Directory of Correspondence

Correspondence relating to the following should be addressed to:

Ralph N. Tirey, President

1. General College Policy—Commendations or criticisms
2. The James McGregor Scholarships
3. Gifts and endowments

J. E. Grinnell, Dean of Instruction

1. Scholastic progress of students
2. Inquiries relating to positions on instructional staff
3. Application for graduate work

Harry E. Elder, Registrar and Director of Student Programs

1. Admission requirements and registration
2. G.I. evaluation and credit for service schools
3. Transcripts
4. Certification of teachers
5. Catalog and class schedule requests
6. State scholarships
7. Graduation requirements

Ralph Watson, Business Manager

1. Payment of student fees
2. Student loan funds
3. Tuition and subsistence provisions of G.I. bill

Charlotte S. Burford, Dean of Women

1. Student welfare
2. Part-time employment
3. Housing for women students
4. Social activities

V. Dewey Annakin, Dean of Men

1. Men’s dormitory reservations and housing accommodations for married veterans
2. Student welfare
3. Part-time employment
4. Student self-government

Glenn M. Curtis, Director of Athletics

1. General athletic policy
2. Tickets for athletic contests

V. L. Tatlock, Director of Extension Division

1. Extension and correspondence courses
2. Rental films and other aids
3. Adult education

Director of Alumni and Placement

1. Alumni affairs
2. Appointments and promotions of graduates

Department of Public Relations

1. Bulletins and miscellaneous publications
2. General information requests
3. Speakers bureau and college theatre
4. Prospective students interested in coming to college
CURRICULUMS FOR 1946-47
CATALOG ISSUE
A Rededication

With the 1946-1947 edition of the catalog Indiana State Teachers College rededicates both its human and physical resources to the unfinished tasks which lie ahead. As it enters the first decade of the Atomic Age it is not unmindful of the accentuated challenges and obligations with which it is confronted. Since 1870 more than 110,000 of its students have gone forth to enrich the lives of millions of others. With its past history as a criterion it is safe to assume that the immediate future will see its good works expanded among all peoples and all nations of the world. Each individual member of the entire staff of the institution hereby pledges himself to the achievement of this high purpose.
MERLE S. BROWN, B.S., Teachers College, Indianapolis; M.S., Indiana University; Ed.D., Indiana University. Assistant Professor of Elementary Education, 1944.

WILL H. BRYANT, B.M., Findley College; B.S., Indiana State Teachers College; M.M., Syracuse University; Indiana University; Syracuse University. Associate Professor of Music, 1921.

CHARLOTTE SCHWEITZER BURFORD, Indiana State Teachers College; Ph.B., University of Chicago; A.M., Indiana University. Dean of Women, 1903.

CELESTE BURGESON, B.S., University of Minnesota; M.S., Pennsylvania State College. Instructor in Home Economics and Director of Home Management House, 1944.


JAMES W. CARR, B.S., M.S., Indiana State Teachers College. Instructor in Physical Education for Men, 1943.


KENNETH CHRISTIANSEN, A.B., Moorhead State Teachers College; A.M., University of Denver; University of Minnesota; Northwestern University. Assistant Professor of Speech and Director of Forensics, 1945.

MERIBAH CLARK, A.B., University of Illinois; A.M., Teachers College, Columbia University; University of Chicago; Teachers College, Columbia University; State University of Iowa. Associate Professor of Social Studies, 1927.

OLGA ANDREWS COMBS, B.S., M.S., Indiana State Teachers College. Acting Instructor in Elementary Education, 1940.

FLORENCE M. CURTIS, A.B., Iowa State Teachers College; A.M., Columbia University; University of Southern California; New York University. Head, Department of Physical Education for Women and Professor of Physical Education for Women, 1924.

GLENN M. CURTIS, University of Wisconsin; B.S., M.S., Indiana State Teachers College. Assistant Professor of Physical Education for Men and Director of Athletics, 1938.

V. E. DILLARD, Diplomas, Indianapolis Conservatory of Music; Cornell University. Acting Instructor in Music, 1942.

RUBY JANE EAST, A.B., Southern Methodist University; A.M., University of Wisconsin. Associate Professor of Physical Education for Women, 1927.

GEORGE J. EBERHART, B.S., M.S., Indiana University; University of Wisconsin, Ohio State University. Assistant Professor of Commerce, 1936.

LAWRENCE E. EBERLY, A.B., University of Utah; A.M., Columbia University; Ph.D., State University of Iowa. Associate Professor of Music, 1931.

HELEN EDERLE, A.B., Indiana State Teachers College; M.A., University of Illinois; Stanford University. Instructor in Education, 1923.
GERTRUDE EWING, A.B., A.M., Indiana State Teachers College; Indiana University; University of Wisconsin. Assistant Professor of Latin, 1931.

BERTHA WOOLS FITZSIMMONS, A.B., Indiana State Teachers College; A.M., Teachers College, Columbia University; University of Colorado. Associate Professor of Elementary Education, 1923.

ELEANOR FORSYTHE, B.S., Indiana State Teachers College; M.S., New York University. Instructor in Physical Education for Women, 1943.

MARY FREED, B.S., M.S., Indiana State Teachers College. Assistant Professor of Physical Education and Health, 1927. (Conditional leave for wartime military service).

EDWARD M. GIFFORD, A.B., Indiana University; A.M., Columbia University; University of Wisconsin. Assistant Professor of English, 1926.

MARGARET GILLUM, A.B., Indiana State Teachers College; A.M., Teachers College, Columbia University; Columbia University. Associate Professor of English, 1928.

DAVID A. GLASCOCK, A.B., Wabash College; A.M., Ed.D., Indiana University. Associate Professor of Physical Education for Men, 1924.

MARIAN G. GLASCOCK, A.B., University of North Dakota. Part-time Instructor in Commerce.

WENONAH GOSHORN, B.S., M.S., Indiana State Teachers College. Instructor in Art and Dean of Girls in Laboratory School, 1939.

JOSEPH A. GREMELSPACHER, A.B., Butler University; B.S. in P.S.M., Arthur Jordan Conservatory of Music; Indiana State Teachers College. Assistant Professor of Music, 1939.

FAY GRIFFITH, Indiana State Teachers College; B.S., A.M., Teachers College, Columbia University. Associate Professor of Education, 1920.

FRED HARRIS, B.S., M.S., Indiana State Teachers College. Instructor in Elementary Education, 1941.

WESLEY S. HARRIS, Oakland City College; Varies Business College. Instructor in Mining, 1942.

SARA KING HARVEY, A.B., Indiana State Teachers College; A.M., Ph.D., University of Chicago. Professor of English, 1921.

PAUL B. HEADDY, A.B., Ball State Teachers College. Instructor in Social Studies, 1940.

ARTHUR DeWITT HILL, B.S., M.S., Indiana State Teachers College. Chairman, Department of Music and Associate Professor of Music, 1935.

RUTH B. HILL, B.M.Ed., DePauw University; M.Mus.Ed. Northwestern University. Assistant Professor of Music, 1940.

PHYLLIS HITCH, B.S., Indiana State Teachers College. Director of Student Union Building, 1945.

FLORISSE HUNSUCKER, Indiana State Teachers College; Ph.B., University of Chicago; A.M., Teachers College, Columbia University. Associate Professor of Social Studies, 1919.

ROY O. HUNTER, B.S., M.S., Indiana State Teachers College. Instructor in Commerce, 1940.
HORTENSE HURST, B.S., Indiana State Teachers College; A.M., Teachers College, Columbia University.

GWYLYM ISAAC, A.B., Huron College; A.M., Columbia University; Union Theological Seminary; D.B., University of New York; Litt.D., Huron College.
Professor of Philosophy and Personal Counsellor, 1938.

OLIS G. JAMISON, B.S., M.S., Indiana State Teachers College; Ed.D., Stanford University.
Head, Department of Education, and Professor of Education, 1928.

DAVID F. JOHNSON. A.B., Wabash College; M.S., Ph.D., New York University.
Assistant Professor of Biology, 1938.

CAROLINE STEIN KELSO. Indiana University; B.S., Indiana State Teachers College; A.M., Teachers College, Columbia University.
Instructor in Home Economics, 1937.

HAZEL KELSO. B.S.; Indiana State Teachers College; M.A., New York University.
Acting Instructor in Music, 1943.

KATHRYN M. KENNEDY. A.B., Indiana State Teachers College; A.M., Teachers College, Columbia University; University of Chicago; Teachers College, Columbia University.
Associate Professor of Mathematics, 1920.

MARIAN A. KITTLE. B.S., M.S., Indiana State Teachers College.
Assistant Director of Research, 1941. (On leave, 1945-1947).

G. DAVID KOCH. A.B., Nebraska State Teachers College (Wayne); University of Colorado; A.M., Ph.D., University of Nebraska.
Assistant Professor of Geography and Geology, 1939.

RALPH LAWSON. A.B., Manchester College; M.S., Indiana University.
Assistant Professor of Speech, 1946.

ANNE MAROLD LEE. Hibbing Junior College; B.S., University of Minnesota; M.S., Michigan State College; Iowa State College.
Chairman, Department of Home Economics and Professor of Home Economics, 1930.

EDITH LeHEW. B.S., University of Missouri; B.S., Prince School of Retailing; M.S., Iowa State College.
Instructor in Home Economics, 1945.

ARTHUR H. LUEHRING. University of Wisconsin; B.S., M.S., Indiana State Teachers College.
Associate Professor of Industrial Arts, 1915.

JAMES F. MACKELL. A.B., Indiana State Teachers College; A.M., University of Minnesota; Ph.D., Indiana University.
Chairman, Department of Science and Professor of Physics, 1921.

CLEMENT T. MALAN. A.B., LL.B., Indiana University; A.M., University of Chicago; Ph.D., Indiana University.
Professor of Political Science, 1922. (On leave, 1945-1946).

MARGUERITE MALM. B.S., M.A., University of Minnesota; Ed.D., Teachers College, Columbia University.
Associate Professor of Education, 1945.

WALTER E. MARKS. Ph.B., University of Chicago; A.M., Indiana University; Indiana University.
Assistant Professor of Physical Education for Men, 1927.
ROBERT MASTERS. A.B., A.M., Indiana University; Indiana University, Northwestern University; Ph.D., Northwestern University. Professor of Speech and Director of Dramatics, 1934.


MARY REED McBETH. A.B., Indiana State Teachers College; A.M., Columbia University; Columbia University; Indiana University. Professor of English, 1922.


RICHARD FRANCIS McDAID. B.S., St. Johns College; A.M., University of Michigan; University of Michigan. Associate Professor of Mathematics, 1935.

RUSSELL McDOUGAL. B.S., Western State Teachers College; M.A., University of Michigan. Instructor in Science, 1944.

RALPH G. MILLER. A.B., A.M., Indiana State Teachers College; Cincinnati Conservatory of Music; Cincinnati University. Assistant Professor of Music, 1943.

FLORENCE MIRICK. B.S., M.S., Kansas State College of Agriculture and Applied Sciences. Dietitian, 1926.

WALDO F. MITCHELL. A.B., Indiana State Teachers College; A.M., University of Wisconsin; Ph.D., University of Chicago. Head, Department of Social Studies and Professor of Economics, 1931.

CLARENCE M. MORGAN. A.B., DePauw University; A.M., Indiana State Teachers College; Ed.D., Indiana University. Professor of Speech and Director of Radio Education, 1930.

D. W. MORRIS. A.B., Park College; A.M., University of Maine; Ph.D., State University of Iowa. Chairman, Department of Speech, Professor of Speech, and Director of Special Education Clinics, 1938.

INEZ MORRIS. A.B., University of Kansas; A.M., Columbia University; Columbia University. Associate Professor of Mathematics, 1924.

BESSIE NOYES. A.B., A.M., University of Nebraska; Ph.D., John Hopkins University. Professor of Physiology, 1929.


FLORENCE M. OLSEN. B.S., Washington University; M.S., Wayne University. Acting Clinic Supervisor in Hearing Therapy, 1944.

MILDRED M. OSGOOD. A.B., Huntington College; Chicago Art Institute, Berkshire School of Art and International School of Art; A.M., University of Chicago; Teachers College, Columbia University; Ohio State University. Assistant Professor of Art, 1936.
MIRIAM PAULS. A.B., Harris Teachers College; Diploma, Central Institute for Deaf; M.A., Wayne University. Clinic Supervisor in Hearing Therapy, 1942. (Conditional leave for wartime military service).

MARGARETTA PAYNE. B.S., M.S., Indiana University; Purdue University. Director of Food Service in Union Building, 1938.

MARY OLGA PETERS. French College (Greece); Greek State College (Greece); A.B., A.M., Indiana State Teachers College; Western Reserve University; Mills College. Assistant Professor of French, 1920.

HAZEL TESH PFENNIG. Indiana State Teachers College; A.M., Teachers College, Columbia University; Ph.D., New York University. Professor of English, 1923.

DENNIS HENRY PRICE. B.S.E., M.S., Purdue University; University of Chicago; Purdue University. Assistant Professor of Trades and Industry, 1940.

HELEN PRICE. B.S., Indiana State Teachers College; A.M., Teachers College, Columbia University. Associate Professor of Elementary Education, 1923.

RAYMOND J. REECE. A.B., Indiana State Teachers College; A.M., University of Wisconsin; Indiana University. Associate Professor of History, 1927.

MARY D. REED. A.B., Iowa State Teachers College; A.M., State University of Iowa; State University of Iowa; University of Chicago; University of California. Assistant Director, Division of Teaching, 1930.

HELEN E. REEVE. B.S., Indiana State Teachers College; A.M., Teachers College, Columbia University. Director of Women's Residence Hall and Assistant Dean of Women, 1926.

JUNÉ REYNERSON. Pratt Institute, Berkshire School of Art; B.S., Indiana State Teachers College; A.M., Teachers College, Columbia University; Columbia University. Head, Department of Art and Professor of Art, 1926.

FLOYD RIGGS. A.B., Indiana State Teachers College; M.D., Indiana University; Methodist Hospital, Indianapolis, Indiana, and Harvard Medical School. College Physician, 1929.

RALPH ROGERS. B.S.I.E., Purdue University. Coordinator and Instructor in Trades and Industry, 1943.

CHARLES ROLL. Indiana State Teachers College; A.B., Indiana University; A.M., University of Wisconsin; University of Wisconsin. Associate Professor of History, 1913.

ORA E. RUMPLE. A.B., Indiana State Teachers College; A.M., Ph.D., Indiana University. Assistant Professor of Chemistry and Physics, 1937.

ALOYS SACKSTEDER. Cleveland School of Art; B.S., Kent State University; A.M., Ohio State University. Assistant Professor of Art, 1938.

BERNARDINE SCHMIDT. B.S., M.A., DePaul University; Ph.D., Northwestern University. Clinic Supervisor in Remedial Reading and Sight Conservation, 1944.
WAYNE E. SCHOMER. B.S., Indiana State Teachers College; M.S., Indiana University.
Assistant Professor of Industrial Arts, 1937.

JOHN RAYMOND SHANNON. A.B., Indiana State Teachers College; A.M.,
Ph.D., Indiana University.
Professor of Education, 1927.

GERALDINE SHONTZ. A.B., A.M., State University of Iowa.
Assistant Professor of Science, 1929.

WALTER OWEN SHRINER. A.B., Indiana State Teachers College; A.M.,
Ph.D., University of Michigan.
Head, Department of Mathematics and Professor of Mathematics, 1928.

ELIZABETH SIMPSON. B.S., Indiana State Teachers College.
Demonstration Teacher at Concannon High School, 1945.

ROSE M. SMALL. A.B., Indiana State Teachers College; M.A., Indiana University.
Instructor in English.

BENJAMIN H. SMITH. A.B., Wabash College; M.S., George Washington University; Ph.D., Ohio State University.
Professor of Botany, 1921.

FLORA HAZEL SMITH. B.S., Indiana State Teachers College; A.M., Teachers College, Columbia University; University of Colorado.
Associate Professor of Elementary Education, 1926.

HALLIE T. SMITH. B.S., Indiana State Teachers College; A.M., University of Michigan; Columbia University.
Assistant Professor of Elementary Education, 1931.

HUBERT SMITH. A.B., Park College; M.S. in J., Northwestern University; Northwestern University; University of Pennsylvania.
Assistant Professor of English, 1936.

ORVEL E. STRONG. A.B., Franklin College; M.S., Indiana State Teachers College; Columbia University.
Associate Professor of Mathematics and Dean of Boys in Laboratory School, 1930.

ARTHUR L. STRUM. B.E., Wisconsin State Teachers College, (LaCrosse); M.S., University of Wisconsin; Columbia University.
Head, Department of Physical Education for Men and Professor of Physical Education for Men, 1923.

VILMER LEROY TATLOCK. A.B., A.M., Indiana University; Indiana University.
Director of Extension and Visual Education; Assistant Professor of Education, 1939.

RUTH TEMPLE. B.S., Indiana State Teachers College; A.M., Columbia University.
Assistant Professor of Commerce, 1935.

JOHN C. TRANBARGER. Marion Normal School; B.S., M.S., Indiana State Teachers College.
Associate Professor of Industrial Arts and Director of the Teachers College Press, 1925.

HERMAN TRUELOVE. B.S., M.S., Indiana State Teachers College.
Assistant Professor of Commerce, 1937.

L. HELEN WALTERS. B.A., Teachers College, Columbia University; M.A.,
University of Minnesota.
Instructor in Elementary Education, 1944.
HARRY VINCENT WANN. A.B., A.M., Wabash College; Ph.D., University of Michigan; University of Marburg (Germany); University of Lausanne (Switzerland). Head, Department of Foreign Languages and Professor of French, 1917.

HILMA REID WEAVER. B.S., M.S., Indiana State Teachers College; National College of Education. Acting Instructor in Elementary Education, 1935.

ERNEST L. WELBORN. Indiana State Teachers College; B.S., A.M., Columbia University; Ph.D., Ohio State University. Professor of Education and Director of Research, 1917.

PAUL DELASSUS WILKINSON. B.S., University of Missouri School of Mines and Metallurgy; M.S., Ph.D., Iowa State College. Professor of Chemistry, 1921.

FRANCES WILLIAMS. A.B., Indiana State Teachers College; M.A., Columbia University. Instructor in English, 1943.

GYPSY WILSON. A.B., Georgetown College; A.M., George Peabody College for Teachers. Instructor in English, 1938.

PAUL L. WOLF. B.S., Indiana State Teachers College; A.M., Teachers College, Columbia University. Assistant Professor of Physical Education and Health, 1929.

HELEN WOOD. Gregg School; A.B., Indiana State Teachers College; A.M., Indiana University; Columbia University. Associate Professor of Commerce, 1928.

SYLVAN A. YAGER. B.S., Indiana State Teachers College; M.S., Indiana University; Indiana University. Chairman, Department of Industrial Arts and Associate Professor of Industrial Arts, 1921.

Library

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

CARABELLE GREINER DICKEY. A.B., University of Wisconsin; Indiana State Teachers College courses in Library Science; B.L.S.; Columbia University; Columbia University. Reference Librarian, 1908.

EDITH MARGARET LIBBY. A.B., Central College (Fayette, Missouri); University of Wisconsin Library School. Cataloger, 1937.

NELLE McCALLA. (See Faculty List). Instructor in Library Science.

MARIE REIMAN ORTON. Indiana State Teachers College courses in Library Science; A.B., University of Wisconsin. Order Librarian, 1924.


ANNA MAY TRUEB. A.B., Indiana State Teachers College; University of Wisconsin; Indiana State Teachers College. Assistant, 1942.
LUCILE VIEHE. University of Wisconsin; A.B., A.M., Indiana State Teachers College. Laboratory School Librarian, 1920.

HELEN BUTLER. Secretary, 1944.

Staff of the Administration

MARGARET E. WISELY
MARY R. MORGAN
ROSEANNA BURKE
MARY JO KRAMER
EDNA McCOSH
MARIAN SHICKEL
RUTH ANN AHLEMEYER
BETTY TURK
EDNA A. ROHRIG
MARY REYNOLDS
KATHRYN A. KNAPP
PERMELIA ANDERSON
AVANELLE SHEPHERD
NAOMI WOODSMALL
KATHRYN RICHARD
FRANCES PITSER
LENORE RAMSEY
HELEN SHEL BURN
BERTHA CONOVER
MARGUERITE NOYES
BARBARA FAUST
RUTH ANN MACKELL

Secretary to the President
Assistant Business Manager
Secretary to the Dean of Instruction
Assistant Registrar
Assistant Director of Student Programs
Secretary to the Business Manager
Secretary to the Dean of Women
Secretary to the Laboratory School
Budget Clerk, Business Office
Clerk, Service Bureau
Transcript Clerk, Registrar's Office
Assistant, Registrar's Office
Information Clerk, Registrar's Office
Stenographer, Registrar's Office
Bookkeeper, Business Office
Assistant, Business Office
Assistant, Business Office
Switchboard Operator
Assistant, Business Manager
Secretary, Buildings and Grounds
Assistant, Public Relations Office
Assistant, Alumni-Placement Office

Student Union Building

PHYLLIS HITCH
MARGARETTA PAYNE

Director of Student Union
Foods Director

Residence Halls for Women

HELEN REEVE
VIRGINIA HARRELL
FLORENCE MIRICK

Director
Assistant Director
Dietitian

Bookstore

EDWARD SNYDER
LEONE RICHARDSON
PATRICIA COOPER

Manager
Head Clerk
Bookkeeper

Research Division

ERNEST L. WELBORN
MARIAN KITTLE (On leave)

Director
Assistant Director
FACULTY COMMITTEES

Health Service
FLOYD RIGGS, M.D.
RUTH BARKER
College Physician
Nurse

Buildings and Grounds
RICHARD ROEHM
Superintendent

Departmental Secretaries
IDA STONE
MARY C. DAY
HELEN HERTWIG
JACQUELINE VIETTI
CHARLOTTE OPRISU
MARJORIE TRYON
MARGARET BURT
Special Education Clinics
Stalker Hall
Science Hall
Assistant Secretary, Laboratory School
Print Shop
Home Economics
Men's Physical Education

Standing Faculty Committees
The President and Dean of Instruction of the College are ex-officio members of all committees. The Business Manager is an ex-officio member of all committees with budgets.

FACULTY ADVISORY (elected by faculty)
Miss Morris, Miss Flora Smith, Mr. Brengle, Mr. Mackell, Mrs. Harvey.

*ATHLETIC
Mr. Shriner, Mr. Allyn, Mr. Brookover, Mr. Johnson, Mr. Elder, Dr. Riggs, Mr. Strong, Mr. Strum, Mr. Curtis***.

CURRICULUM AND GRADUATION REQUIREMENTS
GENERAL CURRICULUM—Mr. Annakin, Mrs. Pfennig, Mr. Mackell, Mr. Breidenbaugh, Mr. Elder, Miss Hill, Miss Curtis, Miss Armstrong, Mr. Shriner, Mrs. Harvey, Miss Griffith.

GRADUATE COUNCIL—Mr. Grinnell, Mr. Elder, Mr. Jamison, Mr. Mackell, Mr. Mitchell, Mr. Morris, Mr. Shannon, Mr. Shrinner, Mr. Wann, Mr. Anthony.

LABORATORY SCHOOL RELATIONS—Mr. Anthony, Miss Hunsucker, Miss Malm, Mr. Mitchell, Miss Morris, Miss Price, Miss Ewing.

EXHIBITS AND MUSEUMS
Miss Reynerson, Mr. Allyn, Mr. Bryant, Miss East, Mr. Mitchell, Miss Osgood, Miss Armstrong.

EXTENSION, CORRESPONDENCE AND ADULT SERVICE
Mr. Wilkinson, Miss Armstrong, Mr. Elder, Mr. McDaid, Mr. Morris, Mrs. Pfennig, Mr. Shannon, Miss East, Mr. Tatlock***.
INDIANA STATE TEACHERS COLLEGE

HONORS
Mr. Grinnell, Mrs. Dickey, Mr. Eberly, Mr. Koch, Miss McBeth, Mr. Mitchell, Mr. Shriner, Mr. Elder**.

*LIBRARY -
Mr. Koch, Mr. Eberly, Miss Gillum, Mr. Masters, Mr. Roll, Mrs. Brown, Miss Armstrong***.

PUBLIC RELATIONS
Mr. Briggs, Mr. Allyn, Mr. Christiansen, Mr. Jamison, Mr. Morgan, Mr. Morris.

*ALUMNI AND PLACEMENT—Mrs. Burford, Mr. Curtis, Mrs. Hazel Kelso, Miss Gillum, Mr. Reece, Mr. Schomer, Mr. Wolf, Mr.———, Director of Placement.

COLLEGE PUBLICATIONS—Mr. Briggs, Mr. Elder, Mr. Tranbarger, Miss Schmidt, Mr. Grinnell.

*CONVOCATIONS AND ACTIVITIES—Mrs. Pfennig, Mr. Headdy, Mr. Morgan, Mr. Mitchell, Mr. Wann, Mr. Wilkinson, Mrs. Hitch.

*RADIO—Mr. Morgan, Mr. Eberly, Miss Wood.

*STUDENT PUBLICATIONS—Mr. Masters, Mrs. Harvey, Mr. Roll, Mr. Tranbarger, Mr. Welborn, Mr. Briggs (Executive Committee—Mr. Watson, Mr. Grinnell, Mr. Tranbarger).

REGISTRATION
Mr. Reece, Miss Griffith, Mr. Luehring, Mr. Glascock, Mr. B. Smith, Mr. Elder***.

SCHEDULE
Mr. Grinnell, Mr. Gifford, Mr. Anthony, Miss Morris, Mr. Reece, Mr. Elder***.

SELECTIVE ADMISSION AND SELECTIVE PROMOTION
Mr. Elder, Mr. Annakin, Mr. Anthony, Mrs. Dickey, Mr. Mackell, Miss Noyes, Mr. Jamison, Mr. Yager.

*STUDENT HEALTH
Miss Curtis, Mr. Annakin, Mrs. Burford, Mr. Ralph Miller, Mr. Johnson, Mr. Glascock, Miss Reeve, Dr. Riggs.

*STUDENT WELFARE
Mr. Isaac, Miss Curtis, Miss Payne, Miss Noyes, Dr. Riggs, Mr. B. Smith, Mr. Annakin**, Mrs. Burford**, Mr. Payne**, Miss Reeve**.

SUMMER SESSIONS AND CONFERENCES
Mr. Grinnell, Mr. Elder, Mrs. Pfennig, Mr. Jamison, Mr. Hill, Mr. Anthony, Mr. Morris, Mrs. Banks, Mr. Annakin.

WORKSHOPS
Mr Morgan, Miss Reed, Miss Armstrong, Mr. Eberhart, Miss Griffith, Miss Goshorn.

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

**Ex-officio members.

***Executive Officer of the committee.
EDUCATIONAL OPPORTUNITIES OFFERED

While the chief function of Indiana State Teachers College is to prepare teachers for the public schools of Indiana, it also provides pre-professional and pre-vocational training for such important fields as the following: business, dentistry, engineering, journalism, law, medicine, nursing, personnel service.

Upon admission to Indiana State Teachers College the returning veteran 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.

RECOGNITION BY ACCREDITING AGENCIES

Indiana State Teachers College is fully accredited by the American Association of Teachers Colleges and the North Central Association of Colleges and Secondary Schools.

Both graduate and undergraduate curriculums for the preparation of teachers have the approval of the Indiana State Board of Education and graduates are able to qualify for teaching and administrative certificates valid in the public schools throughout the United States.

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

THE INSTITUTION

HISTORY

Indiana State Teachers College was created on December 20, 1865, when an Act of the General Assembly provided for the founding of a teacher training institution. This institution has grown to an evaluation in excess of six million dollars in physical plant alone, and the enrollment has increased from the original twenty-three students to an average of more than three thousand different students served in a calendar year.

During the seventy-six years of its existence the College has had five 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; and Ralph N. Tirey, 1934 to the present.

COURSES OF STUDY AND DEGREES

The baccalaureate degrees conferred by Indiana State Teachers College are the Bachelor of Arts and the Bachelor of Science.

Upon satisfactory completion of the requirements for one of the degrees, including professional courses required by the State Board of Education for a teaching certificate, the student is recommended for the certificate for which he is qualified. The Faculty Committee
on Selective Admission and Selective Promotion, however, when such action seems justified, may approve the graduation of a student who has not completed the professional courses required for a teaching certificate, provided all other quantitative and qualitative standards are met and the courses completed meet the requirements for a standard liberal arts baccalaureate degree.

**CAMPUS**

The college occupies a seventeen-acre campus which recently has been improved by a two-million-dollar building program. Another equally extensive program of building and expansion is planned for the immediate future. Outdoor physical education and athletic facilities at Twenty-fifth and Wabash Avenue and Fifth and Eagle streets, and a rustic lodge and farm at Allendale, a few miles south of Terre Haute, add to the recreational opportunities provided for students.

**CITY OF TERRE HAUTE**

Terre Haute is a fortunate location. In addition to Indiana State Teachers College it is the home of Rose Polytechnic Institute and St. Mary-of-the-Woods College. Its population of 70,000 persons is large enough to bring many cultural attractions to the city. The city is located on the Wabash River near the place which inspired Paul Dresser to write "On the Banks of the Wabash."

**PLACEMENT BUREAU**

The Placement Bureau maintains free service for graduates and former students interested in securing teaching or other positions in which they are best qualified to serve.

**BUILDINGS AND CAMPUS**

**RESIDENCE HALLS**

The college maintains residence halls for both men and women. Ample temporary housing has been provided to care for married veterans and their families. The College is fortunate in securing excellent housing facilities at the South War Plant.

**ACADEMIC BUILDINGS**

The Old Main building, constructed in 1888 after fire destroyed the original structure, now is the Administration Building, and is used mainly for administrative offices, radio studios, and a few classrooms. The center of student life on the campus is the new Student Union Building with its lounges, recreation rooms, meeting rooms, cafeteria, swimming pool, faculty cubrooms, hotel, and auditorium.

The Laboratory Training School is one the outstanding buildings of its type in the nation, and is a widely known proving ground for the latest and best methods and materials used in education. Stu-
dents get their practical introduction to teaching in this building as apprentice teachers.

Modern classroom buildings include the Fine Arts and Commerce Building, Science Hall, North Hall, and Stalker Hall. The Physical Education Building is divided into sections for men and women, and contains three gymnasiums. The Vocational Building houses the shops for the Industrial Arts department and the kitchens and laboratories of the Home Economics department.

Occupying a central position on the campus is the Library, which contains more than 145,000 volumes and is one of the largest teachers college libraries in the world. Instruction in the use of the Library is given to all freshmen. Also on the campus are the Bookstore, Home Management House for advanced Home Economics students, and the Central Power Plant.

ADMISSION AND CURRICULUM REQUIREMENTS

All graduates of commissioned high schools or persons with equivalent scholarships are eligible for admission to Indiana State Teachers College. The entering student must be in good health, of undoubted moral character, and willing to submit to any proper rules necessary for the good government of the College. Returning veterans and other mature persons may establish high school equivalency by examinations administered by the College. Write the Dean of Instruction in regard to these examinations.

ENTRANCE EXAMINATIONS

Psychological, English and reading examinations are given new students early in the first term. The results are used by student counsellors.

CREDENTIALS

The entering student should write to the Registrar for a freshman admission blank. The blank should be submitted to the Registrar's Office at least two weeks before registration day. Freshman week programs may be secured from the Registrar's Office.

Students transferring from other accredited institutions should have the official transcript of their records filed with the Registrar at least two weeks prior to Registration Day. They also must file with the Registrar a statement of honorable dismissal. Students entering with advanced standing will receive credit to the extent that their work is applicable to the curriculum on which they are working. The Faculty Committee on Selective Admission and Selective Promotion cooperates with the Registrar's Office in the educational guidance of all students.

The College will accept credit for advanced standing from only those institutions which have been accredited by the North Central Association and affiliated associations, or by the American Associa-
tion of Teachers Colleges. Students from institutions not so accredited will be required by the Committee on Selective Admission and Selective Promotion to earn such additional credit in this institution as may be necessary to bring the standard of work up to that of accredited schools.

Students who have been asked to withdraw from other accredited institutions for failure to do satisfactory work or for disciplinary reasons may not be admitted to the College without the approval of the Committee on Selective Admission and Selective Promotion. Such students must make early application to this committee in order that the application may be acted upon before registration.

TIME FOR ENTERING

Students should enter courses on the first day of the term. Late entrance is permitted only when caused by the late closing of a school year or by illness. Students entering later than the eleventh day of a quarter may enter the College provisionally, but no assurance can be given them that they will receive credit. Students who do not register during the period set apart for registration will be charged a late fee of $2.00.

CURRICULUMS

All entering students should confer with the Director of Student Programs relative to certification and graduation requirements.

The curriculums in the College are those authorized by law and approved by the State Board of Education. All have been planned with a view to giving the student a broad and well rounded general education, a specialization in a chosen concentrated area of knowledge, and a thorough professional training.

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 approximately forty per cent of their work on the Senior College level and approximately sixty per cent on the Junior College level. In this catalog courses are numbered in 100, 200, 300, 400, and 500 sequences. All 500 courses are in the Graduate Division, and the initial figure indicates the year of undergraduate work in which the other courses should be taken.

Students are expected to submit programs to the Registrar on or before the date announced in the schedule of classes prior to registration day. These programs, when approved, are handed to the student when he appears for registration.

GRADUATE STUDY

The degrees of Master of Arts and Master of Science are awarded to students who hold the baccalaureate degree of the College, or of other accredited institutions, and who have completed graduate work under the provisions formulated by the Graduate Council. The requirements for these degrees are indicated in detail in the section on the Graduate Division. Usually the work takes one
academic year. Candidates for the Master's Degree may, by proper selection of their courses, meet the requirements of the State for first grade administrative certificates.

**STUDENT LIFE**

**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 popular form of government. Conditions having changed on the campus, student groups are now at work considering a new form of student government that will be more appropriate and useful under conditions now existing on the campus. The governing board of the Student Union Building is composed of students. Most standing faculty committees have in their membership students and student members have equal voice and voting power in the deliberations of these committees.

**SOCIAL LIFE**

There are two social fraternities and nine sororities at the College. Many of the chapters are very old. The two fraternities are Alpha Sigma Tau and Delta Lambda Sigma. At the present time and probably for some time in the future these fraternities will not have their own houses.

Sororities are: Alpha, Delta Sigma, Epsilon Delta, Gamma Gamma, Kappa Kappa, Lambda Delta Phi, Mu Zeta, Omega Sigma Chi, and Psi Theta. Although they do not have chapter houses they are very active and have active alumni groups.


**SPEECH**

A wide range of curricular and extra-curricular activities in speech is available through the Sycamore Players dramatic company, radio broadcasting, debating, the verse speaking choir, and the Speech Bureau.

**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 Choir, the College Orchestra, the Civic Symphony, and smaller ensembles. The above organizations are open
to all students in the college who play and sing satisfactorily and are not restricted to music majors.

**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, directory; Ink Sense, humor magazine; Indiana State Athletic Review, and Pied Pipings, poetry magazine.

**PERSONAL SERVICE**

By utilizing the clinical services available on the campus, students can aid their personal and emotional development. The Special Education Clinics enable many students to improve their scholarship. Instruction in lip reading, in the improvement of reading and speech, and in the conservation of vision is available in the clinics. Counselling in vocational, personal, and special educational problems is part of the clinics' services.

Indiana State Teachers College was one of the first colleges to offer the services of a competent student consultant on personal problems. He is the head of the Department of Philosophy and Ethics with offices in the Student Union Building.

Attention is called to the service of the offices of the Dean of Women and Dean of Men. These offices are primarily counseling agencies, that is they serve to guide students in matters of living conditions, health, finance, employment and other problems of a personal nature. Students will do well to become acquainted with these deans and familiarize themselves with the services of these offices.

**STUDENT HEALTH**

To safeguard the health of the student body, the College employs a physician and nurse who give their entire time to the institution. The physician's office is located in Science Hall, and the nurse lives in Women's Residence Hall. The physician not only gives every attention possible to actual cases of sickness, but confers individually with all students, requiring at stated intervals a careful physical examination and prescribing such corrective exercises as may be necessary for those who have any physical defects.

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

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

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

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

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

5. In no case will the College pay in excess of $35.00 for any student's hospitalization during any one academic year. Included in this amount are costs for medicines, X-rays, laboratory work, conferences with other physicians, or any other expense incurred in the illness.

Graduating students expecting to secure certificates for teaching must have the legal health certificate issued by the College and countersigned by the College Physician before the certificate will be granted them by the State. Students nearing graduation whose health certificates have not been granted should consult the College Physician and secure an appointment for such examination.

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 contingent fee.

PROFESSIONAL HONORS

HONORS COURSES

A small proportion of the senior college courses may be taken as honors courses. A student in the senior college may become eligible to take honors courses by fulfilling these conditions: (1) Have and retain a B average or better; (2) Have the department where he would do honors work certify that the student (a) could do honors work acceptably, and that the student (b) would do honors courses acceptably if given an opportunity; (3) Be in the top 15 per cent of the department majors in the senior and junior classes respectively; (4) Be approved by the Honors committee as eligible for honors work. A student doing honors work is expected to do work of higher quality than is expected in other courses, and to give written evidence of accomplishment. Courses for honors work are approved by the Honors Committee. Methods courses may not be so taken. The following courses have been approved for honors: English 431; Commerce 434; Social Studies 434, 452. An honors course number has the prefix H; thus English H-431. Other courses may be approved from time to time.

A student may take as much as one third of his senior college work as honors work.
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.

Epsilon Pi Tau is a national honorary professional fraternity for men teachers in industrial education. The Mu chapter was installed at Indiana State in 1934. Eligibility is limited to Senior College students who show promise of achieving the fraternity’s goals in technical efficiency and social and research abilities and upon election by the industrial education faculty.

Kappa Delta Pi, national honor society in universities and colleges of high standing engaged in teacher training, has now more than one hundred chapters throughout the country. The Alpha Kappa chapter was established at Indiana State Teachers College in 1926. It is general in its scope. All Senior College students of all departments are eligible for membership after the scholarship index 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.

Pi Gamma Mu, national honor society in social studies, has approximately one hundred and forty chapters in the nation. The Delta Chapter was established at Indiana State in 1932. New members are initiated each term.

Sigma Pi Rho, national honorary fraternity for students of Latin, was installed on the campus in 1940, with all upperclassmen with an average of “B” or better eligible for membership.

Pi Omega Pi, national commercial teachers honorary fraternity, aims to promote the fellowship of commerce teachers throughout the country. The Chi chapter was established at the College in 1932. Candidates are selected upon recommendation of the department of commerce faculty. Scholarship requirements are “A” grades in forty per cent of the commercial subjects and a “B” average in all subjects.

Sigma Alpha Iota, national music fraternity for women, installed its Iota Eta chapter here in 1942. Election is based on scholarship and outstanding performance ability.
The Indiana State Teachers College chapter of Tau Kappa Alpha, national honorary forensic fraternity, was established in 1940. Two years of competition in intercollegiate speech are the basis of eligibility.

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 fraternity sponsors the writing and production of original plays and an annual Beaux Arts Ball.

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.

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.

**ACADEMIC PRIZES**

The William C. Ball English Prize is awarded annually to that student in the graduating class, majoring in English, who, according to such rules as the faculty may prescribe, shall have the best record in English during four years of residence work in Indiana State Teachers College. The prize is the annual income from $500.00 given to the College by William C. Ball, for many years a member of the Board of Trustees.

The Bright Medal is awarded each year at the spring concert of the College band to the senior rendering the greatest service to the band during four years in college. The medal is contributed by Professor Harold Bright, Director Emeritus of the Band.

The Elementary Department Club bestows an annual award upon a graduating senior elected by a committee appointed by the club. The selection is based on the attitude and character of the student, her scholarship and teaching ability, and finally her contribution to the club and to the college.

The French Club Prize is given annually to that member of the freshman or sophomore class, majoring in French, who makes the highest grades in first year French. The prize which is twenty-five dollars is given by a friend of the College.

The Hines Memorial Medal is given each year at commencement to the senior who has spent four years in the Indiana State Teachers College, who has not been given any other four-year scholarship award of any kind, and who, under the above conditions, has made the highest average in scholarship for the four years. This award was instituted by the late Linnaeus N. Hines, president of the College from 1921-1933, and is perpetuated in his honor.
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 Jardine Medal is awarded each year on Honor Day to the student who has made the best record or rendered the best service on the intercollegiate debating team of the College. The medal will not be awarded to a member of the team the second year. A committee consisting of the president of the College, the dean of men, and the debating coach shall decide which member of the team shall receive this award. The medal is provided through the generosity of William Jardine, who was a member of the intercollegiate debating team for four years.

The McBeth Geography Talisman is awarded biennially to the graduate of either year who has done most meritorious work in the field of geography and geology and who, on the basis of character, general scholarship, and school loyalty, is considered worthy of the honor. The Talisman is a gold medal bearing the McBeth coat of arms. It is given in memory of William Allen McBeth (1897-1924) by his daughter, Miss Mary McBeth, and his sons, William Quinn and Reid S. McBeth.

The 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, awards a medal to the outstanding freshman girl.

The Pi Omega Pi Award, a plaque kept in the department of commerce and on which each year a commerce senior's name is engraved, is awarded on the basis of scholarship, leadership, and attitude toward the College. A Pi Omega Pi honor key is given to the winner.

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 his school work.

Each year Theta Apha 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 lobby of the Sycamore Theatre.

The Yager Industrial Arts Medal is awarded annually at Commencement to the student in the graduating class who has completed the four-year special industrial arts course and who has made the best record in industrial arts during four years in college. The medal
is contributed by Sylvan A. Yager of the Industrial Arts Department. The student is selected by the staff of the industrial arts department subject to the approval of the dean of instruction.

ATHLETIC AWARDS

The Gillum Medal is awarded annually on commencement day to the senior who rates highest in scholarship, athletic ability, sportsmanship, and general worth to the College as determined by a committee consisting of the dean of instruction, the chairman of the Faculty Athletic Committee, the president of the Student Council, and the director of athletics. This medal was established by Professor Emeritus Robert G. Gillum, for many years a member of the science faculty, and is perpetuated in honor of his memory by Mrs. Gillum and his daughters, Margaret and Louise Gillum.

The Bigwood Award was originated by the late Wayne V. Bigwood, a loyal follower of athletic activities at Indiana State Teachers College, and is perpetuated in his memory by his son, John E. Bigwood of Bigwood Jewelers.

The Bigwood Memorial Trophy 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 makeup 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 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 his son, John E. Bigwood.

The award is given to that student who is considered the best athlete by the vote of the general award committee. The recipient of the award must fulfill the requirements of the Women’s Athletic Association for a monogram and a letter. The choice is based upon health, posture, technical skill, scholarship, sportsmanship, and cooperation—an athlete who will uphold the ideals of the department of physical education.

The Maybelle Steeg Lammers Memorial Award is an annual prize offered in the department of physical education for women by Edward S. Lammers in memory of his wife, the late Maybelle Steeg Lammers, who instituted the award. It is given to the junior or senior whose major is physical education. The winner must have fulfilled the requirements for a monogram and a letter. Considera-
tion is given to high scholarship, teaching ability, posture, personality, participation in school activities, principles, and sincerity.

ALUMNI ASSOCIATION

Graduates and former students of Indiana State Teachers College located in every part of the civilized world are organized into the Indiana State Teachers College Alumni Association with local branches. Affairs of the Association are governed by the Advisory Council elected by the members of the Association annually and by officers elected annually. Participating members pay a one dollar ($1.00) annual fee. The official publication is the Indiana State Teachers College Quarterly and Alumni Magazine. Class reunions are held each Commencement, and one day of the Commencement season is designated as Alumni-Senior Day with the Alumni-Senior Convocation, the Book and Torch Ceremony, and the annual Alumni Banquet as important events. Homecoming, the annual luncheon at the Indiana State Teachers Association Convention in Indianapolis, and Foundation Day are other outstanding alumni dates on the calendar.

PUBLIC SERVICE

EXTENSION SERVICES

One of the greatest developments in the history of education has been the rush to adult education. The College is anxious to co-operate in the formation of adult education programs, the conduct of classes, and the supervision of instruction. A separate bulletin is being prepared on this subject. For information please write the Director of Public Relations.

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

A Student Speech Bureau is also conducted by the Speech Department. Students are available for speeches, discussion programs, book reviews, and special programs without charge excepting for travel expenses. Inquiries should be addressed to the Student Speech Bureau.

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

ANNUAL EVENTS

With the facilities of the new Student Union Building and Auditorium, the College is better able to serve as host to important educational gatherings which are on the annual agenda and to broaden
his type of service. Annual events now scheduled are as follows:

Elementary Education Workshop
Instrumental and Vocal Music Clinics
Invitational Forensic Tournament
Music Clinics
Radio Education Clinic
Special Education Conference
State Commerce Teachers Clinic
State Speech Arts Festival
Summer Choral and Instrumental Workshops
Wabash Valley High School Press Conference
Wabash Valley Joint County Institute
Wabash Valley Occupational Guidance Clinic

CONTINGENT FEES AND EXPENSES

TUITION FEES

Free tuition is given to all resident students of Indiana. Resident students of Indiana pay a contingent fee of $23.00 per quarter of 12 weeks and a student service fee of $7.00 per quarter. These fees are used to meet in part the cost of maintenance of the buildings, campus, library and laboratories, and to support various student services and activities.

Non-resident students of Indiana pay an additional fee of $12.00 per quarter of 12 weeks as non-resident tuition.

ALLOCATION OF FEES

By action of the State Teachers College Board all special fees such as departmental fees, laboratory fees, physical education fees, etc., (not including the student service fee), were abolished and a general contingent fee was established for all regularly matriculated students. By further action of the State Teachers College Board the student service fee was established at $7.00 per quarter.

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Hours of Credit Carried</th>
<th>Total Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarter</td>
<td>Nine or more prepared hours</td>
<td>$30.00</td>
</tr>
<tr>
<td>Quarter</td>
<td>Five to eight prepared hours</td>
<td>22.50</td>
</tr>
<tr>
<td>Quarter</td>
<td>Fewer than five prepared hours</td>
<td>12.00</td>
</tr>
<tr>
<td>Mid-Spring Term</td>
<td></td>
<td>21.00</td>
</tr>
<tr>
<td>1st Summer Term</td>
<td>(5 weeks)</td>
<td>21.00</td>
</tr>
<tr>
<td>2nd Summer Term</td>
<td>(5 weeks)</td>
<td>21.00</td>
</tr>
</tbody>
</table>

In return for the contingent fee, students receive the free use of the library and the free use of all laboratories, including the current supplies ordinarily used. In return for the student service fee, students receive the benefit of a health service, including access to the College physician, and some provisions for hospitalization; free subscription to The Indiana Statesman, the student newspaper; a mem-
bership card in the Athletic Association, admitting them without further charge to all home games for that quarter or term; a membership card admitting them to all the privileges of the Student Activities program; membership dues to the Student Union; and other personal development activities.

Students admitted to the College on McGregor Scholarships or the State Scholarships must pay the student service fee of $7.00 per quarter of 12 weeks.

The payment of the contingent and student service fees is made to the Business Manager who issues a receipt admitting students to membership in their classes. The payment of these fees must be made within ten days after the opening of the regular quarters or five days of the summer term.

**NON-RESIDENT FEE**

For a single quarter of 12 weeks, the total of fees for full work:

- Total of Fees for residents of Indiana ......................................................... $30.00
- Total of Fees for non-residents of Indiana .................................................... 42.00

For the year of three quarters the total of fees for full work is:

- Residents of Indiana ............................................................................... $90.00
- Non-residents of Indiana .......................................................................... 126.00

**Auditor's Fee.** An auditor's fee of $5.00 per term is charged to persons properly qualified who desire to attend one of the classes open for auditing without participating in the recitation and without formal credit. For two or more classes, the fee is $9.50.

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

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

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

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

The amount of non-resident tuition to be paid by non-residents of
CONTINGENT FEES AND EXPENSES

Indiana who are removing an "inc" credit shall be determined by the principles stated above, namely, one-half of the regular non-resident fee for students of group 1 and no increase for those of group 2.

Delinquent Fees. Payment of all fees due the institution must be made on or before the final date when such fees are due. All regular fees are due on the tenth day of the regular term or the fifth day of the summer term. Students who fail to pay these fees before the expiration of the time granted for payment will not only be excluded from their classes until such fees are paid, but will be required to pay an extra fee of $1.00 as a delinquency fee and five cents extra penalty per day for each succeeding day until such fee is paid.

A late entrance fee of $2.00 will be charged students who, for any cause, do not register within the official time set.

A late student program fee of $2.00 will be charged students who do not file class programs in the Registrar's Office on or before the day set as the final filing date.

A special examination fee of $1.00 for each subject will be charged students who do not take 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 Manager before the student registers for any subsequent quarter or term.

Master's Hood Fee. Candidates who have been accepted by the Graduate Division for the Master's Degree must purchase or rent from the College the Master's Hood before the degree may be publicly conferred. The purchase price is $10.00, and the rental fee is nominal.

An Applied Music Fee of $10.00 will be charged for each two-hour non-required course in instruments or voice done privately with a regular faculty music instructor.

Students will be exempt from this fee after 16 hours of applied music have been completed.

An Organ Practice Fee of $2.00 per term will be charged by the Union Building.

An Applied Art Fee of $10.00 may be charged for each two-hour course in applied art if the course requires special advanced instruction.

A Transcript Fee of $1.00 will be charged for all subsequent transcript of records in the College after the first which is issued without charge.

Yearbook Fee. All seniors will pay a fee of $4.00 for The Sycamore, the yearbook published each year under the direction of the junior class. All members of the junior class will pay a fee of $4.00, and each student will receive a copy of the annual.
Supervised Teaching. Students who have not had as much as 48 quarter hours of work at Indiana State Teachers College will be charged a special fee of $12.00 when registering for supervised teaching courses on the undergraduate level.

LIVING EXPENSES

Residence Halls for Women. All women students (white) who do not live in Terre Haute or 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 such rooms write to the Head of Residence Halls. The required $5.00 deposit on the room will be returned if cancellation is received ten days before the opening of the next term. If the reservation is cancelled during the term, the deposit is forfeited. Otherwise, this deposit may be held for thirty days after the end of the term and from it will be taken any obligations which the student may owe the residence halls. The remainder will be returned to the student.

The total charge for room and board in the residence halls is *$129.00 per quarter of twelve weeks. One-eighth of the amount may be paid in the Business Office at stated periods during each term.

Students must furnish their own dresser cover, soft-heeled slippers, blankets, bedspread, and towels. Bed linens are supplied.

Parsons Hall for Men. All men students (white) who do not live in Terre Haute or return to their homes each evening are required to live in W. W. Parsons Hall.

The total charge for room and board per quarter is *$129.00. Reservations may be made by writing the Dean of Men and making a $5.00 deposit under the same regulations governing deposits in the residence halls for women. One-eighth of the amount may be paid in the Business Office at stated periods during each quarter.

After the dormitories have been filled, students may secure rooms near the campus. All such rooms must be inspected or approved by either the Dean of Men or the Dean of Women, before they may be rented by students.

Students may make arrangements for living quarters by writing the Dean of Men or the Dean of Women.

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

It is the student's responsibility to keep the Dean of Men or the Dean of Women informed as to changes of address. Out of town students should not change residence without the approval of the appropriate office above mentioned. All students, white or colored, who do not live at home and who reside outside the college housing facilities are permitted to live only in rooms approved by the deans above mentioned.

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

PRESIDENT RALPH N. TIREY, Trustee.
RALPH WATSON, Supervisor.

The College maintains a number of student loan funds for the purpose of aiding students who have proved that they are worthy of such financial help by making a creditable record in their scholastic work. It is required that students have completed 48 quarter hours of work in the College before they are eligible to participate in these funds. Applications for such loans may be made to the supervisor of student loan funds.

Women's Club Loan Funds. The women's clubs of the state have taken great interest in the students, and several of them have provided loan funds for the benefit of worthy women students.

The College is deeply indebted to these public-spirited women for the interest which they have taken in the students, and the money which has been thus provided is almost immediately put into the hands of worthy women students to assist them in continuing their educational work. The net worth of these loan funds at the present time is $2,420.50.

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

<table>
<thead>
<tr>
<th>Loan Fund</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clay County Federated Club</td>
<td>$250.00</td>
</tr>
<tr>
<td>Community Service of Tolleston</td>
<td>50.00</td>
</tr>
<tr>
<td>Dunes Federated Club of Gary</td>
<td>65.00</td>
</tr>
<tr>
<td>Ella L. Grover Memorial Fund (Contributed by Associate Teachers)</td>
<td>50.00</td>
</tr>
<tr>
<td>Greene County Federation of Clubs</td>
<td>562.50</td>
</tr>
<tr>
<td>Fifth District Federation</td>
<td>50.00</td>
</tr>
<tr>
<td>Harriett Ellen Johnson Memorial Fund</td>
<td>151.00</td>
</tr>
<tr>
<td>(Contributed by Dr. and Mrs. W. A. Johnson and Women's Clubs)</td>
<td></td>
</tr>
<tr>
<td>Lawrenceburg Review Club</td>
<td>50.00</td>
</tr>
<tr>
<td>Capt. Thomas C. Williams Circle of G. A. R., No. 56</td>
<td>275.00</td>
</tr>
<tr>
<td>Lowell Department Club</td>
<td>25.00</td>
</tr>
<tr>
<td>Lowell-Oakland Women's Club</td>
<td>50.00</td>
</tr>
<tr>
<td>Lowell Women's Club</td>
<td>75.00</td>
</tr>
<tr>
<td>Clay County Federation—Louise Klinger</td>
<td>50.00</td>
</tr>
<tr>
<td>Clay County Federation Marcella Robinson Fund</td>
<td>50.00</td>
</tr>
<tr>
<td>Mrs. Edwin N. Canine Fund (Fifth and Tenth Districts)</td>
<td>100.00</td>
</tr>
<tr>
<td>Parke County Federation of Clubs</td>
<td>50.00</td>
</tr>
<tr>
<td>Putnam County Federation of Clubs</td>
<td>50.00</td>
</tr>
<tr>
<td>Second District Indiana Federation of Clubs</td>
<td>50.00</td>
</tr>
<tr>
<td>Third District Student Loan</td>
<td>1.00</td>
</tr>
<tr>
<td>Vermillion County Federated Clubs</td>
<td>50.00</td>
</tr>
<tr>
<td>Vermillion County Junior Clubs</td>
<td>50.00</td>
</tr>
<tr>
<td>Vigo County Federation of Clubs</td>
<td>96.00</td>
</tr>
<tr>
<td>Waveland Department Club</td>
<td>50.00</td>
</tr>
<tr>
<td>Woman's Department Club of Terre Haute</td>
<td>158.00</td>
</tr>
</tbody>
</table>

The Altrusa Club of Terre Haute has contributed $50.00 to found a loan fund in the name of the club. This fund may be lent to any worthy young woman in Indiana State Teachers College on her personal note, with satisfactory security, at the rate of three per cent annually.
In addition to the above amount, the Altrusa Club has contributed $300.00 as a memorial in honor of their deceased members, namely Ella L. Grover, Mayme Henry, Sally Hughes, Kathryn LaHiff O’Donnell, Ivah M. Rhyan, and Mayme Gfroerer.

The Alpha Alumnae Association of Indiana offers two $25.00 loan funds to Alphas of Indiana State Teachers College who desire the use of the money. The interest on this loan is three per cent per year.

The Alpha Alumnae of Terre Haute offer two $25.00 loan funds to any Alpha who might apply or to any young women or men students of Indiana State Teachers College who are approved by either the Dean of Men or the Dean of Women. The interest on this loan is three per cent per year.

The Blue Key Fraternity, honorary fraternity for men on the campus, has established a loan fund of $15.00 to be lent without interest to candidates for initiation fees.

Edna Louise Hyneman Memorial Loan. On January 23, 1939, Mr. and Mrs. Walter G. Hyneman of Terre Haute presented to the College $50.00 for the purpose of founding in memory of their only child, a graduate of Indiana State Teachers College, “The Edna Louise Hyneman Memorial Loan Fund”. On Honor Day, May 24, of the same year, they added another $50.00 to the fund, making a total of $100.00. This fund is available to any worthy young woman student of Indiana State Teachers College, with satisfactory security, at the rate of three per cent annually.

The Kappa Kappa Alumnae of Terre Haute offer a loan fund of $100.00 to any Kappa who might apply, or to any young woman student of Indiana State Teachers College who is approved by the Dean of Women.

James McGregor Endowment Fund. In addition to the $1,000.00 to be distributed annually in scholarships in the manner described under the James McGregor Scholarships, the fund yields each year approximately $700.00 which is set apart to be used as loans to students.

Application for participation in the James McGregor Student Endowment Fund is made on a special form which may be secured from the supervisor of student loan funds. If the application meets with the approval of the president of the College and the trustees of the endowment fund, the loan is granted. Such loans bear interest at the rate of six per cent per annum from the date such funds were furnished until the date of payment if not paid within one year after graduation or withdrawal.

The Pan-Hellenic Society of Terre Haute has created a fund available to women students of Indiana State Teachers College who have completed the freshman year in good standing. These loans are not to exceed $75.00 per person. They are to be paid with interest at three per cent one year after date, but the notes may be renewed.

The South Bend-Mishawaka Pan-Hellenic Association has contributed $600, and the total value of both funds is $1,365.19.
Parsons-Sandison Living Memorial Fund. The following history of this fund is taken from the Book and Torch Ceremony:

"It appears to the devoted alumni of the Indiana State Teachers College that the full $25,000.00 may not be needed for the purchasing of the memorial chimes and tablet. If this should be the case, they believe it is wise to establish a fund which shall be a living memorial, not only for those great leaders of education but for all members of the faculty and the alumni who have made their contribution and passed on into the Great Beyond.

"Therefore, be it resolved, That an agreement of this executive committee of the Parsons-Sandison Memorial be made whereby the money remaining after purchasing the memorial chimes and the tablet shall be known as the Parsons-Sandison Living Memorial Fund, which fund shall remain inviolate and unaltered forever except as it is opened to assist worthy students and to receive contributions. This fund shall be lent to worthy students of the College for the purpose of assisting them in completing their courses in the Indiana State Teachers College.

"Be it resolved, That any student may have the privilege of borrowing from this fund, provided such student is found worthy by the Board of Directors; and that the student borrowing from the Living Memorial Fund shall pay the principal and interest on the amount borrowed after completing his course and after having had an opportunity to earn the amount borrowed. The rate of interest shall be five per cent per annum.

"Be it resolved, That each senior class graduating from the Indiana State Teachers College of Terre Haute shall sponsor the raising of a minimum amount of $500.00. This amount shall become a part of the original Parsons-Sandison Living Memorial Fund."

There is now $18,819.16 of this fund on hand or outstanding in notes. This amount will be increased from year to year by donations of the senior classes and contributions from the alumni.

The Inez B. Tirey Loan Fund was created by the Class of 1941 in honor of Mrs. Inez B. Tirey, late wife of President Ralph N. Tirey. The fund is available to any worthy student.

Triad Clubs of Jasonville, Linton, Seymour, and Sullivan, Indiana, have contributed $650.00 for the purpose of assisting worthy music students.

Vandivier Loan Fund. Dr. H. R. Vandivier of Terre Haute has contributed $150.00 for the establishment of a fund. The value of this fund is now $187.13.

The William H. and Rachel E. Downs Memorial Loan Fund of $150.00 was established in 1942 by Elsie V. Downs of Logansport.

Daughters of the American Revolution Loan Fund. Loans from the Daughters of the American Revolution organization are available to young women in their senior year of college. Information concerning these loan funds may be obtained from any D. A. R. chapter.

The Caroline C. Welch Student Loan Fund was donated by one of Terre Haute's outstanding teachers. This fund is to be administered by the Trustees of the Student Loan. The amount of the bequest is $1,000.

The V-12 Loan Fund was donated by the V-12 trainees of Indiana State Teachers College. The fund is in the form of war bonds. The
value of the bonds at maturity will be $176.75. This fund will be available for loans to V-12 trainees, their children, enlisted men and officers who served in the Navy in World War II.

Sigma Alpha Iota Scholarship. The Sigma Alpha Iota Chapter of Terre Haute offers a scholarship to a worthy woman music student of outstanding ability and character who is in need of financial assistance.

SCHOLARSHIPS, AWARDS AND AIDS

The James McGregor Scholarships. A will left by the late James McGregor of Terre Haute created the James McGregor Student Endowment Fund. This fund consisted of $100,000.00, “the net income, earnings and profits of which are to be used and applied by the trustees for and upon the tuition, board and support of worthy young men and women who shall themselves be without sufficient means and who shall desire to acquire such education and training as may be furnished by permanently established non-religious, non-sectarian educational institutions located and established in Vigo County, Indiana, wherein and whereat are taught the various branches of learning of a higher grade than those taught in the public common schools.”

The proceeds of this fund are divided equally between Indiana State Teachers College and Rose Polytechnic Institute at Terre Haute. The fund yields annually about $1,600.00 to each of these institutions.

The trustees of the James McGregor Student Endowment Fund have set apart approximately $1,000.00 to be distributed in scholarships in the manner which Indiana State Teachers College shall devise.

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

I. Number and time of awards.
   a. A number of scholarships ranging in value from $23.00 to $69.00 shall be awarded each year.
   b. Applications for these scholarships will be received from any high school graduate in Indiana. The award of these scholarships will be made on or before July 1 of each year.

II. Eligibility.
   Applicants must fulfill all conditions of eligibility under the terms of the will as quoted in the opening paragraph of this statement and meet all conditions of entrance into Indiana State Teachers College.

   b. In addition thereto, the applicant must present as evidence of highest scholarship a transcript of the high school record for the total period, attested by the proper authority, to the Committee on Awards of Indiana State Teachers College.
c. He must present testimony of exemplary conduct.

d. He must present testimony of good moral character.

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

III. Time of payments of scholarships.

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

State Scholarships. An act passed by the General Assembly of the State of Indiana at the session of 1935 created two scholarships from each county to Indiana State Teachers College at Terre Haute, and Ball State Teachers College at Muncie.

Under the provisions of the act, the Committee on Selective Admission and Selective Promotion of Indiana State Teachers College receives applications for these scholarships from graduates of Indiana high schools. On the basis of an outstanding scholarship record in high school and the possession of the personality traits most desirable in a superior teacher, the committee selects, with the approval of the president of the College and the State Teachers College Board, not more than two students from each county in Indiana. Students having previous college training are not eligible to make application. When satisfactory applications are not received from a county, no award is made in that county for the year.

These scholarships may be renewed for the sophomore year if a scholarship average of "B" or better is maintained. No junior or senior may retain a state scholarship unless he has a scholarship index of 85 or above.

Each scholarship relieves the student from the payment of the contingent fee of $23.00 per quarter, but he must pay the student service fee of $7.00 per quarter.

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

Four Tri Kappa High School Scholarships of $90.00 are awarded as gifts by Gamma Gamma chapter to Terre Haute high school seniors entering Indiana State Teachers College. The candidates are selected by a Scholarship Committee of Gamma Gamma chapter of Tri Kappa on the basis of high scholastic average, character, and need of financial assistance.

The Pamarista Scholarship award is made to an upperclasswoman who excels in scholarship and participates in extra-curricular activities. Announced each year on Honor Day, the scholarship covers fees for one term.
The Lambda Delta Phi Sorority will award to a deserving Lambda each year on Honor Day a scholarship covering fees for one term.

The Exchange Club of Terre Haute will award to a deserving junior, senior or graduate student, majoring in one of the areas of special education, a scholarship of $100 for the academic year.

**STUDENT EMPLOYMENT**

Being larger than the average college city, Terre Haute offers good opportunities for part-time student employment. Members of the faculty are eager to help students find such work. Sometimes, however, students are over-ambitious and work to an extent which may be detrimental to their health and academic work. As a result, the following regulations have been adopted:

**Outside Employment.**

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

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

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

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

Note: The Student Welfare Committee considers work done in private homes by students for board, or for board and room, to be equivalent of 23 to 28 hours of outside work.

5. Students doing more than 35 hours of outside work per week must limit themselves to 8 hours of prepared work and four hours of non-prepared work, unless their scholarship index in Indiana State Teachers College is 75 or above, in which case they may carry 12 hours of prepared work and four hours of non-prepared work.

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

7. In individual cases where conditions of employment seem to warrant a less rigid enforcement of the above regulations, power to grant exceptions is given to a committee composed of the Dean concerned, the Dean of Instruction, and the College Physician. In such cases where the committee deems it advisable, it may request the sanction of the Student Welfare Committee for power to make exceptions to the above regulations.
Women students interested in securing outside employment should confer with the Dean of Women. Should a woman student secure a position for outside work after she has registered at Indiana State Teachers College, she must immediately report the same to the Dean of Women. Men students interested in securing outside employment should consult with the Dean of Men.

AUDITING OFFICE

The College maintains a Student Organizations Auditing Office in the Administration Building. The office extends a service which enables student organizations to maintain orderly accounts and operate in a solvent condition. All organizations must carry their accounts through this office. The faculty sponsor approves each requisition for expenditure prepared by student officers, and if funds are available the auditor approves payment.
ELEMENTARY TEACHING CURRICULUM

Degree: Bachelor of Science in Elementary Education.

Professional:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 111</td>
<td>Orientation in Education</td>
</tr>
<tr>
<td>Education 223, 322</td>
<td>Psychology</td>
</tr>
<tr>
<td>Education 332</td>
<td>Principles of Teaching</td>
</tr>
<tr>
<td>Education 412</td>
<td>Philosophy of Education</td>
</tr>
<tr>
<td>Education 463</td>
<td>The Elementary Curriculum</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

GENERAL, SPECIAL, AND ELECTIVE COURSES

Special Professional Content Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 395</td>
<td>Elementary Art Methods</td>
</tr>
<tr>
<td>Division of Teaching 451, 452, 455, 460</td>
<td>Supervised Teaching and Practicum</td>
</tr>
<tr>
<td>Education 395, 396</td>
<td>Teaching of Reading</td>
</tr>
<tr>
<td>Education 397</td>
<td>Teaching of English</td>
</tr>
<tr>
<td>Mathematics 392</td>
<td>Teaching of Arithmetic</td>
</tr>
<tr>
<td>Music 292</td>
<td>Teaching of Music</td>
</tr>
<tr>
<td>Physical Education 392</td>
<td>Plays and Games</td>
</tr>
<tr>
<td>Science 392</td>
<td>Teaching Natural Science</td>
</tr>
<tr>
<td>Social Studies 392</td>
<td>Teaching of Social Studies</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>52</strong></td>
</tr>
</tbody>
</table>

General Foundation Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 151</td>
<td>4</td>
</tr>
<tr>
<td>English 111, 141, 243, 311</td>
<td>16</td>
</tr>
<tr>
<td>Home Economics 325</td>
<td>4</td>
</tr>
<tr>
<td>Industrial Arts 330</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics 101</td>
<td>4</td>
</tr>
<tr>
<td>Music 201</td>
<td>4</td>
</tr>
<tr>
<td>Science 111, 112, 113, 151, 171, 251</td>
<td>24</td>
</tr>
<tr>
<td>Social Studies 161, 162, 163, and 206, 328, 308</td>
<td>24</td>
</tr>
<tr>
<td>Speech 111, 165, 279</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>92</strong></td>
</tr>
</tbody>
</table>

Restricted Area or Electives: 24

GRAND TOTAL: 192

Non-Prepared:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education (First two years)</td>
<td>12</td>
</tr>
<tr>
<td>Library Science (First term)</td>
<td>1</td>
</tr>
</tbody>
</table>

ELEMENTARY SCHOOL CERTIFICATES

The following first grade elementary school certificates, valid for five years shall be issued after November 1, 1945. (Lower elementary and upper elementary certificates as issued since July 1, 1940 will be discontinued after June 30, 1946.

Within the number of hours required for graduation only one certificate may be secured by the student in addition to the General Elementary Teachers Certificate.
I. General Elementary Teachers Certificate.

Valid for teaching in the grades one to eight inclusive; also valid for teaching in grade nine of a Junior High School in a special area in which the teacher has 28 quarter hours of credit or in any restricted area as required for secondary certificates; valid for teaching in kindergarten when kindergarten education is taken as a special area.

A. Recommendation for Teaching in a Special Area of Work Related to Elementary Education.

A student may be recommended for teaching in a special area when he has completed twenty-eight quarter hours of work in the area, provided he has also completed the program of required subjects for the general elementary teachers certificate. Four quarter hours of credit in student teaching in the general elementary certificate may be taken as a part of the twenty-eight quarter hours required for recommendation in the special area.

SPECIAL AREAS

Arts and Crafts

| Art 112, 131, 132, 415 | 16 |
| Electives 141, 151, 212, 241, 395 | 12 |
| Total required hours | 28 |

Industrial Arts

| Industrial Arts 101, 111, 325, 374 | 16 |
| Industrial Arts Electives | 12 |
| Total required hours | 28 |

Music

| Music 111, 170-171-172, 235, 245-246-247 | 20 |
| Music Electives | 8 |
| Total required hours | 28 |

Physical Education, Health, Recreation

| Physical Education 201, 202, 203, 405 | 16 |
| Science 374 | 4 |
| Directed Electives | 8 |
| Total required hours | 28 |

Speech and Hearing Therapy

| Speech 241, 326, 342, 345, 346 | 20 |
| Education 429, 450 | 8 |
| Total required hours | 28 |

Audio-Visual Education

<p>| Education 314 | 4 |
| Speech 315 | 4 |
| Organization and Administration of Audio-Visual Aids | 4 |
| Motion Pictures in Education | 4 |
| Electives | 12 |
| Total required hours | 28 |</p>
<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Science 311, 312, 322, 324, 326, 418</td>
<td>24</td>
</tr>
<tr>
<td>Education 406</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total required hours</strong></td>
<td>24</td>
</tr>
<tr>
<td>Upper Grades and Junior High School</td>
<td></td>
</tr>
<tr>
<td>Education 366, 422</td>
<td>8</td>
</tr>
<tr>
<td>Electives (Any subject matter areas)</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total required hours</strong></td>
<td>28</td>
</tr>
<tr>
<td>Home Economics 111, 221 or 222 or 426, 331 or 332</td>
<td>12</td>
</tr>
<tr>
<td>Home Economics Electives</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total required hours</strong></td>
<td>24</td>
</tr>
<tr>
<td>Student Guidance: Visiting Teacher</td>
<td></td>
</tr>
<tr>
<td>Education 417, 429, 450</td>
<td>12</td>
</tr>
<tr>
<td>Social Studies 461</td>
<td>4</td>
</tr>
<tr>
<td>Electives from the following: Education 423, 426, 427, 428; Social Studies 360, 363, 462</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total required hours</strong></td>
<td>28</td>
</tr>
<tr>
<td>Special Education</td>
<td></td>
</tr>
<tr>
<td>Education 366, 450, 451, 468</td>
<td>16</td>
</tr>
<tr>
<td>Speech 326, 327, 328, 329, 345, 346, 347</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total required hours</strong></td>
<td>28</td>
</tr>
<tr>
<td>Kindergarten and Junior Primary</td>
<td></td>
</tr>
<tr>
<td>Home Economics 333</td>
<td>4</td>
</tr>
<tr>
<td>Education 343, 421, 468, 492</td>
<td>16</td>
</tr>
<tr>
<td>Physical Education 203</td>
<td>4</td>
</tr>
<tr>
<td>Teaching 459</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total required hours</strong></td>
<td>28</td>
</tr>
</tbody>
</table>

**CERTIFICATES FOR TEACHERS OF SPECIAL CLASSES**

1. Completion of a four-year course leading to a bachelor's degree in elementary or secondary education.
2. Credit for work in

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 366, 429, 450, 468</td>
<td>16</td>
</tr>
<tr>
<td>Student Teaching in Special Classes</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total required hours</strong></td>
<td>20</td>
</tr>
</tbody>
</table>
HIGH SCHOOL TEACHERS' CERTIFICATES

Degrees: Bachelor of Arts; Bachelor of Science.

REQUIREMENTS FOR GRADUATION

1. Professional Courses:
   Education 220, 221, 311, 331, 366 ........................................................................ 20 hours
   Teaching 453, 454 ........................................................................................................... 8 hours
   Methods Courses (See comprehensive and special areas) ........................................... 4 or 8 hours

2. General Education:
   English 111, 311 ........................................................................................................... 8 hours
   Speech 111, 265 ............................................................................................................. 8 hours
   Social Studies 161, 162, 163 ......................................................................................... 12 hours
   Science 111, 112, 113 .................................................................................................... 8 hours
   Omit 111 if majoring in physics or chemistry
   Omit 112 if majoring in biology
   Omit 113 if majoring in earth science
   Mathematics 101 or 212 ............................................................................................... 4 hours
   Art 151, Music 233, Philosophy 201 ............................................................................... 8 hours
   Total required hours ........................................................................................................ 48

3. Comprehensive, Restricted and Special Areas:
   Each student must complete at least—
   (1) One Comprehensive Area plus a second Comprehensive Area or one or more Restricted Areas.
   (2) One Special Area.

4. Electives: Enough to raise the total number of hours of credit in prepared subjects to 192, of which at least 76 must be in senior college.

5. Non-Prepared Subjects:
   Physical Education ......................................................................................................... 12 hours
   Library Science ............................................................................................................. 1 hour

COMPREHENSIVE AREAS

I. Language Arts

A. English
   English 214, 223 or 423 or 431, 330 or 331, 451 .......................................................... 16 hours
   Elective Courses 221, 222, 322, 324, 325, 326, 327, 328, 329, 341, 342, 421, 423, 441, 442, 449; Social Studies 313, 314 ........................................ 20 hours
   Journalism: 116, 216, 316, 317, 416; Industrial Arts 256 ........................................... 4 hours
   Speech: 156, 165, 167, 265, 266, 315, 342, 356, 361, 365, 381 ..................................... 12 hours
   Free Electives: Consult English Department ................................................................. 12 hours
   Professional Academic 391 ........................................................................................... 4 hours
   Total required hours ....................................................................................................... 68 hours

B. Speech
   Speech 156, 161, 261, 356 or 456, 361 .................................................................. 8 or 12 hours
   Speech 265 or 266, 366 ................................................................................................. 4 hours
   Speech 174, 277, 281, 381, 481 .............................................................................. 8 or 12 hours
   Speech 318, 319, 320 ................................................................................................. 8 or 12 hours
Speech 241, 342, 345, 346 ................................................................. 8 or 12
Science 479 or Speech 429 .............................................................. 4
English 116, 216, 316, 317, 416 ................................................... 4
English 341, 431, 451 .................................................................... 12
Professional Academic 391 ............................................................ 4
Total required hours ........................................................................ 68

II. Foreign Languages
(64 hours in any two languages, with 36 hours in one and 28
hours in the second.)
French and German ......................................................................... 64
Professional Academic 392 ............................................................. 4
Total required hours ........................................................................ 68
French and Latin .............................................................................. 64
Professional Academic 391 or 392 .................................................... 4
Total required hours ........................................................................ 68
French and Spanish .......................................................................... 64
Professional Academic 392 ............................................................. 4
Total required hours ........................................................................ 68
German and Latin ............................................................................ 64
Professional Academic 391 or 392 .................................................... 4
Total required hours ........................................................................ 68
German and Spanish ........................................................................ 64
Professional Academic 392 ............................................................. 4
Total required hours ........................................................................ 68
Latin and Spanish ............................................................................ 64
Professional Academic 391 or 392 .................................................... 4
Total required hours ........................................................................ 68

III. Social Studies
Social Studies 162 and elective economics ...................................... 8
Science 151 and elective geography .................................................. 8
Social Studies 211, 212, 206, 307, 308, 310, 311 ......................... 28
(General History 16 hrs.; U. S. History 12 hrs.)
Social Studies 163, 323 ................................................................. 8
Social Studies 161 and elective sociology ........................................... 8
Elective from any of the above ......................................................... 4
Professional Academic 391 ............................................................ 4
Total required hours ........................................................................ 68

IV. Biological Science
Botany 24 or 28; Zoology 28 or 24 ............................................... 52
Physiology and Health .................................................................... 12
Professional Academic 393 ............................................................ 4
Total required hours ........................................................................ 68

V. Physical Science and Mathematics
A. Physics 28 or 36; Mathematics 36 or 28 ................................. 64
   Professional Academic: Science 394 or Mathematics 391 .......... 4
Total required hours ........................................................................ 68
B. Physics 28 or 36; Chemistry 36 or 28................................. 64
   Professional Academic 394 ....................................................... 4
   (Mathematics shall be elected for Restricted Area)
   Total required hours............................................................. 68
C. Chemistry 28 or 36; Mathematics 36 or 28...................... 64
   Professional Academic: Science 394 or Mathematics 391......... 4
   Total required hours............................................................. 68

VI. General Science
Biological Science (including Science 112).......................... 20
   Physical Science (including Science 111).............................. 20
   Mathematics (including 101 or 212) ........................................ 8
   Astronomy (including Science 113) ........................................... 8
   Geography .................................................................................. 8
   Professional Academic 391 ..................................................... 4
   Total required hours............................................................. 68

VII. Business Education
A. With Stenography:
   Commerce *121, 122, *211, 212, 213, **201, 202, 203, 231, 240, 331, 305, 490 ......................................................... 52
   Electives: 123, 308, 332, 334, 336, 401, 402, 403, 404, 433, 436, 437, 490 ................................................................. 12
   Professional Academic 392 or 393 or 394 ............................. 4
   Total required hours............................................................. 68

B. Without Stenography:
   Commerce *121, 122, **201, 202, 203 and choice of 401, 402, 404 ................................. 24
   Commerce 240, 331, 305, 334, 437 ........................................... 20
   Science 257 ........................................................................ 4
   Commerce Electives ................................................................. 16
   Professional Academic 392 or 394 ............................................ 4
   Total required hours............................................................. 68

(*Students who have received credit for one or more years of this subject in high school can enroll in this course only on a non-credit basis. Students who demonstrate exceptional skill may also omit the second course in the subject on the advice of the instructor.

**Students who have had one or more years of previous training in bookkeeping or accounting should consult the instructor relative to substituting an elective course in Commerce for Accounting 201.)

VIII. Health Education
A. Men
   Science 121, 122, 123, 171, 271, 374 ........................................ 24
   Science 134, 172, 175, 376, 471, 474, 477 .................................. 4
   Physical Education 151, 171 or 172, 253 and 254, 255, 352, 353, 451 .................................................. 28
   Physical Education 471, 472, 473, 474, 475 .................................. 8
   Professional Academic 396 .................................................... 4
   Total required hours............................................................. 68
### B. Women

- **Science** 121, 123, 171, 172, 374, 376, 422 .............................................. 28
- **Physical Education** 101, 102, 201, 202, 203, 301, 302 or 303, 304 or 402, 403, 405 ................................................................. 36
- **Professional Academic** 391 .................................................................... 4

**Total required hours** ............................................................................... 68

### IX. Home Economics

- **Home Economics** 131, 190, 211, 212, 222, 224 or 321, 323, 331, 333 or 433, 431, 432 ................................................................. 40
- **Art** 132 ............................................................ 8
- **Science** 112, 141, 142, 376 ........................................................................ 16
- **Professional Academic** 391 .................................................................... 4

**Total required hours** ............................................................................... 68

(Home Economics 113 and 221 will be required in addition to the above if the head of the department advises.)

### X. Industrial Arts

- **Industrial Arts** 121, 131, 141, 221, 222, 242, 262, 317, 321, 326, 363 ................................................................. 12
- **Industrial Arts** 111, 112, 211, 212, 311, 312 ................................................................. 12
- **Industrial Arts** 151, 152, 251, 252, 253, 254, 352, 363, 364, 355 ................................................................. 8
- **Industrial Arts** 101, 102, 103, 201, 202, 301, 302, 303 ................................................................. 8
- **Industrial Arts** 265, 318 ........................................................................ 8
- **Science** 141, 181 ...................................................................................... 8
- **Mathematics** 110 .................................................................................... 4
- **Professional Academic** 391 .................................................................... 4

**Total required hours** ............................................................................... 68

### XI. Music

#### A. Choral

- **Music** 111, 112, 113, 235, 382, 392, 393, 483, 492, 493, 499 .............................................. 42
- **Music** 245-246-247, or 270-271-272; 340-341-342 or 345-346-347 or 370-371-372 ................................................................. 12
- **Music** 219, 319 ...................................................................................... 6
- **Elective Music** ...................................................................................... 4
- **Professional Academic** 391 .................................................................... 4

**Total required hours** ............................................................................... 68

#### B. Instrumental

- **Music** 111, 112, 113, 381, 420, 481, 482, 491 .............................................. 28
- **Music** 260-250, 265-255, 260-260, 265; 345-346-347 or 360-351-352 or 355-356-357 or 360-361-362 or 365-366-367 .................. 20
  (Percussion Major substitute additional 250, 255, or 260 for 255.)
- **Music** 269, 369 ...................................................................................... 6
- **Music** 269, 369 ...................................................................................... 6
- **Music Elective from 269, 269 .................................................................... 4
- **Professional Academic** 394 .................................................................... 4

**Total required hours** ............................................................................... 68

### XII. Arts and Crafts

- **Art** 112, 132, 141, 151, 212, 241, 242, 311, 314, 414, 415, 451 .................................................................. 48
## HIGH SCHOOL TEACHERS' CERTIFICATES

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Electives</td>
<td>16</td>
</tr>
<tr>
<td>Professional Academic 391</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total required hours</strong></td>
<td>68</td>
</tr>
</tbody>
</table>

### RESTRICTED AREAS

#### English
- English 214, 330 or 331, 451
- English 221 or 322, 324, 441 or 442, 223 or 423 or 431
- **Total required hours** 28

#### Journalism
- English 116, 216, 316, 317, 416
- Industrial Arts 256
- English Elective
- **Total required hours** 28

#### Speech
- General Speech
  - Speech 156, 161, 261, 356 or 456, 361
  - Speech 174, 277, 251, 381, 481
  - Speech 265, 318, 319, 320
  - Speech 241, 342
- **Total required hours** 28

#### Radio
- Speech 111, 317, 265 or 281
- Speech 316, 318, 319, 316 or 320
- **Total required hours** 28

#### Foreign Language
- Any foreign language
- (8 additional hours required if two units have not been earned in high school.)
- **Total required hours** 28

#### History
- Social Studies 206, 211, 212, 307, 308, 310, 311
- Social Studies 162, 255 or 434, Elective Economics
- Social Studies 163, 323, Elective Political Science
- Social Studies 161, Elective Sociology
- **Total required hours** 28

#### Biology
- Science 121, 122, 123, 322, 323, 421, 422, 423, 424
- Science 131, 132, 133, 134, 331, 333, 334, 431, 432, 433, 434... 16 or 12
- **Total required hours** 28

#### Physics
- Science 181, 182, 183, 381, 382, 383, 384, 481, 482, 483, 485, 486
- **Total required hours** 28

#### Chemistry
- Science 141, 142, 143, 241, 243, 341, 342, 343, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449
- **Total required hours** 28
<table>
<thead>
<tr>
<th><strong>Earth Science</strong></th>
<th><strong>Hours</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Science 151</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total required hours</strong></td>
<td>28</td>
</tr>
</tbody>
</table>

**Mathematics**

Mathematics 111, 112, 212, 221, 331, 332, 441 .......................... 28

**Bookkeeping and Typewriting**

Commerce **201, 202, 203, *121, 122** .......................... 20

Commerce Electives  .. 8

**Total required hours** 28

**(Students who have had one or more years of previous training in bookkeeping or accounting should consult the instructor relative to substituting an elective course in Commerce for Accounting 201. *Students who have received credit for one or more years of this subject in high school can enroll in this course only on a non-credit basis. Students who demonstrate exceptional skill may also omit the second course in the subject on the advice of the instructor.)**

**General Business**

Commerce 240, 305, 308, 331 .............................................. 16

Science 257 ................................................................. 4

Electives in Commerce or Economics ................................ 8

**Total required hours** ................................................. 28

**Stenography**

Commerce 211, 212, 213, 121, 122, 231 .......................... 24

Commerce Electives ................................................. 4

**Total required hours** ............................................... 28

**Retail Selling**

Commerce 305, 308, 331, 332, 334, 437 .......................... 24

Social Studies 162 ................................................. 4

**Total required hours** ............................................. 28

**Health and Safety Education**

Science 171, 172, 175, 271, 374, 376, 471, 474, 477 .......................... 28

**Physical Education**

<table>
<thead>
<tr>
<th><strong>Men</strong></th>
<th><strong>Women</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education 171, 172, 253, 254, 255, 452, 454, 512</td>
<td>24</td>
</tr>
<tr>
<td>Physical Education 471, 472, 473, 474, 475</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total required hours</strong></td>
<td>28</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Women</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Physical Education 101, 102, 201, 202, 203, 301, 403</td>
</tr>
<tr>
<td>*(2) Physical Education 201, 202, 203, 301, 302 or 303, 403, 405</td>
</tr>
<tr>
<td>Physical Education Elective</td>
</tr>
<tr>
<td><strong>Total required hours</strong></td>
</tr>
</tbody>
</table>

*(Students not permitted to take this Restricted Area unless they also complete a Comprehensive Area in Biological Science.)
Recreation

A. Men

Physical Education 171, 172, 353, 453 .................................................... 16
Physical Education 471, 472, 473, 474, 475 ........................................... 8
Art 131 ......................................................................................... 4

Total required hours ......................................................................... 28

**B. Women

Physical Education 201, 203, 301, 302 or 303, 406, 407 ......................... 24
Art 131 or Speech 381 ........................................................................ 4

Total required hours ......................................................................... 28

(***Women students interested in professional work in recreation should elect an additional Restricted Area in either Arts and Crafts or Play Production.)

Home Economics

Home Economics 113 or 211, 212, 221, 222, 131, 190, 433 ..................... 24
Professional Academic 391 .................................................................... 4

Total required hours ......................................................................... 28

General Shop

Industrial Arts 101, 374, 375 or 376 ....................................................... 12
Industrial Arts Electives from two of the following:
Wood, Metal, Printing ......................................................................... 16

Total required hours ......................................................................... 28

Special Shop

Six courses in one of the Industrial Arts fields listed in the Comprehensive Area ........................................................................... 24
Industrial Arts 375 or 376 ..................................................................... 4

Total required hours ......................................................................... 28

Instrumental Music

Music 111, 250-250, 255-255, 260-260, 265, 381, 491 and 59-259 or 69-269.................. 28

Vocal Music


Arts and Crafts

Art 132, 212, 241, 242, 331, 342, 344, 417 .................................................. 12
Art 112, 141, 211, 311, 314, 341, 414, 415, 416 ........................................... 12
Art 151, 451 ......................................................................................... 4

Total required hours ......................................................................... 28

Library Science

Library Science 311, 312, 322, 324, 326 .................................................. 20
Education 314 ..................................................................................... 4
Directed Elective .................................................................................. 4

Total required hours ......................................................................... 28
I. English
Students who realize the advisability of additional preparation in English may extend the curriculum to as much as ninety-six hours. For advice, please consult the chairman of the department.

II. Social Studies.

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies 206, 307, 308</td>
<td>12</td>
</tr>
<tr>
<td>Social Studies 162, 255 or 434</td>
<td>8</td>
</tr>
<tr>
<td>Social Studies 211, 212, 310, 311</td>
<td>16</td>
</tr>
<tr>
<td>Science 151, 3505 or 455</td>
<td>8</td>
</tr>
<tr>
<td>Social Studies 163, 323</td>
<td>8</td>
</tr>
<tr>
<td>Social Studies 161</td>
<td>4</td>
</tr>
<tr>
<td>Four hours of elective from each of the above fields</td>
<td>24</td>
</tr>
<tr>
<td>Eight hours of elective from any of above fields</td>
<td>8</td>
</tr>
<tr>
<td>Social Studies 391, 392</td>
<td>8</td>
</tr>
<tr>
<td>Education 463</td>
<td>4</td>
</tr>
</tbody>
</table>

Total required hours: 100

III. Business Education.

Courses required under the Comprehensive Area with Shorthand: 68

Science 257: 4

Economics (Senior College): 8

Commerce Electives: 20

Total required hours: 100

IV. Health, Physical Education and Recreation for Women.

Comprehensive Area in Health and Physical Education: 68

Physical Education 302 or 303, 393, 406, 407, 491: 20

Directed Elective in Recreation: 4

Science 141 and 142 or Science 181 and 182: 8

Total required hours: 100

V. Home Economics.

Home Economics 111, 131, 190, 211, 212, 222, 223, 321, 331, 332, 333, 391, 430, 492: 60

Home Economics *113, *221, 411, 430, 441, 499: 8

Art 132, 151: 8

Science 141, 142, 171, 281, 344, 376: 24

Total required hours: 100

(*Students who have had no high school foods must take Home Economics 221; students who have had no high school clothing must take Home Economics 113.)

VI. Industrial Arts.

Industrial Arts 121, 131, 141, 221, 222, 242, 262, 317, 321, 325, 368: 12 to 36

Industrial Arts 111, 112, 211, 212, 311, 312: 4 to 28

Industrial Arts 151, 152, 251, 252, 253, 254, 352, 363, 364, 365: 8 to 28

Industrial Arts 101, 102, 103, 201, 202, 301, 302, 303: 12 to 28

Industrial Arts 265 and Elective Electricity Courses: 4 to 20

Industrial Arts 318 and Elective Ceramics Courses: 4 to 12

Industrial Arts 374, 375, 376, 392, 491: 20
Students in the freshman and sophomore years will elect their shop work from the following courses: Industrial Arts 111, 112, 121, 131, 151, 152, 211, 221, 241, 251, 253, 262, and 265. Students in the junior and senior years should specialize in some one industrial art area.

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

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

It is required by the State Board of Education that teachers of Shop Work supplement the four-year curriculum in residence by three years of successful industrial trade experience. For complete details as to the requirements, see License Standard for Trade and Industrial Education, 1937-1942, State Board of Vocational Education, Indianapolis, Indiana.

**Vocational Teacher Training Courses for Trade and Industrial Teachers**

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

**A. Entrance Requirements:**

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

**B. Courses in Residence:**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Hours</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>375. Organization of Instructional Material</td>
<td>2 to 4</td>
<td>24 to 48</td>
</tr>
<tr>
<td>376. Preparation of Instructional Material</td>
<td>2 to 4</td>
<td>24 to 48</td>
</tr>
<tr>
<td>391. Methods of Teaching Shop and Related Subjects</td>
<td>2 to 4</td>
<td>24 to 48</td>
</tr>
<tr>
<td>392. Organization and Administration of Trade and Industrial Education</td>
<td>4</td>
<td>48</td>
</tr>
<tr>
<td>465. Trade and Occupational Analysis</td>
<td>2 to 4</td>
<td>24 to 48</td>
</tr>
<tr>
<td>475. Educational and Vocational Guidance</td>
<td>4</td>
<td>48</td>
</tr>
<tr>
<td>477. Shop Organization</td>
<td>2</td>
<td>24</td>
</tr>
</tbody>
</table>
C. Courses in Extension:

467. VEE Trade Analysis .................................................. 4 48
476. VEE Methods of Teaching Trade Extension Classes .................................................. 4 48
484. VEE Practice Teaching ............................................ 4 48
486. VEE Educational and Industrial Coordination ...... 4 48
487. VEE Conference Method ............................................ 2 24

All the courses listed in B and C above will be offered in extension centers 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.

VII. Music.

Music 111, 112, 113, 235, 381, 382, 391, 392, 393, 394, 481, 482, 499 .................................................. 46
Music 250 ........................................................................... 4
Music 255 ........................................................................... 4
Music 260 ........................................................................... 4
Music 420 or 421 .................................................. 4
Music 491 or 492 .................................................. 4
Technics (Major and Minor) .................................................. 16
Music 219, 319 ........................................................................... 6
Music 259, 359 ........................................................................... 6
Music 269, 369 ........................................................................... 6

Total required hours ............................................................ 100

For Piano Majors
Music 265 .................................................. 2
Music 270-271-272 .................................................. 4
Music 345-346-347 .................................................. 6
Electives from Music 250, 255, 260 .................................................. 4

For Voice Majors
Music 245-246 .................................................. 4
Music 265 .................................................. 2
Music 370-371-372 .................................................. 6
Electives from Music 250, 255, 260 .................................................. 4

For String Majors
Music 245-246 .................................................. 4
Music 265 .................................................. 2
Music 270-271-272 .................................................. 4
Music 350-351-352 .................................................. 6
For Woodwind Majors
Music 245-246 .............................................................. 4
Music 265 ................................................................. 2
Music 270-271-272 ........................................................ 4
Music 355-356-357 ...................................................... 6

For Brass Majors
Music 245-246 .............................................................. 4
Music 265 ................................................................. 2
Music 270-271-272 ........................................................ 4
Music 360-361-362 ...................................................... 6

For Percussion Majors
Music 245-246 .............................................................. 4
Music 270-271-272 ........................................................ 4
Music 365-366-367 ...................................................... 6
Elective from Music 250, 255, 260 ................................ 2

Prospective students should read the entrance requirements in the departmental statement as the minor instrument requirements are particularly important in this curriculum. Follow carefully the technic courses as listed above as they differ according to the major instrument.

VIII. Arts and Crafts.

Art 132, 212, 241, 242, 331, 341, 344, 417 .................................................. 32
Art 112, 141, 211, 311, 314, 414, 415 .......................................................... 28
Art 151, 461 ................................................................. 8
Art 391 ................................................................. 4
Industrial Arts 101, 111 ................................................................. 8
Home Economics 212 ................................................................. 4
Art Electives 131, 251, 312, 342, 411 .................................................. 16

Total required hours .................................................. 100
### SPECIAL SERVICES

#### Speech

**Hearing Therapy Major**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 423, 429, 450, 468</td>
<td>16</td>
</tr>
<tr>
<td>Science 479 or Speech 429</td>
<td>4</td>
</tr>
<tr>
<td>Speech 241, 325, 326, 327, 328, 342, 345</td>
<td>28</td>
</tr>
<tr>
<td>Professional Academic 391</td>
<td>4</td>
</tr>
</tbody>
</table>

Total required hours ........................................... 52

**Speech Science and Speech Correction Major**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 423, 429, 450, 468</td>
<td>16</td>
</tr>
<tr>
<td>Science 479 or Speech 429</td>
<td>4</td>
</tr>
<tr>
<td>Speech 241, 325, 342, 345, 346, 449, 450</td>
<td>28</td>
</tr>
<tr>
<td>Professional Academic 391</td>
<td>4</td>
</tr>
</tbody>
</table>

Total required hours ........................................... 52

**Theatre Major**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Interpretation 265, or Verse Choir 266 or 366</td>
<td>4</td>
</tr>
<tr>
<td>Radio Broadcasting 318 or 319</td>
<td>4</td>
</tr>
<tr>
<td>Dramatic History and Theory 174, 474, or 478</td>
<td>8</td>
</tr>
<tr>
<td>Dramatic Literature, English 421</td>
<td>4</td>
</tr>
<tr>
<td>Specialized Theatre Activity 279 and 479</td>
<td>4</td>
</tr>
<tr>
<td>Acting 281</td>
<td>4</td>
</tr>
<tr>
<td>Theatrecraft 277, 381, 481</td>
<td>8</td>
</tr>
<tr>
<td>Theatrecraft 375, and 376, or Home Ec. 212</td>
<td>4</td>
</tr>
<tr>
<td>Professional Academic 391</td>
<td>4</td>
</tr>
</tbody>
</table>

Total required hours ........................................... 44
SPECIAL CURRICULUMS NOT LEADING TO TEACHING CERTIFICATES

I. SOCIAL WELFARE

Students may pursue a course in social welfare, and may get a certificate in social welfare after the completion of the course. The requirements for a social welfare certificate are outlined below:

<table>
<thead>
<tr>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Welfare</td>
</tr>
<tr>
<td>Sociology</td>
</tr>
<tr>
<td>Other Social Studies</td>
</tr>
<tr>
<td>Education</td>
</tr>
<tr>
<td>Science and/or Home Economics and/or Physical Education</td>
</tr>
<tr>
<td><strong>Total required hours</strong></td>
</tr>
</tbody>
</table>

Specific Social Welfare courses include the following:

- Social Studies 360—Fields of Social Work: 4
- Social Studies 363—Child Welfare: 4
- Social Studies 364—Group Work and Case Work Recording: 4
- Social Studies 461—Case Work: 4
- Social Studies 462—Field Observation Case Work: 4

The following related courses also are available and definitely helpful to students in Social Welfare. Social Studies courses 161, 162, and 163 are required for graduation.

<table>
<thead>
<tr>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociology</td>
</tr>
<tr>
<td>Economics</td>
</tr>
<tr>
<td>Political Science</td>
</tr>
<tr>
<td>History</td>
</tr>
<tr>
<td>Education</td>
</tr>
<tr>
<td>Science</td>
</tr>
<tr>
<td>Home Economics</td>
</tr>
<tr>
<td>Physical Education</td>
</tr>
</tbody>
</table>

II. TWO-YEAR COMMERCE CURRICULUM

The following two-year course is outlined for those students who will not attend college long enough to complete a four-year course and who wish to qualify themselves for positions in business. Any credits earned on this course are applicable toward the completion of the four-year course leading to a teaching certificate.

<table>
<thead>
<tr>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stenography</td>
</tr>
<tr>
<td>English 111, 211</td>
</tr>
<tr>
<td>Science 257</td>
</tr>
<tr>
<td>Social Studies 161, 162, 163</td>
</tr>
<tr>
<td>Speech 111</td>
</tr>
<tr>
<td>Electives</td>
</tr>
<tr>
<td><strong>Total required hours</strong></td>
</tr>
</tbody>
</table>
### INDIANA STATE TEACHERS COLLEGE

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Non-prepared:</strong></td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>6</td>
</tr>
</tbody>
</table>

(Note: Some accounting suggested as elective.)

#### Accounting

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commerce 121, 122, 201, 202, 203, 231, 240, 305, 331, 332, 401, 402, 403, 404, 436, 437</td>
<td>64</td>
</tr>
<tr>
<td>English 111</td>
<td>4</td>
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<tr>
<td>Mathematics 101</td>
<td>4</td>
</tr>
<tr>
<td>Science 171</td>
<td>4</td>
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<tr>
<td>Social Studies 161, 162, 254</td>
<td>12</td>
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<tr>
<td>Electives</td>
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Total required hours: 96

#### Pre-Business Administration

<table>
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<th>Course</th>
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<tbody>
<tr>
<td>Commerce 201, 202, 203, 231, 240, 305, 331, 401</td>
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<tr>
<td>English 111, 224</td>
<td>8</td>
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<tr>
<td>Mathematics 111, 212, 241</td>
<td>12</td>
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<tr>
<td>Science 151, 257</td>
<td>8</td>
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<tr>
<td>Social Studies 161, 162, 163, 102, 301, 328</td>
<td>24</td>
</tr>
<tr>
<td>Electives</td>
<td>12</td>
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Total required hours: 96

#### Non-prepared:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>4</td>
</tr>
</tbody>
</table>
DIVISION OF TEACHING

Dr. Anthony, Director, Mr. Bright, Miss Reed.

Supervising teachers

Elementary School: Kindergarten, Hilma Weaver; First Grade, Helen Price and Helen Walters; Second Grade, Merle Brown and Inez Mauck; Third Grade, Esther Oehring; Fourth Grade, Olga Combs and Bertha Fitzsimmons; Fifth Grade, Anna Carle; Sixth Grade, Fred Harris and Hallie Smith.

High School: Commerce, Ruth Temple and Herman Truelove; English, Margaret Gillum, Frances Williams and Gypsy Wilson; Homemaking, Caroline Kelso and Edith LeHew; Industrial Arts, Wayne Schomer, Marvin Bell and Ralph Rogers; Language, Mary O. Peters and Gertrude Ewing; Mathematics, Kathryn Kennedy, Flora Smith and Charles Wefler; Science, Russell McDougal and Geraldine Shontz; Social Studies, Florise Hunsucker, Meribah Clark and Paul Headdy; Speech, Ralph Lawson.

Special Areas: Art, Wenonah Goshorn and Mildred Osgood; Music, Ralph Miller and Hazel Kelso; Physical Education, Eleanor Forsythe, Paul Wolf and James Carr.

CERTIFICATION REQUIREMENTS

The courses listed below are designed to meet the state requirements in supervised teaching for the following certificates: elementary and special fields, junior high school, senior high school, supervisory and administrative.

ELEMENTARY DIVISION

The student teaching program in this division is so planned that each student may receive a general elementary certificate which will qualify him to teach in any of the elementary grades. If he has the necessary prerequisites, he may also qualify for a special certificate in kindergarten, junior high school, speech correction or special subject matter field. Under the present plan, the student takes his student teaching in two consecutive terms of his senior year. In courses 451 and 452 the student is assigned in the elementary grades. 455 may be used to qualify for the certificate in a special field. Practicum 460 is taken during the first term of student teaching.

The supervising teachers listed here are members of the faculty of the Laboratory School and of the college. In addition to those listed, a large number of qualified teachers in nearby public schools are certified as supervising teachers and are assigned student teachers when their services are needed.
SUPERVISED TEACHING COURSES

451. Supervised Teaching—4 hours. This course consists of orientation, participation, and actual teaching in the elementary grades. Elementary curriculum. Reed and supervising teachers

452. Supervised Teaching—4 hours. This is a continuation of 451. Elementary curriculum. Reed and supervising teachers

*455. Supervised Teaching—4 hours. This may be a continuation of 451 and 452. It is also designed to meet the needs of students who have the necessary prerequisites to secure a special certificate. Elementary curriculum. Reed and supervising teachers

460. Practicum—4 hours. This course is designed to develop insight during laboratory experiences of student teachers. It is also open to advanced teachers. Elementary curriculum. Reed

SECONDARY DIVISION

The two courses (453 and 454) meet the certification requirements in observation and practice for Indiana and other States. The prerequisites are Education 220, 221, 311, 331; twenty-four hours of credit in the special subject matter area in which the certificate is to be secured; and the appropriate special methods course to be taken preferably prior to supervised teaching.

SUPERVISED TEACHING COURSES

453. Supervised Teaching—4 hours. This is the first term of teaching. Bright and supervising teachers

454. Supervised Teaching—4 hours. This is the second term of supervised teaching required for graduation. This course is required for second majors, and for other phases of special subject fields. Bright and supervising teachers

*456. Advanced (Cadet) Supervised Teaching—4 hours. (Elective) Designed for students who desire more experience. Special adaptations are made for experienced teachers. Bright and supervising teachers

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

2During the regular school year student teaching requires two hours daily; during the mid-spring and summer, four hours daily.

3During the regular school year student teaching requires two hours daily; during the mid-spring and summer, four hours daily.
SPECIAL COURSES IN TEACHER EDUCATION

The following courses are offered during the mid-spring and the six-week summer term:

*457. **Supervision of Student Teaching**—4 hours. This course is primarily intended for persons who are expecting to be supervising teachers and directors of training schools. In addition, it is open to students who desire a prerequisite to supervised teaching or an elective in supervision.

*458. **Individual Teaching Problems**—A refresher course for teachers who have been out of the profession for a period of time. Problems may be selected in either elementary or secondary field.

Bright, Reed, and a special committee of supervising teachers

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

Miss Reynerson, Head of the Department; Miss Goshorn, Miss Osgood, Miss Sacksteder.

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

Many of the art courses are open to students, as electives, who desire art for leisure time and culture.

JUNIOR COLLEGE COURSES
First and Second Years

112. Composition—4 hours. Experience in various art media in building up a unified expression through drawing. Osgood

131. Handicrafts for Occupational Therapy—4 hours. A basic course in handicrafts designed to train teachers for hospitals, playgrounds and community organizations. Reynerson

132. Color and Design—4 hours. A study of design and color through experiments and practical applications. Reynerson

141. Sculpture—4 hours. Composition in the round through carving and modeling in such media as wood, plaster, clay and stone.

151. The Arts in Civilization—4 hours. The integral relationship of all arts to the society that produced them from prehistoric to the present time. Reynerson

211. Composition and Illustration—4 hours. A drawing course in which emphasis is placed on practice in seeing, selecting, simplifying and organizing for unified original expression in illustration. Osgood

212. Lettering and Posters—4 hours. Practical experience in designing layouts and poster. Lettering with pen and brush. Experience with stencil, silk-screen and air brush. Osgood

241. Design in Materials—4 hours. Experiments in designing with many kinds of simple materials such as wood, glass, yarn, paper, plaster, etc. Sacksteder

242. Metal Craft—4 hours. Experiments in designing and constructing articles from copper, brass and other metals by the process of spinning, raising, hammering, etc. Reynerson, Sacksteder

251. Arts in Civilization II—4 hours. A continuation of Art 151 with emphasis on the art which follows the Italian Renaissance up to and including contemporary art. Reynerson
DEPARTMENT OF ART

SENIOR COLLEGE COURSES
Third and Fourth Years

311. Figure Drawing—4 hours. Drawing the human figure from the posed model in various media. Osgood, Sacksteder

312. Commercial Art—4 hours. Drawing and lettering to provide experience for more advanced work in lettering, poster and illustration. Osgood

314. Print Making—4 hours. The appreciation of Fine Prints through practice in making etchings, dry points, etc., and the study of famous prints. Reynerson

331. Interior Decoration—4 hours. Practical applications of the principles of color and design to the home by study, excursions and construction of model rooms. Reynerson, Sacksteder

341. Pottery—4 hours. An appreciation of pottery through building, throwing, glazing and firing clay shapes. Sacksteder

342. Metal Craft—4 hours. Experience in designing in precious metals and the mounting of stones. Reynerson

344. Design—4 hours. Original designing in materials such as woven, printed or dyed textiles, sawed or turned wooden objects, bookbinding, stitcher, etc. Reynerson

391. Methods—4 hours. Philosophy and methods of teaching art at all levels developed through discussion, observation and participation. Co-ordinated with Laboratory School program. Osgood


411. Figure Drawing—4 hours. A continuation of Art 311. Osgood, Sacksteder

414. Oil Painting—4 hours. Advanced composition in oil to provide experience in color as it builds up form and space. Sacksteder

415. Watercolor Painting—4 hours. Advanced composition in transparent watercolor to develop an appreciation of the medium and added personal skill and enjoyment in handling. Sacksteder

416. Advanced Painting—4 hours. Composition in a desired painting medium to provide experience for advanced development. Sacksteder

417. Costume Illustration—4 hours. Experience in planning, drawing and draping costumes to develop good taste in the selection, designing and wearing of clothes. Reynerson, Sacksteder
451. Contemporary Trends—4 hours. An acquaintance with the major trends in art of today in painting, sculpture, architecture and industrial design.

Reynerson

GRADUATE COURSES

All 400 courses in Art may be carried as 500 courses by persons who have met the prerequisites. Graduate students are required to do additional work of a research nature.
DEPARTMENT OF COMMERCE

Students who do not wish to meet teacher certificate requirements must have their programs approved by the Chairman of the Department.

JUNIOR COLLEGE COURSES
First and Second Years

121. Typewriting—4 hours. Mastery of keyboard, correct techniques, intensive drills to increase speed and accuracy on letters of the alphabet and numbers, a short introduction to business letters and simple tabulations. This course cannot be taken for credit by students who have had one or more years of previous training in this subject. Breidenbaugh, Hunter

122. Typewriting—4 hours. Review of keyboard, speed and accuracy drills, business letter forms, rough drafts, manuscript writing, and tabulations. Much attention is given to individual progress in speed and accuracy. Breidenbaugh, Hunter

123. Typewriting—4 hours. Machine dictation, composition at machine, stenciling and tabulations. Work is judged on basis of production. Breidenbaugh, Hunter

201. Accounting Principles—4 hours. This course covers the elementary principles of double entry accounting including journals, ledgers, preparation of statements, adjusting and closing the ledger. Breidenbaugh, Eberhart

202. Accounting Principles—4 hours. A second term course designed to teach the accounts peculiar to partnerships and corporations, manufacturing and the voucher system. A practice set is included in this course. Breidenbaugh

203. Accounting Principles—4 hours. This course is a continuation of 202 covering various accounting statements, budgets, analysis of statements, and payroll procedure. Breidenbaugh

211. Stenography—4 hours. Fundamentals of Gregg Shorthand. A course for those who are beginning the study of the system. Eighteen units in the Gregg Shorthand Manual and the Speed Studies are covered. This course cannot be taken for credit by students who have had one or more years of previous training in this subject. Wood

212. Stenography—4 hours. Completion of the Gregg Shorthand Manual and the Speed Studies with dictation at 80 wpm on familiar matter and 60 wpm on new material. Transcription at the typewriter. Wood

231. Business Correspondence—4 hours. Application of the principles of good writing to business letters. A detailed study of each type of letter and practice in writing the various kinds. The second six weeks of the term will be devoted to the theory of and practice in filing letters and other materials. Wood

240. Principles of Business Administration—4 hours. This course is designed to give the student a broad view of such topics as organization problems in marketing, securing capital, business records and personnel. Eberhart

SENIOR COLLEGE COURSES
Third and Fourth Years

305. Marketing—4 hours. A study of our system for distributing goods with considerable emphasis given to the wholesale and retail segments. A prerequisite for Commerce 334 and 437. Eberhart

308. Consumer Business Problems—4 hours. A course for the study of the various consumer problems that arise in the business relationships of the individual. Budgeting, insurance programs, savings and investment plans, consumer protection agencies, etc., are among the topics studied. Wood

331. Business Law—4 hours. Introduction to various subjects in the general study of law. Covers some work in contracts, agency, and negotiable instruments. Hunter

332. Business Law—4 hours. A continuation course of Commerce 331, and covers the following subjects: suretyship, insurance, bailments, common carriers, sales, partnerships and corporations. Hunter

334. Retail Selling—4 hours. A study is made of the better methods of selling goods at retail. Attention is also devoted to available materials and methods of teaching this course. Prerequisite, Commerce 305. Eberhart

336. Secretarial Practice—4 hours. Student works in an office. Supervision by the employer and instructor. Emphasis on the following: dictation, transcription, filing, the telephone, and management of the office in general. Wood, Hunter

392. Methods in Teaching Bookkeeping and Commercial Arithmetic—4 hours. A study will be made of the materials and methods to be used in teaching bookkeeping and business arithmetic to high school students. Breidenbaugh

393. Methods in Typewriting and Shorthand—4 hours. A study of the materials and techniques employed in teaching these subjects. Temple
394. Methods in Teaching General Business Subjects—4 hours. There will be a survey of the development of and present trends in this phase of business education. A study will be made of materials and methods to be used in teaching such courses. Consumer education will be given consideration.


403. Auditing—4 hours. A study of the fundamental principles of auditing including: scope of auditing, auditing practice and procedure, presentation of findings.


433. Principles of Investment—4 hours. A study of the essential qualities of good investments, the exchanges, and methods of trading stocks and bonds.

436. Office Machines—4 hours. Information and practice on machines commonly found in business offices. Instruction on the following machines: calculating, billing, bookkeeping, dictating, mimeograph, addressograph, and graphotype. Prerequisite courses: bookkeeping, typewriting and arithmetic.

437. Principles of Retailing—4 hours. This course is intended to give the student a general survey of the principles of efficient store management. The course is recommended for students interested in retail store work or teaching in this field. Prerequisite course: Commerce 305.

490. Principles and Problems of Business Education—4 hours. A course designed to give the prospective teacher a broader understanding of the past developments, present conditions, and trends in this field of education. Current writings will be used and emphasis given to curriculum study.

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

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

Elementary Curriculum—Education 111, 223, 322, 332, 395, 396, 397, 412, 463, and one elective.

All secondary certificates in approximately this order: Education 220, 221, 311, 331 and 366.

JUNIOR COLLEGE COURSES

First and Second Years

111. Orientation in Education—4 hours. An overview of the characteristic features of the American System of Public Education. Required on the elementary curriculum. Reed

220. Psychology: General Introduction—4 hours. Presents the fundamental facts and principles of psychology as a basis for teacher education and intelligent living. Required on all high school and special subject curriculums. Malm

221. Educational Psychology—4 hours. Deals with the applications of psychology to the problems of adolescent development and of teaching in the secondary school. Required on all high school and special subject curriculums. Malm, Welborn

223. Child Psychology—4 hours. Guidance of the child in physical, mental, moral, social and emotional development. Required on the elementary curriculum. Griffith

SENIOR COLLEGE COURSES

Third and Fourth Years

311. Principles of Secondary Education—4 hours. A background course in American secondary education designed chiefly to stimulate students to build a sound philosophy of secondary education. Required on all high school and special subject curriculums. Shannon, Ederle

*314. Audio-Visual Education—4 hours. The principles and techniques of visual education. Practice is given in preparing and presenting visual materials. Tatlock, Harris

322. Educational Psychology—4 hours. The applications of psychology to the problems of teaching in the elementary school. Required on the elementary curriculum. Malm
331. **Principles of Teaching**—4 hours. A course in general method treating the principles and practices of successful high school teaching. Required on all high school and special subject curriculums. Shannon, Ederle

332. **Principles of Teaching**—4 hours. The fundamental principles of teaching and their practical application to elementary school problems. Required on the elementary curriculum. Griffith

*343. **Early Childhood Education**—4 hours. Practical consideration of recent trends and techniques for the education of young children in order to develop a forward-looking program in Nursery-School, in Kindergarten, and in Primary Grades. Required for Kindergarten-Primary Certificates. Griffith

366. **Tests and Measurements**—4 hours. Deals with the use of tests for the diagnosis, appraisal and guidance of learning and the improvement of teaching. Required on all high school and special subject curriculums. Welborn

395. **The Teaching of Reading I**—4 hours. A survey of the reading program for elementary schools. Methods and materials for use in the primary grades. Required on the elementary curriculum. Welborn

396. **The Teaching of Reading II**—4 hours. Continuation of Education 395 with emphasis upon methods and materials for the intermediate and upper grades. Required on the elementary curriculum.

397. **The Teaching of English**—4 hours. Methods and materials for teaching oral and written composition, grammar, spelling and handwriting in the elementary school. Required on the elementary curriculum.

*403. **Historical Foundations of Modern Education**—4 hours. The origins of education which in turn serve as a basis for the student of present-day education. Elective on all curriculums. Welborn

*405. **Observation of Current School Practices**—4 hours. Affords opportunity to observe and study public school practices in the immediate community and nearby areas. Open to seniors and graduate students. Jamison

*406. **Books for the Elementary School**—4 hours. Study of new books and other library materials which may be used to enrich the elementary curriculum. Elective on all curricula. Griffith

*408. **Field Work in Elementary Education**—4 hours. Open to teachers in the field. Adapted to all types of schools and to different grade levels to meet the needs of individual teachers. Elective on all curriculums. Reed

*412. **Philosophy of Education**—4 hours. The analysis, synthesis and evaluation of modern educational theories and practices. It serves the purpose of a final integrating course. Required on the elementary curriculum and elective on all secondary curriculums. Welborn, Jamison
*413. Educational Sociology—4 hours. A consideration of education in the light of social theory, practices and trends. Elective on all curriculums. Elder

*422. Adolescent Psychology—4 hours. Includes the psychology of the adolescent age and the problems of modern youth. Elective on all secondary curriculums. Malm, Jamison

*423. Mental Measurements—4 hours. Aim is to give acquaintance with and practice in the use of the Terman-Merrill Revision of the Binet Test, tests of personality and social adjustments, etc. Elective. Schmidt

*426. Psychology of Personality and Adjustment—4 hours. The psychology of personality adjustment, types of maladjustment, and principles and procedure for dealing with adjustment difficulties. Elective on all curriculums. Jamison, Welborn

*427. Educational Psychology—4 hours. Supplements Education 221 or Education 322 by consideration of important studies in this field and their application to school problems. Elective on all curriculums. Welborn

*429. Clinical Psychology—4 hours. Study of types of clinical cases, tests and other tools of diagnosis, non-medical remedial procedures, etc. Considerable background is required as a prerequisite and consent of instructor is required. Schmidt

*440. Parent Education—With or without credit. Designed for parents in evening classes in adult education. Psychological and sociological principles of child rearing. Shannon

*450. The Education of the Exceptional Child—4 hours. The different types of exceptional children, the needs of each and ways of meeting these needs in elementary school. Elective on all curriculums. Griffith

*451. The Exceptional Child and Social Agencies—4 hours. The work of agencies contributory to care of exceptional children. Trips are taken; specialists called in. Elective. Griffith

*456. Sight Conservation—4 hours. Eye anatomy, eye hygiene and vision. Sight conservation in the regular classroom and handling of serious defects in special classes. The clinic "sight-saving" class is a practical laboratory. Elective. Schmidt

*460. Workshop in Elementary Education—4 hours. Designed to promote growth of teachers in service. Problems and procedure vary to meet the needs of persons taking the course. Elective on all curriculums. Reed

*461. Supervision of Instruction—4 hours. Devices and techniques in supervision of instruction are the only subjects considered. Elective. Shannon
*463. The Elementary Curriculum—4 hours. The changing elementary curriculum as it is constructed, revised and carried out in the public schools. Required on the elementary curriculum and elective on all others. Griffith

*467. Measurement and Evaluation in Education—4 hours. A course intended to meet the needs of principals, supervisors, and others. Not open to students who have had Course 366 or equivalent. Welborn

*468. Diagnosis and Remedial Treatment of Reading Difficulties—4 hours. Techniques of diagnosis and remedial treatment of reading difficulties at all levels. A prerequisite to The Reading Clinic. Elective on all curriculums. Welborn

*474. Present Day Problems in Secondary Education—4 hours. New developments and points of view, and students' own problems, growing out of their experiences, are treated. Elective. Jamison

*476. Problems of the Community School—4 hours. Meets the special needs of those who wish to study problems in this field. Elective.

*490. Experiments in Education—4 hours. This course is offered on rare occasions when facilities are available for conducting an experiment on some current problem in education. Different problems will be used as the basis of the course from time to time. Elective.

*492. The Reading Clinic I—4 hours. The examination, diagnosis and remedial aspects of reading disability cases in a clinical situation. Affords opportunity to act as clinician under supervision for at least one reading disability case. Elective on all curriculums. Schmidt

*493. The Reading Clinic II—4 hours. Schmidt

*494. The Reading Clinic III—4 hours. Schmidt

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

GRADUATE COURSES

501. Research in Education—4 hours. Shannon, Welborn

501W. Preparation of Tests—4 or 8 hours.

521. Psychology of Childhood—4 hours. Ederle

564. The Secondary Curriculum—4 hours.

571. Public School Administration—4 hours. Shannon

573. High School Administration—4 hours. Jamison

579. Interpreting the Public Schools—4 hours. Grinnell
582. **Budgets, Accounting and Finance**—4 hours. Watson

584. **Indiana School Law**—4 hours. Watson

585. **School Grounds, Houses and Equipment**—4 hours. Watson

**600.** A “600” course is an original research project which is an outgrowth of a course for which a graduate student has previously received credit. The last two digits of a “600” course are the same as those of the number of the course previously carried. The project must be approved in advance by the professor under whose supervision the research is to be done. The amount of credit given for one research course is limited to four quarter hours and the amount of work involved is equivalent to that required to earn the same amount of credit in any other graduate course. Before credit may be given for “600” course, a copy of the completed study must be filed in the office of the Dean of Instruction. Registration for a “600” course is for residence credit and may occur at the beginning of any term.
DEPARTMENT OF ENGLISH

Dr. Miller, Chairman of the Department; Mr. Gifford, Miss Gillum, Dr. Harvey, Miss McBeth, Dr. Pfennig, Mrs. Small, Mr. Smith.

SPECIAL SUBJECT AREA

Students who realize the advisability of preparation in English beyond the requirements of the comprehensive area (see page 41) may extend the curriculum to as much as ninety-six hours. For advice, please consult the chairman of the department.

GENERAL REQUIREMENTS

The courses listed in English are intended to offer as nearly adequate preparation in that area as is possible within the time allotment.

Note carefully the following conditions:

English 111, Freshman English, is required of all students during the first quarter after entrance, and it must be continued during consecutive quarters until credit has been earned. No student who has spent one academic year in residence and who has not then earned credit in English 111 may register thereafter for any other course than English 111 until that credit has been earned.

Students whose penmanship and/or spelling are deficient will be required to earn credit in Commerce 61, Penmanship and Spelling, within the year following the date of the recommendation.

JUNIOR COLLEGE COURSES

First and Second Years

0. Pre-College English. No credit, but unofficial withdrawal will be recorded as F.—For students deficient in English fundamentals as determined by standard tests.

111. Freshman English, Exposition—4 hours. The use of the English language as a tool. Required of all students during the first quarter of the freshman year.

116. Journalism—4 hours. A brief study of newspaper organization, followed by exercises in news gathering and writing. Includes practical work on The Indiana Statesman.

142. Introduction to Literature—4 hours. Provides an opportunity to become acquainted with some of the great literature which an educated person is presumed to know. General education course, but credited toward the English major.

211. English Composition, Exposition—4 hours. The same as English 111, but designed for students of superior preparation. Students will not register for this course.
214. **English Grammar**—4 hours. Elementary studies in the science of English grammar, with emphasis upon its contribution to correctness in speech and writing. Recommended particularly for English majors who plan to teach. Gifford, Miller

216. **Journalism**—4 hours. The social role of the newspaper. Practice in writing feature articles. Practical work on The Indiana Statesman. McBeth

221. **The Short Story**—4 hours. Its technique, types, and history; comprehensive reading of masterpieces. Pfennig, Harvey

223. **Victorian Poetry**—4 hours. A study of the chief Victorian poets, 1832-1900. Not open to students who have had or will take English 329. Harvey

243. **Materials and Backgrounds of Children's Literature**—4 hours. Types of literature and reading levels appropriate to the elementary grades. McBeth

**SENIOR COLLEGE COURSES**

**Third and Fourth Years**

303. **History of the English Language**—4 hours. An elementary study of the steps in the development of the mother tongue. Alternate years. Miller

311. **Junior English Composition, Advanced Exposition**—4 hours for juniors, 2 hours for others. Organization and writing of scholarly papers, with attention to the conventions. Attention also to fundamentals. Staff

316. **Journalism**—4 hours. Newspaper copyreading and editing. Practice in copyreading, headline writing, proofreading, etc.

317. **Journalism**—4 hours. Contemporary opinion as reflected in current periodicals. Consideration of literary, social, economic, political, and other opinions expressed in the press.

322. **The Novel**—4 hours. Origin, development, and characteristics of the novel; reading and study of several novels. Harvey, Pfennig, Small

324. **Victorian Prose**—4 hours. The chief Victorian prose writers including Macaulay, Carlyle, Newman, Ruskin, Arnold, Pater, and Stevenson. Not open to students who have had or will take English 329. Harvey

325. **Period Course**—4 hours. English literature to 1580. (This and the following four period courses should be elected in groups of three consecutive courses.) Miller

326. **Period Course**—4 hours. English non-dramatic literature, 1580-1660. The renaissance. Miller

328. Period Course—4 hours. English literature, 1744-1832. The romantic revival. Harvey

329. Period Course—4 hours. English literature, 1832-1900. Realism. Not open to students who have credit in English 223 and/or 324. Harvey

330. Period Course—4 hours. American literature to 1860. Harvey

331. Period Course—4 hours. American literature, 1860-1940. Harvey

341. Occidental Literature—4 hours. Consideration of Western literatures other than English in translation. Designed to provide (1) acquaintance with works that constitute an important part of the cultural history of the western world; (2) an understanding of the forces and ideals that have shaped present-day artistic, intellectual, and spiritual life.

342. Oriental Literature—4 hours. An attempt to provide some acquaintance with the writings of oriental peoples, such as Chinese, Hindus, Arabs, in translations.

391. The Teaching of English in the High School—4 hours. Aims and methods of procedure in teaching English in the high school; materials and organization as preparation for student teaching. Prerequisites: English 111 or 211, 311, 330, either 223, 423, or 431, and three additional courses in English. Gillum

403. The Modern English Language—4 hours. Modern usage in the English language. Open by permission of the instructor to students in the junior college. Grinnell

411. Composition—4 hours. An advanced course in writing. Elective for students who have mastered fundamentals and are interested in furthering their power of expression.

*416. Journalism—4 hours. Supervision of school publications. Problems of publishing the school newspaper, the yearbook, the general magazine, the poetry magazine, and the handbook.

*421. Drama—4 hours. A combination of the survey and the types course in the development of the drama from Aeschylus to O'Neill. McBeth

*423. English Romantic Poetry—4 hours. (a) Origin, development, and characteristics of romanticism. (b) Extensive reading in the major romantic poets. Not open to students who have had or will take English 328. Harvey

*431. Poetry Types—4 hours. (a) The technique of poetry. (b)
Bases of poetic criticism. (c) Various forms of narrative, lyric, and dramatic poetry. McBeth

*441. Contemporary Literature—4 hours. The short story and the novel. Pfennig

*442. Contemporary Literature—4 hours. Drama, biography, autobiography, essay, and belles lettres. Pfennig

*449. Literary Criticism and Theory—4 hours. An historical study of literary criticism and aesthetic theory with special emphasis on modern trends. Pfennig


*452. Milton—4 hours. Paradise Lost and as much as possible of the minor poems, Samson Agonistes, and major prose writings. May be substituted for English 451. Miller

495. Seminar—4 hours. Backgrounds for teachers of English. Readings, consultations, reports, and papers based on the literature of the high school course. Acquaintance with that literature will be assumed. Prospective registrants should consult the chairman of the department. Tuesday and Thursday. Staff

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

GRADUATE COURSES

536. Studies In American Literature—Registration only with permission of the instructor. The topics for study will change from term to term.
DEPARTMENT OF FOREIGN LANGUAGES

Dr. Wann, Head of the Department, Miss Ewing, Mrs. Peters.

Twenty-four quarter hours of foreign language are required as general academic credit of all students working for the A.B. degree. This unit of twenty-four hours must all be in the same language field. At least sixty-four hours of foreign language, plus the methods course, are required for a certificate in this comprehensive area, involving thirty-six hours of one language and twenty-eight of another. Twenty-eight or more hours of one foreign language constitute a restricted area.

Any student who has not had two units of high school credit in any language elected shall make up the deficiency by taking eight additional quarter hours of the same language in college.

French

Students who have had no French in high school will elect Course 131. Those who have had one year of French in high school should elect Course 132, 133, 134 or 231. Those who have had one year or more of high school French may begin with Course 231 or 234, depending upon previous preparation. More advanced students should consult the head of the department before electing their initial course.

JUNIOR COLLEGE COURSES

First and Second Years

131. Beginners' French—4 hours. The first of two daily class periods is devoted to the essentials of French grammar. The second hour is a laboratory period intended for ear-training and oral practice, through reading and conversation exercises. Special attention is paid to correct pronunciation. Meets twice daily.

132. Second Term of First Year French—4 hours. This course completes the study of the essentials of elementary grammar. Translation exercises from English into French. Oral practice.

133. Third Term of First Year French—4 hours. A study of French syntax, translation from English into French, intensive reading and oral exercises.

134. Intermediate First Course—4 hours. Intended for students having completed one year of high school French or less than one year of college French. The work consists of studies in French syntax, translation from English into French, easy free composition, intensive reading and conversation.

231. French Grammar Review—4 hours. A thorough review of French syntax and analysis of its essential difficulties; direct-method exercises, constant oral and written practice. This course
is intended for students who have only an incomplete mastery of syntax; it aims to impart a reasonable degree of proficiency in the use of written French, and a systematic review and application of the fundamental principles of grammar. Should be taken by all students electing French as an area. Wann, Peters

232. French Composition and Conversation—4 hours. This course aims to give to the student special competence in the control of French as an instrument of expression. It consists of idiomatic translation from English into French, and oral discussion of French readings. Wann, Peters

233. Introduction to France—4 hours. To students who are unfamiliar with French civilization, this course will give the essential information of a geographical, social, historical and cultural nature, and organize it for a general understanding of the land of France and of its civilization. It is intended for prospective teachers of French. Wann, Peters

234. French Conversation—4 hours. Aims to enlarge the student's French vocabulary through intensive oral work and discussions. Topics based on current events and on literature are developed in the classroom. The object of the course is to increase, through conversation, the ability to speak, to understand, and to read French. Wann, Peters

235. French Pronunciation—4 hours. This course analyzes the difficulties encountered by English-speaking people in the pronunciation of French, establishes fundamental principles of French pronunciation, gives practical directions for remedial exercises for insuring correct pronunciation. Wann, Peters

236. French Stylistics—4 hours. Study of French idioms and of French style through study of modern French texts and articles in literary reviews, and especially through writing in French and translating English literary work into French. Peters

SENIOR COLLEGE COURSES

Third and Fourth Years

331. Translation Course—4 hours. The chief purpose of this course is to guide students in critical reading. Intensive reading with translation from French into English. The reading of selected works is supplemented by discussion of their significance in the history of French culture. Wann, Peters

332. Advanced Composition and Conversation—4 hours. This course aims to give the student a high degree of competence in the control of French as an instrument of expression. The aim is to develop in the student, through conversation, vocabulary building and study of synonyms and antonyms, the ability to write free composition resorting to the use of the mother tongue as an avenue of approach to the expression of thought in French. Wann, Peters
333. **Modern French Fiction**—4 hours. A course at the intermediate level, intended to build vocabulary and develop facility in reading, an appreciation of literary style, and an understanding of contemporary prose authors. This course will serve as an introduction to advanced courses in literature. Wann, Peters

334. **Contemporary French Theater**—4 hours. Principal aspects of the French theater from 1900 to the present day. A study of a few plays chosen from among those which best represent present tendencies. Outside readings, class discussion, written reports. Peters

335. **French Contemporary Poetry**—4 hours. The evolution of French lyric poetry from the Symbolist period to the present day. Peters

392. **Teaching of Modern Languages in the High School**—4 hours. Aims and planning of the high school course in modern languages. Review and evaluation of various methods of teaching. The purpose of this course is the examination of the new developments both in theory and practice—the linguistic approach; the “informant” technique; the “intensive program”; prognosis and achievement tests; new class materials, syllabi and equipment. Observation in demonstration class and discussion. Peters

431. **French Literature**—4 hours. Introductory course in the history of the French language and literature. Wann, Peters

432. **French Literature of the Seventeenth Century**—4 hours. Wann, Peters

433. **French Literature of the Eighteenth Century**—4 hours. Wann, Peters

434. **Early Nineteenth Century Readings**—4 hours. The Romantic Movement. Wann, Peters

435. **Old French Grammar and Selected Readings**—4 hours. Wann

**German**

161. **Beginners’ Course in German Grammar**—4 hours.

162. **Second Term German**—4 hours. Continuation of Grammar study, easy reading and conversation.

163. **Third Term German**—4 hours. Elementary reading and oral work.

**Latin**

Students who have had two years of Latin in high school should begin with Course 112, 113 or 115. Those who have had three years should begin with Course 211 or 212. The following courses are required of all students electing a Latin area: one of the Cultural
Courses (Latin 103, 201 or 303), Latin 421, and Latin 391. The other courses may be chosen from the entire list of reading courses numbered 112-115, 211-216, 314-319, 410-419. Thus, one of the Cultural Courses is required, but not more than one may be counted toward satisfying the requirement in the area. It is desirable, however, that a second cultural course be taken as an elective.

**CULTURAL COURSES**

103. The Latin Element in English—4 hours. When and how Latin words were introduced into English. Prefixes and suffixes coming from the Latin. Latin and Greek roots and stems. No prerequisite in Latin. Ewing

201. Roman Life—4 hours. The Roman citizen; how he performed his daily tasks and spent his leisure time. Roman character and institutions as the foundations of our modern culture. No prerequisite in Latin. Ewing

303. Greek and Roman Literature—4 hours. The literary periods of the most important Greek and Roman authors; considerable portions of their works are read in translation. No prerequisite in Latin. Ewing

**JUNIOR COLLEGE COURSES**

First and Second Years

110. Beginning Latin—4 hours. Study of the principal grammar points, pronunciation, and word derivation. Ewing

111. Caesar—4 hours. Continuation of the fundamentals of the language. Translation of Caesar's Gallic Campaign, with emphasis on its influences upon Western civilization. Ewing

112. Cicero and Composition—4 hours. One or more of the orations read and considerable time given to study of Latin grammar and composition. Ewing

113. Cicero's Orations—4 hours. Stresses the political and social background of Roman life during the first century before Christ. Ewing

115. Vergil's Aeneid—4 hours. Stress is laid in careful translation, and mythological allusions are explained. Metrical reading. Ewing

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

212. Ovid—4 hours. Selections from the Metamorphoses and from other poems. Greek and Roman mythology especially stressed in this course. Ewing
213. Cicero's De Senectute and De Amicitia—4 hours. Glimpses of some of the ancient philosophies of life that have considerable bearing upon our own views of life. Ewing

214. Terrence—4 hours. Introduction to Roman comedy and to the colloquial speech of the ordinary citizen. Ewing

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

**SENIOR COLLEGE COURSES**

**Third and Fourth Years**


317. Martial's Epigrams—4 hours. Study of the epigram and of Martial's poetic style. Important in depicting the social life of all classes of Romans. Ewing

318. Catullus—4 hours. His better poems will be read metrically and translated. His place in Latin poetry. Ewing

321. Advanced Course in High School Authors—4 hours. Rapid reading of portions of the texts and careful study of the age in which Caesar, Cicero and Vergil wrote. Ewing

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

411. Lucretius—4 hours. Selections are read and attention given to the study of ancient philosophy. Ewing

412. Horace's Satires—4 hours. Poems in dactylic hexameter dealing with a variety of subjects. Ewing

414. Cicero's Letters—4 hours. The greatest letter-writer of antiquity. First-hand knowledge of the social and political life in Rome in Cicero's day. Ewing

415. Plautus—4 hours. Two of Plautus's comedies. Special study of the development of Greek and Roman drama. Ewing

417. Mediaeval Latin—4 hours. Many interesting stories in the popular language of the time. Ewing

418. Juvenal—4 hours. Parts of Juvenal's satires are read. A vivid picture of the vices and foibles of the Romans about a century after Christ. Ewing
419. Tacitus's Annals—4 hours. A detailed study of certain periods in the history of the early empire. Ewing

421. Advanced Composition—4 hours. Aim, to develop in the student the ability to express simple thoughts in idiomatic Latin. Ewing

Spanish

Students who have had no Spanish in high school will elect Course 151. Those who have had one year of Spanish in high school should elect Course 152, 153 or 154. Those who have had one year or more of high school Spanish may begin with Course 251, 252, 253 or 254, depending on previous preparation and success. More advanced students should consult the head of the department before electing their initial course.

JUNIOR COLLEGE COURSES
First and Second Years

151. Beginners' Spanish—4 hours. This course deals with the fundamentals of Spanish grammar, drill in correct pronunciation, dictation and conversation. Wann, Peters

152. Second Term of First Year Spanish—4 hours. Intended for students who have taken Spanish 151 or its equivalent. Study of the fundamentals of Spanish grammar is completed. Translation exercises from English into Spanish. Oral work. Wann, Peters

153. Intensive Reading—4 hours. Modern short stories and plays. Translation exercises from English into Spanish. Wann, Peters

154. Intermediate Spanish—4 hours. Intended for students who have had two years of high school Spanish or less than a year in college. The work consists of a study of Spanish syntax, free composition, translation exercises from English into Spanish and conversation. Wann, Peters

251. Spanish Grammar Review—4 hours. A thorough and systematic review of Spanish grammar, syntax and basic vocabulary; constant oral and written practice. Should be taken by all the students electing Spanish as an area. Wann, Peters

252. Spanish Composition and Conversation—4 hours. Intended for students who already have a knowledge of Spanish grammar, a fundamental vocabulary, and some ability to speak and understand. Composition, written directly in Spanish and translation from English into Spanish. Half of each period will be devoted to oral exercises in order to develop oral-aural command of a fundamental Spanish vocabulary. Wann, Peters

253. Social and Cultural Life in Spain—4 hours. This course will study the most fundamental phases of society and the cultural life of Spain. Wann, Peters
254. Contemporary Hispanic America—4 hours. Following a brief historical introduction, this course will present the most significant aspects of Hispanic America in the different countries and as a whole. It will enable students to acquire the essential foundation necessary for understanding the present-day Hispanic America.

Wann, Peters

255. Spanish Pronunciation—4 hours. Daily exercises in pronunciation under the personal direction of the teacher, supplemented by frequent listening to records. Effective devices for ensuring correct pronunciation.

Wann, Peters

256. Advanced Spanish Composition—4 hours. This course aims to help students to gain assurance in writing correct Spanish and it is designed for those who, having a good grammatical foundation, lack certainty in the direct application of that knowledge.

Wann, Peters

SENIOR COLLEGE COURSES

Third and Fourth Years

351. Translation Course—4 hours. Particular attention is given to good translations, with special emphasis on a discussion of these translations.

Wann, Peters

352. Oral Work and Self-expression in Spanish—4 hours. The work of this course is designed to help the student in the process of getting a better command of the language. The class work combines topics based on selected subjects with a study of words, their shades of meaning and idiomatic uses.

Wann, Peters


Wann, Peters

354. The Hispanic-American Novel—4 hours. This course is based mainly on the study of outstanding novels by authors who represent significant literary trends and reflect important aspects of the life and thought of the Hispanic-American people.

Wann, Peters

355. Spanish Poetry—4 hours. In this course the peculiar traits of different poetic experiences will be studied in the work of outstanding writers.

Peters

451. Survey in Spanish Literature—4 hours. Representative authors from early literature to the Golden Age are read and discussed.

Wann, Peters

452. Golden Age to Nineteenth Century—4 hours. An introduction to the great figures and outstanding movements in the literature. It will deal with the main factors that have influenced that period and the social and spiritual events that have influenced the writers.

Wann
453. Spanish Drama of the Golden Age—4 hours. A study of the
different tendencies of the dramatic activity of Spain and a char­
acterization of the different epochs of its evolution and of the
authors who contributed to the creation of a national theater. Wann

454. Form and Meaning of the Quijote—4 hours. This course
will be dedicated exclusively to the study of the Quijote. The main
purpose of the course will be to apprehend the meaning of the
novel through a detailed study of its form. Wann

GRADUATE COURSES

All 400 courses in Foreign Languages can be carried as 500
courses on the graduate level by persons who have met the pre­
requisites.

Graduate students are required to do additional work of a research nature.
DEPARTMENT OF HOME ECONOMICS

Mrs. Lee, Chairman of the Department, Mrs. Banks, Miss Brady, Miss Burgeson, Miss Hurst, Mrs. Kelso, Miss LeHew, Miss Payne, Miss Simpson.

The courses offered in the Department of Home Economics are organized to meet the needs of teachers in vocational and non-vocational high schools, elementary teachers and those desiring a general background in home and family living.

Students working for the vocational high school certificate preparing them to teach in the vocational schools established under the provision of the Federal Law (Smith-Hughes, George-Deen and others) should take the courses in this department that are listed under the curriculum for the Vocational High School Teachers certificate in Home Economics. See page 48 of this catalog.

COMPREHENSIVE AREA

Students working for a high school certificate preparing them to teach in the non-vocational high schools should take the following courses as fulfillment of the 68 hour comprehensive area applied on the 192 hours needed for the degree of Bachelor of Arts or Bachelor of Science. The Home Economics requirements in this area are:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Economics 131</td>
<td>Home Nursing and Safety</td>
<td>2</td>
</tr>
<tr>
<td>Home Economics 190</td>
<td>Guidance</td>
<td>2</td>
</tr>
<tr>
<td>Home Economics 211</td>
<td>Clothing</td>
<td>4</td>
</tr>
<tr>
<td>Home Economics 212</td>
<td>Costume Design</td>
<td>4</td>
</tr>
<tr>
<td>Home Economics 222 and 323</td>
<td>Foods and Cookery</td>
<td>8</td>
</tr>
<tr>
<td>Home Economics 224 or 321</td>
<td>Nutrition</td>
<td>4</td>
</tr>
<tr>
<td>Home Economics 331</td>
<td>House Planning and Furnishing</td>
<td>4</td>
</tr>
<tr>
<td>Home Economics 338</td>
<td>Child Development or Family Relationships</td>
<td>4</td>
</tr>
<tr>
<td>Home Economics 431</td>
<td>Home Management</td>
<td>4</td>
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<tr>
<td>Home Economics 432</td>
<td>Consumer Buying</td>
<td>4</td>
</tr>
<tr>
<td>Art 132</td>
<td>Color and Design</td>
<td>4</td>
</tr>
<tr>
<td>Art 151</td>
<td>Arts in Civilization</td>
<td>4</td>
</tr>
<tr>
<td>Science 112</td>
<td>Introduction to Biological Sciences</td>
<td>4</td>
</tr>
<tr>
<td>Science 141, 142</td>
<td>Inorganic Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>Science 376</td>
<td>Introductory Bacteriology</td>
<td>4</td>
</tr>
<tr>
<td>Home Economics 391</td>
<td>Professional Academic</td>
<td>4</td>
</tr>
</tbody>
</table>

(Home Economics 133 and 221 will be required in addition to the above if the head of the department advises.)

RESTRICTED AREA

Those students who choose home economics as one of two or more restricted areas in the Bachelor of Arts or Bachelor of Science curriculums are required to take 28 hours in the special field of home economics. The requirements in this area are:

Clothing and Textiles ................................................................. 8 hours
  (Home Economics 113* and 212)
Foods and Nutrition ................................................................. 8 hours
  (Home Economics 221, 222)
Home and Family ................................................................. 8 hours
   (Home Economics 131, 190 and 433)
Professional Academic ......................................................... 4 hours
   (Home Economics 391)

Other courses may be elected to better prepare the teachers for more advanced work in home economics in the high schools. Suggested desirable electives are:

Home Economics 111 ........................ Textiles ................................. 4 hours
Home Economics 211 ........................ Clothing .................................. 4 hours
Home Economics 224 ........................ Elementary Nutrition .............. 4 hours
Home Economics 323 ........................ Foods and Cookery III .......... 4 hours
Home Economics 331 ........................ Hse. Planning and Furn. ......... 4 hours
Home Economics 333 ........................ Child Development .................... 4 hours
Home Economics 432 ........................ Problems in Consumer Buying ..... 4 hours

* Students who can show that they have met the requirements of 113 through previous experience may register for 211, Clothing II. See Instructor.

JUNIOR COLLEGE COURSES

First and Second Years

190. Guidance for Home Economics Students—2 hours. A required course for all home economics students designed to assist new home economics students in dealing with their personal problems, and to aid them in planning a closer relationship of home, community and school activities. Staff

111. Textiles—4 hours. A study of methods used in testing and distinguishing different fibers and fabrics. Consideration is given to those properties of fabrics affecting wise selection, use, and care by consumers. LeHew

113. Elementary Clothing—4 hours. A course in the selection, construction, care and renovation of clothing, open to home economics students and students in other departments. If the student can show that she has met the requirements of 113, she may register for 211, Clothing II. See Instructor. LeHew

131. Home Nursing—2 hours. The routine care of the patient in the home with consideration given to the responsibilities and needs of the family when illness occurs. A unit on safety emphasizing prevention of accidents in the home is included. Banks

211. Clothing—4 hours. Projects adapted to the individual needs of each member of the class including the use of machine attachments and the construction or renovation of tailored coats or suits, children’s clothing, and afternoon or evening dresses. Prerequisite, Home Economics 113 or its equivalent. Brady

212. Costume Design—4 hours. Principles of design applied to body structures and to individuals. Personal lines and coloring are analyzed and present-day styles studied in the light of historic costumes. Desirable Elective, Art 132. Brady
221. Foods and Cookery—4 hours. Planning, preparing and serving of meals at different cost levels. A student who has had two terms of food study in a recognized high school and can show that she has met the requirements of 221 may register for Home Economics 222, Foods II.

222. Foods and Cookery II—4 hours. The composition, nutritive value and digestibility of common foods; principles of food selection and preparation. Prerequisite, Home Economics 221 or its equivalent.

224. Elementary Nutrition—4 hours. The essentials of an adequate diet; food selection and its relation to health. (Not a substitute for Home Economics 321 on the special home economics curriculum.)

SENIOR COLLEGE COURSES

Third and Fourth Years

321. Nutrition—4 hours. Fundamental principles of human nutrition; the requirements of the body for energy, proteins, minerals and vitamins. Prerequisite, Science 344.

322. Foods and Cookery III—4 hours. Planning, preparing and serving nutritious, attractive and palatable meals for different income groups, and for various occasions: food buymanship and food preservation. Prerequisites, Home Economics 221 or its equivalent and 222.

325. Home Economics for Elementary Teachers—4 hours. Home and community relationships on the child’s level with aids in nutrition and the school lunch program.

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

332. Economic Problems of the Family—2 hours. Problems that the modern family faces in securing, safeguarding, and spending the money income under present day economic conditions; incomes, expenditures, and standards of living of American families.

333. Child Development—4 hours. Factors involved in the physical, mental, social and emotional development of children, with discussion of problems in the home. Observation of preschool children. Open to all college students.

391. Methods of Homemaking Education—4 hours. Understanding of student needs; effective use of school and home environment in meeting these needs. Directed observation in all phases of home economics at all age levels. Prerequisites or parallels, Education 331 and Education 453.
411. **Advanced Clothing**—4 hours. A course in applied costume design. Attention is given to the creation of individual dress designs which may be constructed by the draping method. Prerequisites, Home Economics 212 and 211. Brady

*426. **Workshop in Nutrition at the Elementary Level**—4 hours. Designed to help teachers and supervisors in the fields of elementary education, home economics, health education and related areas carry out a program of nutrition education in the elementary schools. Reed, Banks

431. **Home Management**—4 hours. Residence in the home management house with participation in such phases of homemaking as food preparation and serving, finance management, housekeeping, child care, hospitality and group relationships. Prerequisites, Home Economics 222, 323, 333, 332. Burgeson

432. **Problems in Consumer Buying**—4 hours. Problems which confront the consumer, agencies that protect her, and points to consider when buying consumer goods and services. LeHew

*433. **Family Relationships**—4 hours. Social, economic, and psychological relationships within the modern family group. Open to all college students. Banks

441. **School Lunchroom Management**—2 hours. Organization and management of school lunchrooms and cafeterias with emphasis on food service, labor, economic problems, purchase and care of supplies and equipment. Laboratory hours arranged. Prerequisite, Home Economics 323. Payne

492. **Organization of Home Economics**—4 hours. A study of vocational home economics programs, equipment, source materials and teaching aids. Attention is given to problems encountered by students while teaching in typical Indiana schools. Open to senior home economics students. Brady

*499. **Special Problems in Home Economics**—2 or 4 hours. Further work in some phase or phases of home economics in which the student has a particular interest. Prerequisite, permission of the head of the department. Staff

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

**GRADUATE COURSES**

511. **Problems in Clothing and Textiles.**

521. **Problems in Food and Nutrition.**

525. **Home Economics in the Elementary Curriculum.**

532. **Problems in Family Economics.**

534. **Child Development.**
DEPARTMENT OF INDUSTRIAL ARTS AND TRADES AND INDUSTRY

Mr. Yager, Chairman of the Department; Mr. Bell, Mr. Harris, Mr. Luehring, Mr. Price, Mr. Rogers, Mr. Schomer, Mr. Tranbarger.

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

**Restricted Area, Special Shop:** Those who complete this course will be granted a certificate to teach one of the following: Metal, Wood, Printing, or Drawing in either the junior or senior high school.

**Restricted Area, General Shop:** Those who complete this course will be granted a certificate to teach General Shop in either the junior or senior high school.

**Comprehensive Area, Industrial Arts:** Those who complete this course will be granted a certificate to teach Industrial Arts in either the junior or senior high school.

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

The Department of Industrial Arts and Trades and Industry offers several courses, having no prerequisites, which are of interest and value to both men and women students majoring in other subjects. Those recommended are: Industrial Arts 101, 111, 121, 151, 201, 256, 270, 318, 352, and 380.

**JUNIOR COLLEGE COURSES**

**First and Second Years**

101. **Mechanical Drawing**—4 hours. A beginning course in drawing. Emphasis upon fundamental principles and good technique. Schomer, Yager

102. **Mechanical Drawing**—4 hours. Machine drawing with emphasis upon standard conventions and good technique. Prerequisite, Ind. Arts 101. Schomer, Yager

103. **Industrial Arts Design**—4 hours. Principles of design as applied to problems of construction in industrial arts. Prerequisite, Ind. Arts 101. Schomer

111. **Woodwork**—4 hours. Preparation and organization of teaching materials, study of correct design and construction of small projects, development of hand tool skills, and appreciation of woods and their importance. Schomer
112. Furniture and Cabinet Making—4 hours. A study of materials, equipment, and shop arrangement and designing and constructing larger projects using the more common machines. Prerequisites, Ind. Arts 111.

   Schomer

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

   Luehring

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

   Luehring

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

   Luehring

151. Printing—4 hours. A course in type composition for beginners.

   Tranbarger

152. Printing—4 hours. A continuation of Ind. Arts 151 with platen presswork added.

   Tranbarger

201. House Planning and Construction—4 hours. A non-technical course dealing with the most important problems involved in the design, planning and construction of modern houses.

   Yager

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

   Yager

211. Surface Treatment of Woods—4 hours. Wood finishing, refinishing, carving, overlaying, inlaying and other means of surface enrichments of woods. Prerequisite Ind. Arts 111.

   Schomer

212. Pattern Making—4 hours. Making patterns that illustrate the fundamental principles and practices in molding, pattern making and wood turning.

   Schomer

211. Machine Shop—4 hours. Provides experience on milling machine, universal cutter and tool grinder, advanced lathe work, and heat treating steel. Emphasis is placed on gearing as it applies to the making of gears. Prerequisite, Ind. Arts 121.

   Luehring

222. Machine Shop—4 hours. Tool and die work. Emphasis is placed upon courses of study, teaching aids, choosing, ordering, installing and maintaining equipment and supplies. Prerequisite, Ind. Arts 121.

   Luehring

242. Welding—4 hours. Theory and practice in electric welding and acetylene welding including the use of the cutting torch.

   Luehring

251. Printing—4 hours. Layout and design.

   Tranbarger


   Tranbarger
253. **Printing**—4 hours. Printers' mathematics and surveys of the industry. Prerequisite, Ind. Arts 151 and 152. Tranbarger

254. **Printing**—4 hours. Beginning course in linotype composition. Tranbarger

256. **Printing**—4 hours. Actual shopwork for journalists. Not open to printing students. Tranbarger

258. **Sheet-Metal Work**—4 hours. A course in sheet-metal pattern drafting and sheet-metal work. Prerequisite, Ind. Arts 101. Luehring

265. **Electricity**—4 hours. A study of the fundamentals of electricity with practical applications through project and course of study development. Bell

270. **Home Mechanics**—4 hours. A study of the operation, care and repair of mechanical equipment in the modern home, including painting, the electrical system, plumbing system, etc. Yager

**SENIOR COLLEGE COURSES**

**Third and Fourth Years**

301. **Architectural Drawing**—4 hours. Preparation of sketches, study of building codes, specifications, estimating, making models, history of modern architecture, and organization of courses content. Yager

302. **Advanced Machine Drafting**—4 hours. Cams, plate and cylindrical; spur gears, bevel gears, annular gears, worm gears, helical gears. Prerequisite, Ind. Arts 102. Schomer

303. **Descriptive Geometry**—4 hours. The solution of geometric problems by drawing, dealing with; describing structures of three dimensions, exact representation of structures, analyzing structures into their elements, determining the geometrical relations between the elements of structures, determining the actual lengths of parts of structures, showing structures in oblique positions, and determining the lines of intersection between the surface of structures. Schomer

311. **Furniture and Cabinet Making (Machine)**—4 hours. Cabinet and furniture design and construction and a study of production methods. Prerequisite, Ind. Arts 112. Schomer

312. **Special Problems in Wood**—4 hours. Upkeep and care of equipment, development of course of study material, designing and constructing original projects, and developing teaching aids such as jigs, mock-ups, etc. Prerequisite, Ind. Arts 311. Schomer

317. **Farm Shop**—4 hours. Provides experiences in farm woodwork, sheetmetal work, rope work, harness repair, painting and care of farm tools. Luehring
318. **Carpentry and Concrete—4 hours.** Basic fundamentals of carpentry and concrete with emphasis upon practical applications and uses.  
   *Yager*

321. **Machine Shop—4 hours.** Advanced machine operations. Emphasis upon courses of study, teaching aids; choosing, ordering, installing and maintaining equipment and supplies. Prerequisite, Ind. Arts 222.  
   *Luehring*

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

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

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

354. **Printing—4 hours.** Second term linotype. Prerequisites, Ind. Arts 151, 152 and 254.  
   *Tranbarger*

355. **Printing—4 hours.** Second term bookbinding.  
   *Tranbarger*

363. **Sheet Metal Work—4 hours.** Advanced work in sheet-metal and sheet-metal drafting. Prerequisite, Ind. Arts 252.  
   *Luehring*

374. **The General Shop—4 hours.** Emphasis is placed upon the theory, organization, and way and means of introducing a general shop program. Prerequisite, 3 terms of shop work.  
   *Schomer*

**INDUSTRIAL AND VOCATIONAL EDUCATION**

375. **Organization of Instructional Materials—4 hours.** Preparation of course outlines and the determination of teaching content as a result of trade analysis.  
   *Yager*

376. **Preparation of Instructional Material—4 hours.** The study and preparation in instructional sheets, tests and records.  
   *Yager*

380. **Industrial Arts for Elementary Teachers—4 hours.** Emphasis is placed on problems, projects, and designs involving a variety of materials suitable for the elementary school.  
   *Schomer*

391. **Methods of Teaching Shop and Related Subjects—4 hours.** Psychological basis of shop teaching, lesson planning, methods of presentation, class organization, testing, records and classroom problems.  
   *Yager*

392. **Organization and Administration of Trade and Industrial Education—4 hours.** Laws affecting vocational education, interpretations of rules and regulations, a study of present practices in the organization and administration of vocational education programs.  
   *Yager*

*412. **Philosophy of Industrial Vocational Education—4 hours.** The philosophy of Industrial Vocational Education in relation to*

*Open to graduate students. Graduate students are required to do additional work of a research nature.*
a modern educational program, to Industrial Arts and to other
curriculum areas.

*414. Philosophy of Industrial Arts Education—4 hours. The
philosophy of industrial arts in relations to a modern educational
program, to vocational education and to other curriculum areas.
Yager

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

*455. Organization and Supervision of Industrial Arts Educa-
tion—4 hours. Techniques and procedures in problems peculiar to
industrial arts education.
Yager

*460. Problems in Industrial Arts Education—4 hours. The con-
tent will be determined by the interests and needs of each class.
Typical problems are testing, exhibits, inventories, accident pre-
vention.
Tranbarger, Schomer

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

470. Tests and Measurements in Industrial Education—4 hours.
Adaptions of test procedures to trade and industrial education prob-
lems.

475. Educational and Vocational Guidance—4 hours. Needs for
guidance, counseling, organization of guidance programs, sources
of occupational information, community surveys, trends in guidance
service.
Yager

477. Shop Organization—2 or 4 hours. A study of the important
problems and procedures in effective organizations of shop courses,
including equipment, supplies, storage, records, production, indus-
trial contacts.
Price, Yager

*478. Industry and Industrial Occupations—4 hours. The growth,
development and organization of industry, problems of industry,
labor and the consumer, with emphasis on their significance in
our present social order.
Luehring

*480. Industrial Vocational Psychology—4 hours. Application
of psychology to teaching trade subjects. The mental processes in-
volved in learning manipulative skills and information in connection
with a skilled occupation.
Price

491. History and Theory of Industrial Education—4 hours. The
history, theory and development of industrial and vocational edu-
cation.
Yager

* Open to graduate students. Graduate students are required to do addi-
tional work of a research nature.
INDUSTRIAL EXTENSION CLASSES

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

*467. (Vee) Trade Analysis—4 hours. Same as Ind. Arts 465 with special application to the problems of trade extension and apprentice training. Price

*476. (Vee) Methods of Teaching Trade Extension Classes—4 hours. Continuation of the Ind. Arts 391 with special application to teaching apprentice and evening trade extension classes. Price

*484. (Vee) Practice Teaching—4 hours. Observation and practice in teaching trade and related subjects, trade extension classes, conference method practice and practice on the job. Price

*486. (Vee) Industrial Vocational Coordination—4 hours. Problems of a co-ordinator in his relations with school officials, teachers with labor and employers. Problems concerning advisory committees, surveys and agencies. Price

*487. (Vee) Conference and Panel Procedures—4 hours. What is the conference and panel? Where are they used? How to conduct a conference and panel. Applications. Price

EXTENSION COURSES FOR THE COAL MINING INDUSTRY

Through a co-operative agreement between the State Board for Vocational Education and Indiana State Teachers College, a full-time instructor in coal mining has been employed. A number of extension classes in mining are available. Some of the courses are listed below. These courses are offered in extension only at current centers in the coal area, and to be eligible the student must be, or have been recently employed in the mining industry. Most of these courses are offered in 24 clock hour units. Courses listed as follows are subject to change as demands require:

- Mines Gases and Ventilation
- Coal Production
- Mine Timbering
- Coal Preparation
- Foremanship
- Mine Electricity
- Mine Costs and Accounting

FOREMAN IMPROVEMENT

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

* Open to graduate students. Graduate students are required to do additional work of a research nature.
Conference leadership training is also offered to groups of men who are interested in preparing themselves for foremen conference leaders.

GRADUATE COURSES

Graduate students who wish to register with Industrial Education as a minor must have completed the certificate requirements for either a restricted, comprehensive, or a special area.

Other students who desire to elect graduate courses in this department should consult the Director of Student Programs or the Chairman of the Department of Industrial Arts and Trades and Industry.
All students are required to take the following non-prepared course during the first year in college. It is strictly non-professional and is designed to give acquaintance with library materials and tools that are useful to every student. Classes meet once each week during the term. In order to receive credit one must be present at every meeting of the class and must fulfill all requirements for the course. Anyone who has had a similar course elsewhere may apply at the library for exemption by examination.

11. **Use of Books and Libraries**—1 hour. This course is an introduction to the college library; instruction in the use of the card catalog, periodical indexes and important reference books is given. Non-prepared.

**CERTIFICATES**

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

For the certificate in the elementary schools the following courses are required: Library Science 311, 312, 324, 326, 418 and Education 406.

For the certificate in the secondary schools the following courses are required: Library Science 311, 312, 322, 324, 326; Education 314; and one directed elective.

These courses are open only to sophomores, juniors and seniors. It is strongly recommended that students who expect to enter the library field have a background in English, the social sciences, and at least one foreign language. Use of the typewriter is required.

**COURSES**

In each of these courses, a few hours of actual practice in the Laboratory School Library and in the classrooms will be assigned according to individual needs.

311. **Books for the High School Library**—4 hours. The reading and evaluation of books, study of the principles of book selection and of the aids used. 

312. **Books for the Elementary School Library**—4 hours. History of children’s books, their selection and evaluation including modern books.

322. **Classification and Cataloging**—4 hours. The use of the typewriter is required in this course.
324. Reference—4 hours. McCalla

326. Administration of the School Library—4 hours. McCalla


460. Problems of the School Library—4 hours. Designed for the school librarian and others concerned with the library in the school, its administrative problems, trends, facilities, improvement, and relationships. Attention to individual problems. McCalla
DEPARTMENT OF MATHEMATICS

Dr. Shriner, Head of the Department; Mr. McDaid, Miss Morris.

GENERAL STATEMENT

The courses in mathematics are highly sequential. It is im-
portant 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 advanced courses
in science and other fields where used.

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 respect 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 re-
peated in college. Such students must elect other courses in math-
ematics to meet the required minimum hours for a major.

RESTRICTED AREA MAJOR

Candidates for a teaching certificate on the restricted area basis
must complete 28 hours as follows: Mathematics 111, 112,
212, 221, 331, 332, and 441. Certain substitutions are permissible in
meeting these minimum requirements when approved by the Chair-
man of the Department.

COMPREHENSIVE AREA MAJOR

Candidates for the teaching certificate on the comprehensive area
basis must complete 36 hours as follows: Mathematics 111, 112,
212, 221, 223 or 322, 331, 332, 431 or 433, and 441. Certain sub-
stitutions are permissible in meeting these minimum requirements
when approved by the Chairman of the Department.

JUNIOR COLLEGE COURSES

First and Second Years

101. General Mathematics—4 hours. Designed to meet the needs
of general education. A study of the role of mathematics in civili-
zation with special attention given to compound interest, annuities,
statistical measures of central tendency, dispersion, and simple
correlation. Morris, Shriner

110. Industrial Mathematics—4 hours. An intensive study of
applied algebra, mensuration, logarithms, with stress on problems
in screw cutting, belts, pulleys, horse-power, and other problems
of the shop. McDaid

111a. College Algebra—4 hours. Designed for students whose
algebra was limited to one year in high school. Brief review of
elementary algebra with emphasis on quadratic equations, varia-
tion, and theory of equations. Morris, Shriner
111b. **College Algebra**—4 hours. Designed for students who have had a year and a half of algebra in high school. Brief review of quadratic equations, variation, binomial theorem, progressions, complex numbers, and determinants. 

McDaid, Shriner

112. **Trigonometry**—4 hours. Special emphasis on numerical trigonometry, although the analytic trigonometry is not neglected. Some attention is given to its application in navigation.

McDaid, Morris, Shriner

121. **Solid Mensuration**—4 hours. A course in three dimensional geometry for students who did not take solid geometry in high school. This course may be counted on the major if the substitution is approved by the department.

Morris

212. **Mathematics of Finance**—4 hours. A study of compound interest, annuities, depreciation, valuation, etc., as used in economics and business.

Morris, Shriner

221. **Plane Analytic Geometry**—4 hours. A standard course in coordinate geometry of two dimensions, giving emphasis to the study of the conic sections. Prerequisites: Mathematics 111 and 112.

McDaid, Morris, Shriner

223. **College Geometry**—4 hours. An advanced course in modern demonstrative geometry. Detailed treatment of the various properties of the triangle, involving the notable points, lines, and circles associated with it. Prerequisites: Plane and solid geometry.

Morris

251. **Elementary Navigation**—4 hours. Study of the mathematical principles and their applications to airplane piloting as prescribed by the Civil Aeronautics Authority.

McDaid

**SENIOR COLLEGE COURSES**

*Third and Fourth Years*

322. **Solid Analytic Geometry**—4 hours. A course in the coordinate geometry of three dimensions. Prerequisites: Mathematics 121 and 221.

Morris

331. **Differential Calculus**—4 hours. A study of the theory of limits, differentiation, successive differentiation, applications of the derivative and differentials. Prerequisite: Mathematics 221

McDaid, Shriner

332. **Integral Calculus**—4 hours. A study of the rules for integrating the standard forms, integrations as a process of summation, and applications of the integrals in finding lengths of arcs, areas, volumes, etc. Prerequisite: Mathematics 331.

McDaid, Shriner

391. **The Teaching of High School Mathematics**—4 hours. A study of the materials, devices, and methods of teaching mathematics in the high schools. Prerequisites: 24 hours on the major.

Morris, Shriner
392. The Teaching of Arithmetic—4 hours. A study of the materials, devices, and methods of teaching arithmetic in the elementary school. Morris

431. Differential Equations—4 hours. Particular solutions and simple applications, equations of the first order and first degree, simultaneous equations, first order equations of degree higher than the first, etc. Prerequisite: Mathematics 332. McDaid

433. Advanced Calculus—4 hours. A continuation of the calculus to include advanced topics in both differential and integral calculus with emphasis on applications. Prerequisites: Mathematics 331 and 332. McDaid, Shriner

441. Mathematics of Statistics—4 hours. Tabular and graphical presentation of statistical data, measures of central tendency and dispersions, and simple correlation. Shriner

451. Ground School Aviation—4 hours. A special course in pre-flight aviation for teachers wishing to qualify as teachers of aviation in the high school. McDaid

GRADUATE COURSES

Graduate students who wish to take a minor or major in mathematics must have completed an undergraduate major in this field. Special permission may be given to those students unable to elect Mathematics 431 and 433 in undergraduate work to take those courses for graduate credit. Graduate offerings will depend upon demand.

513. Higher Algebra—4 hours. Selected topics such as convergency and divergency of series, indeterminate equations, summation of series, etc., as given in the Hall-Knight text. McDaid

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

532. Calculus of Finite Differences—4 hours. A course on the elements of finite differences, interpolation, central differences, summation, Stirling's Formula, etc. Prerequisites: Mathematics 331 and 332. Shriner

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

591. Seminar in Problems of the Mathematics Teacher—4 hours. A course for administrators and experienced teachers of mathematics in the high school who desire a more intimate knowledge of the present trends in the field. Morris
592. History of Mathematics—4 hours. A course in the history of mathematics with emphasis on those phases which will aid the teacher of secondary school mathematics. - McDaid

594. Supervision of Arithmetic—4 hours. A critical study of the present day materials, textbooks, curriculum trends, and methods in the teaching of arithmetic. - Morris
DEPARTMENT OF MUSIC

Mr. Hill, Chairman of the Department; Miss Bard, Mr. Bryant, Mr. Dillard, Dr. Eberly, Mr. Gremelspacher, Miss Hill, Mrs. Kelso, Mr. Miller.

The Department of Music has as its primary purpose the preparation of teachers of music. Various curriculums for that purpose are outlined on pages 44 and 50. Prospective students should note particularly the following entrance requirements.

ENTRANCE REQUIREMENTS

Students who wish to enroll on any music curriculum, 28 hour, 68 hour, or combined curriculums must offer, in addition to graduation from a commissioned high school, high talents in music, a practical background of musical knowledge, and well developed skills in instruments or voice as outlined below. These skills must be demonstrated to the faculty. If a student cannot meet the requirements, he may be granted conditional approval by the faculty and be allowed to enroll and make up the deficiency by non-credit bearing study during the first year.

Each music major must make a satisfactory public appearance before graduation.

The Major Instrument

All music majors doing either of the instrumental curriculums must possess skill on one standard band or orchestral instrument which will be declared as major instrument and demonstrated to the faculty.

All students who wish to carry either of the choral curriculums must possess skill in voice or on piano which will then be declared as the major instrument and be demonstrated to the faculty.

Students on the combined curriculums may use a standard band or orchestral instrument, piano, or voice as the major instrument which again must be declared and be demonstrated to the faculty. (See below for additional entrance requirements for piano or vocal majors who wish to do these curriculums.)

At all auditions of majors the faculty will expect to hear music not less difficult than that listed as of fourth grade by the National School Band, Orchestra and Vocal Association, but the music need not be taken from their lists.

Any student who may lack sufficient skill but who shows distinct promise and initiative may be granted conditional approval by the faculty and be heard again later in the freshman year. The student may not earn credit from band, orchestra, or chorus until he has gained the approval of the faculty.

All work on a major which is directed toward changing "conditional approval" to "approval" shall be done at the student's expense and shall bear no credit.
The Minor Instrument

All music majors who elect either the sixty hour instrumental curriculum or the combined curriculum shall be prepared to participate creditably in both band and orchestra. In most cases this will require that the student possess some skill on a second instrument different in character from his major instrument. The second instrument shall be known as the minor, and skill on it shall meet certain minimum standards of the director of the organization involved.

If the student be unprepared with an appropriate minor at time of entrance, he will be given help in its selection and be admitted to a Pre-ensemble Technic course during the Winter quarter, in which course he will be given a foundation for the necessary skills. Further and adequate development of the needed skills must be done at the student's own expense and no credit may be earned for the work. The student must meet the minor requirement by the end of the fourth quarter of attendance at college in order to complete the prescribed work within the regular four years.

Piano and vocal majors who elect to carry the combined curriculums must bring skills on instruments suitable for meeting the requirements of both band and orchestra in addition to that of the choir. This may necessitate two minor instruments. The above described requirements can not be relaxed. It is undesirable for any piano or voice major to attempt to carry the combined curriculums unless he has had at least one year of intensive and successful study of a standard band or orchestra instrument plus at least one year's experience with it in a capable high school band or orchestra. He will still have the problem of meeting the requirements of the opposite instrumental organization.

Non-music students who play or sing acceptably are eligible for membership in the major ensembles, the college chorus, the college bands, and the college orchestra, which maintains a program of regular concerts and appearances. Other courses of general interest and value are 231, 232, 233, 245-6-7, and 270-1-2 and the major technics.

Courses of particular value to the elementary classroom teacher are 111, 245-6-7, 270-1-2, 233, 235, 19-219.

The attention of men students who play band instruments is directed also to P. Ed. 56, The Marching Band.

JUNIOR COLLEGE COURSES

First and Second Years

19. College Chorus—No credit. The apprenticeship course. One year required on choral curriculum and combined curriculum. One term required on choral restricted area curriculum. One term of all students taking other majors.

58. Elementary String Orchestra—No credit. Intended to help the student on the Instrumental or the Special Music Curriculum
meet the requirements for Music 59 on a string used as a minor. Rehearsals on Monday and Wednesday at 3:00 p.m. for double periods. Spring and Fall quarters.

59. **College Orchestra**—No credit. The apprenticeship course of which three terms are required of all on the 68 hour instrumental course or the supervisor's course. Open to all others who play appropriate instruments adequately of whom one term is required before Music 259 may be carried. While all applicants must consult the director for admission, music majors entering with their minor instrument must demonstrate definite minimum skills. Rehearsals on Mondays and Wednesdays at 3:00 p.m. for double periods. Fall, Winter and Spring terms.

68. **Varsity Band**—No credit. Designed to help the student on the Instrumental or Special Music Curriculum meet the requirements for Music 69 on a wind or percussion instrument used as a minor. 3:00 p.m. for double periods on Tuesdays and Thursdays.

69. **Concert Band**—No credit. Prerequisite, approved audition. The apprenticeship band course of which three quarters are required of all who are taking the Instrumental or Special Music Curriculums. Open to all college students, regardless of major interest, who play appropriate instruments adequately. Winter and spring quarters at 3:00 p.m. for double periods on Tuesdays and Thursdays.

**Marching Band**—4 hours. An elective course in physical education and open to all men students who play band instruments. Class name and number, P. E. 56. Fall quarter at 3:00 p.m. for double periods on Tuesdays and Thursdays.

111. **Fundamentals of Music I**—4 hours. Study of pitch, rhythm, and notation aurally, through keyboard and through voice. Terminology. Daily. Fall quarter.


150. **Pre-ensemble String Technic**—2 qr. hours. For students on the Instrumental and Special Music Curriculums who need a string to meet a minor instrument requirement. See page 44. Winter quarter.

155. **Pre-ensemble Woodwind Technic**—2 hours. A laboratory course devoted to the acquisition of adequate control of a woodwind instrument to qualify for Music 68. Winter quarter. Recommended
DEPARTMENT OF MUSIC

for the freshman year for Instrumental and Special Music Majors who need to develop sufficient playing ability to meet curriculum requirements on a minor instrument.

Gremelshapcher

160. Pre-ensemble Brass Technic—2 hours. A laboratory course devoted to the acquisition of adequate control of a brass instrument to qualify for Music 68. Winter quarter. Recommended for the freshman year for Instrumental and Special Music Majors who need to develop sufficient playing ability to meet curriculum requirements on a minor instrument.

Gremelshapcher

201. Music in the Elementary School—4 hours. First course for elementary class room teachers, including fundamental knowledge of theory and rhythm. Required on elementary curriculum. R. Hill


221. Harmony I—4 hours. Required of all music majors. Eberly

222. Harmony II—4 hours. Required of all special majors. Eberly

223. Harmony III—4 hours. Required of all special majors. Eberly

231. History of Music I—4 hours. Music in antiquity to Bach. Eberly

232. History of Music II—4 hours. From Bach to contemporary composers. Eberly

233. Music Appreciation—4 hours. Recommended as a part of the general college appreciation requirements. No prerequisite. (Not accepted on the Special Music Curriculum.) Bryant, Eberly


235. The Listening Lesson—4 hours. Materials and technics of the Listening Lesson, and associated activities in elementary and junior high classroom music. For both music majors and classroom teachers. Spring. A. Hill

245-6-7. Minor Piano—2 hours. Three terms required of vocal majors on the Choral Curriculum and of all on the Special Music Curriculum except piano majors. Recommended for all elementary classroom teachers. Taught in small groups. Eberly

250. Elementary String Technic—2 hours. Study of elementary string technic through playing a string and study of methods of teaching beginning string classes. A. Hill

255. Elementary Woodwind Technic—2 hours. A laboratory course presenting: (a) a study of the elementary technic of a woodwind instrument by playing one; and (b) methods of teaching beginning woodwind instrumental classes.
259-359. **College Orchestra**—2 hours. The study and performance of standard symphonic literature. Prerequisite, Music 59.

260. **Elementary Brass Technic**—2 hours. A laboratory course presenting: (a) a study of the elementary technic of a brass instrument by playing one; and (b) methods of teaching beginning brass instrumental classes.

265. **Elementary Percussion Technic**—2 hours. A laboratory course presenting: (a) a study of the elementary technic of percussion instruments by playing them; and (b) methods of teaching beginning percussion instrumental classes. Spring quarter.

270-271-272. **Minor Voice**—2 hours. Study of breath control, tone quality, diction and intonation. Required on choral curriculum and combined curriculum except voice majors. The first two terms on required or choral restricted area curriculum. Courses must be taken in sequence, preferably in consecutive quarters. Satisfactory individual and ensemble work required before completion of course. Additional credit may be obtained by continued study in 273-274 and 275. A small fee is charged for this additional work. R. Hill

279. **Teaching Music in the Elementary School**—4 hours. Required on elementary curriculum. Prerequisite Music 201. Methods of music instruction from grade I to grade V, to prepare the classroom teacher to present daily music lesson. R. Hill

218-318. **College Choir**—2 hours. The study and performance of all schools of choral music. Prerequisite Music 19. The student must pass a satisfactory examination before enrolling. Consult director before enrolling. R. Hill

219-319. **College Chorus**—2 hours. The study and performance of standard choral literature. Prerequisite Music 19. Three terms required on choral curriculum and combined curriculum and two terms required on choral restricted area curriculum, but student may continue with a third and fourth year, if he so desires. R. Hill

259-359. **College Orchestra**—2 hours. The credit-bearing course of which three terms are required of all on the 60 hour instrumental and supervisor courses. Open to others who play appropriate instruments adequately and have done one term of Music 59. No music major may carry Music 259 unless his major instrument has been heard and approved by the faculty. Music majors who use their minor instrument for orchestra participation must demonstrate real gains in skill and meet “intermediate” standards before they may be accepted in Music 259. Rehearsals on Mondays and Wednesdays at 3:00 p.m. for double periods. Fall, Winter and Spring terms. A. Hill

269-369. **Concert Band**—2 hours. Prerequisite, Music 69 and approved audition. Three quarters required of all who are taking the Instrumental or Special Music Curriculums. Open to all college students, regardless of major interest, who play appropriate instru-
ments adequately. Winter and spring quarters at 3:00 p.m. for double periods on Tuesdays and Thursdays.

331. The Listening Lesson.—Same as Music 235. Senior college students during 1946-47 and 47-48 should use this number.

340-1-2. Organ Technic—2 hours. Required of organ majors. Prerequisite, completion of sufficient piano study to enable the student to play some Bach inventions, Mozart sonatas, easier Beethoven sonatas, compositions by Mendelssohn, Grieg, Schubert, etc., and an approved audition on piano. A small fee is charged above 6 hours.

345-6-7. Advanced Piano Technic—2 hours. Required of piano majors. Prerequisite, approved audition. A small fee is charged above 6 hours.

350. Advanced String Technic—2 hours. Three terms required of string majors. Prerequisite, approved audition. One quarter may be taken in Junior College upon the recommendation of the instructor. Small fee charged above 6 hours.

355-6-7. Advanced Woodwind Technic—2 hours. Prerequisite, approved audition. Three quarters required of all woodwind majors. One quarter may be taken in the Junior College upon recommendation of the instructor. A small fee is charged above 6 hours.

360-1-2. Advanced Brass Technic—2 hours. Prerequisite, approved audition. Three quarters required of all brass majors. One quarter may be taken in the Junior College upon recommendation of the instructor. A small fee is charged above 6 hours.

365-6-7. Advanced Percussion Technic—2 hours. Prerequisite, approved audition. Three quarters required of all percussion majors. One quarter may be taken in the Junior College upon recommendation of the instructor. A small fee is charged above 6 hours.

370-371-372. Major Voice—2 hours. Required of vocal majors. Prerequisite, approved audition. Courses should be taken in consecutive order. Before completion of No. 372, student must present an individual recital of work on graduate level. Additional credit may be obtained by continued study in 373-374-375, but a small fee is charged for this additional work.

381. Instrumental Conducting—4 hours. A laboratory course presenting: (a) fundamental motions and signals used by the conductor; (b) exercises to develop dexterity and skill in the use of the signals; and (c) practice conducting. Winter quarter. Recommended for the junior year.

382. Choral Conducting—4 hours. Required on choral curriculum and combined curriculum and choral restricted area curriculum.
Fundamental motions and signals, skill and dexterity; principles of rehearsal technic and interpretation; evaluation of materials.

R. Hill

391. Secondary Choral Methods—4 hours. Required on choral curriculum and combined curriculum and choral restricted area curriculum. A course in the Teaching of music classes and choral ensembles in the high school.

R. Hill

392. Procedures and Materials for the Elementary School—4 hours. Required on choral curriculum and combined curriculum and choral restricted area curriculum. Course deals with the teaching of music in grades 1 to 6 including rote singing, tone matching, sight singing, rhythm and appreciation and materials.

R. Hill, Kelso

393. Procedures and Materials for the Junior High School—4 hours. Required on choral curriculum and combined curriculum. Course deals with the teaching of music in grades 7-8-9, including the changing voice, class technics for the adolescent, rhythm, appreciation and evaluation of materials.

A. Hill

394. Music Education. Instrumental—4 hours. A methods course in the teaching of instrumental music classes and ensembles. Fall quarter. Recommended for the junior year.

A. Hill


A. Hill


Gremelspacher

*422. Music Composition—4 hours. Original composition in the smaller vocal and instrumental forms.

*423. Keyboard Harmony—4 hours. An advanced course designed to develop facility in the practical use of theoretical harmony.

Eberly

*424. Counterpoint—4 hours.

Eberly

*430. Music Literature—4 hours. A chronological survey of the literature with emphasis on the trends which have affected the development of music.

Eberly

*481. Marching Band Procedures—2 hours. A methods course in teaching the marching band and in presenting drum major signals. (First six weeks) Fall quarter. Recommended for the senior year.

Gremelspacher

*482. Instrument Repair and Adjustment—2 hours. A laboratory course in teaching how to make minor repairs and adjustments of wind, string, and percussion instruments. (Second 6 weeks.) Fall quarter. Recommended for the senior year.

Gremelspacher
*483. Special Performances—2 hours. Required on choral curriculum and combined curriculum. Study of materials for and presentation of cantatas, revues, minstrels, pageants, and Christmas, Easter, Baccalaureate and commencement programs. R. Hill

*491. Music Education. Band and Orchestra Organization and Administration—4 hours. A methods course in the study of the organization and administration of bands and orchestras and instrumental materials and equipment. Spring quarter. Recommended for the senior year. Gremelspacher

*492. Choral Organizations—4 hours. Required of choral curriculum and combined curriculum and choral restricted area curriculum. A study of the organization, administration and of instruction of choral groups in the public schools, with attention also given to materials. R. Hill

*493. Musical Dramatic Production—4 hours. Required on choral curriculum and combined curriculum. A study of materials, procedures and techniques of operetta production with elementary, Junior High School and Senior High School voices. R. Hill

*494. Music Education: Materials—4 hours. A survey of the new materials for band, orchestra and chorus; made each summer under laboratory conditions.

*499. The Beginning Teacher—2 hours. Required on choral curriculum and combined curriculum. A guidance course in ethics for the teacher's relationship with school, church, community and professional organizations. With attention to business details of teacher's work. R. Hill

* Open to graduate students. Graduate students are required to do additional work of a research nature.
DEPARTMENT OF PHILOSOPHY
AND ETHICS

Dr. Isaac.

JUNIOR COLLEGE COURSES

201. Patterns of Living—4 hours. A course designed to help
students clarify and organize their experiences and develop a work­
able philosophy of living. Lives of the great will be studied in order
to discover and to evaluate factors contributing to great and suc­
cessful living. Typical philosophical viewpoints, in their relation
to actual living, will also be discussed. The primary emphasis will
be on the student's own life scheme.

202. The Sciences in Relation to a Philosophy of Living—4 hours.
Study of biographies. Among the subjects discussed are philosophy
of science, science and religion, science and ethics. An attempt to
show the significance of science for human values.

203. Life-Philosophies in Great Books—4 hours. Ancient and
modern works of literature will be analyzed from the viewpoint
of the life-philosophies they contain.

SENIOR COLLEGE COURSES

401. Principles of Philosophy—4 hours. A study of the chief
problems of philosophical inquiry and their history. Consideration
will be given to the nature and function of philosophy with its re­
lation to everyday thinking, science, art, religion, literature, and
life. An attempt will be made to develop a constructive philosophy
for our own day.

402. Ethics or the Philosophy of Conduct—4 hours. A study of
the nature and the chief problems of moral theory. Hedonism,
eudaemonism, conscience, value, and absolute moral code, the idea
of duty, individual responsibility, and determinism are among the
subjects considered. Students will be encouraged to think out for
themselves a workable scheme of ethics.

404. History of Ethics—4 hours. A survey of the chief ethical
systems from the time of Socrates to the present day. The relation
of these systems to the social, political and individual ethics of to­
day will be considered.

405. Great Philosophies of Living—4 hours. Designed to acquaint
the student with the principles of the major philosophies of living,
to the end that he may find help and guidance in formulating his
own life philosophy.

406. History of Philosophy, Ancient—4 hours.

407. History of Philosophy, Medieval—4 hours.

408. History of Philosophy, Modern—4 hours.

409. The Philosophy of Democracy—4 hours.
The following courses listed are planned to meet the needs of the following students:

1. Students working toward a certificate in physical education.
2. Students on any curriculum who wish to use some physical education courses (prepared) as electives.
3. Students working toward a comprehensive area in physical education on the regular high school certificate are required to earn 64 hours of credit approximately as follows:
   
       36 quarter hours  
   (b) Science 121, 122, 123, 171, 271, 374  
       24 quarter hours  
   Science 134, 172, 175, 376, 471, 474, 477  
       8 quarter hours  

   Total 68 quarter hours

**JUNIOR COLLEGE COURSES**

**First and Second Years**

151: **Orientation and Principles of Physical Education**—4 hours. A general survey of the field of physical education, the aims, the objectives, and the guiding principles underlying it as obtained from the study of man and his development.  
*Strum*

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

172. **Games and Sport Techniques of Physical Education**—4 hours. A study of the place of play in education and the development of the neuro-muscular skills in a wide range of play activities.  
*Rules and Techniques of Sports and Games.*  
*Glascock*

251. **Tests and Measurements in Physical Education**—4 hours.  
*Strum*

253. **First Aid**—The American Red Cross Course—2 hours. Red Cross certificates given to students of ability. Last half of term. Not open to freshmen.  
*Marks*

*Marks*

255. **Kinesiology**—4 hours. A kinesiological analysis of certain motor skills based on a study of the muscular system. Prerequisite, Science 175 or 123.  
*Glascock*

*Eight hours credit in the coaching courses are required.*
INDIANA STATE TEACHERS COLLEGE

SENIOR COLLEGE COURSES

Third and Fourth Years

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

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

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

451. Organization and Administration of Health and Physical Education—4 hours. Strum

452. New Trends in Health, Physical Education and Recreation—4 hours. A survey of trends in the fields of health, physical education and recreation. Course may be substituted for Physical Education 451, or be used as an elective. Strum

453. Community Recreation—4 hours. Significance, functions, operations, and relationships to other activities. Strum

COACHING COURSES

P. Ed. 471 to 475 are known as coaching courses. Prerequisites are the corresponding non-prepared courses, or special permission of the Director of Physical Education.

471. The Coaching of Football—2 hours. Theory and practice. First half of term. Marks, Strum


474. The Coaching of Track—2 hours. First half of term. Marks

475. The Coaching of Minor Sports—2 hours. Last half of fall and second Summer term. Marks, Strum

NON-PREPARED COURSES

51. Orientation in Physical Education—2 hours. This course is required of all men.

52. Apparatus and Tumbling—2 hours. A course arranged for students interested in this field.
53. Swimming—2 hours. This course is required of all men. Beginners, intermediate, and advanced courses.

54. Boxing and Wrestling—2 hours.

55. Seasonable Sports—4 hours. A practice and study in “carry over” sports.

56. Band Marching—4 hours. Open to all students who play band instruments.

57. Restricted Activities—2 hours. Open to students upon advice of the school physician.


63. Intra-Mural Baseball—2 hours. Instruction and practice.

64. Intra-Mural Tennis—2 hours. Instruction and practice.

65. Intra-Mural Golf—2 hours. Instruction and practice.

81. Varsity and Freshman Football—4 hours. Instruction and practice.

82. Varsity and Freshman Basketball—4 hours. Instruction and practice.

83. Varsity and Freshman Baseball—4 hours. Instruction and practice.

84. Varsity and Freshman Tennis—4 hours. Instruction and practice.

85. Varsity and Freshman Golf—4 hours. Instruction and practice.

87. Varsity and Freshman Track—4 hours. Instruction and practice.
DEPARTMENT OF PHYSICAL EDUCATION AND RECREATION FOR WOMEN

Miss Curtis, Head of the Department; Miss East, Miss Forsythe, Miss Fread, Mrs. Perkins.

PREPARED COURSES (PROFESSIONAL)

The courses listed are open to the following students:
(1) Those working for certificates based upon the completion of a 96 hour special course in health, physical education and recreation, a 68 hour comprehensive area in health and physical education, or a 28 hour restricted area in either physical education or recreation.
(2) Those on any course who wish to use some prepared physical education courses as electives.

JUNIOR COLLEGE COURSES
First and Second Years


East

201. Theory and Practice of Organized Play—4 hours. A lecture and laboratory course planned to develop a working concept of the nature and function of play and skills necessary to organize and conduct recreational activities on the summer playground, or within the school.

Curtis

202. Gymnastic Activities in Physical Education—4 hours. A lecture course in the fundamental principles of bodily development and the methods and systems employed in physical education, supplemented by a practical course in gymnastics, stunts, tumbling and apparatus.

Curtis

203. Theory, Technique, and Practice of Folk and National Dancing—4 hours. Special emphasis is placed upon characteristic folk dances of many nations. Material for each grade is studied. Prerequisites, P. Ed. 11, 12, and 13.

Forsythe

SENIOR COLLEGE COURSES
Third and Fourth Years

301. Theory and Coaching of Athletics—4 hours. A course to give students a technical knowledge of rules, ways of playing, coaching, and officiating the following games: basketball, hockey, soccer, and volley ball.

East

Note: All students majoring in physical education are required to meet the 24 term hour activity requirement. (Note page 41)
302. **Theory and Coaching of Athletic Games**—4 hours. A continuation of P. Ed. 301. Problems of administration in relation to girls' athletics will be studied. Skill in coaching and officiating the following sports is developed: swimming, tennis, baseball, and track and field.

303. **Theory, Technique and Practice of the Modern Dance**—4 hours. This course aims to make the individual capable of artistic expression through rhythmic movement. It excludes vocabulary of steps based upon modern technique; fundamental exercises and their application; elementary principles of composition, appreciation of art and music through movement. Prerequisites, P. Ed. 15, 16, and 17.

304. **First Aid**—2 hours. Red Cross course.

391. **Special Methods in Physical Education**—4 hours. Professional academic course.

392. **Physical Education for Elementary Schools (Safety)**—4 hours. A critical analysis of dramatic play, games, rhythms, self-testing activities, safety procedures, etc., used in a modern program in this area. Principles of selection and evaluation of activities and teaching methods are developed. Prerequisite, P. Ed. 2.

393. **Safety Education**—2 hours. A course in the subject matter and methods of safety education for the secondary school. Safety problems of the home, school, play, and work will be studied. Special attention will be directed to highway safety. Open to men and women students.

402. **History and Literature of Physical Education**—2 hours. History of the movement from the earliest times to the modern period.

403. **Individual Gymnastics**—4 hours. This course lays special stress upon abnormal conditions. Faulty posture, weak and flat feet, and lateral curvature will be studied.

405. **Principles and Administration of Physical Education**—2 hours. A course dealing with the problems of organizing and administering a program of physical education for the elementary and secondary schools. Attention is given to the grade school program and to the problems of high school girls, as the woman teacher has to meet them in Indiana.

406. **Girls' Group Work Leadership**—4 hours. A survey of the historical development of community organizations interested in "group work" for girls, their philosophy, programs and function in the community. Camp Fire Girls, Girl Scouts, Four-H Clubs, Y.W.C.A. Clubs, and Federated Girls Clubs will be included in the organizations studied. Using the Girl Scouts as a basis, special emphasis will be placed upon the development of leadership techniques. No prerequisites. Open to all students.
407. Field Work and Community Organization for Recreation—
4 hours.  Curtis

491. Supervision of Health, Physical Education and Recreation
—4 hours.  Curtis

NON-PREPARED COURSES
(Activity Courses)

All women students of the College are required to enroll in this
department when they first enter. The work is to be continued
during six consecutive terms unless permission is given by the
college physician and the head of the department for postponing it.
All work will be adapted to the individual needs of the student.

1. Introductory Physical Education—4 hours. Beginning work
for students on the college curriculum. Required.  Staff

2. Physical Education Activities for Elementary Grades—4
hours. Required on the elementary curriculum. Curtis, Forsythe

11. Elementary Folk Dancing—2 hours.  Curtis, Forsythe
12. Advanced Folk Dancing—2 hours.  Forsythe
13. Tap and Character Dancing—2 hours.  Forsythe
15. Beginning Modern Dancing—2 hours.  Forsythe
16. Intermediate Modern Dancing—2 hours.  Forsythe
17. Advanced Modern Dancing—2 hours.  Forsythe
20. Hockey—2 hours.  East
21. Soccer—2 hours.  East
22. Basketball—2 hours.  East
23. Baseball—2 hours.  East
24. Tennis—2 hours.  East
25. Beginning Swimming—2 hours.  Curtis, Forsythe
27. Advanced Swimming and Diving—2 hours.  Curtis, Forsythe
28. Volley Ball—2 hours.  East
29. Archery—2 hours.  East
30. Restricted Activities—2 hours.  Curtis
31. Basic Principles of Posture—2 hours.  Curtis
34. Badminton—2 hours.  East
41. Social Recreation Activities for the High School—2 hours.
Class open to both men and women students.  Curtis

*Note:  1. Students who earn a certificate in Physical Education are required
to take floor work, games, dancing, swimming, sports, and athletics, and other
practical activities organized by the department in accordance with the needs
for such specialization. A minimum of 24 term hours credit in activity classes
is required for those on the special, comprehensive or restricted areas.
2. Regulation gymnasium suits and equipment are required for all women.
DEPARTMENT OF SCIENCE

Dr. Mackell, Chairman of the Department; Dr. Allyn, Dr. Johnson, Dr. Koch, Mr. McDougal, Dr. Noyes, Dr. Rumple, Miss Shontz, Dr. Smith, Dr. Wilkinson.

The Department of Science includes the fields of botany, chemistry, geography and geology, physics, physiology and hygiene, and zoology. In addition to this, the Department of Science offers courses of a general nature and astronomy.

CERTIFICATES

Certificates to teach the physical sciences, biological sciences and general science in Indiana are issued on the basis of completion of courses as outlined on pages 42-43. Students who desire to major in any of the fields of science should consult the Director of Student Programs and the Chairman of the Department of Science in order that there may be no misunderstanding with reference to courses and sequence.

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.

GENERAL COURSES

111. Introduction to the Physical Sciences—4 hours. This course consists of lectures, recitations, and selected experiments in the physical sciences. Open to all students on all courses as a science elective. Mackell

112. Introduction to the Biological Sciences—4 hours. An attempt is made to establish as many friendly contacts as possible with the fundamental organic laws as they pertain to the world of living things. Biology Staff

113. Introduction to the Earth and Sky Sciences—4 hours. This course together with Science 111 and 112 is intended to complete a general survey of the natural sciences. Mackell

301. Elements of Astronomy—4 hours. This is a brief introductory course intended to acquaint the student with the more obvious phenomena of the starry heavens. Mackell

*405. Heredity and Environment with Educational Applications—4 hours. A popular non-technical course presenting the general principles of heredity and the environmental relationships. Smith
*406. **Effective Patterns for Hygienic Living**—4 hours. A course planned to afford studies in human anatomy and physiology essential to the understanding of hygienic living. Noyes

*407. **Contributions of Biology to Human Welfare**—4 hours. The course deals with fundamental biological principles as they function in the daily life of the individual. Extension. Biology Staff

*408. **Practical Microbiology**—4 hours. A course for beginning students of microbiology with emphasis on the applications of this subject to the home, public sanitation, foods, industry, agriculture and disease. Extension. Johnson

*411. **History of the Physical Sciences**—4 hours. A course for science majors in which an attempt will be made to gain a comprehensive perspective of the development of the physical sciences, including the biographies of eminent scientists. Alternate years. Physical Science Staff

*412. **History of the Biological Sciences**—4 hours. A course for science majors in which an attempt will be made to gain a comprehensive perspective of the development of the biological sciences, including the biographies of eminent scientists. Alternate years. Biology Staff

**PROFESSIONAL ACADEMIC COURSES**

391. **The Teaching of General Science**—4 hours. This course deals with techniques of instruction and instruction materials in the broad field of general science. Shontz

392. **The Teaching of Elementary Science**—4 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. Shontz

393. **The Teaching of Biological Science**—4 hours. This course deals with techniques of instruction and instruction materials in the field of biology. Required of all students who take biology as one of their group majors or minors. Biology Staff

394. **The Teaching of Physical Science**—4 hours. This course deals with techniques of instruction and instruction materials in the fields of physics and chemistry. McDougal
Botany

JUNIOR COLLEGE COURSES
First and Second Years

131. General Botany—4 hours. Morphology and physiology of cells, stems, leaves and roots of seed plants. Smith

132. General Botany—4 hours. Algae, fungi, bacteria, liverworts and mosses. Smith

133. General Botany—4 hours. Ferns and Seed Plants. Taxonomy of spring flowers common to Indiana. Prerequisite, Science 131 or Science 132. Smith

134. Economic Botany—4 hours. A study of the utilities of plants and of plant products in relation to food, medicine, poisons, condiments, industrial products, etc. Alternate years. Smith

SENIOR COLLEGE COURSES
Third and Fourth Years

331. Taxonomy of Trees and Shrubs—4 hours. Field and laboratory course on the trees and shrubs native to Indiana. Smith

334. Weeds of Indiana—4 hours. Laboratory and field studies of the more common noxious weeds of the state. Alternate years. Smith

*431. Plant Pathology—4 hours. Plant diseases are studied from the standpoint of symptoms, causes, and methods of control. The economic importance of the diseases and the life history of the fungi are especially stressed. Prerequisites, Science 131 and 132. Alternate years. Smith


*433. Principles of Heredity—4 hours. Mendel's Laws, the genetics of cultivated plants, domesticated animals and humans. Smith

*435. Plant Histology and Microtechnique—4 hours. Methods of killing, fixing, embedding, culting, staining and mounting sections of plant structures. Laboratory course. Prerequisites, Science 131 and 132. Alternate years. Smith

*436. Industrial Mycology—4 hours. Fungi in relation to their uses in various industries. Prerequisites, Science 131, 132, 141, and 142. Alternate years. Smith

Chemistry

JUNIOR COLLEGE COURSES

First and Second Years

141. Inorganic Chemistry—4 hours. Three lectures and two laboratory periods per week. Rumple, Wilkinson

142. Inorganic Chemistry—4 hours. Continuation of Science 141. Lectures and laboratory periods, same as in Science 141. Rumple, Wilkinson

143. Semi-Micro Qualitative Analysis—4 hours. Prerequisite, Science 142. Two lectures and six laboratory periods per week. Rumple, Wilkinson

144. Chemistry for Nurses in Training—4 hours. Arranged. Three lectures and two laboratory periods per week. Rumple, Wilkinson

241. Quantitative Chemistry—4 hours. Prerequisite, Science 143. Two lectures and six laboratory periods per week. Rumple, Wilkinson

243. Inorganic Chemistry—4 hours. Prerequisite, Science 143. This course deals with the more technical and theoretical aspects of inorganic chemistry. Lectures, laboratory work, and text, same as in Science 141. Alternate years. Rumple, Wilkinson

SENIOR COLLEGE COURSES

Third and Fourth Years

341. Organic Chemistry—4 hours. Prerequisites, Science 141 and 142 or 143. Three lectures and two laboratory periods per week. Rumple, Wilkinson


343. Organic Chemistry—4 hours. Prerequisites, Science 341, 342, and a major in chemistry. Lectures, laboratory periods, and text, same as Science 341. Rumple, Wilkinson

344. Organic Chemistry for Home Economics Majors—4 hours. Prerequisite, Science 142. This course cannot be accepted as a prerequisite for Science 342 nor in partial fulfillment of the requirements for a major in chemistry. Rumple, Wilkinson

*440. Physiological Chemistry—4 hours. Prerequisite, Organic Chemistry. This course may be elected in partial fulfillment of requirements for a major either in physiology or chemistry, but not in both. Rumple, Wilkinson
*441. Chemical Preparations—4 hours. Prerequisite, Science 342. Arranged. Rumple, Wilkinson

*442. Advanced Quantitative Analysis—4 hours. Prerequisite, Science 241. Two lectures and six laboratory periods per week. Rumple, Wilkinson

*443. Physical Chemistry—4 hours. Prerequisite, Science 143. Three lectures and two laboratory periods per week. Alternate years. Rumple, Wilkinson

*444. Industrial Chemistry—4 hours. Prerequisite, Science 341. Three lectures and two laboratory periods per week. Arranged. Rumple, Wilkinson

*445. Chemical Projects—Credit arranged. Two lecture and three laboratory periods per week. Open only to those who have a major in chemistry. Rumple, Wilkinson


*448. Seminar in Chemistry—Subject matter, hours, and credits to be arranged. Rumple, Wilkinson


Geography

JUNIOR COLLEGE COURSES

First and Second Years

151. Principles of Geography—4 hours. A study of the tools of geography together with the characteristics and distribution of the geographic elements; topography, climate ad soils. Koch

152. Geography of the United States and Canada—4 hours. A regional study of these countries with emphasis on the basic factors of topography, climate and natural resources. Prerequisite, Science 151. Koch

153. Geography of Europe—4 hours. A study of the geography of Europe as a whole with an intensive treatment of selected countries. Prerequisite, Science 151. Koch

251. Geography of the World—4 hours. Application of the principles of geography to interpretation of human activities in significant regions of the world. An advisable course immediately following Science 151. Prerequisite, Science 151. Koch

257. Economic and Commercial Geography—4 hours. A geographic study of production, transportation, and exchange of products. Koch
258. Meteorology and Climatology—4 hours. Designed to give the student an understanding of the physical processes responsible for daily weather changes.

**SENIOR COLLEGE COURSES**

Third and Fourth Years

351. Geography of Asia—4 hours. A geographical study of the largest continent with emphasis on India, China, Japan and the Soviet Union. Prerequisite, Science 151.

352. Geography of Latin America—4 hours. An investigation of the geography of Mexico, Central American, the Caribbean, and selected countries of South America, and the interests of the United States therein. Prerequisite, Science 151.

354. Geography of Africa, Australia, and Oceania—4 hours. Physical and regional aspects, settlements, and development, with an anthropological study of the natives. Prerequisite, Science 151. Alternate years.

355. Historical Geography of America—4 hours. The influence of the geographic upon the settlement and development of the United States. Designed particularly for geography and social studies majors. Alternate years.

*452. Problems in Geography—4 hours. Semi-seminar work, involving an investigation of original sources of geographic literature, statistics, cartography, and study of original ideas. Arranged.

*455. Political Geography—4 hours. The geography of countries and the geographical interpretation of international relations. Designed particularly for geography and social studies majors. Alternate years.


**Geology**

**JUNIOR COLLEGE COURSES**

154. Introductory Geology—4 hours. Common rocks and rock-forming minerals, origin and significance of the earth's surface features, agencies affecting changes in the earth's surface.

155. Historical Geology—4 hours. A general, non-technical treatment of the history of the earth and of life forms. Particularly valuable to geography, botany, and zoology majors. Science 154 is a desirable prerequisite.

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

SENIOR COLLEGE COURSES


*454. Common Rocks and Minerals—4 hours. This course is designed to give a student familiarity with the rocks and minerals found in the State of Indiana as well as the more important varieties from other parts of the world.

*456. Mineralogy—4 hours. The commoner minerals as well as some gems and precious stones are studied and classified. Attention is also given the uses and occurrences of the more important minerals.

Physics

JUNIOR COLLEGE COURSES

First and Second Years

181. Mechanics and Sound—4 hours. Lectures, recitations, and laboratory exercises in mechanics, vibratory motion, and sound. A beginning course with no prerequisites. Mackell, Rumple

182. Heat and Light—4 hours. The same general procedure is followed in this course as is followed in Science 181. Mackell, Rumple

183. Electricity and Magnetism—4 hours. The class procedure is similar to that followed in Science 181 and 182. Mackell, Rumple

281. Household Physics—4 hours. A course intended to meet the demands of students in Home Economics. Principles and practical application in the fields of mechanics, heat, light, and electricity with special reference to appliances in the home. Mackell

SENIOR COLLEGE COURSES

Third and Fourth Years

381. Mechanics Measurements—4 hours. Problems and experiments of an advanced type are attempted. Prerequisites, Science 181, 182 and 183, and Mathematics 111 and 112. Mackell

382. Electrical Measurements—4 hours. In this course the student is expected to become familiar with the use of electrical instruments and electrical units of measurements. Prerequisites, Science 181, 182, and 183 and Mathematics 111 and 112. Mackell

383. Experimental Heat—4 hours. Work of a precision nature is attempted and the student is expected to derive the theory in-
volved in the experimental work. Prerequisites, Science 181, 182, and 183, and Mathematics 111 and 112. Mackell

384. Radio Fundamentals—4 hours. This is a course in the fundamentals of radio theory and practice. Prerequisites, Science 181, 182, and 183. Alternate years. Mackell

386. Contemporary Survey of Physical Science—4 hours. This course may be elected by any student in the Senior College who is interested in learning more about recent advances in Physical Science. Summer sessions. Alternate years. Mackell

*481. Advanced Light—4 hours. An attempt is made to cover the theory of geometrical and physical optics. Prerequisites, Science 181, 182, and 183, and Mathematics 111, 112, and Calculus. Mackell

*482. Advanced Heat and Thermodynamics—4 hours. An attempt is made to cover the field of thermodynamics and radiation in an elementary mathematical way. Prerequisites, Science 181, 182 and 183, and Mathematics 111, 112, and Calculus. Alternate years. Mackell

*483. Sound and Acoustics—4 hours. An attempt is made to cover the subject of vibratory motion and sound in a comprehensive manner. Alternate years. Mackell

*485. Modern Physics—4 hours. Deals with some of the outstanding modern developments in the field of electricity, relativity, atomic structure, and quantum theory. Prerequisites, Science 181, 182, and 183, and Mathematics 111, 112, and Calculus. Mackell

*486. Advanced Electrical Theory—4 hours. An advanced course in the theory of electricity intended to supplement the experimental work in Science 382. Prerequisites, one year of college physics and Mathematics 111, 112, and Calculus. Alternate years. Mackell, Rumple

Physiology and Hygiene

JUNIOR COLLEGE COURSES

First and Second Years

171. Personal Hygiene—4 hours. Principles of anatomy and physiology serve as a basis for personal hygiene and to establish desirable attitudes toward current health problems. Johnson, Noyes

172. Human Physiology—4 hours. An introduction to the study of the function of the major systems of the human body. Prerequisite, Science 171, or its equivalent. Johnson, Noyes

173. Introductory Neurology—4 hours. A study of the structure and function of the nervous system. Prerequisite, Science 172, or its equivalent. Alternate years. Johnson
175. Principles of Human Anatomy—4 hours. Discussion and laboratory exercises dealing with the anatomy of the human body. Noyes

271. Community Hygiene—4 hours. An introductory course in community hygiene. Prerequisite, Science 171 or 172. Alternate years. Noyes

274. The Alcohol and Narcotics Problem—4 hours. This course will present scientific findings relative to physiological and psychological effects of the use of alcohol and narcotics. A section of the work will be devoted to a survey of the social, economic, and political problems arising from these physiological and psychological effects. Annakin, Noyes


SENIOR COLLEGE COURSES

Third and Fourth Years

374. Health Education—4 hours. A course designed to vitalize health information for presentation in the public schools. Prerequisite, Science 171. Noyes

376. Introductory Bacteriology—4 hours. A course designed to familiarize the student with the structure and physiology of bacteria and bacteriological technique. Johnson

*471. Hygiene of the School Child—4 hours. A study of the influence of environmental factors upon growth and development of the child. Arranged. Johnson

*472. Advanced Physiology—4 hours. Selected topics and laboratory exercises to meet the student's needs. Students electing this course should consult the instructor in charge. Arranged. Johnson, Noyes


*476. Medical Bacteriology—4 hours. A study of pathogenic bacteria in relation to infection and modern methods of immunology in their control. Prerequisite, Science 376. Alternate years. Johnson


*479. Anatomy and Physiology of Hearing and Vocal Mechanisms—4 hours. Lectures, recitations and laboratory experiments to meet the requirements of majors in the Department of Speech. Arranged. Noyes
Zoology

JUNIOR COLLEGE COURSES
First and Second Years

121. General Zoology—4 hours. Lecture and laboratory studies introducing the fundamental principles and concepts of animal biology. Allyn

122. Invertebrate Zoology—4 hours. Lectures and laboratory studies constituting a systematic study of the structure, comparative anatomy, development, and adaptations of the invertebrate animals. Prerequisite, Science 121. Allyn

123. Vertebrate Zoology—4 hours. A study of the development and comparative anatomy of the vertebrate animals with special emphasis on mammalian anatomy in the laboratory. Prerequisite, Science 121. Allyn

SENIOR COLLEGE COURSES
Third and Fourth Years

322. Entomology—4 hours. A study of the common insects, their anatomy and their development and relation to other animals, including the economic aspects of injurious insects and their control. Allyn

323. Bird Study—4 hours. Lectures, laboratory and field studies of Indiana birds, including their life histories, ecology, and economic importance. Allyn

325. Endocrinology—4 hours. An introductory study of the glands of internal secretion, their anatomy, histology and effect upon the development and behavior of the individual. Prerequisites, Science 112 or 121 and preferably 123 or its equivalent. Allyn

*421. Histology and Microtechnique—4 hours. Lectures and laboratory studies dealing with the microscopic structures of the principal animal tissues, including the preparation of animal materials for microscopic study. Prerequisites, Science 121, 122, and 123. Allyn

*422. Embryology—4 hours. Lectures and laboratory studies of germ cells, maturation, fertilization, development and differentiation of germ layers into organs and systems of vertebrate animals. Prerequisites, Science 121 and 123 or equivalent. Allyn

*423. Field Zoology—4 hours. An introduction to the local animal life of Indiana, including classification, distribution, and natural history. Prerequisites for biology majors, Science 121, 122, and 123.** Alternate years. Allyn

*424. Protozoology—4 hours. Discussion and laboratory studies on the structure, physiology, life histories, and behavior of one-

** Special provision is made for Elementary Teachers.
celled animals. Prerequisites, Science 121, 122, and 123. Arranged.

*425. Advanced Endocrinology—4 hours. Advanced study in the anatomy and function of the ductless glands.

GRADUATE COURSES

622. Research in Zoology.—Hours and credits arranged.
632. Research in Botany.—Hours and credits arranged.
642. Research in Chemistry.—Hours and credits arranged.
652. Research in Geography.—Hours and credits arranged.
672. Research in Physiology.—Hours and credits arranged.
682. Research in Physics.—Hours and credits arranged.

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

Dr. Mitchell, Head of the Department; Dr. Annakin, Dr. Brengle, Dr. Brookover, Mrs. Brown, Dr. Malan, Mr. Reece, Mr. Roll.

COGNATE COURSES

Some students who major in social studies decide, after being graduated from college, to take graduate work in this field. For this reason the department advises students who may do graduate work to take two years of work in each of two modern languages. All majors might well take Latin 201. Major students should also take Science 152 and 153.

COUNSELLORS

A student majoring in social studies should seek the counsel of a professor in the field of social science. Graduate students who are working on a degree in social studies or who wish to do graduate work in the field should counsel with the head of the department of social studies.

FRESHMAN ORIENTATION COURSE

161, 162, 163. Contemporary Civilization—4 hours. All freshmen will take these three courses in sequence. For purposes of meeting certificate requirements for majors the three courses may be allocated as follows: Course 161, Sociology; Course 162, Economics; Course 163, Political Science. The emphasis is on contemporary social, economic, and political life. Descriptions of the courses are found under the three headings, Sociology, Economics, and Political Science.

PREPROFESSIONAL COURSES

Students may take in this department courses that are prerequisite to law, business, social welfare, social service counseling, and other professional work.

SOCIAL WELFARE CURRICULUM

(See Page 53)

Economics

JUNIOR COLLEGE COURSES

First and Second Years

162. Contemporary Civilization II—4 hours. An introduction to the body of economic functions, structures, institutions, and elementary principles. The emphasis is on the functioning of our eco-
nomic system. Required of freshmen or first term sophomores. Pre-
requisite, Social Studies 161. Required of all students.

236. Money and Banking—4 hours. Deals with principles of
money and money systems, and with the functions of financial in-
stitutions. Emphasis is on commercial banking and the federal
reserve system. Prerequisite, Social Studies 162.

255. Business Cycles and Planning—4 hours. A study of cycles,
unstable enterprise, and proposed plans for controlling business
cycles. Deals with the economic principles incident to cycles and
economic planning including the behavior of cost, price, demand
and supply. Prerequisite, Social Studies 162. Either 255 or 434 re-
quired of majors.

SENIOR COLLEGE COURSES

Third and Fourth Years

434. Labor Problems—4 hours. A course dealing with the eco-
nomic aspects of labor, including the interests of workers, employers,
and the general public in conditions incident to employment. Pre-
requisite, Social Studies 162. Either 434 or 255 required of majors.

435. Agricultural Economics—4 hours. A survey of the economic
forces and principles incident to agriculture, including the recent
reorganization of agricultural production and distribution. Pre-
requisite, Social Studies 162.

451. Economic Systems—4 hours. An analysis of various types
of economic systems, particularly of capitalism and socialism. Pre-

452. International Economic Relations—4 hours. Deals with
trade, foreign exchange, restrictions on trade, and organizations
related to international economic activities. Prerequisite, Social

History

A major student pursuing a course in the comprehensive area in
Social Studies will take the following seven courses in Social Studies,
and he is advised to take them in the order or sequence in which
they are listed here, as follows: 211, 212, 206, 307, 308, 310, 311.

United States History

JUNIOR COLLEGE COURSES

First and Second Years

206 (101). United States History to 1789—4 hours. A study of
the discovery, exploration, settlement, and growth of institutional
organization in North America before 1790. Open to freshmen. Required of majors.

Brengle, Reece, Roll

SENIOR COLLEGE COURSES

Third and Fourth Years

301. Economic History of the United States—4 hours. A general course in American economic history from the beginning to the present time.

Roll


Brengle

307 (102, 201). United States History, 1789-1865—4 hours. A study of the political, economic, and general growth of the United States, 1789-1865, including the development of the Federal Government, the slavery issue, and the Civil War. Required of majors.

Brengle, Reece, Roll

308 (201, 403). United States History, 1865 to Date—4 hours. A survey of the general growth and expansion of the United States including reconstruction, growth of technology, international problems and policies, world wars, and attempts to develop social security. Required of majors.

Brengle, Reece, Roll

309 (502). History of Indiana—4 hours. A survey of the history of Indiana from the early beginning to the present time.

Roll

*401. History of the West—4 hours. A study of westward expansion or the advance of the frontier and its significance in American History.

Roll

403. Recent History of the United States Since 1900—4 hours. An intensive study of selected aspects of the history of the United States.

Brengle, Roll

*404. American Diplomacy—4 hours. Covers whole period of American History from standpoint of foreign relations, leading up to world power and involvement in world wars.

Brengle

*405. History of The South—4 hours. Deals with the South in all categories, with emphasis on its social, industrial and agricultural problems.

Brengle

General History

JUNIOR COLLEGE COURSES

First and Second Years

211 (111). Ancient History—4 hours. Early civilization to about 500 A. D. Emphasis will be upon the contributions of the Greeks and Romans. Open to freshmen. Required of majors.

Brengle, Reece, Roll
212 (112). Medieval History, 500 to 1500 A. D.—4 hours. The invasions of the barbarians; the growth of Christianity; feudalism; the political, economic, and cultural developments in the cities; the growth of national states; the commercial revolution; the Renaissance. Open to freshmen. Required of majors. Brengle, Reence, Roll

SENIOR COLLEGE COURSES

Third and Fourth Years

310 (211, 310). World History, 1500 to 1815 A. D.—4 hours. A study of the nation states in their political conflicts, their economic and cultural developments, and the supremacy gained by some of the states. The emphasis is upon Europe. Required of majors. Reece

311 (310, 311). Europe, 1815 to Date—4 hours. Political and economic rivalries and conflicts of nations and the political and cultural contributions to civilization. The growth of internationalism in government. Required of majors. Reece

313. English History I—4 hours. A general survey of English History from early times to 1689. Roll

*314. English History II—4 hours. A general course dealing with the history of England and the British Empire from 1689 to the present time. Roll

*412. Latin America—4 hours. A general history of Latin America from the days of the Spanish and Portuguese conquests and colonizations to the present. Roll

*416. History of the Far East—4 hours. A study of China and Japan in modern times with special attention to their relations with western nations. Roll

Political Science

JUNIOR COLLEGE COURSES

First and Second Years

163. Contemporary Civilization III—4 hours. An introduction to government and politics in their functional and theoretical aspects. Prerequisites, Social Studies 161 and 162. Required of all students. Staff

SENIOR COLLEGE COURSES

Third and Fourth Years

*322. The Federal Government—4 hours. A survey of the government of the United States, along with some attention to political parties and party machinery. Prerequisite S. S. 163. Brengle, Roll


*427. Constitutional Law—4 hours. Deals with the fundamental workings of our constitutions as interpreted by the Supreme Court. Prerequisite, S. S. 163 and 322. (Not given, 1945-1946).

Sociology

JUNIOR COLLEGE COURSES

First and Second Years

161. Contemporary Civilization I—4 hours. Overview of the principles of sociology. A study of the social processes and interaction, with emphasis upon the cultural and institutional results of interaction and the social forces as producing personality. Required of all students.

244. Social Organization and Disorganization—4 hours. Problems of social and individual maladjustment, the causes of maladjustment, and attempted and planned efforts for the solution of these problems. Prerequisite, Social Studies 161. Annakin, Brookover

SENIOR COLLEGE COURSES

Third and Fourth Years

*441. Social Change—4 hours. The history of thought about social change, and the processes of social change. Devoted mainly to an analysis and description of recent change in Western Civilization. Prerequisite, Social Studies 161. Annakin, Brookover


Social Welfare

SENIOR COLLEGE COURSES


364. Group Work and Case Work Recording—4 hours. The technique of analyzing group phenomena and of recording the findings in case work. Prerequisite, Social Studies 161. Brown

461. Case Work—4 hours. A survey of the methods and purposes of carrying on case histories and case studies about an individual. Prerequisite, Social Studies 161. Brown

462. Field Observation Case Work—4 hours. Experience and practice in doing case work and in social agencies. Prerequisite, Social Studies 161. Brown

GRADUATE COURSES IN SOCIAL STUDIES

A student wishing to pursue a graduate course toward a degree will consult with the Head of the Department regarding eligibility and prerequisites. The Department recommends that graduate students choose the thesis option rather than the non-thesis option.

American History


Economics


General History

517. Seminar: Studies of Selected Topics On Modern Europe—4 hours. Including Russia, the Reformation, the French Revolution, and the Napoleonic Era. (Not given, 1945-1946). Reece

Political Science

524. Seminar:—4 hours. Researches into the theories and practices of foreign governments. (Not given, 1945-1946).

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

Dr. Morris, Chairman of the Department; Mr. Christiansen, Mr. Lawson, Dr. Masters, Dr. Morgan.

SPECIAL EDUCATION CLINICS

Delyte W. Morris, Director; Clinic Supervisors Stanley H. Ainsworth (Speech Correction), Miriam D. Pauls (Hearing Therapy) (on Military Leave), Bernardine G. Schmidt (Remedial Reading and Sight Conservation); Acting Clinic Supervisor Florence M. Olsen (Hearing Therapy); Travelling Audiometric Testing Consultant Elton Carter.

Speech 111, Fundamentals of Speech, is required of all students on any curriculum. It should be taken during the freshman year. This course may not count toward the required hours for the regular high school major, but it may count toward the 192 hours required for graduation.

SPEECH MAJORS

On pages 45 and 52 are outlined alternative majors and restricted areas in speech. The Language Arts Comprehensive Area (Speech Option) satisfies the requirements of the general speech license for the State of Indiana adopted February 12, 1943, and, also satisfies the requirements of the language arts comprehensive area of the new certification plan. The hearing therapy major satisfies the requirements of the speech correction certificate for the State of Indiana and the speech correction major meets the requirements of the state hearing therapy certificate, both certificates adopted February 12, 1943. Students who elect either the speech correction or the hearing therapy major may complete the requirements for the other by an additional twelve hours as specified. Students who finish the theatre major will have completed 24 hours toward the Language Arts Comprehensive Area (Speech Option).

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, sociology; toward radio elect related courses in history and appreciation of music, journalism, literature, physics, political science, psychology, sociology; toward theatre elect related courses in art, home economics, literature, music, philosophy, physical education; toward speech correction and hearing therapy elect related courses in biology, education, educational administration, psychology, physical education, physics, physiology.

In addition to course requirements all majors in speech on either of the alternative programs must participate in five of the following activities (four in the case of Speech Science and Speech Correction Major):
1, Intercollegiate debating; 2, a public speaking lecture program; 3, a public recital; 4, a college-dramatic production with a major role; 5, major college radio productions; 6, a public program of the verse choir, and 7, demonstrate ability to handle speech defective cases in the Special Education Clinics.

JUNIOR COLLEGE COURSES

First Year

0. Speech Correction—No credit. Corrective work for defectives in voice or speech in any of the speech courses, or in the College generally. Hours arranged. Ainsworth, Morris, Olsen

111. Fundamentals of Speech—4 hours. Voice, enunciation, pronunciation, and articulation analyses are made through the use of phonograph recordings of each student's speech. An introduction to the consideration of the various phases of speech. Various speech activities are used in class exercises planned to meet the particular speech inadequacies of each student. Staff

156. Fundamentals of Debate—4 hours. The beginning course in the theory and practice of debate, finding and arranging materials, weighing the importance of evidence, and presenting the arguments. Speech 111 must be taken prior to or concurrently with this course. Christiansen

161. Public Speaking—4 hours. Individual and group speaking. Study of outlining and structure of speech types. Speech 111 must be taken prior to or concurrently with this course. Christiansen

165. Story Telling—2 hours. A study of story type for elementary grades, practice in presenting material, and telling stories. Masters

174. Introduction to the Theatre—4 hours. Understanding and appreciation of the stage productions. Background for cultural appreciation of good entertainment. Prerequisite for all courses in dramatics. Masters

Second Year

213. Radio Code—4 hours. Standards are those set by the War Department for students in Civilian Pilot Training: An aural proficiency of eight five-letter words per minute and a visual reception of six five-letter words per minute is the standard achievement for the course. Morgan

214. Advanced Radio Code—4 hours. Continuation of Speech 213 to aural proficiency of twelve five-letter words per minute and visual reception of eight five-letter words per minute. Morgan

241. Introduction to Speech Science—4 hours. An introduction to the scientific bases of speech. Demonstrations in laboratory tech-
niques for study of various speech manifestations. Suggested courses to precede this, Education 123, Science 181, and Science 172.

256. **Intercollegiate Debate**—2 or 4 hours. Enrollees do intercollegiate debating. May obtain 8 hours credit in this course by enrolling in additional terms. Open only by permission. Christiansen

261. **Discussion Forms and Program Planning**—4 hours. Emphasis on group discussion and extemporaneous speaking. Considerable work with audience relationships and participation in discussion, useful to classroom teachers. Prerequisite, Speech 161.

**Candidates only by permission.** Christiansen

265. **Oral Interpretation of Literature**—4 hours. Stress placed on appreciation and ability to read literature well. Understanding of good literature is developed. Christiansen, Masters, Morris

266. **Choral Reading**—2 or 4 hours. A study and practice in the fundamentals of reading together aloud. This class will be organized into a verse-speaking choir. There will be at least one public performance. (May be repeated once for credit.) Christiansen


**Candidates only by permission.** Christiansen, Masters

279. **Creative Dramatics**—2 or 4 hours. Study of suitable material for dramatization in the elementary grades. Practical experience with children. Prerequisite, Speech 111.

**Candidates only by permission.** Masters

281. **Playacting**—4 hours. Lectures, class discussions, and class performances. Good bodily control and appreciation of acting are developed. Prerequisite, Speech 111 and 174.

**Candidates only by permission.** Masters

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**SENIOR COLLEGE COURSES**

**Third and Fourth Years**

311. **Personal Speech Improvement**—4 hours. This course will be serviceable either to the teacher who is already in the field or to the teacher in training. Students in the course will be assisted to investigate and evaluate their own speech characteristics, and to plan speech development programs for themselves and for each other. No prerequisites.

**Candidates only by permission.** Christiansen, Masters, Morris

315. **Use of Radio in the Classroom**—4 hours. A course to acquaint teachers with educational broadcasts, printed radio study helps, and the method of correlating broadcasts with classroom work.

Morgan

316. **Radio Workshop**—4 hours. An intensive study of radio speech, script writing, microphone technique, and program production. Actual broadcasts will be presented over WBOY.

Morgan
317. **Introduction to Radio Broadcasting**—4 hours. A course emphasizing history and objectives of educational broadcasting, the programs adapted for school use, and the use of school radio equipment.

Morgan

318. **Radio Speech**—4 hours. Work in radio pronunciation, articulation, diction, and microphone technique. Voice recording with corrective drill will be emphasized.

Morgan

319. **Radio Writing**—4 hours. The writing of radio continuity, the radio address, the interview, and the radio drama will constitute the work of the course.

Morgan

320. **Radio Program Production**—4 hours. An advanced course emphasizing the techniques of radio program production. The students will maintain an actual broadcast schedule over WBOW.

Morgan

325. **Psycho-Physics of Sound and Audiometric Testing**—4 hours. A background in the psycho-physics of hearing will lead to training and practice in audiometric testing. Special attention will be given to consideration of the kinds and uses of hearing aids.

Ainsworth, Morris, Olsen, Pauls

326. **Hearing Conservation and Pathology**—4 hours. Designed to enable students to understand and intelligently contribute to hearing conservation program. Familiarizes student with current research on prevalence, causes, types and effects of hearing impairments.

Olsen, Pauls

327. **Lip Reading**—4 hours. The emphasis of the course will be upon the visual-speech-reading problems of those with sufficient residual hearing to justify continuance in the public schools rather than reference to schools for the deaf. Study of foundation procedures and fundamental exercises is followed by practice with hard-of-hearing children under direct supervision.

Olsen, Pauls

328. **Lip Reading Clinic I**—4 hours. Continuation of Speech 327.

Olsen, Pauls

329. **Lip Reading Clinic II**—4 hours. Continuation of Speech 328. More advanced work with more serious cases. Prerequisite, Speech 328.

Olsen, Pauls

—(Education 468). **Diagnosis and Remedial Treatment of Reading Difficulties**—4 hours. The diagnosis and remedial treatment of reading difficulties at all levels. Ways and means of diagnosing reading difficulties will be studied together with remedial work for their correction. A prerequisite for The Reading Clinic. Elective on all curriculums.

Schmidt

—(Education 456). **Sight Conservation**—4 hours. Adaptation of the regular curriculum and the regular classroom to the child with defective vision. Organization and procedure of sight-saving classes with observation.

Schmidt
(Education 423). Mental Measurements—4 hours. Aim is to give acquaintance with and practice in the use of the Terman-Merrill Revision of the Binet Test, tests of personality and social adjustments, etc. Schmidt

(Education 429). Clinical Psychology—4 hours. Study of types of clinical cases, tests and other tools of diagnosis, non-medical remedial procedures, etc. Considerable background is required as a prerequisite and consent of instructor is required. Schmidt

(Education 450). The Exceptional Child and His School—4 hours. The different types of exceptional children, the needs of each and ways of meeting these needs in elementary school. Griffith

342. Phonetics—4 hours. Examination of the physiological production and sound values of the sounds of English speech. Clinical practice in their recognition and production. Ainsworth

343. Language Behavior as Personality—4 hours. A consideration of the psychology, psycho-physics and psycho-biology of speech. The influence of speech on the whole personality. A consideration of speech as a means of oral communication rather than as a means of oral utterance. A study of the barriers to transfer of ideas from individual to individual by speech channels. Morris

345. Introduction to Speech Pathology I—4 hours. Introduces the student to disorders of speech encountered in the average classroom. Students observe examination and corrective methods of clinicians in the speech clinic. Ainsworth, Morris

346. Speech Pathology II—4 hours. A continuation of Speech 345. Each student will manage under supervision one or two speech defective cases. Prerequisite, Speech 345. Ainsworth, Morris

347. Speech Pathology III—4 hours. A continuation of Speech 346. Each student will have an opportunity to manage under supervision a number of selected speech defective cases. Prerequisite, Speech 346. Ainsworth, Morris

356. Argumentation and Persuasion—4 hours. Advanced theory and practice. Study of fallacies and strategy. Also advanced consideration of analysis and presentation of arguments. Prerequisite, Speech 156. Christiansen

361. Advanced Public Speaking—4 hours. Study and presentation of advanced speeches. Composition and persuasive devices are emphasized. Student will present two thirty minute speeches. Prerequisite, Speech 161. Christiansen

365. Advanced Oral Interpretation—4 hours. Special attention to teaching oral reading and literature. Also for students interested in acting. Prerequisite, Speech 265. Masters

366. Advanced Choral Reading—4 hours. A continuation of Course 266. To develop a verse speaking choir for public perform-
DEPARTMENT OF SPEECH

To prepare the students to develop verse-choir speaking in the schools, and to select and prepare literature for verse-choir speaking. Prerequisite, Speech 266.

375. Make-Up—2 hours. A study of make-up and its importance, history and development. Practice in make-up for actual plays. Christiansen

376. Stage Lighting—2 hours. Lighting instruments and their manipulation. Actual practice given. Masters

379. Theatre Backgrounds—4 hours. Appreciation of drama and the theatre through a brief study of all elements which create an effective performance. Great plays, actors, actresses, scene designers, directors, costume designers, light technicians and make-up artists of all ages are discussed and compared. Masters

381. Play Production—2 or 4 hours. Presentation of all the necessary fundamentals of play production in amateur theatres. Prerequisite, Speech 281. Masters

389. Speech for the Classroom Teacher—4 hours. Designed to acquaint the classroom teacher with basic essentials of speech training. The teacher will learn to recognize speech defects, to select children needing special care. A study of the best approaches to common difficulties and deviations in voice and speech. Consideration is given to the use of speech technics as instructional tools in the teaching of various subjects at the elementary level. Prerequisite, Speech 111. Morris

391. Methods of Teaching Speech—4 hours. Application of speech principles to practical classroom use. Philosophy of curricular and extra-curricular speech in relation to school and community. Lawson

400. The Teacher’s Speech—No credit. Designed to meet speech problems of practice teachers during practice experience. Group and individual conferences in close cooperation with critic teachers. Christiansen

429. Anatomy and Physiology of Hearing and the Vocal Mechanism—4 hours. An introduction to the anatomy and physiology of the hearing and vocal mechanisms. Points toward a close liaison between the educational hearing testing and hard-of-hearing training program of the schools on the one hand and the medical profession on the other. Olsen, Pauls

—(Education 492). The Reading Clinic, I—4 hours. This course is directed to the examination, diagnosis and remedial aspects of reading disability cases in a clinical situation. Must be taken after or concurrently with Education 468. Elective on all curriculums. Schmidt

—(Education 493). The Reading Clinic, II—4 hours. A continuation of Education 492 which is prerequisite. Schmidt
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—(Education 494). The Reading Clinic, III—4 hours. A continuation of Education 493 which is prerequisite. Schmidt

449. The 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, College and the State at large, a wide range of clinical material is available. Must be taken after or concurrently with Speech 345. Schmidt

450. The Speech Clinic, II—4 hours. Advanced work with more serious speech defects. Responsibility for planning work schedules for assigned cases. Opportunities for various observation trips. Must be taken after or concurrently with Speech 346; prerequisite, Speech 449. Ainsworth

451. The Speech Clinic, III—4 hours. Advanced assignments on problems of case treatment and of clinic management. Preparation for supervisory work in the professional field. Must be taken after or concurrently with Speech 347; prerequisite, Speech 450. Ainsworth

456. Directing the Debate Program—4 hours. The course in management of a debate squad. Will help train beginning debaters. Prerequisite, Speech 156, consent of the instructor and Senior College standing. Christiansen

465. Interpretative Reading Recitals—4 hours. Designed for advanced students in this field. Practice given in public recitals. Prerequisite, Speech 365 and the instructor's permission. Masters

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. Masters

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. Masters

479. Children's Theatre—2 or 4 hours. Studies and practical activity in the directing and producing of the Children's Theatre of Terre Haute. Masters

481. Advanced Play Production—2 or 4 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. Masters

GRADUATE COURSES

Graduate students may enroll in any of the Senior College courses with the understanding that the instructor will make appropriate personal adaptations of activities and requirements. Graduate students are required to do additional work of a research nature.

For registration for research (600 courses) growing out of any graduate course consult with the professor of the course concerned.
GRADUATE DIVISION

GRADUATE COUNCIL

John Erle Grinnell, Chairman, Dean of Instruction; Harry E. Elder, Registrar and Director of Student Programs; Cloyd Anthony, Principal of the Laboratory School and Director, Division of Teaching; James F. Mackell, Chairman, Department of Science; , Chairman, Department of English; Waldo F. Mitchell, Head, Department of Social Studies; D. W. Morris, Chairman, Department of Speech; Olis G. Jamison, Head, Department of Education; Ernest L. Welborn, Professor of Education; Ralph N. Tirey, ex-officio, President; Harry V. Wann, Head, Department of Foreign Languages.

HISTORY

Graduate work was inaugurated at Indiana State Teachers College in 1927. Its offering was authorized by the College board to meet the requirements of the State Board of Education of a year of graduate work for a first grade administrative certificate. The requirement has been made more stringent and now all applicants for administrative certificates must hold the Master's Degree with the work in education distributed as indicated in curriculums outlined for each certificate on pages 143-145.

The first Master's Degrees were conferred upon five candidates in 1929. To date 699 Master's Degrees have been granted by the College.

Graduate work was first offered in the department of education and other academic departments now offering graduate work include art, commerce, English, division of teaching, foreign languages, home economics, industrial arts, mathematics, music, science, social studies and speech. As the demand grows in other fields, it is hoped to offer work in those fields.

PURPOSE

The purpose of offering graduate work is twofold: (1) to prepare for administrative, including general (elementary) supervisor's, certificates, (2) to prepare master teachers in the departments in which graduate work is offered and in the elementary field.

OBJECTIVES

I. Functional Approach

A. To prepare master teachers in specific high school fields of concentration and for the elementary schools by:
   1. Broadening understanding of teaching field of study and relationships with allied fields.
   2. Deepening scholarship in teaching field.
   3. Gaining familiarity with sources of information in teaching field.
4. Surveying history of and studying critically recent research in teaching field and allied fields.
5. Broadening and deepening the professional education of classroom teachers.

B. To prepare school administrators and supervisors through:
1. Comprehensive knowledge of the forces underlying public education in the past and present, and competence in applying the knowledge to foresee future developments.
2. Intensive study of educational problems as they relate to administration or supervision of schools.
3. Development of competence in applying results of research to the solution of educational problems.
4. Mastery of knowledge and skills involved in administrative or supervisory activities.

II. Scientific Approach

A. To cultivate in students and teachers the scientific approach to educational problems through:
1. Clear, incisive thought and definition.
2. Mastery of background information.
3. Accumulation of significant data.
4. Controlled experimentation.
5. Exact statistical treatment of data.
6. Application of logic to interpretation of results of experiments.
7. Cautious conclusions and inferences.

B. To promote mastery of tools for scientific study and reports of problems.
1. Data gathering devices such as surveys and experimentation.
4. Reporting results.

C. To foster educational progress through scientific study of current educational problems.
1. Improvement of public school organization, administration, curriculum, methods, and services in local communities and in broader areas.
2. Improvement of teacher education in general and at Indiana State Teachers College in particular.

DEGREES

The degrees conferred are Master of Arts and Master of Science. The Master of Arts presupposes the holding of an A.B. degree with language requirements equal to that of Indiana State Teachers College or the meeting of those language requirements in addition to the requirements for the Master's Degree.
The work for the Master’s Degree may include more subject matter electives than education courses if the student so desires (see page 143). The degree conferred will be the Master’s Degree.

CERTIFICATES

Graduate students may prepare for the following certificates: superintendent’s, high school principal’s, elementary school principal’s, and general (elementary) supervisor’s. Applicants for these certificates must have met all the College requirements for the degrees including requirements other than academic before they may be recommended for their respective certificates.

As a prerequisite to a superintendent’s certificate, the applicant must have had five years of successful experience as an administrator, supervisor, or teacher. Three years of successful experience in the same fields are a prerequisite for a high school principal’s certificate, an elementary school principal’s certificate, or a general (elementary) supervisor’s certificate. In each case three years of experience must have been within the last ten years, not including in these ten years time spent in attending school. The student may qualify academically for a certificate, however, and obtain his experience later.

Further prerequisites are: (1) for the superintendent’s certificate, one must hold or be qualified to hold a first grade teacher’s certificate in Indiana; (2) for a high school principal’s certificate, one must hold or be qualified to hold a high school teacher’s certificate in Indiana; (3) for an elementary school principal’s certificate or a general (elementary) supervisor’s certificate one must hold or be qualified to hold an elementary teacher’s certificate in Indiana.

A student, by proper distribution of his electives, may meet the requirements for two certificates. No one may be recommended for more than two certificates upon completion of the minimum requirements for the Master’s Degree.

ENTRANCE REQUIREMENTS

A baccalaureate degree from an institution accredited by the North Central Association of Colleges and Secondary Schools and affiliated associations or by the American Association of Teachers. Colleges is required before a student may do graduate work.*

Students holding baccalaureate degrees from colleges other than Indiana State Teachers College must have transcripts of their credits on file with the Registrar at the time of matriculation.

Students from colleges not accredited by the associations named above will be admitted provisionally for one term. Their standing will depend upon evaluation of their previous college work and upon their work at the graduate level in Indiana State Teachers College.

* Students within 8 quarter hours of the baccalaureate degree may enroll for part-time graduate work while completing their undergraduate work.
RESIDENCE REQUIREMENTS

Thirty-six weeks of actual attendance on the campus of the college and the completion of 48 quarter hours of credit shall be required of all candidates for the Master's Degree, except those students who have previously met the residence requirements in the undergraduate school may transfer not more than 16 quarter hours of graduate work from an institution approved for graduate work.

No more than 8 quarter hours of extension or residence-extension work (non-thesis option) earned at any college will be accepted for credit toward a Master's Degree.

TIME LIMITATION

Candidates for the Master's Degree must complete the work for the degree within ten years. No credit older than ten years will be accepted or validated for graduate credit. No extensions of time will be granted.

SCHOLASTIC REQUIREMENTS

Graduate work of less than C grade will not apply toward the Master's Degree.

OPTIONS

Two options are allowed for the Master's Degree: the thesis option and the non-thesis option.

Thesis Option

Forty-eight quarter hours of completed work including a thesis of four or eight quarter hours value, to be determined by the committee, are required for the Master's Degree. If work is done in fields other than education, not less than 12 quarter hours nor more than 36 quarter hours may be done in these fields.

Non-Thesis Option

Students electing the non-thesis option are required to do 56 quarter hours for the Master's Degree. If part of the work is done in the academic fields the same regulations apply as listed in the above paragraph. The additional eight quarter hours of work must be done in education.

OTHER REGULATIONS

1. No work done by correspondence may be counted towards the Master's Degree.

2. Students who have taken Education 501C and have later elected the non-thesis option will not be required to take Education 501 but will not be given credit for Education 501C.
3. Students who entered before the adoption of the two options of graduate work may elect the non-thesis option if they so desire.

4. Students employed full-time may not carry more than 4 quarter hours of work per term.

5. Students may not receive credit for graduate work earned in courses other than education except in the subject matter fields which were taken as majors in the undergraduate school.

PROCEDURES IN GRADUATE RESEARCH

Detailed directions not stated below for meeting final graduation requirements may be obtained at the Registrar's office.

**General**

1. Each graduate student shall have an adviser with whom he will consult concerning his graduate progress. He should confer regularly with the Director of Student Programs and with the adviser who will be appointed by the Chairman of the Graduate Council after careful consideration of the graduate major proposed and the undergraduate background. A student's first registration for graduate work is not considered complete until he has conferred with the Chairman of the Graduate Council and has his adviser appointed.

2. Education 501. Research in Education, which is required of all graduate students, should be taken at the first opportunity and before any 600 research course or a thesis has been begun.

**Research (600) Courses**

1. A 600 course is an original research project which is an outgrowth of any course, with the exception of Education 501, for which a graduate student has previously received credit. The last two digits of a 600 course are the same as those of the catalog number of the course previously carried.

2. The project must be approved in advance by the professor under whose supervision the research is to be done, and not more than one course may be earned with any one instructor.

3. The amount of credit given for one research course is limited to four quarter hours, and the amount of work involved is equivalent to that required to earn the same amount of credit in any other graduate course.

4. Before credit may be given for any 600 course, an abstract of not to exceed 500 words must be filed in the office of the Chairman of the Graduate Council. The original study will be retained in the files of the department in which the study was made.

5. Registration for a 600 course is for residence credit and may occur at the beginning of any term.

6. The maximum amount of 600 credit applicable toward the Master's Degree is twelve quarter hours.
Department of Thesis

1. When a student has decided upon a topic which he wishes to use for his thesis, he files, with the Chairman of the Graduate Council, on a blank provided for the purpose, his topic and a brief outline of the procedure which he wishes to follow.

2. The Chairman of the Graduate Council in consultation with the student appoints a committee of three faculty members as a thesis committee and designates one of these as committee chairman.

3. After the Chairman of the Graduate Council has obtained from the committee written consent to serve and the tentative topic and the outline arrived at in conference has been approved, the student is notified and is free to work on the thesis.

4. The student works under the guidance of his chairman, but any member of the committee or the student may call a meeting of the committee at any time if he deems it advisable.

5. In the writing of the thesis Campbell's Form Book for Thesis Writing (copyright 1939) is the approved guide for form. With the approval of the Chairman of the Graduate Council and the thesis committee, the form may be varied to meet the requirements of publishers if the manuscript is to be printed.

6. When the preliminary copy of the thesis in typed form is ready for inspection it is critically examined by each member of the committee. When all suggested changes have been made and the thesis has been approved for English by the English department, it is ready for approval by the committee. It is then ready for final typing. At least one week should be allowed for the English department to examine the thesis.

7. The chairman of the thesis committee is responsible for approving the final copies of the thesis. The student is responsible for correcting all errors found.

8. The number for the thesis should then be assigned by the secretary of the department of education and inserted in the proper place on the title page and the approval sheet.

9. For the final copies a high quality thirteen pound (13 lb.) bond paper should be used. Carter's midnight black carbon paper or carbon paper of equal quality should be used.

10. Three copies of the thesis, the original and the first two carbons, bound according to specifications, are required by the College for its permanent use. One of these is filed with the U. S. Office of Education.

11. Four copies of the approval sheet must be prepared by the student. One copy is bound with each copy of the thesis and one copy is filed with the Registrar.

12. For purposes of recommendation for a certificate, the Registrar considers the thesis requirement met when he has received the receipt from the bindery, the approval sheet signed by at least two
members of the thesis committee, and the grade from the chairman of the committee.

13. Three copies of an abstract of the thesis of not more than two typewritten pages, giving the problem, the procedure, and the results must be filed with the thesis after the abstract has been approved by the editor of the Teachers College Journal.

14. Candidates receiving degrees at the June Commencement must file their bindery receipts with the Registrar at least two weeks before Commencement.

15. Candidates finishing in the summer will be considered as members of the June graduating class if all requirements have been met by September 20.

GRADUATE CURRICULUMS

Superintendent's Certificates

<table>
<thead>
<tr>
<th>Course Numbers</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 501, 561, 571, 582</td>
<td>16</td>
</tr>
<tr>
<td>Education 584, 585</td>
<td>4</td>
</tr>
<tr>
<td>Education 503, 512, 513</td>
<td>4</td>
</tr>
<tr>
<td>Education 521, 522, 523, 526, 527, 528, 567</td>
<td>4</td>
</tr>
<tr>
<td>Education 563, 564, 575</td>
<td>4</td>
</tr>
</tbody>
</table>

Additional under Thesis Option—

<table>
<thead>
<tr>
<th>Course Numbers</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 501-W</td>
<td>4 or 8</td>
</tr>
<tr>
<td>Electives</td>
<td>12 or 8</td>
</tr>
</tbody>
</table>

16

Additional under Non-Thesis Option—

<table>
<thead>
<tr>
<th>Course Numbers</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 600 course</td>
<td>4</td>
</tr>
<tr>
<td>Electives</td>
<td>20</td>
</tr>
</tbody>
</table>

24

Total under Thesis Option | 48
Total under Non-Thesis Option | 56

High School Principal's Certificate

<table>
<thead>
<tr>
<th>Course Numbers</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 501, 522, 571, 573</td>
<td>16</td>
</tr>
<tr>
<td>Education 561, 575, 584, 585</td>
<td>4</td>
</tr>
<tr>
<td>Education 517, 564</td>
<td>4</td>
</tr>
<tr>
<td>Education 503, 512, 513, 574</td>
<td>4</td>
</tr>
<tr>
<td>Education 523, 526, 527, 528, 567</td>
<td>4</td>
</tr>
</tbody>
</table>

Additional under Thesis Option—

<table>
<thead>
<tr>
<th>Course Numbers</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 501-W</td>
<td>4 or 8</td>
</tr>
<tr>
<td>Electives</td>
<td>12 or 8</td>
</tr>
</tbody>
</table>

16

Additional under Non-Thesis Option—

<table>
<thead>
<tr>
<th>Course Numbers</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 600 course</td>
<td>4</td>
</tr>
<tr>
<td>Electives</td>
<td>20</td>
</tr>
</tbody>
</table>

24

Total under Thesis Option | 48
Total under Non-Thesis Option | 56
### Elementary School Principal's Certificate

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 501, 562, 567, 571</td>
<td>16</td>
</tr>
<tr>
<td>Education 584, 585</td>
<td>4</td>
</tr>
<tr>
<td>Education 503, 512, 513, 515</td>
<td>4</td>
</tr>
<tr>
<td>Education 521, 523, 526, 527, 528</td>
<td>4</td>
</tr>
<tr>
<td>Education 550, 551, 563, 568, 576</td>
<td>4</td>
</tr>
</tbody>
</table>

Additional under Thesis Option—

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 501-W</td>
<td>4 or 8</td>
</tr>
<tr>
<td>Electives</td>
<td>12 or 8</td>
</tr>
</tbody>
</table>

Additional under Non-Thesis Option—

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 600 course</td>
<td>4</td>
</tr>
<tr>
<td>Electives</td>
<td>20</td>
</tr>
</tbody>
</table>

Total under Thesis Option | 24 |
Total under Non-Thesis Option | 48 |

Note: 567 put in required list because undergraduate course does not include; 563 put in elective group because it is required on undergraduate. 562 is supposed to be Administration and Supervision combined.

### Elementary Supervisor's Certificate

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 501, 562, 563, 567</td>
<td>16</td>
</tr>
<tr>
<td>Education 503, 511, 512, 513</td>
<td>4</td>
</tr>
<tr>
<td>Education 521, 523, 526, 527, 528</td>
<td>4</td>
</tr>
<tr>
<td>Education 560, 551, 561, 571</td>
<td>4</td>
</tr>
<tr>
<td>Education 505, 506, 515, 560, 568</td>
<td>4</td>
</tr>
</tbody>
</table>

Additional under Thesis Option—

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 501-W</td>
<td>4 or 8</td>
</tr>
<tr>
<td>Electives</td>
<td>12 or 8</td>
</tr>
</tbody>
</table>

Additional under Non-Thesis Option—

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 600 course</td>
<td>4</td>
</tr>
<tr>
<td>Electives</td>
<td>20</td>
</tr>
</tbody>
</table>

Total under Thesis Option | 24 |
Total under Non-Thesis Option | 48 |

### Master Elementary School Teachers and Supervising Teachers

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 501, 562</td>
<td>8</td>
</tr>
</tbody>
</table>

Additional under Thesis Option—

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 501-W</td>
<td>4 or 8</td>
</tr>
<tr>
<td>Education electives</td>
<td>12 to 24</td>
</tr>
<tr>
<td>Subject matter electives</td>
<td>12 to 24</td>
</tr>
</tbody>
</table>

Additional under Non-Thesis Option—

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 600 course</td>
<td>4</td>
</tr>
<tr>
<td>Education electives</td>
<td>20 to 32</td>
</tr>
<tr>
<td>Subject matter electives</td>
<td>12 to 24</td>
</tr>
</tbody>
</table>
### Graduate Curriculums

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total under Thesis Option</td>
<td>48</td>
</tr>
<tr>
<td>Total under Non-Thesis Option</td>
<td>56</td>
</tr>
</tbody>
</table>

#### Master Secondary School Teachers and Supervising Teachers

<table>
<thead>
<tr>
<th>Education 501, 522</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional under Thesis Option—</td>
<td></td>
</tr>
<tr>
<td>Education 501-W</td>
<td>4 or 8</td>
</tr>
<tr>
<td>Subject matter electives</td>
<td>12 to 36</td>
</tr>
<tr>
<td>(Minimum of 12 hours in one department)</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>0 to 24</td>
</tr>
<tr>
<td>Additional under Non-Thesis Option—</td>
<td>4</td>
</tr>
<tr>
<td>A 600 course</td>
<td></td>
</tr>
<tr>
<td>Subject matter electives</td>
<td>12 to 36</td>
</tr>
<tr>
<td>(Minimum of 12 hours in one department)</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>8 to 32</td>
</tr>
</tbody>
</table>

| Total under Thesis Option             | 48     |
| Total under Non-Thesis Option         | 56     |

#### Deans and Counsellors

| Education 501, 512, 513, 517, 522, 526, 567 | 28     |
| Personnel Administration                 | 4      |
| Technics of Counselling                  | 4      |
|                                         | 36     |

| Additional under Thesis Option—        |        |
| Education 501-W                        | 4 or 8  |
| Elective from Education 523, 528, 568, 571 | 4 or 8  |

| Additional under Non-Thesis Option—    | 4      |
| A 600 course                          |        |
| Elective from Education 523 or 529, 528, 551, 558, 571 | 16     |

| Total under Thesis Option              | 48     |
| Total under Non-Thesis Option          | 56     |
EXTENSION DIVISION

Vilmer L. Tatlock, Director

Dr. Wilkinson, Chairman; Miss Armstrong, Miss East, Mr. Elder, Dr. Pfennig, Mr. McDaid, Dr. Morris, Dr. Shannon, Mr. Tatlock. President Tirey and Dean Grinnell are ex-officio members.

THE NON-RESIDENT STUDY PLAN

The term non-resident study embraces both extension classes and study by correspondence.

Courses by extension and correspondence are coordinated with regular residence study. A course granting four credits is the same in content as a resident four-hour course representing the work covered by a class which meets 4 times a week for the quarter of 12 weeks.

OPPORTUNITY FOR RESEARCH

Obviously a disadvantage of non-resident study is the lack of specialized library and research facilities. The College has taken this into account and made arrangements for aiding in meeting these deficiencies. The courses are drafted with a view to allowing the student to take the best advantage of whatever library facilities may exist nearby, and in addition recourse may be had to the State Library in Indianapolis and the College Library.

The College Library, with its 145,000 volumes concentrated in the field of education, is unique throughout the nation. Books which are not in constant demand at the moment may be borrowed by non-resident students. Special research problems may be addressed to the Librarian.

The need for texts in extension and correspondence classes has been held to a minimum, and these may be secured at the same rate charged resident students by writing the College Bookstore.

MISCELLANEOUS REGULATIONS

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 curriculums under the following regulations:

(1) Students in residence may not enroll for work in this division except upon written permission of the Director of Student Programs.
(2) Teachers in service who enroll in one non-residence course will not be admitted to a second concurrent course except upon the written approval of the local superintendent.

(3) The maximum limit of non-residence work which a teacher may carry at any time is eight quarter hours.

(4) Not more than one-fourth of the credit required for any certificate or diploma may be earned in extension classes or by correspondence or jointly in both.

(5) Not to exceed 12 quarter hours of credit may be earned in any high school subject group and not to exceed 8 quarter hours may be earned in the professional subjects by correspondence study.

(6) Graduate students who are working toward a Master’s Degree at Indiana State Teachers College may use a maximum of 8 quarter hours of off-campus extension credit, provided the residence requirement of one year will not be affected.

(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 16 quarter hours of credit may be earned by extension and correspondence during any school year.

(9) Work begun in residence or in regularly organized extension centers cannot be completed by correspondence.

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

(11) Students who enroll for correspondence study and later enroll for residence study shall discontinue their correspondence work until the period of residence study is ended.

(12) No correspondence course shall be completed in less than twelve weeks of time except upon the written approval of the Director of Student Programs and by special arrangements with the instructor in charge.

MISCELLANEOUS REQUIREMENTS

(1) An actual attendance of 36 weeks and the earning of 48 quarter hours of credit is the minimum residence requirements under which a student may be graduated from any of the prescribed curriculums. The last term immediately preceding graduation must be done in residence.

(2) Exceptions to this rule may be made in the case students about to be graduated who have fulfilled the minimum residence requirements and yet need not more than four quarter hours of additional credit to complete their curriculum. Such students may earn additional credit by correspondence or extension and on satisfactory completion of such non-residence work, the diploma may be issued.

(3) Students of other colleges who enroll for extension or correspondence courses should consult the college where the degree will be conferred concerning the application of credit.

(4) No student with less than 96 quarter hours of prepared
work will be approved for a Senior College course unless he has at
least 48 quarter hours of college credit and has completed residence
work at Indiana State Teachers College, and has a scholarship index
of 45 or above.

(5) Applicants for correspondence work who have not been stu-
dents 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.

FEES AND CREDITS

Fees and Credits.—The fee for a four-quarter hour course is
$15.00. A four-quarter-hour course is equivalent to a subject carried
in residence 12 weeks. The fee for a two-quarter hour course is
$8.00. Credit earned by work in the division is of the same value as
credit earned in residence. Auditors may enroll for $5.00.

The entire fee (postal or express money order, bank draft, cer-
tified check, or cash in registered letter) must accompany the ap-
plication. The division is not responsible for money sent in any
other way. Remittances must be for the exact amount of the fees.
The form in which the money is sent other than cash in a registered
letter must be made payable to Indiana State Teachers College. This
fee cannot be refunded after the student has enrolled. If, for any
reason, the application is not accepted, the entire fee will be re-
turned.

ORGANIZATION OF EXTENSION CLASSES

Any prospective non-resident student may organize the member-
ship for an extension class. He may assemble the group interested
in such instruction, determine the specific course desired, and com-
municate with the Extension Division 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 Extension Division 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 cor-
respond with the Extension Director for complete information at
any time.

Since the College must meet its expenses on extension study, a
minimum number of students is required on a sliding scale based
on distance an instructor must travel. The following scale offers a
suggestion of the requirements, although some deviation may be
arranged:

<table>
<thead>
<tr>
<th>Miles</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terre Haute</td>
<td>12</td>
</tr>
<tr>
<td>21 - 40</td>
<td>17</td>
</tr>
<tr>
<td>41 - 60</td>
<td>19</td>
</tr>
<tr>
<td>61 - 70</td>
<td>21</td>
</tr>
<tr>
<td>71 - 90</td>
<td>24</td>
</tr>
<tr>
<td>91 - 110</td>
<td>25</td>
</tr>
<tr>
<td>111 - 130</td>
<td>26</td>
</tr>
<tr>
<td>131 - 160</td>
<td>26</td>
</tr>
<tr>
<td>161 - and over</td>
<td>28</td>
</tr>
</tbody>
</table>
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 Extension Division, (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 Student Programs, (5) collecting the fees in cash, post office money order or certified checks (from each student whose application is approved) and forwarding them to the Extension Division, and, (6) carrying on any additional correspondence relative to the progress of the class.

The Director of Student Programs will approve applications 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 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 curriculums may refer to the sections on these curriculums 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 ten separate meetings totaling 36 clock hours of recitation time for each course. This is more commonly done in 12 meetings of three hours each, convening once per week.

CORRESPONDENCE STUDY

Correspondence courses are organized by regular faculty members, and have identical content with courses offered in regular resident classes. The student may enroll at any time during the calendar year and has a minimum of 12 weeks and a maximum of 12 months in which to complete the course. (Note Miscellaneous Regulation (12) on the minimum time). The maximum time may be extended six months by the payment of an additional fee of $1.00.
After a correspondence enrollment is approved by the Director of Student Programs, the complete set of lessons or assignments is usually sent to the student. The number of lessons in each course varies with the nature of the content of the courses. After all the lessons have been submitted for criticism by the instructor, a final examination is given; this may be taken at the office of the Extension Division or administered in the student's locality by a school principal or superintendent.

**COURSES OFFERED BY CORRESPONDENCE**

**Commerce**
- 122—Second Term Typewriting.
- 123—Third Term Typewriting.
- 212—Second Term Shorthand.
- 213—Third Term Shorthand.
- 231—Business Correspondence.
- 201—Elementary Accounting.
- 202—Elementary Accounting.
- 203—Corporation Accounting.
- 331—Business Law I.
- 332—Business Law II.
- 402—Cost Accounting.

**Education**
- 220—Psychology: General Introduction.
- 223—Child Psychology.
- 311—Principles of Secondary Education.
- 366—Tests and Measurements.
- 413—Educational Sociology.
- 415—Present-Day Problems in Elementary Education.
- 422—Adolescent Psychology.
- 426—Psychology of Personality and Adjustment.
- 461—Supervision of Instruction.
- 463—The Elementary School Curriculum.

**English**
- 221—The Short Story.
- 311—English Composition.
- 330—American Literature.
- 441—Contemporary Literature.
- 451—Shakespeare.

**Foreign Languages**—Any course after first term in French, Spanish.

**Home Economics**
- *131—Home Nursing.
- 224—Elementary Nutrition.
- 333—Child Development.

**Industrial Arts**
- 101—Mechanical Drawing.
- 478—Industry and Industrial Occupations.
- 491—History and Theory of Industrial Education.

**Mathematics**
- 101—General Mathematics.
- 110—Industrial Mathematics.
- 111—College Algebra.
112—Trigonometry.
121—Solid Mensuration.
212—Mathematics of Finance.
221—Plane Analytic Geometry.
223—College Geometry.

Music 231—History of Music I.
232—History of Music II.

Physical Education (Men) *253—First Aid.
*254—Training.
353—Scout Masters Training Course.
451—Organization and Administration of Physical Education.

Physical Education (Women) *402—History and Literature.
*405—Principles and Administration of Physical Education.

Science 171—Personal Hygiene.
301—Elements of Astronomy.
352—Geography of Latin America.
405—Hereditary and Environment with Educational Applications.
433—Principles of Heredity.
455—Political Geography.

Social Studies 161—Elements of Sociology.
162—Principles of Economics.
206—U. S. History to 1789.
212—Medieval History, 500-1500 A. D.
301—Economic History of the U. S.
308—U. S. History, 1865 to date.
310—World History, 1500-1815.
323—State and Local Government.
401—History of the West.
412—Latin American History.
416—History of the Far East.
442—Social Pathology.

Speech 317—Introduction to Radio Broadcasting.
319—Radio Writing.

ARMED FORCES INSTITUTE CORRESPONDENCE STUDY

By contract with the United States Government any member of the enlisted personnel of the Army, Navy, or Marine Corps may enroll in correspondence courses offered by Indiana State Teachers College and approved by the Armed Forces Institute. The Government pays one-half the total fees for registration and books for such courses.

*These courses are 2-hour courses. The others are 4-hour courses.
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.

CORRESPONDENCE STUDY FOR DISCHARGED VETERANS

By contract with the Veterans Administration any discharged veteran in any state who is eligible for educational privileges under Public Laws 16 or 346 may enroll in approved correspondence course at Indiana State Teachers' College. When approved, the Veterans Administration pays the necessary enrollment fees which cover registration, instruction and necessary books or material for pursuing the course.

A student wishing to enroll under this plan should make application on Rehabilitation Form 1907C to the Regional Manager of his Veterans Administration Office. The approval of the Regional Manager should then be sent with the application for the course to the Extension Division, Indiana State Teachers College.

AUDIO-VISUAL AIDS LIBRARY AND SERVICE

A library of education films, slides, recordings, and projection service is now available through the Extension Division. These materials are available on call of any department of the College and laboratory school.

Films, slides, and recordings in this library are also available for loan to schools and other organizations on a service or rental basis. A separate bulletin describing this service is available on request.

The Extension Division is a depository for many films and recordings produced by various agencies of the Federal Government, the Indiana State Teachers Association, and other producers or distributors of informational audio-visual aids. These are also made a part of the lending library to schools and other organizations at a minimum service charge.

A counselling or advisory service to teachers or schools developing a program of audio-visual teaching is available on request.

GENERAL SERVICES

Frequent calls have come to the College to render continued service to graduates, former students, schools 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 and their communities. Some of the areas in which such cooperation is available are:
1. Curriculum study and revision
2. Guidance programs
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. Planning testing programs
8. Parent-Teacher Association activities
9. Diagnosis of speech and reading problems
10. Consultation service on personal teaching problems

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 Extension Division. Such inquiries will receive individual and prompt attention.
REGULATIONS

ABSENCES

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.

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

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.

Classes which are not open to auditors are:


Home Economics—113, 211, 323, 431, 441, 499.


Library Science—322.

Philosophy—401, 404, 406, 407, 408.

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


CLASS STANDING

Credit

Credit for completed courses is expressed in quarter hours. Regular classes carry 2 or 4 quarter hours of credit. All students are expected to carry 16 quarter hours of prepared work per term. Certain non-prepared classes may be taken in addition to the regular 16 hours.

Students are designated as freshman, sophomores, juniors, and seniors, according to the amount of credit earned. Students with less than 48 quarter hours completed are freshmen; 48-95, sophomores; 96-143, juniors, and 144-196, seniors.

CLASS PROGRAMS

Students are expected to submit programs to the Registrar on or before the date announced in the schedule of classes prior to regis-
tration day. These programs, when approved, are handed to the stu-
dents when they appear for registration.

Registered students desiring to change their program during the
first week of a term must secure approval of the Director of Stu-
dent Programs. The approved cards must be signed by the instruc-
tor as authority for leaving or entering the courses. A student will
attend all classes in which he has been registered until official per-
mission is granted to change his schedule.

COURSE SEQUENCE

Students in the freshman and sophomore years are required to
take courses in the Junior College (General College). The courses
open to freshman and sophomore students are those numbered in
the respective departments from 101 to 299 with the exception that
not more than 20 quarter hours of Senior College (Professional Col-
lege) credit may be earned during the sophomore year. Students in
the Senior College must confine their choice of subjects to courses
whose numbers range from 301 to 499, provided that they offer not
less than 40% of their total work in the Senior College.

EXTRA-CURRICULAR ACTIVITIES

Athletic Eligibility

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

1. Athletes at this institution must meet all conditions of eligi-
bility prescribed by the Indiana Intercollegiate Conference of which
this institution is a member.

2. A varsity athlete must have spent a full year in actual resi-
dence in College and have made no less than 36 hours credit in
prepared subjects before participation.

3. An athlete must carry at least 12 hours of prepared work in
the term in which he is a participant in either freshman or varsity
competition.

4. To be eligible for his second year of varsity competition in a
given sport, an athlete must have made at least 12 hours of credit
in prepared subjects following his first year of varsity competition
in that sport.

5. To be eligible for his third year of varsity competition in a
given sport, an athlete must have made at least 12 hours of credit
in prepared subjects following his second year of varsity competi-
tion in that sport and at the same time have made sufficient total
credit to be academically classified in the Senior College of the
institute.

6. No athlete at this institution who has been placed on special
(probation) status because of low scholarship by the faculty com-
mittee on selective admission and selective promotion is eligible for
intercollegiate competition during that period.
7. Every student engaging in intercollegiate athletic competition must pass an approved physical examination given by the College physician. Every member of the varsity and freshman squads must take another physical examination within two weeks following the close of the given sport season in which he participated to be eligible either for an athletic award or to be entitled to free medical attention due to injuries incurred in such competition.

College Affairs

No student shall be eligible for office in any non-social organization in or affiliated with Indiana State Teachers College, or represent such an organization in a public manner, whose scholarship index is not 30 or above.

ENGLISH AND SPEECH REQUIREMENTS

Freshman English 111 must be begun the first term of residence and carried during immediately consecutive terms until credit has been earned in this course. No student who has spent one year in residence and who has not earned credit in English 111 shall be permitted to register thereafter for any other course than English 111 until he has earned credit in that course.

In addition to the requirements in English as indicated on the various curriculums, there is a general requirement that no student shall be graduated on the teacher training curriculum who does not speak reasonably correct English or whose spelling is seriously defective or who is unable to write legibly. Students on any curriculum who do not demonstrate satisfactory reading ability are required to work toward improvement in reading skills.

The facilities of the Special Education Clinics are available to students who do not meet the above-stated general requirements.

EXTRA STUDY LOAD

Extra work is defined as work in excess of 16 quarter-hours of prepared and four hours of non-prepared study in the 12 week terms or 8 hours of prepared and four hours of non-prepared in a summer term of five weeks.

No student may carry more than 16 hours of prepared work without permission of the Director of Student Programs. Application should be made before registration. No student will be permitted to take extra work unless his scholarship index is 65 or above.

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

Extra work is permitted without special permission in any one of the following subjects: chorus, orchestra, band, debating, and verse speaking choir.

No extra work may be carried under the following conditions: (1) when the scholarship index is below 65, except during the last term in which he expects to complete a curriculum, (2) when mak-
ing up a failure, (3) during the summer term except when 20 hours must be earned for graduation, and (4) when employed in outside work.

**GRADES**

The following grades are recorded upon completion of a course: “A”, work of a very exceptional character; “B”, superior work and distinctly above average; “C”, average quality of work produced by greatest number of students; “D”, work below but clearly above failure; and “F”, work fails to meet the minimum requirements. For work graded “F”, no credit is allowed although the grade becomes a part of the student’s record, and the class must be repeated if credit is desired.

All instructors file in the office of the Dean of Instruction at the middle of each term the names of all students doing failing work.

The following marks are given when work is incomplete:

“Def” (deferred)—work may be completed without further class attendance. After the work is finished within the time limit of one year, one of the other standard grades is given.

“Inc” (incomplete)—work is unfinished and may not be finished without further class attendance. A student in attendance for part of a term only (one-half or more) receives the record “inc” provided he withdraws officially. When the student returns later and finishes by further class attendance the work omitted, he will receive one of the standard grades. The student must return to the course one week earlier than the time of withdrawal from the unfinished course. It must be finished within one calendar year, provided the course has been scheduled. The fee for “inc” credits is given in the contingent fee section.

The following records are made when the student withdraws after the term opening:

Students withdrawing during the first half of the term: “W”, official withdrawal; “WF”, unofficial withdrawal.

Students withdrawing during last half of the term: “Inc”, passing in work at time and officially withdrawn; “WF”, passing in work at time and unofficially withdrawn; “F”, failing in work at time, officially or unofficially withdrawn.

Students who have been in the College three terms or more and who have failed to earn the necessary grades to permit them to continue will be officially advised by the Registrar of such delinquencies, and they will not be permitted to register for one calendar year from date of withdrawal.

**GRADUATION**

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

Candidates for graduation must have had an actual attendance of
three twelve week terms, and have earned at least 48 quarter hours of credit in the College. This is the minimum residence requirement for any degree. On all curriculums the last term immediately preceding graduation must be done in residence. Exceptions to this rule may be made in the case of students who have fulfilled the residence requirements and who need not more than four quarter hours of additional credit to complete their curriculums. Such students may earn an additional four-hour credit by correspondence or extension. This privilege must not, however, be interpreted as meaning that the final term's work on any curriculum may be done in absentia.

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

HEALTH CERTIFICATE

In addition to the scholastic requirements, the State Board of Education, under the laws of the state, requires of each prospective teacher a satisfactory health certificate. The requirement of the State Board of Education reads as follows: "Each applicant for license, except such applicant as is eligible to exchange license December 1, 1923, shall present a certificate that such applicant is "able-bodied, not addicted to drugs, not intemperate, and free from tuberculosis or syphilis," as required under Section 661B, Burns' Revised Indiana Statutes, 1914. In conformity with this law, each candidate for a degree must report at the office of the college physician in Science Hall, at some time during the year prior to his graduation for a new physical examination. If the result of such examination is satisfactory, the college physician will issue to the student a satisfactory health certificate. This health certificate must be submitted to the Registrar before a degree will be issued.

PHYSICAL EXAMINATION

The physical examination must be taken during the student's first term in the College at the time specified by the college physician. The schedule will be posted on the bulletin boards and entering students are directed to consult these boards from time to time. Entering students failing to take the physical examination at the time specified, unless properly excused by the college physician, will be required to take a special physical examination and pay to the Business Manager an extra fee of $1.00.

PSYCHOLOGICAL EXAMINATIONS

Psychological tests are given to all the new students, and each entering student is required to take the test regardless of whether or not he has advanced standing. Students entering in the summer term will take these psychological tests at their first opportunity in one of the regular terms. The rating received on the psychological test, together with the credit which the student makes in his
class work, is used by the faculty in determining the fitness of the student for the work of teaching.

**SCHOLARSHIP INDEX**

A system of scholarship points has been established on the basis of four quarter hours, using four points for each “A” grade, three points for each “B” grade, two points for each “C” grade, one point for each “D” grade, and no points for each “F”. The ratio of the student’s scholarship points to his prepared credit hours attempted will be his scholarship index. Thus, a scholarship index of 100 (16 points/16 hours attempted) would be a record of four “A’s,” while a scholarship index of 25 (4 points/16 hours attempted) would represent the lowest passing grade—4 “D’s.”

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

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

2. That the student must be certified as “able-bodied” by the college physician prior to enrollment.

Students whose scholarship indexes are 45 or above shall be eligible without further question for the practice work in their respective fields.

A student whose scholarship index after one year in residence is less than 30 is automatically required to withdraw. This student is eligible to make application to re-enroll after one calendar year from the date of his withdrawal. If his subsequent scholarship index does not show evidence of material improvement so as to give indication of his ability to meet the standards of the College, he may be asked to withdraw at the end of any term thereafter.

A student may not enter Senior College courses until he has completed at least 96 quarter hours of prepared credit in the Junior College and has a scholarship index of 45 or above, with the exception that sophomore students are permitted to take not more than 20 hours of Senior College work. If, after one year of residence in the Senior College a student’s scholarship index drops to 45 or less, he may be required to withdraw.

No student whose scholarship index is not 45 or above will be graduated from the College on any curriculum.

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

**SUPERVISED STUDENT TEACHING**

Applicants who desire student teaching assignments must file applications at the same time the class programs are handed in. These blanks may be obtained either at the Registrar’s office or the office
of the Director of Supervised Teaching in the Laboratory School. On Registration Day, all applicants for supervised student teaching should make a final check with the Director in order to make sure of their teaching assignments and other duties.

STUDENT WELFARE COMMITTEE

A part of good cultural development is the exercise of good taste in social affairs. A reasonable supervision over the social life of the student body is given by the deans and class sponsors. Excessive costs in social affairs are forestalled by agreements among the students, with the help of the faculty, as to what constitutes a reasonable cost. All student social events are chaperoned, and the Student Welfare Committee reviews infringements on the bounds of good taste. This Committee has ruled that all college dances are to be held on the College campus.

The College attempts to maintain a minimum of regulation over general conduct. This can be done because it is assumed that students are conducting themselves according to the generally accepted rules of good citizenship and in a manner consistent with the standards of the profession for which the school prepares them.

It should be emphasized that the use of alcoholic beverages by students of this College will not be tolerated and those violating this restriction will be subject to immediate dismissal. This should be clearly understood when the student enrolls.
COLLEGE CALENDAR, 1946-1947

Fall Quarter, 1946

September 6, Friday .................. All students should have programs filed in Registrar's Office by 4:00 P.M.

September 23, Monday
September 24, Tuesday .................. Freshman and new student orientation

September 25, Wednesday ........ Registration

September 26, Thursday .................. All classes meet both days
September 27, Friday .................. (no floats)

October 21, Monday
October 22, Tuesday .................. All classes meet daily (no floats)
October 23, Wednesday

October 23, Wednesday ........ College closes at 3:50 P.M. for Indiana State Teachers Assn.

October 24, Thursday .................. Indiana State Teachers College Alumni Luncheon, 12:00 M., Chateau Room, Claypool Hotel, Indianapolis

October 28, Monday .................. Classes resumed

November 25, Monday
November 26, Tuesday .................. All classes meet daily (no floats)
November 27, Wednesday

November 27, Wednesday ........ Student programs for Winter quarter due in Registrar's office by 3:50 P.M.

November 27, Wednesday ........ College closes at 3:50 P.M. for Thanksgiving vacation

December 2, Monday ........ Classes resumed
December 19, Thursday ........ Fall quarter ends at 3:50 P.M.

Winter Quarter, 1947

December 30, (1946), Monday .......... Registration
December 31, (1946), Tuesday
January 1, Wednesday
January 2, Thursday .................. All classes meet daily (no floats)
January 3, Friday

January 6, Monday .................. Foundation Day Exercises, 11:00 A.M.
February 28, Friday ..........Student programs for Spring quarter due in Registrar's office by 4:00 P.M.

March 20, Thursday ..........Winter quarter ends at 3:50 P.M.

Spring Quarter, 1947

March 24, Monday ..........Registration
March 25, Tuesday
March 26, Wednesday
March 27, Thursday ..........All classes meet daily (no floats)
March 28, Friday

May 12, Monday ..........Mid-Spring registration
May 13, Tuesday ..........Mid-Spring classes begin
May 17, Saturday ..........Mid-Spring classes meet
May 17, Saturday ..........Student programs for First Summer term due in Registrar's office by 12:00 M.

June 7, Saturday ..........Alumni Day
June 8, Sunday ..........Commencement Exercises
June 12, Thursday ..........Spring quarter and Mid-Spring term end at 4:50 P.M.

First Summer Term, 1947

June 16, Monday ..........Registration
June 17, Tuesday ..........Classes meet
June 21, Saturday ..........Classes meet
July 3, Thursday ..........Student programs for Second Summer term due in Registrar's office at 4:00 P.M.

July 4, Friday ..........Independence Day holiday
July 18, Friday ..........Term ends at 4:50 P.M.

Second Summer Term, 1947

July 21, Monday ..........Registration
July 22, Tuesday ..........Classes begin
August 22, Friday ..........Term closes at 4:50 P.M.
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