved by department chairman ..... | 4         |
| <b>Total required hours</b> .....                                  | <b>60</b> |
| (Industrial Education 391 will count in professional education.)   |           |

### Vocational Teacher Training courses for Trade and Industrial Teachers (Option III) — (Vocational Area)

#### A. Vocational Trade and Industry

Special opportunities are offered for tradesmen who desire to prepare to teach trade and industrial work in a vocational school as outlined under the provisions of the Federal Vocational Acts: (a) Shop Teachers; and (b) Teachers of Related Subjects.

The State Board of Education requires teachers of Vocational Shop Work to supplement the four-year curriculum in residence by three years of successful trade experience. A complete analysis or explanation of these requirements can be found in 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 referred to above.



## 38 SECONDARY TEACHING AREAS

### B. Entrance Requirements Hours

For those students with approved trade experience as required for vocational teaching (three years journeyman) or for those students who will complete the trade requirements by graduation:

The three years of trade experience may be evaluated up to the equivalent of 28 semester hours in the specialized (occupational) area. 28

An additional 12 semester hours of course work is required to complete a comprehensive area in vocational trades and industry. These include the following:

|   |   |    |
|---|---|----|
| Ind. Ed. 470—Curriculum Construction .....                                  | 3 |    |
| Ind. Ed. 492—Trade Analysis for Instruction .....                           | 2 |    |
| Ind. Ed. 477—Shop Planning and Organization .....                           | 3 |    |
| Ind. Ed. 392—Shop Management .....  | 2 |    |
| Ind. Ed. 391—Methods of Teaching Vocational Shop and Related Subjects ..... | 2 | 12 |
|   |   | 40 |

Since most of the Vocational Teachers also teach Industrial Arts one-half time, it is suggested that 20 additional hours be taken in Industrial Arts Education to make a combination Special Industrial Arts. 20

60

### C. Courses in Extension

|  |   |
|--|---|
| 476 VEE Method of Teaching Trade Extension Classes ..... | 3 |
| 484 VEE Practice Teaching .....                          | 3 |
| 486 VEE Industrial Vocational Coordination .....         | 3 |
| 492 VEE Trade Analysis .....                             | 2 |

All the courses listed in 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.

### Industrial Arts — (Comprehensive Area)

|   |   |
|---|---|
| Ceramics: Art 322 (Ceramics) .....  | 3 |
| Drawing: Minimum of seven hours from Industrial Education 101 (Technical Drawing), 201 (Advanced Technical Drawing), 302 (Architectural Drawing and House Planning), 402 (Advanced Machine Drawing), 403 (Architectural Drawing), 404 (Industrial Arts Design), 405 (Descriptive Geometry) .....                  | 7 |
| Electricity: Minimum of five hours from Industrial Education 161 (Electricity-Electronics I), 262 (Electricity-Electronics II), 363 (Applied Electronics), 364 (Applied Electricity), 465 (Applied Electronics), 467 (Motor Testing and Repair) .....   | 5 |
| Metal: Minimum of seven hours from Industrial Education 121 (General Metal), 221 (Machine Shop), 321 (Machine Shop), 325 (Welding), 328 (Sheet Metal), 421 (Machine Shop), 422 (Precision Measurement) .....  | 7 |
| Printing: Minimum of six hours from Industrial Education 151 (Graphic Arts I), 152 (Graphic Arts II), 252 (Imposition and Presswork), 253 (Estimating), 254 (Beginning Linotype), 351 (Production Practice), 352 (Bookbinding), 354 (Advanced Linotype), 355 (Photolithography), 454 (The Graphic Arts Shop) .... | 6 |

SECONDARY TEACHING AREAS 39

|   | Hours |
|---|-------|
| Woodworking: Minimum of three hours from Industrial Education 111 (General Woods I), 212 (General Woods II), 315 (General Woods III), 317 (General Woods IV), 411 (Wood in Industry) ....   | 3     |
| Industrial Education 100 (Intro. to Indust. Ed.), 470 (Curriculum Construction) .....   | 3     |
| Power and Auto Mechanics: Minimum of three hours from Industrial Education 132 (Intro. to Power and Auto Mechanics), 233 (Elementary Garage Practice), 332 (Air Cooled Engines), 335 (Fuel and Electrical Systems), 336 (Auto Body Repair and Refinishing), 433 (Auto Shop Management), 434 (Advanced Garage Practice) .... | 3     |
| Electives in Industrial Education .....   | 3     |
| Total required hours .....  | 40    |
| (Industrial Education 391 (Methods of Teaching Shop and Related Subjects) will count in professional education.)  |       |

**Special Shop — (Restricted Area)**

|   |    |
|---|----|
| Twenty hours in any one of the following Industrial Arts areas:   |    |
| Drawing, Electricity, Printing, Metal, or Wood .....  | 20 |
| Four hours from: Industrial Education 100 (Intro. to Industrial Education), 392 (Shop Management), 476 (The General Shop) ..... | 4  |
|   | 24 |

**LANGUAGE ARTS (ENGLISH)**

**Language Arts (English)—(Special Area)**

|   |    |
|---|----|
| Courses required for comprehensive area .....                       | 40 |
| Electives in English or Speech approved by department chairman .... | 20 |
| Total required hours .....  | 60 |
| (English 391 will count in professional education.)                 |    |

**Language Arts (English) — (Comprehensive Area)**

|  |    |
|--|----|
| English 214 (English Grammar), 230 (American Literature I), 231 (American Literature II), 250 (Survey of English Literature I), 251 (Survey of English Literature II), 310* (Advanced Composition), 416 (Supervision of Student Publications), 451 (Shakespeare) .....   | 20 |
| Speech 265 (Oral Interpretation of Literature), 380 (Theatre Practice Survey) .....  | 6  |
| Electives .....  | 14 |
| Electives may be chosen, after consultation with the student's counselor, from the following: English 221 (The Short Story) and all English courses numbered above 400 except 417 and 461. A student may also elect one course from the following: English 116 (Report and Newspaper Writing), 217 (Copy Editing and Makeup), 318 (Magazine Writing), 360 (Laboratory in Creative Writing), 461 (Playwriting.) |    |
| Total required hours .....   | 40 |
| (English 391 (Teaching of English in the High School) will count in professional education.)   |    |

\*By special permission students may substitute another writing course for English 310.

## 40 SECONDARY TEACHING AREAS

### English — (Restricted Area)

|  | Hours |
|--|-------|
| English 230 (American Literature I), 231 (American Literature II),<br>250 (Survey of English Literature I), 251 (Survey of English<br>Literature II) ..... | 11    |
| English 214 (English Grammar) and 310 (Advanced Composition)....   | 4     |
| Electives from literature courses numbered above 400 .....   | 9     |
| Total required hours .....   | 24    |

### Journalism — (Restricted Area)

|  |    |
|--|----|
| Business 200 (Basic Accounting) or 337 (Principles of Advertising)....   | 3  |
| English 116 (Report and Newspaper Writing), 217 (Copy Editing<br>and Makeup), 301 (Newspaper Procedure) or 302 (Newspaper<br>Production), 416 (Supervision of Student Publications), 417 (His-<br>tory of Journalism..) .....        | 11 |
| Seven hours selected from: English 214 (English Grammar), 221<br>(The Short Story), 310 (Advanced Composition), 312 (Special<br>Publications), 318 (Magazine Writing), 319 (Newspaper Prac-<br>tice), 441 (Contemporary Prose) ..... | 7  |
| Social Studies 373 (Public Opinion) .....  | 3  |
| Total required hours .....   | 24 |

## LANGUAGES

### Languages — (Comprehensive Area)

A total of 42 hours in any two languages, as listed in the combinations below, with a minimum of 18 hours in each language. A student who has not earned two years of high school credit in each language or who fails a proficiency test will be required to take 6 additional hours.

- 1) French and Spanish, or French and German, or Spanish and German.
- or 2) French and Latin, or German and Latin, or Spanish and Latin.

Total required hours in one of the two combinations .....

42

Students pursuing French, German, or Spanish must take Foreign Language 392 (Teaching of Modern Languages in the High School) and students taking Latin must take Foreign Language 391 (Teaching of Latin in High School); however the methods course must be counted in professional education.

### Foreign Language — (Restricted Area)

Twenty-four hours from any one of the following languages .....

24

French, German, or Spanish

(Student must take Foreign Language 392 (Teaching of Modern Languages in the High School); however, this will be counted in professional education.)

Latin

(Student must take Foreign Language 391 (Teaching of Latin in High School); however, this will be counted in professional education.)

Total required hours .....

24

(Six additional hours are required if student has not had two years of the language in high school or if he fails proficiency test.)

LIBRARY SCIENCE

School Library Certificate (Provisional)

Library Science — (Special Service)

|  | Hours |
|--|-------|
| Library Science 206 (Intro. to School Librarianship), 311 (Selection of Library Materials), 312 (Library Materials for Children), 322 (Classification and Cataloging), 424 (Reference), 426 (Administration of the School Library) ..... | 16    |
| Education 444 (Selection and Utilization of Audio-Visual Materials) .....  | 2     |
| Total required hours .....   | 18    |

MATHEMATICS

Mathematics — (Comprehensive Area)

|   |    |
|---|----|
| Mathematics 111* (College Algebra), 112** (Trigonometry), 122 (Plane Analytic Geometry), 212 (Mathematics of Finance), 233 (Elementary Calculus), 322 (Solid Analytic Geometry), 323 (College Geometry), 341 (Mathematics of Statistics), 431 (Intermediate Calculus), 433 (Differential Equations), 492 (History of Mathematics) ..... | 30 |
| Electives from any of the following courses: .....  | 10 |
| Business 201 (Accounting Principles), 202 (Accounting Principles), 301 (Intermediate Accounting I), 302 (Intermediate Accounting II)  |    |
| Industrial Education (Mechanical Drawing)   |    |
| Mathematics   |    |
| Science (Chemistry, Physics)  |    |
| Social Studies (Economics)  |    |
| Total required hours .....  | 40 |

(Mathematics 391 (Teaching of High School Mathematics) will count in professional education.)

\*Students who have had two full years of high school algebra must substitute an advanced course in mathematics for Mathematics 111.

\*\*Students who have had a semester of trigonometry in high school must substitute an advanced course in mathematics for Mathematics 112.

Mathematics — (Restricted Area)

|  |    |
|--|----|
| Mathematics 111* (College Algebra), 112** (Trigonometry), 122 (Plane Analytic Geometry), 212 (Mathematics of Finance), 233 (Elementary Calculus), 322 (Solid Analytic Geometry), 431 (Intermediate Calculus), 433 (Differential Equations) ..... | 24 |
| Total required hours .....   | 24 |

\*Students who have had two full years of algebra in high school must substitute an advanced course in mathematics for Mathematics 111.

\*\*Students who have had a semester of trigonometry in high school must substitute an advanced course in mathematics for Mathematics 112.

(It is recommended that students on this curriculum take H. S. Mathematics Methods, Mathematics 391, as an elective in addition to the above 24 hours.)

42 SECONDARY TEACHING AREAS

MUSIC

Music — (Special Area)

|  | Hours                      |
|--|----------------------------|
| Courses required for comprehensive area .....            | 40                         |
| Electives in Music approved by department chairman ..... | 20                         |
|  | <hr style="width: 100%;"/> |
| Total required hours .....                               | 60                         |
| (Music Methods will count in professional education.)    |                            |

Music — (Comprehensive Area)

|  |                            |
|--|----------------------------|
| Music 111 (Basic Music I), 112 (Basic Music II), 121 (Music Literature I), 122 (Music Literature II), 211 (Basic Music III), 212 (Basic Music IV) 221 (Score Study I), 222 (Score Study II), 392 (Music Procedures in the Elementary School), 445 (Analysis of Musical Form) .....                                   | 24                         |
| Four hours from Music 219 (A Cappella Choir), 259 (College Symphony Orchestra), 269 (Varsity or Symphonic Band) .....  | 4                          |
| Four hours from Music 235 (Violin, Viola, Violoncello, or Contrabass), 240 (Flute, Clarinet, Bassoon, or Saxophone), 245 (Coronet, French Horn, Baritone Horn, Trombone, or Tuba), 249 (Percussion), 250 (Voice), 251 (Piano), 252 (Organ) .....   | 4                          |
| Music 381 (Choral Rehearsal Techniques) or 382 (Instrumental Rehearsal Techniques) .....   | 3                          |
| Electives from Music 410 (Choral Literature), 411 (Vocal Technics), 413 (Choral Organization), 420 (Elementary String Technic), 421 (Elementary Woodwind Technic), 422 (Elementary Brass Technic), 423 (Elementary Percussion Technic), 424 (Marching Band Procedures), 431 (Instrument Adjustment and Repair) ..... | 5                          |
|  | <hr style="width: 100%;"/> |
| Total required hours .....   | 40                         |
| (Methods of Teaching Music will count in professional education.)  |                            |

Instrumental Music — (Restricted Area)

|   |                            |
|---|----------------------------|
| Music 111 (Basic Music I), 112 (Basic Music II), 121 (Music Literature I), 122 (Music Literature II), 221 (Score Study I), 222 (Score Study II) .....   | 15                         |
| Music 259 (College Symphony Orchestra) or 269 (Varsity or Symphonic Band) .....   | 2                          |
| Two hours from: Music 235 (Violin, Viola, Violoncello, Contrabass), 240 (Flute, Clarinet, Oboe, Bassoon, Saxophone), 245 (Cornet, French Horn, Baritone Horn, Trombone, Tuba), 249 (Percussion) .....   | 2                          |
| Five hours from: Music 382 (Instrumental Rehearsal Techniques), 420 (Elementary String Technic), 421 (Elementary Woodwind Technic), 422 (Elementary Brass Technic), 423 (Elementary Percussion Technic), 424 (Marching Band Procedures), 431 (Instrument Adjustment and Repair) ..... | 5                          |
|   | <hr style="width: 100%;"/> |
| Total required hours .....  | 24                         |

Vocal Music — (Restricted Area)

|   |    |
|---|----|
| Music 111 (Basic Music I), 112 (Basic Music II), 121 (Music Literature I), 122 (Music Literature II), 221 (Score Study I), 222 (Score Study II) ..... | 15 |
|---|----|

## SECONDARY TEACHING AREAS 43

|   | Hours |
|---|-------|
| Music 217 (Choral Union) or 219 (A Cappella Choir) .....  | 2     |
| Music 250 (Voice) or 251 (Piano) .....  | 2     |
| Music 285 (Secondary Voice I), 286 (Secondary Voice II), or electives<br>from Music 410 (Choral Literature) or 411 (Vocal Technics) ....        | 2     |
| Three hours from: Music 381 (Choral Rehearsal Technics), 410<br>(Choral Literature), 411 (Vocal Technics), 413 (Choral Organiza-<br>tion) ..... | 3     |
| Total required hours .....  | 24    |

## PHYSICAL EDUCATION

(See Health, Physical Education, and Recreation)

## SCIENCE

### Biological Science — (Comprehensive Area)

|   |    |
|---|----|
| Science 121 (Zoology I), 123 (Zoology II), 131 (General Botany I),<br>133 (General Botany II), 171 (Personal Hygiene), 372 (Human<br>Physiology), 376 (Introductory Bacteriology), 417 (Principles of<br>Biology) ..... | 23 |
| Seventeen hours divided equally among Biology, Botany, and Zoology,<br>including a field course in each discipline .....  | 17 |
| Total required hours .....  | 40 |

(Science 391 (Teaching of Secondary School Science) will count in professional education and Science 141 (General Chemistry I) will be taken in general education.)

### General Science — (Comprehensive Area)

|  |    |
|--|----|
| Mathematics 111 (College Algebra) .....  | 2  |
| Science 113 (Intro. to Earth and Sky Sciences), 121 (Zoology I),<br>123 (Zoology II), 131 (General Botany I), 133 (General Botany<br>II), 141 (General Chemistry I), 142 (General Chemistry II), 164<br>(Physical Geology), 265 (Historic Geology), 181 (Mechanics, Sound,<br>and Heat), 182 (Light, Electricity, and Magnetism), 488 (Astrono-<br>my) ..... | 36 |
| Science elective .....   | 2  |
| Total required hours .....   | 40 |

(Science 391 (Teaching of Secondary School Science) will count in professional education.)

### Physical Science — (Comprehensive Area)

|  |    |
|--|----|
| Science (Physics) 18-22 hours; Science (Chemistry) 18-22 hours* .... | 40 |
| Total required hours .....   | 40 |

(Science 391 (Teaching of Secondary School Science) will count in professional education.)

\*Mathematics must be elected for the Restricted Area.

## 44 SECONDARY TEACHING AREAS

### Biology — (Restricted Area)

|   | Hours |
|---|-------|
| Science 121 (Zoology I), 123 (Zoology II), 131 (General Botany I),<br>133 (General Botany II), 171 (Personal Hygiene), 372 (Human<br>Physiology), 417 (Principles of Biology) ..... | 20    |
| Electives in Botany and Zoology, including a field course in each .....   | 4     |
| Total required hours .....  | 24    |

### Chemistry — (Restricted Area)

|   |    |
|---|----|
| Science 141 (General Chemistry I), 142 (General Chemistry II), 341<br>(Organic Chemistry I), 342 (Organic Chemistry II), 345 (Inorganic<br>Chemistry) .....                           | 18 |
| Electives from: Science 241 (Quantitative Analysis), 440 (Physio-<br>logical Chemistry), 441 (Physical Chemistry I), 442 (Physical<br>Chemistry II), 446 (Organic Preparations) ..... | 6  |
| Total required hours .....  | 24 |

### Earth Science — (Restricted Area)

|   |    |
|---|----|
| Science 151 (Principles of Geography), 164 (Physical Geology),<br>265 (Historic Geology), 266 (Laboratory and Field Geology), 258<br>(Meteorology), 488 (Astronomy) ..... | 15 |
| Directed electives in Geography and Geology .....   | 9  |
| Total required hours .....  | 24 |

### General Science — (Restricted Area)

|   |    |
|---|----|
| Science 121 (Zoology I), 123 (Zoology II), 131 (General Botany I),<br>133 (General Botany II), 141 (General Chemistry I), 181 (Me-<br>chanics, Sound, and Heat) ..... | 19 |
| Electives in Chemistry and Physics .....  | 5  |
| Total required hours .....  | 24 |

### Geography — (Restricted Area)

|   |    |
|---|----|
| Science 151 (Principles of Geography), 253 (Cartography), 257 (Eco-<br>nomic Geography), 258 (Meteorology), 357 (Geography of Anglo-<br>America), 458 (Conservation of Natural Resources) ..... | 16 |
| Directed electives in Geography .....   | 8  |
| Total required hours .....  | 24 |

### Health and Safety Education — (Restricted Area)

|   |    |
|---|----|
| Physical Education 253 (First Aid), 393 (Safety Education) .....  | 4  |
| Science 171 (Personal Hygiene), 175 (Human Anatomy), 271 (Com-<br>munity Hygiene), 372 (Human Physiology), 374 (Health Educa-<br>tion) 376 (Introductory Bacteriology), 471 (Hygiene of the School<br>Child), 476 (Medical Bacteriology) or 477 (Human Parasitology) .... | 20 |
| Total required hours .....  | 24 |

SECONDARY TEACHING AREAS 45

**Physics — (Restricted Area)**

|   | Hours |
|---|-------|
| Science 283 (General Physics I), 284 (General Physics II), 380 (Electrical Measurements), 480 (Intermediate Mechanics), 481 (Electricity and Magnetism), 482 (Modern Physics) ..... | 24    |
| Total required hours .....  | 24    |

Student electing a restricted area in Physics must complete differential and integral calculus.

**SOCIAL STUDIES**

**Social Studies — (Special Area)**

|   |    |
|---|----|
| Courses required for comprehensive area .....                                   | 40 |
| Electives in Social Studies and Geography approved by department chairman ..... | 20 |
| Total required hours .....  | 60 |

(Social Studies 305 (Teaching Social Studies in Secondary Schools) will count in professional education.)

**Social Studies — (Comprehensive Area)**

|   |    |
|---|----|
| Social Studies (Economics) 110 (Intro. to Economics), 210 (Principles of Economics) .....   | 6  |
| Social Studies (Government) 130 (Intro. to Government) and Government elective .....  | 6  |
| Social Studies (History) 261 (United States to 1861), 262 (United States, 1861-Present), 351 (Ancient World), 352 (Medieval Europe), 354 (Europe, 1500-1815), 355 (Europe Since 1815) ..... | 18 |
| Social Studies (Sociology) 170 (Principles of Sociology) and Sociology elective .....   | 6  |
| Science (Geography) 151 (Principles of Geography) .....   | 3  |
| Total required hours .....  | 40 |

**History — (Restricted Area)**

|  |    |
|--|----|
| Science 151 (Principles of Geography) .....  | 3  |
| Social Studies 261 (United States to 1861), 262 (United States, 1861-Present), 351 (The Ancient World), 352 (Medieval Europe), 354 (Europe, 1500 to 1815), 355 (Europe Since 1815) ..... | 18 |
| Electives in History or Geography .....  | 3  |
| Total required hours .....   | 24 |

**Social Studies — (Restricted Area)**

|   |    |
|---|----|
| Social Studies (Economics) 110 (Intro. to Economics), 210 (Principles of Economics) ..... | 6  |
| Social Studies (Government) 130 (Intro. to Government), government elective .....         | 6  |
| Social Studies (Sociology) 170 (Principles of Sociology), sociology elective .....        | 6  |
| Electives from Economics, Government, Sociology .....                                     | 6  |
| Total required hours .....  | 24 |



## SPECIAL EDUCATION

## Special Education — (Special Area)

Hours

|   |       |
|---|-------|
| Special Education 242 (Phonetics), 262 (Psychology of Exceptional Children), 324 (Hearing Conservation and Pathology), 345 (Speech Therapy I), 352 (Speech Clinic I), 369 (Mental Hygiene), 380 (Education of the Physically Handicapped), 381 (Methods with the Physical Handicapped), 425 (Psycho-Physics of Sound and Audiometric Testing), 428 (Mental Measurements I), 433 (Lip Reading), 435 (Lip Reading Clinic I), 436 (Education of the Mentally Retarded), 437 (Methods with Mentally Retarded), 446 (Speech Therapy II), 464 (Clinical Method in Psychology), 470 (Diagnosis and Remedial Treatment of Reading Difficulties), 474 (Organization, Adminis., and Supervision of Special Classes) ..... | 47    |
| Speech 101 (Intro. to Speech) or 202 (Public Speaking) .....  | 3     |
| Art 220 (Handicrafts for Occupational Therapy) .....  | 2     |
| Education 395 (Teaching the Language Arts I), 463 (The Elementary Curriculum) .....   | 5     |
| Science 479 (Anatomy and Physiology of the Hearing and Vocal Organs) .....  | 3     |
| <hr/>   | <hr/> |
| Total required hours .....  | 60    |
| (Special Education 455 (Methods in Speech Correction) will count in professional education.)  |       |

## Speech Correction and Hearing Therapy — (Comprehensive Area)

|   |       |
|---|-------|
| Special Education 242 (Phonetics), 262 (Psychology of Exceptional Children), 324 (Hearing Conservation and Pathology), 345 (Speech Therapy I), 352 (Speech Clinic I), 369 (Mental Hygiene), 425 (Psycho-Physics of Sound and Audiometric Testing), 428 (Mental Measurements I), 433 (Lip Reading), 435 (Lip Reading Clinic I), 446 (Speech Therapy II), 464 (Clinical Method in Psychology), 470 (Diagnosis and Remedial Treatment of Reading Difficulties) ..... | 36    |
| Science 479 (Anatomy and Physiology of the Hearing and Vocal Organs) .....  | 3     |
| Speech 101 (Intro. to Speech) or 202 (Public Speaking) .....  | 2     |
| <hr/>   | <hr/> |
| Total required hours .....  | 40    |
| (Special Education 455 (Methods in Speech Correction) will count in professional education.)  |       |

## Speech Correction and Certificate for Special Class (Mentally Retarded) — (Comprehensive Area)

|  |       |
|--|-------|
| Special Education 242 (Phonetics), 262 (Psychology of Exceptional Children), 345 (Speech Therapy I), 352 (Speech Clinic I), 369 (Mental Hygiene), 425 (Psycho-Physics of Sound and Audiometric Testing), 428 (Mental Measurements I), 436 (Education of the Mentally Retarded), 437 (Methods with Mentally Retarded), 446 (Speech Therapy II), 464 (Clinical Method in Psychology), 470 (Diagnosis and Remedial Treatment of Reading Difficulties) ..... | 33    |
| Art 220 (Handicrafts for Occupational Therapy) .....   | 2     |
| Science 479 (Anatomy and Physiology of the Hearing and Vocal Organs) .....   | 3     |
| <hr/>  | <hr/> |
| Total required hours .....   | 40    |
| (Special Education 455 (Methods in Speech Correction) will count in professional education.)   |       |

**Speech Correction — (Restricted Area)**

Hours

|  |    |
|--|----|
| Special Education 242 (Phonetics), 262 (Psychology of Exceptional Children), 324 (Hearing Conservation and Pathology), 345 (Speech Therapy I), 352 (Speech Clinic I), 428 (Mental Measurements I), 446 (Speech Therapy II) ..... | 21 |
| Science 479 (Anatomy and Physiology of the Hearing and Vocal Organs) .....   | 3  |

Total required hours ..... 24  
 (To meet the state requirements for the Speech Correctionist Certificate the additional courses Special Education 425 (Psycho-Physics of Sound and Audiometric Testing), 453 (Speech Clinic II), 464 (Clinical Method in Psychology), and 470 (Diagnosis and Remedial Treatment of Reading Difficulties) must be taken.)

**Hearing Therapy — (Restricted Area)**

|  |    |
|--|----|
| Special Education 242 (Phonetics), 262 (Psychology of Exceptional Children), 324 (Hearing Conservation and Pathology), 345 (Speech Therapy I), 352 (Speech Clinic I), 425 (Psycho-Physics of Sound and Audiometric Testing), 433 (Lip Reading), 435 (Lip Reading Clinic I), 470 (Diagnosis and Remedial Treatment of Reading Difficulties) ..... | 24 |
|--|----|

Total required hours ..... 24  
 (To meet the state requirements for the Hearing Therapist Certificate the additional courses Special Education 428 (Mental Measurements I), 464 (Clinical Method in Psychology), and Science 479 (Anatomy and Physiology of the Hearing and Vocal Organs) must be taken.)

**SPEECH**

**Speech — (Special Area)**

|   |    |
|---|----|
| Courses required for comprehensive area .....             | 40 |
| Electives in Speech approved by department chairman ..... | 20 |
| Total required hours .....                                | 60 |

(Speech 391 will count in professional education)

**Speech — (Comprehensive Area)**

|  |    |
|--|----|
| Special Education 344 (Speech Correction for the Classroom Teacher) .....  | 2  |
| Speech 156 (Fundamentals of Debate), 201 (Science of Voice and Diction), 202 (Public Speaking), 261 (Discussion Forms), 265 (Oral Interpretation of Literature), 318 (Radio Speech), 380 (Theatre Practice Survey) ..... | 21 |

Concentration area, 12 hours from any one of the following four areas:

- 1) Forensics: Speech 302 (Advanced Public Speaking), 303 (Project Speaking), 356 (Argumentation and Persuasion), 456 (Directing the Forensic Program), 461 (Speech and the Group Process)
- 2) Oral Interpretation: Speech 266 (Choral Reading), 303 (Project Speaking), 365 (Advanced Oral Interpretation), 388 (Storytelling and Creative Dramatics), 389 (Speech Arts for the Classroom Teacher), 465 (Interpretative Reading Recitals)
- 3) Radio-Television: Speech 316 (Radio Workshop), 317 (Intro. to

## 48 SECONDARY TEACHING AREAS

|   |       |
|---|-------|
| Radio Broadcasting), 319 (Radio and Television Writing), 320 (Radio Program Production), 340 (Intro. to Television) |       |
| 4) Theatre: Speech 277 (Stagecraft), 281 (Playacting), 375 (Make-up), 376 (Stage Lighting), 381 (Play Direction)    |       |
| Elective courses in English (Literature) .....  | 5     |
|   | <hr/> |
| Total required hours .....  | 40    |

(Speech 391 (Methods of Teaching Speech) will count in professional education.)

### Radio-Television — (Comprehensive Area)

|   | Hours |
|---|-------|
| Speech 315 (Use of Radio in the Classroom), 318 (Radio Speech), 319 (Radio and Television Writing) .....  | 7     |
| Speech 201 (Science of Voice and Diction), 202 (Public Speaking), 265 (Oral Interpretation of Literature), 266 (Choral Reading), 317 (Intro. to Radio Broadcasting), 340 (Intro. to Television) ..... | 16    |
| Speech 316 (Radio Workshop), 320 (Radio Program Production), 421 (Radio Control Room Technique), 423 (Fundamentals of Radio Directing) .....  | 10    |
| Electives from Speech 277 (Stagecraft), 341 (Television Techniques), 342 (Television Laboratory Workshop), 391 (Methods of Teaching Speech) .....   | 7     |
|   | <hr/> |
| Total required hours .....  | 40    |

### Radio — (Restricted Area)

|  |       |
|--|-------|
| Speech 202 (Public Speaking), 265 (Oral Interpretation of Literature), 315 (Use of Radio in the Classroom), 317 (Intro. to Radio Broadcasting), 318 (Radio Speech), 319 (Radio and Television Writing), 320 (Radio Program Production), 340 (Intro. to Television) ..... | 20    |
| Electives from: Speech 316 (Radio Workshop), 341 (Television Techniques), 421 (Radio Control Room Technique), 423 (Fundamentals of Radio Directing) .....  | 4     |
|  | <hr/> |
| Total required hours .....   | 24    |

### Speech — (Restricted Area)

|  |       |
|--|-------|
| Special Education 344 (Speech Correction for the Classroom Teacher) .....  | 2     |
| Speech 156 (Fundamentals of Debate), 201 (Science of Voice and Diction), 202 (Public Speaking), 277 (Stagecraft), 281 (Playacting) .....   | 15    |
| Electives from: Speech 174 (Intro. to Theatre), 251 (Parliamentary Procedure), 261 (Discussion Forms), 265 (Oral Interpretation of Literature), 303 (Project Speaking), 318 (Radio Speech), 340 (Intro. to Television) ..... | 7     |
|  | <hr/> |
| Total required hours .....   | 24    |

### 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 Indian Secondary Teacher Certificate to which it is attached on issue.

# 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.

## 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 those students desiring a liberal arts program or as preparatory study and background for students contemplating graduate work in the area of major or minor concentration.

### Degrees: Bachelor of Arts\* or Bachelor of Science

Hours

#### A. General Education:

English 101, 102\*\* (Freshman English) ..... 6 hours

#### Humanities:

Six hours in any one of the following three areas: ..... 6 hours

1) Foreign Language (courses above "100 level")

2) General Humanities 201, 202

3) Literature (2 hours) and four hours of approved general education courses in any two of the following three fields:

Art

Music

Philosophy

Mathematics 101 (General Mathematics) or approved advanced course ..... 2 hours

#### Physical Education and General Activities:

Two hours in Physical Education and two hours in general activities or Physical Education ..... 4 hours

Psychology 201 (Fundamentals of Psychology I) ..... 2 hours

Science 112 (Intro. to Biological Sciences), and either 111 (Intro. to Physical Sciences) or 113 (Intro. to Earth and Sky Sciences), or approved substitution in biological and physical or earth and sky science ..... 6 hours

#### Social Studies:

Six hours in one of the following two areas ..... 6 hours

1) Contemporary civilization: Social Studies 101, (Social Institutions), 102 (Economic Institutions), 103 (Political Institutions), or approved substitution

2) History of Civilization

Speech 101 (Introduction to Speech) ..... 2 hours

**TOTAL** ..... **34 hours**

\*\*An examination in English usage will be given to students at the close of the Sophomore year. Students found deficient will be required to take a suitable course in English until the examination minimum is achieved.

#### B. Specialization:

Major area ..... 40 hours

Minor area (may be in related subject) ..... 24 hours

\*If a candidate desires the Bachelor of Arts degree at least 16 semester hours of Foreign Language must be included in the program.

50 NURSING

|                    | Hours            |
|--------------------|------------------|
| C. Electives ..... | 26 hours         |
| <b>TOTAL</b> ..... | <b>124 hours</b> |

**NURSING CURRICULUM**

(In cooperation with St. Anthony and Union Hospitals in Terre Haute)

**Degree: Bachelor of Science**

**A. Freshman Year**

|   |           |
|---|-----------|
| 1. General Education Courses:                           |           |
| English 101, 102 (Freshman English) .....               | 6         |
| Science 111 (Introduction to Physical Sciences) .....   | 3         |
| Science 112 (Introduction to Biological Sciences) ..... | 3         |
| Speech 101 (Introduction to Speech) .....               | 2         |
| Mathematics 101 (General Mathematics) .....             | 2         |
| Psychology 201 (Fundamentals of Psychology I) .....     | 2         |
| Social Studies 101 (Social Institutions) .....          | 2         |
| Social Studies 102 (Economic Institutions) .....        | 2         |
| Social Studies 103 (Political Institutions) .....       | 2         |
| Physical Education .....                                | 2         |
| 2. Professional Courses (Major Area):                   |           |
| Nursing 100 (Orientation to Nursing) .....              | 2         |
| Science 271 (Community Hygiene) .....                   | 2         |
| Science 281 (Household Physics) .....                   | 2         |
| <b>Total hours</b> .....                                | <b>32</b> |

**B. Sophomore Year**

|   |            |
|---|------------|
| Science 141N (General Chemistry for Nurses) .....                               | 4-5        |
| Science 210N, 211N (Anatomy & Physiology) .....                                 | 5          |
| Science 376N (Microbiology for Nurses) .....                                    | 3          |
| Nursing 230, 231 (Fundamentals of Nursing I, II) .....                          | 6          |
| Nursing 270 (Nutrition, Foods, Cookery) .....                                   | 2          |
| English 220 (Literature) .....  | 3          |
| Psychology 426 (Psychology of Personality and Adjustment) .....                 | 3          |
| Physical Education or General Activities .....                                  | 2          |
| Elective .....  | 3          |
| <b>Total hours</b> .....  | <b>32</b>  |
| <b>Total hours earned in the College</b> .....                                  | <b>64</b>  |
| <b>Credit for graduation for an accredited hospital school of nursing</b> ..... | <b>60</b>  |
| <b>Total hours for Bachelor of Science in Nursing</b> .....                     | <b>124</b> |

**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 60 semester 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 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. ....                                   | 60         |
| English 101, 102 (Freshman English) .....               | 6          |
| Science 111 (Introduction to Physical Sciences) .....   | 3          |
| Science 112 (Introduction to Biological Sciences) ..... | 3          |
| Speech 101 (Introduction to Speech) .....               | 2          |
| Mathematics 101 (General Mathematics) .....             | 2          |
| Psychology 201 (Fundamentals of Psychology I) .....     | 2          |
| Psychology 202 (Fundamentals of Psychology II) .....    | 3          |
| Social Studies 101 (Social Institutions) .....          | 2          |
| Social Studies 102 (Economic Institutions) .....        | 2          |
| Social Studies 103 (Political Institutions) .....       | 2          |
| Science 271 (Community Hygiene) .....                   | 2          |
| Science 281 (Household Physics) .....                   | 2          |
| English 220 (Literature) .....                          | 3          |
| English 230, 231 (American Literature) .....            | 5-6        |
| Guided Electives to be selected from the following:     |            |
| Nursing 400, 401, 421, 422, 440, 441, 450 .....         | 17         |
| Physical Education .....                                | 2          |
| Physical Education or General Activities .....          | 2          |
| <b>Total required hours .....</b>                       | <b>124</b> |

### 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:

|   |    |
|---|----|
| Art 101 (Color and Design), 102 (Drawing and Composition), 151 (The Arts in Civilization) ..... | 10 |
| Art 205 (Figure Drawing), 241 (Sculpture) .....   | 4  |
| Art 251 (Arts in Civilization II), 351 (Contemporary Trends) .....                              | 6  |
| Art Electives as directed by counselors .....   | 40 |

|  |    |
|--|----|
| General Education (See details on page 24) ..... | 60 |
| Electives .....                                  | 34 |
|  | 30 |

**Total hours required for graduation .....** **124**

### 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.

to 1930, upon  
will be granted  
in accordance

## SECRETARIAL SCIENCE CURRICULUM

## Required Business Subjects for the Major:

|  | Hours |
|--|-------|
| Business *121 (Beginning Typewriting), 122 (Intermediate Typewriting), 123 (Advanced Typewriting), 124 (Applied Typewriting), 140 (Intro. to Business), **201 (Accounting Principles), 202 (Accounting Principles), *211 (Beginning Stenography), 212 (Intermediate Stenography), 213 (Advanced Stenography), 214 (Office Machines), 215 (Machine Calculation), 216 (Machine Accounting), 237 (Machine Duplicating), 238 (Machine Dictation and Transcription), 330 (Business Communications), 339 (Office and Secretarial Practice), 431 (Advanced Dictation and Transcription) ..... | 40    |
| General Education Requirements (See page 24 for details) .....   | 34    |
| Required Subjects for the Combination Major:   |       |
| English 214 (English Grammar) .....  | 3     |
| Social Studies 210 (Principles of Economics), 310 (Government and Business), 314 (Money and Banking), 315 (Intro. to Labor Economics) .....  | 12    |
| Speech 215 (Business and Professional Speech) .....  | 3     |
| Science 171 (Personal Hygiene), 257 (Economic Geography) ....  | 6     |
|  | — 24  |
| Electives (may include Business 331 (Survey of Business Law) and 436 (Office Organization and Management) .....  | 26    |
| Total hours required for graduation .....  | 124   |

## Secretarial Minor:

|  |    |
|--|----|
| Business *121 (Beginning Typewriting), 122 (Intermediate Typewriting), 123 (Advanced Typewriting), 330 (Business Communications) .....   | 8  |
| Business 214 (Office Machines), 215 (Machine Calculation), 216 (Machine Accounting), 237 (Machine Duplicating), 238 (Machine Dictation and Transcription), 339 (Office and Secretarial Practice) ..... | 8  |
| Business *211 (Beginning Stenography), 212 (Intermediate Stenography), 213 (Advanced Stenography) .....  | 8  |
| Total required hours .....   | 24 |

## GENERAL BUSINESS ADMINISTRATION CURRICULUM

## Required Business Subjects for the Major:

|  |    |
|--|----|
| Business *121 (Beginning Typewriting) or 214 (Office Machines), 140 (Intro. to Business), **201 (Accounting Principles), 202 (Accounting Principles), 240 (Principles of Management), 305 (Marketing), 330 (Business Communications), 340 (Principles of Insurance), 463 (Business Law I), 464 (Business Law II) ..... | 28 |
| One Special Interest Business Sequence:<br>(Choose one of the areas below)   |    |

\*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 in high school may choose not to enroll in Business 201. Students who make this choice must clear all substitutions for it with the chairman of the department.

ACCOU  
Required Busi  
Business 1  
202 (A  
mediate  
(Business  
(Income  
Account  
agement)  
General Educat  
Required Subject  
Social Studi  
Economics  
Mathematics  
341 (Math  
Speech 215  
Science 257  
\*See note bottom

Hours

Finance: Business 308 (Consumer Business Problems), 360 (Corporation Finance), 433 (Principles of Investments), 450 (Credits and Collections I), 451 (Credits and Collections II)

Insurance: Business 341 (Life Insurance), 342 (Life Insurance), 343 (Property and Casualty Insurance), 344 (Property and Casualty Insurance)

Management: Business 308 (Consumer Business Problems), 436 (Office Organization and Management) or 445 (Industrial Management), 440 (Personnel Management), 450 (Credits and Collections I), 451 (Credits and Collections II)

Transportation: Business 347 (Principles of Transportation), 348 (Motor and Air Transportation), 427 (Transportation and Traffic Management I), 428 (Transportation and Traffic Management II)

General Education (See page 24 for details) ..... 34

**Required for the Combination Minor:**

Social Studies 210 (Principles of Economics), 310 (Government and Business), 314 (Money and Banking), 311 (Public Finance) or 315 (Intro. to Labor Economics) ..... 12

Mathematics 111 (College Algebra), 212 (Mathematics of Finance), 341 (Mathematics of Statistics) ..... 9

Education 426 (Psychology of Personality and Adjustment) ..... 3

24

Electives (may include 6 hours from Business 215 (Machine Calculation), 216 (Machine Accounting), 308 (Consumer Business Problems), 336 (Business Report Writing), 345 (Real Estate I), 346 (Real Estate II), 404 (Income Tax Procedure) ..... 26

26

Total hours required for graduation ..... 124

124

**General Business Minor:**

Business 140 (Intro. to Business), \*\*201 (Accounting Principles), 240 (Principles of Management), 305 (Marketing), 330 (Business Communications), 331 (Survey of Business Law), 340 (Principles of Insurance), 404 (Income Tax Procedure I) ..... 24

24

**ACCOUNTING-BUSINESS ADMINISTRATION CURRICULUM  
INDUSTRIAL ACCOUNTING MAJOR**

**Required Business Subjects for the Major:**

Business 140 (Intro. to Business), \*\*201 (Accounting Principles), 202 (Accounting Principles), 214 (Office Machines), 301 (Intermediate Accounting I), 302 (Intermediate Accounting II), 336 (Business Report Writing), 404 (Income Tax Procedure I), 405 (Income Tax Procedure II), 411 (Cost Accounting I), 412 (Cost Accounting II), 413 (Accounting Systems), 445 (Industrial Management), 463 (Business Law I), 464 (Business Law II) ..... 40

General Education (See page 24 for details) ..... 34

40

34

**Required Subjects for the Combination Minor:**

Social Studies 210 (Principles of Economics), 315 (Intro. to Labor Economics), 362 (Economic History of the U. S.) ..... 9

Mathematics 111 (College Algebra), 212 (Mathematics of Finance), 341 (Mathematics of Statistics) ..... 9

Speech 215 (Business and Professional Speech) ..... 3

Science 257 (Economic Geography) ..... 3

24

\*\*See note bottom of preceding page.



54 BUSINESS CURRICULA

|  | Hours |
|--|-------|
| Electives (may include 6 hours from Business 121 (Beginning Typewriting), 215 (Machine Calculation), 216 (Machine Accounting), 240 (Principles of Management), 308 (Marketing), 330 (Business Communications), 360 (Corporation Finance) ..... | 26    |
| Total hours required for graduation .....  | 124   |

PUBLIC ACCOUNTING MAJOR

Required Business Subjects for the Major:

|   |    |
|---|----|
| Business 140 (Intro. to Business), **201 (Accounting Principles), 202 (Accounting Principles), 214 (Office Machines), 301 (Intermediate Accounting I), 302 (Intermediate Accounting II), 336 (Business Report Writing), 401 (Advanced Accounting I), 402 (Advanced Accounting II), 404 (Income Tax Procedure I), 405 (Income Tax Procedure II), 411 (Cost Accounting I), 412 (Cost Accounting II), 413 (Accounting Systems), 414 (Governmental and Municipal Accounting), 415 (Auditing I), 425 (Auditing II) ..... | 40 |
| General Education (see page 24 for details) .....   | 34 |

Required Subjects for the Combination Minor:

|   |   |
|---|---|
| Social Studies 210 (Principles of Economics), 362 (Economic History of the U.S.), 315 (Intro. to Labor Economics) ..... | 9 |
| Mathematics 111 (College Algebra), 212 (Mathematics of Finance), 341 (Mathematics of Statistics) .....                  | 9 |
| Speech 215 (Business and Professional Speech) .....   | 3 |
| Science 257 (Economic Geography) .....  | 3 |

|   |     |
|---|-----|
| Electives (may include 6 hours from Business 121 (Beginning Typewriting), 215 (Machine Calculation), 216 (Machine Accounting), 240 (Principles of Management), 308 (Marketing), 330 (Business Communications), 360 (Corporation Finance), 463 (Business Law I), 464 (Business Law II) ..... | 24  |
| Total hours required for graduation .....   | 124 |

Accounting Minor:

|   |    |
|---|----|
| Business **201 (Accounting Principles), 202 (Accounting Principles) 6   | 6  |
| Business 301 (Intermediate Accounting I), 302 (Intermediate Accounting II) .....                              | 4  |
| Business 411 (Cost Accounting I), 412 (Cost Accounting II) .....  | 6  |
| Business 404 (Income Tax Procedure I), 405 (Income Tax Procedure II) .....                                    | 5  |
| Business 140 (Intro. to Business), 413 (Accounting Systems) or 436 (Office Organization and Management) ..... | 3  |
| Total required hours .....  | 24 |

MERCHANDISING-BUSINESS ADMINISTRATION CURRICULUM

Required Business Subjects for the Major:

|  |    |
|--|----|
| Business *121 (Beginning Typewriting) or 214 (Office Machines), 140 (Intro. to Business), **201 (Accounting Principles), 240 (Principles of Management), 305 (Marketing), 308 (Consumer Business Problems), 334 (Salesmanship), 335 (Principles of Retailing), 337 (Principles of Advertising), 347 (Principles of Transportation), 348 (Motor and Air Transportation), 360 (Corporation Finance), 447 (Problems of Retailing) or 448 (Advanced Marketing Problems), 450 (Credits and Collections I), 451 (Credits and Collections II) ..... | 40 |
|--|----|

\*.\*\*See notes bottom of page 52.

BUSINESS CURRICULA 55

General Education (See page 24 for details) ..... 34

Required Subjects for the Combination Minor:

Social Studies 210 (Principles of Economics), 310 (Government and Business), 314 (Money and Banking) ..... 9  
 Mathematics 111 (College Algebra), 212 (Mathematics of Finance), 341 (Mathematics of Statistics) ..... 9  
 Science 257 (Economic Geography) ..... 3  
 Speech 215 (Business and Professional Speech) ..... 3

24

Electives (may include 6 hours from Business 225 (Retail Work Experience), 330 (Business Communications), 336 (Business Report Writing), 340 (Principles of Insurance), 348 (Motor and Air Transportation), 360 (Corporation Finance), 436 (Office Organization and Management) ..... 26

26

Total hours required for graduation ..... 124

124

Marketing Minor:

Business \*121 (Beginning Typewriting) or 214 (Office Machines), 202 (Accounting Principles), 140 (Intro. to Business), 305 (Marketing), 330 (Business Communications), 331 (Survey of Business Law), 334 (Salesmanship), 335 (Principles of Retailing), 337 (Principles of Advertising), 447 (Problems of Retailing) or 448 (Advanced Marketing Problems) ..... 24

24

TWO-YEAR BUSINESS CURRICULA

For the business student who finds it impossible to complete either the four-year teaching or other than teaching curricula, a short curriculum to meet the specific needs of the student will be planned with the Chairman of the Department of Business. 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.

ACCOUNTING

Business \*121 (Beginning Typewriting), 140 (Intro. to Business), \*\*201 (Accounting Principles), 202 (Accounting Principles), 214 (Office Machines), 215 (Machine Calculation), 216 (Machine Accounting), 301 (Intermediate Accounting I), 302 (Intermediate Accounting II), 330 (Business Communications), 331 (Survey of Business Law), 336 (Business Report Writing), 401 (Advanced Accounting I), 402 (Advanced Accounting II), 411 (Cost Accounting I), 412 (Cost Accounting II) ..... 40

40

General Education and Activities:

English 101 (Freshman English), 102 (Freshman English) ..... 6  
 Social Studies 110 (Intro. to Economics), 210 (Principles of Economics) ..... 6  
 Mathematics 101 (General Mathematics) ..... 2  
 Psychology 201 (Fundamentals of Psychology I) ..... 2  
 Physical Education ..... 2  
 Electives ..... 4

22

Total hours required for a certificate ..... 62

62

\*-\*\*See notes bottom of page 52.

## SECRETARIAL

Hours

|  |    |
|--|----|
| Business *121 (Beginning Typewriting), 122 (Intermediate Typewriting), 123 (Advanced Typewriting), 140 (Intro. to Business), **201 (Accounting Principles), 202 (Accounting Principles), *211 (Beginning Stenography), 212 (Intermediate Stenography), 213 (Advanced Stenography), 214 (Office Machines), 237 (Machine Duplicating), 238 (Machine Dictation and Transcription), 330 (Business Communications), 331 (Survey of Business Law), 339 (Office and Secretarial Practice), 431 (Advanced Dictation and Transcription) ..... | 37 |
| English 214 (English Grammar) .....  | 3  |

## General Education and Activities:

|   |       |
|---|-------|
| English 101, 102 (Freshman English) .....                                     | 6     |
| Social Studies 110 (Intro. to Economics), 210 (Principles of Economics) ..... | 6     |
| Psychology 201 (Fundamentals of Psychology I) .....                           | 2     |
| Science 171 (Personal Hygiene) .....  | 3     |
| Physical Education .....  | 2     |
| Electives .....   | 3     |
|   | <hr/> |
|   | 22    |

Total hours required for a certificate .....

62

\*Students who have received credit for one of 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 in high school may choose not to enroll in Business 201. Students who make this choice must clear all substitutes for it with the chairman of the department.

## MEDICAL TECHNOLOGY CURRICULUM\*

Degree: Bachelor of Science

## General Education:

|   |   |
|---|---|
| English 101, 102 (Freshman English) .....   | 6 |
| Humanities:   |   |
| English Literature, Philosophy, Art, or Music .....   | 6 |
| Mathematics 112*** (Trigonometry) or advanced course .....  | 2 |
| Physical Education (2 hrs.), and Physical Education or General Activities (2 hrs.) .....                  | 4 |
| Psychology 201 (Fundamentals of Psychology I) .....   | 2 |
| Science 121 (Zoology I), 181 (Mechanics, Sound, and Heat) .....   | 6 |
| Social Studies 101 (Social Institutions), 102 (Economic Institutions), 103 (Political Institutions) ..... | 6 |

\*Upon completion of this curriculum and successful completion of the 12-month training course in the School of Medical Technology at St. Anthony's Hospital (Terre Haute), Union Hospital (Terre Haute), or other AMA-approved School of Medical Technology, this student will be entitled to a Bachelor of Science degree.

\*\*\*Not open to students who have had a semester of trigonometry in high school.

## MEDICAL TECHNOLOGY—PRE-DENTAL—PRE-ENGINEERING 57

|  | Hours     |
|--|-----------|
| Speech 101 (Intro. to Speech) .....  | 2         |
| <b>Total General Education</b> .....   | <b>34</b> |
| Mathematics 111** (College Algebra), 122 (Plane Analytic Geometry), 212 (Mathematics of Finance), 341 (Mathematics of Statistics) .....  | 6         |
| Science 123 (Zoology II), 271 (Community Hygiene), 372 (Human Physiology), 376 (Introductory Bacteriology), 421 (Histology and Microtechnique) .....                                     | 16        |
| Science 141 (General Chemistry I), 142 (General Chemistry II), 241 (Quantitative Analysis I), 341 (Organic Chemistry I), 342 (Organic Chemistry II), 440 (Physiological Chemistry) ..... | 22        |
| Science 182 (Light, Electricity, and Magnetism), 380 (Electrical Measurements), 486 (Projects in Physics) .....  | 8         |
| Science 325 (Endocrinology), 422 (Embryology), 477 (Human Parasitology) .....  | 8         |
| <b>Total required hours</b> .....  | <b>94</b> |

\*\* Not open to students who have two years of algebra in high school.

### PRE-DENTAL CURRICULUM

#### First Year

|   |   |
|---|---|
| English 101, 102 (Freshman English), 220 (Intro. to Literature) .....   | 8 |
| Mathematics 112* (Trigonometry), 122 (Plane Analytic Geometry), 212 (Mathematics of Finance), 341 (Mathematics of Statistics) ..... | 8 |
| Science 141 (General Chemistry I), 142 (General Chemistry II) .....   | 8 |
| Science 121 (Zoology I), 123 (Zoology II) .....   | 6 |
| Physical Education .....  | 2 |

#### Second Year

|  |           |
|--|-----------|
| Science 341 (Organic Chemistry I), 342 (Organic Chemistry II) .....                          | 8         |
| Science 181 (Mechanics, Sound, and Heat), 182 (Light, Electricity, and Magnetism) .....      | 6         |
| Science: Physics elective .....  | 5         |
| Science 421 (Histology and Microtechnique), 422 (Embryology), and electives in Zoology ..... | 13        |
| <b>Total required hours</b> .....  | <b>64</b> |

\*Not open to students who have had a semester of trigonometry in high school.

### PRE-ENGINEERING CURRICULUM

#### First Year

##### First Semester:

|   |           |
|---|-----------|
| English 101 (Freshman English) .....                                      | 3         |
| Industrial Education 101 (Technical Drawing) .....                        | 3         |
| Mathematics 111* (College Algebra) or 122 (Plane Analytic Geometry) ..... | 3         |
| Mathematics 112* (Trigonometry) or Speech 101 (Intro. to Speech) .....    | 2         |
| Science 141 (General Chemistry I) .....                                   | 4         |
| Physical Education .....  | 1         |
| <b>Total first semester</b> .....   | <b>16</b> |

##### Second Semester:

|   |   |
|---|---|
| English 102 (Freshman English) .....                        | 3 |
| Industrial Education 201 (Advanced Technical Drawing) ..... | 3 |

|  | Hours    |
|--|----------|
| Mathematics 122 (Plane Analytic Geometry) or 233 (Elementary Calculus) ..... | 3 or 5   |
| Speech 101 (Intro. to Speech) .....  | 2 or 0   |
| Science 142 (General Chemistry I) .....                                      | 4        |
| Physical Education .....   | 1        |
| Total second semester .....  | 16 or 16 |

### Second Year

#### First Semester:

|  |          |
|--|----------|
| Mathematics 233 (Elementary Calculus) or (Solid Analytic Geometry) ..... | 5 or 2   |
| Science 233 (General Physics I) .....                                    | 5 or 5   |
| Social Studies .....   | 2 or 3   |
| German 161 (Elementary German) or French 131 (Elementary French) .....   | 4 or 4   |
| Elective .....   | 0 or 2   |
| Total first semester .....   | 16 or 16 |

#### Second Semester:

|  |          |
|--|----------|
| Mathematics 322 (Solid Analytic Geometry) or 431 (Intermediate Calculus) ..... | 2 or 3   |
| Science 284 (General Physics II) .....   | 5 or 5   |
| Social Studies .....   | 3 or 2   |
| German 162 (Elementary German) or French 132 (Elementary French) .....         | 4 or 4   |
| Elective .....   | 2 or 2   |
| Total second semester .....  | 16 or 16 |

## 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 16 hours of foreign languages as part of the program listed below.

|   | Hours |
|---|-------|
| Social Studies .....  | 40    |
| Business or English .....   | 24    |
| Foreign Language; or option of Business or English not taken or minor ..... | 16    |
| Philosophy .....  | 3     |
| Speech .....  | 3     |
| General Education (See page 24 for details) .....                           | 34    |
| Electives .....   | 4     |
| Total hours required for graduation .....                                   | 124   |

**PRE-MEDICAL CURRICULUM**

Degree: Bachelor of Science

| General Education:  | Hours      |
|---|------------|
| English 101, 102 (Freshman English) .....   | 6          |
| Humanities:   |            |
| English Literature, Philosophy, Art, or Music .....   | 6          |
| Mathematics 112* (Trigonometry) .....   | 2          |
| Physical Education (2 hrs.) and Physical Education or General Activities (2 hrs.) .....   | 4          |
| Psychology 201 (Fundamentals of Psychology I) .....   | 2          |
| Science 121 (Zoology I), 181 (Mechanics, Sound, and Heat) .....   | 6          |
| Social Studies 101 (Social Institutions), 102 (Economic Institutions), 103 (Political Institutions) .....   | 6          |
| Speech 101 (Intro. to Speech) .....   | 2          |
| <b>Total General Education .....</b>  | <b>34</b>  |
| Psychology 426 (Psychology of Personality and Adjustment) .....   | 3          |
| Mathematics 111* (College Algebra), 122 (Plane Analytic Geometry), 212 (Mathematics of Finance), 341 (Mathematics of Statistics) .....  | 6          |
| Foreign Language .....  | 16         |
| Science 141 (General Chemistry I), 142 (General Chemistry II), 241 (Quantitative Analysis I), 341 (Organic Chemistry I), 342 (Organic Chemistry II), 441 (Physical Chemistry I) ..... | 22         |
| Science 182 (Light, Electricity, and Magnetism), 380 (Electrical Measurements), 486 (Projects in Physics) .....   | 8          |
| Science 123 (Zoology II), 131 (General Botany I), 325 (Endocrinology), 421 (Histology and Microtechnique), 422 (Embryology), 433 (Genetics) .....                                     | 19         |
| Electives (preferably in related science fields) .....  | 16         |
| <b>Total required hours .....</b>   | <b>124</b> |

\*Not open to students who have had a semester of trigonometry in high school.

\*\*Not open to students who had had two years of algebra in high school.

**PRE-PHARMACY CURRICULUM**

(One or Two-Year\* Pre-Professional Study)

**First Year**

|  |           |
|--|-----------|
| English 101, 102 (Freshman English), or 103 (Composition and Literature)           | 6         |
| Mathematics 111 (College Algebra), 112 (Trigonometry), or higher mathematics ..... | 5         |
| Science 121 (Zoology I), 123 (Zoology II) .....                                    | 6         |
| Science 141 (General Chemistry I), 142 (General Chemistry II) .....                | 8         |
| Social Studies 110 (Intro. to Economics), 170 (Principles of Sociology)....        | 6         |
| <b>Total hours for first year .....</b>  | <b>31</b> |

**Second Year**

|  |    |
|--|----|
| Business 200 (Basic Accounting) .....  | 3  |
| Psychology 201 (Fundamentals of Psychology I), or Philosophy course ....                           | 3  |
| Science 241 (Quantitative Analysis I), 341 (Organic Chemistry I), 342 (Organic Chemistry II) ..... | 11 |
| Science 181 (Mechanics, Sound, and Heat), 182 (Light, Electricity, and Magnetism) .....            | 6  |

60 PRE-SOCIAL WORK—MUSIC

|   | Hours |
|---|-------|
| Social Studies 210 (Principles of Economics) or course in Government, History, or Sociology ..... | 3     |
| Social Studies 351 (The Ancient World), 352 (Medieval Europe) .....                               | 6     |

Total hours for second year ..... 32  
 \*If two years' work taken above, student must start at Butler University, Indianapolis, Ind., in the summer following second year in order to get professional schedule in sequence.

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. Students who contemplate social work as a profession should consult the faculty advisor on these courses before enrolling.

General Education Requirements:

|   |    |
|---|----|
| English 101, 102 (Freshman English) .....   | 6  |
| Speech 101 (Intro. to Speech) .....   | 2  |
| General Humanities 201, 202 .....   | 6  |
| Mathematics 101 (General Mathematics) or 212 (Mathematics of Finance) .....   | 2  |
| Science 112 (Introduction to Biological Sciences), 171 (Personal Hygiene), 271 (Community Hygiene) .....  | 7  |
| Social Studies 110 (Intro. to Economics), 130 (Intro. to Government), 170 (Principles of Sociology) .....   | 9  |
| Physical Education .....  | 4  |
| <hr/>   |    |
| Total required hours .....  | 36 |
| Social Studies (Sociology) in addition to Social Studies 170 .....  | 24 |
| Social Studies (Economics) in addition to Social Studies 110 .....  | 6  |
| Social Studies (Government) in addition to Social Studies 130 .....   | 6  |
| Psychology (including 12 hours from Special Education 232 (General Applied Psychology), 262 (Psychology of Exceptional Children), 331 (Mentally and Emotionally Deviate Children) 369 (Mental Hygiene), 428 (Mental Measurements) and 468 (Abnormal Psychology) ..... | 18 |
| Social Studies 390 (Fields of Social Work), 391 (Welfare Programs) ....   | 5  |
| *Electives .....  | 29 |

Total required hours ..... 124

\*The 30 hours of electives should be selected with reference to the specialized area of social work which the student expects to enter. A foreign language is essential in some positions. Electives in most departments would be a good background for a career in social work.

PROFESSIONAL MUSIC CURRICULUM

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

Degree: Bachelor of Science

|   |    |
|---|----|
| General Education (See page 24 for details) .....   | 34 |
| Music 111 (Basic Music I), 112 (Basic Music II), 121 (Music Literature I), 122 (Music Literature II), 211 (Basic Music III), 212 (Basic Music IV), 221 (Score Study I), 222 (Score Study II), 441 |    |

|   | Hours      |
|---|------------|
| (Advanced Harmony), 443 (Counterpoint), 445 (Analysis of Musical Form), 450 (Music History I), 451 (Music History II) ..... | 30         |
| Major Applied .....   | 16         |
| Minor Applied .....   | 4          |
| Ensemble .....  | 6          |
| Music Materials, Pedagogy .....   | 4          |
| *Second Area (s) .....  | 30         |
| <b>Total required hours</b> .....   | <b>124</b> |

\*The interest and need for the student are to be reflected in the use of the final thirty (30) hours. Language is necessary for the voice major. Psychology, education, and music education are of value for the studio teacher.

### 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. This program of courses serves as a basic preparatory study and background for students contemplating graduate work.

General Education (See page 24 for details) ..... 34

**Specialized Education:**

|   |    |
|---|----|
| Speech (Fundamentals) 201 (Science of Voice and Diction), 202 (Public Speaking), 265 (Oral Interpretation of Literature), 266 (Choral Reading) .....  | 12 |
| Speech (Theatre) 174 (Intro. to Theatre), 281 (Playacting), 381 (Play Direction) .....  | 8  |
| English (Writing) 116 (Report and Newspaper Writing), 214 (English Grammar) .....   | 5  |
| Education (Audio-Visual Education) 314 (Intro. to Audio-Visual Education), 443 (Preparation and Production of Audio-Visual Materials) .....   | 5  |
| Speech (Radio-Television) 315 (Use of Radio in the Classroom), 316 (Radio Workshop), 317 (Intro. to Radio Broadcasting), 318 (Radio Speech), 319 (Radio and Television Writing), 320 (Radio Program Production), 340 (Intro. to Television), 341 (Television Techniques), 421 (Radio Control Room Technique), 423 (Fundamentals of Radio Directing) ..... | 23 |

Directed Electives\* ..... 53  
..... 37

**Total required hours** ..... **124**

\*A student may elect 16 hours in a foreign language to complete the requirements for the Bachelor of Arts degree.

### 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 60 hours required along with the 60



hours required below.

|   |          |
|---|----------|
| English 420 (Drama), 434 (American Drama), 451 (Shakespeare),<br>461 (Playwriting) .....  | 10       |
| Speech (Fundamentals) 101 (Intro. to Speech) .....  | 2        |
| Speech (Interpretation) 265 (Oral Interpretation of Literature),<br>266 (Choral Reading), 365 (Advanced Oral Interpretation) .....  | 8        |
| Speech (Radio) 317 (Intro. to Radio Broadcasting), 318 (Radio<br>Speech), 319 (Radio and Television Writing), 320 (Radio Program<br>Production) .....   | 10       |
| Speech (Theatre) 174 (Intro. to Theatre), 277 (Stagecraft), 388<br>(Storytelling and Creative Dramatics), 281 (Playacting), 375<br>(Make-up), 376 (Stage Lighting), 377 (Scene Design), 379 (The-<br>atre Backgrounds), 381 (Play Direction), 474 (Contemporary<br>Theatre), 478 (Theory of Dramatic Art), 479 (Children's Theatre),<br>481 (Play Production) ..... | 30       |
| Total required hours .....  | <hr/> 60 |

## Graduate Division

Dr. Clark, Associate Dean of Instruction for Graduate Studies.  
 Graduate Committee: Dean Thursfield (Chairman), Dr. Clark,  
 Dr. Harrington, Dr. Lidral, Mrs. McCosh (Secretary),  
 Dr. Schick, Dr. Scheick, Dr. Lloyd Smith,  
 Mr. Svendsen, 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. In 1958, a program leading to the Advanced Degree in Education was added. 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 Associate Dean of Instruction 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 Associate Dean of Instruction 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 Associate Dean of Instruction 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 as assisting in the college or Laboratory School and carries not more than 12 hours of course work per semester. A graduate assistantship pays \$1500 for the academic year. Assistantships do not include remittance of any fixed fees.

### 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.

### ADMISSION PROCEDURES

Students who have received a bachelor's degree from a fully-accredited college or university, and who have no undergraduate

# INDIANA STATE



*The twin Administration-Health Center Building, left, and Language-Mathematics Building, right, were completed in 1950.*



*The beautiful Home Economics Building was opened in the Fall of 1956.*

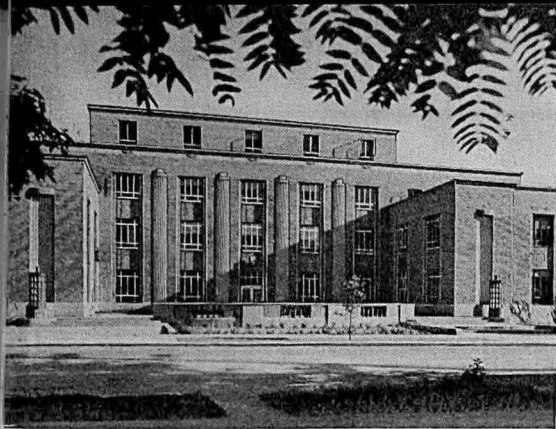


*The Indiana State Teachers College Library was remodeled, and a new wing was added in 1957.*

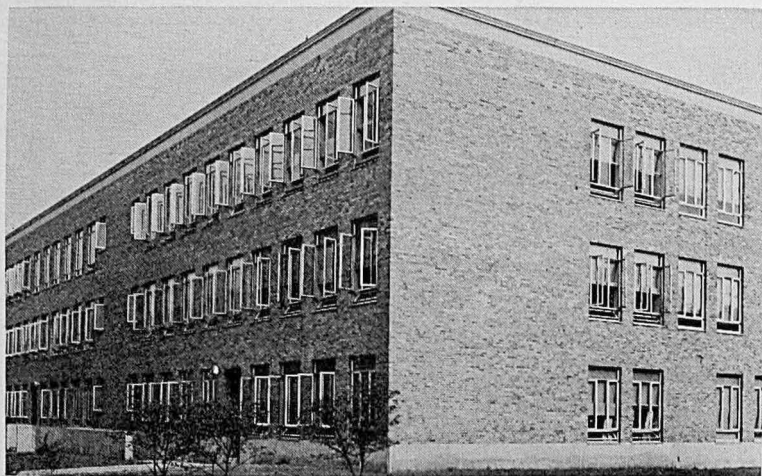


*The Industrial Education Building was completely remodeled and re-equipped and was opened in Fall of 1957. A one-story addition to building, right, was completed in Fall of 1956.*

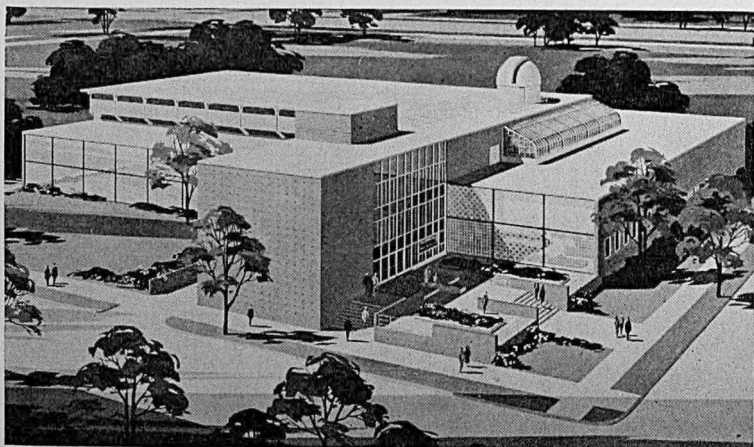




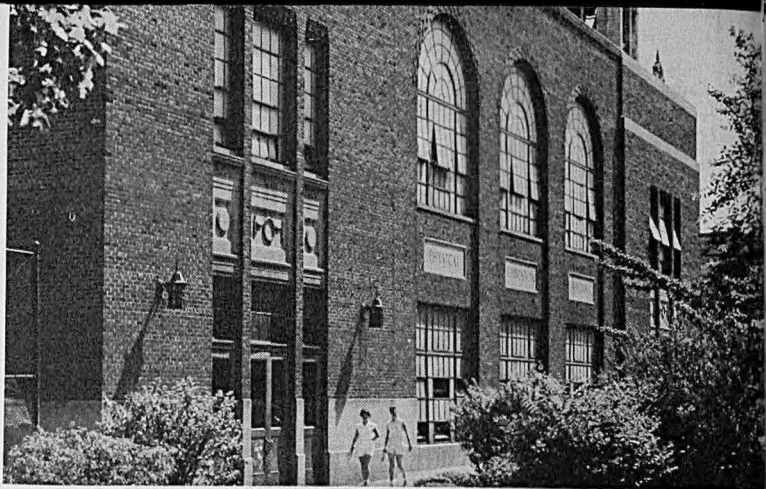
*The stately Fine Arts and Commerce Building houses the Art, Business, and Music Departments.*



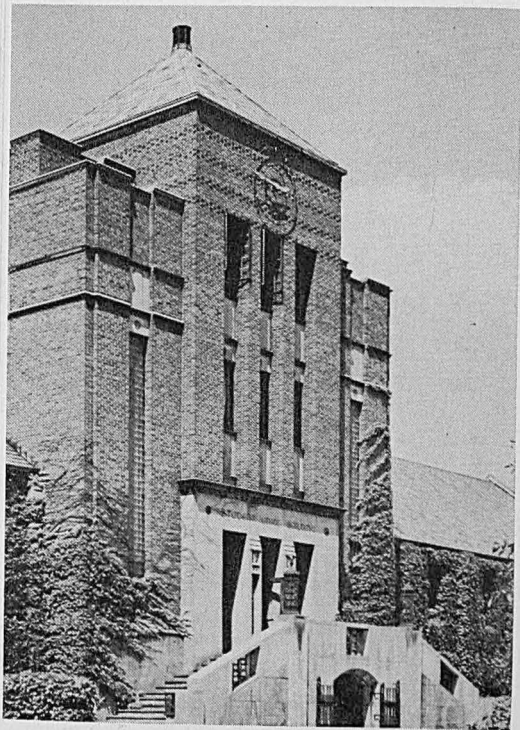
*The 25-classroom Education-Social Studies Building housing the Departments of Social Studies, Education, and Nursing was opened in January, 1954. The building also is the home of the Audio-Visual Center and College Bookstore.*



*This new Science Building, under construction, will be ready for use in September, 1960.*

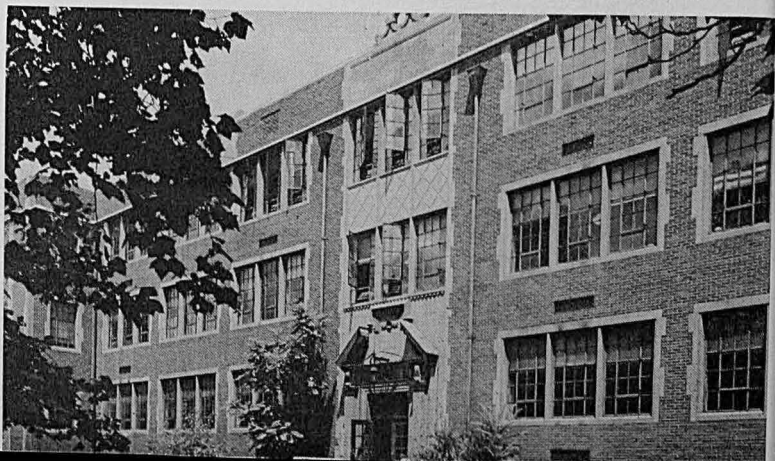


*The Physical Education Building, above provides facilities for both men and women's Physical Education Departments.*



*The Student Union Building, left, is the center of student activities, including recreation, social, and cultural events. The building houses an 1800-seat auditorium, swimming pool, banquet-ballroom, cafeteria, sandwich-snack grill, meeting rooms, offices, and a small hotel. An addition to the building, housing the new banquet-ballroom and cafeteria, was completed in May, 1959.*

*The Indiana State Teachers College Laboratory School, below, provides prospective teachers with opportunities for observation of classroom teaching and actual teaching experience.*





*Parsons Hall for men, above, offers on-campus housing facilities.*

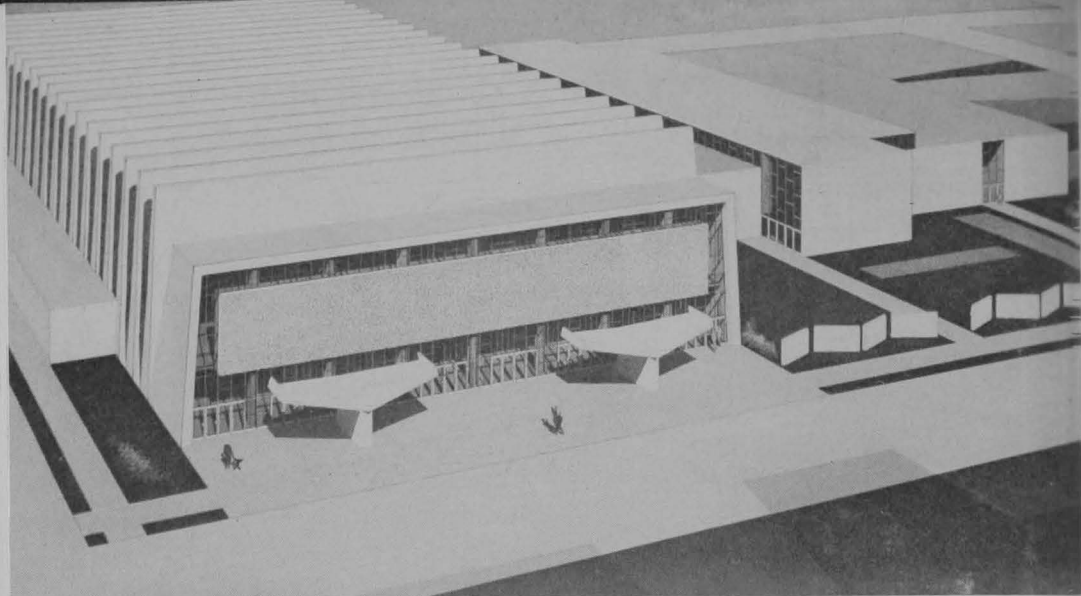


*Providing housing for 342 students, the original Women's Residence Hall was enlarged with a 76-room addition in 1955.*



*The new women's residence to be opened in Fall of 1959, is shown above. The building provides housing for 300 women students.*





*The new Physical Education Building for men, shown above, will be under construction during the 1960-61 year and is expected to be ready for use in September, 1961.*



*Instructional classes and recreational hours, besides intercollegiate competition, are offered in the Student Union pool.*

*Modern facilities in laboratories and classrooms are in keeping with the most modern teaching methods.*



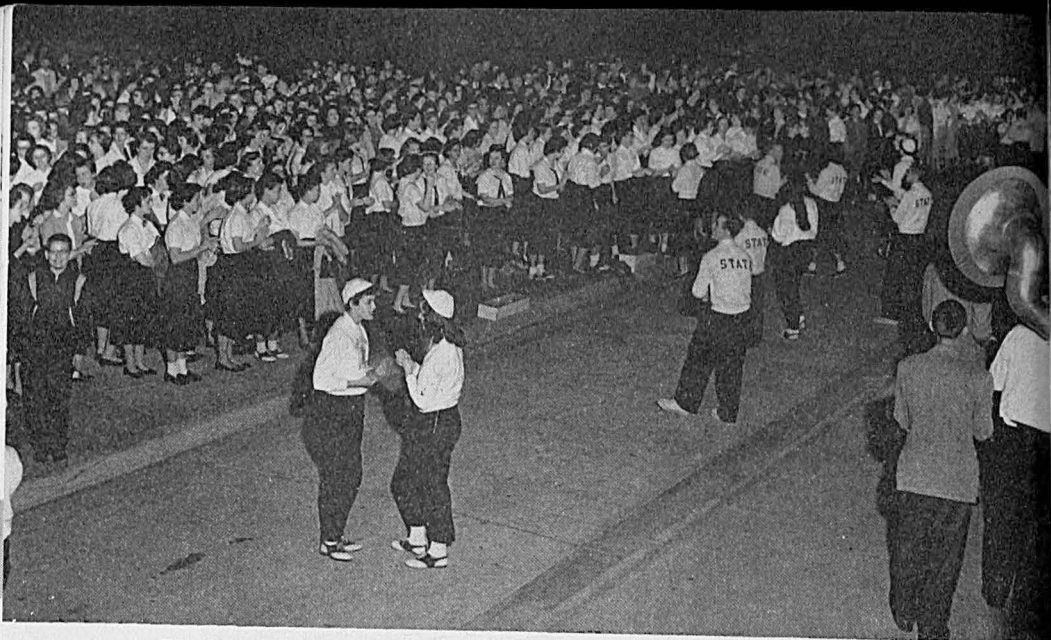
*There's time for fun and recreation in the well-rounded college program.*



*Coeducational classes taught by a highly-qualified faculty members.*

*A part of the senior year, students preparing for the teaching profession get actual teaching experience in a public school.*

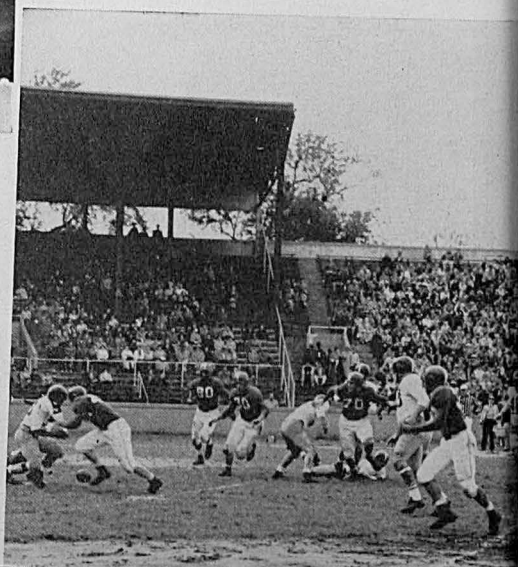




*Homecoming, rallies, parades, Campus Revue, and other events add zest and build up school spirit and pride.*



*Intercollegiate athletic events provide many thrilling moments. An intramural program is planned for recreation and competition among the student body.*



deficiencies, will be considered for 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 Associate Dean of Instruction. Further details concerning graduate admission may be found in the **Graduate Bulletin**.

### RESIDENCE, TRANSFER, AND EXTENSION CREDIT.

A minimum of twenty-two semester hours of the graduate work required for the master's degree must be done on the Terre Haute campus. A maximum of ten hours of graduate work may be transferred from accredited institutions, or earned in graduate extension courses, provided it is approved in advance by the Associate Dean of Instruction. 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. 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 three weeks prior to each semester or summer term, graduate students should consult with their advisers to plan their programs. 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 seventeen hours of graduate or undergraduate work during a semester or six hours during a summer term of five weeks. Graduate assistants are permitted to take no more than twelve hours of course work per semester. Students who are employed full-time may take no more

than six hours during a semester and no more than three 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. or F | Failure  |
| W           | Withdrawn. Student withdrew during first three weeks of a semester or the first seven days of a 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 or will be counted as "F" in computing the scholastic average. However, deferred grades for 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

Two research options are allowed in the master's degree curricula: the master's thesis, and the regular course plan. 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 and the Advanced Degree in Education must complete the requirements within a period of seven years.

## GRADUATION PROCEDURES

Commencement is held at the end of the second semester. Students who expect to receive graduate degrees at the end of that semester, 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 1.

The deadline for the completion of master's thesis is May 1 for spring graduates and August 1 for summer graduates.

Graduate students are expected to be present at commencement, unless formally excused by the Dean of Instruction.



# 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 32 semester 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 Associate Dean of Instruction 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 apply six semester hours credit from "300-G" courses toward his master's degree, providing this work is taken outside his major field. A list of such courses, together with the regulations pertaining to them, may be obtained in the Graduate Office.

### Teaching Curricula

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

### ELEMENTARY TEACHER CURRICULUM

|   |                 |
|---|-----------------|
| Elementary Education .....  | 15-16 hours     |
| Education 501 (Research in Education), 516 (Elem. School Classroom Management), 563 (The Elementary Curriculum), 567 (Meas. and Eval. in Education) |                 |
| Any two of Psychology 521 (Advanced Child Psychology), 522 (Adolescent Psychology), 526 (Psych. of Personality and Adjustment)                      |                 |
| (Psychology 523 (Advanced Educational Psychology), may be selected upon approval of instructor)   |                 |
| Approved Electives .....  | 15-16 hours     |
| (At least two courses must be outside of Education)   |                 |
| TOTAL .....   | <u>32</u> hours |

SECONDARY TEACHER CURRICULUM

|   |           |
|---|-----------|
| <b>Professional Education</b> .....   | 7-9 hours |
| Education 501 (Research in Education)   |           |
| Any one of: Education 503 (Historical Foundations of Modern Education), 504 (History of American Education), 512 (Philosophy of Education), 513 (Educational Sociology) |           |
| Psychology 522 (Adolescent Psychology) or 526 (Psych. of Personality and Adjustment)  |           |
| <b>Specialization in Teaching Area(s) or Field(s)</b> .....   | 16 hours  |

Any of the following areas or fields may be selected:

|   |  |
|---|--|
| Art   | Music  |
| Business                                      | Physical Education for Men                                 |
| English                                       | Physical Education for Women                               |
| Foreign Languages                             | Science (Biological and Physical)                          |
| Home Economics                                | Social Studies (Economics, Government, History, Sociology) |
| Industrial Education                          | Special Education  |
| Library Science                               | Speech   |
| Mathematics                                   |  |
| <b>Minor Area or Approved Electives</b> ..... | 7-9 hours  |
| <b>TOTAL</b> .....                            | <u>32</u> 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.

|                                      |          |
|--------------------------------------|----------|
| <b>Research Methods Course</b> ..... | 3 hours  |
| <b>Major Area or Field</b> .....     | 16 hours |

Any of the following areas or fields may be selected:

|  |   |
|--|---|
| Art  | Music   |
| Business   | Philosophy  |
| Education  | Physical Education  |
| English  | Psychology  |
| Foreign Languages  | Science (Biological or Physical)                            |
| Home Economics   | Social Studies, (Economics, Government, History, Sociology) |
| Industrial Education   | Special Education   |
| Library Science  | Speech  |
| Mathematics  |   |
| <b>Minor Area or Approved Electives</b> .....  | 7 hours   |
| (For a minor area a student may select any of the areas or fields listed above. A minor area is also offered in Nursing) |   |
| <b>Approved Electives</b> .....  | 6 hours   |
| <b>TOTAL</b> .....   | <u>32</u> hours   |



**Curriculum for Educational Specialists and Administrators**

This curriculum is intended to fulfill the course requirements for certain educational specialists 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—Research in Education) ..... | 3 hours     |
| Certification Requirements .....                                    | 18-24 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 ..... | 5-11 hours      |
| <b>TOTAL</b> .....       | <b>32 hours</b> |

**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 Associate Dean of Instruction.

# Departments of Instruction

## DEPARTMENT OF ART

Mr. Porter, Chairman of the Department; Dr. 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 page 32.

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 page 51 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.

Many of the courses in this department were re-numbered. If the number of the course was changed, the former number of the course is noted in parentheses.

### COURSES

101. (132) **Color and Design**—3-4 hours. A study of design and color through experiments and practical applications.  
Garthwaite, Swander
102. (112) **Drawing and Composition**—4 hours. Experience in various art media in building up a unified expression through drawing.  
Porter
104. (210) **Cartooning**—2 hours. A course in caricature drawing developed through various techniques and mediums which are used in graphic reproduction.  
Porter
151. **The Arts in Civilization**—2 hours. The integral relationship of all arts to the society that produced them from prehistoric to the present time.  
Foster
205. (311) **Figure Drawing**—2 hours. Drawing the human figure from the posed model in various media.  
Porter
220. (131) **Handicrafts for Occupational Therapy**—3 hours. A basic course in handicrafts designed to train teachers for craft work in hospitals, playgrounds, and community organizations.  
Garthwaite
221. (241) **Design in Materials**—2 hours. Experiments in de-

- signing with many kinds of simple materials such as wood, glass, yarn, paper, plaster, etc. Porter, Swander
230. (212) **Advertising Art**—3 hours. Practical experience in designing layouts and posters. Lettering with pen and brush. Farmer, Garthwaite, Porter
241. (141) **Sculpture**—2 hours. Composition in the round through carving and modeling in such media as wood, plaster, clay, and stone. Swander
251. **Arts in Civilization II**—3 hours. A survey of the fine arts from the beginning of the Italian Renaissance through the eighteenth century. Foster
295. **Elementary Arts and Crafts**—2 hours. A general art course for the elementary teacher. Includes painting, drawing, modeling, posters, design in various crafts suitable for the elementary school. Farmer
310. (415) **Watercolor Painting**—2 hours. Advanced composition in transparent watercolor to develop an appreciation of the medium and added personal skill and enjoyment in handling. Prerequisites: Art 101, 102. Porter
311. (414) **Oil Painting**—3 hours. Advanced composition in oil to provide experience in color as it builds up form and space. Prerequisite: Art 310. Porter
321. (344) **Design in Materials II**—2 hours. Original designing in materials such as woven, printed or dyed textiles, and other craft materials. Porter, Swander
322. (341) **Ceramics**—3 hours. An appreciation of pottery through building, throwing, glazing, and firing clay shapes. Swander
330. (312) **Commercial Art and Illustration**—2 hours. Drawing and lettering to provide experience for more advanced work in lettering, poster, and illustration. Porter, Swander
351. (451) **Contemporary Trends**—3 hours. An acquaintance with the major trends in art of today in painting, sculpture, architecture, and industrial design. Prerequisite: Art 151. Swander
360. (350) **Elementary Photography**—2 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
361. (314) **Print Making**—2 hours. The appreciation of Fine Prints through practice in making etchings, dry points, etc., and the study of famous prints. Porter
362. (331) **Interior Decoration**—3 hours. Practical applications of the principles of color and design to the home by study ex-

cursions, involved problems and construction of model rooms. Garthwaite, Porter, Swander

391. **Art Methods**—3 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**—3 hours. A refresher course for teachers. Opportunity for experiences with a variety of materials. New trends in art education stressed.
395. **Elementary Art Methods**—2 hours. Philosophy of art education for the elementary school teacher. Includes teaching techniques, art materials, observation, and participation. Farmer
- \*400. **European Travel Study**—6 hours maximum. 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
405. (411) **Advanced Figure Drawing**—2 hours. An extension of the elementary course, drawing the human figure from the posed model in various media. Prerequisite: Art 205. Porter
412. (416) **Advanced Painting I**—3 hours. Composition in a desired painting medium to provide experience for advanced development. Prerequisites: Art 310, 311. Porter
413. (418) **Advanced Painting II**—3 hours. Compositions in various painting media to provide greater experience and freedom in creative painting. Prerequisites: Art 310, 311, 412. Porter
414. (419) **Casein Painting**—2 hours. The development of the process of casein as a medium in creative painting. Porter
415. (421) **Advanced Casein Painting**—2 hours. A continuation of 419 with emphasis on technique and composition. Porter
423. (342) **Metal Craft**—3 hours. Experience in designing precious metals and the mounting of stones. Porter, Swander
441. **Advanced Sculpture**—2 hours. Composition in some sculpture medium to provide experience for advanced creative development. Prerequisite: Art 241. Swander
463. (420) **Airbrush**—2 hours. The development of the processes used in creating airbrush compositions. Porter, Swander
464. (420) **Silk Screen**—2 hours. The development of the processes used in creating silk screen compositions. Porter, Swander

492. **Seminar in Art Education**—2 hours. Presents a continuum in the theoretical experience and professional growth of the Art specialist.  
Laska
- \*496. (449) **Art Workshop**—1 to 3 hours (depending upon the length of the workshop). A course designed to give specialized training in some form of the visual arts.

## GRADUATE COURSES

503. (513) **Creative Composition in Drawing**—3 hours. Research in advanced composition emphasizing organization of expression through various art medias. Prerequisite: Undergraduate major in art.  
Porter
505. (521) **Figure Drawing and Composition**—2 hours. The use of the human figure in composition.  
Porter
512. (526) **Creative Painting I**—3 hours. Advanced experience in composition and technique. Prerequisite: Art 310, 311.  
Porter
513. (528) **Creative Painting II**—3 hours. Further development of controlled expression in painting.  
Porter
514. (531) **Advanced Casein Painting**—3 hours. Further experimentation with the various techniques of casein as a medium of painting.  
Porter
521. (544) **Creative Design**—2 hours. Research studies and advanced creative problems in some selected field of design. Prerequisite: Undergraduate major in art. Porter, Swander
522. (541) **Advanced Ceramics**—3 hours. Experiment with new types of form and decoration. Accent on good clay forms and unusual glaze effects.  
Swander
523. (542) **Advanced Metal Craft**—3 hours. Designing and producing articles in various metals, including the different processes of construction and the mounting of stones. Swander
530. (519) **Advanced Advertising Art**—2 hours. Research and advanced problems in some selected field of advertising. Prerequisite: Undergraduate major in art. Porter, Swander
541. (552) **Advanced Sculpture II**—2 hours. A continuation of Advanced Sculpture, Art 441.  
Swander
551. (561) **Modern Art**—3 hours. Individual research and study of the new developments of twentieth century art. Swander
561. (510) **Printmaking**—2 hours. A study of "Fine Prints" through the making of various type of intaglis and relief

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

prints, and the study of famous printmakers. Porter

563. (530) **Advanced Airbrush**—2 hours. Developing greater skill in airbrush design. Porter, Swander
564. (530) **Advanced Silk Screen**—2 hours. Developing greater skill in silk screen design. Porter, Swander
593. (591) **Art Education**—3 hours. Research studies of special art problems in relation to the community. Prerequisite: Undergraduate major in art. Staff
- 599T. **Master's Thesis**—4-6 hours. By arrangement with chairman of student's thesis committee.

## DEPARTMENT OF BUSINESS

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

The undergraduate program in the Department of Business provides instruction designed primarily to meet the needs of three groups of students: (1) students preparing to become business education teachers; (2) students preparing for occupations in business, industry, government service, and public affairs; and (3) students desiring business instruction which will serve them in related occupations and in their personal lives. The teaching curricula qualify graduates for high school 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. Business subjects without prerequisites are open to all students.

The graduate program in the Department of Business prepares master teachers and supervisory personnel in business education as well as business executives in business organization and management. Graduates at the master's level are awarded the Master of Arts or 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 executive and management positions in business.

The student who desires to pursue graduate work in the Department of Business should consult with the Associate Dean of Instruction and the Chairman of the Department of Business. They will assist each student to prepare an individual program relative to his interests, needs, and capabilities.

### COURSES

- 121. Beginning Typewriting**—2 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**—2 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**—2 hours. Continued speed and accuracy development. Increased emphasis on advanced typewriting

problems—typing business 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**—3 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**—3 hours. (For non-Business majors and minors) 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**—3 hours. The application of accounting theory in a Single Proprietorship type of business organization. Breidenbaugh, Lane, Muse, Nelson, Truelove
202. **Accounting Principles**—3 hours. The application of elementary accounting principles to a Partnership and Corporate type of business organization. Prerequisite: Business 201. Breidenbaugh, Lane, Muse, Nelson, Truelove
211. **Beginning Stenography**—2 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. **Intermediate Stenography**—3 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**—3 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**—2 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**—2 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
237. **Machine Duplicating**—1 hour. Instruction in the preparation and use of stencils and masters by the use of typewriters, styli, and lettering guides. Includes instruction in the use of the mimeoscope and the operation of stencil and liquid duplicating machines. Prerequisite: Business 123. Becker, Krause
238. **Machine Dictation and Transcription**—1 hour. Marketable skill is developed in the use of dictation and transcription machines. Includes Audograph, Comptometer, Dictaphone, and Edison. Prerequisite: Business 123. Becker, Hoskinson, Krause
240. **Principles of Management**—3 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 I**—2 hours. A third semester offering designed to provide a critical study of the accounting process with special emphasis on balance sheet accounts. Prerequisite: Business 202. Bowers, Breidenbaugh, Lane, Nelson
302. **Intermediate Accounting II**—2 hours. A continuation of the study begun in Business 301. Bowers, Breidenbaugh, Lane, Nelson
305. **Marketing**—3 hours. A study of our system for distributing goods with considerable emphasis given to the wholesale and retail segments. Bocko, Eberhart, Nelson
308. **Consumer Business Problems**—2 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 Communications**—2 hours. A detailed study and practice in writing the various kinds of business communica-

tions. Includes a functional study of grammar and punctuation.  
Hoskinson, Muse, Orner, Steinbaugh

- 331. Survey of Business Law**—3 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
- 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
- 335. Principles of Retailing**—3 hours. A general survey of the principles of efficient store organization and management. Prerequisite: Business 305. Eberhart, Nelson
- 336. Business Report Writing**—2 hours. Familiarizes the student with the principles and standards which guide the report writer. Places emphasis upon the actual writing of effective reports, including practical application of grammar and physical format principles. Hoskinson, Muse, Orner, Steinbaugh
- 337. Principles of Advertising**—3 hours. An introduction to the practice and composition of advertising in business. Prerequisite: Business 305. Nelson, Steinbaugh
- 339. Office and Secretarial Practice**—2 hours. Instruction and practice in office and secretarial procedures with attention to problems of a secretary. Includes instruction in filing and in the use of electric typewriters. Prerequisite: Business 123 and 212. Hoskinson, Krause, Orner
- 340. Principles of Insurance**—3 hours. An introduction to the principles and practices of insurance. Brown, Hunter, Truelove
- 341. Life Insurance I**—3 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. Brown
- 342. Life Insurance II**—3 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. Brown
- 343. Property and Casualty Insurance I**—3 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. Brown, Truelove
- 344. Property and Casualty Insurance II**—3 hours. An analytical

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.  
Brown, Truelove

345. **Real Estate I**—3 hours. Principles of real estate. Emphasis is given to location factors, market analysis, and basic problems in buying and selling real estate.  
Brown, Truelove
346. **Real Estate II**—3 hours. Problems of real estate appraisals, development, management, and financing.  
Brown, Truelove
347. **Principles of Transportation**—3 hours. A study of the development of the various methods of transportation including an analysis of advantages and disadvantages of each method. Concentrated emphasis is placed on transportation by railroad and water.  
Bowers, Lane, Vaught
348. **Motor and Air Transportation**—3 hours. Their 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 legislative actions are considered.  
Bowers, Lane, Vaught
360. **Corporation Finance**—3 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.  
Brown, Eberhart
392. **Methods of Teaching Bookkeeping**—1 hour. Emphasis given to the principles, methods, and materials used in teaching bookkeeping and record keeping in the secondary school.  
Breidenbaugh, Hoskinson, Muse
393. **Methods of Teaching Typewriting and Office Practice**—1 hour. Emphasis given to principles, methods, and materials used in teaching typewriting and office practice in the secondary school.  
Hoskinson, Krause
394. **Methods of Teaching Basic Business Subjects**—1 hour. Emphasis given to principles, methods, and materials used in teaching basic business subjects in the secondary school.  
Hoskinson, Krause, Muse
395. **Methods of Teaching Stenography**—1 hour. Emphasis given to principles, methods, and materials used in teaching shorthand, transcription, and secretarial practice in the secondary school.  
Hoskinson, Orner
396. **Methods of Teaching Distributive Education**—1 hour. Emphasis given to principles, methods, and materials used in teaching distributive education in the secondary school.  
Eberhart, Hoskinson, Muse

**\*401. Advanced Accounting I—2 hours.** Provides an application of accounting principles to special accounting problems. Includes partnerships, joint ventures, branch accounting, and installment sales. Prerequisite: Business 301.

Bowers, Breidenbaugh, Lane

**\*402. Advanced Accounting II—2 hours.** A continuation of Business 401. Includes consolidated statements, statements of affairs, receivership accounts and statements, and accounting for estates and trusts. Prerequisite: Business 401. Bowers, Breidenbaugh

**\*404. Income Tax Procedure I—3 hours.** A study of the theory and practice in the preparation of federal income tax returns for individuals. Prerequisite: Business 201.

Bowers, Lane

**\*405. Income Tax Procedure II—2 hours.** Continues the study of federal income tax procedures with emphasis on partnership, corporate, and payroll taxes. Prerequisite: Business 404.

Bowers, Lane

**\*411. Cost Accounting I—3 hours.** A study of the theory and practice of cost accounting with emphasis upon job order cost accounting. Prerequisite: Business 202.

Bowers, Lane

**\*412. Cost Accounting II—3 hours.** A study of the theory and practices of cost accounting with emphasis upon process or standard cost. Prerequisite: Business 411.

Bowers, Lane

**\*413. Accounting Systems—3 hours.** A study of accounting principles as applied in constructing accounting systems. Prerequisite: Business 301.

Bowers, Breidenbaugh, Lane

**\*414. Governmental and Municipal Accounting—3 hours.** A study of accounting principles as applied in governmental and municipal units. Prerequisite: Business 301.

Bowers, Breidenbaugh, Lane

**\*415. Auditing I—3 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 302 and senior standing.

Bowers, Breidenbaugh, Lane

**\*425. Auditing II—2 hours.** Continues the study of auditing through the development of audit problems and cases. Prerequisite: Business 415.

Bowers, Breidenbaugh, Lane

**\*427. Transportation and Traffic Management I—3 hours.** Emphasis given to routes and rates, milling in transit, overcharges and undercharges, loss and damage, and committee procedures. Prerequisite: Business 348.

Lane, Vaught

**\*428. Transportation and Traffic Management II—3 hours.** Includes evolution of the Interstate Commerce Act and the crea-

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

tion and organization of the Interstate Commerce Commission. Emphasis given to interpretations and applications of the Act and to procedures before the Commission. Prerequisite: Business 427.  
Lane, Vaught

- \*431. **Advanced Dictation and Transcription**—3 hours. Intensive practice in taking dictation and transcribing at the high speeds required in office production work. Prerequisite: Business 213.  
Krause, Orner
- \*433. **Principles of Investments**—3 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**—3 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
- \*436. **Office Organization and Management**—3 hours. A study of modern theory and practice in office organization and management including the efficient utilization of office equipment, space, and personnel. Prerequisite: Business 240.  
Hoskinson, Krause, Orner, Steinbaugh
- \*439. **Office Work Experience**—2 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: 24 hours in Business and consent of the instructor.  
Krause, Muse, Truelove
- \*440. **Personnel Management**—3 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; employees services; morale; wages and hours. Prerequisite: Business 240 or consent of instructor.  
Harrington, Steinbaugh
- \*445. **Industrial Management**—3 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
- \*447. **Problems of Retailing**—3 hours. A study of such retail problems as floor plans, buying, credits and collections, store organizations, and personnel. Prerequisite: Business 335.  
Eberhart, Nelson
- \*448. **Advanced Marketing Problems**—3 hours. An examination of major problems in each major area of marketing from the

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

- viewpoint of the marketing executive. Prerequisite: Business 305. Bocko, Eberhart, Nelson
- \*450. **Credits and Collections I**—2 hours. A study of the principles and practices of credits and collections in modern business organizations. Prerequisite: Business 240. Eberhart, Nelson, Steinbaugh
- \*451. **Credits and Collections II**—2 hours. A continuation of Business 450. Prerequisite: Business 450. Eberhart, Nelson, Steinbaugh
- \*463. **Business Law I**—3 hours. A comprehensive and technical study of contracts, agency, bailments, and employment relations. Hunter, Truelove
- \*464. **Business Law II**—3 hours. A comprehensive and technical study of negotiable instruments, mortgages, leases, partnerships, corporation, and bankruptcy. Hunter, Truelove
- \*490. **Principles and Problems of Business Education**—2 hours. Gives the prospective teacher a broad understanding of the philosophy, objectives, and history of business education. Studies organizations, literature, and trends in this field of education. Prerequisite: Senior standing. Hoskinson, Muse, Steinbaugh
- \*498. (499.) **Workshop in Business Education**—3 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 terms. Prerequisite: Minimum of 36 hours in Business. Becker, Krause, Muse

### GRADUATE COURSES

510. **Curriculum Problems in Business Education**—3 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. Offered during the year on an arranged basis and in the summer of odd-numbered years. Muse
516. **Accounting Problems**—3 hours. A study of advanced accounting problems in preparation for the C.P.A. examination. Prerequisites: Business 502, 512, and 514. Bowers, Lane
520. **Guidance and Evaluation in Business Education**—3 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 evalu-

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

ating instruments are studied critically with respect to business education objectives. Muse, Steinbaugh

530. **Organization, Administration, and Supervision of Business Education**—3 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
541. **Advanced Problems in Management**—3 hours. A study of current transportation conditions and problems. Emphasis given to rate problems, problems of regulation and competition, and problems in the coordination of transportation facilities. Prerequisite: 12 hours in transportation. Harrington, Steinbaugh
543. **Advanced Problems in Transportation**—3 hours. A study of current transportation conditions and problems. Emphasis is given to rate problems, problems of regulation and competition, and problems in the coordination of transportation facilities. Prerequisite: 12 hours in transportation. Vaught
555. **Supervised Readings in Management**—2 or 3 hours. Readings for advanced graduate students based upon the area of management concentration such as personnel, production, office. Enrollment by permission of the student's adviser only. Prerequisite: 12 hours in management. Harrington, Steinbaugh
561. **The Law of Accounting**—3 hours. Pertinent branches of the law and previous C.P.A. examination questions are used as preparation for the C.P.A. examination. How the law varies from the generally accepted accounting procedures and how professional ethics affect the practice of accounting are covered through research problems. Prerequisites: Business 563 and 564. Bowers, Lane
565. **Insurance-Underwriting**—3 hours. Preparation for a career in insurance. The student is given a review of the relationship of insurance to the problem of financial security and to specific needs in the various fields of insurance. Prerequisites: Business 342 and 344. Brown
567. **Real Estate Analysis**—3 hours. Advanced study of real estate and land economics. Correlates the factors, principles and techniques of real estate evaluation and land utilization within the subdivisions of real estate. Includes a study of current trends. Prerequisite: Business 346. Brown
570. **Seminar in Business Education**—2 hours. A study of the practical problems in business education that arise in the work of the teacher in his current position. Hoskinson, Muse
572. **Seminar in Insurance and Real Estate**—3 hours. A study of

current problems. Selected readings and assigned projects in the fields of the student's particular interest. Prerequisite: 12 hours in Insurance and/or Real Estate. Brown

**580. Research in Business—3 hours.** The application of business research technique and procedure to a problem within the student's area of concentration. Open only to Graduate Majors in business. Eberhart, Harrington, Muse, Steinbaugh

**592. The Improvement of Instruction in Bookkeeping and Clerical Practice—2 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 Practice—2 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. Becker, Krause

**594. The Improvement of Instruction in Basic Business Education—2 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—2 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. Hoskinson, Krause, Orner

**596. The Improvement of Instruction in Distributive Education and Cooperative Work Experience—2 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. Muse

**599T. Master's Thesis—4-6 hours.** By arrangement with chairman of student's thesis committee. Committee



## DEPARTMENT OF EDUCATION AND PSYCHOLOGY

Dr. Jamison, Chairman of the Department: Dr. Anthony, Dr. Clark, Dr. Cobb, Miss Ederle, Dr. Ellis, Dr. Engelland, Mr. Gillaspie, Dr. Hafner, Dr. Hardaway, Dr. Lautenschlager, Dr. Malm, Mr. McDougal, Dr. Runke, Dr. Smith, Dr. Swalls, Dr. Thursfield, Dr. Tyson, 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 required courses:

Elementary curriculum: Education 111, 366, 392, 395, 396, 447E, 458, and Psychology 201, 202.

Secondary curricula in approximately this order: Psychology 201, 202, and Education 305, 447S, 448, 449.

### EDUCATION COURSES

111. **Orientation in Education**—2 hours. An overview of the characteristic features of American public education. Required on the elementary teaching curriculum. Staff
305. **Teaching in the Secondary School**—2 hours. A practical methods course, including instructional planning, curriculum, guidance, and evaluation in secondary schools as well as observation of secondary school practices. Prerequisites: Psychology 201, 202. Ederle, Ellis, Tyson
314. **Introduction to Audio-Visual Education**—2 hours. Principles and techniques of audio-visual instruction. A survey of the methods and materials in this field. Operation and use of audio-visual machines and devices are taught and much opportunity for practice is provided. This course is open to all students but is especially available to business, radio, and other special students. Gillaspie, McDougal
343. **Early Childhood Education**—3 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**—2 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, Watson, Westfall

**392. Teaching the Social Studies in the Elementary School—2 hours.** This course emphasizes methods and materials for teaching Social Studies in all elementary grades. Required on the elementary curriculum. Smith

**395. Teaching the Language Arts I—2 hours.** Teaching techniques and materials for the developmental reading program in the elementary school, with emphasis on reading in the various curriculum areas. Observation and participation in the Laboratory School required. Required on the elementary curriculum. Cobb

**396. Teaching the Language Arts II—2 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).

**\*412. Philosophy of Education—3 hours.** The analysis, synthesis and evaluation of modern educational theories and practices. Required on the elementary curriculum. Both semesters and summer. Venable, Westfall

**\*413. Educational Sociology—2 hours.** A consideration of education in the light of social theory, practices, and trends. Anthony, Westfall

**\*416. Elementary School Classroom Management—2 hours.** The management of classroom problems and procedures and the practical application of techniques used in the elementary school. Special attention is given to the roles of teachers and supervisors individually and cooperatively. First semester and summer. Smith, Watson

**\*417. Guidance Services in Secondary Education—3 hours.** Basic philosophy, procedures in orientation, tools and techniques for studying the individual, vocational guidance, use of community resources, good procedures, and related topics at the junior-senior high school level. First semester and summer. Ederle, Ellis

**\*439. General Safety—3 hours.** A course designed to give information in promoting safety education in schools, social agencies, and the community. Both semesters and summer. Watts

**\*440. Driver Education and Training—3 hours.** A course designed to train teachers to teach driver training in the high schools. The course gives classroom instruction and "behind-the-wheel" practice. Both semesters and summer. Watts

**\*443. Preparation and Production of Audio-Visual Materials—2 hours.** A course designed to give experiences in the preparation

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

of audio-visual materials for use in the classroom. Both semesters and summer. Gillaspie, McDougal

- \*444. **Selection and Utilization of Audio-Visual Materials—3 hours.** A study of general principles involved in the selection and use of all types of audio-visual equipment and materials. Criteria are developed and used for judging the technical and educational value of audio-visual materials. First semester and summer.

Gillaspie, McDougal

- \*445. **Workshop in Audio-Visual Materials—2 hours.** A course designed to meet the needs of teachers in the field. Both semesters and summer.

Gillaspie, McDougal

- 447E. **Audio-Visual Education for Elementary Student Teachers—1 hour.** This course is open only to those elementary student teachers actually enrolled in the professional semester. Selection, utilization, and actual classroom use of audio-visual materials are studied. Operation and handling of the audio-visual tools such as the motion picture and the tape recorder are learned through actual experience.

Gillaspie, McDougal

- 447S. **Audio-Visual Education for Secondary Student Teachers—1 hour.** This course is open only to those secondary student teachers actually enrolled in the professional semester. Selection, utilization, and actual classroom use of audio-visual material are studied. Operation and handling of the audio-visual tools such as the motion picture and the tape recorder are learned through actual experience.

Gillaspie, McDougal

448. **Secondary School Organization—2 hours.** A study is made of secondary school organization as it is related to the general organization of public schools. A study is also made of teachers' salaries, contracts, retirement, regulation of pupil conduct, and legal responsibility.

Staff

449. **Foundations of Secondary Education—2 hours.** Historical, philosophical, and sociological foundations of secondary education.

Staff

458. **Problems in Elementary Teaching—2 hours.** One of several courses offered the latter part of the semester in which the student enrolls for supervised teaching. It is offered jointly by the Department of Education and Psychology and the Division of Teaching. It is designed to focus thinking upon problems encountered in supervised teaching and those which may be encountered by a classroom teacher.

Shipla, Tanruther

- \*460. **Workshop in Elementary Education—2 hours.** Designed to promote growth of teachers in service. Problems and procedures vary to meet the needs of persons taking the course. Summer.

Staff

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

- \*463. The Elementary Curriculum—3 hours.** The changing elementary curriculum as it is constructed, revised, and carried out in the public schools. Required on the elementary curriculum. Both semesters and summer. Swalls, Watson
- \*467. Measurement and Evaluation in Education—3 hours.** A thorough analysis of standardized objective tests, their uses, and values. The planning of testing programs, evaluation of pupils, and statistical treatment of test results are included. Both semesters and summer. Hardaway, Watson
- \*494. Workshop in Reading—2 hours.** An analysis of instructional programs with emphasis on both developmental reading and remedial procedures. Summer. Cobb
- \*497. Junior High School Problems—2 hours.** An exploration of the role of the junior high school. Points of emphasis are upon the curriculum, administration, and problems of counseling and guidance in light of the nature and needs of the junior high school child. Summer. Ellis, Westfall

### PSYCHOLOGY COURSES

**201. Fundamentals of Psychology I—2 hours.** A general education course designed to introduce the students to the fundamental facts, principles, and theories of psychology. Includes the study of psychology as a science, determinants of personality, dynamics of behavior, and intelligence and the learning process. Staff

**202. Fundamentals of Psychology II—3 hours.** Continuation of Psychology 201, emphasizing the psychological development of children and youth. Areas studied include techniques of child study, human growth and development, and the problems of adults in dealing with children. Prerequisite: Psychology 201. Staff

(Note: These courses will be open only to students who have completed their freshman year.)

**322. Educational Psychology—3 hours.** The application of psychology to the problems of teaching. Offered only by correspondence and extension. Smith

**342. Growth and Development of the Young Child—3 hours.** Intensive study of the development and characteristics of young children with particular emphasis upon needs and guidance of nursery school and kindergarten children. Observation and participation in nursery school and kindergarten required. This course should be taken before Education 343. Required for nursery school and kindergarten certification. Runke

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

343. **Early Childhood Education**—3 hours. Practical consideration of recent trends and techniques for the education of young children with emphasis on nursery school and kindergarten ages. Observation and first-hand experiences with young children required. Required for Nursery School and Kindergarten certification. Runke
- \*421. **Advanced Child Psychology**—2 hours. Prerequisite: Either Psychology 223 or Psychology 202 (or equivalent). First semester and summer. Cobb, Hafner, Malm
- \*422. **Adolescent Psychology**—2 hours. Both semesters and summer. Hafner, Malm, Venable
- \*426. **Psychology of Personality and Adjustment**—3 hours. A study of the nature of personality and of how self-actualization may be achieved. Hafner, Jamison, Malm, Venable

## GRADUATE COURSES—EDUCATION

Education 412, 413, 416, 417, 439, 440, 443, 444, 445, 460, 463, 467, 494, and 497 may be taken for graduate credit.

501. **Research in Education**—3 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. Both semesters and summer. Clark, Ellis, Hardaway, Jamison, Westfall
502. **Statistical Method Applied to Education**—3 hours. A basic course in statistical methods and analysis for teachers and administrators. Areas covered are measures of central tendency, variability, correlation and regression, and measures of reliability. First semester and summer. Hardaway, Watson
503. **Historical Foundations of Modern Education**—2 hours. A study of the origins of education which in turn serve as a basis for the study of present-day education. Summer. Thursfield, Westfall
504. **The History of American Education**—2 hours. A survey of American educational history, both institutional and informal, leading to an understanding of present educational theory and practice. First semester and summer. Thursfield
506. **Books for Elementary School**—2 hours. A study of recent books for children's individual reading and other library materials which may be used to enrich the elementary curriculum. Summer. Runke
515. **Seminar in Elementary Education**—2 hours. A study of problems in the field of elementary education. Discussion of research methods and techniques will be planned to assist can-

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

didates working in the field of elementary education on the master's or advanced degrees. Summer. Staff

- 518. Organization and Administration of Guidance and Personnel Services**—2 hours. Basic philosophy, principles, and current trends in the organization-administration of public school guidance programs. Stress is given to line-staff organization, guidance committees, counselor-teacher relationships and adult-community guidance services. Prerequisite: Education 4-517. Second semester and summer. Ederle
- 519. Techniques in Counseling**—2 hours. Basic philosophy, principles, procedures in both clinical and non-directive counseling, and evaluation of counseling processes. Prerequisite: Education 4-517. Second semester and summer. Ederle
- 527. Occupational Information: Types, Sources, and Uses in the Guidance Services**—2 hours. An overview of basic types and sources of occupational information used in vocational counseling and guidance. Standard procedures for disseminating vocational information in school-community guidance services are analyzed. First semester and summer. Ederle
- 530. Guidance Workshop**—2 hours. Designed to assist guidance workers in the field explore actual problems encountered in developing guidance programs. The course may be taken more than once, with a maximum of 4 hours applied toward a graduate degree. Summer. Ederle
- 541. Administration of Audio-Visual Education**—2 hours. A course dealing with the administrative problems of budgeting, purchasing, maintenance, use and distribution of audio-visual materials. Second semester and summer. McDougal
- 546. Preparation and Production of Audio-Visual Materials, Advanced**—2 hours. A course designed to further the development of those skills and techniques introduced in Education 4-543. Prerequisite: Education 4-543. Instructor approval required before registration. Summer. Gillaspie, McDougal
- 561. Supervision of Instruction**—2 hours. A consideration of devices and techniques in cooperative processes. Opportunity is afforded for individual and group research. Second semester and summer. Cobb, Tyson, Westfall
- 562. Administration and Supervision in the Elementary School**—3 hours. A study of principles and techniques in administration and supervision with stress on the in-service growth of teachers. Second semester and summer. Smith, Watson
- 564. Secondary School Curriculum**—3 hours. A study of the principles which are basic to the secondary curriculum and of the ways in which secondary school curricula may be improved. Second semester and summer. Venable
- 571. Public School Administration**—3 hours. A study of the fundamental principles of school administration with emphasis

- placed upon the application of principles to the local administrative units. First semester and summer. Cobb, Watson
573. **Administration of the Secondary School**—3 hours. A course organized to treat the major problems confronting the high school principal. The primary objective in the course is that of seeking better adaptation and utilization of secondary school facilities. Second semester and summer. Westfall
579. **School-Community Relations**—2 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. Summer. Staff
582. **School Business Management**—2 hours. A study of current practices in school budgeting and accounting procedures. Second semester and summer. Swalls
583. **Workshop for Principals**—2 hours. An analysis of administrative problems selected from actual school situations. Summer. Lautenschlager, Swalls
584. **Legal Aspects of School Administration**—3 hours. A study of the origin and development of school legislation with emphasis given to its application in contemporary school problems. First semester and summer. Swalls
585. **School Plant Planning I**—2 hours. A study of school building and planning. Fundamental principles of planning are stressed, and a study of desirable equipment for each unit of the building is made. Summer. Swalls
591. **Citizenship Education**—2 hours. A review of current projects and studies in citizenship education. Present methods for developing democratic attitudes and skills in various subject matter areas for elementary and secondary teachers are explored. Summer. Engelland
592. **Improving Social Studies Instruction in the Elementary School**—3 hours. A course 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. Summer. Smith
595. **Problems in Reading**—3 hours. Designed to give students the opportunity to explore some of the major problems in the teaching of reading in the public schools. The student will explore rather thoroughly both research and present practice in some specific area. First semester and summer. Cobb
596. **Improving the Teaching of the Language Arts in the Elementary School**—3 hours. A review of the current literature in the language arts. Emphasis is given to the selection of techniques and materials and to classroom experimentation. Summer. Runke
598. **Individual Study in Education**—2-3 hours. Research and reading in Education to meet the needs of the student involved.

May be elected on an arranged basis upon approval of the chairman of the department and the faculty member who is to serve as instructor in the course. Staff

599T. **Master's Thesis**—4-6 hours. By arrangement with the chairman of student's thesis committee.

672. **Seminar in Secondary Education**—2 hours. A study of problems in the field of secondary education. Discussion of research methods and techniques will be planned to assist candidates working in the field of secondary education on the advanced degree. Summer. Tyson

674. **Seminar in School Administration**—2 hours. A study of problems in the field of school administration. Limited to candidates for the advanced degree with a major or minor in school administration. Summer. Swalls

686. **School Plant Planning II**—2 hours. A study of the literature relating to school surveys. 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 the course. Prerequisite: Education 585. Summer. Swalls

699. **Field Project or Research Study**—6-8 hours. For candidates for Advanced Degree in Education by arrangement with the chairman of student's thesis committee.

GRADUATE COURSES—PSYCHOLOGY

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

502. **Statistical Method Applied to Education**—3 hours. A basic course in statistical methods and analysis for teachers and administrators. Areas covered are measures of central tendency, variability, correlation and regression, and measures of reliability. First semester and summer. Hardaway, Watson

519. **Techniques in Counseling**—2 hours. Basic philosophy, principles, procedures in both clinical and non-directive counseling, and evaluation of counseling processes. Prerequisite: Education 4-517. Second semester and summer. Ederle

523. **Advanced Educational Psychology**—3 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. Summer. Cobb

595. **Problems in Reading**—3 hours. Designed to give students the opportunity to explore some of the major problems in the teaching of reading in the public schools. The student will explore rather thoroughly both research and present practice in some specific area. First semester and summer. Cobb

599T. **Master's Thesis**—4-6 hours. By arrangement with chairman of student's thesis committee.



## 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; Marvin Henry, General Supervisor on the Secondary Level; Dr. Thomas A. Phillips, General Supervisor on the Secondary Level; Dr. Edgar Tanruther, Director of Laboratory Experiences on the Elementary Level; Harriet Darrow, Supervisor, 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 Helen McGaughey, Laban Smith; 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, William J. Brett, John C. Hook, John McCarthy; Social Studies, Charles W. Engelland; Special Education, Rutherford B. Porter, Margaret L. Rowe; Speech, Gladys M. Rohrig.

Supervising Teachers in the Elementary School<sup>1</sup>: Kindergarten, Hilma R. Weaver; First Year, Mary Claire Hamrick, Mary Detrick; Second Year, Vanita Gibbs, Louise Hale; Third Year, Imogene McIntyre, JoAnne Toney; Fourth Year, Olga A. Combs, Ann Harrison; Fifth Year, Anna Carle, Myrtle Smith; Sixth Year, Mary Jane John, Charles Syester.

Supervising Teachers in High School<sup>1</sup>: Art, John Laska, Thomas Makosky; Business, Warren H. Gardiner, Ruth Temple; English, Lucia K. Bolt, James Mullican, Frances Williams; Home Economics, Caroline S. Kelso, Ruth Turner; Industrial Education, Braxton Duvall, John Lemen; Foreign Language, Gertrude Ewing; Mathematics, Don Hamrick, Ralph Enkoff; Music, Ralph G. Miller, Martha Pearman, Eileen Bonney; Physical Education, Marjorie Hughes, Louise Pound, Stanley Smith, Charles Kitaoka; Science, John McCarthy, Marvin Bell; Social Studies, Charles W. Engelland, Robert Buser, Marjorie C. McDaniel, Milton E. Ratliff; Special Education, Rowena Piety; Library, Elizabeth Weller; Driver Education, James Watts.

<sup>1</sup>The 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 1958-1959 school year will be found on pages 256-261.

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## CERTIFICATION REQUIREMENTS

The courses listed below are designed to meet the State Department's requirement in supervised teaching for the following certificates: elementary with kindergarten as an auxiliary area, 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 15 credit hours and should not plan for any employment.
4. Students who have transferred from another institution must have completed at least 20 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 through eight of the elementary school. If he has the necessary prerequisites, he may also be certificated to teach in the kindergarten or an auxiliary area.

The student enrolls for courses in Supervised Teaching 451, 452, 455, and 460 (Seminar in Elementary Supervised Teaching). The student who wishes kindergarten certification and has the necessary prerequisites enrolls for Supervised Teaching 459 instead of 455.

These courses yield ten semester hours of credit for the work of the first twelve weeks of the semester when the student is engaged in full-time student teaching. He also enrolls for Education 366, 447E, and 458. These courses yield five semester hours of credit for work done on the campus during the latter part of the semester. Supervised Teaching is ordinarily taken during 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 period he is assigned to a student-teaching center in another city.

### Supervised Teaching Courses (ELEMENTARY)

451. **Supervised Teaching**—3 hours. This course consists of orientation, participation, and actual teaching in the elementary grades.  
Darrow, Shipla, Tanruther

452. **Supervised Teaching**—2 hours. This is a continuation of Darrow, Shipla, Tanruther 451.
455. **Advanced Supervised Teaching**—3 hours. Continuation of 451 and 452.
459. **Supervised Teaching in the Kindergarten**—3 hours. For students who wish to secure a certificate in the kindergarten and junior primary area. Prerequisite: Supervised Teaching 451, 452, 455, 460.
460. **Seminar in Elementary Supervised Teaching**—2 hours. This course is designed to develop insight during laboratory experiences of student teachers. It is also open to advanced teachers. Darrow, Shipla, Tanruther

### Secondary Division

During the professional semester the student enrolls in Supervised Teaching 431 (one hour credit), Supervised Teaching 453 (two hours credit), and Supervised Teaching 454 (three hours credit); also Education 447 (one hour credit), Education 448 (two hours credit), Education 449 (two hours credit) and two special methods courses of two credit hours each, or such courses as the department offers for the professional semester. Prerequisites are Psychology 201 and 202 and Education 305.

Each semester will be divided into two equal parts. Those students who teach during the first half of the semester will spend the first few days and the last few days of the period in meetings and conferences with the Division of Teaching staff. They will be in the schools for eight weeks. When they return to campus the second half of the semester they will meet their methods and education classes for approximately nine weeks. Those who teach during the second half of the semester will spend the first nine weeks on campus attending classes in education and special methods and will go to their schools during the last eight weeks.

The student should plan to devote his entire attention to this pattern of work. He is not permitted to take extra courses nor to work. 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.

Students who are earning a Special area license will teach in only one field. Those who have two comprehensives or a comprehensive and a restricted are expected to teach in both fields. While some departments offer supervised teaching during each of the four periods some departments offer it only once. The student should check the printed schedule of classes well in advance to see that he is able to teach in both his fields at the same time.

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## Supervised Teaching Courses (SECONDARY)

- 431. Supervised Teaching**—1 hour. An integral part of the field experience. It consists of preliminary interviews regarding assignment, seminars, intensive preparation before leaving the campus, visits, conferences and reports during the teaching experience, and conferences and individual interviews following the field work.  
Brewer, Henry, Phillips, Sharpe
- 453. Supervised Teaching**—2 hours. This is the first course of teaching.  
Brewer, Henry, Phillips, Sharpe
- 454. Supervised Teaching**—3 hours. This is the second course of supervised teaching required for graduation. Under the present plan, however, 453 and 454 are usually taken concurrently.  
Brewer, Henry, Phillips, Sharpe
- 456. Advanced Supervised Teaching**—3 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**—3 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**—3 hours. (Elective) For students on the elementary curriculum who wish to be certificated for teaching in the ninth grade. Prerequisites: Supervised Teaching 451, 452, 455, 460.  
Sharpe
- \*462. Advanced Supervised Teaching**—1, 2 or 3 hours. The amount of credit will be determined by the length of assignment. Prerequisite: Completion of Supervised Teaching requirements for graduation. An advanced course designed to provide additional teaching experiences on the basis of individual needs. Assignments can be arranged in elementary, secondary or special fields.  
Sharpe, Tanruther
- 557. Principles and Techniques of Supervising Student Teachers**—2 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, Dr. Boyd, Mr. Carmony, Dr. Fyfe, Miss Jerry, Dr. Light, Miss McGaughey, Mr. Mason, Dr. Miller, Dr. Mullen, Dr. Reed, Dr. Reifsnyder, Dr. Saalbach, Mrs. Sanders, Dr. Schick, Dr. Smith, Dr. Sokoloff, Dr. Tenney, Mr. Witham.

The Department of English prepares students for high school or college teaching, and it provides a major or minor in English in the Liberal Arts curriculum for students not interested in a teaching career.

The student who intends to teach in high school may take a special or comprehensive in the Language Arts (see page 39), which will qualify him to teach English, speech, and journalism. He may also take a restricted in English or in journalism (see page 40). The student interested in college teaching (which generally requires the Ph.D. degree) is strongly advised to follow the Liberal Arts curriculum leading to the Bachelor of Arts degree.

Students taking a special or comprehensive area in the Language Arts or a restricted area in English and those pursuing an English major or minor in Liberal Arts are expected to take English 230, 231, 250, and 251 before enrolling in any course numbered above 400 unless granted special permission by the Department of English.

Students who realize the advisability of preparation in English beyond the requirements of the comprehensive area may qualify for a special area by taking an additional 20 hours of work. For advice, please consult the Chairman of the Department.

A major on the Liberal Arts curriculum will take the courses outlined for the Comprehensive in Language Arts with the exception of English 391 and 416, which are not required. The minor will follow the pattern for the restricted area.

English 101 and 102 or 103 (see course descriptions below) are required of all students during the first year and must be continued during consecutive semesters until credit has been earned. Entering freshmen whose test scores reveal inadequate preparation in English will be required to take English 100A and 100B, special courses designed to prepare those students for English 102 or 103.

All English majors are required to take English 310. All other students must take English 311 unless (1) they have made an average grade of B+ or better in Freshman English, which will excuse them both from the Upper Level Proficiency Examination and from English 311; (2) they make a satisfactory score on the Upper Level Proficiency Examination.

The terms major and minor are used in the description of courses

to apply to students on either the Teaching or the Liberal Arts Curriculum.

### COURSES

- 100A. Fundamentals of English**—3 hours per week. 1 credit. Required of freshmen deficient in English fundamentals as determined by entrance examinations. Exercises in composition and intensive review of grammar, syntax, punctuation, and spelling. Studies in the techniques of reading for comprehension. Staff
- 100B. Fundamentals of English**—3 hours per week. 2 credits. A continuation of 100A. Students who pass this course may enroll for English 102. Prerequisite: English 100A. Staff
- 101. Freshman English**—3 hours. Required of all freshmen except those excused by examination or those taking English 100A and 100B. A study of the principles of rhetoric, grammar, and correct usage with regular practice in their application to writing. Selected readings as models of style. Staff
- 102. Freshman English**—3 hours. Required of all freshmen except those taking English 103, not open to English majors or minors. A continuation of English 101. Prerequisite: English 101 or 100B. Staff
- 103. Composition and Literature**—3 hours. Required of English majors and minors instead of English 102; open to others by permission. Prerequisite: English 101 or its equivalent.
- 116. Report and Newspaper Writing**—3 hours. The study of news gathering, news writing, style, technical terms, editorials, features, and other materials in a newspaper. Boyd
- 214. English Grammar**—2 hours. The study of English Grammar in speech and writing. Required for the certificate in Language Arts and for the English major. Prerequisite: English 103.
- 217. Copy Editing and Makeup**—2 hours. The study of newspaper editing, writing of headlines, typography, layout, and makeup. Prerequisite: English 116. Boyd
- 220. Introduction to Literature**—2 hours. A critical study of selections from literary types—fiction, drama, biography, and poetry. Not open to English majors or minors nor any student with credit for English 103. Required of all elementary majors. Staff
- 221. The Short Story**—2 hours. Its techniques, types and history; comprehensive reading of masterpieces. Jerry, McGaughey
- 230. American Literature I**—2 hours. A survey course emphasizing the period from the Revolutionary to the Civil War. Bash, Light, Schick

231. **American Literature II**—3 hours. A survey course of the period from the Civil War to the present. Bash, Light, Schick
243. **Materials and Backgrounds of Children's Literature**—2 hours. Types of literature and reading levels appropriate to the elementary grades. McGaughey, Sanders
250. **Survey of English Literature I**—3 hours. A survey of English literature from the beginnings through the period of Neoclassicism.
251. **Survey of English Literature II**—3 hours. A survey of English literature from the Romantic Period to the present century. Prerequisite: English 250.
301. **Newspaper Procedure**—2 hours. Study of practical procedures in the publication of a newspaper. Prerequisite: English 116 or permission of the instructor. Boyd
302. **Newspaper Production**—2 hours. Study of newspaper production as involved with the editorial side of the newspaper. Prerequisite: English 116 or permission of the instructor. Boyd
310. **Advanced Composition**—2 hours. Required of English majors. Open to non-majors only by special permission. Prerequisite: English 102. Staff
311. **Expository Writing**—2 hours. Required of all students except English majors unless they have made a grade of B+ or better in Freshman English or have made a satisfactory grade on the Upper Level Proficiency Examination. Staff
312. **Special Publications**—2 hours. Arranged. Study of makeup, printing, binding, engraving of printed matter other than newspapers and magazines. Consent of the instructor. Boyd
318. **Magazine Writing**—2 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: English 103. Ashbrook, McGaughey
319. **Newspaper Practice**—2 or 3 hours. Arranged. Open to advanced students of journalism to study various newspaper practices of coverage, writing, and editing. Consent of the instructor. Boyd
360. **Laboratory in Creative Writing**—3 hours. The student is required to establish and adhere to regular hours for creative work. Manuscripts produced in the course are read critically by the instructor and followed by individual conferences. Occasional reading of manuscripts to the class with guided exercises in criticism. Open only by special permission. Smith
391. **The Teaching of English in the High School**—2 hours. Aims

and methods of procedure in teaching English in the high school; materials and organization as preparation for student teaching. Gillum

- \*401. **The History of the English Language**—3 hours. A study of the morphology and phonology of the English language from Old English through Middle English to Modern English. Lectures and readings. Prerequisites: English 214, 250. Schick
- \*416. **Supervision of Student Publications**—2 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**—2 hours. Study of the growth and development of journalism in the United States. Boyd
- \*420. **Drama**—3 hours. Development of drama and dramatic criticism from classical Greece to the present. Smock
- \*421. **The English Novel**—3 hours. The historical development of the English novel with emphasis on the nineteenth century. Smock
- \*423. **The American Novel**—3 hours. The historical development of the American novel from the eighteenth century to the present. Light
- \*426. **The English Renaissance (1580-1660)**—3 hours. Prerequisite: English 250. Bash, Smith
- \*427. **The Neo-Classical Age**—3 hours. The principal writers studied are Dryden, Addison, Steele, Swift, and Pope. Prerequisite: English 250. Smock
- \*428. **The Romantic Movement**—3 hours. Poetry and prose. Prerequisite: English 251. Tenney
- \*429. **The Victorian Age**—3 hours. Victorian poetry and prose. Prerequisite: English 251. Smock, Tenney
- \*431. **Contemporary Poetry**—2 hours. A study of the current trends and of representative modern British and American poets.
- \*432. **The Literature of Early America**—3 hours. A survey of American literature from the early seventeenth century to 1830. Lectures and readings. Prerequisite: English 230. Schick
- \*434. **American Drama**—2 hours. The development of American drama from its beginning in the eighteenth century to the present. Lectures and readings. Prerequisite: English 230, 231. Schick
- \*441. **Contemporary Prose**—3 hours. The short story, the novel, and the drama. Bash

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



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- \*448. **Literary Criticism and Theory**—3 hours. An historical study of literary criticism and aesthetic theory. Prerequisite: 6 hours of literature. Ashbrook
- \*450. **Chaucer**—3 hours. A study of life and writings of Chaucer, including the historical background of the fourteenth century and some attention to linguistic problems. Prerequisite: English 250. Schick
- \*451. **Shakespeare**—3 hours. An intensive study of selected comedies, tragedies, and historical plays with attention to problems of Shakespearean scholarship, interpretation, and criticism. Required of English majors. Prerequisite: English 250. Smith
- \*452. **Milton**—2 hours. *Paradise Lost* and as much as possible of the minor poems, *Sampson Angonistes*, and major prose writings. Prerequisite: English 250. Smith, Tenney
- \*461. **Playwriting**—2 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: 16 hours of English and Speech.
- \*480. **Workshop in Problems of Teaching**—2 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. Mason, Smock
- \*495. **Seminar**—2 hours. Topics for study will change from term to term. Prerequisite: 15 hours in English. Staff

GRADUATE COURSES

536. **Studies in American Literature**—3 hours. Registration only with permission of the instructor. The topics for study will change from term to term. Required of all graduate students in English. Bash, Schick
538. **Studies in English Literature**—3 hours. The topics will change from term to term. Required of all graduate students in English. Smith, Smock
570. **Introduction to Literary Research and Bibliography**—2 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. Schick

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

599T. Master's Thesis—4-6 hours. By arrangement with chairman of student's thesis committee.

GENERAL ACTIVITIES COURSES

16. Student Newspaper—1 hour. A general activities course. Experimental and practical work on The Indiana Statesman to gain better understanding and appreciation of newspapers.

Boyd

17. Student Yearbook—1 hour. A general activities course. Work on The Sycamore.

Boyd

## DEPARTMENT OF FOREIGN LANGUAGES

Mrs. Peters, Chairman of the Department; Dr. Bruning,  
Mr. Buzash, Miss Ewing, Dr. Kline.

Sixteen semester hours of foreign language are required as general academic credit of all students working for the A.B. degree. All sixteen hours must be in the same language.

At least forty-two hours in a combination of two languages, plus the methods course, are required for a comprehensive area, involving a minimum of eighteen semester hours in each of two languages. Twenty-four semester 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 six additional semester hours of the same language. 2) Students with two units of high school language will be required to take a placement test which will determine the level of work at which they shall begin their college study. Those making a satisfactory score will be placed in 211, 231, 251, or 261. Those who fail to qualify for these courses will be placed in courses of a 100 level. 3) More advanced students should consult the chairman of the department before selecting their initial course. 4) It is recommended that courses in foreign languages be taken in sequence.

Six semester hours of foreign language (in the "100 level") may be counted to fulfill the Humanities requirement under General Education.

### FRENCH

The following courses are required of all candidates on a comprehensive or restricted area: French 231, 233, 331, and 392.

131. **Elementary French**—4 hours. Introduction to the French language—pronunciation, intonation, speech patterns, grammar. No prerequisite. Buzash, Peters
132. **Elementary French**—4 hours. Continuation of French 131. Prerequisite: French 131. Buzash, Peters
134. **French Reading and Conversation**—2 hours. Intensive reading of modern and contemporary prose of progressively increasing difficulty. Oral narration in imitation of French models. Prerequisite: French 132 or equivalent. Buzash, Peters
231. **Grammar Review**—3 hours. Required of all students electing French as an area. Prerequisite: French 132 or equivalent. Required of French majors or minors. Peters
232. **Intermediate French Readings**—2 hours. Readings of a broad variety of nineteenth and twentieth century prose—the short novel, short story, essay, and drama. Buzash, Peters

- 233. Survey of French Civilization**—3 hours. Introduction to the social, political, spiritual, and cultural history of the French people. Prerequisite: French 232. Required of French majors and minors. Buzash, Peters
- 234. Readings of Masterpieces in French Literature**—2 hours. Peters
- 235. The Modern Short Story**—3 hours. Analysis and evaluation of the technique, structure, and style of the short story. Introduction to the "explication de textes." Prerequisite: French 232. Peters
- 331. Advanced French Composition and Conversation**—2 hours. Required of French majors and minors. Peters
- 333. Survey of French Literature I**—3 hours. Prerequisite: French 234. Peters
- 335. Survey of French Literature II**—3 hours. Prerequisite: French 333. Peters
- 337. French Poetry of the Nineteenth Century**—2 hours. Peters
- 339. The Comedies of Moliere**—2 hours. Peters
- 392. The Teaching of Modern Languages in the High School**—2 hours. Aims and planning of the high school courses in modern languages. Review and evaluation of various methods of teaching, including the Cleveland Plan. Lesson planning; laboratory techniques and materials; observation in demonstration classes and discussions. Required of all students taking modern language as a comprehensive or restricted area. Peters
- \*432. French Literature of the Twentieth Century**—3 hours. Peters
- \*434. French Theater of the Twentieth Century**—2 hours. Peters
- \*436. The French Novel in the Romantic Age**—3 hours. Peters
- 437. French Drama of the Nineteenth Century**—3 hours. Peters
- \*442. French Literature of the Eighteenth Century**—3 hours. Peters
- \*448. Studies in the Literature of the Seventeenth Century**—3 hours. Peters

### LATIN

The following courses are required of all students electing a comprehensive or restricted area: one of the cultural courses (Latin 114, 217, or 319), Latin 317, 391, and 418.

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

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111. **Elementary Latin**—3 hours. Study of the principal grammar points, pronunciation, word derivation; and reading of easy selections from Latin authors. Prerequisite: none. Ewing
112. **Elementary Latin**—3 hours. Continuation of the study of the fundamentals of grammar and composition, and continued reading of easy selections from Latin authors. Prerequisite: Latin 111 or at least one year of high school Latin. Ewing
114. **The Latin Element in English**—3 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**—3 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 112 or two years of high school Latin. Ewing
212. **Grammar Review and Vergil's Aeneid, Eclogues, and Georgics**—3 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 112 or at least two years of high school Latin. Ewing
213. **Grammar Review and Ovid's Metamorphoses**—2 hours. Selections from Ovid's Metamorphoses and other poems, with special stress on Greek and Roman mythology. Prerequisite: Latin 112 or at least two years of high school Latin. Ewing
214. **Cicero's De Senectute et De Amicitia**—2 hours. Glimpses of some of the ancient philosophies of life that have considerable bearing upon our own views of life. Prerequisite: Latin 112 or at least two years of high school Latin. Ewing
215. **Terence's Phormio**—3 hours. Introduction to Roman comedy and the colloquial speech of the ordinary citizen. Prerequisite: Latin 112 or at least two years of high school Latin. Ewing
216. **Horace's Odes**—2 hours. Special emphasis is placed upon the study of the metrical forms of these lyrical poems. Prerequisite: Latin 112 or at least two years of high school Latin. Ewing
217. **Roman Private and Public Life**—2 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**—2 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 two years of college Latin. Ewing

313. **Martial's Epigrams**—3 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 two years of college Latin. Ewing

315. **Catullus**—2 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 two years of college Latin. Ewing

317. **Advanced Course in High School Authors**—3 hours. Rapid reading, in translation, of the works of Caesar, Cicero, and Vergil, with careful study of the literary and historical background. Required of all students electing a Latin area. Ewing

319. **Greek and Roman Literature**—2 hours. Study of the literary periods of the most important Greek and Roman authors, with the reading of portions of their works in translations. Prerequisite: none and open to all students. Ewing

391. **The Teaching of Latin in High School**—2 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**—2 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**—2 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**—3 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**—3 hours. Aim, to develop in the student the ability to express simple thoughts in idiomatic Latin. Required of all students electing a Latin area. Prerequisite: at least two years of college Latin or the equivalent. Ewing

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

## SPANISH

The following courses are required of candidates on a comprehensive or restricted area: Spanish 251, 253, 351, 392.

151. **Elementary Spanish**—4 hours. Drill on pronunciation, intonation, speech patterns, and grammar of the Spanish language. No prerequisite. Buzash, Kline
152. **Elementary Spanish**—4 hours. Continuation of Spanish 151. Prerequisite: Spanish 151. Buzash, Kline
154. **Spanish Reading and Conversation**—2 hours. Intensive reading of contemporary prose writings from Spanish America and Spain. Oral narration based on Spanish models and original expression. Prerequisite: Spanish 152 or equivalent. Buzash, Kline
251. **Spanish Grammar Review**—3 hours. Prerequisite: Spanish 152 or two years of high school Spanish. Required of all majors and minors. Kline
252. **Intermediate Spanish Readings**—3 hours. Prose readings of the Nineteenth and Twentieth centuries. Buzash, Kline
253. **Survey of Latin American Civilization**—2 hours. Panoramic view of the history and culture of Hispanic America. Required of all majors and minors. Kline
254. **Survey of Spanish Civilization**—2 hours. Introduction to the cultural and spiritual life of Spain as seen in its social and political history, music, art, and literature. Kline
255. **The Modern Spanish Short Story**—3 hours. Prerequisite: Spanish 252. Kline
351. **Advanced Spanish Composition and Conversation**—2 hours. Required of all majors and minors. Kline
353. **Survey of Spanish Literature I**—3 hours. Prerequisite: Spanish 254. Kline
355. **Survey of Spanish Literature II**—3 hours. Prerequisite: Spanish 353. Kline
359. **Contemporary Spanish Literature**—2 hours. Kline
- \*452. **Spanish-American Literature from 1888 to the present**—3 hours. Kline
- \*454. **Spanish Literature of the Nineteenth Century**—3 hours. Kline
455. **Spanish Drama of the Nineteenth and Twentieth Centuries**—3 hours. Kline
- \*456. **Masterpieces of the Golden Age**—3 hours. Kline

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

- \*458. Cervantes. *Don Quixote*—3 hours. Kline  
 \*460. Golden Age Drama—2 hours. Kline

## GERMAN

161. **Elementary German**—4 hours. Fundamentals of grammar. Intensive drill in basic speech patterns and pronunciation. Introduction to reading. Prerequisite: none. Bruning
162. **Elementary German**—4 hours. Intensification of oral-aural techniques. Reading of short stories. Prerequisite: German 161 or equivalent. Bruning
163. **German Reading and Conversation**—2 hours. Intensive reading of contemporary prose. Oral narration. Prerequisite: German 162 or equivalent. Bruning
261. **German Grammar Review**—3 hours. Grammar review. Composition. Conversation. Reading of modern short stories and selections from classic prose and drama. Bruning
262. **Intermediate German Readings I**—2 hours. Intensive readings from representative authors. Contemporary prose and drama of increasing difficulty. Bruning
263. **Intermediate German Readings II**—3 hours. Continuation of German 262. Bruning
264. **Scientific German**—2 hours. Emphasis on reading for comprehension of texts in chemistry, physics, biology, and the social sciences. For science majors preparing for the graduate reading requirements in German. Bruning
361. **Advanced German Composition and Conversation**—2 hours. For students who wish to develop proficiency in speaking and writing German. Discussion of everyday subjects. Exercises in oral and written expression. Composition with special emphasis on syntax and style. Bruning
362. **The German Novel**—3 hours. Pre-eminent novels and short stories and their relation to political and social thought. Representative literary trends in Germany from the period of realism to the present. Lectures, reports, and readings from works by Stifter, Heine, Keller, Fontane, Hesse, and Mann. Bruning
363. **Masterpieces of the Classical Age**—3 hours. Lectures, readings, discussion, and analysis of selected lyric poetry, drama, and prose. A study of literary, social, and philosophical trends in Germany from 1750-1850. The principal authors studied are Lessing, Herder, Schiller, Hoffman, Kleist, and Heine. Bruning
364. **Introduction to Goethe**—3 hours. A study of Goethe's life

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



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and works with special attention to his lyrics. Traces his development through such works as *Gotz von Berlichingen*, *Die Leiden des Jungen Werthers*, *Iphigenie auf Tauris*, *Faust* (Part I). Discussion, lectures, reports, and essays in German. Outside readings.  
 Bruning

365. **Goethe**—2 hours. A study of his later works with special emphasis on the second part of *Faust*.  
 Bruning

RUSSIAN

171. **Elementary Russian**—4 hours. Introduction to the Russian language—pronunciation. speech patterns, grammar.  
 Atkinson

172. **Elementary Russian**—4 hours. A continuation of 171.  
 Atkinson

173. **Elementary Reading and Conversation**—3 hours. Prerequisites: Russian 171, 172.  
 Atkinson

271. **Grammar Review**—3 hours. Prerequisite: Russian 172 or equivalent.  
 Atkinson

272. **Russian Composition and Conversation**—3 hours. Prerequisite: Russian 172.  
 Atkinson

273. **Intermediate Reading and Conversation**—3 hours.  
 Atkinson

371. **Advanced Composition**—3 hours.  
 Munselle

372. **The Russian Novel**—3 hours. Readings and reports from works by Tolstoy, Leonov, Pushkin, Krylov, Pasternak, and Chekhov.  
 Munselle

373. **Introduction to Scientific Russian**—3 hours.  
 Munselle

374. **Advanced Scientific Russian**—2 hours.  
 Munselle

GRADUATE COURSES

519. **Individual Study in Latin**—2-3 hours. Readings assigned by the instructor.  
 Ewing

549. **Individual Study in French**—2-3 hours. Readings assigned by the instructor.  
 Peters

569. **Individual Study in Spanish**—2-3 hours. Readings assigned by the instructor.  
 Kline

## GENERAL HUMANITIES

Dr. E. I. Dyche, of the Department of Philosophy, instructor responsible for the courses; William Ashbrook, and Raymond Miller.

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.

General Humanities 201, 202 may be elected for the 6 hours general education humanities requirement on the teaching or other curricula.

201, 202. **General Humanities**—3 hours each. First and second semesters. The courses will survey the cultures of Western Man from the Ancient World to the present. These courses must be taken in sequence and under the same instructor. Both courses must be taken for credit to be received in either.

\*411. **The Russian Novel**—3 hours. First Semester, '61. Gogol to Pasternak. Dyche

\*412. **The French Novel**—3 hours. Second Semester, '62. Madame de Lafayette to Proust. Dyche

\*418. **The Contemporary European Novel**—3 hours. First Semester, '60. French, German, Italian, and Spanish: Proust, Gide, Malraux, Sartre, Camus, Mann, Kafka, Silone, Pavese, and others. Dyche

\*424. **Contemporary European Literature**—2 hours. Second semester, '61. Drama, musi-drama, poetry, and novella: Lorca, Pirandello, Strindberg, Cocteau, Rilke, and others. Dyche

\*Prerequisite: upper-division standing. Cannot be substituted for requirement in General Humanities 201, 202. Open to graduate students for graduate credit. Also offered for credit under the Philosophy Department, see p.p. 160 and 161.

## DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, AND RECREATION FOR MEN

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

For requirements for teaching certificates in Health, Physical Education and Recreation see page 34.

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**—3 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**—2 hours. An applied theory course in mass games, relays, combatives, and 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**—3 hours. An applied course in the techniques, rules, and strategy of individual and team sports. Hollar, Klueh
- 253.(m-w) **First Aid**—2 hours. Revised standard, advanced, and instructor first aid course recommended by American Red Cross. Hollar, Marks
254. **Training**—1 hour. 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**—3 hours. A kinesiological analysis of certain motor skills based on a study of the muscular system. Prerequisite: Science 175. Marks
353. **Scout Masters Training Course**—2 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**—2 hours. Methods of teaching physical education at all levels. Wolf

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

- \*451. (m-w) **Organization and Administration of Health, Physical Education, and Recreation**—3 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
457. **Officiating Football**—1 hour. Designed to train officials for football. Jones
458. **Officiating Basketball**—1 hour. Klueh
459. **Officiating Baseball and Track**—1 hour. Meyne, Wolf
471. **The Coaching of Football**—2 hours. Theory and Practice.\*\* Jones
472. **The Coaching of Basketball**—2 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

#### PHYSICAL EDUCATION ACTIVITIES COURSES

19. (m-w) **Social Dancing**—1 hour. Watkins
24. (m-w) **Tennis**—1 hour. Klueh
29. (m-w) **Archery**—1 hour. East
41. (m-w) **Social Recreation Activities for High Schools**—2 hours. Poulos
51. **Activities Course**—1 hour. A conditioning and instructional course in physical education activities. Required of all men. Staff
52. **Apparatus and Tumbling**—1 hour. Instruction of apparatus and tumbling stunts. Required of all majors in physical education. Open to all male students. Spencer
53. **Swimming**—1 hour. Instruction for beginners, intermediate, and advanced swimmers. Required of all men. Selge
54. **Boxing and Wrestling**—1 hour. Instruction in combative type of activities with stress on wrestling. Required of all majors. Open to all male students. Sanders
55. **Seasonable Intramural Sports**—Organized competition in various sports activities. Open to all male students. Longfellow

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

\*\*Prerequisite: Special permission of the Director of Physical Education. (m-w) Class open to men and women.

## PHYSICAL EDUCATION ACTIVITIES COURSES

57. **Restricted Activities**—Open to students upon advice of school physician. Staff
61. **Spring Football**—Instruction and practice. Open to all male students. Jones
- 65.(m-w) **Golf**—1 hour. Marks
- 71a. **Laboratory in Football**—1 hour. For students who do not have football background. Prerequisite course for Physical Education 471. Jones
- 72a. **Laboratory in Basketball**—1 hour. Prerequisite course for Physical Education 472. Klueh
- 73a. **Laboratory in Baseball**—1 hour. Prerequisite course for Physical Education 473. Wolf
- 77a. **Laboratory in Track**—1 hour. Prerequisite course for Physical Education 474. Meyne
71. **Varsity and Freshman Football**—Instruction and Practice. Hollar, Jones
72. **Varsity and Freshman Basketball**—Instruction and Practice. Hollar, Klueh
73. **Varsity and Freshman Baseball**—Instruction and Practice. Hollar, Wolf
74. **Varsity and Freshman Tennis**—Instruction and Practice. Klueh
75. **Varsity and Freshman Golf**—Instruction and Practice. Marks
76. **Varsity and Freshman Swimming**—Instruction and Practice. Selge
77. **Varsity and Freshman Track**—Instruction and Practice. Meyne
- 94.(m-w) (294) **Senior Life Saving and Water Safety**—1 hour. 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
- 96.(m-w) (394) **Water Safety Instructor**—1 hour. 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 stressed as well as teaching methods applicable to each level of swimming. Prerequisite: An effective American Red Cross Senior Life Saving Certificate. Selge
- (m-w) Class open to men and women.

## 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 Activities and Leadership**—3 hours. Recreation activities, leadership, and practical experience in conducting a well-rounded program of recreation activities. Meyne
- \*430.(m-w) **Recreational Skills**—3 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**—3 hours. The administration of community recreation with emphasis on the planning, organizing, promoting, and supervising of programs. Meyne

## GRADUATE COURSES

503. (562) **Problems in Corrective Education**—3 hours. This course is concerned with modification of the physical education program to meet the needs of the student who is unable to participate profitably in the regular program. Problems of preventive and corrective physical education will be studied. Prerequisite: Physical Education 255. Marks, Meyne
522. (561) **Evaluation of Health, Physical Education, and Recreation**—3 hours. A course in the principles and methods in evaluating the outcome of the health, physical education, and recreation program. Consideration will be given to the selection and use of available tests and measurements as well as other evaluative procedures. Prerequisites: Physical Education 391 and experience in teaching. Desirable prerequisite: Education 567. Marks
552. **Foundations and Trends in Health, Physical Education, and Recreation**—3 hours. A survey of the history, principles, and trends in the fields of health, physical education, and recreation. Course may be substituted for Physical Education 551 on the comprehensive major. Open to men and women. Offered Summer, 1959. Marks
- 554.(m-w) **Principles of Curriculum Construction**—3 hours. The study of guiding principles in the various phases of curriculum construction in the areas of health, physical education, and recreation. Wolf
555. **Community Recreation**—3 hours. The administration of community recreation with emphasis on the planning, organizing,

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

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

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promoting, and supervising of programs.

Meyne

556. **Seminar: Problems of the Physical Education Director**—  
2 hours. Prerequisite: completed major in physical education.

Jones, Longfellow

563. **Supervision of Physical Education**—3 hours. The study of principles covering the processes of supervision; administrative 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**—2 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

575. **Current Problems in Athletics**—2 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

599T. **Master's Thesis**—4-6 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; Mrs. Broaddus,  
Miss East, Miss Forsythe, Miss Johnson, Miss Poulos.

### 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 24-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 page 35 (for graduate majors and minors see the Graduate Bulletin).

### PHYSICAL EDUCATION THEORY COURSES

151. (m-w) **Introduction to Health, Physical Education, and Recreation**—3 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. Broaddus, 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
205. **Applied Anatomy**—2 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**—2 hours. Standard, Advanced, and Instructor course as recommended by Red Cross. East
255. (m-w) **Kinesiology**—3 hours. A kinesiological analysis of certain motor skills based on a study of the muscular system. Prerequisite: Physical Education 205. East
301. **Teaching and Officiating Team Sports for Women**—2 hours. Basketball, field hockey, soccer, softball, volleyball. Broaddus
302. **Teaching and Officiating Individual and Dual Sports**—2 hours. Archery, badminton, bowling, golf, and tennis. Broaddus
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 (m-w) Class open to men and women.



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—2 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. Watkins
- 392. (m-w) Physical Education for Elementary Schools—2 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. Forsythe, Watkins
- 393. (m-w) Safety Education—2 hours.** A course in the subject matter and methods of safety education. Safety problems of the home, school, play, and work will be studied. Special attention will be directed to highway safety. East
- \*403. Preventive and Corrective Physical Education—3 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, and Recreation—3 hours.** Tests in health, fitness, strength, skills, and abilities; their administration and interpretation. Watkins
- \*451. (m-w) Organization and Administration of Health, Physical Education, and Recreation—3 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
- \*492. Seminar in Creative Rhythm and Dance Education for the Elementary Schools—2 hours.** A practical course planned to enrich the teaching skills of the classroom teacher in this field. Forsythe
- \*493. Seminar in Modern Dance Composition—2 hours.** The guiding principles of modern dance composition which prepares one in effecting the transition from the teaching of technique to teaching dance composition. Prerequisite: Physical Education 15 or 16. Forsythe

### RECREATION COURSES

- 220. (m-w) Camp Counseling and Outdoor Education—2 hours.**  
 \*Open to graduate students. Graduate students are required to do additional work of a research nature.  
 (m-w) Class open to men and women.

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**—3 hours. Recreational activities, leadership, and practical experience in conducting a well-rounded program of recreational activities.

Poulos, Forsythe

\*430. (m-w) **Recreational Skills**—3 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.

Broadus

\*455. (m-w) **Community Recreation**—3 hours. The administration of community recreation with emphasis on the planning, organizing, promoting, and supervision of programs.

Poulos

### GRADUATE COURSES

In addition to these courses, see catalogue description for courses open to graduate students: 403, 422, 451, 492, 493; Recreation 400, 430, 455.

508. **Problems in the Organization and Administration of Team Sports for Women**—2 hours. Study and analysis of advanced techniques for organizing, administering, and teaching team sports for women.

Forsythe

510. **Problems in Organizing and Administering Individual and Dual Sports for Women**—2 hours. Advanced techniques for organizing, administering, and teaching individual and dual sports for women.

Watkins

552. (m-w) **Foundations and Trends in Health, Physical Education, and Recreation**—3 hours. A survey of the history, principles, and trends in the field of health, physical education, and recreation.

Forsythe

554. (m-w) **Curriculum Construction in Health, Physical Education and Recreation**—3 hours. The study of fundamental principles and bases of curriculum construction. Analysis of activities for teaching and program planning.

Watkins

563. **Supervision of Physical Education in the High School**—2 hours. The study of principles covering the processes of supervision; administrative organization of supervision; improving the setting for learning and improvement of instruction for in-service education for teachers.

Watkins

595. (m-w) **Problems in Teaching and Supervising Physical Education in the Elementary School**—2 hours. Analysis of modern organization of physical education in elementary school with

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

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

emphasis toward studying supervision or consultant service techniques. Watkins

599T. Master's Thesis—4-6 hours. Arranged with chairman of student's thesis committee.

### PHYSICAL EDUCATION ACTIVITY COURSES

All women students should enroll in this department when they first enter the college. The study is continued during a minimum of two consecutive terms unless permission is granted by the College Physician and the Chairman of the Women's Physical Education Department for postponing it.

Women students should elect a minimum of one course in each of 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.

Any woman because of age, physical limitation, or low health status should take Physical Education 31 or 32. The latter course may be repeated.

The semester schedules show combinations of certain outdoor and indoor activities because of change in season that prevents the continuation of the activity, i.e., tennis and badminton. In these cases, the course offers one semester hour credit.

### PHYSICAL EDUCATION ACTIVITY COURSES

- |   |                    |
|---|--------------------|
| 11. Beginning Folk Dancing—1 hour.                                | Forsythe, Poulos   |
| 12. Intermediate Folk Dancing—1 hour.                             | Forsythe           |
| 13. (m-w) Tap and Character Dancing—1 hour.                       | Forsythe           |
| 14. (m-w) Folk and Square Dance—1 hour.                           | Broaddus, Forsythe |
| 15. Beginning Modern Dancing—1 hour.                              | Forsythe           |
| 16. Intermediate Modern Dancing—1 hour.                           | Forsythe           |
| 17. Advanced Modern Dancing—1 hour. (By permission of instructor) | Forsythe           |
| 18. Bowling—1 hour. (Use commercial alleys)                       | Poulos             |
| 19. (m-w) Social Dancing—1 hour                                   | Watkins            |
| 20. Field Hockey—1 hour.  | Broaddus           |
| 21. Soccer and Speedball—1 hour.                                  | Johnson            |
| 22. Basketball—1 hour.  | Staff              |

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

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23. Softball—1 hour. Johnson
- 24.(m-w) Tennis—1 hour. Staff
25. Beginning Swimming—1 hour. Johnson
26. Intermediate Swimming—1 hour. Poulos
27. Advanced Swimming and Diving—1 hour. (Beginning work in Synchronized Swimming) Johnson
28. Volleyball—1 hour. East, Watkins
- 29.(m-w) Archery—1 hour. East
- 30.(m-w) Beginning Golf—1 hour. Broaddus, Watkins
31. Posture and Recreational Activities—1 hour. Open to persons seeking an improvement in posture or functional body mechanics in walking, sitting, standing, and working. The course contributes to the acquisition of recreational skills in mild activities such as shuffleboard, table tennis, croquet, modified bowling, table games, and others. East
32. a, b, c, d. Adaptive Physical Education—1 hour. A functional course designed to aid in maintaining fitness through participation in a mild exercise or activity programs. Any woman who cannot engage in a vigorous activity because of age or other physical limitation should take this course. It may be repeated for three terms. East
34. Badminton—1 hour. Broaddus
35. Tumbling, Stunts, and Conditioning Activities—1 hour. Forsythe
- 41.(m-w) Social Recreation Activities for the High School—1 hour. Poulos
- 94.(m-w) Senior Lifesaving and Water Safety—1 hour. American Red Cross certificate awarded if requirements are met. Prerequisite: ability to pass preliminary tests. Johnson
- 96.(m-w) Water Safety Instructor—1 hour. American Red Cross certificate awarded if requirements are met. Prerequisite: received ARC Senior Lifesaving certificate within the last three years. Forsythe

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

Note. 1. Regulation gymnasium suits are required for all women and may be purchased in the College Bookstore. Tennis shoes may be purchased elsewhere.

## DEPARTMENT OF HOME ECONOMICS

Dr. 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 classroom teachers in the elementary schools. See pages 36 and 37 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.

### HOME ECONOMICS ACTIVITY COURSE

The following Home Economics course may be elected by men or women students to fulfill requirements designated General Activities under General Education.

22. **Social Orientation**—1 hour. Approved social practices in college, home, and community groups. Banks

### HOME ECONOMICS COURSES

111. **Textiles**—3 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**—3 hours. A general education course open to all students. Emphasis is placed on basic construction processes, care, repair of clothing, and consideration of clothing construction versus selection of ready-to-wear garments. LeHew
133. (190, 233) **Guidance for Home Economics Students**—2 hours. Designed to assist home economics students in making personal adjustments to college and family living. Consideration is given to the home economics curriculum and professional opportunities in home economics. Banks
211. **Clothing II**—3 hours. A course in clothing construction with emphasis placed on pattern alteration, fundamental construction principles, fitting, and the alteration of ready-to-wear clothing. LeHew

212. **Clothing Selection**—2 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
220. **Meal Management and Preparation**—3 hours. A general education course based on planning, preparing, and serving attractive meals. Specific problems of the individual are considered. No prerequisites. Burgeson
222. **Food Selection and Preparation**—3 hours. Basic application of scientific principles in the selection, preparation, and evaluation of standard food products. Prerequisite: Science 141. Prerequisite or parallel: Science 142HE or Science 142. Burgeson
224. **Nutrition**—2 hours. The essentials of an optimal diet; food selection and its relation to health. (Not a substitute for Home Economics 321 on the special home economics curriculum.) Lee
231. (131) **Home Nursing and Safety**—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
270. **Nutrition for Nurses**—2 hours. Principles of optimal nutrition. Stress is laid on selection and quality of nutrients to meet the physiological and psychological needs of individuals. Lee
281. **Household Physics**—2 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
314. **Historic Costume**—2 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
321. **Nutrition**—3 hours. Fundamental principles of human nutrition; the requirements of the body for energy, proteins, minerals, and vitamins. Prerequisite, or parallel: Science 142 (344). Lee
323. **Family Meal Management**—3 hours. Planning, preparing, and serving attractive meals with a consideration of nutritional needs of family groups, food habits, and social customs. Attention is given to organization and management of time, energy, and money. Prerequisite: Home Economics 222. Burgeson
326. **Education for Family Living in the Elementary School**—2 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. Ap-

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appropriate laboratory experiences are planned to meet the needs of the group. Banks

331. **Family Housing**—3 hours. A study of modern housing, house planning, and furnishing considered from the economic, scientific, and artistic points of view. Banks
332. **Home Management**—2 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. (492) **Methods of Homemaking Education**—3 hours. A study of goals, learning experiences, and evaluation for homemaking classes in the secondary school. Consideration is given to vocational home economics programs, equipment, source materials, and teaching aids. This pre-student teaching course includes observation and participation at the Laboratory School. Lee
- \*411. **Dress Design**—2 hours. A course in applied dress design. Attention is given to the creation of individual dress designs by drafting patterns and by draping. Prerequisites: Home Economics 211 and 212, or permission of instructor. LeHew
- \*412. **Recent Trends in Textiles and Clothing**—3 hours. An advanced study of textiles and clothing including a survey of new developments. Prerequisites: Home Economics 111, 211. LeHew
- \*413. **Family Clothing Problems**—3 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 142, Home Economics 321. Lee
- \*422. **Experimental Cookery**—3 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**—2 hours. Investigation and study of research dealing with food values, bodily reactions to food, and food processing. Prerequisites: Science 142 (341), Home Economics 321. Lee
- \*424. **Recent Trends in Foods**—2 hours. An advanced study of the science of food preparation, including a survey of recent trends in foods to illustrate the latest developments in the field. Prerequisite: Home Economics 222. Burgeson
- \*425. **Nutrition for Elementary Teachers**—2 hours. A study of

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

the principles of optimal nutrition with special emphasis on the formation of good food habits in the school child. Banks

- \*430. **Recent Trends in Housing**—2 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 Residence**—3 hours. Residence in the home management house with participation in all phases of homemaking. Prerequisite: Home Economics 323. Prerequisite or parallel 332. Burgeson
- \*432. **Consumer Buying**—2 hours. Problems which confront the family in safeguarding and spending the family income. LeHew
- \*433. **Family Relationships**—3 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**.—2 hours. Problems of time, energy, and money management which confront the homemaker of today. Emphasis is given to work simplification techniques. Burgeson
- \*436. **Demonstration in Teaching Home Economics**—2 hours. Study, observation, and experience in the technique of demonstration, applying the basic principles of selection, care, and use of materials and equipment found in the home. Prerequisite: Home Economics 222. Burgeson
- \*437. **Seminar: Family Relationships**—2 hours. Prerequisite: Home Economics 433 or its equivalent. Banks
- \*438. **Child Development**—3 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.
- \*439. **The Nursery School**—3 hours. A study of the theory of nursery education, the organization and administration of the nursery school plant, and practical applications in laboratory experience. Prerequisite: Home Economics 438.
441. **Institutional Management**—3 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. Barbee

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



- 442. Quantity Food Preparations**—3 hours. Methods of preparing foods in large quantities with emphasis on purchase standards, menu planning, quantity recipes, portion control, equipment selection, and work process. Barbee
- \*443. Family Life Education**—2 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
- \*444. Teaching Foods in the Secondary School**—2 hours. Family centered foods teaching to include planning, preparation, and service of meals in an efficient manner. Barrick, Lee
- \*445. Child Nutrition**—2 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 or permission of the instructor. Lee
- 451. Home Furnishing**—3 hours. A study and application of design principles as applied to home furnishing in the various stages of the family cycle to promote good family living. Banks
- \*475. Methods in Home Nursing Education**—2 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. Seminar in Home Economics Education**—1 hour. Attention is given to the problems related to home economics programs encountered by students while teaching in supervisory centers. (Accompanying the professional semester). Lee
- \*493. Methods of Adult Homemaking Education**—2 hours. Principles and techniques of adult homemaking education. Students are given opportunities to plan and teach lessons in homemaking for adults. Lee
- \*498. Seminar in Child Development**—3 hours. Emphasis will be placed on new trends in this area.

### GRADUATE COURSES

- 594. Curriculum Development in Home Economics**—2 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

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

521. **The Modern Geometrics**—3 hours. This survey course is designed for Teachers-in-Service. Selected topics such as deductive procedures in Euclidean geometry, the Non-Euclidean geometries, Hilbert's "Grundlagen", the analytic geometry, projective geometry and the principle of duality. Prerequisites: 24 hours of mathematics. Kellems, Strong
534. **Advanced Differential Equations**—2 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. Moore
542. **Advanced Theory of Statistics**—2 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 233 and 341. Moore, Shriner
591. **Seminar in Problems of the Mathematics Teacher**—3 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, Strong
593. **History of Arithmetic**—2 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**—3 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
595. **Mathematics Research**—2 to 3 hours. Research studies in mathematics or the teaching of mathematics. Prerequisites: a minimum of 24 hours in mathematics. Moore, Shriner
- 599T. **Master's Thesis**—4-6 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, Mrs. Irwin, Mr. Jacobson, Dr. Lidral, Dr. Melendy, Miss Meyer, Mr. Miller, Miss Pearman, Mr. Rosewall, Miss Tatlock, Mr. Watts

The Department of Music has as its primary purpose the preparation of musicians who will teach in the schools of the state and nation. Music students may carry a secondary restricted area of twenty-four hours, a secondary comprehensive area of forty hours, or a secondary special area of sixty hours. The content of these areas will be found in the section of this Bulletin designated as Secondary Teacher Certification, pages 30-44.

However, an additional function of the department is that of supplying competent instruction in voice and in instruments, rich experiences in choral and instrumental groups, and fine listening opportunities to all students who may wish them.

The entering music major, in addition to satisfying college admission requirements, is expected to have distinct talent in music, reasonably well developed reading skills, reasonable facility on one instrument or in voice, and sufficient experience with music to disclose sensitivity to this cultural area.

Facility on an instrument, or in voice, is primary. It is advisable that the prospective music major request an audition with the faculty during his senior year of high school. Address such requests to Mr. James Barnes, Music Department. All music majors must demonstrate such skills at, or prior to, the beginning of the freshman year.

Students who offer advanced standing from other institutions will play or sing in audition before the faculty and may be asked to demonstrate theoretical skills to the instructors of theory.

The instrument which is the central performing medium of the young musician is known as the principal applied; it may be voice. The principal applied will be studied for one, two, or three years depending on the breadth of the selected area, growth being demonstrated in term recitals. Formal senior year recitals are invitational.

Piano and voice are essential tools for the major in music education. Study of the keyboard will be carried on by the student for two years in conjunction with basic music courses, and competency will be demonstrated to the theory staff at the end of the second year. Students who are unable at that time to meet minimum standards may be required to carry piano class for an additional year. Voice, as the secondary applied, will be carried by all sixty-hour majors whose principal applied is an instrument.

A nominal fee is charged for each applied music course which

A rather extensive program of visits to schools and industries has been developed in the department. Students majoring in Industrial Education are expected to visit schools and industries and participate in a variety of professional activities.

**COURSES OF GENERAL INTEREST:** The Department of Industrial Education offers several courses, having no prerequisite, which are of interest and value to both men and women students majoring in other subjects. Those recommended are: Industrial Education 100, 101, 110, 121, 132, 151, 161, 325, 331, 340, 341, 342, 352, 478.

The maximum value of essential instructional materials available to students enrolled for courses in Industrial Education is the amount listed after the catalogue description of each course.

### COURSES

**64. General Activities Course (Industrial Arts)—1 hour.** A course designed to provide experiences in using a wide range of tools and materials from areas of Industrial Crafts closely related to the avocational interests of each student. Open to all students except Industrial Education Majors. (\$2.00).  
Conaway

**100. Introduction to Industrial Education—1 hour.** A course designed to help students adjust to college and to understand our program in Industrial Education and the requirements for graduation. A study of the Industrial Arts area in relation to general education and the various kinds and types of Industrial Vocational Education as an essential part of a total educational program. Required of all students with a major or minor in Industrial Education.  
Staff

**101. Technical Drawing—3 hours.** A beginning course in drawing which will include freehand sketching, pictorial drawing including isometric, oblique, cabinet, perspective; orthographic projection, auxiliary views, development and intersections, sectioning and conventional practices, and common fasteners. (1.00).  
Conaway, Turner, Wold

**110. General Woodwork—3 hours.** Designed especially to meet the needs and interests of non-Industrial Education majors. Content includes planning and design, use of hand tools and certain machines, and a study of materials. (\$6.00). Svendsen

**111. General Woods I—3 hours.** Introduction to the uses of woods in Industry for Industrial Education majors. A study of tools, materials, and processes. The shop work emphasizes the development of skill in the use of tools and certain basic machines. (\$6.00).  
Svendsen

**121. General Metal—3 hours.** Emphasis on machine work, sheet metal, bench metal, forging and foundry. (\$8.00). Barrick

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132. **Introduction to Power and Auto Mechanics**—3 hours. The internal combustion engine, uses, types, construction, function, and theory. Inter-related functions of component parts of the automobile. Disassembly, minor repair and adjustment of component parts and assemblies. Turner
151. **Graphic Arts I**—3 hours. Basic fundamentals of printing, also includes lockup, platen press, linoleum block, thermography, rubber stamp, silk screen, and simple bindery work. (\$3.00). Haynes, Lawson
152. **Graphic Arts II**—2 hours. Continuation of course number 151. Content also includes multiple forms, rules and borders, two and three color linoleum block, silk screen. Prerequisite: Industrial Education 151. (\$5.00). Haynes, Lawson
161. **Electricity-Electronics I**—3 hours. A beginning course with emphasis on basic circuits, magnetism, house wiring and elementary electronics. (\$5.00). Morton
201. **Advanced Technical Drawing**—3 hours. Primarily machine drawing, sheet metal development and intersection, revolution, the drawing of gears and cams, and the making of tracings and blueprints. Prerequisite: Industrial Education 101. (\$1.00) Conaway, Snidow, Wold
212. **General Woods II**—2 hours. Extended study of woodworking materials and processes. Chief emphasis on the safe and proficient use of woodworking machines in cabinet and furniture construction. Prerequisite: Industrial Education 111. (\$10.00) Svendsen
221. **Machine Shop**—2 hours. A study of bench work, engine lathe, drill press, shaper, milling machine and bench grinder. Prerequisite: Industrial Education 121. (\$7.00). Barrick
233. **Elementary Garage Practice**—2 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: Industrial Education 132. (\$3.00) Turner
252. **Imposition and Presswork**—3 hours. Imposition of pages for four, eight, and sixteen page signatures. Automatic presswork, numbering, scoring, and bindery work. Prerequisite: Industrial Education 152. (\$5.00). Haynes, Lawson
254. **Beginning Linotype**—2 hours. Keyboard operation, straight matter composition, care and maintenance of the machine. Prerequisite: Industrial Education 152. Haynes, Lawson
262. **Electricity-Electronics II**—2 hours. A continuation of Industrial Education 161 with emphasis on basic radio and TV, theory and circuits. Prerequisite: Industrial Education 161. (\$10.00) Morton

- 302. Architectural Drawing and House Planning**—3 hours. A study of the problems involved in designing and constructing a modern house. Plans are prepared for a small residence including floor plans, elevations, sections, and details.  
Snidow, Wold
- 315. General Woods III**—1-3 hours. Offers opportunities for extended experiences in such related areas as surface treatment, pattern making, wood turning, and upholstery. Prerequisites: Industrial Education 111 and 212. (\$5.00)  
Svendsen
- 317. General Woods IV**—3 hours. Basic fundamentals of carpentry and concrete work; elementary theory of structural design and overview of new and old construction materials. Prerequisites: Industrial Education 111 and 212. (\$8.00).  
Snidow, Svendsen
- 321. Machine Shop**—3 hours. A study of horizontal milling machine, grinding — external, internal and tool and cutter; production methods, selection, ordering, installing and maintaining equipment, and heat treating. Prerequisite: Industrial Education 221. (\$8.00)  
Barrick
- 325. Welding**—4 hours. Arc: series of exercises designed to develop skill and gain knowledge concerning fundamental weld joints on steel, cast iron and aluminum, study of the equipment and electrodes, metallurgy and heliarc. Oxy-Acetylene: fusion welding exercises on typical steel joints, bronze welding steel and cast iron, silver soldering, aluminum welding and soldering and flame cutting. (\$16.00)  
Barrick
- 328. Sheet Metal**—3 hours. A course in sheet metal pattern drafting and sheet metal work including both hand and machine processes. Prerequisites: Industrial Education 121 and 201. (\$8.00)  
Barrick
- 331. The Owner and His Auto**—1-2 hours. A course designed to acquaint the auto driver with the equipment he or she operates. Principles and function of the various components. Maintenance requirements, trouble signs, auto evaluation, repair estimates, emergency repairs, legal requirements and safety aspects. Open to all students except Industrial Education Majors.  
Turner
- 332. Air Cooled Engines**—2 hours. The operation, principles, maintenance, repair, purpose and selection of equipment utilizing the air cooled engine. Actual repair and adjustments of many various two and four cycle air cooled engines.  
Turner
- 335. Fuel and Electrical Systems**—3 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: Industrial Education 132.  
Turner

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336. **Auto Body Repair and Refinishing**—3 hours. Principles and practice in body repairs, interior trim, window glass and replacement and surface refinishing. Prerequisite: Industrial Education 233. Turner
340. **Industrial Arts for Elementary Grades**—2 hours. Emphasis is placed on planning individual and group problems which can be integrated with other areas of instruction, projects and designs involving a variety of materials suitable for various elementary grade levels. (\$3.00). Conaway, Svendsen, Yager
341. **General Industrial Crafts**—2 hours. Laboratory experiences with various craft media which are representative of industry. Planning and developing problems and projects suitable for camp, leisure time, hobby, and special education. (\$3.00) Conaway
342. **Industrial Arts Ceramics and Plastics**—2 hours. Experience in industrial ceramic production and plastic fabrication. Open to all students. (\$3.00) Conaway
351. **Production Practice**—2 hours. Students work on actual production jobs from copy to finished product. Includes layout and design, paper and ink, display work, care and maintenance of equipment. Prerequisite: Industrial Education 152. Haynes, Lawson
352. **Bookbinding**—1 hour. Simple bindery work. Student projects consisting of desk blotters, photo albums, note pads, etc. Open to all students (\$2.50) Haynes, Lawson
354. **Advanced Linotype**—3 hours. Setting multiple forms, display composition, repair and maintenance. Prerequisite: Industrial Education 254. Haynes, Lawson
355. **Photolithography**—2 hours. Camera work, reduction and enlargement ratios, the line negative, stripping, plate making, and elementary presswork. Prerequisite: Industrial Education 351. Haynes, Lawson
363. **Applied Electronics**—2-3 hours. A study of Radio and TV circuits stressing isolation of faults and repair. Prerequisite: Industrial Education 262. (\$10.00) Morton
364. **Applied Electricity**—3 hours. A study of motors and motor repair, industrial electronics, electrical control and electric plating. Prerequisite: Industrial Education 262. (\$10.00) Morton

## INDUSTRIAL AND VOCATIONAL EDUCATION

**391. Methods of Teaching Shop and Related Subjects—2 hours.**

Emphasis is placed on objectives, organization of instruction units, evaluation of student work, testing, techniques of motivation, etc. Required of students with a major in Industrial Education. (This is a half-semester course.) Yager

**392. Shop Management—2 hours.**

The various aspects of shop management are considered in relation to effective teaching. Pupil personnel organization, interest as a factor in the organization of an instructional program, safety, handling of supplies, etc. Required of students with a major in Industrial Education. (This is a half-semester course.) Snidow

**402. Advanced Machine Drawing—3 hours.**

Assembly and detail drawing and sketching applied to practical machine problems. Attention is given to current drafting room practices in drawing and the reproduction of drawing. Prerequisite: Industrial Education 201. (\$1.00) Conaway, Snidow, Wold

**403. Architectural Drawing—3 hours.**

Preparation of sketches, study of building codes, specifications, making of models, and a study of the history of modern architecture. Prerequisite: Industrial Education 101 and 302. (\$1.00) Snidow

**\*404. Industrial Arts Design—3 hours.**

A study of the principles of design as applied to problems of construction, drawing and sketching of projects for the major areas of Industrial Arts. A variety of shop experiences in Industrial Education is required. Morton

**405. Descriptive Geometry—2 hours.**

The solution of geometric problems by drawing, dealing with describing structures of three dimensions, geometrical relations between the elements of structures, etc. Prerequisite: Industrial Education 101 or a major or minor in Mathematics. Morton, Wold

**\*409. Special Problems in Drafting—2-3 hours.**

A course devoted to the study of problems in drafting, problems growing from the needs of the student and approved by the instructor are preferred. Snidow, Wold

**\*411. Wood in Industry—3 hours.**

A study of the cabinet making, furniture, and other wood industries. Design factors, construction principles, and production methods will receive emphasis. Prerequisite: Industrial Education 112. Svendsen

**\*413. The Wood Shop—2 hours.**

Study and experience in the maintenance and care of equipment, the mechanical and scientific principles in design, construction, and operating characteristics of woodworking equipment, the organization, arrangement, and management of shop facilities. Prerequisite: Indus-

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



trial Education 112.

Svendsen

- \*419. **Special Problems in Wood**—2-3 hours. A course devoted to the study of problems in wood. Problems growing from the needs of the student and approved by the instructor are preferred. Svendsen
421. **Machine Shop**—3 hours. Emphasis on the making of elementary tools and dies. Provides advanced experience on grinders, milling machines, lathes and heat treating. Prerequisite: Industrial Education 321. (\$10.00) Barrick
- \*422. **Precision Measurement**—2 hours. Emphasis on the care and use of common measuring instruments, related mathematics, use of gage blocks, sine bar, comparators and hardness tester. (\$6.00) Barrick
- \*427. **The Metal Shop**—2 hours. Emphasis on the planning and arrangement of metal shops. Types of equipment, problems involved in setting equipment, maintenance of equipment, storage of materials and safety practices will be considered. Barrick
- \*429. **Special Problems in Metal**—2-3 hours. A course devoted to the study of problems in metal. Problems growing from the needs of the student and approved by the instructor are preferred. (\$10.00) Barrick
- \*433. **Auto Shop Management**—3 hours. Practice and study of shop operation, supervision, and instruction. Scheduling, maintenance, installations, and checking of equipment. Experience in parts, tools, supply handling and requisitions. Construction of check and inspection sheets. Prerequisite: Industrial Education 233 or approval of Department Chairman. Turner
434. **Advanced Garage Practice**—3 hours. Major automotive service, reconditioning of entire auto assemblies, experience in diagnosing and correcting malfunctions. Instruction, use and maintenance of automotive machine and testing tools and equipment. Prerequisite: Industrial Education 233 or approval of Department Chairman. Turner
- \*439. **Special Problems in Power and Auto Mechanics**—2-3 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 instructor are preferred. Turner
453. **Estimating Production Costs in Printing**—1 hour. Computing costs of a variety of jobs by the Franklin Catalogue for offset and letter press including the use of the production control board, job routing, etc. Prerequisites: Industrial Education 254 and 351. Haynes, Lawson
- \*454. **The Graphic Arts Shop**—2 hours. The organization and planning of the Graphic Arts Shop. Selection and care of equipment, shop layout, production schedules and problems, organiza-

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

of instructional programs.

Haynes, Lawson

**455. Advanced Photolithography**—3 hours. Advanced camera work, contact screens for halftones, advanced stripping and presswork. Filters and their uses. Theory of process color. Prerequisite: Industrial Education 355. Haynes, Lawson

**\*459. Special Problems in Graphic Arts**—2-3 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, Lawson

**465. Advanced Electronics**—3 hours. A study of the theory and applications of electronics emission in the design of electron tubes and transistors, characteristics of these devices to include use in circuits applicable to home and industry. Morton

**\*466. The Electrical Shop**—3 hours. A philosophical and technological study of the theory and organization of the Electricity-Electronics Shop in the Junior-Senior High School. Morton

**467. Motor Testing and Repair**—2 hours. Testing and repair of motors, generators, transformer and associated equipment. Emphasis to be placed upon fractional horsepower single and three phase devices. Morton

**\*469. Special Problems in Electricity**—2-3 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

**\*470. Curriculum Construction**—3 hours. A study of the various techniques and procedures used in the selection and organization of instructional materials. Snidow, Yager

**\*471. Philosophy of Industrial Education**—2 hours. A critical examination and analysis of educational philosophy for the purpose of determining the place and function of the practical phases of education. The basic philosophy of Industrial Education in relation to modern educational programs and to other curriculum areas. Prerequisite: an undergraduate teaching major; supervisory or administrative experience, or preparation for school administration. Pound, Yoho

**\*475. Educational and Vocational Guidance**—2-3 hours. Needs for guidance, counseling, organization of guidance programs, sources of occupational information, community surveys and trends in guidance service. Open also to those preparing for school administration and guidance supervision. Pound

**\*476. The General Shop**—3 hours. Emphasis is placed upon the theory, organization and ways and means of establishing and operating a general shop program. Prerequisite: three semesters of shop work and Industrial Education 470. (\$6.00) Snidow

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

- \*477. **Shop Planning and Organization**—1-3 hours. Emphasis on planning different types of school shops designed to meet a variety of instructional needs. Attention will be given to the selection and location of equipment, writing of specifications, estimates of the cost of equipment for various types of shops and areas. Prerequisite: Industrial Education 470. Snidow
- \*478. **Industry and Industrial Occupations**—2 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
- \*481. **History and Theory of Industrial Education**—3 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 a modern educational program. Yager
- \*482. **Organization and Administration of Trade and Industrial Education**—2 hours. A study of the laws providing for various types of vocational education. Emphasis is placed on the problem and techniques involved in the organization and administration of a modern vocational education program and its relation to the total school program. Open to those preparing for school administration. Adams, Pound, Yager
484. **Foundations for Post High Vocational-Technical Education**—1 hour. A study of the basis for vocational-technical education including definition, classifications, administration, instructional organization and relationships to other educational areas. Open to those preparing for school administration. Pound, Yoho
- \*485. **Diversified Cooperative Education**—3 hours. Emphasis upon the extent to which the high school can prepare youth for employment, developing educational programs, utilizing community resources to meet community needs and establishing programs of diversified occupations. Prerequisites: an undergraduate teaching major or minor in Industrial Education, administrative or supervisory experience, or preparation for school administration. Pound
- \*486. **Industrial Vocational Coordination**—3 hours. Emphasis is placed upon understanding the responsibilities of a coordinator in his relations with school officials, teachers, labor personnel and employers, problems relative to advisory committees, surveys and agencies. Prerequisites: undergraduate major or minor in Industrial Education, administrative or supervisory experience or preparation for school administration. Pound
- \*492. **Trade and Occupational Analysis**—2 hours. A course in methods of making an analysis of a trade or occupation preliminary to organizing a course of study for vocational-technical classes. Pound
- \*493. **Industrial Arts Workshop**—1 hour.

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

## INDUSTRIAL MANAGEMENT DEVELOPMENT PROGRAMS

## Conference Leadership

Conference Leadership Training is offered to individuals who subsequently plan to establish and lead conference either on a plant basis, or on a cooperative industrial community basis.

## Foreman and Supervisory Courses

Organized courses in foreman or supervisory improvement are offered on a plant or community-wide basis for individuals who are currently employed in industrial management positions.

The content is determined through consultation with the Industrial Teacher Trainers. The methods involve the use of conference, case studies, role playing, creative thinking, and problem solving techniques. The series of courses are not limited to any prescribed number of hours but tailored to meet specific needs.

We encourage local schools to co-sponsor this type of training as a part of their regular Vocational Education programs.

## GRADUATE COURSES

545. **Planning and Teaching Industrial Arts in the Elementary Grades**—2 hours. This course has been designed to assist teachers in the elementary grades to plan and organize various types of handicrafts 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. Conaway, Yager
572. **Modern Trends in Industrial Education**—2 hours. Emphasis is placed upon the significance of modern trends from the viewpoint of both theory and practice. Prerequisite; undergraduate major or minor in Industrial Education. Yager
573. **Supervision and the Improvement of Instruction in Industrial Arts Education**—2 hours. A study of the duties and responsibilities of the supervisor, evaluation criteria, rating sheets, and other techniques which will make the work and efforts of the supervisor more effective. Yager
574. **Tests and Measurements in Industrial Education**—2 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. Prerequisite: undergraduate major or minor in Industrial Education. Pound
579. **Problems in Industrial Education**—2-3 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. Prerequisite: undergraduate major or minor in Industrial Education. Staff

580. **Industrial Psychology**—2 hours. Emphasis is upon the application of psychology to teaching vocational-technical subjects. The mental processes involved in learning manipulative skills and information in connection with a skilled occupation are studied. Adams, Pound, Yoho

587. **Conference Procedures**—1 hour. The study and practice of how to conduct a conference. Methods of pooling all the experiences and opinions among a group of people in order to solve their individual and collective problems. Prerequisites: undergraduate major or minor in Industrial Education, administrative or supervisory experience or extensive experience in industrial training programs. Adams, Pound

588. **Job Instruction Case Problems in Human Relation**—1 hour. The study and practice of methods of presentation which can be employed by industrial management in solving personnel and production problems. Emphasis is placed upon the techniques of gathering facts, analyzing and drawing conclusions. Pound, Yoho

599 T. **Master's Thesis**—4-6 hours. By arrangement with chairman of student's thesis committee.

## DEPARTMENT OF LIBRARY SCIENCE

Mr. Hanes, Chairman of the Department;  
Mr. Coil, Miss McCalla, Miss Weller, and Library Staff

### School Library and Instructional Materials Training Program

The curriculum is designed primarily to train librarians or teacher-librarians for the elementary and secondary schools of the State. However, it provides a foundation for graduate study in the field of librarianship in general, at Indiana State Teachers College or at a graduate library school. Opportunities for in-service training are provided through workshops and extension classes.

A good background in literature and the social sciences is recommended. Use of the typewriter is desirable. 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.

### Certificates

The courses listed below meet the requirements of the State for Provisional Certificates in Library Science in the elementary and secondary schools of the State. 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, 24 semester hours are required: Library Science 206, 312, 322, 424, 426, 438 or 311; Education 444; directed electives (5 hrs.)

For the Provisional Certificate in the secondary schools, 18 semester hours are required: Library Science 206, 311, 312, 322, 424, 426; Education 314 or 444.

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 Librarianship—2 hours.** Designed to introduce the student to the library 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. McCalla, Weller

**304. Introductory School Library Workshop—1 hour.** 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**—1 hour. Intensive 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. **Selection of Library Materials**—3 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**—3 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, Weller
322. **Classification and Cataloging**—3 hours. Introduction to the purpose and principles of cataloging of books and non-book materials; classification by the Dewey Decimal System; introduction to Library of Congress and Wilson cards. Prerequisite: Library Science 206. McCalla, Weller
424. **Reference**—2 hours. Intensive study of basic reference materials and tools; some attention to reference methods and organization, devices, citation, and bibliographic form. Prerequisite: Library Science 206. Coil, Hanes, McCalla
- \*426. **Administration of the School Library**—3 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**—3 hours. Emphasis upon a collection for grades one to six, based upon the needs of the elementary curriculum. Prerequisites: Library Science 206, 312. Offered second semester, 1960-1961. McCalla, Weller

#### GRADUATE COURSES

534. **Reference Work**—3 hours. A continuation of Library Science

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

424. Prerequisite: Library Science 424. Offered second semester, 1960-61, and alternate summers. Hanes, McCalla

536. **Materials for High School Subjects**—2 hours. Emphasis upon materials to enrich the teaching of subjects in the secondary curriculum. Prerequisites: Library Science 206, 311. \*\*Offered alternate summers. McCalla

550. **Problems of the School Library**—2 hours. Designed for the experienced school librarian. Covers administrative problems, trends, facilities, improvements, and relationships. Attention to individual problems. Prerequisite: Provisional certificate in Library Science. Offered as a workshop, alternate summers. McCalla, Weller

551. **Seminar in Library Science**—3 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. Offered alternate summers. McCalla

552. **Technical Services in Libraries**—2 hours. Overview of methods of acquisition, processing, conservation, and circulation of materials. To develop understanding of practices and methods. Prerequisites: Library Science 322, 426. Offered alternate summers. Hanes, Staff

599T. **Master's Thesis**—4-6 hours. By arrangement with chairman of student's thesis committee.

\*\*Prerequisites apply only to those working for a certificate in Library Science; others may take these courses as electives.

### 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

|   |           |   |        |
|---|-----------|---|--------|
|   | Sophomore |   | Senior |
| Personal Hygiene                        |           | Elementary Art Materials                  |        |
| Introductory Music                      |           | Industrial Art Handwork                   |        |
| Elementary Arts and Crafts              |           | Junior English Composition                |        |
| World Geography                         |           | Physical Education for Elementary Schools |        |
| U. S. History                           |           | Tests and Measurements                    |        |
| Introduction to Literature              |           |   |        |
| Children's Literature                   |           | Philosophy of Education                   |        |
| Introduction to School Librarianship    |           | Elementary Curriculum                     |        |
| Library Materials for Children          |           | Teaching Elementary Science               |        |
| Teaching Music in the Elementary School |           | Supervised Teaching                       |        |
| Government                              |           | Home Economics                            |        |
|   | Junior    | Teaching Social Studies                   |        |
| Human Growth and Development            |           | Administration of the School Library      |        |
| Classification and Cataloging Reference |           | Basic Collection of Material for the      |        |
| Teaching Language Arts                  |           | Elementary School Library                 |        |
| Teaching Arithmetic                     |           | Audio Visual Materials                    |        |

#### SECONDARY

|                                      |           |                                      |        |
|--------------------------------------|-----------|--------------------------------------|--------|
|                                      | Sophomore |                                      | Senior |
| Fine Arts                            |           | Comprehensive Area                   |        |
| Philosophy                           |           | Selection of Library Materials       |        |
| Practical Arts                       |           | Library Materials for Children       |        |
| Foreign Language                     |           | Classification and Cataloging        |        |
| Comprehensive Area                   |           |                                      |        |
| Introduction to School Librarianship |           | Reference                            |        |
|                                      | Junior    | Administration of the School Library |        |
| Principles of Secondary Education    |           | Methods: Comprehensive Area          |        |
| Human Growth and Development         |           | Audio Visual                         |        |
| Junior English Composition           |           | Student Teaching                     |        |
|                                      |           | Comprehensive Area or Electives      |        |



## DEPARTMENT OF MATHEMATICS

Dr. Shriner, Chairman of the Department; Mr. Berton,  
Miss Kennedy, Mr. Kellems, 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 page 41 for the curricula in mathematics.

### COURSES

101. **General Mathematics**—2 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; and elementary statistics. Staff
- 101E. **General Mathematics**—4 hours. Designed to meet the needs of general education in mathematics for students on the elementary curriculum. A study of the role of mathematics in civilization with added emphasis on algebra, geometry, mathematics of finance, and elementary statistics. Staff
110. **Industrial Mathematics**—2 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**—3 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**—2 hours. Special emphasis on analytical trigonometry, although the numerical trigonometry is not neglected. Some attention is given to its application in navigation. Staff
121. **Solid Mensuration**—2 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. Kellem, Kennedy, Strong

122. **Plane Analytic Geometry**—3 hours. A standard course in coordinate geometry of two dimensions, giving emphasis to the study of the conic sections. Prerequisites: Mathematics 111 and 112. Berton, Moore, Strong

212. **Mathematics of Finance**—3 hours. A study of compound interest, annuities, depreciation, valuation, etc., as used in economics and business. Moore, Shriner, Strong

233. **Elementary Calculus**—5 hours. A study of the theory of limits, differentiation, successive differentiation, integration, and applications of both the derivative and integral. Prerequisite: Mathematics 122. Berton, Moore, Shriner

322. **Solid Analytic Geometry**—2 hours. A course in the coordinate geometry of three dimensions. Prerequisites: Mathematics 121 and 122. Berton, Moore, Strong

323. **College Geometry**—2 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: Mathematics 121 and 122. Kennedy, Strong

341. **Mathematics of Statistics**—2 hours. Tabular and graphical presentation of statistical data, measures of central tendency and dispersions, and simple correlation. Moore, Shriner

391. **The Teaching of High School Mathematics**—2 hours. A study of the materials, devices, and methods of teaching mathematics in the high schools. Prerequisites: 24 hours on the major. (This course is taken in the professional semester for eight weeks.) Kennedy, Shriner, Strong

392. **The Teaching of Arithmetic**—2 hours. A study of the materials, devices, and methods of teaching arithmetic in the elementary school. Kennedy, Shriner, Strong

\*411. **Theory of Numbers**—2 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

\*415. **Theory of Equations**—3 hours. General theorems on algebraic equations; solutions of cubics and quartics; theorem of Sturm; numerical approximations to roots, etc. Prerequisite: Mathematics 233. Moore, Shriner

\*461. **Matrix Algebra**—2 hours. A study of the properties of the

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

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$m \times n$  matrices, especially as these properties are related to the concept of a field. Prerequisite: 24 hours in mathematics.

Moore, Strong

- \*424. **Projective Geometry**—3 hours. A study of geometrical theorems of a projective nature; theorems relating to the concurrence of lines and the collinearity of points. Prerequisite: Mathematics 322 or 323.  
Kellems, Strong
- \*425. **Non-Euclidean Geometry**—2 hours. A course denying the validity of Euclid's Parallel Postulate. Emphasis on the hyperbolic geometry of Gauss, Bolyai, and Lobatchewsky. Prerequisite: Mathematics 322 or 323.  
Kellems, Strong
- \*431. **Intermediate Calculus**—3 hours. A continuation of the calculus to include advanced topics in both differential and integral calculus with emphasis on applications. Prerequisites: Mathematics 233 and 322.  
Berton, Moore, Shriner
- \*432. **Advanced Calculus**—2 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.  
Berton, Moore, Shriner
- \*433. **Differential Equations**—3 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 233.  
Berton, Moore
- \*451. **Field Mathematics**—2 hours. A field course in mathematics designed for teachers in training stressing use of instruments and machines with some applications in spherical trigonometry.  
Kellems, Moore
- \*492. **History of Mathematics**—2 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 minor in this field.

512. **The Modern Algebras**—3 hours. This survey course is designed for Teachers-in-Service. Selected topics such as algebraic structure, the modern mathematical method, the real number system, sets, logic, and the philosophies of mathematics are treated. Prerequisites: 24 hours in mathematics.

Berton, Moore, Shriner

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

521. **The Modern Geometries**—3 hours. This survey course is designed for Teachers-in-Service. Selected topics such as deductive procedures in Euclidean geometry, the Non-Euclidean geometries, Hilbert's "Grundlagen", the analytic geometry, projective geometry and the principle of duality. Prerequisites: 24 hours of mathematics. Berton, Strong
534. **Advanced Differential Equations**—2 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. Berton, Moore
542. **Advanced Theory of Statistics**—2 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 233 and 341. Moore, Shriner
591. **Seminar in Problems of the Mathematics Teacher**—3 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, Strong
593. **History of Arithmetic**—2 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 391 or Education 392. Kennedy, Shriner
594. **Supervision of Arithmetic**—3 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
595. **Mathematics Research**—2 to 3 hours. Research studies in mathematics or the teaching of mathematics. Prerequisites: a minimum of 24 hours in mathematics. Moore, Shriner
- 599T. **Master's Thesis**—4-6 hours. By arrangement with chairman of student's thesis committee.

## DEPARTMENT OF MUSIC

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

The Department of Music has as its primary purpose the preparation of musicians who will teach in the schools of the state and nation. Music students may carry a secondary restricted area of twenty-four hours, a secondary comprehensive area of forty hours, or a secondary special area of sixty hours. The content of these areas will be found in the section of this Bulletin designated as Secondary Teacher Certification, pages 42-43.

However, an additional function of the department is that of supplying competent instruction in voice and in instruments, rich experiences in choral and instrumental groups, and fine listening opportunities to all students who may wish them.

The entering music major, in addition to satisfying college admission requirements, is expected to have distinct talent in music, reasonably well developed reading skills, reasonable facility on one instrument or in voice, and sufficient experience with music to disclose sensitivity to this cultural area.

Facility on an instrument, or in voice, is primary. It is advisable that the prospective music major request an audition with the faculty during his senior year of high school. Address such requests to Dr. James Barnes, Music Department. All music majors must demonstrate such skills at, or prior to, the beginning of the freshman year.

Students who offer advanced standing from other institutions will play or sing in audition before the faculty and may be asked to demonstrate theoretical skills to the instructors of theory.

The instrument which is the central performing medium of the young musician is known as the principal applied; it may be voice. The principal applied will be studied for one, two, or three years depending on the breadth of the selected area, growth being demonstrated in term recitals. Formal senior year recitals are invitational.

Piano and voice are essential tools for the major in music education. Study of the keyboard will be carried on by the student for two years in conjunction with basic music courses, and competency will be demonstrated to the theory staff at the end of the second year. Students who are unable at that time to meet minimum standards may be required to carry piano class for an additional year. Voice, as the secondary applied, will be carried by all sixty-hour majors whose principal applied is an instrument.

A nominal fee is charged for each applied music course which

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involves individual instruction, and a small fee is charged for use of practice organs. Practice rooms, pianos, stringed instruments, wind and percussion instruments are available for use by students without fee.

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

Other courses of general interest and value include: piano class, Music 280-1; voice class, Music 285-6; Music Literature, Music 121-2; and the courses designated as individual instruction. Elementary education majors who wish to expand their music skills may carry such courses on completion of regularly required music courses; and Music 401 and 402 are also of particular value for the potential classroom teacher. However, the elementary education major who has facility in piano and/or voice and has strong interest in music may wish to elect an auxiliary area of twenty-four hours in choral music.

## COURSES

**Concerts and Recitals**—No credit. Concerts will be given throughout the year by major professional orchestras, by the Choral Union, by the Terre Haute Symphony, by the College Symphonic Band, by the College A Cappella Choir, and by the College Symphony 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.

**111. Basic Music I**—3 hours. Studies in elementary musicianship: notation, scales, rhythm, sight singing, melodic and interval dictation, simple structural principles in music, keyboard. Daily. First semester. Barnes and Staff

**112. Basic Music II**—3 hours. Continuation of Music 111. Chromatic elements, modulation and transposition. Part writing, analysis, keyboard. Daily. Second semester. Barnes and Staff

**121. Music Literature I**—2 hours. The Romantic period and the Classic period; short forms for piano and voice, program music, the symphony, the concerto, chamber music. First semester.

Lidral

**122. Music Literature II**—2 hours. Continuation of Music 121. The pre-Baroque, The Baroque, post-romanticism, twentieth century music; the American scene; historical perspective. Second semester.

Lidral

**201. Music in the Elementary School I**—2 hours. An elementary study of music and of music materials. For the elementary education major. Both semesters, summer.

Faculty

211. **Basic Music III**—3 hours. Continuation of Music 112. Triadic part writing; inharmonic devices; seventh chords; chorale harmonization; harmonic counterpoint; keyboard. First semester. Hill, Watts
212. **Basic Music IV**—2 hours. Continuation of Music 211. Altered chords; modulation; chorale harmonization; imitation; two and three-voice counterpoint; keyboard. Second semester. Hill, Watts
221. **Score Study I**—2 hours. Elementary instrumentation; keyboard realization; analysis; introduction to baton. First semester. Hill
222. **Score Study II**—3 hours. Continuation of Music 221. Study of the full orchestra score and of the vocal score; keyboard realization; detailed study of the expressive baton. Second semester. Hill
233. **Music Appreciation**—2 hours. A general studies course in which an attempt is made to show what music is, how the creative musical mind works, and how music relates to life. Both semesters, summer. Faculty
292. **Teaching Music in the Elementary School**—2 hours. A study of materials and methods of instruction designed to help prepare the classroom teacher for guiding children's musical experiences. Both semesters, summer. Bonney, Meyer

### Large Ensembles

109. **Marching Band**—1 hour. Open to all men who play wind instruments. (A general activities course.) First semester. Watts
- 217-317. **Choral Union**—1 hour. Study and performance of major choral works. Monday evenings for a two-hour period. (A general activities course.) Both semesters. Kumlien
- 219-319. **A Cappella Choir**—1 hour. A select group, but not limited to the music major. Study and performance of standard choral literature. (A general activities course.) Both semesters.
- 259-359. **College Symphony Orchestra**—1 hour. A select group, but not limited to the major in music. Study and performance of standard orchestral music. (A general activities course.) Both semesters. Melendy
- 269-369. **Varsity Band**—1 hour. For those who desire band experience on a secondary wind or percussion instrument, or for those who may not gain admittance to the symphonic band. Both semesters. Gremelspacher
- 269-369. **Symphonic Band**—1 hour. A select group, but not limited to the major in music. Study and performance of standard concert literature. (A general activities course.) Both semesters. Graesch

## Individual Instruction (fee courses)

Instruction on instruments and in voice may be elected by any college student; however, the beginner is asked to carry the class instruction listed as 260, 265, 270, 280-1, 285-6. See page 22 for individual instruction fees.

The music major must continue study of his principal applied for two or more years, enrolling in the appropriate two hundred numbered course until the required amount of satisfactory work has 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 the required credit has been earned. See page 22 for fees.

Each credit hour in individual instruction implies one individual instruction period weekly and satisfactory performance in term recital.

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-335V       | Violin—1 hour. Both semesters.        | Melendy                  |
| 135Va-235Va-335Va    | Viola—1 hour. Both semesters.         | Melendy                  |
| 135C-235C-335C       | Violoncello—1 hour. Both semesters.   | Bacon                    |
| 135B-235B-335B       | Contra-bass—1 hour. Both semesters.   | Bacon                    |
| 140F-240F-340F       | Flute—1 hour. Both semesters.         | Lidral                   |
| 140C-240C-340C       | Clarinet—1 hour. Both semesters.      | Lidral                   |
| 140(0)-240(0)-340(0) | Oboe—1 hour. Both semesters.          | Stannard                 |
| 140B-240B-340B       | Bassoon—1 hour. Both semesters.       | Stannard                 |
| 140S-240S-340S       | Saxophone—1 hour. Both semesters.     | Lidral, Stannard         |
| 145C-245C-345C       | Cornet—1 hour. Both semesters.        | Graesch                  |
| 145H-245H-345H       | French Horn—1 hour. Both semesters.   | Graesch                  |
| 145B-245B-345B       | Baritone Horn—1 hour. Both semesters. | Watts                    |
| 145Tr-245Tr-345Tr    | Trombone—1 hour. Both semesters.      | Watts                    |
| 145Tu-245Tu-345Tu    | Tuba—1 hour. Both semesters.          | Watts                    |
| 149-249-349          | Percussion—1 hour. Both semesters.    | Paul                     |
| 150-250-350          | Voice—1 hour. Both semesters.         | Jacobson, Kumlien, Meyer |



- 151-251-351 Piano—1 hour. Both semesters. Bard, Tatlock  
 152-252-352 Organ—1 hour. Both semesters. Eberly

### 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 semester 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 these 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 secondary applied. This will be voice for all 60-hour majors whose principal applied is other than voice. It will be a string, a wind, or percussion for the vocal major.

260. Secondary String—1 hour. A beginning course for non-string music majors and for non-music majors. First semester. Melendy

265. Secondary Woodwind—1 hour. A beginning course for non-woodwind majors and for non-music majors. First semester. Lidral

270. Secondary Brass—1 hour. A beginning course for non-brass majors and for non-music majors. First semester. Watts

280-1. Secondary Piano I, II—1 hour. A beginning course for anyone needing or desiring elementary piano. Both semesters. Tatlock

285-6. Secondary Voice I, II—1 hour. A beginning course for any non-vocal major. Both semesters. Kumlien, Meyer

253-353. Small Ensembles—1 hour. Brass, percussion, string, vocal, and woodwind groups which study chamber music compositions. The 60-hour music major may, on advice with his individual instructor, elect to do the third year of his principal applied in this course. Both semesters. Staff

255-355. Recital—1 hour. Arranged. Staff

381. Choral Rehearsal Technics—3 hours. An advanced course in choral conducting in which attention is given to the special problems inherent in the realization of choral music. Music 222 is prerequisite. First semester. Jacobson

382. Instrumental Rehearsal Technics—3 hours. Analysis and keyboard realization of the score in preparation for teaching it. Realization through the effective baton. Musical, psychological, and physical factors which may influence the efficient use of

rehearsal time. An advanced conducting course. Prerequisite: Music 222. Second semester. Barnes, Gremelspacher

391. **The Teaching of Secondary Choral Music**—2 hours. The teaching of junior and senior high school general music classes and of the elective choral courses in the school. First semester. Pearman
392. **Music Procedures in the Elementary School**—2 hours. A study of philosophy, objectives, materials, and procedures in the teaching of music to lower and upper elementary grade children. Second semester. Meyer
394. **The Teaching of Secondary Instrumental Music**—2 hours. The teaching of instrumental classes and of bands and orchestras in the public schools. First semester. Barnes
- \*401. **Keyboard Experience**—2 hours. A practical study of the keyboard primarily by elementary education majors. Prerequisite: Music 201. Second semester, 1962. Tatlock
- \*402. **Listening Activities in the Elementary Classroom**—2 hours. A study of recorded music and associated activities suitable for elementary school children. Prerequisite: Music 292. Second semester, 1961. Tatlock
- \*403. (486.) **Problems in Elementary Music**—2 hours. A laboratory and demonstration course which treats of problems in the teaching of elementary school music. Prerequisite: Music 292 or 392 and teaching experiences. Summer, 1962. Meyer
- \*410. **Choral Literature**—3 hours. Study of music for mixed male and girl's choruses. Special emphasis through performance on stylistic elements of choral music from Renaissance through to present. Prerequisite: one year of voice. First semester, summer 1962. Jacobson
- \*411. (484.) **Vocal Technics**—2 hours. Basic procedures of voice teaching with emphasis in the junior and senior high school vocal program. Materials for solo voice will be studied and performed. Prerequisite: one year of voice. Second semester; Summer 1961. Jacobson
- \*412. (493.) **Operetta Production**—3 hours. A study of materials, procedures, and technics of operetta production with elementary, junior high, and senior high students. Second semester; Summer 1961, 1963. Kumlien
- \*413. (492.) **Choral Organization**—2 hours. A study of the organization and administration of choral groups in public schools. Second semester; Summer 1961, 1963. Jacobson
- \*414. (481.) **Problems in Junior High School Music**—2 hours. A study of common problems of teachers, of creative activities, and of materials suitable for junior high school students. Prere-

\*Open to graduate students.

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- quisite: Music 391 and teaching experiences. Summer 1961, 1963. Pearman
- \*420. (460.) **Elementary String Technic**—2 hours. A study of the bowed string instruments as preparation for the teaching of beginning and elementary string classes. Both semesters. Summer. Melendy
- \*421. (465.) **Elementary Woodwind Technic**—2 hours. A study of the woodwind family as preparation for the teaching of woodwind classes. Both semesters, Summer. Lidral
- \*422. (470.) **Elementary Brass Technic**—2 hours. A study of the brass family as preparation for the teaching of brass classes. Both semesters, Summer. Gremelspacher, Watts
- \*423. (475.) **Elementary Percussion Technic**—1 hour. A study of the basic technics of playing drums. First semester, Summer 1960, 1962. Graesch, Gremelspacher
- \*424. (478.) **Marching Band Procedures**—1 hour. A study of fundamental marching maneuvers and baton signals as preparation for teaching. Second semester. Gremelspacher
- \*427. (491.) **Instrumental Organization**—3 hours. A study of the organization and administration of school bands and orchestras. Second semester; Summer 1961, 1963. Gremelspacher
- \*428. (497.) **String Literature and Materials**—2 hours. A study of private instruction music for strings with emphasis on stylistic elements. Prerequisite: skill on a stringed instrument. Summer 1960, 1962. Melendy
429. (472, 476.) **Woodwind Literature and Materials**—2 hours. A study of private instruction music for the woodwinds with emphasis on interpretive factors. Prerequisite: skill on a woodwind instrument. Summer 1961, 1963. Lidral
- 430(a). (473.) **Brass Solos**—1 hour.
- 430(b). (471.) **Brass Ensembles**—1 hour. Studies of elementary and intermediate grade music for the brass instruments with emphasis on expressive factors. Prerequisite: skill on a brass instrument. Summer. Graesch
- \*431. (479.) **Instrument Adjustment and Repair**—1 hour. Minor repair and adjustment of string, wood, brass, and percussion instruments. Second semester; Summer 1961. Graesch, Gremelspacher
- \*432. (494.) **Band Materials**—2 hours. A reading survey of newer band materials. Summer. Gremelspacher
- \*433. (496.) **Orchestral Materials**—2 hours. A reading survey of newer string orchestra and full orchestra materials. Summer. Barnes

\*Open to graduate students.

- \*434. (495.) **Choral Materials**—2 hours. A reading survey of newer materials for choirs. Summer. Kumlien
- \*441. (411.) **Advanced Harmony**—2 hours. A study of nineteenth century chromatic harmony and of some twentieth century harmonic practices. Prerequisite: two years of theory. Summer 1961. Eberly
- \*443. (428.) **Counterpoint**—2 hours. Counterpoint in two, three, and four parts; exercise in canon; and an introduction to modern contrapuntal writing. Prerequisite: two years of theory including elementary exercises in harmonic counterpoint. Second semester, 1961; Summer 1962. Eberly
- \*445. (426.) **Analysis of Musical Form**—2 hours. A survey of the structural elements of music compositions; practical exercises in analysis. Prerequisite: two years of theory. First semester; Summer 1962. Eberly, Lidral
- \*448. (422.) **Composition**—2 hours. Original composition in the smaller vocal or instrumental forms. Prerequisite: Music 445. Summer 1961, 1963. Bard
- \*450. (231.) **Music History I**—2 hours. Music from antiquity to the seventeenth century. First semester, 1960; Second semester, 1960. Summer 1961. Eberly
- \*451. (232.) **Music History II**—2 hours. Music from Bach to the present. Second semester. Eberly
- \*460. (421.) **Arranging For Band**—2 hours. A study of the technical and tonal resources of band instruments with practical exercises in scoring. Prerequisite: a course in orchestration or instrumentation. Second semester; Summer 1962. Watts

### GRADUATE MUSIC

The chief purpose of graduate work in music is to expand the musical and professional competencies of musicians who teach.

The graduate student who has successfully completed approximately thirty semester hours in undergraduate music and ten semester hours in undergraduate music education may carry a graduate major in music education. One-half of his work should be in music education and education (including Education 501 and Music 538); one quarter of his studies (6-10 hours) should be in music theory, history, literature (including Music 549 and Music 553 or 554 or 555); and one quarter (10-6 hours) should be in applied music, arranging, conducting (including Music 563 or 564). Courses to complete 32 hours will be determined by student and counselor on the basis of the need of the student.

504. (585.) **Supervision of Elementary Music**—2 hours. The music supervisor or consultant's role in elementary education. Prin-

\*Open to graduate students.

- principles and technics of cooperative group processes and the encouragement of self-education of teachers. Summer 1961, 1963. Meyer
525. (579.) **The Band Show**—2 hours. The creation and the production of shows by the marching band. Summer 1961. Watts
535. (598) **Seminar in Band Material**—2 hours. An evaluation of materials for school bands. Prerequisite: Music 594. Summer. Gremelspacher
537. **Psychology of Music**—3 hours. A study of the properties of sound, of the hearing of tone, of musical talent and its measurement, of the learning of music. Summer 1962. Lidral
538. **The Music Curriculum**—3 hours. A study of principles and practices in music education in American schools; of philosophical concepts of and historical developments in school music; of the nature and general content of rich and balanced programs in music for children. Prerequisite: Completion of undergraduate major in music education. Summer. Hill
539. **Philosophy of Music Education**—2 hours. A study of basic concepts in music: feeling, form, taste; and in music education: the musical experience, music and general education, roles of listening and of performing. Summer 1961. Watts
540. (523.) **Keyboard Harmony**—2 hours. A course designed to develop facility in the practical use of theoretical harmony. Prerequisite: two years of theory. Summer 1960. Eberly
547. (510.) **Analysis and Score Realization**—2 hours. Application of harmonic and contrapuntal principles to vertical and linear situations; review of all common clefs and transpositions; realization of standard musical materials at the keyboard. Prerequisite: undergraduate major in music or in music education. First semester; Summer. Eberly, Hill
553. (530.) **Music Literature**—2 hours. A chronological survey of music literature with emphasis on trends in composition. Summer. Eberly, Hill
554. **Music Literature II**—3 hours. A study of chamber music, concerto, and symphony. Prerequisite: Music 553 or equivalent. Summer 1960. Eberly, Lidral
555. **Music Literature III**—3 hours. A study of madrigal, mass, opera, oratorio, and art song. Prerequisite: Music 553 or equivalent. Summer 1961. Eberly, Lidral
561. (524.) **Advanced Arranging for Orchestra**—3 hours. Extended exercises in scoring. Prerequisite: Music 221. Arranged. Hill, Lidral
562. (529.) **Advanced Arranging for Band**—3 hours. Extended exercises in scoring. Prerequisite: Music 560. Arranged. Watts

563. (587.) **Advanced Instrumental Conducting**—2 hours. The analysis and realization of major orchestral compositions at the keyboard and through the conductor's signals; the rehearsal and performance of selected works. Prerequisite: Music 547 and undergraduate conducting courses. Summer 1961. Melendy
564. (588.) **Advanced Choral Conducting**—2 hours. The analysis and realization of major choral compositions at the keyboard and through the conductor's signals; the rehearsal and performance of selected works. Prerequisite: Music 547 and undergraduate conducting courses. Summer 1962. Jacobson, Kumlien

#### Individual Instruction

570. (535.) **Advanced Strings**—1 hour. Study of standard repertoire. Prerequisite: undergraduate principal applied. Both semesters; Summer. Bacon, Melendy
571. (540.) **Advanced Woodwinds**—1 hour. Study of standard repertoire. Prerequisite: undergraduate principal applied. Both semesters; Summer. Lidral, Stannard
572. (545.) **Advanced Brasses**—1 hour. Study of standard repertoire. Prerequisite: undergraduate principal applied. Both semesters; Summer. Graesch, Watts
573. (549.) **Advanced Percussion**—1 hour. Study of standard repertoire. Prerequisite: undergraduate principal applied. Both semesters. Paul
574. (550.) **Advanced Voice**—1 hour. Study of standard repertoire. Prerequisite: Undergraduate principal applied. Both semesters. Summer. Angell, Kumlien, Jacobson, Meyer
575. (551.) **Advanced Piano**—1 hour. Study of standard repertoire. Prerequisite: undergraduate principal applied. Both semesters; Summer. Bard, Eberly, Tatlock
576. (552.) **Advanced Organ**—1 hour. Study of standard repertoire. Prerequisite: undergraduate principal applied in piano or organ. Both semesters; Summer. Eberly
578. (555.) **Recital**—1 hour. Invitational. The recital may involve a creditable public performance on the principal applied. Or, it may involve an "intermediate level" of performance on a family of instruments whenever background is deemed adequate. Arranged. Staff
- 599T. **Master's Thesis**—4-6 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 skill 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 (two

semesters) 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. **Orientation to Nursing**—2 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**—2 hours. A course designed to give an appreciation of the fundamental concepts of normal body structures and their function in relation to environment. Suttle
211. **Physiology and Anatomy for Nurses**—3 hours. A study of fundamental concepts of normal body structure and functions in relation to metabolism of the body, special senses, integration and control, and physiology of reproduction. Suttle
230. **Fundamentals of Nursing I**—3 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. Reeves
231. **Fundamentals of Nursing II**—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. Reeves
270. **Nutrition, Foods, Cookery**—2 hours. A course designed to familiarize the student with the nutritional needs of normal individuals as well as selection of foods. Watson
- \*400. **Counseling and Guidance in Nursing**—3 hours. A study of basic principles and techniques in counseling and guidance designed to fulfill the needs of nursing personnel. Second semester, Spring, 1963. Appelmann
- \*401. **Management of a Head Nurse Unit**—3 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. Second semester, Spring, 1961. Church

\*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.



- \*421. **Supervision in Nursing Services**—3 hours. A course which places emphasis upon supervisor-nurse-health worker relationships and the evaluation process. Second semester, Spring, 1962.  
Church
- \*422. **Principles of Nursing Service Administration**—3 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. Second semester, Spring, 1960.  
Church
- \*440. **Teaching in Nursing Education Programs**—3 hours. A course which places emphasis on 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. First semester, Fall, 1961.  
Appelman
- \*441. **Curriculum Development in Nursing**—3 hours. A course which places emphasis on the critical evaluation of present-day nursing curricula, with a consideration of objectives, teaching methods, source materials, community resources, and sequence of instruction. First semester, Fall, 1961.  
Appelman
450. **Public Health Nursing**—3 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. First semester, Fall, 1960, 1962.  
Ellis

\*Open to graduate students.

## 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 towards a liberal arts degree. A graduate student may pursue a major in philosophy under the Departmental Curriculum. Any or each of the 200-courses is an appropriate beginning course for the student. They need not be thought of as a sequence of courses. Each is without prerequisite.

### COURSES

201. **Ethics**—2 hours. First semesters and second summer sessions. An examination of the various exemplary ethical positions.  
Dyche, Tenney
202. **Introduction to General Philosophy**—2 hours. First semesters and summer sessions. A systematically coherent introduction to the philosophical problem.  
Dyche
204. **Aesthetics**—2 hours. Second semesters. A theoretical examination of what it means to call a thing "beautiful" and its metaphysical implications—from Plato to Croce and Santayana.  
Dyche
205. **Logic**—2 hours. Second semesters. An examination of the forms and structure of thought in terms of the traditional basic Aristotelian logic of discourse, supplemented by a tentative glance at the scientific method.  
Dyche
- \*406. **Source-readings in Ancient Philosophy**—3 hours. Second semester, 1962. The Pre-Socratics, Socrates, Sophists, Plato, Aristotle, Epicureans, and Stoics.  
Dyche
- \*407. **Source-readings in Medieval Christian Philosophy**—2 hours. Second semester, 1962. Plotinus, the Church fathers, and the Scholastics and Mystics.  
Dyche
- \*408. **Source-readings in Modern Philosophy**—3 hours. First summer session, 1962. The Renaissance transition, Descartes, Bruno, Leibniz, Spinoza, the English empiricists, the French and German enlightenment to Kant.  
Dyche
- \*409. **Source-readings in American Philosophy**—2 hours. Second summer session, 1962. Jonathan Edwards, the American enlightenment, Emerson and transcendentalism, the St. Louis School and Royce, Peirce, James, Dewey, Santayana, Whitehead, and the positivists.  
Dyche

- \*410. **Contemporary Philosophy: Schopenhauer to Logical Positivism**—3 hours. Second Summer session, 1960. Schopenhauer, Nietzsche, Comte, Mill, Spencer, Bradley, Bosanquet, Croce, Gentile, Cassirer, Collingwood, Bergson, Moore, Russell, Alexander, Logical Positivism. See Philosophy 423 below. Dyche
- \*411. **The Russian Novel\*\***—3 hours. First semester, 1961. Gogol to Pasternak. Dyche
- \*412. **The French Novel\*\***—3 hours. Second semester, 1962. Madame de Lafayette to Proust. Dyche
- \*413. **Modern Philosophy: Kant through Hegel**—3 hours. First Summer session, 1960. Kant, Fichte, Schelling, Hegel, and the post-Hegelians and Neo-Kantians. Dyche
414. **Philosophy of the State**—3 hours. Second semester, 1961. The Greek city-state, Plato, Aristotle, Cicero, Augustine, Aquinas, Dante, Luther, Calvin, the Vindiciae, Machiavelli. Dyche
- \*415. **Philosophy of Religion**—3 hours. First semester, 1960. Boehme and the Mystics to contemporary neo-Orthodoxy and Barth. (See \*407, Medieval Christian Philosophy, for the development to the Renaissance). Dyche
- \*416. **Philosophy of History**—2 hours. Second semester, 1961. The Greek and Roman practice; the Biblical view; the Christian view of Augustine, Orosius, Joachim, Bossuet; the Idea of Progress in Voltaire, Condorcet, Turgot, Comte, Proudhon; Montesquieu; Kant, Vico and German Romanticism. Dyche
- \*417. **Philosophy of Nature**—2 hours. First semester, 1961. Cosmological speculation in the Ancient, Medieval, and Post-Renaissance periods, and under the influence of the Sciences in the Modern and Contemporary periods: Plato, Aristotle, Galileo, Newton, Bergson, Whitehead, Alexander, and others. Dyche
- \*418. **The Contemporary European Novel\*\***—3 hours. First semester, 1960. French, German, Italian, and Spanish: Proust, Gide, Malraux, Sartre, Camus, Mann, Kafka, Silone, Pavese, and others. Dyche
- \*419. **Contemporary Political Philosophy**—3 hours. First Summer session, 1961. The rise of the National State. Hobbes, Locke, Rousseau, Kant, Hegel, Bentham, Mill, Burke, de Tocqueville, Green, Bosanquet, Socialism, Marxism, Anarchism, Syndicalism, Fascism, National Socialism. Dyche
- \*420. **American Political Philosophy**—2 hours. The Puritan and Colonial backgrounds, Enlightenment and Revolutionary Era, the Founding Fathers, Transcendentalism, Evolutions, Jacksonianism, Idealism, Pragmatism, the New Deal, Royce, Mead, Dewey. Dyche

- \*421. **Contemporary Philosophy of History**—3 hours. First semester, 1961. Hegel, Nietzsche, Burckhardt, Ranke, Marx, positivism, Bury, Popper, Toynbee, Spengler, Croce, Dilthey, Ortega y Gasset, Collingwood, Niebuhr, Jaspers, and others. Dyche
- \*422. **Plato**—2 hours. Second Summer session, 1961. A systematic reading of Plato's dialogues. Dyche
- \*423. **Contemporary Phenomenology and Existentialism**—2 hours. First semester, 1960. Husserl and his followers; Hartmann, Kierkegaard, Heidegger, Sartre, Jaspers, Marcel, Berdyaev. Dyche
- \*424. **Contemporary European Literature\*\***—2 hours. Second semester, 1961. Drama, musi-drama, poetry, and novella: Lorca, Pirandello, Strindberg, Buchner, Wedekind, Cocteau, Rilke, and others. Dyche
- 599T. **Master's Thesis**—4-6 hours. By arrangement with chairman of thesis committee. Dyche

\*Prerequisite: any 200-numbered Philosophy course or clearance with the department chairman. Open to graduate students for graduate credit.

\*\*The four Philosophy courses 411, 412, 418, and 424 are also offered for General Humanities credit, see page 111.

Logical Positiv-  
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## DEPARTMENT OF SCIENCE

Dr. Koch, Chairman of the Department; Dr. Allyn, Mr. Bell, Mr. Bennett, Mr. Black, Dr. Brett, Mr. Cantin, Dr. Drummond, Dr. Guernsey, Mr. Heller, Dr. Hennen, Mr. Herbst, Dr. Hook, Dr. Hopp, Dr. Johnson, Dr. Kemp, Mr. Kessel, Mr. McCarthy, Mr. Munsee, Dr. Proffitt, Mr. Suttle, Dr. Wilkinson, Mr. Winn, Mr. Wolfe.

### DEPARTMENTAL DISCIPLINES

The Department of Science includes three disciplines: Earth Sciences, Life Sciences, and Physical Sciences. In addition to the above areas, the Department offers courses of a general nature, of which astronomy is an example.

A majority of the courses in Science follow a definite sequence. Thus, it is very important that a student majoring or minoring in Science observe and follow the prerequisite requirements as listed in this bulletin.

In addition to the major and minor areas offered in the three disciplines, there are numerous courses in the Science Department which lead to an undergraduate major in Medical Technology and Pre-Medicine. Two years of work are offered toward a Pre-Dental degree.

### 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 26-48.

### DESIRABLE COMBINATIONS

The State Department of Education has set up certain combinations of the several sciences. These will be found on pages 43, 44, and 45.

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**—3 hours. This course consists of lectures, recitations, and selected experiments in the physical sciences. Open to all students except Physical Science majors.  
Black, Winn, Wolfe
- 111E. **Introduction to the Physical Sciences for Elementary Majors**—3 hours. A course similar in content to Science 111 except that it is especially designed to suit the needs of elementary majors.  
Heller
112. **Introduction to the Biological Sciences**—3 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.  
Biology Staff
- 112E. **Introduction to the Biological Sciences for Elementary Majors**—3 hours. Similar in content to Science 112, except that it is especially designed to suit the needs of elementary majors.  
Biology Staff
113. **Introduction to the Earth and Sky Sciences**—3 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.  
Drummond, Hook, Koch
- 113E. **Introduction to the Earth and Sky Sciences for Elementary Majors**—3 hours. Similar in content to Science 113, except that it is designed especially for the needs of the elementary majors.  
Hook, Koch
- \*406. **Adult Hygiene**—2 hours. A course planned to afford studies in human anatomy and physiology essential to the understanding of hygienic living.  
Biology Staff
- \*407. **Human Biology**—2 hours. The course deals with fundamental biological principles as they function in the daily life of the individual.  
Biology Staff
- \*411. **History of Physics**—2 hours. A course designed to acquaint the student majoring in physics with a basic knowledge of the history of the subject.  
Winn

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

164 SCIENCE, GENERAL, PROFESSIONAL COURSES

- \*412. **History of Biology**—2 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. Biology Staff
- \*413. **Contributions of Physical Sciences to Human Welfare**—2 hours. Prerequisite: Science 111 or its equivalent. A historical study of the development and methods of science as they have contributed to our world. Lecture only. Herbst, Kessel
- \*414. **Chemical Contributions to Modern Life**—2 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. Lecture only. Kessel
- \*415. **Advanced Earth and Sky Science**—3 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**—3 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. Bell
- \*426. **Conservation of Wildlife**—2 hours. A course intended to acquaint the student with the conservation of wildlife and its relationship to man. Hopp
- \*443A-443B. **Continental Classroom, Modern Chemistry-TV**—3-6 hours. A study of fundamental principles and recent developments in chemistry emphasizing the relationships of structure to physical and chemical properties. Periodic class meetings on campus to discuss problems. Kessel
- \*459. **Global Geography**—3 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. Correspondence. Koch
- \*488. **Astronomy**—2 hours. This course offers a brief introduction to the more obvious phenomena of outer space. It is largely of a descriptive nature. Black, Hook

PROFESSIONAL COURSES

391. **The Teaching of Secondary School Science**—2 hours. This course deals with techniques of instruction and instruction materials in the broad field of secondary science including general science. Biology Staff

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

**392. The Teaching of Elementary Science—2 hours.** This course is intended to meet the requirements of students on the elementary curriculum who must take the course as a part of their professional work. Heller

**393. The Teaching of Geography in the Secondary Schools—1 hour.** 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

**\*491. Science Laboratory and Demonstration Techniques—3 hours.** A study of laboratory demonstrations and techniques in devising equipment, gathering laboratory materials and preparing science exhibits. Special emphasis placed upon applications to teaching science in the secondary school. Prerequisite: Science 391 or its equivalent. Heller

**\*492. Laboratory Demonstration Techniques—3 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

**\*494. Astronomy and Meteorology for General Science Teachers—3 hours.** This course is primarily concerned with the solar system, the stars, and recent advances in astronomy. In the section on meteorology, weather will be analyzed in terms of air mass movement and the location of fronts. Hook

**\*495. Biology for General Science Teachers—3 hours.** This course will contain units on comparative and comprehensive biology. The history of ideas in the field and the concepts of ecology and the origin of life will be discussed. Suttle

**\*496. Geology for General Science Teachers—3 hours.** This course is concerned with the composition and structure of the earth, the mountain building forces, the forces of erosion, historical geology, and the conservation of minerals. Guernsey

**\*497. Physics for General Science Teachers—3 hours.** This course will present some basic concepts that will find application in astronomy, biology, geology, and meteorology. There will be units on atomic theory, optics, electricity, and modern physics. Black, Winn

**\*498. Chemistry for General Science Teachers—3 hours.** This course will present the major hypotheses, theories, and laws of chemistry as they apply to daily life. Emphasis will be on general principles rather than isolated facts with special attention to the structure and behavior of matter. Kessel

**599T. Master's Thesis—4-6 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.



## BIOLOGY

Unless otherwise stated, all courses in Biology require laboratory work.

171. **Personal Hygiene**—2 hours. Principles of anatomy and physiology serve as a basis for personal hygiene and to establish desirable attitudes toward current problems. Prerequisite: Science 112 or its equivalent. No laboratory. Biology Staff
175. **Human Anatomy**—3 hours. Lectures and laboratory exercises dealing with the anatomy of the human body. Prerequisite: Science 112. Proffitt, Suttle
- 210N. **Physiology and Anatomy for Nurses I**—2 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 II**—3 hours. A continuation of Science 210N. Prerequisite: Science 210N. Proffitt, Suttle
271. **Community Hygiene**—2 hours. An introductory course in community hygiene. Prerequisite: Science 171. No laboratory. Biology Staff
272. **Physiology for Physical Education Majors**—3 hours. An introduction to the study of the functions of the major systems of the human body as it applies to P. E. majors. Prerequisite: Science 112. Biology Staff
372. **Human Physiology**—3 hours. An introduction to the study of the functions of the major systems of the human body. Prerequisite: Science 112 or its equivalent and 141. Biology Staff
374. **Health Education**—2 hours. A course designed to vitalize health information for presentation in the public schools. Prerequisite: Science 171. No laboratory. Suttle
376. **Introductory Bacteriology**—3 hours. A course designed to familiarize the student with the structure and physiology of bacteria and bacteriological technique. Prerequisite: Science 112 or 131 or 121 and 141. Johnson
- 376N. **Microbiology for Nurses**—3 hours. A study of the structure and physiology of bacteria and bacteriological technique essential to nurses. Johnson
417. **Principles of Biology**—3 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. **Seminar in Biology**—1 hour. Special papers and discussion

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

of pertinent problems in biology. Required of all biology majors.  
Biology Staff

- \*471. **Hygiene of the School Child**—2 hours. A study of the influence of environmental factors upon the growth and development of the child. No Laboratory. Johnson, Suttle
- \*472. **Cellular Physiology**—3 hours. A study of the constituents, properties, and activities of protoplasm. Prerequisite: Science 372, 141 and 142. Brett, Kemp
- \*475. **Applied Bacteriology**—3 hours. Microbiology of food, milk, water, sewage, soils and industrial fermentation. Prerequisite: Science 376. Johnson
- \*476. **Medical Bacteriology**—3 hours. A study of pathogenic bacteria in relation to infection and modern methods of immunology in their control. Prerequisite: Science 376. Johnson
- \*477. **Human Parasitology**—3 hours. A discussion of the role of animal parasites in the production of human diseases. Prerequisites: Science 112 or 121. Biology Staff
- \*478. **Research in Biology**—2 hours. Individual research projects to fit the student's needs. Open only to biology majors in senior year. Biology Staff
- \*479. **Anatomy and Physiology of the Hearing and Vocal Organs**—3 hours. A course designed to meet the needs of majors in the Department of Special Education. Suttle

### BOTANY

Unless otherwise stated, all courses in Botany require laboratory work.

131. **General Botany I**—3 hours. In this course there will be lectures and laboratories dealing with the fundamental principles of the structure and functions of plants. Hennen
133. **General Botany II**—3 hours. Lectures and laboratories dealing with the basic aspects of the development and the mechanisms involved in the evolution of the plant kingdom. Prerequisite: Science 131. Hennen
- \*430. **Plant Taxonomy**—2 hours. The classification and nomenclature of the seed plants as exemplified by the local flora. This is a field course. Prerequisites: Science 131 and 133. Hennen
- \*431. **Mycology and Plant Pathology**—3 hours. The morphology and taxonomy of fungi with many examples taken from important plant pathogens. Prerequisites: Science 131 and 133. Hennen

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

- \*432. Plant Physiology**—3 hours. Principles of plant physiology with special emphasis on water relations, mineral nutrition, photosynthesis, nitrogen metabolism, respiration, growth and reproduction. Prerequisites: Science 131, 133, 141, and 142.  
Hennen
- \*433. Genetics**—3 hours. The principles of heredity with special reference to the impact of modern genetics of the life sciences. Prerequisites: Science 131, and 133 or equivalent. No laboratory.  
Hennen
- \*435. Plant Growth and Development**—3 hours. The study of plant meristems and their differentiation into tissue systems and including techniques of preparing plant tissues for microscopic study. Prerequisites: Science 131 and 133.  
Hennen
- \*436. Research in Botany**—2 hours. Individual research projects arranged to suit the needs of the student.  
Hennen
- \*437. Plant Ecology**—2 hours. A study of plant communities and environmental factors affecting changes in such communities. This is a field course. Prerequisites: Science 131 and 133.  
Hennen
- \*438. Organic Evolution**—2 hours. The evidence and theories of evolution with special emphasis on modern ideas of speciation. Prerequisites: Science 131 and 133 or equivalent. No laboratory.  
Hennen
- \*439. Seminar in Botany**—1 hour. The subject matter will be the more important topics of research occurring in the major centers of botanical work.  
Hennen

### CHEMISTRY

Unless otherwise stated, all Chemistry courses require laboratory work.

High school chemistry will not be accepted in lieu of nor is it a prerequisite for Science 141.

- 141. General Chemistry I**—4 hours. A systematic study of the important terminology, principles, facts and laws of chemistry.  
Herbst, Kessel, Smith, Wilkinson
- 141N. General Chemistry for Nurses**—5 hours. A systematic study of the important terminology, principles, facts and laws of chemistry essential for a nurse.  
Herbst
- 142. General Chemistry II**—4 hours. A continuation of Science 141. Laboratory emphasis on qualitative analysis. Prerequisite: Science 141.  
Herbst, Kessel, Smith, Wilkinson
- 142HE. Organic Chemistry for Home Economics Majors**—3 hours. A continuation of Science 141 and open to Home Eco-

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

nomics majors only. Emphasis is placed on organic chemistry.  
Prerequisite: Science 141. Herbst, Kessel

241. **Quantitative Analysis I**—3 hours. A study of the principles and techniques of gravimetric and volumetric analysis. Prerequisites: Science 141 and 142. Smith
242. **Quantitative Analysis II**—3 hours. A continuation of Science 241 with emphasis on instrumental techniques. Prerequisite: Science 241. Smith
341. **Organic Chemistry I**—4 hours. A systematic study of aliphatic carbon compounds. Prerequisites: Science 141 and 142. Kessel, Wilkinson
342. **Organic Chemistry II**—4 hours. A continuation of Science 341. Major emphasis on aromatic carbon compounds and some laboratory work in qualitative analysis. Prerequisite: Science 341. Kessel, Wilkinson
343. **History of Chemistry**—1 hour. A chronological study of the development of ideas, resulting in the hypotheses, the theories and the laws of chemistry. Prerequisites: Science 141 and 142. No laboratory. Herbst, Wilkinson
345. **Inorganic Chemistry**—2 hours. A study of theoretical and descriptive inorganic chemistry with emphasis on relationships between structure and properties. Prerequisite: Science 141 and 142. Kessel
346. (448.) **Seminar in Chemistry**—1 hour. Development of papers and discussions on current new ideas in chemistry. Prerequisite: Science 342. No laboratory. Staff
347. **Chemical Literature**—1 hour. The study and use of chemical literature as a tool in teaching or research. Prerequisites: Science 141 and 142. No laboratory. Kessel
- \*440. **Physiological Chemistry**—3 hours. A brief study of the chemical processes, activities and phenomena of living organisms, especially man. Prerequisite: Science 341. Wilkinson
- \*441. (443.) **Physical Chemistry I**—3 hours. The study and development of the mathematical relationships that have resulted in the hypotheses, theories and laws of chemistry. Prerequisite: Science 241. Smith
- \*442. (449.) **Physical Chemistry II**—3 hours. A continuation of Science 441. Prerequisite: Science 441. Smith
- \*444. **Chemical Process Industries**—2 hours. A study of the fundamentals of chemistry and chemical engineering in industry. Numerous field trips. Prerequisite: Science 342. No laboratory. Kessel

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

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- \*445. **Inorganic Preparations**—2 hours. Special problems for developing techniques in inorganic chemistry. Prerequisite: Science 142. Kessel, Wilkinson
- \*446. **Organic Preparations**—2 hours. Special problems for developing techniques in organic chemistry. Prerequisite: Science 342. Kessel, Wilkinson
- \*447. **Teaching of Chemistry**—1 hour. Designed to familiarize the prospective teacher with techniques, demonstrations, available literature and sources of information. Prerequisite: Science 342. No laboratory. Kessel
- \*448. (446.) **Organic Analysis**—2 hours. The development of the qualitative and the quantitative procedures and techniques used in organic chemistry. Prerequisite: Science 342. Kessel, Smith, Wilkinson
- \*449. **Research in Chemistry**—2 hours. Consultation. Selected problems for laboratory or literature research. Open to chemistry majors only. Chemistry Staff

GEOGRAPHY

151. **Principles of Geography**—3 hours. A study of the tools of geography together with the characteristics and distribution of the geographic elements of topography, climate and soils. Cantin, Drummond, Guernsey
251. **World Geography**—3 hours. An interpretation of human activities in the most significant regions of the world. Prerequisite: Science 151. Guernsey, Koch
253. **Cartography**—2 hours. A course in which a detailed study is made of maps and map projections. Prerequisite: Science 151. Hook
257. **Economic Geography**—3 hours. A geographic study of production, transportation and exchange. Cantin, Guernsey
258. **Meteorology**—2 hours. Designed to give the student an understanding of the physical processes responsible for daily weather changes. Prerequisite: Science 151. Hook, Koch
259. **Climatology**—2 hours. A study of world climates with their classification, controls and influences on man. Prerequisite: Science 258. Hook
350. **Geography of Southwest Asia**—2 hours. A study of the physical and cultural environment of this strategic area of the world and its relations to the rest of the world will be stressed. Prerequisite: Science 151. Hook

351. **Geography of the Soviet Union**—2 hours. An intensive treatment and analysis of the planned economy with emphasis on the geographical pattern of agriculture and industry. Prerequisite: Science 151. Cantin, Drummond
352. **Geography of Central, Southern and Eastern Asia**—3 hours. In this course will be analyzed the geography of the densely populated areas of the world with emphasis on China, India, and Japan. Prerequisite: Science 151. Drummond
353. (457.) **Geography of Australia and Oceania**—2 hours. A regional, geographical treatment of Australia, New Zealand, and the island groups of the Pacific Ocean. Prerequisite: Science 151. Drummond
354. **Geography of Africa**—2 hours. Physical and regional aspects, settlements and development with an anthropological study of the natives. Prerequisite: Science 151. Drummond
355. **Geography of Middle America**—2 hours. A study of the physical features, cultural patterns, natural resources and economic potentials, together with their political implications toward the United States. Prerequisite: Science 151. Guernsey, Koch
356. **Geography of South America**—3 hours. A study of the physical features, cultural patterns, natural resources and regional structure of the South American nations. Prerequisite: Science 151. Guernsey, Koch
357. **Geography of Anglo-America**—3 hours. A regional study of these countries with emphasis on the basic factors of topography, climate and natural resources. Prerequisite: Science 151. Cantin, Drummond, Guernsey, Koch
358. **Geography of Europe**—3 hours. A study of the countries of Europe, exclusive of the Soviet Union, in which an intensive geographical treatment will be given to selected countries. Prerequisite: Science 151. Cantin, Hook, Koch
- \*450. (355.) **Historical Geography of the United States**—3 hours. The influence of geographical factors upon the settlement and the westward movement in the history of the nation. Especially valuable for history majors. Prerequisite: Science 151. Koch
- \*451. **Urban Geography**—3 hours. The city is approached as a geographical phenomenon created through human effort. Historic development, classification, ecology and city planning are emphasized. Drummond, Guernsey
- \*452. **Problems in Geography**—2 hours. Semi-seminar work, involving investigations of original sources of geographic literature, statistics and of field work. For geography majors only. Staff

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

- \*453. **Advanced Cartography**—2 hours. Classification, analysis, interpretation, and evaluation of maps and aerial photographs. Prerequisite: Science 253. Hook
- \*455. **Political Geography**—3 hours. The geography of countries and the geographical interpretation of international relations. Especially valuable for Social Studies majors. Prerequisite: Science 151. Cantin, Koch
- \*458. **Conservation of Natural Resources**—3 hours. Exploitation and conservation of soils, forests, minerals, and waters of the United States are emphasized, together with the implications of these resources on man. Especially of value to Social Studies majors and of general cultural value. Guernsey, Koch

## GEOLOGY

164. (154.) **Physical Geology**—3 hours. A study of the common rock and rock-forming minerals together with the origin and significance of the earth's surface features and agencies affecting changes thereon. Laboratory required. Drummond
265. (255.) **Historic Geology**—3 hours. A study of the history of the earth and of life forms. Prerequisite: Science 164. Laboratory required. Drummond
266. (256.) **Laboratory and Field Geology**—3 hours. A study of laboratory and field techniques in geology, together with actual topographic field mapping. Prerequisites: Science 164 and 265. Drummond
- \*464. (454.) **Common Rocks and Minerals**—2 hours. Designed to familiarize the student with the rocks and minerals present in Indiana and important varieties in other parts of the world. Prerequisite: Science 164. Drummond
- \*466. (456.) **Mineralogy**—3 hours. A course wherein the more common minerals are classified by blow-pipe analysis, together with the classification of these minerals and some gems and precious stones. Prerequisite: Science 164. Drummond

## PHYSICS

Unless stated otherwise, all courses in Physics require laboratory work.

181. **Mechanics, Sound and Heat**—3 hours. Lectures, recitations, and laboratory exercises in mechanics, sound and heat. A beginning course for non-physics majors. Black, Winn, Wolfe
182. **Light, Electricity and Magnetism**—3 hours. The procedures will be similar to that in Science 181 together with an investi-

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

gation of modern physics. The second semester of work for non-physics majors. Black, Winn, Wolfe

283. **General Physics I**—5 hours. Lectures, recitations, and laboratory work. Open only to physics majors and pre-engineering students. Prerequisites: Mathematics 111 and 112.
284. **General Physics II**—5 hours. The same general procedure is followed as in Science 283. The second semester course for physics majors and pre-engineering majors. Prerequisite: Science 283. Black, Winn, Wolfe
380. **Electrical Measurements**—3 hours. In this course the student will become familiar with the use of electrical instruments and electrical units of measurement. Prerequisite: Science 182 or 283. Black, Winn
- \*480. **Intermediate Mechanics**—4 hours. Selected topics in Newtonian mechanics are discussed with emphasis on problem solving. Prerequisites: Science 283, 284, Mathematics 331 and 332. Black, Winn, Wolfe
- \*481. **Electricity and Magnetism**—4 hours. Lectures, recitations and exercises in the theories of electricity and magnetism. Prerequisites: Science 283, 284, Mathematics 331 and 332. No laboratory. Black, Winn, Wolfe
- \*482. (485.) **Modern Physics**—3 hours. Deals with some of the outstanding modern developments in the field of electricity, relativity, atomic structure and the quantum theory. Prerequisites: Science 283, 284, Mathematics 331 and 332. Black, Winn, Wolfe
- \*483. (481.) **Optics**—3 hours. The theory of geometrical and physical optics is presented. Prerequisites: Science 283, 284, Mathematics 331 and 332. Black, Winn, Wolfe
- \*484. **Heat and Thermodynamics**—3 hours. Radiation and thermodynamics are covered in this course. Prerequisites: Science 283, 284, Mathematics 331 and 332. Black, Winn, Wolfe
- \*485. (484.) **Electronics**—3 hours. This is a course in the fundamentals of electronics theory and practice. Prerequisites: Science 283, 284, Mathematics 331 and 332. No laboratory. Winn
- \*486. (487.) **Projects in Physics**—1-2-3 hours. Advanced course for physics majors where special problems are solved. Black, Winn
- \*489. **Astrophysics**—3 hours. Students enrolled in this course will meet at the same time as General Astronomy. In addition to the descriptive lectures of General Astronomy, students will meet an extra period weekly to learn and apply the associated mathematical and physical principles of astronomy. Prerequisites: Science 283, 284. Black

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



## ZOOLOGY

121. **Zoology I**—3 hours. Lectures and laboratory studies including the fundamental principles and concepts of animal biology, including a systematic study of the structure, comparative anatomy, development and adaptations of the invertebrate animals through the phylum Arthropoda. Allyn, Hopp
123. **Zoology II**—3 hours. Lectures and laboratory studies of the phyla Mollusca, Echinodermata, and Chordata, with special emphasis on the development and comparative anatomy of the vertebrates. Prerequisite: Science 121. Allyn, Hopp
221. **Animal Ecology**—2 hours. Lectures, laboratory and field studies of the interrelationships between animals and the physical and biotic factors in their environment. Hopp
- \*\*322. **Entomology**—3 hours. Lectures and laboratory studies 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**—2 hours. Lectures, laboratory and field studies of Indiana birds, including their life histories, ecology, and economic importance. Allyn
325. **Endocrinology**—3 hours. Lectures and laboratory studies 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, 123. Allyn
- \*422. **Embryology**—3 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**—3 hours. An introduction to the local animal life in Indiana, including classification, distribution, and natural history. Allyn, Hopp
- \*424. **Protozoology**—2 hours. Discussion and laboratory studies on the structure, physiology, life histories, and behaviors of one-celled animals. Prerequisites: Science 121 and 123. Arranged. Hopp
- \*425. **Advanced Endocrinology**—2 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.

\*\*Special provision is made for elementary teachers.

## DEPARTMENT OF SOCIAL STUDIES

Dr. Anthony, Chairman of the Department; Dr. Annakin, Dr. Bone, Dr. Constantine, Mr. Creason, Dr. Elperin, Mr. Dowell, Dr. Engelland, Dr. Fowler, Dr. Gemmecke, Dr. Hamilton, Mr. Hsiao, Mr. Kline, Mr. Kraft, Dr. Labsvirs, 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

As a part of the General Studies program of the College every student, regardless of his major field or educational goal, is required to complete a minimum of six semester hours in the Social Studies Department. Either of the following options will satisfy this minimum requirement.

Option I. Elect any two of the following:

- Social Studies 110. Introduction to Economics—3 hours.
- Social Studies 130. Introduction to Government—3 hours.
- Social Studies 170. Principles of Sociology—3 hours.

(For a description of these courses see pages 177, 179, 183.)

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Option II Take all three of the following:

- Social Studies 101. Social Institutions—2 hours.
- Social Studies 102. Economic Institutions—2 hours.
- Social Studies 103. Political Institutions—2 hours.

(See the description of these courses below.)

Social Studies majors and minors are required to do all three courses in Option I. All students who contemplate additional courses in Social Studies are urged to elect Option I.

- 101. **Social Institutions—2 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. Both semesters. Staff
- 102. **Economic Institutions—2 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. Both semesters. Staff
- 103. **Political Institutions—2 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. Both semesters. Staff

**Courses in Teaching Methods and Curriculum**

- 305. **Teaching Social Studies in Secondary Schools—2 hours.** Emphasis on methods and materials in Social Studies. Required of those who do student teaching in Social Studies. Prerequisite: 18 hours in Social Studies. Both Semesters. Engelland
- 505. **Improving Social Studies Instruction—2 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
- 599T. **Master's Thesis—4-6 hours.** By arrangement with chairman of student's thesis committee.

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## ECONOMICS

110. **Introduction to Economics**—3 hours. Development of the American economy, with emphasis on origins and functions of economic institutions. Required of Social Studies majors and minors. Both semesters and summer Staff
210. **Principles of Economics**—3 hours. An introduction to economic theory. Prerequisite: Social Studies 110 or equivalent. Both semesters and summer Staff
310. **Government and Business**—3 hours. Regulation of business enterprise by government; government operation of business; emphasis on period since 1900. Prerequisite: Social Studies 210 or consent of instructor. Second semester. Fowler
311. **Public Finance**—3 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. First semester. Creason
314. **Money and Banking**—3 hours. Emphasis is on commercial banking. Federal Reserve System. Prerequisite: Social Studies 210 or equivalent. Both semesters and summer. Labsvirs, Stephanson
315. **Introduction to Labor Economics**—3 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. First semester. Elperin, Stephanson
362. **Economic History of the United States**—3 hours. Emphasis is on economic development since 1850. Elective in economics. Does not count on major requirement. First semester. Gemmecke
- \*410. **Intermediate Economic Analysis**—3 hours. An examination of economic theory with emphasis upon price, distribution, and monopoly theories; discussion of current economic problems. Prerequisite: Social Studies 210. First semester. Creason, Elperin
- \*411. **History of Economic Thought**—2 hours. A survey of the development of economic thought into the present century. Emphasis on Smith, Malthus, Ricardo, Mill, Marx, Marshall, and Veblen. The literature is examined in relation to the social, political, and economic events of each period. Prerequisite: Social Studies 210. First semester. Elperin

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

- \*412. **Economic Systems**—3 hours. Analysis of capitalism, socialism, and communism; history of their development; evaluation. Second semester. Prerequisite: Social Studies 210. Stephanson
- \*413. **Fluctuations and Forecasting**—3 hours. A study of the pulsating, dynamic, and constantly changing host of interrelated components engaged in the production and distribution of the gross national product. Prerequisite: Social Studies 210. Second semester. Hsiao
- \*414. **Collective Bargaining**—2 hours. Study of the development of bargaining; emphasis on practical problems of contract negotiation and grievance procedure. Prerequisite: Social Studies 210. Second semester. Elperin, Stephanson
- \*418. **International Economic Relations**—3 hours. An analysis of international trade, finance, and commercial policy. Tariffs, trade controls, monetary standards, and balance of payments studied within framework of theories of international trade. Prerequisite: Social Studies 314. First semester. Hsiao
- \*419. **National Income Analysis**—3 hours. Problem of defining and measuring national income; causes and implications of fluctuations in levels of national income. Prerequisite: Social Studies 314. Second semester. Creason
- \*424. **Economics and Culture of the Communist Bloc**—3 hours. A survey of the economic and cultural development of the Communist Bloc countries from 19th century up to the present. Emphasis will be upon the changes which have taken place in these countries since World War II. Prerequisite: Social Studies 210 or consent of instructor. Second semester. Labsvirs

#### Graduate Courses In Economics

516. **Monetary Theory**—2 hours. A study of money, credit and banking in relation to general economic activity. An examination of modern monetary theories: interest rates, money flows, asset preferences, and monetary equilibrium; analysis of monetary goals and policies of Federal Reserve authorities as they affect the economic system. Prerequisite: Social Studies 314. Offered on request. Stephanson
520. **Research Methods**—2 hours. Meaning of research; selecting research topics; techniques of collecting and analyzing data and writing in acceptable form. First semester, Summer. Staff
526. **Theory of Economic Development**—2 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. Elperin

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

528. **Research in Economic Problems**—2-3 hours. Areas of study selected in conference. Offered on request. Staff

## GOVERNMENT

130. **Introduction to Government**—3 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. Both semesters, Summer. Staff
230. **State and Local Government**—2 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 elementary teachers. Prerequisite: Social Studies 130 or 103. Both semesters, Summer. Fowler, Hamilton, Seltzer
231. **National Government**—3 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 or 103. Second semester. Fowler, Hamilton, Seltzer
232. **Political Parties and Elections**—2 hours. The structure and function of political parties in American government: committees, organization in Congress, campaign, nominations, pressure groups, and effective methods of citizen participation. Prerequisite: Social Studies 130 or 103. First Semester. Hamilton, Seltzer
330. **Public Administration**—3 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 or 103. Hamilton
331. **City Government**—2 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 or 103. Second semester, odd numbered years. Hamilton, Seltzer
332. **Law, Justice, and the Courts**—2 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 or 103. First semester, even numbered years. Hamilton
333. **Public Finance**—3 hours. (See description of course in Economics section. Listed as Social Studies 311.) Prerequisites: Social Studies 130 or 103 and 210. First semester. Hamilton

- \*430. **International Politics**—3 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: Social Studies 103 or 130. First semester. Dowell
- \*431. **International Organization**—2 hours. Reviews the forms 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: Social Studies 103 or 130. Second semesters. Dowell
- \*432. **Constitutional Law**—3 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 or 103 and 231 or consent of instructor. Second semester, even numbered years. Hamilton, Seltzer
- \*433. **Foreign Governments**—3 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. Prerequisites: Social Studies 130 or 103. First semester, odd-numbered years. Fowler
- \*434. **Legislative Process**—2 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 or 103 and 231 or consent of instructor. Second semester, even numbered years. Seltzer
- \*435. **Political Theory**—3 hours. Selected readings in political theory. Prerequisite: 6 hours of government or consent of instructor. Second semester. Fowler, Seltzer

#### Graduate Courses In Government

540. **Research Methods in Government**—2 hours. Research techniques and how to write research. First semester. Summer. Staff
545. **Research in Public Policy**—2 to 6 hours. Reading and research in specific problems. Arranged by request. Staff

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

## HISTORY

## United States History

- 261. The United States to 1861.**—3 hours. A study of the discovery, exploration, settlement, and growth of institutional organization in North America with emphasis on the United States to the Civil War. Open to freshmen. Required of majors. Both semesters. Gemmecke, Scheick
- 262. The United States, 1861-Present**—3 hours. A study of the Civil War and Reconstruction, and a survey of American history including political, social, and economic developments to the present time. Required of majors. Prerequisite: Social Studies 261. Both semesters. Gemmecke, Scheick
- 362. Economic History of the United States**—3 hours. A survey of American industry, commerce, transportation, banking, coinage, agriculture, and labor from the colonial period to the present. Elective in economics. Does not count on major requirement. First semester. Gemmecke
- \*460. History of the South**—3 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. Second semester. Scheick
- \*462. Westward Expansion**—3 hours. A study of the advancement of the frontier and its significance in American history. Prerequisites: Social Studies 261, 262. First semester. Scheick, Thursfield
- \*464. History of Indiana**—2 hours. A survey of the history of Indiana. Second semester, Summer. Scheick
- \*465. American Diplomacy**—3 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, or consent of instructor. Second semester. Dowell
- \*466. The United States Since 1900**—2 hours. Intensive study of recent political history both foreign and domestic. Prerequisites: Social Studies 261 and 262 or the equivalent. First semester. Gemmecke
- \*468. American Thought**—2 hours. A survey of the major ideas and cultural agencies which have helped shape the course of American history. Prerequisites: Social Studies 261, 262, or consent of the instructor. Constantine

## General History

- 351. The Ancient World**—3 hours. Early civilization to about 500 A.D. Emphasis will be upon the contributions of the Greeks

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



- and Romans. Required of majors. Both semesters. Scheick
352. **Medieval Europe**—3 hours. From the last years of the Roman Empire to the sixteenth century. Required of majors. Both semesters. Gemmecke
354. **Europe, 1500 to 1815**—3 hours. National states; late Renaissance; Reformation; economic developments; cultural changes; international relationships. Prerequisite: Social Studies 352 or consent of instructor. Both semesters. Bone
355. **Europe Since 1815**—3 hours. A survey of the political, economic, and cultural changes in Europe, and of Europe's world relations. Prerequisite: Social Studies 352 or consent of instructor. Both semesters. Bone
- \*452. **English History I**—2 hours. A survey of English history from the Celtic period to the Reformation Era: constitutional and legal development; Christianity as a secular and religious factor; evolution of characteristic economic, cultural, and political theories and practices. First semester. Constantine
- \*453. **English History II**—2 hours. The history of England since 1500, tracing the main outlines of England's social, political, and economic growth in the modern period. Second semester. Constantine
- \*454. **European Civilization**—2 hours. A study of selected problems concerning the development of European civilization. The topics included in the course are the rise of Christianity in the Roman world, feudalism, the growth of medieval cities, the Renaissance and other major trends in the history of the West. Stress is placed on the relationship of the individual and the society in which he lives. No prerequisites except senior or graduate standing on an elementary curriculum. Summer. Bone
- \*455. **Europe Since 1914**—2 hours. This course is a general survey of Europe in its world setting during the twentieth century. Stress is placed on attempts to achieve international peace and on endeavors to establish social harmony within the states. Some attention is also given to achievements in science, arts and letters. Second semester. Bone
- \*457. **Russian History**—3 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. First semester. Bone
- \*458. **Latin American History**—3 hours. The following topics are presented: Indian cultures in Central and South America; the historical and cultural background of Spain; the Age of Dis-

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

covery; the colonial period; the struggle for independence; and the national history of several of the Latin American states from independence until the present. First semester. Bone

- \*459. **The Far East**—3 hours. A study of the historical and cultural development of China and Japan with emphasis on relations between East and West in modern times. Second semester. Bone

**Graduate Courses In History**

- 550. **Research Methods**—2 hours. A course in the philosophy, methodology, and practice of history and historical writing. First semester and Summer. Staff
- 556. **Research on Selected Historical Topics**—2-3 hours. Available upon request. Staff

**SOCIOLOGY**

- 170. **Principles of Sociology**—3 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. Both semesters, Summer. Required of majors and minors. Staff
- 273. **Introduction to Social Psychology**—3 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: 3 hours of sociology. First semester. Annakin, Kraft
- 275. **Social Organization and Disorganization**—2 hours. Problems of social and individual maladjustment, the cause of maladjustment, and the attempted and planned efforts for the solution of these problems. Prerequisite: 3 hours of sociology. Second semesters. Annakin, Kline
- 276. **Courtship and Marriage**—3 hours. A functional course in the psychological and sociological factors involved in courtship, marriage, and the family cycle. Prerequisite: 4 hours of sociology. First semester. Kline, Kraft
- 371. **Minority Groups**—3 hours. An investigation of the psychosociological factors creating minority groups; dominant attitudes of minority and majority groups and their social products. Prerequisite: 3 hours of sociology. First semester. Kline
- 373. **Public Opinion**—3 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: 3 hours of sociology. Second semester. Kraft
- 375. **Sociology of the Family**—3 hours. A comparative study of family structure—primitive, rural, and industrial—with em-

phasis 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: 3 hours of sociology. Second semester, Summer. Annakin, Kline, Kraft

376. **The Community**—3 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: 3 hours of sociology. First semester. Anthony
377. **Criminology**—3 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: 3 hours of sociology. Second semester, even numbered years. Kline
- \*470. **Introduction to Social Anthropology**—3 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: 6 hours of sociology or consent of instructor. Second semester. Annakin
- \*471. **Social Classes**—3 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 writing are used to illustrate stratification elements. Prerequisite: 6 hours of sociology or consent of instructor. First semester, odd numbered years. Kraft
- \*472. **The Sociology of Education**—2 hours. (See also Education 413.) Education as formal and informal enculturation processes; the school as a social institution. Prerequisite: 3 hours of sociology or consent of instructor. Second semester, Summer. Anthony
- \*474. **Juvenile Delinquency**—3 hours. Definitions and interpretations; theories of causation and prevention; organization and functions of community agencies and institutions including police, courts, and probation. Prerequisite: 6 hours of sociology or consent of instructor. Second semester, odd numbered years. Kline
- \*475. **Population**—3 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: 6 hours of sociology or consent of instructor. First semester, even numbered years. Kraft
- \*476. **Industrial Sociology**—3 hours. A general consideration of

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

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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: 6 hours of sociology or consent of instructor. First semester, even numbered years. Annakin

\*477. **Modern Social Thought**—2 hours. Contributions of modern sociologists to man's conception of himself as a social being, and his ideas of social action. Prerequisite: 6 hours of sociology or consent of instructor. Summer, odd numbered years. Annakin, Anthony

\*478. **Social Change**—2 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: 6 hours of sociology or consent of instructor. First semester, odd numbered years. Annakin

\*479. **Advanced Social Psychology**—3 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: 9 hours of sociology and psychology or consent of instructor. Second semester, Summer. Annakin, Kraft

\*481. **Contemporary Sociological Literature**—3 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: 9 hours of sociology or consent of instructor. Offered on request. Staff

\*482. **Sociological Theory**—3 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: 9 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**—3 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

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

sociology and to techniques of organizing, analyzing, and presenting such data. Prerequisite: graduate standing or consent of instructor. First semester, Summer. Staff

583. **Research in Sociological Problems**—2 to 3 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

### 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 60 for Pre-Social Work curriculum.)

390. **Fields of Social Work**—2 hours. A survey of the various fields of social work: the philosophy, history, problems and techniques; and opportunities for employment and service in private and government agencies. Prerequisite: 9 hours in sociology. First semester. Staff

391. **Welfare Programs**—3 hours. A survey of social legislation including social security laws; a study of private and government policies and activities especially significant for the welfare of children and youth; and an introduction to the organization of welfare agencies in the community. Prerequisite: 9 hours in sociology. Second semester. Staff

## DEPARTMENT OF SPECIAL EDUCATION

Dr. Porter, Chairman of the Department, Mrs. Elmore, Mr. Jordan,  
Mr. Moore, Mr. Orr, Miss Piety, 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 if they feel their study skills and reading habits should be improved. They may be referred by counselors or instructors. College students may earn credit by taking courses in speech correction or lip reading if they need the correction.

### 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. An Ed. A. degree at the sixth year level is available 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.
1. **Lip Reading**—1 hour. Actual learning of lip reading by college students who are hard of hearing and who need this tool for communication. Enrollment, if for credit, must be approved by the college physician. May be repeated once for credit.

2. **Speech Correction**—1 hour. Speech correction for college students whose own speech is defective and who need correction in order to improve their ability to communicate. May be repeated once for credit.
232. **General Applied Psychology**—2 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. Orr
242. **Phonetics**—2 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**—3 hours. 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. It is directed to elementary and special education majors. Staff
324. **Hearing Conservation and Pathology**—3 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**—2 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**—2 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**—3 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—2 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. Orr

**380. Education of the Physically Handicapped—2 hours.** A description of various orthopedic and special health problems, their causes, and the usual remedial measures. The physiological and psychological deviations of the brain-injured are considered in detail. Prerequisite: Special Education 262. Moore

**381. Methods with Physically Handicapped—2 hours.** A study of educational programs and methods for the physically handicapped including homebound instruction, special classes, and rehabilitation centers. Special remedial educational techniques are discussed. Piety

**\*425. Psycho-Physics of Sound and Audiometric Testing—3 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 and group hearing aids, and demonstration of individual hearing aids. Jordan

**\*428. Mental Measurements I—3 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—3 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—2 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—3 hours.** The causation of mental retardation, types of mentally retarded children, diagnosis and disposition of cases. Prerequisite: Special Education 262. Orr

**\*437. Methods with Mentally Retarded—2 hours.** General and special techniques and materials used with mentally retarded children. Elmore

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



190 SPECIAL EDUCATION

- \*446. **Speech Therapy II**—3 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**—2 hours. Continuation or parallel of Speech Clinic I. Prerequisite: Special Education 352. Rowe
- \*455. **Methods in Speech Correction**—2 hours. A critical study of materials, textbooks, methods, and techniques in the organization and teaching of speech correction. Rowe
- \*464. **Clinical Method in Psychology**—3 hours. A study of the problems of children from the standpoint of the causes, manifest behavior, diagnosis, and adjustment. Porter
- \*468. **Abnormal Psychology**—3 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**—2 hours. Techniques of diagnosis and remedial treatment of reading difficulties at all levels. Orr
- \*474. **Organization, Administration, and Supervision of Special Classes**—2 hours. Methods of selection and placement, requirements of personnel, in-service training of teachers, problems of supervision, and problems of relationships of special to regular classes. Orr
- \*477. **Reading Clinic I**—2 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
- \*490. **Education of the Gifted**—2 hours. The special problems and philosophy relating to gifted and talented children. Moore
- \*491. **Methods with the Gifted**—2 hours. General and specific techniques and methods appropriate for encouraging and motivating development and learning in gifted children.

GRADUATE COURSES

538. **Education of the Mentally Retarded II**—3 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 \*536. Jordan

547. **Seminar in Speech Pathology**—2 hours. Each student will

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

do detailed study and research in the field of speech therapy under supervision. Class is limited to six students. Prerequisite: Special Education 352 or \*553, and \*546. Rowe

**550. Education of Exceptional Children**—2 hours. A study of the different types of exceptional children and how they may best be educated through the school program. Designed especially for elementary teachers. Moore

**553. Speech Clinic II**—2 hours. Continuation or parallel of Special Education 352. Prerequisite: Special Education 345. Offered by arrangement. Rowe

**554. Speech Clinic III**—2 hours. Continuation of Special Education 352 or \*553. To be taken with Special Education 547. Offered by arrangement. Rowe

**566. Mental Measurements II**—3 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 Adult Intelligence Scale. Prerequisite: Special Education \*564. Porter

**582. Clinical Psychology**—3 hours. Study of types of clinical cases, procedures of diagnosis including an introduction to projective techniques, and psychopathology. Prerequisite: Special Education \*564. Porter

**586. Psychological Clinic**—3 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

**599T. Master's Thesis**—4-6 hours. By arrangement with the chairman of the student's thesis committee.

**687. Personality Appraisal**—3 hours. Emphasis will be on self-rating scales of the various types, including those based on factor analysis techniques. Projective techniques as they relate to children will be studied. Porter

**688. Seminar in School Psychology**—3 hours. The various problems a school psychologist will expect to encounter will be studied along with the professional problems and responsibilities that pertain to this position. Offered by arrangement. Porter

**689. Internship in School Psychology**—6 hours. A practicum, not less than a semester full time, in school psychology in a public school under supervision of a certificated school psychologist. Offered by arrangement. Porter

**699T. Advanced Thesis**—6-8 hours. A special committee must approve preliminary plans for the project and supervise the work until it is completed.

## DEPARTMENT OF SPEECH

Dr. Morgan, Chairman of the Department; Mr. Aggertt, Mrs. Bolt, Mr. Boyle, Mr. Brommel, Mrs. Cochran, Mr. Duncan, Mr. Gray, Mrs. Nees, Dr. Rohrig, Mr. Rude.

### 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 or Speech Special Area shown on page 47, 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. The Radio-Television Comprehensive Area is shown on page 48.

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 pages 60-61 for special theatre major and page 60 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 60-hour major in the field of radio-television. Those undergraduates on the teaching curriculum concentrating in the

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. Introduction to Speech—2 hours.** A course designed to introduce the student to the principles and practices of oral expression as applicable to the processes of critical thinking and thoughtful speaking. Attention will be given to the student's individual needs in achieving the most effective speech technique. This course is in the General Education area and is required of all students. Staff

**156. Fundamentals of Debate—3 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, Brommel, Rude

**174. Introduction to the Theatre—3 hours.** Understanding and appreciation of the stage production. Background for cultural appreciation of good entertainment. Prerequisite for all courses in dramatics.

**201. (311.) Science of Voice and Diction—3 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. Boyle

**202. (161.) Public Speaking—3 hours.** The beginning course in public address. Emphasis will be placed upon the role of speech in society with an extended study of speech structure. The course provides a maximum of experience in actual speech making. Open to all students. Considered a basic necessity. Staff

**215. Business and Professional Speech—3 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, Rohrig

**251. Parliamentary Procedure—1 hour.** Study and application

- of the standard principles and practices of parliamentary procedure. Emphasis will be primarily upon function. No prerequisite. Aggertt, Rude
256. **Intercollegiate Debate**—2 hours. Enrollees do intercollegiate debating. May obtain 4 hours credit in this course by enrolling in additional terms. Open to those who have had Speech 156 or by permission. Aggertt, Rude
261. **Discussion Forms**—3 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, Rude
265. **Oral Interpretation of Literature**—3 hours. Stress placed on appreciation and ability to read literature well. Understanding of good literature is developed. Cochran, Nees
266. **Choral Reading**—3 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**—3 hours. Fundamentals of scene design and construction. Practical activity with current production. Prerequisite: Speech 174. Gray, Rohrig
281. **Playacting**—3 hours. Lectures, class discussions, and class performances. Good bodily control and appreciation of acting are developed. Prerequisite: Speech 174.
302. (361.) **Advanced Public Speaking**—3 hours. The final course offering in 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. Aggertt, Rohrig
303. (362.) **Project Speaking**—2 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. Aggertt, Rude
315. **Use of Radio in the Classroom**—2 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**—3 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**—2 hours. A course emphasizing history and objectives of educational broadcasting, the

programs adapted for school use, and the use of school radio equipment. Duncan, Morgan

318. **Radio Speech**—3 hours. Work in radio pronunciation, articulation, diction, and microphone technique. Voice recording with corrective drill will be emphasized. Morgan
319. **Radio and Television Writing**—2 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**—3 hours. An advanced course emphasizing the techniques of radio program production. The students will maintain an actual broadcast schedule over WBOW. Prerequisite: Speech 318. Morgan
340. **Introduction to Television**—2 hours. An introductory course offering training in the basic tools of television. Prerequisite: Speech 320. Duncan, Morgan
341. **Television Techniques**—2 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**—2 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**—3 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, Rude
365. **Advanced Oral Interpretation**—2 hours. Special attention to teaching oral reading and literature. Also for students interested in acting. Prerequisite: Speech 265. Nees
375. **Make-up**—2 hours. A study of make-up and its importance, history and development. Practice in make-up for actual plays. Gray, Rohrig
376. **Stage Lighting**—2 hours. Lighting instruments and their manipulation. Actual practice given. Gray, Rohrig
377. **Scene Design**—2 hours. Study of principles of design as they apply to theatrical production: research, preliminary sketching, scale drawing, and construction of models. Gray, Rohrig
379. **Theatre Backgrounds**—2 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.

380. **Theatre Practice Survey**—3 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**—2 hours. Presentation of all the necessary fundamentals of play production in amateur theatres. Prerequisite: Speech 281.
388. (279.) **Storytelling and Creative Dramatics**—2 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
389. **Speech Arts for the Classroom Teacher**—2 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**—2 hours. Application of speech principles to practical classroom use. Philosophy of curricular and extra-curricular speech in relation to school and community. Rohrig
- \*421. **Radio Control Room Technique**—2 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
- \*423. **Fundamentals of Radio Directing**—2 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
456. **Directing the Forensic Program**—2 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, Rude
461. **Speech and the Group Process**—2 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, Rude

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

465. **Interpretative Reading Recitals**—2 hours. Designed for advanced students in this field. Practice given in public recitals. With the instructor's permission. Needs
474. **The Contemporary Theatre**.—2 hours. Intensive study of all contemporary theatres. Trends in theatres are traced. Actual observations of theatres, stock companies, and school theatres will be made.
478. **Theory of Dramatic Art**—2 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.
479. **Children's Theatre**—2 hours. Studies and practical activity in the directing and producing of plays particularly suited to child audiences.
481. **Play Production**—2 hours. Practical experience in producer's problems. Assistance in producing College and Laboratory School plays is offered to each student. Register by permission of the dramatics director. Prerequisite: Speech 381.

### GRADUATE COURSES

525. **Radio in Education**—2 hours. A course to acquaint teachers with the utilization of radio in the classroom work. Boyle, Morgan
526. **Advanced Radio Workshop**—3 hours. Practical training in the utilization of broadcasting techniques. Prerequisite: Speech 316 or 320. Boyle, Morgan
527. **Modern Trends in Radio Education**—2 hours. A course emphasizing history and objectives with research in modern developments and equipment and their influence on educational broadcasting. Duncan, Morgan
528. **Advanced Radio Speech**—3 hours. Work in microphone techniques with special emphasis on pronunciation, articulation, and characterization. Morgan
529. **The Writing of Radio and Television Drama**—2 hours. An intensive study of the writing of radio and television drama as applied to classroom utilization. Morgan
530. **Advanced Radio Program Production**—3 hours. A course emphasizing the techniques of radio production in actual radio broadcasts. Morgan
550. **Modern Trends in Television**—2 hours. Each semester. 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. Duncan, Morgan



551. **Advanced Television Techniques**—2 hours. Each semester. 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**—2 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, Rude
571. **Principles of Rhetoric and Public Address**—3 hours. A study of rhetorical theory as expounded and employed from Aristotle to modern American oratory. Prerequisites: Speech 161 and 361. Aggertt
575. **Contemporary Theatre Tour**—2 hours. Concentrated eight days of "theatre on the spot" in New York; intensive study of scene design, costume, lighting, play publishing through daily sessions at theatre trade houses; observation of radio and TV techniques at national network studios, attendance at eight major Broadway productions with visits backstage conducted by stage managers; daily luncheons with professional craftsmen and stars. Reports required on each production observed; also an exhaustive research paper on specific related topic with full research.
576. **Advanced Scenery Problems**—2 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. Gray, Rohrig
577. **Direction of Technical Phases of Play Production**—2 hours. Theory and practice of technical direction of the make-up, costume, and lighting phases of play production. Practical application to current productions. Gray, Rohrig
579. **Junior Theatre Problems**—2 hours. A consideration of dramatic literature and production problems which are inherent in the theatre for children.
580. **Theatre Practice Survey**—3 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
584. **Elements of Dramatic Appreciation**—2 hours. Research and study of topics related to the development of enjoyment and understanding of dramatic presentations.
588. **Esthetics of the Theater**—2 hours. Elements of unity, coherence, emphasis, variety, contrast, and rhythm as they apply to theatre. Prerequisite: Speech 584.

589. **Survey of Speech Arts**—2 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**—2 hours. Realism, symbolism, stylization, formalism, and expressionism in the direction of actors in a play. Prerequisite: Speech 584.
- 599T. **Master's Thesis**—4-6 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.

### AUDIO-VISUAL EDUCATION

Information on audio-visual education and State rules and regulations relative to audio-visual education.

**Audio-Visual Coordinator.**—An audio-visual coordinator would be regarded as the person within a school who coordinates audio-visual equipment, materials, and use. Rule G-4, Section 8, of the State of Indiana, Department of Public Instruction, Commission on General Education of the Indiana State Board of Education, revised rules A1 to V2 (16) states: "An audio-visual education program shall be in operation in every commissioned school. The director of this program shall be professionally trained and shall have had at least five semester hours or the equivalent of audio-visual education courses."

Any selection of audio-visual courses which add up to five semester hours will fulfill this requirement. Education 443-543 is recommended as one of the courses.

**Audio-Visual Supervisor Certificate**—Rule 27-A of the Commission on Teacher Training and Licensing of the State of Indiana sets up a requirement of graduate courses to qualify a person to be an audio-visual supervisor or director within Indiana school systems. Special requirements for this graduate curriculum are listed in the graduate bulletin.

**Student Teaching**—All students working toward a teaching license are required to take a one semester hour course offered during the professional semester in the use of audio-visual aids in teaching. Persons who have had one regular Indiana State Teachers College audio-visual course prior to student teaching need not and should not enroll for this special course.

### 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, advanced education, 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 a specified number of hours a week during a semester.

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 enrolled in residence classes may not enroll in nor pursue courses in this division to make a total load in excess of that permitted by regular class load requirements as administered by the Student Personnel Director.

(2) A resident student may not register for nor pursue a correspondence course that is being offered on campus the same semester or term without the written approval of the Department Chairman.

(3) The maximum limit of non-residence work which an employed teacher may carry at any time is six semester hours.

(4) 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.

(5) Not to exceed nine semester hours of credit may be earned in any high school subject group and not to exceed six semester hours may be earned in the professional subjects by correspondence study.

(6) Graduate students who are working toward a master's degree at Indiana State Teachers College may use a maximum of 10 semester hours of extension credit, provided they are earned under

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the conditions prescribed by the Graduate Council and approved in advance by the Director of Graduate Studies.

(7) 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.

(8) Not to exceed 12 semester hours of credit may be earned by extension during any school year or six semester hours during one semester by a student who is on full-time employment as a teacher.

(9) Work begun in residence or extension classes cannot be completed by correspondence.

(10) 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 30 semester 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 5 semester hours immediately preceding graduation must always be done in residence. Any exception to this final 5 semester hour requirement may be made in emergency cases by earning part or all of these 5 semester hours by approved correspondence or extension courses given by this College or approved courses transferred from another institution. This privilege must always be approved in advance by the student's major department and the Dean of Instruction.

(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) A student may not enter Senior College courses (300-400 numbers) until he has completed at least 64 semester hours of prepared credit in the Junior College (100-200 numbers) and has a point-hour ratio of 1.80, with the exception that Sophomore students are permitted to take not more than 12 semester hours of Senior College work. Teachers with five or more years of 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, 1959)

**Fees and Credits.**—Registration fees for extension courses are \$12 for each semester hour of credit. For individual instruction in music (instrument or voice) the fee is \$28.00 per semester hour. Registration fees for correspondence courses are \$10 for each semester 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 of 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 com-



municate 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 based partially on the 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 14 clock hours of recitation time for each semester hour in the course taken. A three-semester hour course would thus more commonly be done in 16 weekly meetings; a two-semester hour course in 11 weekly meetings.

### 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 an additional fee of \$1.

Most courses require a minimum time of 6 weeks per semester hour 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 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

Course descriptions are found in departmental sections of this catalog. The numbers in parenthesis indicate the semester hours of credit. This list is subject to periodic revision; the most recent list will be sent on request.

#### BUSINESS

- 201. Accounting Principles, I (3)
- 202. Accounting Principles, II (3)
- 330. Business Communications (2)

208 EXTENDED SERVICES—CORRESPONDENCE STUDY

EDUCATION AND PSYCHOLOGY

Education

- 366. Tests and Measurements (2)
- 395. Teaching the Language Arts I (2)
- 412. Philosophy of Education (3)
- 413. Educational Sociology (2)
- 416. Elementary School Classroom Management (2)
- 439. General Safety (3)
- 463. The Elementary Curriculum (3)
- 467. Measurements and Evaluation in Education (3)

Psychology

- 201. Fundamentals of Psychology I (2)
- 322. Educational Psychology (3)
- 422. Adolescent Psychology (2)

ENGLISH

- 116. Report and Newspaper Writing (3)
- 214. English Grammar (2)
- 220. Introduction to Literature (2)
- 221. The Short Story (2)
- 230. American Literature I (2)
- 311. Expository Writing (2)

FOREIGN LANGUAGES

French

- 132. Elementary French—Second Semester (4)
- 231. Grammar Review (3)
- 232. Intermediate French Readings (2)
- 233. Survey of French Civilization (3)
- 331. Advanced French Composition and Conversation (2)

Latin

- 211. Grammar Review and Cicero's Orations (3)
- 212. Grammar Review and Vergil's Aeneid, Eclogues and Georgics (3)
- 213. Grammar Review and Ovid's Metamorphoses (2)
- 215. Terence's Phormio (3)

HOME ECONOMICS

- 438. Child Development (3)

INDUSTRIAL EDUCATION

- 101. Technical Drawing (3)
- 391. Methods of Teaching Shop and Related Subjects (2)
- 392. Shop Management (2)

470. Curric  
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357. Geogra  
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458. Conser  
468. Astron  
101. Social  
230. State a  
282. United  
362. Econo  
462. Westw  
317. Introd  
319. Radio

- 470. Curriculum Construction (3)
- 478. Industry and Industrial Occupations (2)
- 481. History and Theory of Industrial Education (3)
- 482. Organization and Administration of Trade and Industrial Education (2)

### MATHEMATICS

- 101. General Mathematics (2)
- 111. College Algebra (3)
- 112. Trigonometry (2)
- 121. Solid Mensuration (2)
- 122. Plane Analytic Geometry (3)
- 212. Mathematics of Finance (3)

### PHILOSOPHY

- 202. Introduction to General Philosophy (2)
- 203. Ethics (2)
- 204. Aesthetics (2)
- 205. Logic (2)

### PHYSICAL EDUCATION

- 253. First Aid (Men and Women) (2)
- 254. Athletic Training (Men) (1)
- 255. Kinesiology (Men and Women) (3)
- 353. Scout Masters Training Course (Men) (2)
- 451. Organization and Administration of Health and Physical Education (Men and Women) (3)

### SCIENCE

- 171. Personal Hygiene (2)
- 257. Economic Geography (3)
- 357. Geography of Anglo-America (3)
- 459. Global Geography (3)
- 458. Conservation of Natural Resources (3)
- 488. Astronomy (2)

### SOCIAL STUDIES

- 101. Social Institutions (2)
- 230. State and Local Government (2)
- 262. United States History, 1861 to present (3)
- 362. Economic History of the United States (3)
- 462. Westward Expansion (3)

### SPEECH

- 317. Introduction to Radio Broadcasting (2)
- 319. Radio and Television Writing (2)

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 study 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-semester and at the end of each semester 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 chairman 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 15-16 semester 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 specified amount 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 semester.



## 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 provides 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 Social Affairs Committee. Violation of good taste or acceptable standards are reviewed by the committee.

## BUREAU OF PLACEMENT

Registration with the Bureau of Placement is required of all seniors prior to graduation. The Bureau provides the services of preparing credentials, nominating individuals for positions, arranging for interviews and follow-up on placements, and offers counseling 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 in the Bureau to arrange conferences, in an attempt to work out a solution to their problems. The services of the Bureau are available to alumni as well as to current graduates.

The demand for college graduates resulted in the listing of approximately 18,000 positions with the Bureau during the past year. Positions are reported from all counties in Indiana as well as from many other states, territories, and foreign countries. While the most critical demand for teachers is still at the elementary level, there is also a shortage of teachers in most subjects and at all levels. The Bureau is receiving an increasing number of calls for college graduates from Business and Industry each year and enters into considerable activity in placement in these fields as well as the teaching areas.

## 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

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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 five social fraternities and seven social sororities at the College. The fraternities, with chapter houses, are Lambda Chi Alpha, Pi Lambda Phi, Sigma Phi Epsilon, Tau Kappa Epsilon, and Theta Chi.

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. There are no sorority houses.

### 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 eight semester 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 semester.

### 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.

### 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.

### DELTA SIGMA PI

A professional fraternity for men in Business Administration.

### DER DEUTSCHE VEREIN

The Der deutsche Verein is an organization for students enrolled in German language study or interested in German culture, history, and life in modern Germany. Informal gatherings, song fests, films, and lectures are planned by the students during the year.

### 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 and the traditional Razz Convocation.

### 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.

### 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, Special Education 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, Young Republicans Club, and Student Union Board.

### 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 standard 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 Delta Kappa** is an international professional fraternity for men in education. The Beta Lambda chapter was established on campus in 1947. Membership is composed of recognized leaders in the profession and students whose leadership potential has been identified. Election to membership is by invitation. The fraternity ideals call for group action in promotion of free public school education through research, service, leadership.

**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

## 220 HONOR SOCIETIES

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 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.**

**Foreign Student Scholarships.** (Limited to 10. Available to students living outside the United States and its territories.)

**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.)

**Delta Theta Tau Scholarship** provided by the Theta Pi Chapter of Delta Theta Tau Sorority. Available to graduates of Jasonville, Midland, or Coalmont, Indiana, High Schools.

**Helen Laymon Dix Scholarship** provided by Mr. George O. Dix. Available to junior or senior student taking Library Science courses with intentions to qualify for a School Librarian's Certificate in the State of Indiana.

**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.)



**Miller, Vrydagh, Miller Architects Scholarship** provided by Miller, Vrydagh, Miller Architects, Terre Haute, Indiana.

**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.

**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.)

**Upper Wabash Extension Center Scholarships**, Covington, Indiana. Provided by: Covington Lions Club, James B. Wallace, Hopkins Syndicate, Kappa Kappa Sorority, Fountain Trust Company, Brooks Ben Franklin Store, American Feed and Mineral Company, Fountain Trust Company, Wisher Myers, Osborne Lumber Company, Carl Songer, Perrysville Lions Club, Hillsboro Grain Company, Luke White, Veedersburg Grain Company, and Preston and Freas.

**Vigo County Business and Professional Women's Club Scholarship** provided by the Vigo County Business and Professional Women's Club.

**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.

**Mary E. White Elementary Teachers Awards** provided by Luke White, Covington, Indiana.

The **Shepherd H. Young Memorial Scholarship** is provided annually from the Shepherd H. Young Memorial Scholarship Fund in varying amounts to a business major on the basis of scholarship and financial need.

#### ATHLETIC SCHOLARSHIPS

All athletic scholarship applications should be made to Scholarship Committee.

**George Budd Athletic Scholarship** provided by George Budd, Columbus, Indiana.

**Lon Lee Memorial Scholarship** provided by Richard Lee, Lee School Supply, Terre Haute, Indiana.

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**LaVerne K. McMillan Memorial Scholarship** provided by Vernon R. McMillan.

**Chapman J. Root Memorial Scholarships** provided by Chapman S. Root, Coca-Cola Bottling Company, Terre Haute, Indiana.

**"T" Men's Scholarships** provided by the "T" Men's Club of Indiana State Teachers College.

**Sycamore Scholarships** provided by Dr. William Bannon; C. L. Bartley Company; Ben Becker Memorial; E. H. Bindley & Company; Morris Blumberg; Fred G. Christman; Harvey Clark Company; Don Coverstone; Dix, Dix, Patrick & Ratcliffe; Hillman Jewelers; Kiwanis Club of Terre Haute; Morris Lebowitz; Walter Maehling; Mace Auto; Martin's Photo Shop; McMillan Sports, Inc.; Miller, Vrydagh, Miller Architects; Model Milk Company; Moore-Langen Printing Company; Glenn North Contractor; Terre Haute Concrete Supply Corp.; J. B. Pfister Company; Schultz & Company; Smith Alsoop Paint and Varnish Company; Fair Furniture Company; Terre Haute Motor Carriers Assoc.; Terre Haute Tribune-Star; Joseph Walker; Wiemuth & Son Company; Canteen Service Company; Carl Wolf, Inc.

**Terre Haute Jaycee Scholarships** provided by Jaycees of Terre Haute, Indiana.

**Varsity Club Scholarships** provided by the Varsity Club, Terre Haute, Indiana.

**SCHOLARSHIPS AWARDED BY DONOR**

**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.)

**Delta Sigma Kappa Scholarship** provided by the Omega Chapter of Delta Sigma Kappa Sorority, Crawfordsville, Indiana.

**Elks Scholarships** provided by the Elks Lodge No. 86, Terre Haute, Indiana.

**Friends Educational Scholarship for Negroes** provided by the Board of Directors of the Friends Educational Fund for Negroes.

**Gamma Phi Beta Scholarship** provided by the Gamma Phi Beta Sorority, Terre Haute, Indiana.

## 224 SCHOLARSHIPS, ASSISTANTSHIPS, STUDENT LOAN FUNDS

**Garfield High School Scholarships** provided by Garfield High School organizations, Terre Haute, Indiana.

**Gerstmeyer High School Scholarship** provided by the Men's Club of Gerstmeyer High School, 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.

**Indiana Junior Classic League Scholarship** provided by the Junior Classic League of Indiana.

**Library Science Scholarship** provided by the Library Staff Association, Indiana State Teachers College.

**Modern Maids Scholarship** provided by the Modern Maids Club, Terre Haute, Indiana.

**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.

**Sigma Alpha Iota Scholarship** provided by the Alumnae Chapter of Sigma Alpha Iota.

**Sinfonia Scholarship** provided by the Gamma Omega Chapter of Phi Mu Alpha Sinfonia.

**Triad Scholarship** provided by Zeta Chapter of Triad, Terre Haute, Indiana.

**Tri-Kappa Scholarships** provided by Tri-Kappa Sorority, Terre Haute, Indiana.

**Vanderburgh County Orphan's Scholarship** provided by the Vanderburgh County Orphan's Educational Fund, Inc.

## GRADUATE ASSISTANTS — TEACHING FELLOWS

For information on graduate assistantships or teaching fellowships, see section in Graduate Division, page 64.

## STUDENT LOANS

**Student Loan Committee:** Mark H. Williams, Dean of Men, Chairman, J. Kenneth Moulton, Business Manager and Treasurer, and Dr. Wayne E. Schomer, Coordinator of Public and Professional Services

The College maintains a number of student loan funds for the purpose of extending loans to worthy students who need financial

aid. Loan funds are primarily for upperclassmen who have proven their scholastic ability here at Indiana State Teachers College. Loan information and applications may be obtained from the office of the Dean of Men.

### National Defense Student Loan Program

Indiana State Teachers College has been approved for participation in the program established under Title II of Public Law 85-864, designated as "The National Defense Act of 1958."

The specific purpose of this program is "to encourage and assist in the establishment at institutions of higher education funds for the making of low-interest loans to students in need thereof to pursue their courses of study in such institutions."

In making the loans available to needy students in any field of study in an institution of higher education, the Act specifies that "in the selection of students to receive loans . . . special consideration shall be given to (a) students with a superior academic background who express a desire to teach in elementary or secondary schools, and (b) students whose academic background indicates a superior capacity or preparation in science, mathematics, engineering, or a modern foreign language."

Priority will be given to upperclass students whenever funds are limited. Regarding other requests, the completion of one satisfactory semester here at Indiana State will be the policy.

High school seniors who wish to submit an application, prior to admission to the college or the completion of one semester, must have scored above the 75th percentile on the State Scholarship test. Students who did not take the State Scholarship test may write to The Director of Testing, Indiana State Teachers College and make arrangements to take a test on the campus.

### Parsons-Sandison Living Memorial Fund

The remaining balance above the cost of the memorial chimes contributed by devoted alumni of I.S.T.C. was left to a perpetual student loan fund. In addition to this balance, the following resolution was adopted: "Be it resolved, that each Senior Class graduating from I.S.T.C. shall sponsor the raising of a minimum amount of \$500. This amount shall become a part of the original fund." The fund has an approximate balance of \$28,000. Contributions from alumni and friends of I.S.T.C. are always welcome.

### Women's Club Loan Funds

The Indiana Federation of Clubs have taken a great interest in assisting worthy women to get a college education. This fund has approximately \$2900.

### James McGregor Student Endowment Fund

Approximately \$22,000 was left in the will for loans to worthy ISTC students who have completed one year on the campus.

The ISTC Student Loan Office and the Terre Haute First National Bank administer this program.

**Edna Louise Hyneman Memorial Fund**

In 1939, Mr. and Mrs. Walter G. Hyneman of Terre Haute established a loan fund in memory of their daughter, a graduate of I.S.T.C. The fund has an approximate balance of \$1200.

**Alice Bundy Loan Fund.**

Alice Bundy, a graduate of Indiana State, has contributed \$1000 for the establishment of a Student Loan Fund.

**The Caroline C. Welch Student Loan Fund.**

The fund was donated by one of Terre Haute's outstanding teachers. The amount of the bequest is \$1,000.

**The Altrusa Club of Terre Haute**

The Altrusa Club originally contributed \$50 to establish a loan fund in the name of the club. In addition to the above amount, the Altrusa Club has contributed \$300 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.

**Ivah Rhyan Alumni Association**

The 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.

**Anna Kidder Cole Fund**

Mrs. Harry Cole of Terre Haute has established a \$100 loan fund for the purpose of assisting any sophomore girl in good standing.

**The V-12 Loan Fund**

This fund was donated by World War II V-12 trainees of I.S.T.C. The fund is in the form of war bonds worth \$176.75 at maturity.

**The Terre Haute Typographical Union No. 76**

This Union 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.

**Vandivier Loan Fund**

Dr. H. R. Vandivier of Terre Haute has contributed \$150 for the establishment of a loan fund.

**The Inez B. Tirey Loan Fund**

This fund was created by the Class of 1941 in the honor of Mrs. Inez B. Tirey, late wife of President Emeritus Ralph N. Tirey. The fund is available to any worthy student.

**The Pan-Hellenic Society of Terre Haute**

The Society 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.

**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 the 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 Economics. This award gives home economics girls a greater incentive to strive for better scholarship and to participate in campus and community activities.

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 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 seven semesters during a four-year period.

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 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 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 co-operation—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.

## 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 1960, along with the members of the advisory council are:

|                                       |  |
|---------------------------------------|--|
| President, Charles A. Bush, '37       | District IV, Bill C. Anthis, '48                     |
| Vice-President, Paul I. Miller, '26   | District V, E. Eileen Johnson, '31                   |
| District A, Lex V. Combs, '27         | District VI, Glenn C. Skelton, '25                   |
| District B, R. Harold Van Cleave, '37 | District VII, Dot Johnson Elmore, '49                |
| District C, Virginia Shillings, '54   | District VIII, Eldon R. Crawford, '32                |
| District D, Emma A. Flack, '38        | District IX, Joseph Cull, '39                        |
| District I, Ronnie A. Whitcombe, '51  | District X, Edna M. Tague, '41                       |
| District II, Jack Otten, '52          | District XI, Dorothy E. Kandrac, '40                 |
| District III, John Prokl, '32         | Immediate Past President:<br>William R. Kendall, '34 |

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                            | Muncie       |
| ROBERTS C. HILL, Vice-President                            | Bruceville   |
| MRS. CARROLL E. ROACH, Secretary                           | New Augusta  |
| KENNETH OSBORN, Assistant Secretary                        | LaPorte      |
| WILLIAM E. WILSON, Supt. of Public Instruction, Ex-officio | Indianapolis |

## THE COLLEGE FOUNDATION

|                                |                      |
|--------------------------------|----------------------|
| FOSTER MILES, President        | JOHN D. ENNIS        |
| CHARLES NEWLIN, Vice President | CRAWFORD F. FAILEY   |
| J. KENNETH MOULTON, Treasurer  | RALEIGH W. HOLMSTEDT |
| HERMAN BECKER                  | MARSHALL T. HUBBARD  |
| BENJAMIN BLUMBERG              | ANTON HULMAN, JR.    |
| PAUL N. BOGART                 | LEONARD MARSHALL     |
| W. N. COX, JR.                 | RALPH N. TIREY       |
| G. O. DIX                      |                      |

## THE ADMINISTRATION

|                              |  |
|------------------------------|--|
| DR. RALEIGH W. HOLMSTEDT     | President  |
| DR. RICHARD E. THURSFIELD    | Dean of Instruction                                |
| J. KENNETH MOULTON           | Business Manager and Treasurer                     |
| DR. LONZO JONES              | Coordinator of Student Personnel Services          |
| DR. WAYNE E. SCHOMER         | Coordinator, Public and Professional Services      |
| DR. ELMER J. CLARK           | Associate Dean of Instruction for Graduate Studies |
| DR. JAMES H. RINGER          | Registrar, Director of Admissions                  |
| 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            |
| JAMES C. FARMER              | Director of Alumni Relations                       |
| DOROTHY GOEBEL               | Head Counselor, Burford Hall                       |
| DR. JOHN M. GRINDROD         | College Physician                                  |
| FRED HANES                   | Director of Libraries                              |
| DR. CHARLES W. HARDAWAY      | Director of Research and Testing                   |
| ALFRED L. HARDING            | Associate Director of Placement and Conferences    |
| BETTY JO HUDSON              | Head Counselor, Reeve Hall                         |
| OTHA L. JOHNSON              | Head Counselor, Parsons Hall                       |
| JOSEPH E. KISH               | Director of Information Services                   |
| DR. HARLEY M. LAUTENSCHLAGER | Principal of Laboratory School                     |
| MRS. EDNA McCOSH             | Assistant Registrar                                |
| GEORGE R. REDFEARN           | Director of Student Union Building                 |
| ROBERT L. PABST              | Certification Advisor                              |
| 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  |
| 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  
 MARGARET GILLUM, 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  
 FLORISE HUNSUCKER, Associate Professor Emeritus of Social Studies  
 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  
 MARY McBETH, Professor Emeritus of English  
 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  
 BEN SMITH, Professor Emeritus of Botany  
 FLORA SMITH, Associate Professor Emeritus of Elementary Education  
 HALLIE SMITH, Assistant 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

## 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 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.  
Associate 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.  
Associate Professor of Music, 1940.
- JAMES W. 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; Indiana State Teachers College.  
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.
- J. RICHARD BECKER, B.S.,** Bowling Green State University; M.S., Indiana State Teachers College; Indiana University.  
Assistant Professor of Business, 1956.

\*Faculty for the academic year 1959-60.

- MARVIN R. BELL, B.S., M.A., Indiana State Teachers College; Indiana University; Colorado State College of Education.  
Associate Professor of Elementary Science, 1943.
- JEFFERSON S. BENNETT, B.S., Indiana State Teachers College.  
Acting Instructor in Physics, 1958.
- JOHN A. BERTON, A.B., M.A., University of Illinois; University of Illinois.  
Instructor in Mathematics, 1959.
- HOWARD T. 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.  
Associate Professor of History, 1955.
- EILEEN BONNEY, B.S., Indiana State Teachers College.  
Instructor in Music, 1959.
- JESS W. BOWERS, B.S., Indiana State Teachers College; C.P.A.  
Assistant Professor of Business, 1959.
- 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.  
Professor of Business, 1939
- WILLIAM J. BRETT, B.S., Northern Illinois State College; M.S., Miami University; Ph.D., Northwestern University.  
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.
- NORMA SNOW BROADDUS, B.S., M.S., Indiana University.  
Instructor in Physical Education for Women, 1958.
- BERNARD J. BROMMEL, A.B., Iowa State Teachers College; M.A., Iowa University.  
Assistant Professor of Speech, 1959.
- BYRON L. BROWN, B.S., M.B.A., Indiana University.  
Assistant Professor of Business, 1958.
- PETER BRUNING, Baccalaureat Degree, Montessori Lyceum; Candidate of Letters, Amsterdam University; Doctor of Letters, Amsterdam University.  
Associate Professor of German, 1956.
- 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.



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- ROBERT L. BUSER, A.B., Wabash College; M.A., Indiana State Teachers College.  
 Director of Guidance and Instructor in Social Studies, 1959.
- MICHAEL D. BUZASH, A.B., Indiana State Teachers College; Western Reserve University.  
 Instructor in Romance Languages, 1959.
- ADELORD J. CANTIN, B.S., Teachers College of Connecticut (New Britain); M.S., University of Iowa; University of Iowa.  
 Instructor in Geography, 1957.
- ANNA L. CARLE, B.S., M.S., Indiana State Teachers College; Northwestern University.  
 Acting Instructor of Elementary Education, 1935.
- MARVIN CARMONY, A.B., M.A., Indiana State Teachers College.  
 Instructor in English, 1959.
- 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.  
 Associate Dean of Instruction for 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.
- MARJORIE WALSH COCHRAN, B.S., Indiana State Teachers College; M.S., Northwestern University.  
 Acting Instructor in Speech, 1959.
- NEAL A. COIL, A.B., Ohio Northern University; M.A., Ohio State University; M.A.L.S., Indiana University  
 Head, Reference Department, 1959
- 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.
- JAMES R. CONSTANTINE, A.B., M.A., Ph.D., Indiana University.  
 Assistant Professor of History, 1959.
- WOODROW W. CREASON, A.B., Western Michigan College of Education; M.A., University of Michigan; University of Michigan.  
 Assistant Professor of Economics, 1956.
- HARRIET DRISKELL DARROW, B.S., M.S., Ed.A., Indiana State Teachers College.  
 Supervisor of Teaching on Elementary Level and Assistant Professor of 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.
- 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.
- JOE T. DUNCAN, B.S., M.S., Indiana State Teachers College; University of Michigan.  
 Instructor in Speech, 1956.

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- BRAXTON H. DUVALL, B.S., Eastern Kentucky State College; M.S., Indiana State Teachers College; Indiana University.  
Assistant Professor of Industrial Education, 1956.
- EUGENE I. DYCHE, A.B., Oklahoma City University; M.A., University of Oklahoma; Ph.D., University of Southern California.  
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.
- JOSEPH R. ELLIS, B.S., M.S., University of Tennessee; Ed.D., University of Texas.  
Assistant Professor of Education, 1959.
- DOT JOHNSON ELMORE, B.S., M.S., Indiana State Teachers College.  
Assistant Professor of Special Education, 1959.
- RONALD H. ELPERIN, A.B., M.A., Ph.D., University of Wisconsin.  
Assistant Professor of Economics, 1958.
- CHARLES W. ENGELLAND, B.S., Kansas State College; M.A., Ph.D., State University of Iowa.  
Associate Professor of Social Studies, 1954.
- RALPH L. ENKOFF, B.S., M.S., Indiana State Teachers College.  
Instructor in Mathematics, 1959.
- 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.
- RONALD J. FARMER, A.B., University of Kansas City; M.A., Kansas City Art Institute; Ed.D., Pennsylvania State University.  
Assistant Professor of Art, 1956.
- ELEANOR FORSYTHE, B.S., Indiana State Teachers College; M.A., New York University; Indiana State Teachers College; New York University.  
Associate 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 Art, 1950.
- PAUL C. FOWLER, A.B., Nebraska State Teachers College; M.A., University of Colorado; University of Illinois; Ph.D., Indiana University.  
Assistant Professor of Government, 1957.
- ALBERT J. FYFE, 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.Ed., in Art Education, Pennsylvania State University.  
Assistant Professor of Art, 1956.

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- RICHARD H. GEMMECKE, B.S., Indiana State Teachers College; M.A., Ph.D., Indiana University; University of Wisconsin; University of Chicago. Professor of History, 1948.
- VANITA RANEY GIBBS, B.S., Indiana State Teachers College. Instructor in Elementary Education, 1959.
- 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
- GEORGE M. GRAESCH, B.S., M.S., Indiana State Teachers College; Indiana University. Assistant Professor of Music, 1953.
- VIRGIL R. GRAY, B.S., Ball State Teachers College; M.A., State University of Iowa; Purdue University; Indiana University. Assistant Professor of Speech, 1958.
- 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.
- JAMES L. HAFNER, B.S., M.S., Ed.D., Oklahoma State University. Assistant Professor of Psychology, 1959.
- LESTER HALE, B.S., Indiana State Teachers College; M.S., Purdue University; Indiana University. Associate Professor of Trades and Industries, 1960.
- LOUISE C. HALE, B.S., Indiana State Teachers College. Instructor in Elementary Education, 1959.
- HOWARD D. HAMILTON, B.S., Purdue University; Ph.D., University of Illinois; Syracuse University. Associate Professor of Government, 1955.
- DONALD R. HAMRICK, B.S., M.S., Indiana State Teachers College. Instructor in Mathematics, 1959.
- MARY THOMAS HAMRICK, B.S., M.S., Indiana State Teachers College. Assistant Professor of Elementary Education, 1955.
- FRED W. HANES, A.B., Earlham College; M.A., Indiana University. Director of Libraries and Chairman, Department of Library Science, 1958.
- CHARLES W. HARDAWAY, A.B., Wabash College; M.A., Indiana State Teachers College; Ed.D., Indiana University. Director of Research and Testing and Associate Professor of Education, 1946.
- ROBERT W. HARRINGTON, B.S., Illinois State Normal University; M.A., Ph.D., University of Iowa. Professor of Business, 1956.
- ELIZABETH ANN HARRISON, B.S., M.S., Indiana State Teachers College. Assistant Professor of Elementary Education, 1957.
- BERYL L. 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.

JOE F. U  
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NORMA JE  
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Teach  
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1957.

- JOE F. HENNEN, B.S.**, Southern Methodist University; **M.S., Ph.D.**, Purdue University.  
Associate Professor of Botany, 1958.
- MARVIN A. HENRY, B.S.**, Indiana State Teachers College; **M.S.**, Indiana University; Indiana University.  
Supervisor of Teaching on Secondary Level and Assistant Professor of Education, 1959.
- 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.  
Associate Professor of Geography, 1956.
- WILLIAM B. HOPP, B.S.**, Indiana State Teachers College; **M.S., Ph.D.**, Purdue University.  
Associate 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.
- LIANG L. HSIAO, A.B.**, Southwestern University, (China); **M.A.**, University of Michigan; New York University.  
Assistant Professor of Economics, 1959.
- MARJORIE NELL HUGHES, B.S., M.S.**, Indiana State Teachers College.  
Instructor in Elementary Physical Education, 1957.
- 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 Education 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, A.B.**, Indiana Central College; **M.S.**, Indiana State Teachers College; Indiana University.  
Instructor in Elementary Education, 1957.
- DAVID F. JOHNSON, A.B.**, Wabash College; **M.S., Ph.D.**, New York University.  
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.

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- EDWARD T. JORDAN, Inter. B.A., St. Mary's Teachers College, London, England; 2nd Class Honors, B.A., Psychology, Birkbeck College, University of London; Licentiate, College of Speech Therapists, England; Purdue University.  
Associate Professor of Special Education, 1947.
- ROBERT L. KELLEMS, Evansville College; B.S., M.S., Indiana State Teachers College; Valparaiso Technical Institute; Indiana State Teachers College.  
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.
- CECIL R. KEMP, B.S., Iowa State College; M.S., Ph.D., Iowa State University.  
Associate Professor of Biology, 1960.
- KATHRYN M. KENNEDY, A.B., Indiana State Teachers College; M.A., Columbia University; University of Chicago; Columbia University.  
Associate Professor of Mathematics, 1920.
- WILLIAM G. KESSEL, A.B., Franklin College; M.A., Indiana State Teachers College; M.S., Purdue University; Indiana University.  
Associate Professor of Chemistry, 1946.
- CHARLES KITAOKA, B.S., Springfield College; University of Illinois.  
Acting Instructor in Physical Education for Men, 1958.
- ARTHUR F. KLINE, A.B., Ball State Teachers College; Indiana University.  
Assistant Professor of Sociology, 1955.
- WALTER D. KLINE, A.B., Indiana State Teachers College; M.A., University of Wisconsin; Ph.D., University of Michigan.  
Associate Professor of Romance Languages, 1958.
- 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.
- 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 University; Purdue University.  
Associate Professor of Sociology, 1946.
- RUTHETTA I. KRAUSE, B.S., Fort Hays, Kansas State College; M.S., University of Denver; New York University.  
Associate Professor of Business, 1947.
- WENDELL, C. KUMLIEN, A.B., Hamline University; M.A., University of Minnesota; University of Minnesota.  
Assistant Professor of Music, 1959.
- JANIS LABSVIRS, M.S., State University of Latvia; M.S., Butler University; Ph.D., Indiana University.  
Acting Assistant Professor of Economics, 1959.
- JAMES E. LANE, B.S., Indiana State Teachers College; Indiana University.  
Assistant Professor of Business, 1957.
- JOHN J. LASKA, B.A.E., Art Institute of Chicago; M.Ed., University of Illinois; Roosevelt College; University of Chicago.  
Associate 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.

- G. RICHARD LAWSON, B.S., M.S., Indiana State Teachers College.  
Instructor in Industrial Education, 1959.
- ANNE MAROLD LEE, B.S., University of Minnesota; M.S., Michigan State College; Ed.D., Indiana University.  
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.
- JOHN J. LEMEN, B.S., Indiana State Teachers College.  
Acting Instructor in Industrial Education, 1959.
- FRANK W. LIDRAL, B.S., Milwaukee State Teachers College; M.Mus., Northwestern University; Ph.D., Eastman School of Music of the University of Rochester.  
Professor of Music, 1956.
- JAMES F. LIGHT, A.B., M.A., University of Chicago; Ph.D., Syracuse University.  
Associate Professor of English, 1956.
- HARRY L. LINN, A.B., M.A., Indiana University; Indiana University.  
Acting Assistant Professor of Sociology, 1959.
- JOHN L. LONGFELLOW, B.S., Manchester College; M.A., Indiana State Teachers College; University of Illinois; Indiana University; Shurtleff 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.  
Assistant Professor of Art, 1955.
- MARGUERITE MALM, B.S., M.A., University of Minnesota; Ed.D., Teachers College, Columbia University.  
Professor of Psychology, 1945.
- 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.
- JAMES H. MASON, A.B., State Teachers College, (Kentucky); M.A., George Peabody College; George Peabody College.  
Associate Professor of English, 1959.
- 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.
- JOHN H. McCARTHY, B.S., M.S., Indiana State Teachers College.  
Assistant Professor of Chemistry and Physics, 1959.
- MARJORIE CAUSEY McDANIEL, B.S., M.S., University of Houston; Louisiana Polytechnic Institute; University of Illinois; Indiana State Teachers College; Ed.D., Indiana University.  
Associate Professor of Elementary Education, 1952.
- RUSSELL P. McDUGAL, 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.

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- HELEN McGAUGHEY, A.B., DePauw University; M.A., Middlebury College; Indiana University; DePauw University; Indiana State Teachers College. Associate Professor of English, 1946.
- IMOGENE McINTIRE, B.S., Ball State Teachers College; M.S., Indiana State Teachers College. Acting Assistant Professor of Elementary Education, 1958.
- 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. Associate Professor of Music, 1946.
- ROBERT H. MEYNE, A.B., Hanover College; M.S., Indiana University. Assistant Professor of Physical Education for Men and Assistant Football Coach, 1957.
- RALPH G. MILLER, B.S., M.S., Indiana State Teachers College; Cincinnati Conservatory of Music; Cincinnati University; Indiana 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., Ed.A., Indiana State Teachers College. Assistant Professor of Elementary Education, 1955.
- DEWEY J. MOORE, B.S., M.S., Indiana State Teachers College; 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. 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.
- JAMES S. MULLICAN, A.B., St. Bernard College; M.A., Indiana State Teachers College. Instructor in English and Social Studies, 1959.
- JACK R. MUNSEE, A.B., M.S., M.A., Indiana University; Indiana University. Assistant Professor of Biology, 1959.
- 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 Speech, 1946.
- HAROLD NELSON, A.B., Fort Hays State College; M.A., Colorado State College; M.B.A., University of Denver; University of Denver. Associate Professor of Business, 1959.
- MELANIE FESLER ONNEN, B.S., Indiana State Teachers College. Acting Instructor in English, 1959.

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ROBERT L.  
Certificat

MARTHA P.  
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Assistant

MARY ALP  
(Greece  
Univers  
Chairman  
Language

THOMAS A.  
Ed.D.,  
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LOUISE F.  
of Iowa  
Assistant

MARY KATE  
Acting In

MAX A. PRO  
Associate

MILTON E.  
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JOHN T. RE  
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Assistant

MADELON  
Hospital  
Indiana  
Director

- LEONE L. ORNER, B.S.**, Oklahoma A & M College; **M.A.**, Columbia University; **Ph.D.**, Oklahoma A & M College.  
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.
- ROBERT L. PABST, B.S., M.S.**, Indiana University; Indiana University.  
Certification Adviser and Assistant Professor of Education, 1959.
- 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 Romance Languages, 1929.
- THOMAS A. PHILLIPS, B.Ed.**, Southern Illinois University; **M.S., M.Ed., Ed.D.**, University of Illinois.  
Supervisor of Teaching on Secondary Level and Associate Professor of Education, 1959.
- ROWENA PIETY, B.S., M.S.**, Indiana State Teachers College.  
Instructor in Special Education, 1958.
- EDWARD PLUNKETT, B.S.**, Indiana State Teachers College, (pending 1960).  
Acting Instructor in Mathematics and Science, 1960.
- 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.
- ALPHA POULOS, B.S., M.S.**, Indiana University.  
Instructor in Physical Education for Women, 1958.
- 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.
- MARY KATHRYN BLACK POWELL, B.S.**, Indiana State Teachers College.  
Acting Instructor in Mathematics and Science, 1958.
- MAX A. PROFFITT, A.B.**, Centre College; **M. S., Ph.D.**, University of Michigan.  
Associate Professor of Biology, 1956.
- MILTON E. RATLIFF, B.S., M.S.**, Indiana State Teachers College.  
Assistant Principal of Laboratory School, and Assistant Professor of Education, 1958.
- JOHN T. REED, A.B.**, Indiana University; **M.A., Ph.D.**, Northwestern University.  
Assistant Professor of English, 1956.
- MADOLON WALTON REEVES, R.N.**, Diploma in Nursing, Presbyterian Hospital School of Nursing, Chicago; **A.B.**, Indiana University; **M.A.**, Indiana State Teachers College.  
Director of Nursing Education and Assistant Professor of Nursing, 1953.



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- HENRY G. REIFSNYDER, A.B., Harvard University; M.A., Ph.D., University of Chicago.  
Assistant Professor of English, 1959.
- GLADYS M. ROHRIG, A.B., DePauw University; M.A., Northwestern University; Ph.D., Ohio State University.  
Associate Professor of Speech, 1947.
- 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.
- LESLIE G. RUDE, A.B., Luther College; M.A., Louisiana State University; University of Illinois.  
Assistant Professor of Speech, 1958.
- RUTH J. RUNKE, A.B., University of Iowa; M.A., Northwestern University; Ed.D., Indiana University.  
Professor of Education, 1954.
- ROBERT P. SAALBACH, A.B., University of Pittsburgh; M.A., University of Chicago; Ph.D., University of Washington.  
Assistant Professor of English, 1959.
- CHESTER E. SANDERS, B.S., M.S., Indiana University.  
Assistant Professor of Physical Education for Men and Assistant Football Coach, 1959.
- JEAN B. SANDERS, A.B., Franklin College; M.A., DePauw University; Indiana University.  
Assistant Professor of English, 1958.
- 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.
- PAUL SCHOLL, B.S., Bowling Green State University; M.S., Indiana University; Indiana University.  
Supervisor of Film Services of the Audio-Visual Center, 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.  
Professor of Government, 1948.
- 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.

- EARL C. SMITH, B.S., M.S.,** University of Illinois; Ph.D., Cornell University. Associate Professor of Chemistry, 1959.
- 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; University of Wisconsin. Assistant Professor of Elementary Education, 1951.
- STANLEY M. SMITH, B.S.,** Indiana State Teachers College; M.A., State University of Iowa; Purdue University; Indiana University. Associate 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.
- BENJAMIN A. SOKOLOFF, A.B., M.A.,** University of Pennsylvania; Ph.D., University of Illinois. Assistant Professor English, 1958.
- JESSE E. SPENCER, B.S., M.S.,** Indiana University. Instructor in Physical Education for Men, 1959.
- 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. Associate 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.
- STELLA V. TATLOCK, A.B.,** Indiana State Teachers College; Indiana State Teachers College; M.M., Northwestern University. Assistant Professor of Music, 1956.

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- 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.
- JOANNE S. TONEY, B.S., M.S., Indiana State Teachers College.  
Instructor in Elementary Education, 1958.
- HERMAN F. TRUELOVE, B.S., M.S., Indiana State Teachers College; Indiana University.  
Associate Professor of Business, 1937.
- RUTH DONHAM TURNER, B.S., M.S., Indiana State Teachers College.  
Assistant Professor of Home Economics, 1955.
- WILLIAM G. TURNER, B.S., M.S., Indiana State Teachers College.  
Instructor in Industrial Education, 1957.
- JAMES C. TYSON, B.S., M.A., George Peabody College; Ed.D., University of Virginia.  
Assistant Professor of Education, 1959.
- P. WILLIAM VAUGHT, B.S., M.S., Indiana State Teachers College; University of Tennessee.  
Acting Instructor in Business, 1959.
- TOM C. VENABLE, A.B., M.A., Western Kentucky State College; Ph.D., George Peabody College for Teachers.  
Professor of Education and Psychology, 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.  
Associate Professor of Education, 1955
- JAMES H. WATTS, B.S., M.S., Indiana State Teachers College.  
Assistant Professor of Education, 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.
- 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.

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Colorado  
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University  
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trial Educ  
LEWIS W. YO  
Institute  
Associate

- MARK H. WILLIAMS, A.B., M.A.**, Indiana State Teachers College; Northwestern University.  
 Dean of Men and Assistant Professor of Education, 1946.
- RICHARD E. WINN, B.S., M.S.**, Indiana State Teachers College; Indiana University; Purdue University; University of Missouri.  
 Associate Professor of Physics, 1946.
- WILLIAM T. WITHAM, A.B.**, Drew University; M.A., Columbia University, University of Illinois.  
 Assistant Professor of English, 1959.
- WARREN J. WOLD, B.S., M.S.**, Stout State College.  
 Instructor in Industrial Education, 1959.
- PAUL L. WOLF, B.S.**, Indiana State Teachers College; M.A., Columbia University.  
 Associate Professor of Physical Education and Health, 1928.
- JAMES G. WOLFE, A.B.**, Indiana State Teachers College; M.S., University of Colorado; University of Colorado.  
 Assistant Professor of Physics, 1959.
- SYLVAN A. YAGER, B.S.**, Indiana State Teachers College; M.S., Indiana University; Indiana University.  
 Chairman, Department of Industrial Education, and Professor of Industrial Education, 1921.
- LEWIS W. YOHO, B.S.**, Indiana State Teachers College; M.S., California Institute of Technology; Ed.D., Indiana University.  
 Associate Professor of Trades and Industries, 1958.

COLLEGE STAFF ON TEMPORARY, SPECIAL OR  
PART-TIME ASSIGNMENTS

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| JAMES ANGELL          | Music                       |
| PRUDENCE APPELMAN     | Nursing                     |
| ROBERT ATKINSON       | Foreign Language            |
| CHARLES BACON         | Music                       |
| CHARLES LEE BANNING   | Dean of Men's Office        |
| MRS. JOAN BANNING     | Special Education           |
| JACK BONHAM           | Special Education           |
| ERSEL E. BURGESS      | Music                       |
| MRS. MONA CLARE       | Social Work                 |
| ROBERT COPPEDGE       | Education and Psychology    |
| DALE DELLINGER        | Industrial Education        |
| BARBARA DeLONG        | Physical Education (Women)  |
| RICHARD DOLEJSI       | Industrial Education        |
| CLIFFORD DUCK         | Library                     |
| MRS. MARTHA FIELD     | Home Economics              |
| KENNY FRERICHS        | Music                       |
| RICHARD GARDINER      | Mathematics                 |
| FAY GRIFFITH          | Education                   |
| JANE GWIN             | Laboratory School           |
| KEITH HALL            | Audio-Visual                |
| GARY HARPE            | Special Education           |
| FRANK HAYASHIDA       | Speech                      |
| MRS. CATHERINE HUDSON | Home Economics              |
| WILLIAM B. KEMPER     | Audio-Visual                |
| JAMES KNOBLETT        | Business                    |
| JESSIE McCUNE         | English                     |
| RUTH ANN McDONOUGH    | Information Services Office |
| SANDRA LEE MEYERS     | Laboratory School Library   |
| DONALD MILES          | Industrial Education        |
| MRS. RUTH MORGAN      | English                     |
| DALE B. OWEN          | Audio-Visual                |
| RICHARD PAUL          | Music                       |
| RICHARD D. PETHTEL    | Mathematics                 |
| JAMES PITTMAN         | Laboratory School           |
| JACK R. RALEY         | Social Studies              |
| DIXIE LEE STAHR       | Physical Education (Women)  |
| WARREN STANNARD       | Music                       |
| PAUL FRANCIS STANTON  | Art                         |
| L. D. TADLOCK         | Social Studies              |
| MRS. MARY WATSON      | Home Economics              |
| NANCY WATSON          | Laboratory School           |
| JERRY WEAVER          | Library                     |
| IRA WELBORN           | Special Education           |
| MRS. IRMA WHETSTONE   | Business                    |
| CHARLES LEE WHORWELL  | Music                       |
| JAMES WITTENAUER      | Physical Education (Men)    |
| HELEN WOOD            | Business                    |

## LIBRARY STAFF

- FRED W. HANES**, (See Faculty List).  
Director of Libraries and Chairman, Department of Library Science, 1958.
- THELMA C. BIRD**, B.S., Radford College; M.S.L.S., University of Illinois.  
Head, Teaching Materials Center, 1955.
- VIRGINIA McKEE BRAY**, B.S., Indiana State Teachers College; Indiana University.  
Junior Cataloger, 1956.
- NEAL A. COIL**, (See Faculty List).  
Head, Reference Department, 1959.
- ADELA BOCUILIS DEMING**, B.S., Trenton (N.J.) State Teachers College; Indiana State Teachers College.  
Documents Librarian, 1956.
- HELEN ANN DINKLAGE**, B.S., Western Reserve University; A.B., Cornell College, (Iowa); Laval University, (Quebec); Roosevelt University; University of California, (Berkeley); M.A., University of Iowa.  
Senior Librarian, 1958.
- GERALDINE MANSON GATES**, A.B., University of Wisconsin; Library School Diploma, University of Wisconsin.  
Assistant Circulation Librarian, 1957.
- DOLLY DAVIS HOOVER**, B.S., Miner Teachers College; B.S.L.S., Catholic University; M.A., University of Chicago.  
Senior Cataloger, 1958.
- MARY E. KING**, A.B., Indiana State Teachers College; B.L.S., University of Illinois; M.A., Indiana State Teachers College.  
Senior Cataloger, 1948.
- ROBERT W. LORENSON**, A.B., M.A.L.S., Indiana University.  
Head, Catalog Department, 1959.
- NELLE M. McCALLA**, (See Faculty List).  
Associate Professor of Library Science and Field Consultant for School Libraries, 1943.
- WALTER T. McCAULEY**, A.B., Murray State College; M.A., George Peabody College for Teachers.  
Assistant Reference Librarian, 1958.
- DAROLD E. RUDE**, A.A., Blackburn College; B.S., M.S., Indiana State Teachers College; Indiana University.  
Order Librarian, 1955.
- DOROTHY H. SHINOSKE**, A.B., James Millikin University; B.S.L.S., M.A., University of Illinois; University of Illinois.  
Head, Circulation Department, 1945.
- LEILA F. THOMPSON**, A.B., George Washington University; University of Illinois.  
Assistant Teaching Materials Librarian, 1956.
- ANNA THOMASSON TRUEB**, A.B., Indiana State Teachers College; University of Wisconsin; Indiana State Teachers College.  
Serials Librarian, 1942.
- ANNA ELIZABETH WELLER**, (See Faculty List).  
Laboratory School Librarian and Assistant Professor of Library Science, 1948.

## ST. ANTHONY HOSPITAL SCHOOL OF NURSING

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of

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### FACULTY

SISTER M. ALVERA, O.S.F., R.N., Diploma in Nursing, St. Elizabeth Hospital School of Nursing, Lafayette, Indiana; B.S., Ursuline College for Women, Cleveland, Ohio; M.A., in Nursing School Administration, Teachers College, Columbia University.  
Director of Nursing, 1958.

MARYANNE ROEHM, R.N., Diploma in Nursing, Union Hospital School of Nursing; B.S., M.S., Indiana State Teachers College; Indiana University.  
Assistant Director, Nursing Education, 1957.

MILDRED BENNETT, R.N., Diploma in Nursing, Union Hospital School of Nursing; B.S., Indiana State Teachers College; M.S., in N. Ed., Indiana University.  
Instructor, Co-ordinator in Medical-Surgical Nursing, 1955.

VIRGINIA CHAPPELL, R.N., Diploma in Nursing, Union Hospital School of Nursing; Indiana State Teachers College.  
Instructor in Nursing of Children, 1958.

COLLEEN CHIRINOS, R.N., Diploma in Nursing, University of Mexico School of Nursing, Mexico City, Mexico; Certificate in Midwifery; Indiana State Teachers College.  
Instructor in Maternity Nursing, 1956.

MARTHA HAGEN, R.N., Diploma in Nursing, Union Hospital School of Nursing; B.S., Indiana State Teachers College.  
Assistant Instructor in Medical-Surgical Nursing, 1958.

DOROTHY RHYNARD, R.N., Diploma in Nursing, Presbyterian Hospital School of Nursing, New York City; B.S., Indiana State Teachers College; Indiana University; University of Michigan; Purdue University.  
Assistant Instructor in Medical-Surgical Nursing, 1959.

LINDA SWINNEY, R.N., Diploma in Nursing, St. Anthony Hospital School of Nursing; Indiana State Teachers College.  
Assistant Instructor in Medical-Surgical Nursing, 1959.

MARGARET TULLY, A.B., St. Mary-of-the-Woods College, St. Mary-of-the-Woods, Indiana; St. Louis University.  
Instructor in Social Sciences, 1947.

FRANCES WALLINGFORD, R.N., Diploma in Nursing, Union Hospital School of Nursing; Indiana State Teachers College; Indiana University; St. Francis College, Fort Wayne, Indiana.  
Assistant Instructor in Medical-Surgical Nursing, 1958.

### LIBRARIAN

ANNA HUCKRIEDE, B.S., Library Science, Indiana State Teachers College.  
Librarian, 1954.

## UNION HOSPITAL SCHOOL OF NURSING

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- PRUDENCE APPELMAN, R.N.**, Diploma in Nursing, Murray Hospital School of Nursing, Butte, Montana; B.S., Nursing Education, Columbia University, New York; M.A. in Education, Miami University, Oxford Ohio. Director, School of Nursing, Associate Professor of Nursing, Indiana State Teachers College.
- 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.
- MADOLON W. REEVES, R.N.**, Diploma in Nursing, Presbyterian Hospital School of Nursing, Chicago, Illinois; B.A., Indiana University; M.A. in Education, Indiana State Teachers College. Assistant Professor in General Nursing, and Chairman, Department of Nursing, Indiana State Teachers College.
- MARY ARNETT, R.N.**, Diploma in Nursing, Union Hospital School of Nursing, Terre Haute, Indiana; B.S. in Nursing, Indiana State Teachers College. Assistant Instructor Medical-Surgical Nursing.
- RUTH BOPP, R.N.**, Diploma in Nursing, Union Hospital School of Nursing, Indiana State Teachers College. Clinical Instructor, Operating Room Nursing.
- PAULINE BUECHEL, R.N.**, Diploma in Nursing, Wesley Hospital School of Nursing, Wichita, Kansas; Graduate Clinical Course, Medical Nursing, St. Louis City Hospital, St. Louis, Missouri; Washington University; University of Pittsburgh; Indiana State Teachers College. Co-ordinator, Audio Visual Aids; Instructor, Medical-Surgical Nursing.
- GEORGIA COTTON, R.N.**, Diploma in Nursing, Union Hospital School of Nursing; Indiana University; Chicago University, Chicago, Illinois; Registered Technician in X-ray and Laboratory. Director of Student Health.
- MARTHA FIELDS, R.N.**, Diploma in Nursing, Union Hospital School of Nursing; Indiana State Teachers College. Assistant Clinical Instructor in Medical-Surgical Nursing.
- JACQUELYN FOX, R.N.**, Diploma in Nursing, Indiana University Medical Center; B.S. in Nursing, Indiana University. Assistant Clinical Instructor, Medical-Surgical Nursing.
- BETTY J. FRY, R.N.**, Diploma in Nursing, Union Hospital School of Nursing; B.S., Nursing Education, Indiana State Teachers College. Clinical Instructor, Medical-Surgical Nursing.
- DOROTHY HARWOOD, R.N.**, Diploma in Nursing, Paris Hospital School of Nursing, Paris, Illinois; Post Graduate course, Margaret Hague Maternity Hospital, Jersey City, New Jersey; B.S. in Nursing, Indiana State Teachers College. Clinical Instructor, Maternity Nursing.
- GENEVA R. HAVENER, B.S.** in Home Economics, Purdue University, Lafayette, Indiana. Instructor, Diet Therapy.
- DELIA OWENS, R.N.**, Diploma in Nursing, Franklin Boulevard Hospital School of Nursing, Chicago, Illinois; Indiana University; Indiana State Teachers College. Assistant Clinical Instructor, Medical-Surgical Nursing.
- MARGARET L. ROBINSON, R.N.**, Diploma in Nursing, Presbyterian Hospital School of Nursing, Chicago, Illinois; B.S. in Nursing, University of Illinois; Post Graduate course in Premature Nursery, Sarah Morris Hospital of Michael Reese Hospital, Chicago, Illinois. Clinical Instructor, Child Nursing.
- SUELLEN SMITH, R.N.**, Diploma in Nursing, Union Hospital School of Nursing; B.S. in Nursing, Indiana State Teachers College. Assistant Clinical Instructor, Medical-Surgical Nursing.

### LIBRARIAN

**NORMA MANLEY**, Indiana State Teachers College.



## OFFICE AND PERSONNEL DIRECTORY

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Brehm, Mrs. Muriel
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Tatlock, Vilmer L.  
Burdick, Mrs. Lois
- GRADUATE DIVISION (AD-101)**  
Clark, Elmer J.  
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- INFORMATION SERVICES (AD-207)**  
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- LABORATORY SCHOOL**  
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Milewski, Mrs. June
- LIBRARY**  
Hanes, Fred W.  
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Gregg, Janet  
Greiner, Sylvia  
Ketchem, Mrs. Jessamine  
Lamb, Patricia Ann  
Lewin, Mrs. Jo Anne  
Schlup, Mrs. Barbara  
Taylor, Dorothy  
Taylor, Nellie
- MIMEOGRAPH OFFICE (AD-3)**  
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- NURSING (ES-First Floor)**  
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- PERSONNEL (AD-205)**  
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Broadwell, Mrs. Florence
- PHYSICIAN AND NURSE (AD-1)**  
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Wiseman, Robert J.
- RESEARCH AND TEACHERS  
COLLEGE JOURNAL (ES-302)**  
Hardaway, Charles W.
- RESIDENCE HALLS**  
Burford Hall (Women)  
Goebel, Dorothy  
McCord, Patricia

Reeve Hall (Women)  
 Hudson, Betty Jo  
 Anderson, Mary J.  
 W. W. Parsons Hall (Men)  
 Johnson, Otha L.  
 SCHOLARSHIPS, SCHOOL  
 SERVICES (AD-209)  
 Schomer, Wayne E.  
 Cleary, Mrs. Doris A.  
 STUDENT UNION BUILDING  
 Redfearn, George  
 Brinkman, Mrs. Phyllis  
 Standau, Mrs. Lela  
 SUPERINTENDENT OF  
 BUILDINGS AND GROUNDS  
 (AD-4)  
 Buchholz, Harry

Margason, Charles  
 Shafer, William  
 Rand, Mrs. Dorothy  
 SUPERVISED TEACHING  
 (LAB. SCH.)  
 Sharpe, Donald M.  
 Tanruther, Edgar M.  
 Brewer, Mrs. Wenonah  
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 Henry, Marvin  
 Phillips, Thomas  
 Shipla, Otto  
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## SECRETARIES FOR MISCELLANEOUS OFFICES

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 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 TEACHERS

(Teachers of the Public Schools of Indiana who Cooperated with I.S.T.C. as Supervisors of Student Teachers, 1958-59.)

| Name                   | School                     | Location       |
|------------------------|----------------------------|----------------|
| Abel, Richard          | River Forest H.S.          | Hobart         |
| Adamson, Margaret Jane | Wiley H.S.                 | Terre Haute    |
| Agnew, Miriam          | Bosse H.S.                 | Evansville     |
| Ahlering, Inez         | Reitz H.S.                 | Evansville     |
| Ahrens, Robert         | Wiley H.S.                 | Terre Haute    |
| Akers, Eugene          | Greencastle H.S.           | Greencastle    |
| Albietz, Wilbur        | Columbus H.S.              | Columbus       |
| Alvey, George          | Tell City H.S.             | Tell City      |
| Amrhein, Amelia        | Montrose                   | Terre Haute    |
| Anderson, Ernest       | Concannon H.S.             | Vigo County    |
| Andress, Max D.        | Columbus H.S.              | Columbus       |
| Andrews, Lucille       | Vigo                       | Vincennes      |
| Andrews, Ruth          | New Castle H.S.            | New Castle     |
| Archer, John E.        | Lincoln H.S.               | Vincennes      |
| Armstrong, Marvin      | Decatur Central H.S.       | Indianapolis   |
| Asbury, Paul L.        | Sullivan H.S.              | Sullivan       |
| Auer, Richard T.       | Woodrow Wilson Jr. H.S.    | Terre Haute    |
| Ayers, Geraldine       | Montezuma                  | Montezuma      |
| Bain, Leslie           | Wiley H.S.                 | Terre Haute    |
| Baird, Frank           | Broad Ripple H.S.          | Indianapolis   |
| Baker, Wyant E.        | Lincoln H.S.               | Vincennes      |
| Bays, Esther           | Linton-Stockton Elementary | Linton         |
| Beaman, Eugene         | Broad Ripple H.S.          | Indianapolis   |
| Becker, Robert C.      | Central H.S.               | Evansville     |
| Berto, Anthony G.      | Delphi H.S.                | Delphi         |
| Bertsch, Ruth          | Broad Ripple H.S.          | Indianapolis   |
| Beverly, Phil          | Bosse H.S.                 | Evansville     |
| Bigham, Edith          | McLean Junior H.S.         | Terre Haute    |
| Biller, Warren         | Hobart H.S.                | Hobart         |
| Birket, Jessie         | Vigo                       | Vincennes      |
| Blackman, Kennis       | Salem-Washington Twp. H.S. | Salem          |
| Blair, Lucille         | Meadows                    | Terre Haute    |
| Blind, Dennis          | Attica H.S.                | Attica         |
| Blythe, Mrs. Elston    | North H.S.                 | Evansville     |
| Bock, Hester           | Washington H.S.            | Indianapolis   |
| Bolton, William        | Linton-Stockton H.S.       | Linton         |
| Bosma, Theodora C.     | Decatur Central H.S.       | Indianapolis   |
| Boyer, Edward M.       | Bedford H.S.               | Bedford        |
| Boyer, Ray             | Linton-Stockton H.S.       | Linton         |
| Boyle, Barbara         | Meadows                    | Terre Haute    |
| Boyle, Mary Jane       | Jefferson H.S.             | Lafayette      |
| Bradshaw, Robert       | Delphi H.S.                | Delphi         |
| Bratton, Russell       | Kokomo H.S.                | Kokomo         |
| Bridgeford, Oral       | Manual H.S.                | Indianapolis   |
| Bridges, Charles E.    | Lincoln H.S.               | Vincennes      |
| Briscoe, John          | Lincoln H.S.               | Vincennes      |
| Brokamp, Robert        | Batesville H.S.            | Batesville     |
| Brown, Desree          | Central                    | Clinton        |
| Byers, Olive           | Morton H.S.                | Hammond        |
| Byrne, Martha Helen    | Princeton H.S.             | Princeton      |
| Cade, Joyce            | East Side                  | Brazil         |
| Cade, Nellie           | Veedersburg H.S.           | Veedersburg    |
| Calhoun, Charles       | Reitz H.S.                 | Evansville     |
| Campbell, Henry A.     | Woodrow Wilson Jr. H.S.    | Terre Haute    |
| Carnelley, Juanita     | North Side Jr. H.S.        | Elkhart        |
| Carr, Merrill          | Fayette Twp. H.S.          | New Goshen     |
| Carr, Robert           | Salem-Washington Twp. H.S. | Salem          |
| Carrier, Byron R.      | Central H.S.               | South Bend     |
| Carter, Evelyn         | Terre Haute City Schools   | Terre Haute    |
| Carter, Robert E.      | New Albany H.S.            | New Albany     |
| Cash, Golda J.         | North Central H.S.         | Farmersburg    |
| Castelluccio, Curtis   | Crawfordsville H.S.        | Crawfordsville |
| Chalos, Pete           | Van Buren H.S.             | Brazil         |
| Chandler, Marie        | Washington                 | Terre Haute    |
| Chandler, Ralph        | Ben Davis H.S.             | Ben Davis      |
| Chenhall, Robert       | Sullivan H.S.              | Sullivan       |
| Chestnut, Stuart       | Washington H.S.            | Washington     |
| Christian, Gladys      | Cruft                      | Terre Haute    |
| Christian, Susan       | State School for the Deaf  | Indianapolis   |
| Ciochina, John         | Manual High School         | Indianapolis   |
| Clark, Gertrude        | Wood H.S.                  | Indianapolis   |
| Clark, Harlan          | Salem-Washington Twp. H.S. | Salem          |
| Clark, Harriett M.     | Worthington H.S.           | Worthington    |
| Clift, Frank           | West Terre Haute H.S.      | Vigo County    |
| Cline, Frank           | Ben Davis H.S.             | Ben Davis      |

COOPERATING SUPERVISORS OF STUDENT TEACHERS 257

| Name                  | School                     | Location      |
|-----------------------|----------------------------|---------------|
| Clones, Eugene        | North Central H.S.         | Marion County |
| Coltharp, Wayne       | Glenn H.S.                 | Vigo County   |
| Cones, Genevieve      | Thorntown H.S.             | Thorntown     |
| Conrad, Margaret      | Montrose                   | Terre Haute   |
| Cook, Frances         | Collett                    | Terre Haute   |
| Cooksey, R. Nelson    | Broad Ripple H.S.          | Terre Haute   |
| Coombs, Willis        | Bedford H.S.               | Indianapolis  |
| Corn, Carl F.         | Washington H.S.            | Bedford       |
| Cornelius, L'Dean     | Logansport H.S.            | Washington    |
| Corsi, Uldean         | Richmond H.S.              | Logansport    |
| Cottom, C. Kenneth    | Gerstmeyer H.S.            | Richmond      |
| Coy, Lory             | Kokomo H.S.                | Terre Haute   |
| Crabbs, Beverly       | Plymouth H.S.              | Kokomo        |
| Crane, Rosina         | Florida Twp. H.S.          | Plymouth      |
| Craven, Robert        | Honey Creek H.S.           | Rosedale      |
| Crawford, Robert      | Manual H.S.                | Vigo County   |
| Crispin, Leora        | Warren                     | Indianapolis  |
| Cummings, Gladys      | Noblesville H.S.           | Terre Haute   |
| Cunningham, Grace     | Broad Ripple H.S.          | Noblesville   |
| Damer, Ruth H.        | Woodrow Wilson Jr. H.S.    | Indianapolis  |
| Davies, Melvin        | Shelbyville H.S.           | Terre Haute   |
| Daugherty, Claude     | Sullivan H.S.              | Shelbyville   |
| Davison, Maynard      | Honey Creek H.S.           | Sullivan      |
| Dean, Alma            | Reitz H.S.                 | Vigo County   |
| Deckard, Lloyd E.     | Reitz H.S.                 | Evansville    |
| Decker, Howard E.     | West Terre Haute H.S.      | Evansville    |
| Dewey, Susie J.       | Gerstmeyer H.S.            | Vigo County   |
| Dieber, John E.       | Elkhart H.S.               | Terre Haute   |
| Dinkel, Gertrude      | Deming                     | Elkhart       |
| Dodson, Billy Joe     | Woodrow Wilson Jr. H.S.    | Terre Haute   |
| Dollens, Blanche      | North Side                 | Terre Haute   |
| Dorney, Beulah P.     | Honey Creek H.S.           | Washington    |
| Downey, Earl D.       | Princeton H.S.             | Vigo County   |
| Dunlap, Norman R.     | Woodrow Wilson Jr. H.S.    | Princeton     |
| Dustin, Floda         | Salem-Washington Twp. H.S. | Terre Haute   |
| Early, James          | Centrai H.S.               | Salem         |
| Eaton, Harold         | Rensselaer H.S.            | South Bend    |
| Edmonson, Marguerite  | Indianapolis City Schools  | Rensselaer    |
| Edwards, John T.      | Manual H.S.                | Indianapolis  |
| Eggleston, Daniel     | Central H.S.               | Indianapolis  |
| Egli, Paul D.         | Morocco H.S.               | Evansville    |
| Elledge, James        | Martinsville H.S.          | Morocco       |
| Ellis, Oren Paul      | Switz City H.S.            | Martinsville  |
| Ellrod, Wilburn       | Richmond H.S.              | Switz City    |
| Endris, Pat           | Bedford H.S.               | Richmond      |
| Engle, Nadine         | Reitz H.S.                 | Bedford       |
| Engle, Walter L., Jr. | Garfield H.S.              | Evansville    |
| Ennis, Masie          | Sugar Grove                | Terre Haute   |
| Esperson, Mary Ellen  | Davis Park                 | Terre Haute   |
| Esten, Virginia       | Hammond H.S.               | Terre Haute   |
| Evans, Louis S.       | Washington H.S.            | Hammond       |
| Evans, Pauline        | Wiley H.S.                 | Washington    |
| Evinger, Leslie       | Garfield H.S.              | Terre Haute   |
| Evrard, Charles       | Wiley H.S.                 | Terre Haute   |
| Fader, Rebecca        | Southwestern H.S.          | Terre Haute   |
| Fairchild, Everette   | Beech Grove H.S.           | Flat Rock     |
| Farlow, Thomas N.     | Hobart H.S.                | Beech Grove   |
| Fecht, Ruth           | Washington H.S.            | Hobart        |
| Ferkins, JoAnn        | Beech Grove H.S.           | Washington    |
| Fiess, Robert         | Gerstmeyer H.S.            | Beech Grove   |
| Fischer, Claire       | Indianapolis City Schools  | Terre Haute   |
| Flack, Emma           | Gerstmeyer H.S.            | Indianapolis  |
| Flansberg, Glenn      | Morton H.S.                | Terre Haute   |
| Flesher, Mary Alice   | Thornton                   | Hammond       |
| Foltz, Marguerite     | Anderson City Schools      | Terre Haute   |
| Ford, Alta K.         | Indianapolis City Schools  | Anderson      |
| Ford, Virginia        | Madison                    | Indianapolis  |
| Ford, Wynnie          | Noblesville H.S.           | South Bend    |
| Foreman, Guy F.       | LaPorte H.S.               | Noblesville   |
| Frazier, Mae S.       | Thompson                   | LaPorte       |
| French, Luis          | Portage Twp.               | Terre Haute   |
| Frey, Kathryn         | Switz City H.S.            | East Gary     |
| Frisz, Joe            | North Central H.S.         | Switz City    |
| Froeb, Frances        | Cruft                      | Farmersburg   |
| Fruerk, Martha        | Riley H.S.                 | Terre Haute   |
| Gabburd, Darrell      | Linton-Stockton H.S.       | South Bend    |
| Gard, Jessica         | North Central H.S.         | Linton        |
| Gardner, Emma Jane    | Terre Haute City Schools   | Farmersburg   |
| Gibbs, Mavor J.       | Gerstmeyer H.S.            | Terre Haute   |
| Gieseka, Ethel        | Patoka H.S.                | Terre Haute   |
| Gingher, Robert       | Dugger H.S.                | Patoka        |
| Goerlitz, George      | Bosse H.S.                 | Dugger        |
| Graham, Richard       | Veedersburg H.S.           | Evansville    |
|                       |                            | Veedersburg   |

## 258 COOPERATING SUPERVISORS OF STUDENT TEACHERS

| Name                    | School                      | Location       |
|-------------------------|-----------------------------|----------------|
| Grayam, Vaino           | Sullivan H.S.               | Sullivan       |
| Gregg, Paul             | Hammond H.S.                | Hammond        |
| Grimes, Elizabeth       | Terre Haute City Schools    | Terre Haute    |
| Groves, Marjorie J.     | Morton H.S.                 | Hammond        |
| Guenter, Johanne        | Howe H.S.                   | Indianapolis   |
| Hale, Lester            | Lawrenceburg H.S.           | Lawrenceburg   |
| Halt, Eulice V.         | Wiley H.S.                  | Terre Haute    |
| Hamman, Richard         | Hobart H.S.                 | Hobart         |
| Hansell, Donald         | Ben Davis H.S.              | Ben Davis      |
| Harbett, Mildred        | Linton-Stockton H.S.        | Linton         |
| Hardman, Anne M.        | Woodrow Wilson Jr. H.S.     | Terre Haute    |
| Hardman, Harold         | Greencastle H.S.            | Greencastle    |
| Harpring, William       | Veedersburg H.S.            | Veedersburg    |
| Harrah, James           | West Terre Haute H.S.       | Vigo County    |
| Hart, William           | Linton-Stockton H.S.        | Linton         |
| Hartman, James H.       | Sullivan H.S.               | Sullivan       |
| Hartman, Ruth           | Glenn H.S.                  | Vigo County    |
| Hary, Joseph            | Princeton H.S.              | Princeton      |
| Haseman, Bea            | Linton-Stockton Elementary  | Linton         |
| Haskins, Mildred        | Manual H.S.                 | Indianapolis   |
| Haupt, Portia           | Wabash H.S.                 | Wabash         |
| Haupt, Margaret         | Gerstmeyer H.S.             | Terre Haute    |
| Hawker, James F.        | Jefferson H.S.              | Lafayette      |
| Haxton, Virginia        | Collett                     | Terre Haute    |
| Hayes, Ellis            | Morton H.S.                 | Hammond        |
| Hazelett, Hazel         | Martinsville H.S.           | Martinsville   |
| Heaton, Louise          | Linton-Stockton H.S.        | Linton         |
| Herbert, Edward C.      | Horace Mann H.S.            | Gary           |
| Hiatt, Milton           | Broad Ripple H.S.           | Indianapolis   |
| Hicks, Mary Louise      | Woodrow Wilson Jr. H.S.     | Terre Haute    |
| Hightower, Ruth         | Lincoln-Stockton Elementary | Linton         |
| Hill, Arthur, Jr.       | Martinsville H.S.           | Martinsville   |
| Hill, Clifford          | Martinsville H.S.           | Martinsville   |
| Hill, Robert            | Lincoln H.S.                | Vincennes      |
| Hine, Oscar Wendell     | Ben Davis H.S.              | Ben Davis      |
| Hineline, Mabel K.      | Deming                      | Terre Haute    |
| Hoehn, Dorothy          | Jeffersonville H.S.         | Jeffersonville |
| Holbert, Paul           | Clinton H.S.                | Clinton        |
| Holts, Alvin            | North H.S.                  | Evansville     |
| Hoopingarner, Joe W.    | Woodrow Wilson Jr. H.S.     | Terre Haute    |
| Hornaday, Nila          | Indianapolis City Schools   | Indianapolis   |
| Hoskins, Charles        | Linton-Stockton H.S.        | Linton         |
| Houchin, Richard        | Petersburg H.S.             | Petersburg     |
| Houghtelin, Joe         | Clinton H.S.                | Clinton        |
| Howenstein, Marshall C. | West Lafayette H.S.         | West Lafayette |
| Howland, Mary           | Indianapolis City Schools   | Indianapolis   |
| Huber, Mary             | Fuqua                       | Terre Haute    |
| Hughes, Sue             | New Albany H.S.             | New Albany     |
| Hunter, Mabel V.        | Morton H.S.                 | Hammond        |
| Irons, John             | Dugger H.S.                 | Dugger         |
| Isaacs, C. Huston       | Gerstmeyer H.S.             | Terre Haute    |
| Jackson, David          | Lincoln H.S.                | Vincennes      |
| Jackson, James H.       | Concannon H.S.              | Vigo County    |
| Jackson, Loren O.       | Ben Davis H.S.              | Ben Davis      |
| Jacques, Frances        | Fuqua                       | Terre Haute    |
| Johnson, Alfred F.      | Clinton H.S.                | Clinton        |
| Johnson, Mary V.        | Turkey Run H.S.             | Marshall       |
| Johnson, William        | Bedford                     | Bedford        |
| Jones, Eugene           | Washington                  | Washington     |
| Jones, James E.         | Logansport                  | Logansport     |
| Jones, Raymond E.       | North H.S.                  | Evansville     |
| Jones, William          | Tell City H.S.              | Tell City      |
| Keller, Herman F.       | Bosse H.S.                  | Evansville     |
| Kellum, Anne            | Arsenal Tech H.S.           | Indianapolis   |
| Kendall, Mar-Elizabeth  | Elkhart H.S.                | Elkhart        |
| Kienly, Georgiana       | Jefferson H.S.              | Lafayette      |
| Kincaid, Wayne          | Manual H.S.                 | Indianapolis   |
| Kinzell, Nell           | School No. 15               | Indianapolis   |
| Kirk, Jessie            | Ben Davis H.S.              | Ben Davis      |
| Kirk, Lester D.         | Petersburg H.S.             | Petersburg     |
| Kirkham, Mildred        | Linton-Stockton Elementary  | Linton         |
| Kramer, Charles F.      | Covington H.S.              | Covington      |
| Kraiewski, Robert       | East Chicago City Schools   | East Chicago   |
| Kunkel, Jerry           | Carlisle-Haddon H.S.        | Carlisle       |
| LaFollette, Mary Edna   | North Central H.S.          | Farmersburg    |
| Latta, Manfred L.       | Glenn H.S.                  | Vigo County    |
| Lavering, Turrell       | Broad Ripple H.S.           | Indianapolis   |
| Laxen, Ruth             | Warren                      | Terre Haute    |
| Libbert, Anna Jane      | Deming                      | Terre Haute    |
| Lind, Charles           | Linton-Stockton H.S.        | Linton         |
| Loar, Edward            | Richmond H.S.               | Richmond       |
| Long, Solon             | Morgantown H.S.             | Morgantown     |

COOPERATING SUPERVISORS OF STUDENT TEACHERS 259

| Name                     | School                     | Location         |
|--------------------------|----------------------------|------------------|
| Longbrake, Albert        | Reitz H.S.                 | Evansville       |
| Lorton, Bradley          | Garfield H.S.              | Terre Haute      |
| Lowe, Eugene             | Tell City H.S.             | Tell City        |
| Lynch, Donald            | Sullivan H.S.              | Sullivan         |
| Lyon, Dorothy            | Arsenal Tech H.S.          | Indianapolis     |
| McCarthy, John           | Honey Creek H.S.           | Vigo County      |
| McConnell, Herbert A.    | Salem-Washington Twp. H.S. | Salem            |
| McCool, George           | Decatur Central H.S.       | Indianapolis     |
| McCool, L. Edward        | Clinton H.S.               | Clinton          |
| McCullough, John         | Greencastle H.S.           | Greencastle      |
| McDonald, Esta           | Linton-Stockton Elementary | Linton           |
| McHargue, Hubert         | Rosedale H.S.              | Rosedale         |
| McKean, Samuel           | Plymouth H.S.              | Plymouth         |
| McKown, Vernon           | New Albany H.S.            | New Albany       |
| McQuillan, Mary Ann      | Woodrow Wilson Jr. H.S.    | Terre Haute      |
| Madden, Florence         | Rushville H.S.             | Rushville        |
| Magnetta, Valeria        | Sugar Grove                | Terre Haute      |
| Mahan, Guy               | Washington H.S.            | Indianapolis     |
| Malloy, William          | Wiley H.S.                 | Terre Haute      |
| Manis, Roy               | Rensselaer H.S.            | Rensselaer       |
| Marcinko, Joe            | Glenn H.S.                 | Vigo County      |
| Marsh, Esther            | Riley                      | Vincennes        |
| Martin, Harold           | Sullivan H.S.              | Sullivan         |
| Mason, Albert R.         | Gerstmeyer H.S.            | Terre Haute      |
| May, Howard              | South Side Jr. H.S.        | Anderson         |
| Meadows, Isobel          | Wood H.S.                  | Indianapolis     |
| Melton, John             | Morton H.S.                | Hammond          |
| Merder, Kenneth          | Sullivan H.S.              | Sullivan         |
| Meurer, Henry E.         | Otter Creek H.S.           | Vigo County      |
| Michael, Arthur E.       | Thorntown H.S.             | Thorntown        |
| Middleton, Mary Ann      | Jeffersonville H.S.        | Jeffersonville   |
| Miller, Erschel          | Linton-Stockton Elementary | Linton           |
| Miller, J. W.            | Switz City H.S.            | Switz City       |
| Miller, T. J.            | North H.S.                 | Evansville       |
| Monk, Irma               | New Central                | Sullivan         |
| Monninger, Mrs. Ermal B. | Arsenal Tech H.S.          | Indianapolis     |
| Moore, Janet             | South Side Jr. H.S.        | Anderson         |
| Moore, J.B.              | Martinsville H.S.          | Martinsville     |
| Moore, Thomas            | Honey Creek H.S.           | Vigo County      |
| Morgan, Barbara          | McLean Jr. H.S.            | Terre Haute      |
| Mullican, James          | Attica H.S.                | Attica           |
| Murray, W. Alfred        | Bosse H.S.                 | Evansville       |
| Myers, George L.         | Portage Twp. H.S.          | East Gary        |
| Myers, Paul              | Wabash H.S.                | Wabash           |
| Myers, William H.        | Princeton H.S.             | Princeton        |
| Nave, Lyle O.            | Howe H.S.                  | Indianapolis     |
| Nay, Charles Lincoln     | Speedway H.S.              | Speedway         |
| Neckar, Herman           | Davis Park                 | Terre Haute      |
| Newman, Roy E.           | Gerstmeyer H.S.            | Terre Haute      |
| Nolan, Florence          | Glendale                   | Clinton          |
| Nolte, Leonard H.        | Manual H.S.                | Indianapolis     |
| Norris, Marion           | Technical H.S.             | Hammond          |
| Nowlin, Mabel            | Sullivan H.S.              | Sullivan         |
| Ogden, Mary              | Lawrenceburg H.S.          | Lawrenceburg     |
| Ohm, Mary                | Woodrow Wilson Jr. H.S.    | Terre Haute      |
| Oliphant, Paul           | Worthington H.S.           | Worthington      |
| Orman, Harold            | Beech Grove H.S.           | Beech Grove      |
| Osborn, Louise           | Central H.S.               | Evansville       |
| Osborn, Marjorie         | Rockville H.S.             | Rockville        |
| Owen, Archie             | North H.S.                 | Evansville       |
| Packham, Richard         | Portage Twp. H.S.          | East Gary        |
| Palmer, Mary Ruth        | Anderson H.S.              | Anderson         |
| Park, John W.            | Crawfordsville H.S.        | Crawfordsville   |
| Patterson, Marion        | Lincoln H.S.               | Vincennes        |
| Payne, Kenneth           | Wiley H.S.                 | Terre Haute      |
| Peck, James L.           | Rockville H.S.             | Rockville        |
| Peigh, Charles           | Honey Creek H.S.           | Vigo County      |
| Penman, Mildred          | Brazil H.S.                | Brazil           |
| Pennington, Mary         | South                      | West Terre Haute |
| Persinger, Chester L.    | Sarah Scott Jr. H.S.       | Terre Haute      |
| Petrie, Mildred          | Warsaw H.S.                | Warsaw           |
| Philapy, Geraldine       | Kokomo H.S.                | Kokomo           |
| Pittenger, Sherman       | Howe H.S.                  | Indianapolis     |
| Pound, Ruby              | Montrose                   | Terre Haute      |
| Price, Edith R.          | Gerstmeyer H.S.            | Terre Haute      |
| Price, La Ferne          | Wiley H.S.                 | Terre Haute      |
| Proffitt, S. T.          | Wiley H.S.                 | Terre Haute      |
| Pruett, Imogene          | Martinsville H.S.          | Martinsville     |
| Purcell, Leon            | Honey Creek H.S.           | Vigo County      |
| Ragsdale, Katrina        | Beech Grove H.S.           | Beech Grove      |
| Rall, Margaret R.        | Terre Haute City Schools   | Terre Haute      |
| Randell, Rogers E.       | Roosevelt H.S.             | Gary             |
| Rankin, Fred             | Beech Grove H.S.           | Beech Grove      |

## 260 COOPERATING SUPERVISORS OF STUDENT TEACHERS

| Name                    | School                      | Location       |
|-------------------------|-----------------------------|----------------|
| Ray, Edna               | Riley                       | Vincennes      |
| Records, Mary A.        | Gerstmeyer H.S.             | Terre Haute    |
| Rector, Irma            | Montrose                    | Terre Haute    |
| Reed, Dorothy           | Hobart H.S.                 | Hobart         |
| Reed, Martha Kelly      | Anderson H.S.               | Anderson       |
| Reese, Clifford M.      | Pike Twp. H.S.              | New Augusta    |
| Reitzel, Helen          | Garfield H.S.               | Terre Haute    |
| Rentschler, James E.    | Woodrow Wilson Jr. H.S.     | Terre Haute    |
| Reynolds, Velora        | McKeen                      | Terre Haute    |
| Rhea, Frank E.          | North Central H.S.          | Marion County  |
| Rhoads, Mary            | Fairbanks                   | Terre Haute    |
| Rice, Delbert           | Sarah Scott Jr. H.S.        | Terre Haute    |
| Richardson, Virginia    | Bedford H.S.                | Bedford        |
| Richey, Helen           | McKeen                      | Terre Haute    |
| Riley, Charles          | North Central H.S.          | Marion County  |
| Rinehart, Keith         | Logansport H.S.             | Logansport     |
| Risch, Marie            | Lincoln H.S.                | Vincennes      |
| Ritenour, Fred          | Griffith H.S.               | Griffith       |
| Rohrbaugh, James L.     | Shields H.S.                | Seymour        |
| Ross, Dorothy           | Mills                       | Crawfordsville |
| Rowe, Margaret          | Howe H.S.                   | Indianapolis   |
| Rowe, Wilburn H.        | Worthington H.S.            | Worthington    |
| Rucker, Juanita         | Chrysler H.S.               | New Castle     |
| Russell, Mary Alice     | Dana Elementary             | Dana           |
| Sallee, Clyde           | Speedway H.S.               | Speedway       |
| Sandberg, Eugene        | Turkey Run H.S.             | Marshall       |
| Sanders, Sanford        | Patoka H.S.                 | Patoka         |
| Sanidas, George         | Horace Mann H.S.            | Gary           |
| Saucerman, Ethel        | Linton-Stockton Elementary  | Linton         |
| Saunders, Carl          | Griffith H.S.               | Griffith       |
| Saupert, Flora          | Princeton H.S.              | Princeton      |
| Schell, A. T.           | Technical H.S.              | Hammond        |
| Shepherd, William Lee   | Carmel H.S.                 | Carmel         |
| Schepper, Boyd T.       | Gerstmeyer H.S.             | Terre Haute    |
| Schermer, Russell       | Rushville H.S.              | Rushville      |
| Schulte, Richard F.     | Lincoln H.S.                | Vincennes      |
| Sclipcea, Alyce         | Schopl No.90                | Indianapolis   |
| Scott, Hugh             | Jeffersonville H.S.         | Jeffersonville |
| Scott, Thelma A.        | West Lafayette City Schools | West Lafayette |
| Seath, Nelle            | Gerstmeyer H.S.             | Terre Haute    |
| Seeley, Robert          | Adams H.S.                  | South Bend     |
| Sharpe, Howard L.       | Gerstmeyer H.S.             | Terre Haute    |
| Shearer, Juanita        | Brazil H.S.                 | Brazil         |
| Shonkwiler, Ada Lee     | Martinsville H.S.           | Martinsville   |
| Siebenmorgen, Mary Ruth | Deming                      | Terre Haute    |
| Silvers, Stuart         | Fisher                      | Speedway       |
| Simpson, Bessie         | Indianapolis City Schools   | Indianapolis   |
| Sims, Henry             | Washington H.S.             | Washington     |
| Sinclair, Gwendolyn     | Thornton                    | Terre Haute    |
| Sinclair, Vivian        | McLean Jr. H.S.             | Terre Haute    |
| Sister Ann Monica       | Schulte H.S.                | Terre Haute    |
| Sister Mary Gertrude    | Schulte H.S.                | Terre Haute    |
| Slatton, Donald         | Petersburg H.S.             | Terre Haute    |
| Small, Dean             | Honey Creek H.S.            | Petersburg     |
| Smith, Tom              | Attica H.S.                 | Vigo County    |
| Smith, Wallace D.       | Vigo County Schools         | Attica         |
| Stahl, Martha           | Thompson                    | Vigo County    |
| Stevens, Bernice        | Reitz H.S.                  | Terre Haute    |
| Stevens, Darwin         | Wood H.S.                   | Evansville     |
| Stewart, Harold W.      | Greencastle H.S.            | Indianapolis   |
| Stewart, Lillian        | Trafalgar H.S.              | Greencastle    |
| Strawn, Thomas          | Shelbyville H.S.            | Trafalgar      |
| Strickland, Ruby        | Reitz H.S.                  | Shelbyville    |
| Stuart, Lillian         | Washington                  | Evansville     |
| Stuteville, Edward S.   | Attica H.S.                 | Terre Haute    |
| Summerlot, Naomi L.     | Warren                      | Attica         |
| Taylor, Leora           | Washington                  | Terre Haute    |
| Taylor, Paul            | Wood H.S.                   | Terre Haute    |
| Taylor, Wayne F.        | Peru H.S.                   | Indianapolis   |
| Terrell, Mary           | West                        | Peru           |
| Thompson, Lillian       | Bosse H.S.                  | Plainfield     |
| Thorpe, Marvin          | Manual H.S.                 | Evansville     |
| Tincher, Donald R.      | Sullivan H.S.               | Indianapolis   |
| Tobin, Hal              | Howe H.S.                   | Sullivan       |
| Tout, Frank             | Howe H.S.                   | Indianapolis   |
| Tribble, Mae            | Meridian                    | Indianapolis   |
| Trosky, Louis           | Speedway H.S.               | Brazil         |
| Turner, Howard          | Gerstmeyer H.S.             | Speedway       |
| Tuttle, Marion          | Vaile Elementary            | Terre Haute    |
| Van Liew, Louise        | Columbus H.S.               | Richmond       |
| Vandermark, Arline M.   | Lowell H.S.                 | Columbus       |
| Vaught, George          | Anderson H.S.               | Lowell         |
| Vertrees, Hervie A.     | Howe H.S.                   | Anderson       |
|                         |                             | Indianapolis   |

COOPERATING SUPERVISORS OF STUDENT TEACHERS 261

| Name                   | School                    | Location       |
|------------------------|---------------------------|----------------|
| Voland, Elizabeth      | Franklin H.S.             | Franklin       |
| Vosloh, Channing M.    | Switz City H.S.           | Switz City     |
| Wadsworth, Robert D.   | Woodrow Wilson Jr. H.S.   | Terre Haute    |
| Wailly, Louis          | Garfield H.S.             | Terre Haute    |
| Walker, Clarence       | East Chicago City Schools | East Chicago   |
| Walker, Ernest L.      | South Side H.S.           | Fort Wayne     |
| Walker, Matthew        | Lincoln H.S.              | Vincennes      |
| Warbritton, Kenneth    | Shields H.S.              | Seymour        |
| Watson, Alson H.       | Central H.S.              | Evansville     |
| Walsh, Edith M.        | Terre Haute City Schools  | Terre Haute    |
| Walton, George         | Garfield H.S.             | Terre Haute    |
| Waskom, Robert         | Petersburg H.S.           | Petersburg     |
| Weatherston, Thomas    | New Albany H.S.           | New Albany     |
| Weddle, Winifred       | Honey Creek H.S.          | Vigo County    |
| Weekley, Mrs. Dale     | Sullivan H.S.             | Sullivan       |
| Weigel, Curtis         | Broad Ripple H.S.         | Indianapolis   |
| Weinheimer, Alan       | North Central H.S.        | Marion County  |
| Welch, Marian          | Howe H.S.                 | Indianapolis   |
| Welch, William         | Gerstmeyer H.S.           | Terre Haute    |
| Whitlock, Donald R.    | Woodrow Wilson Jr. H.S.   | Terre Haute    |
| Whitmarsh, Bobbie      | Van Buren H.S.            | Van Buren      |
| Wicker, Dalton         | Speedway H.S.             | Speedway       |
| Wiegand, Marilyn       | School No. 90             | Indianapolis   |
| Williams, Hilda        | Montrose                  | Terre Haute    |
| Williams, Hubert       | Broad Ripple H.S.         | Indianapolis   |
| Williams, James E.     | New Albany H.S.           | New Albany     |
| Williams, Jane         | Crawfordsville H.S.       | Crawfordsville |
| Williams, Louise       | Morton H.S.               | Hammond        |
| Williams, Robert Earl  | Veedersburg H.S.          | Veedersburg    |
| Willman, Robert L.     | New Albany H.S.           | New Albany     |
| Wills, Hildred         | Glenn H.S.                | Vigo County    |
| Wilson, Everett        | Patoka H.S.               | Patoka         |
| Wimmer, Merle          | Howe H.S.                 | Indianapolis   |
| Wood, Hester           | Peru H.S.                 | Peru           |
| Wood, Jean             | Washington H.S.           | Indianapolis   |
| Woodard, Vinton        | Turkey Run H.S.           | Marshall       |
| Wooley, Ruth           | New Central               | Sullivan       |
| Worick, Wayne          | North Central H.S.        | Marion County  |
| Wriggelsworth, Eleanor | Arsepal Tech H.S.         | Indianapolis   |
| Wright, Robert L.      | Woodrow Wilson Jr. H.S.   | Terre Haute    |
| Wright, Vera           | Wiley H.S.                | Terre Haute    |
| Wunker, Robert F., Jr. | Garfield H.S.             | Terre Haute    |
| Yates, Robert Lee      | Lew Wallace H.S.          | Gary           |
| Yeager, Rovene         | Manual H.S.               | Indianapolis   |
| Young, Charles         | Crawfordsville H.S.       | Crawfordsville |
| Zwerner, Joan          | Montrose                  | Terre Haute    |



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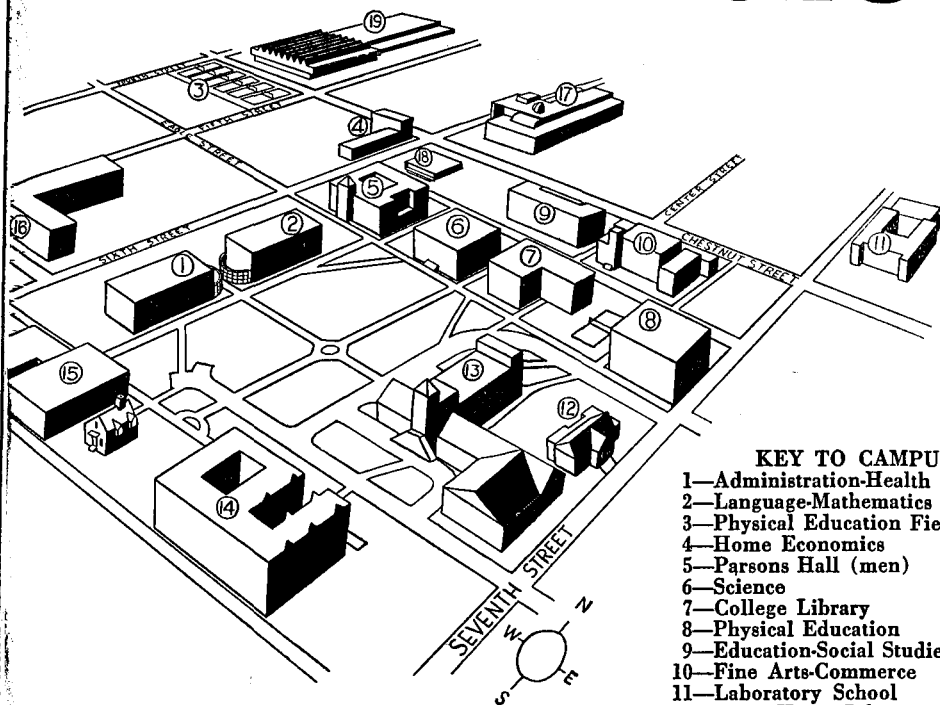
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# indiana state



## KEY TO CAMPUS

- 1—Administration-Health Center
- 2—Language-Mathematics
- 3—Physical Education Field
- 4—Home Economics
- 5—Parsons Hall (men)
- 6—Science
- 7—College Library
- 8—Physical Education
- 9—Education-Social Studies
- 10—Fine Arts-Commerce
- 11—Laboratory School
- 12—Terre Haute Library
- 13—Student Union
- 14—Reeve Hall (women)
- 15—Industrial Education
- 16—Burford Hall (women)
- 17—Science Building
- 18—College Bookstore
- 19—Men's Physical Education

Indiana State Teachers College's compact, convenient, and modern campus area is shown in the above sketch. Fifteen buildings and two buildings under construction are located on the area of some 40 or more acres in the heart of the City of Terre Haute, Indiana. During the last eleven years, most every building has been newly-constructed or remodeled and rehabilitated.

Within the last four years, campus boundaries have been extended to the north and west and further expansion is planned in these same directions.

The new Science Building (17) is currently under construction, and the building being built at a cost of some two and one-half million dollars is expected to be ready for use in September, 1960. Burford Hall for women (16) is a new, six-story residence hall which was opened for the first time in September, 1959. Burford Hall houses 300 students. An addition to the Student Union Building was completed in July, 1959, and this new unit houses a cafeteria, banquet-ball-room, meeting rooms, a recreation room, and offices.

A new physical education building for men (19) costing \$2,700,000 to build will be put under construction early in the summer of 1960. A new, split-level bookstore building was also put under construction early this summer. College officials are studying future building plans for additional residence halls, classroom buildings, and building remodeling and rehabilitation. The Science Hall (6) will be remodeled as the new home of the Business Department.

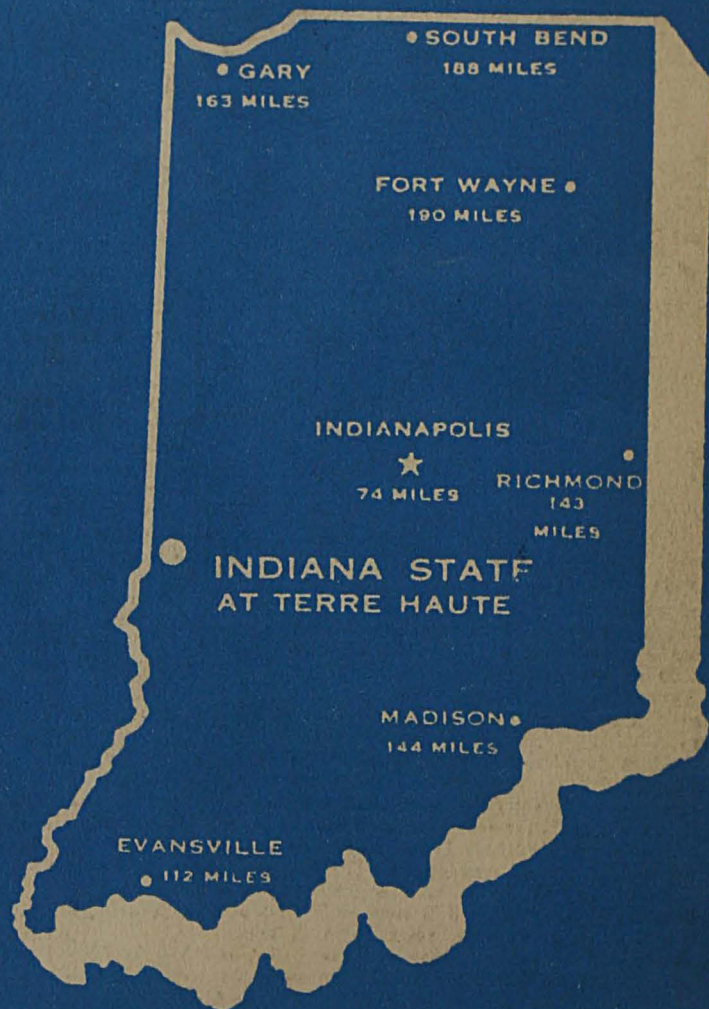
The Industrial Education Building (15) was completely remodeled and re-equipped and opened for classes in 1957. A new, six-story addition was completed to the College Library (7) in 1957. The Home Economics Building (4) was first opened in September, 1956. The 25-classroom Education-Social Studies Building (9) was completed and first opened for classes in 1954.

The eastern side of the campus area is bordered by Seventh Street, the U.S. 41 business route, and the regular U.S. 41 route is along the west side of the campus area on Third Street. The campus is two blocks north of the intersection of U.S. 41 business route and U.S. 40, the "Crossroads of America."

The downtown location of the campus in the City of Terre Haute provides easy access to the city's main business district, bus and railway depots, and churches. Several churches border the eastern side of the campus.

*Serving Indiana  
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*Indiana State*

*Teachers College*  
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