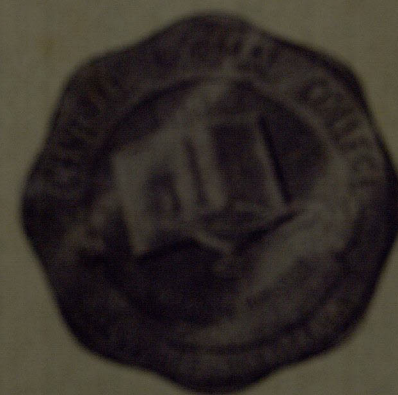


Central Normal College

Annual Catalog



1939

CENTRAL NORMAL COLLEGE
DANVILLE, INDIANA

CENTRAL NORMAL COLLEGE

An Accredited Teacher Training Institution

Christian in Fact, Non-Sectarian in Spirit and Program

CARL H. GRIFFEY, PH. D.
PRESIDENT

A College of Liberal Arts, Offering A. B. and B. S. Degrees, Teachers' Certificates for Grades and High School, Pre-professional and Business Courses. Three Quarters during the College Year, one Mid-Spring Term, and Two Summer Terms. The two summer terms constitute a full quarter.

For Information Write to the President

APPROVED AND ACCREDITED
By
THE STATE BOARD OF EDUCATION

CENTRAL NORMAL COLLEGE QUARTERLY

Vol. XXXVI

1939

Number 1

Annual Catalog 1939 - 1940

STANDARD NORMAL SCHOOL

Published by

CENTRAL NORMAL COLLEGE
DANVILLE, INDIANA
JUNE, 1939

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Indiana, Under Act of July 16, 1894.)*



Board of Trustees

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ROBERT L. GREEN, A. M., Dean of Men
BERTHA WATTS, A. B., Dean of Women
EDWARD EIKMAN, B.S., Registrar, Sec., Treas.

COLLEGE CALENDAR—1939—1940

Fall Quarter

September 11,	Monday	Registration 8 A. M. to 4 P. M.
September 12,	Tuesday	Classes begin
September 12,	Tuesday	First Convocation at 9 A. M.
September 12,	Tuesday	Orientation Program at 10 A. M.
September 13,	Wednesday	Orientation Program at 1 and 2 P. M.
September 14,	Thursday	Orientation Program at 11 A. M.
October 26,	Thursday	School Closes for Indiana State Teachers Association.
October 30,	Monday	Class Work Resumed
November 30,	Wednesday	Thanksgiving Vacation, 4 P. M.
December 4,	Monday	Class Work Resumed
December 8,	Friday	Fall Quarter Closes at 3 P. M.

Winter Quarter

December 11,	Monday	Registration 8 A. M. to 4 P. M.
December 12,	Tuesday	Classes Begin
December 22,	Friday	Christmas Vacation Begins at 3 P. M.
January 2,	Tuesday	Classes Begin
March 8,	Friday	Winter Quarter Ends at 3 P. M.
March 8,	Friday	Spring Vacation Begins at 3 P. M.

Spring Quarter

March 18,	Monday	Registration 8 A. M. to 4 P. M.
March 19,	Tuesday	Classes Begin
April 29,	Monday	Mid-Spring Term Registration 8 A. M. to 4 P. M.

June 2,	Sunday	Baccalaureate 8 P. M.
June 3,	Monday	Music Recital 8 P. M.
June 4,	Tuesday	Senior Convocation 9 A. M.
June 5,	Wednesday	Senior Play 8 P. M.
June 6,	Thursday	Sigma Phi Kappa Delta Banquet
June 6,	Thursday	Spring and Mid-Spring Terms Close 5 P. M.
June 7,	Friday	Commencement 10 A. M.
		Alumni Banquet 12:30 P. M.
		Alumni Dance 9 P. M.

Mid-Spring Term

April 29,	Monday	Registration 8 A. M. to 4 P. M.
April 30,	Tuesday	Classes Begin
June 2 to June 7,		Commencement Week
June 6,	Thursday	Mid-Spring Term Ends 5 P. M.

First Summer Term

June 10,	Monday	Registration 8 A. M. to 4 P. M.
June 12,	Tuesday	Classes Begin
July 4,	Thursday	Holiday
July 12,	Friday	Term Closes 5 P. M.

Second Summer Term

July 15,	Monday	Registration 8 A. M. to 4 P. M.
July 16,	Tuesday	Classes Begin
August 16,	Friday	Term Closes 5 P. M.
September 9,	Monday	Fall Term Opens

Examinations occur at the last recitation period of each term. Each full time class meets four times per week during the college year and in the Mid-Spring Term and five times per week in the First and Second Summer Terms. Class periods are double time in the Mid-Spring and Summer Terms.

Faculty

- CARL H. GRIFFEY, Ph.D. President, 1936
A.B., Indiana University; M.A., University of Chicago; Ph.D., Columbia University; Graduate Student at the University of Michigan; High School Teacher at La Porte, Indiana; Teacher in Rural School and Grade School of Central Indiana; High School Principal at Albion, Michigan; and Superintendent of Schools of Adrian, Michigan and Lancaster, Ohio.
- VIRGIL HUNT, M. A., Dean of the College; Head of Department and Professor in Science. 1937
A.B. Indiana University; A.M. *ibid.* Major Chemistry; Minors, Mathematics and Physics; Head of the Science Department, Galloway Academy and Junior College, Searcy, Ark., Head of the Science Department, Pikeville College, Pikeville, Kentucky.
- ROBERT LLOYD GREEN, M. A.; Dean of Men; Head of Department and Associate Professor in Mathematics. 1937
A.B. Indiana University; A. M. Indiana University; Graduate Student at Indiana University; Major: Mathematics, Minors: Education and Physics; Teacher in Rural Schools, Dubois County, Indiana; High School Mathematics Department, Greentown, Indiana; Instructor in Mathematics, Indiana University.
- BERTHA WATTS, A. B., Dean of Women, Professor in English, 1925
A.B., Hanover College; Graduate Work at Indiana University; Teacher in Rural Schools; Departmental Work in Public Schools; Teacher of English in High Schools; Assistant Professor of English at Central Normal College.
- N. E. WINFREY, M.A., Head of Department and Professor in Social Science, 1925
A.B., William Jewell College, Liberty, Mo., M.A., University of Chicago; Two Years' Graduate Work toward the Ph.D. Degree, University of Missouri; Teacher of History and English, Weiser High School, Idaho; Principal High School, Steelville, Mo.; Head of Department of History, Lagrange Junior College, Mo.; Head of Department of History, Florida Military Academy, Jacksonville, Florida; Head of Department of History, Oklahoma Baptist University, Shawnee, Oklahoma; City Superintendent of Schools, Steelville, Mo.
- W. E. JOHNSON, M. A., Head of Department and Professor in Foreign Languages, 1927
A.B., Ph.B., Valparaiso University; M.A., Indiana University; Graduate Study at University de Poitiers, (Poitiers, France), and Harvard University; Five Years Teaching Experience in High School.

- JAMES I. SKIDMORE Professor in Music, 1930
B. S., Central Normal College; Special Student of Eldridge, Far-
rar, Fields, Dalbey, Conkrite; Professor of Music and Band Direc-
tor, Central Normal College; Supervisor of Instrumental Music,
Public Schools of Lafayette; Director of 151st Infantry Band and
113th Medical Regiment Band, U. S. N. G.
- MARY BARTON JOHNSON, A.B., Instructor in Shorthand and Typing, 1930
Graduate of College of Commerce, Illinois State Normal; A.B.,
Central Normal College; Graduate Work on M.A. Degree, Indiana
University; High School Teaching Experience.
- MARJORIE DEAN GASTON, M.Mu., Head of Department and Associate Pro-
fessor in Music, 1931
A.B., Central Normal College; B. Mu. DePauw University; M. Mu.
ibid. Attended Oxford College for Women One Year.
- SEWELL H. LEITZMAN, M.A., Head of Department of Physical Education
and Athletics and Professor in Physical Education, 1931
B.S., Central Normal College; M.A., Indiana University; Athletic
Director Auburn High School, and LaPorte High School.
- BLANCHE MCNEELY WEAN, M.A., Head of Department and Professor in
Commerce 1932
B.S., Indiana University; M.A., Indiana University; Teacher of
Commerce, Mt. Carrol (Illinois) High School, Bloomington High
School, Jefferson High School of Lafayette, Indiana University;
Commercial Experience in Offices of Showers Bros. Furniture Co.,
Nurre Mirror Plate Co., Indiana University Offices; Chairman of
National Mimeograph Paper Association.
- MARTHA LORENE ORR, A.B., Librarian and Instructor in Library Science,
1932
A.B., Ball State Teachers College; B. S., Library Science, Univer-
sity of Illinois; Teacher Scircleville High School; Assistant Li-
brarian, Central Normal College.
- PLEASANT R. HIGHTOWER, Ph.D., Head of the Department of Education,
Professor in Psychology, and Director of N. Y. A. Projects 1934
A. B., Indiana Central College; M.A., Indiana University; Ph.D.,
University of Iowa; Teacher in Public Schools of Indiana; Teach-
er and Administrator in Public Schools of Illinois; Teacher, Ad-
ministrator, and Supervisor in Public Schools of Philippine
Islands; Instructor Indiana University; Associate Professor of
Psychology and Director of Studies, Butler University; Research
assistant in the Institute of Character Research, University of
Iowa; Organizer and State Director of Federal Projects in Adult
and Nursery Education.

- MARY K. ADE, M.D., College Physician and Professor in Health Education. 1938
M. D., Indiana University; practicing physician, Indianapolis.
- EDWARD EIKMAN, B.S., Registrar, Secretary-Treasurer, Instructor in Accounting. 1936
B.S., Butler University; Indiana University; Teacher of Accounting, Butler University; Arsenal Technical High School, Indianapolis; Lawrence Township school, Lawrence.
- DAISY MARVEL JONES, M. S., Supervisor of Student Teaching and Associate Professor of Education. 1936
B. S. Indiana State Teachers College, Terre Haute; M. S. *ibid.*; Graduate work at Indiana University toward the Ph.D. degree; Teacher in Marion County Schools, seven years; Critic in training, Indiana State Teachers College Training School at Terre Haute, two years. Member of Kappa Delta Pi International Honorary Educational Fraternity.
- MARGARET ESTHER WHITNEY Instructor in Biology, 1937
A.B. Adrian College, M.A. University of Michigan; Head of the Department of Biology at Adrian College; Teaching Fellow in Zoology at the University of Michigan.
- C. WAYNE SCHUMAKER, M. A., Associate Professor of English, 1937
A.B. DePauw University; Rector Fellow at Harvard University; A.M. Harvard University; Member of Phi Beta Kappa, Phi Sigma Iota (National Romance Language Honorary Society) and Pi Epsilon Delta (National Collegiate Players) Acting Professor of English Central Normal College; Associate Professor of English, Hokkaido Imperial University, Japan.
- NORRIS PORTER, B.M.U.; Assistant Professor in Music and Physical Education. 1938
B.M.U., Drake University; Graduate work at Butler University; Supervisor Public School Music, Danville.
- JAMES B. WILSON Instructor in Art, 1938
A.B., Indiana University, Graduate work in Fine Arts, Indiana University and Herron Art Institute.
- FASSETT A. COTTON, Ph.D. Professor in Education, 1937
A. B., Butler University; Ph. B., University of Chicago; LL. D., Franklin College. Former State Superintendent of Public Instruction in Indiana; President Teachers Colleges; Lecturer and Instructor.

Additional Instructors on Summer School Faculty

- C. R. LANDIS, M.S. Assistant Professor in Social Science, 1930
A.B., Central Normal College; M.S., Purdue University; Graduate work at Indiana University; Principal at Fairland, Monitor, Dayton, and Danville; Director of Danville Teachers' Training school.
- J. C. NELSON, M.S. Assistant Professor in Biological Science, 1930
A.B., Central Normal College; M.S., Butler University; Candidate for Ph.D. Degree, Indiana University; Principal, Danville High School; Director, Supervised Teaching Central Normal College Summer School; Science Instructor Washington High School, Indianapolis.
- J. P. GIRARD, M. A. Assistant Professor in Education, 1932
B.S., Purdue University; M.A., Columbia University; Principal of Schools at Chalmer, Pittsboro and Plainfield.
- CHARLES H. VANCE, M.S., Assistant Professor in Mathematics, 1934
A.B., Indiana University; M.S., Indiana University; Grade Teacher and Grade Principal, High School Teacher and Athletic Coach, Osgood and Ben Davis High School; Principal Ben Davis High School; Supervising Principal and Director Wayne Twp. Schools, Marion County.
- JEWELL H. VAUGHN, A.B., Assistant Professor in Education, 1935
A.B., Central Normal College; Graduate work toward M.S. at Indiana University; Ward Principal, Greencastle High School.
- HARVEY F. GRIFFEY, M. A. Assistant Professor in Science, 1935
A.B. Indiana University; M.A. *ibid.*; Graduate work in University of Chicago; Superintendent of Schools in Indiana, and West Virginia; Superintendent of State School of Deaf and Blind, Romney, West Virginia, Principal Suburban Schools, Indianapolis, Indiana.
- JAMES A. MOORE, M. S. 1936
A.B. Indiana University; M.S. *ibid.* Instructor Mathematics, Danville High School.
- PAUL L. CARMICHAEL, M. S. 1936
M.S., Indiana University; High School Instructor in Commerce, Washington High School, Indianapolis, Indiana.
- AUDRA BEDSTER, M.S. 1937
A.B., Franklin College, M.S., Indiana University; High School Principal.

- ROBERT A. GOSSETT, M.S. 1937
A.B., Central Normal College; M.S., Butler University; High school
Instructor in Languages.
- HELEN COBLE BARGERHUFF, B.M. 1938
B.M. Arthur Jordan Conservatory; County Supervisor of Music;
Supervisor of Consolidated Public Schools.
- THOMAS SUTTON, M.S. 1939
Assistant Professor in Physical Education, B. S., Central Normal
College; M. S. Butler University; High School Principal.
- GEORGE K. JACKSON, M.A. 1939
Assistant Professor in Education; M. A., Indiana University; High
School Principal.
- E. C. BALDWIN, M.A. 1939
Assistant Professor in Commerce; M. A., Butler University; High
School Principal.
- H. L. SCOTT, M.A. 1939
Assistant Professor in Education; M. A. in Education, Indiana Uni-
versity; Principal Clear Springs H. S.
- CHESTER R. BROTHERS, M.A. 1939
Assistant Professor in Science. A. M., Indiana University.
- MABEL SUTTON, B.Mu. 1939
Assistant Professor in Physical Education. B.Mu., Butler Univer-
sity; High School Teacher of Music.
- BERTHA MARTING, A.B. 1939
Assistant Instructor in Commerce. A.B., Indiana University. High
School Teacher Commerce.
- FLORENCE ELLIS, B.S. 1939
Assistant Professor in Music. B. S. in Public School Music, Indiana State Teachers College; Grad-
uate work, Northwestern University.
- GLADYS GIBBS, B. Mu. 1939
Instructor in Art. B.Mu., DePauw University; Instructor of Music and Art, Caruthers-
ville College; Teacher Public School Music and Art.
- RUSSEL LANDRETH, M.A. 1938
Assistant Professor in Education. M.A., Butler University; High School Principal.

Faculty Committees

STUDENT ACTIVITIES: Watts, Green, Hunt, Johnson and Ade.

CONVOCATION: Hightower, Gaston, Skidmore, Porter and Whitney.

PUBLICATIONS: Hunt, Shumaker, Wean, Jones, Orr and Hightower.

ATHLETICS: Winfrey, Johnson, Eikman, Green and Leitzman.

PUBLICITY: Wean, Hunt, Mary Johnson, Cotton, Eikman and Wilson.

EXECUTIVE: Griffey, Hunt, Hightower, Winfrey, Watts, Wean, Eikman.

Principals and Schools Giving Supervised Teaching

C. R. Landis Danville
Roy E. Jones New Winchester
Claude O. Walls Avon
Oral Terrell Stilesville
Charles H. Vance Ben Davis High School
Paul W. Linton Ben Davis Grade School
Madison Shadley Fleming Garden
Herschel Whitaker Garden City
Emerson Plummer Center Twp. No. 3
Eugene O'Bryan Center Twp. No. 4
Ethel O'Rear Harney School, Lebanon
Russell Landreth North Salem
J. P. Girard Plainfield
Ralph E. Black Pittsboro

Presidents of Central Normal College

W. E. Harper	1876-1878
Frank P. Adams	1878-1882
John Steele	1882-1883
Mrs. Frank P. Adams	1883-1888
C. A. Hargrave	1889-1890
J. A. Joseph	1890-1900
Jonathan Rigdon	1900-1903
A. J. Kinnaman	1903-1906
G. W. Dunlavy	1906-1909
J. W. Laird	1909-1916
J. B. Thomas	1916-1917
Jonathan Rigdon	1917-1929
Waldo Emerson Wood	1929-1936
Carl H. Griffey	1936-

Trustees of Central Normal College And Terms of Service 1903 - 1939

Name	Date	No. Yrs.
T. J. Coffey	1903-1909	6
G. T. Pattison	1903-1925	22
Townsend Cope	1903-1907	4
I. N. Estep	1903-1904	1
Jonathan Rigdon	1903-1904	1
C. L. Hollowell	1903-1905	2
C. A. Hargrave	1903-1918	15
O. E. Gulley	1904-	36
J. D. Hogate	1904-1933	29
W. C. Osborne	1906-1920	14
Mord Carter	1908-1921	13
Dr. W. T. Lawson	1910-	25
J. W. Nichols	1919-1927	8
Allen J. Wilson	1922-	17
C. W. Gaston	1924-	15
John Taylor	1928-	11
Frank Roberts	1928-	11
Robert H. King	1937-	2

Location and History

Central Normal College is located at Danville, Indiana, the seat of Hendricks county, just twenty miles west of "the Circle" in Indianapolis. United States Highway No. 36 and Indiana State Highway No. 39 cross at Danville, which means the college is readily accessible from all directions by bus or automobile. The east and west line of the Big Four railway also passes through the town.

For more than 100 years, an institution of higher learning has occupied the ground which is now the campus of the Central Normal College. Almost as soon as the county was organized, the Hendricks County Seminary was established at Danville. As early as 1829 a two-story brick building was erected to house the Seminary; that Building still stands, now the property of the Central Normal College, and every month in the year shelters classes of young students just as it did more than a century ago.

In 1858, the Methodist Episcopal Church established Danville Academy which supplanted the old Seminary, and which was housed in the Seminary buildings, since title to the property had been acquired by the church.

At a public meeting on May 9, 1878, the citizens of Danville, always interested in spiritual culture and higher education, subscribed \$10,000.00 with which to purchase the old Seminary grounds and buildings from the Methodist Episcopal Church. This property was offered as an outright gift to William F. Harper to induce him to establish and operate in Danville a standard college and normal school. Harper had been trained in the Danville schools and in Holbrook's National Normal School, at Lebanon, Ohio.

The generous offer of the Danville citizens was accepted by Harper, and he and his associates on May 11, 1878, formally opened Central Normal College and Commercial Institute (now Central Normal College) with more than 200 students in attendance.

The college grew rapidly and by the spring of 1889 there were 638 students enrolled. Eight years later the enrollment reached 771.

From the very first down to the present day, Danville proved to be a really remarkable community in which to conduct a college. The local citizens have opened their homes and hearts so readily to our college young people that it has never been necessary to provide dormitories for the comfortable housing of the students.

Not only have students found welcome in the best homes of Danville, but many have been aided in securing an education by the generosity and sympathetic interest of the local citizens through the provision of part-time work in their homes and businesses. From time immemorial, colleges and universities have had more or less trouble and conflict with the inhabitants of the towns in which schools are located, but this has never been true at Danville, for, here, about the finest recommendation a young person can have is the fact that he is a student at Central

Normal College. The students, on their part, rejoice in this happy environment and, consequently, the most cordial relations obtain as they have from the beginning.

Moral and Religious Influence. Danville is decidedly a community of culture, refinement, and high ideals. The churches are served by able and well trained ministers all of whom are particularly friendly to the college young people. Our faculty is chosen not only because of their high scholarship but also because of their unquestioned integrity. Every encouragement to wholesome living is constantly presented to those who come as students.

Organizations

GENERAL

The Association of Women Students was organized on Central Normal College campus in March 1939. The purpose of the organization is to further the spirit of fellowship and good will among the women students of the college, to make stronger the bond between faculty women and women students, and to promote and support whatever pertains to the welfare of the school.

All girls of the school are members of the organization and participate in its activities. All other campus organizations for girls are divisions of the Association.

Faculty women also belong to the association and share with the girls the responsibilities and benefits of the organization.

Student Christian Association: In 1939 the former Y. M. C. A. and Y. W. C. A. were incorporated to form the present Student Christian Association. Every student by virtue of being enrolled in Central Normal College is entitled to active membership and participation in its affairs.

The Student Christian Association is a part of the United Christian Youth Movement which has as its theme, "Christian Youth Building a New World."

The regular meeting of the Association is held each Tuesday evening at 8:00. Very interesting and worthwhile programs are planned and carried out.

The Campus Crier Staff: The Crier Staff is composed of students who are interested in journalism and in working on a mimeographed school paper. It gives a worth while experience to students who may expect to produce mimeographed papers or work in the journalistic field.

Any student is welcome to participate in this activity. Opportunity is given for students who are interested to report. Any who can write, type, solicit advertising, or is interested in learning the mimeograph can be used and should report at the appointed time.

HONORARY

Sigma Phi Kappa Delta, Honorary Fraternity: Sigma Phi Kappa Delta was established at Central Normal College in 1932 for the purpose of recognizing outstanding scholarship among the seniors or alum-

ni. It chooses its members from seniors or alumni who are outstanding in scholarship, capable of research, able in leadership and service to their Alma Mater.

Membership in this fraternity is one of the highest honors which can be earned by Central Normal students.

Kappa Pi Beta: This honorary journalistic fraternity for mimeographed papers was organized at Central Normal College in the summer of 1932. Its purposes are: to further the publication of the school newspaper; to recognize the ability of those students who are outstanding in service and leadership; and to further the best interests of the school.

In 1934 this fraternity was opened to junior chapters located in high schools for the purpose of encouraging mimeographed paper workers. Six junior chapters have been established—in Bishop Toolen High School, Mobile, Alabama; Kentucky Female Orphan School, Midway, Ky.; Jackson Township High School, Grove City, Ohio; Huntington High School, Huntington, Indiana; Opheim High School, Opheim, Montana; and Danbury High School, Danbury, Kentucky. A school is eligible for a chapter when proof is shown that an acceptable school paper has been produced. Recommendation by the sponsor indicating that a student has shown his ability and interest in the work is required for the membership of the student.

On Central Normal Campus it is necessary for each student to work a required length of time on the Campus Crier before he is eligible to be considered for membership in Kappa Pi Beta. He is then voted upon with reference to the work which he has done and the ability he has shown in the work. Honorary members are chosen because of their interest and their work in the mimeograph field.

Drasceno, the Dramatic Society of Central Normal College, was founded in the autumn of 1938 for the purpose of giving opportunities for dramatic expression to members selected by competitive try-outs. At the present time the membership of the organization is about thirty. One play, "The Night of January Sixteenth," was presented in February of 1939 to a large and appreciative audience. It is hoped that in the future it will be possible to give at least two full-length plays annually, besides shorter plays for specific occasions.

Letterman's Club: The object of this club is to promote interest among the alumni in our college athletics.

There are three classes of membership: regular, honorary, and associate.

Men who have won an "N" in varsity athletics, or who have in the years previous to the award of the "N" under the present ruling of the association would have been entitled to an "N," shall be eligible for regular membership.

Other men, because of their exceptional services rendered to the cause of athletics in Central Normal College may be admitted by unanimous vote of the members, at any regular meeting.

The annual meeting of the club shall be held in November of each year, for the purpose of electing officers. The officers of the club are President, Vice-President, Secretary and Treasurer.

Before one can be eligible for President or Vice-President, he must have earned a letter in two sports.

All membership laws and elections shall require a vote of two-thirds majority of the members present.

DEPARTMENTAL ORGANIZATIONS

Art Club: The Art Club is composed of those students who have studied or who are now studying art. The purposes of the club are the stimulation of a desire for a knowledge of art, a desire to produce art and a desire to stimulate art interest in the institution.

Caltrigonian Circle: The Caltrigonian Circle is an organization to which students of mathematics may belong. Meetings are held monthly. The programs consist of reports and discussion of topics of general interest in the field of mathematics or closely related subjects. There is no relation between the club activities and credits or class standing. Its purpose is to furnish opportunity for each student to make original investigation of any chosen feature and to present the results to his classmates.

The Commercial Club: The Commercial Club is composed of members of the Commerce Department and is organized for the purpose of fostering a spirit of unity in the department and of binding the department with the other departments of the school as well as the business community.

Prominent speakers are brought to the Campus; and social gatherings of the members of the Department are held.

English Club: Full membership in the English Club is open to English majors whose work in English is of *B* average or higher, provided the applicant has not fewer than 12 quarter hours of credit in English.

Any sophomore or upper classman, not an English major, who has a general scholarship average in college of *C* or higher, may be elected to associate membership in the English Club.

Any student in Central Normal College, regardless of scholastic standing, may attend any and all public meetings of the Club. Not fewer than twelve public meetings are held during the year, and a phase of every meeting is purely social, while some meetings are entirely of a social nature.

Topics of the most varied intellectual and literary interest are investigated and discussed. Speakers of ability appear on the Club programs, such speakers coming from our own faculty as well as from other cities and institutions.

The Club sponsors the awarding of an attractive series of awards for various types of literary work of excellence done by Central Normal students.

Glee Club: The college glee club is organized each year. This organization is a selected group of mixed voices and each student who has a good singing voice is urged to try out for the club. One-hour rehearsals are held twice a week.

The glee club, which is robed, provides music for the various college functions and makes several appearances during the year. Special music is provided at Christmas time, when a Christmas cantata is presented. The glee club also enjoys several social functions during the year.

Science Club: The Science Club of Central Normal College was organized in 1931 to care for an extra-curricular program within the Department of Science. Meetings are held twice a month and off-campus speakers are invited in to speak on current scientific developments. A social hour is a part of each program. The club is sponsored by the personnel of the Department and the officers are elected from those whose major interest lies within the Department. Every effort is made to have a program each quarter and the interest manifested during the past several years has warranted in an unqualified way the programs that have been presented.

Women's Athletic Association: The Women's Athletic Association is composed of those girls who are interested in sports—who like to hike, to play games and to be out-of-doors. Letters and various other awards are given for certain accomplishments. Those girls who win these awards are held in high esteem by the other girls on the campus. Any girl enrolled in C.N.C. may become a member of this organization after successfully passing the examination for membership. All girls are invited and urged to become members of the W. A. A.

SOCIAL FRATERNITIES

Alpha Mu Kappa Fraternity: Alpha Mu Kappa Fraternity was chartered in 1904 and consolidated with Omicron Pi Sigma, national professional fraternity, in 1919. The fraternity was organized for the purpose of helping to maintain the educational standards of the institution with which it is connected, to increase the scholarship standing of its members and to promote fellowship. Alpha Mu Kappa chooses its members from those students who have shown outstanding ability in scholarship, leadership and service. It requires all its members to have a standing grade of *B* before they are initiated.

Sigma Lambda Pi Fraternity: The Sigma Lambda Pi Fraternity was organized in 1932, by a club known as The Purple Tribesmen. The members of the Fraternity are athletes or those who are interested in athletics.

Members of the Sigma Lambda Pi are not only leaders in athletics but in other fields. They symbolize sportsmanship, loyalty and leadership. Central Normal College traditions are always kept alive by members of Sigma Lambda Pi.

Zeta Sigma: Central Normal College is the home of Indiana Alpha Chapter of the Zeta Sigma fraternity. This fraternity has the establishment of collegiate social life on its highest plane as one of its ideals. Brotherly association of lasting quality is promulgated among the members of this group, and it has maintained an exceptional standing among campus leaders for a period of five years, since its organization on the campus in the Fall of 1934.

Zeta Sigma National Fraternity was founded at Fairmount State Teachers College, Fairmount, West Virginia, December 20, 1834, and has been an active organization ever since, having chapters all over the East and the South.

SOCIAL SORORITIES

Alpha Theta Epsilon Sorority: In 1930 there came into existence on the Central Normal College campus, a sorority called Alpha Theta Epsilon. The ten charter members of this group decided to ask the Maids' sorority, which had been organized in 1914 but which had ceased to be active, to join their new organization. Since the two groups had the same high ideals the merger was effected and has proved a very beneficial one.

There are approximately thirty-five active members on the campus. The group is sponsored by a faculty member.

Delta Sigma Kappa Sorority: The Beta Chapter of Delta Sigma Kappa sorority was founded at Central Normal College June 19, 1932. The purpose of the organization is for social and fraternal benefits to the members, and to encourage social, moral, and educational advancement to all girls. To become a member, a girl must be of high moral character, possess proper social qualities, and have a scholastic average of "B." Honorary Life Membership is granted to any member who has been in active membership for ten years.

Psi Chi Omega Sorority: Psi Chi Omega, a social sorority, was organized in 1909 and has been an active organization ever since. It endeavors to create and preserve a bond of love among its membership and to serve its Alma Mater.

Very worthy ideals are set up by its constitution and girls living faithfully by those ideals are to be congratulated.

Faithfulness to an ideal, to each other, and to Central Normal College are goals sought.

The girls are sponsored by a faculty member, and a group of patronesses. A sorority house is maintained at 280 E. Main.

General Information

Accreditment: Central Normal College is chartered by the Indiana Legislature as a regular degree-granting institution of higher learning.

The State Board of Education of Indiana has accredited the College to offer the curricula scheduled in this catalog. This means that the col-

lege is authorized to prepare Elementary Teachers to teach in the Primary, Intermediate-Grammar Grades and Rural Schools, and to prepare High School Teachers of Art, Commerce, English, French, Latin, Mathematics, Music, Physical Education and Health, Science—Options 1 and 2, and Social Studies—Options 1, 2, and 3.

Upon the satisfactory completion of the courses prescribed for a license to teach any of the above work, and on the official recommendation of Central Normal College, the Indiana State Department of Public Instruction grants to Central Normal College graduates the appropriate licenses upon exactly the same basis and conditions that it grants such licenses to the graduates of any other officially recognized teacher training institution.

Admission: For a student to be admitted to Central Normal College, he must produce satisfactory evidence that he is a graduate of a commissioned high school or its equivalent, that he has good physical health, sound moral character, and that he will be amenable to reasonable regulations which are necessary to the harmonious and efficient operation of the college.

Due to changes in plans for life's work, it is sometimes found advisable for students to enter college with inadequate preparation, such as insufficient credit in mathematics or foreign languages. If otherwise acceptable, such students are received on condition, with the understanding that the condition is to be removed by the end of the second year of college work.

Alumni: More than 50,000 students have attended Central Normal College and have gone out to places of usefulness and responsibility in a busy and needy world. The graduates of this school are in all the professions and are serving in all states of the nation and in all the leading countries of the world. It is doubtful if any college has a higher percentage of successful persons among its alumni. Loyalty, singular devotion to ideals, high moral integrity are traits characteristic of graduates of this school.

It is a mark of distinction to have been a student in Central Normal College.

Athletics: One of the excellent builders of school spirit in Central Normal College is the athletic program. The college has a fine, modern gymnasium, and adequate playing fields, courts, and tracks for out-of-door sports are provided in the municipal park. The major sports—football, baseball, basketball, tennis, track and field—are all encouraged. Teams, competing with those of colleges of equal size and larger, have made increasingly enviable records. Not only do they win more than their share of the games but everywhere they participate they leave a commendable impression of clean and wholesome sportsmanship.

In the atmosphere of the athletic program, the department of physical education trains and develops teachers of physical education and coaches of games who take their places among the highly successful in their field.

Band, Orchestra, and Glee Clubs: The musical work in Central Normal College yields most satisfactory results. The college band, orchestra, and glee clubs are sources of constant delight, bringing much favorable attention to the school.

Bookstore: A modern bookstore is operated by the college for the convenience and service of the students. Here books and supplies may be purchased at regular prices or below and used books may be exchanged by students to their advantage.

Buildings, Grounds, and Equipment: Conveniently placed on a small but attractive campus are five commodious and comfortable buildings in which the work of the college is carried on. Not only are the buildings kept in good repair, but improvements are being constantly made to keep the plant up-to-date and serviceable. The apparatus, appointments, and supplies are entirely adequate for the work being done.

Convocation: Programs of a cultural and spiritual nature are conducted every Tuesday morning during the school year. Competent speakers are invited from time to time to deliver addresses which are of interest and profit. Frequently students are also given opportunities to take part in the convocation programs. All students are required to attend unless excused by the Convocation Committee. Convocation Excuse Blanks may be secured from the chairman of the Convocation Committee. No absences will be excused unless the application has been approved.

Class Attendance: In harmony with the characteristic American program of higher education, regular and faithful attendance of classes is rigidly required of every student. Any absence from class must be accounted for to the instructor in charge, and sufficient outside work to compensate for the time missed must be done. If a student is absent from as many as ten recitations during a term of 48 recitations, the student fails the course unless he asked for the privilege of doing additional work; in such case, the instructor assigns work to be done which he considers adequate to compensate for the time lost, and that work, when done by the student, is presented to the standing Committee on Attendance together with the instructor's recommendation in the matter; if in the judgment of the Committee the work is of sufficient quantity and quality, a passing mark, determined by the committee and instructor, is assigned and recorded. No opportunity is given to make up work for unjustifiable absences.

Clubs: There are many interesting and helpful clubs and organizations in Central Normal College which minister to the students' needs and interests. In the practical work of such groups, the initiative and motive force for the extra-curricular activities rest with the students rather than the professors. Faculty members who may be associated with these groups lend encouragement, give aid or advice when needed, but they do not direct the clubs. Under the major caption *Organizations* the names and nature of these groups will be found.

Faculty Standing: A study of the records and qualifications of faculty members will reveal the fact that Central Normal College classes are taught by a group of highly trained and successful teachers.

Health Service: All students are given adequate periodic physical examinations by a competent resident physician. A modern clinic is operated by the college to care for the health of the students, and at no extra cost to them.

Honors and Awards: Many honors and awards are available for excellent work done in athletics, dramatics, music, commerce and other departments.

Libraries: Adequate library service is provided. The reading room is light, comfortable and beautifully appointed, and in it are available the latest and most useful works of reference, the best current magazines and the learned and specialized publications which are useful to college students.

Shelved in modern steel stacks are 10,000 carefully selected volumes to which students have constant access in their work. Hundreds of new books are added annually. Any book that may be needed for the work of faculty or students is promptly purchased.

The librarian is a graduate in Library Science which means that the service is not only helpful and courteous but also thoroughly competent.

In addition to the altogether adequate college library, our students have free and ready access to the Danville Public Library which occupies a beautiful Carnegie building only three blocks from the campus. Here are 16,000 additional books, many pamphlets and the usual periodicals. The most cordial and kindly treatment is always accorded students of Central Normal College by the local Public Library.

Mid-Spring Term: For the convenience of teachers in service who desire to do additional college work, as well as for high school graduates who prefer to begin their college work immediately after their high school graduation, a *Mid-Spring Term* which begins in the middle of our twelve-weeks *Spring Quarter*, is offered. But students who take the *Mid-Spring Term* are organized into new or separate courses of six weeks duration; they are not thrust into the *Spring Quarter* courses of the regular college year; neither are students of the regular college year permitted to enroll in the *Mid-Spring Term* courses.

Please see below article entitled "School Year—Four Quarters" for further information on this topic.

Orientation Period: During the first week of school in September of each year, special orientation activities are scheduled to acquaint stu-

dents, who are entering college for the first time, with the opportunities available and the best procedures to follow in their new environment. The aim is to give some practical instruction on how to study efficiently, how to use the libraries, how to guard one's health, and how to establish a generally satisfactory routine by wise budgeting of one's time, energies and other resources.

Placement of Graduates: Although Central Normal College does not guarantee to find positions for all who complete its courses, the fact remains that it is rare indeed for one of our graduates who has been a good student and who is otherwise acceptable to fail to find an attractive position. Our Placement Bureau will not recommend anyone not believed to be both competent and honorable in every way, but it does do everything that is reasonable and fair in placing students advantageously, and is remarkably successful in doing so. In fact, every year many more calls for teachers than can be supplied are received.

Publications: The college publishes regularly the *Quarterly*, one number of which is the *Annual Catalog*. The *Campus Crier*, the college newspaper, is issued weekly. Also, the Senior Class publishes annually, *The Centralian*, which is the college year book. In addition to these regular publications, the college issues, from time to time, syllabi, pamphlets, and other special types of documents.

Scholarships: Each year Central Normal College awards many valuable scholarships to able and deserving students. These scholarships are granted for one year. Those interested in scholarships should address the President for fuller information and for application blanks.

School Year—Four Quarters: The regular school year at the Central Normal College consists of four *Quarters*, each of exactly equivalent value. These *Quarters* are, respectively, the *Fall Quarter*, *Winter Quarter*, *Spring Quarter* and *Summer Quarter*.

The *Summer Quarter* is composed of two terms, styled, respectively, the *First Summer Term* and the *Second Summer Term*.

The *Mid-Spring Term* (which coincides with the last six weeks of the regular *Spring Quarter* but has no other connection with it), the *First Summer Term*, and the *Second Summer Term* are all three of identical value. Each of these three terms is a complete unit within itself, and eight regular *Quarter* hours of credit may be earned by a student in any one of these three *Terms*, just as he may earn sixteen *Quarter* hours of credit in any one of the *Quarters* of the college year.

The only difference between a course taken in a *Term* and one taken in a *Quarter* is that in a *Term* the class meets more times per week but for fewer weeks than during a *Quarter*. Regardless of when a course is taken, whether in a *Term* or *Quarter*, the amount of work and credit are exactly equivalent; for example, a course which carries four *Quarter* hours of credit requires 48 recitations whether taken during a *Term* or a *Quarter*.

All the courses offered in the *Fall*, *Winter*, and *Spring Quarters* will be offered in the *Mid-Spring*, *First Summer*, or *Second Summer Terms* if they are desired by a reasonable number of students.

Social life of Students: The college sponsors many wholesome social affairs for the students. The faculty and the town of Danville, through their homes where most of the students live, and through their churches, lodges, and clubs, offer ample opportunity for clean recreation and normal, happy living. A student who wants friends, and is himself inclined to be friendly will find no lack of friendship here, both on the campus and in the town. Homesickness and discouragement are at a minimum at Central Normal College.

Summer Terms: Our two *Summer Terms* are of five calendar weeks each (with ten recitations per week for each four hours course), and, together, constitute our *Summer Quarter*. If a student attends the *Summer Quarter* (that is, the *First* and *Second Summer Terms* of six weeks each), he may earn the same amount of credit possible in any one of the other three *Quarters*. Thus a student may do the work of a regular four years college course in three calendar years by attending four *Quarters* of each year.

See, above, "Mid-Spring Term" and "School Year—Four Quarters" for additional, related information.

Women Students: Central Normal College is co-educational, and every possible consideration to the proper development and care of young women students is given. Their housing and living conditions are carefully specified and rigidly supervised. Rules governing women students are considerate and reasonable, but they are enforced. Young people, whether men or women, who are not willing to abide by regulations of good form and decency are not wanted nor will they be tolerated.

The college stands ready at all times to co-operate with parents in the protection and culture of their daughters. Our campus atmosphere is gracious and cordial at all times, pre-eminently Christian. Central Normal College does not cater to any particular denomination, but the Christian faith of young people is not destroyed; rather, we seek deliberately to strengthen, support, and enrich it.

Work: Many of our students earn part of their expenses while in school. A few earn their way entirely, but this is inadvisable for the average student. A student should have some money even if it must be borrowed before he leaves home. If too much time is spent at work other than school work, a student's marks are likely to be too low, or the student may not get enough rest and sleep, and thereby endanger his health.

Rules and Regulations

ADMISSION

Personal Characteristics: The school laws of Indiana require a prospective teacher to have good health, good moral character, and a wholesome desire to serve in the schools of Indiana. Such a person must also meet specified scholastic requirements.

Educational Requirements: Graduates of a commissioned high school, or of an accredited four year private or denominational school, or students holding equivalency certificates issued by the State Board of Education may be admitted to Central Normal College. Graduates of certified or four year accredited high schools, and teachers who were in service before 1908 may be admitted, but they must obtain a high school equivalency certificate within one year. Such a certificate may be obtained by any one of the following methods:

1. By taking the High School Equivalency Examination held on the fourth Saturday of January and July by each County Superintendent.
2. By substituting college work for high school credits at the rate of four quarter hours for one high school credit. Thirty-two such credits are required for one to obtain an Equivalency Certificate. Such a substitution must be approved by the State Division of School Inspection.
3. By substituting class A training certificates from certified high schools, or an equivalent amount of training for a commissioned high school standing.

All students desiring to enroll should send a transcript of their high school credits, properly signed, to the Registrar on or before the day of enrollment.

Special Students: Students who have good health, good moral character and who are not interested in obtaining a teachers license, may enroll as special students, and pursue any course in which they are able to do satisfactory work. Should such students later wish to graduate or to qualify for a teacher's license, the above entrance requirements will have to be met.

Advanced Standing: Students entering from other Colleges must have their transcripts sent to the Registrar on or before the date of enrollment. Equitable credit will be given for work done in other institutions, if the student comes with a good record and a scholarship rating not below a "C" average. Work done by private instruction or in schools not approved by the State Board of Education will not be accepted.

Full credit will be given for work transferred from a college accredited by the State Board of Education, if such work is applicable to graduation requirements. Transcripts of such work must give:

1. Name and classification of the College.
2. The exact length of the active school work, with dates of entrance and withdrawal.
3. The subjects by terms with dates.
4. The name and number of all courses offered for credit.
5. The number of weeks spent on each course, the length of the period, the number of recitations per week and the number per week and length of laboratory periods.
6. The grades denoting the quality of work done, and a percentage interpretation of the letters used.
7. A general statement of the student's record and character.

Teachers who have taught twenty-five consecutive years may be graduated from the four year courses without meeting the entrance requirement of high school graduation, if they present an exemption certificate from the State Board of Education.

Teachers who have a first grade license may be graduated from the four year courses without supervised teaching.

Teachers who have taught forty months may be excused from supervised teaching by substituting an equivalent amount of professional work. When such substitution is made the student must file with the registrar an exemption certificate issued by the State Department of Public Instruction.

Registration

Before registering a student should know definitely whether he is going to pursue a course for elementary teachers or for high school teachers. The Dean of the college will assist any in deciding the field to be selected.

All students should consult the Dean of the college who will advise just what subjects to take and the order in which they should be taken.

Departmental Majors

The term "major" is used in College literature with wide variations in meaning. When a student has completed the legally required work in a particular subject to entitle him to teach it, he may be said to have a major in that subject. This may be designated as a "license major." A "departmental major" is often used to designate the field in which one intends to specialize. If a teacher expects to teach in one field as a specialist, or wishes to pursue graduate work until he has completed a Master's degree, he should do 46 hours in addition to the methods course in this subject. The college will recommend as special teachers of any given subject only those who have completed a "departmental major" in that subject.

Evaluation of Marks

The first letters of the alphabet are used to indicate the standings of students in their work during the Quarter and in expressing a final record. The following percentage interpretation is followed in valuating the work.

- A—95% to 100%
- B—88% to 94%
- C—80% to 87%
- D—70% to 79%
- F—Failure
- I—Incomplete
- W—Withdrawn

Incomplete work must be made up by the close of the succeeding Quarter, or the I becomes a failure.

The above "marks" are also evaluated in "honor points." Each student is entitled to "honor points" as indicated below:

- A—3 honor points
- B—2 honor points
- C—1 honor point
- D—0 honor points

No one will be graduated who does not have as many honor points as marks received during his course. This means that a "C" average must be maintained, or that every "D" grade must be matched by a "B" or an "A" mark. The same standard will be used in evaluating work transferred from other colleges.

Student Rooming Regulations

1. Students must live in rooms approved by the Deans.
2. Women shall not be permitted to room in homes where any men other than those of the family are living.
3. Women are not permitted to room in a house that has been divided into apartments and rented to more than one family. Married couples and men may room in such apartments.
4. Landladies who expect to keep women students must provide a room, other than the women's bedrooms in which the women may entertain their guests. In approved houses, college women shall have the privilege of using the living room two evenings a week and the front porch at times mutually agreed upon by the landlady and the women students. It is advised that certain hours of the day be designated as quiet hours during which the students shall be in their rooms and at work on their studies.
5. Women students shall provide their housemothers with the information necessary for the accurate and truthful filling out of the housemother's reports to the Dean of Women.
6. Women students must inform their housemothers of their destination when leaving town for an extended time during the day.

7. A woman student who stays overnight in any residence house other than her own, must make arrangements in advance with both her own housemother and the housemother of the girl friend with whom she will stay.

8. Any student taking a room is expected to keep it for the entire school term unless the good of the student or the good of the college necessitates a change. The Deans will assist in adjusting differences with owners of boarding or rooming houses. If a change is to be made it must be reported to the Dean of Women or the Dean of Men and approved.

9. The housemother shall report immediately any irregularity on the part of any student she may be keeping, whether the irregularity be inside or outside of her home. She shall file weekly reports concerning each woman student in her household. Approval of rooms may be withdrawn and students immediately removed if such reports are not regularly made or if they are found to be untrue.

10. Obligation on the part of the landlady to see that these rules are carried out is essential to the approval of rooms.

"Mixers"

A social party is held bi-weekly in the gymnasium under the direction of the Dean of Men and the Dean of Women. These parties may be attended by any student regularly enrolled in the college. Students may invite their friends and a few outsiders and former students are permitted to attend.

A local orchestra made up for the most part of student musicians furnishes music. A small fee pays the expenses of these parties. When a surplus of funds accumulate a "free" night is given. These "mixers" are always chaperoned by members of the faculty. Young people feel free to attend either with or without escorts. Games and other activities are provided for those who are not interested in dancing.

The "mixers" are scheduled so as to give the least interference with college work, occurring for the most part on Friday evenings. In all cases "dean hours" are observed. The young people enjoy these informal parties. They provide opportunities for orientation and acquaintance and serve helpfully to prevent homesickness.

Fees and Expenses

Tuition For Each Regular Quarter

Tuition and fees are due and payable at the time of registration, but fees and a minimum payment of \$8.00 is required of all. Tuition must be paid for all courses taken, including all regular non-prepared subjects.

Regular Quarter

1. For sixteen quarter hours\$43.00
2. For eighteen quarter hours 48.00
3. For each extra quarter 2.50
4. For two quarter hours or less 8.50
5. For special examination 3.00

Summer Term

1. For eight quarter hours\$25.50
2. For each extra hour 2.50
3. For two quarter hours or less 8.50
4. For two six weeks terms of 16 hours, if paid in advance 43.00
5. For three six weeks terms of 24 hours, if paid in advance 64.50

Laboratory Fees

1. Physics, per term or quarter\$ 2.00
2. General Chemistry, per term or quarter 3.00
3. Analytic, Organic Chemistry, per term or quarter 4.00
4. Biology, per term or quarter 3.00
5. Anatomy, per term or quarter 3.00

Typewriter Rent

1. One hour per day, per term or quarter\$ 1.50
2. Two hours per day, per term or quarter 3.00
3. Three hours per day, per term or quarter 4.50
4. Four hours per day, per term or quarter 6.00
5. Office Practice Machines 2.00

Music Tuition

1. One term of twenty-four half-hour lessons, one or more
per week\$24.00
(Lessons missed because of illness may be made up within the term
if arrangements are made with the teacher before the term closes.)

Graduation Fees

1. For an A. B. degree\$ 5.00
2. For a B. S. degree 5.00
3. For a two-year diploma 3.00
4. Special High School Music Course 5.00
(Graduation fees must be paid before the date of graduation.)

Transcript Fees

1. 1900 to 1914\$ 2.00
2. One term since 191450
3. Two or more terms since 1914 1.00
4. Transcript of credentials on file from other schools 1.00
5. For investigation and certificate of attendance previous to
1900 (no records were kept before 1900) 2.00

Central Normal College does not issue official transcripts bearing the seal of the College to students. Official transcripts are issued only directly to other institutions or employing officials. Unofficial transcripts may be returned to the College where they will be made official and mailed directly to the other institutions or employing officials.

Practice Teaching Fees

Students taking Practice Teaching are required to pay a fee of \$20.00 which is in addition to all other fees and charges. This covers the complete requirements for practice teaching. The amount is due and payable at the beginning of the term in which the work is taken.

Curricula, Licenses, Certificates, and Degrees

The college is accredited by the State Board of Education to offer curricula leading to primary, intermediate-grammar grade, regular high school licenses, and special high school license in music. In addition to these, it offers a general business course and pre-professional courses of varied nature.

Licenses

All licenses are first grade, and are issued to students of high moral character who complete successfully the requirements stipulated by the State Board of Education. At the end of five years, the period for which the licenses are issued, they may be converted into life licenses upon satisfactory evidence of professional spirit and five years of successful teaching experience, two of which shall have been in Indiana. The college reserves the right to refuse to recommend applicants whom it discovers to be lacking in character and personal and academic qualifications.

Certificates

Students completing one of the two year curricula will be awarded certificates of graduation. They will have a part in the commencement program along with those receiving degrees. In all instances the candidates for the certificate, as well as those for degrees will be required to be graduates of a commissioned high school or the equivalent.

Degrees

The completion of any four-year curriculum leads to one of two degrees, Bachelor of Arts or Bachelor of Science. The requirements for

the two degrees are identical, with the exception that foreign language is required for the Bachelor of Arts Degree. Students who elect the Arts degree will be required to take 24 hours of foreign language, unless they elect the same foreign language they offer as a part of their entrance requirements. In such instances, those who offer one unit may reduce the amount to 20 hours; those who offer two units may reduce the amount to 16 hours; and those who offer three or more units may reduce the amount to 12 hours, if, by examination, they give evidence of proficiency sufficient to enter a higher course in the same language. In all instances in which students elect a new foreign language in college they will be required to complete 24 hours of work for the Bachelor of Arts degree.

Honorary Degrees

For the past three years the college has conferred a few honorary degrees at Commencement time. The recipients have been largely former students who have been highly successful in their fields. It is the policy of the college to choose those who may receive this honor. Those who have been thus honored are:

1937

Governor M. Clifford Townsend, L. L. D.
Henry Medford Whisler, Ph. D.

1938

Lorenzo K. Wood, L. L. D.
J. W. Laird, Pd. D.

1939

Senator Elmer Thomas, J. W. D.
Jennie Ralston, L. L. D.
A. K. Huron Gilbert, Pd. D.
W. S. Sanford, Pd. D.

Curriculum for the Preparation of Junior and Senior High-School Teachers

The following requirements lead to the Bachelor of Science degree unless the language requirements as given in the preceding paragraph are met. The completion of the curriculum will entitle the person to a first grade-regular high school license in the subjects covered in the license groups selected. The license will make the person receiving it eligible to teach the subjects listed in the license, in the junior and senior high schools and the seventh and eighth grades of the elementary school.

Requirements for graduation and license:

The requirements are 192 hours of prepared work.

General Requirements:

Psychology: 221, 223	8 hrs.
Principles of Teaching and Classroom management	
Education: 220	4 hrs.
Secondary Education: Education 315.....	4 hrs.
Special Methods in two subjects: Education 317.....	8 hrs.
Supervised Teaching	8 hrs.
Science or Mathematics.....	12 hrs.
Social Science	8 hrs.
English Composition: 125, 126.....	8 hrs.
English Elective.....	4 hrs.

64 hrs.

License requirements and electives128 hrs.

192 hrs.

Academic Requirements:

License:

The courses and hours required will be determined by the subject groups chosen for the license. Only two subject groups are actually required. However, experience teaches that it is highly desirable to have at least three groups.

Electives:

Electives may be chosen from any department or departments to complete the minimum requirements of 192 quarter hours.

Table of Departments

The following is a list of departments from which to choose license groups when preparing to teach in the junior and senior high schools of the state. As suggested before, it is wise to select three groups. However, two groups may prove sufficient when one is Science Option I or Social Science Option I.

SUBJECT GROUPS	Required hours of credit
I. Art	36
II. Commerce	38
III. English	38
IV. French	36
V. Latin	36
VI. Mathematics	36
VII. Music	36
VIII. Physical Education	36
IX. Science:	
Option I	56
Option II	40
X. Social Science:	
Option I	56
Option II	36
Option III	36

Note: The course requirements for each department will be found in the departmental statements.

A Curriculum for the Preparation of Supervisors of Music in the Public Schools

A supervisor's license, in music, valid for five years, renewable for life on presentation of evidence of professional spirit and five years of successful teaching experience, and good for teaching or supervising in all the grades and high school, will be issued upon the completion of four years of college work, 90 hours of which are in music.

Requirements for Graduation:

A minimum of 192 prepared hours with as many honor points are necessary to meet the requirements of this curriculum.

General Requirements:

Psychology: 221, 223	8 hrs.
Principles of Teaching and Classroom Management	4 hrs.
Secondary Education:	4 hrs.
Supervised Teaching:	8 hrs.
Science or Mathematics:	12 hrs.
Social Science:	8 hrs.
English Composition:	8 hrs.

English Elective:	4 hrs.
Academic Requirements:	
License:	90 hrs.

The license courses are described in the catalog.

In most instances it is possible and advisable to meet the requirements for a license in another subject group. The requirements for that group will be determined by the one chosen.

Electives:

Electives may be chosen from any department or departments to complete the minimum requirements of 192 hours.

A Program of Studies Leading to the A. B. Degree and a Teacher's License in Latin, Mathematics and Physical Education

FIRST YEAR

Fall Quarter	Winter Quarter	Spring Quarter
English	English	English
Mathematics	Mathematics	Mathematics
Physical Education	Physical Education	Physical Education
Latin	Latin	Latin

SECOND YEAR

Psychology	Psychology	Education
Mathematics	Mathematics	Mathematics
Physical Education	Physical Education	Physical Education
Latin	Latin	Latin

THIRD YEAR

Secondary Education	Education (Special Methods)	Education (Special Methods)
Mathematics	Mathematics	Mathematics
Physical Education	Physical Education	Physical Education
Latin	Latin	Latin

FOURTH YEAR

Psychology	Supervised Teaching	Supervised Teaching
Social Science	Social Science	Elective
Elective	Elective	Elective
Elective	Elective	Elective

Note: Programs for other subject groups can easily be determined on a similar basis.

A Program of Studies Leading to the B. S. Degree and a Teacher's License in English, Music and Science Option I.

First Year

Fall Quarter	Winter Quarter	Spring Quarter
English	English	English
Music	Music	Music
Biology	Biology	Biology
Physics	Physics	Physics

Second Year

English	English	English
Psychology	Psychology	Education
Music	Music	Music
Physics	Physics	Physics

Third Year

Education	Education (Special	Education (Special
Zoology	Methods)	Methods)
Music	Zoology	Botany
Anatomy	Music	Music
	Anatomy	Social Science

Fourth Year

Psychology	Education	Education
English	English	English
Social Science	English	Elective
Elective	Elective	Elective

The Four Year Curriculum for the Preparation of Teachers of Elementary Grades

FIRST YEAR

Fall Quarter

Social Science 176—Contemporary Civilization	4
Science 186—General Biology	4
English 125—Grammar and Composition	4
Music 161—Introduction to Music	4
Physical Education 60—(Unprepared)	2

Winter Quarter

Social Science 177—Contemporary Civilization	4
Science 187—General Biology	4
English 126—Grammar and Composition	4
Music 162—Music Skills	4
Physical Education 61—(Unprepared)	2

Spring Quarter

Social Science 178—Contemporary Civilization	4
Education 101—Introduction to Education	4
English 127—Public Speaking	4
Music 156—Music Appreciation	4
Physical Education 62—(Unprepared)	2

SECOND YEAR

Fall Quarter

English 231—World Literature	4
Psychology 221—General Psychology	4
Science 279—Survey of Physical Science	4
Art 206—Art in Elementary Schools	4
Physical Education 63—(Unprepared)	2

Winter Quarter

English 234—Children's Literature	4
Psychology 223—Psychology of Learning	4
Art 207—Blackboard Sketching	4
Social Science 276—Principles of Geography	4
Physical Education 64—(Unprepared)	2

Spring Quarter

English 223—The Practice of Dramatic Art	4
Education 220—Principles of Teaching and Classroom Management	4
Social Science 170—Human Geography	4
Art 208—Elementary Construction	4
Physical Education 65—(Unprepared)	4

THIRD YEAR

Fall Quarter

Education 314—Methods of Teaching the Language Arts	4
Mathematics 349—General Mathematics	4
Physical Education 260—Health Education	4
Elective	4

Winter Quarter

Education 314—Methods of Teaching Language and Composition	4
Education 314—Methods of Teaching Social Science	4
Physical Education 366—Health and Safety Education	4
Elective	4

Spring Quarter

Education 314—Methods of Teaching Science	4
Education 314—Methods of Teaching Arithmetic	4
Psychology 323—Psychology of Childhood	4
Physical Education 365—Personal Hygiene	4

FOURTH YEAR**Fall Quarter**

Education—Student Teaching	4
Sociology 370—Social Principles	4
Psychology 424—Tests and Measurements	4
Elective	4

Winter Quarter

Education—Student Teaching	4
Social Science 171—Economics	4
Education 415—Philosophy of Education	4
Elective	4

Spring Quarter

Education—Student Teaching	4
Social Science 372—American Government	4
Education 431—The Practicum	4
Elective	4

General Information on License Requirements**Additional Licenses**

Additional licenses may be secured in any other subject groups by completing the number of hours required by the State Board of Education for the particular license desired. For example, if one wishes an additional license in Latin, he should complete enough courses to give him a total of 36 quarter hours. The work can be done during the regular college year or during the summer sessions.

Permits

A permit to teach in high school may be obtained by completing 24 quarter hours in the subject in which the permit is desired. The particular courses to be pursued will be found in the departmental statements. An elementary teacher holding a Primary license may secure a permit to teach in the Intermediate-Grammar Grades without additional work, and one holding an Intermediate-Grammar Grade license may secure a permit to teach in Primary grades without additional work. In all instances, the permit must be obtained from the State Department of Public Instruction through the superintendent of the school corporation concerned.

Renewal of Licenses

Second and third grade licenses may be renewed upon presentation of evidence of a year of successful experience, professional spirit, and sixteen quarter hours of additional school preparation. The additional preparation in all instances must be the type that will lead directly to a first grade license of the same kind and must be completed within a two year period immediately preceding the date of renewal. If for any reason, the person holding such a license has not had one year of successful experience, at the end of the period for which the license was valid, he will be required to secure 32 hours of additional preparation for the renewal.

Renewal of Temporary Permits

A temporary permit to teach in the Elementary Grades for any school corporation may be renewed upon presentation of eight quarter hours of work leading to a license in the field in which the permit was issued.

A temporary permit to teach in high school may be renewed by presenting four additional quarter hours of preparation leading to a license in the field in which the permit was issued. Both the elementary and high school temporary permits may be renewed by the school corporation which secured the original permits, or they may be renewed by a new school corporation.

Application for a License

Any student who expects to be recommended for a license, or for the renewal or conversion of a license, must make application for the

license at the beginning of the quarter in which he will be eligible for the license. A health certificate, when such is a part of the application, will be secured from the college physician. Anyone violating any of these principles can not hold the college responsible for any inconvenience caused by the violation. Proper blanks for the application may be secured at the Registrar's office.

PRE-PROFESSIONAL COURSES

VIRGIL HUNT, Director

Central Normal College offers special training looking toward definite professional courses. There are many students seeking to enter the various professional schools. To gain such entrance specialized courses are necessary as prerequisites in many instances. During the past several years Central Normal College has met a growing demand by giving such courses. Since their inception these courses have proved popular and students successful in pursuing them are now worthily testifying to their proper foundation by creditable records in professional schools of their choice. Students receive full credit for work done at Central Normal College. They profit by the greater share of individual attention always available in the smaller college. Laboratory facilities and equipment have been added to care for the training of these students.

When a student enters Central Normal College to pursue a pre-professional course he should counsel with the Director. If he has already decided on a particular school, reference is made to the bulletin of that school. If necessary, the authorities of the professional school are written to for advice.

Effort is made to cooperate with schools to which the students go. We invite suggestions from them as to how we may better serve those who come to us to be prepared. The pre-professional work is divided into various well-classified groups. If the special requirements desired by a student do not fall into one of these generally recognized groups the Director of Pre-Professional Courses will consult with the student and determine a program adapted to the student. The groups given special attention are as follows:

Pre-Medical

Pre-Dental

Pre-Legal

Pre-Nursing

Pre-Engineering

Two Year Pre-Medical Course

Modern Language	16
Chemistry	24
Zoology	12
Physics	12
Mathematics	4
English—	
Composition	8
Public Speaking	4
Literature	4
Psychology	8
History, Economics, Sociology	20

First Year

Fall Quarter	Winter Quarter	Spring Quarter
Modern Language 140	Modern Language 141	Modern Language 142
Chemistry 170	Chemistry 171	Chemistry 172
English 125	English 126	English 127
Physics 180	Physics 181	Physics 182

Summer Session

First Term	Second Term
Economics 171	Economics 172
Sociology 370	Sociology 371

Second Year

Fall Quarter	Winter Quarter	Spring Quarter
Psychology 221	Psychology 223	History
Chemistry 370	Chemistry 371	Chemistry 372
Zoology 286	Zoology 287	Zoology 386
Anatomy 395	Anatomy 396	Government 372

Pre-Dental

Minimum Requirements

English	12
Biology	12
Physics	12
Chemistry	18
Elective	42
Total	96

In all cases electives must be selected subject to the approval of the Advisor.

SUGGESTED PROGRAM

First Year

Fall Quarter	Winter Quarter	Spring Quarter
English 125	English 126	English 127
Biology 186	Biology 187	Biology 188
Chemistry 170	Chemistry 171	Chemistry 172
Health Education 260	Economics 171	Economics 172

Second Year

Physics 180	Physics 181	Physics 182
Chemistry 370	Chemistry 371	Chemistry 372
Zoology 286	Zoology 287	Physiology 198
Psychology 221	Psychology 223	Mental Hygiene 422

Pre-Law

	Quarter hours
English Composition	12
English 129	4
Modern Language	24
History and Government	24
Science	12
Economics	8
Accounting	4
Psychology	8
Total	96

First Year

Fall Quarter	Winter Quarter	Spring Quarter
English 125	English 126	English 127
Modern Lang. 140	Modern Lang. 141	Modern Lang. 142
Biology 186	Biology 187	Biology 188
History	Economics 171	Economics 172

Second Year

Fall Quarter	Winter Quarter	Spring Quarter
Modern Lang. 240	Modern Lang. 241	Modern Lang. 242
Psychology 221	Psychology 223	History
History	History	History
Accounting	Accounting	Government

Pre-Nursing

Several demands have been made for a one-year college course for nurses. The following courses are offered as being particularly suitable for a pre-nursing course. A graduate of a commissioned high school may use these courses for credit toward a degree. The college has had several nurses finish degrees even after receiving nurses' training in order to qualify for special work where the collegiate degree was neces-

sary. At such a time a preparatory course considerably shortens the necessary hours of credit to be earned.

First Year

Fall Quarter	Winter Quarter	Spring Quarter
Chemistry 170	Chemistry 171	Chemistry 172
Biology 186	Biology 187	Biology 188
English 125	English 126	English 127
Psychology 221	Psychology 223	Health Education 260

There is, of course, a particular advantage in pursuing a longer course. Better preparation indubitably results. For those interested in the two-year course the following is offered.

First Year

Fall Quarter	Winter Quarter	Spring Quarter
Physiology 298 or	Economics 171	Economics 172
Human Geography 170	Chemistry 171	Chemistry 172
Chemistry 170	English Composition	Public Speaking 127
English Composition	126	General Biology 188
125	General Biology 187	
General Biology 186		

Second Year

General Psychology 221	Psychology of Learning 223	Mental Hygiene 422
English (Lit.)	English	English
Health Education 260	English	Principles of Teaching
Sociology (Principles)	Abnormal Psychology	220
370	420	U. S. Government 372
	Social Problems 371	

Two-Year Pre-Engineering Courses

The following courses with minor changes will give two years credit in the best engineering schools.

English	20
Mathematics	28
Physics	24
Chemistry	16
Economics	8
Psychology	8
Sociology	4
History	8
Total	116

First Year

Fall Quarter	Winter Quarter	Spring Quarter
English 125	English 126	English 127
Physics 180	Physics 181	Physics 182
Algebra 145	Trigonometry 146	Algebraic and Trigonometric Functions 147
Chemistry 170	Chemistry 171	Chemistry 172

Summer School

First Term

Plane Analytic
Geometry 246
English

Second Term

Solid Analytic
Geometry 249
English

Second Year

Fall Quarter

Chemistry 370
Physics 280
Differential Calculus
345
Psychology 221

Winter Quarter

Economics 171
Physics 281
Integral Calculus 346
Sociology 370

Spring Quarter

Economics 172
Physics 282
Psychology 223
American Government
372

These courses suggest the type of pre-professional work offered in Central Normal College. They have been arranged according to the best available authority and offer unusual opportunities to students who desire two years or more of pre-professional work before entering a professional college or university. All the courses are fully accredited and can be arranged to suit each individual's need after he selects the professional school from which he expects to graduate.

Departmental Statement

Explanation for Course Numbers

Courses with Numbers below 100 are either nonprepared or below college grade.

Freshman courses are numbered from 100 to 199

Sophomore courses are numbered from 200 to 299

Junior courses are numbered from 300 to 399

Senior courses are numbered from 400 to 499

No student should be permitted to enroll in classes two classifications above or below his class rating excepting in the special subjects: Physical Education, Music, and Commerce, unless he is a graduate working for an additional license or permit. All other exceptions must be approved by the Dean of the College.

DEPARTMENT OF ART

INSTRUCTOR JAMES B. WILSON

The aim of the Art course is to teach the student the underlying principles of Art, that he may create to the best of his ability, select with good taste, and enlarge his capacity to appreciate. The courses are planned for three classes of students: A. The student who expects to teach or supervise in the elementary school or high school so that he may recognize: (1) the child's Art needs, (2) the cultural value of Art to the child, (3) the importance of Art to the curriculum; B. The student who wishes to study Art to widen his appreciations and culture; C. The student who wishes to specialize in the field of Commercial Art and wishes to pursue such subjects as commercial design, poster design, lettering, illustration, print making and kindred subjects.

Curriculum for a High School License in Art

36 Quarter Hours

First Year

100. Perspective	4
105. Design	4
102. Drawing and Composition	4
	<hr/>
	12

Second Year

200. Color	4
203. Lettering and Poster Design	4
202. Watercolor	4
	<hr/>
	12

Third Year

301. Design II	4
304. Art Appreciation	4
302. Oil Painting	4
	<hr/>
	12

First Year

100 Perspective: The fundamental principles are emphasized in free-hand and mechanical perspective for the grades and high school. Included are the different types of perspective, circular, angular, parallel, etc. and their application to both interior and exterior studies. The media are pencil and crayons, and the techniques of each as used in relation to perspective studies are taught. The methods of teaching perspective are presented with each problem. When the weather permits exterior perspective is studied outdoors. Each student makes a series of plates that would be suitable for references in teaching. Credit 4 hours.

102 Drawing and Composition: This course includes the drawing of objects and the human figure from creative arrangements made by

the student himself. The purpose of this course is to develop the student's ability to use the principles of composition in dark and light areas, and to produce good balance in values. The work is begun with composition in pencil attention being given to good techniques and original arrangements. Charcoal drawing is studied to gain an understanding of *chiaroscuro* and fluent pattern. This is followed by rather intensive study of composition in color. Modern treatments and techniques are especially stressed and encouraged. Pastels and chalks are used until an understanding of form is acquired, after which composition is undertaken in water color during the last few weeks. Credit 4 hours.

103 Clay Modeling: This is a course which can be pursued with profit by either the elementary teacher or high school teacher. Modeling is studied first in *bas-relief* with attention to composition as in all other courses. Modeling in the round follows with such subjects as animals, birds, figures and plastic abstractions. Tile designs and pottery making are studied from the angle of composition in structure. Maps and correlated relief projects are constructed from clay and other plastic materials which are commonly available for school use. Sources of clay and how to care for it are studied. Credit 4 or 2 hours.

105 Design: This course is a study of the fundamental principles underlying good design, and a continuation of the principles of design taught in the first term of art. Included are border designs, surface patterns, abstractions, etc. rendered in both value and color. These designs are applied to plaques, book plates, linoleum blocks, table scarfs, wall hangings, and other useful and decorative articles. The fundamental principles of composition and lettering are studied as a basis for poster design. This course is one which would be of great value to the home economics student and the commercial art student. It is essential to the student of fine arts and is therefore one of his requirements. The media are tempera paints, inks, dyes, linoleum blocks, crayons, and textiles. Credit 4 hours.

Second Year

200 Color: Since color is one of the major subjects in the field of Art it is presented extensively in this course, which should prove valuable to either the teacher or the student seeking to acquire a cultural background. The major color harmonies and their application to various everyday uses in the home, costume, and the school-room are worked out by each student. Original color arrangements and experimentation with colors are encouraged. Methods of teaching the use and appreciation of color are discussed in connection with each unit of work. A color wheel of original design, a set of color charts, and plates showing color applications are made by each student with the purpose in mind of use in his own teaching later. Collections of illustrations from magazines, posters, textiles and colored papers, are made for

the same purpose. During the last few weeks dyeing of textiles and papers is done by various resist methods. The media used are crayons, colored papers, water colors, dyes, and cloth. Credit 4 hours.

202 Watercolor: A study is made of still life, fruit, flowers, and landscape painting. The course is designed to give the student a technical command of the medium in which to develop creative painting in transparent water color. Emphasis is given to the various techniques, such as watercolor on dry paper, color applied to moist paper with a blotter foundation, and combinations of the two. Students are encouraged in the originality and arrangement of their set-ups. As well as aiding the student in the practical production of water color studies, this course is designed to further the student's interest and appreciation of the best water color artists. Prerequisites 100 or 106. Credit 4 hours.

203 Lettering and Poster Design: This course is a study of the underlying principles of good lettering and lay-out. The student is taught the history of lettering. At first the work is done mainly in silhouette and later the student is taught the methods of showing dimension in his poster design. This course is valuable to the primary teacher in that the principles of lettering and poster design are taught in a manner that can be readily adapted for the primary grades. The high school teacher will also find the work very valuable for his own needs. Problems in lettering, poster, and book cover design are worked out. The combination of lettering and design as one complete unit is stressed in the poster work. The media are cut paper, inks, tempera. Prerequisite 100, 200, or 106. Credit 4 hours.

204 Sketching: This course is of especial value to the fine arts student and to the student who is studying art as a cultural subject. Work is begun indoors with charcoal and pencil with a brief review of the necessary principles of perspective and composition. The art of selecting the best arrangement of a scene is taught with the use of a finder. From small studies indoors the student proceeds outdoors in fair weather. Studies of considerable size are executed by the end of the term in pastel and watercolor. Prerequisite 100, 102. Credit 4 hours.

205 Leather and Bookbinding: This course is designed to meet the needs of the teacher of Art above the elementary grades. It is also of value for the student who is interested in acquiring appreciations of these applied arts. The sources and preparation of leather are studied as well as design and tooling and the story of book making is presented to form an interesting background for this course. Construction is begun with small articles of leather such as coin purses from which the student proceeds to articles of more elaborate construction. Plain and fancy lacings are taught and originality of construction is encouraged. Problems in braiding for belts and similar articles are taught. In the study of book-binding the problems in construction

proceed from simple Japanese types to board cover bound books. Cover designs and lettering suitable for book covers are considered as well as the construction. Media used are leather, paper, cardboard and cloth. Credit 4 hours.

206 Art in the Elementary School: This course is required for elementary teachers and supervisors. It is designed especially to meet their needs and to give them practice with the media of expression used in the elementary schools. The principles of design and arrangement are taught as thoroughly as possible and the principles of teaching art in the grades is considered with the rendering of each problem. The arrangement of bulletin boards, exhibit boards, and the class-room itself is taught by discussion, practice, and illustration. The student is required to make collections of pictures to illustrate the basic principles of art which should prove useful in his own teaching. Media used are crayons, colored papers, watercolors, and other available materials suitable to the student's individual problem. Credit 4 hours.

207 Blackboard Sketching: This course is designed to give the student practice in the rapid sketching of objects on the board which is one of the needs of every teacher. Common objects, trees, animals, birds, the human figure, landscapes, charts, and maps are used as subject matter. The course proceeds from the simple rapid line drawings to more elaborate color sketches with colored chalks. The student is encouraged to make a collection of suitable subjects from periodicals and other sources which should prove useful during his own teaching experience, and also develop his ability to select appropriate material for use on the blackboard. Media used are white and colored chalks. Prerequisite, 100, 102, or 206.

208 Elementary Construction: This course is designed to meet further the needs of the elementary teacher. Special stress is laid upon the handling of simple tools and materials for construction in the grades. Sources of materials, creative uses of materials, and applications are discussed and worked out by the class. The course is offered to meet the need of the grade teacher to know the processes of elementary industrial arts and also to see their direct application in the class room. The latter half of the course is a close correlation with the state course of study and Methods of Teaching the Social Studies. Each student works out a project as part of a unit. Prerequisite, 206. Credit 4 hours.

Third Year

300 Interior Decoration: This course is a study of domestic architecture and its modern trends in the United States, and of the effect of decoration upon modern trends in architectural construction. The application of color, line, and form for interiors is emphasized. Students are

taught to plan and render their interior studies both according to various techniques, and to the best principles of design, color combinations, etc. The selection and arrangement of furniture, floor coverings, tinting of walls, pictures, and curtains are given considerable attention. This course is valuable both to the fine arts major and to the student of home economics. Prerequisites: 100, 102, 105, 200. Credit 4 hours.

301 Design: This course is a continuation of 105 and deals with advanced problems in design. Application is made of nearly every problem to some useful or decorative article. Advanced work is done in textile decoration with block-printing, dyeing, etc. Designs are applied to leather, metal, embroidery, quilt blocks, decorative masks, etc. Materials for this course will cost at least \$3.00, depending upon the interests of the individual. This is a valuable course for the student of home economics, the person in pursuit of a hobby or the teacher of art in the high school. Prerequisite, 105. Credit 4 hours.

302 Oil Painting: This course consists of elementary principles of painting in still life and landscape. Particular attention is given to the various methods and techniques of handling the medium of oil. Color and composition are stressed in their relation to oil painting. Students intending to specialize in any art field will find this course valuable. Exhibits are visited whenever possible. Prerequisites: 100, 102, 202. Credit 4 hours.

303 Figure Drawing: The human figure in action, from life and memory is drawn in various media and various techniques. Proportions and body structure are studied. The student is taught to combine his knowledge of composition, color, and figure drawing and to apply them in figure compositions. Fine arts majors will find this course extremely valuable and students who are specializing in commercial art, especially commercial illustration, will find the course a necessity. Prerequisites: 102, 206. Credit 4 hours.

304 Art Appreciation: In this course a study is made of the fundamental principles of the space arts, and of how to recognize and understand the principles of art structure in the objects about us everyday, as well as in the world's masterpieces of commercial and fine arts. This course should interest the student who studies art from the standpoint of general culture as well as the fine arts student. The basic principles of beauty are taught through discussions, illustrations, the making of collections, and some copying and creative work on the part of the student. A notebook is essential in this course and it should prove a very practical one for the teacher when he starts to teach. Prerequisite 100, 102, or 206. Credit 4 hours.

Fourth Year

400 Commercial Illustration: This course includes various commercial techniques such as scratch-board, wash drawings in value and

color, tempera work, etc. Special emphasis is given to page-layout and processes suitable for reproductions in school annuals. Composition is stressed in connection with both the layout and the illustration. During the course the students are required to make a collection of illustrations from newspapers and periodicals which enables them to see and appreciate good examples of modern illustration. This course is valuable for the fine arts major or for the student who wishes to specialize in commercial illustration. Prerequisites 100, 102, 105, 200. Credit 4 hours.

401 Crafts: This course will prove valuable to the high school teacher of art or to the student interested in summer camp work. It presents problems in crafts suitable for high school, clubs, or camps such as: leather-work, textile design, metal carving, and jewelry. The cost of materials will vary with individual interests and needs. Prerequisite, 105, or 206. Credit 4 hours.

402 Oil Painting: This is a continuation of course 302 with advanced problems of outdoor sketching. The students are encouraged in making their own choice of subject, applying the rules of composition and color. Modern painting styles are studied and practiced for the purpose of appreciation as well as to gain facility with the media. Prerequisite 302. Credit 4 hours.

403 History of Art: This is a course designed for the fine arts student and for the student interested in our cultural heritage. A general study is made of the development of art through the ages, and a comparative study is made of its influence in different parts of the world far removed from its origin. A survey is made of painting, sculpture, architecture, and the minor arts as found in the more important periods of art development. The subject matter is presented through discussions, illustrations, and through the making of collections. A notebook is an essential part of this course. Prerequisite, 102, 304. Credit 4 hours.

404 Costume Design: This course is designed to meet the needs of the student of home economics, the fine arts student, and the commercial art student, as well as the person who wishes knowledge to apply to his own use. It is designed to give a knowledge of the fundamental principles of art in contemporary dress and the personal application of the principles to clothing. This requires a brief study of historic costume in the most artistic periods, and how modern adaptations are made from those sources. Techniques in fashion drawing are studied and original costumes are designed with the use of lay-figures. Prerequisite, 105, 200. Credit 4 hours.

DEPARTMENT OF COMMERCE

PROFESSOR WEAN

INSTRUCTOR JOHNSON

The first name of Central Normal College was *The Central Business and Commercial Institute*; and to the present day business education forms an important part of the activities of the college.

The specific aims of the Department are two in number. First, it is hoped that the instruction may produce practical, ambitious commercial teachers who have a thorough knowledge of the fundamental subjects of business education, who know the leaders in their fields, and who are able to adapt themselves and their teaching to the communities in which they serve. Secondly, it is a further purpose to fit students for secretarial, accounting, and executive positions in business, and to make them trustworthy, capable, and eager for advancement.

There are also two more general aims: To draw as many links as possible between our students and business enterprises in nearby communities so that real experience may supplement theoretical training; and to develop the ability of students to cope with economic situations as they are met with vocationally and socially.

Commerce Rules

The Commerce department is accredited by the Indiana State Board of Education to give work for the First-grade Regular High School license valid for teaching business education in the senior high school, in the junior high school, and the seventh and eighth grades of elementary schools.

A course is also given for those who are interested in securing a business certificate to prepare for office work. A certificate will be given at the end of the second years' work.

If shorthand, typing, bookkeeping or business law were taken in high school or business college, the students should obtain official advice concerning his eligibility for the course. A comprehensive examination will be made and the student will be placed in the class in which he fits best.

Typing may be taken at the same time that four regular subjects are taken.

A Curriculum of Studies for a B. S. Degree in Commerce

72 Hours of Commerce Required

First Year

Typing 105 or 208	Typing 106 or 209	Typing 107 or 210
Shorthand 108	Shorthand 109	Shorthand 110
Grammar and Comp.	Grammar and Comp.	Business English
Science	Economics 171	Economics 172
Elective	Science	Science

Second Year

Accounting 205	Accounting 206	Accounting 207
English Elective	Salesmanship	Advertising
Psychology 221	Psychology 223	Industrial Psych. 225
Elective	Elective	Principles of Teach. 220

Third Year

Accounting 308	Accounting 309	Accounting 310
Stenography 305	Stenography 306	Stenography 307
Commercial Law 311	Methods of Com. 317C	Office Practice 314
Secondary Education	Elective	Special Methods 317

Fourth Year

Psych. of Adolescence 419	Supervised Teaching 416	Supervised Teaching 417
Elective	Elective	Elective
Elective	Elective	Elective
Elective	Elective	Elective

SECRETARIAL COURSE

The aim of this course is to prepare students to go into the business office and to do general office work in a satisfactory manner; to give the student a business point of view so that he knows the business vocabulary; to teach the student how to make application for positions and to become a secretary.

FIRST YEAR

Fall Quarter	Winter Quarter	Spring Quarter
Grammar and Composition 125	Grammar and Composition 126	Business English
Shorthand 108	Shorthand 109	Shorthand 110
Accounting 205	Accounting 206	Accounting 207
Typing 105	Typing 106	Typing 107
Commercial Arithmetic	Economics 171	Economics 172

Second Year

Fall Quarter	Winter Quarter	Spring Quarter
Psychology 221	Psychology 223	Advertising
Stenography 305	Stenography 306	Stenography 307
Accounting 308	Accounting 309	Accounting 310
Typing 208	Typing 209	Typing 210
Commercial Law 212	Salesmanship 315	Office Practice

Electives may be substituted in case work has been taken in high school in Commercial Geography, Comptometer, machine bookkeeping, and government.

ACCOUNTANT'S COURSE

The accountant's course is almost the same as the one given above with the exception that more emphasis is given to accounting instead of shorthand.

Curriculum for a High School License in Commerce

33 Quarter Hours

First Year

Quarter Hours

105 Elementary Typing or	
205 Advanced Typing	2
106 Elementary Typing or	
206 Advanced Typing	2
107 Elementary Typing or	
207 Advanced Typing	2
108 Shorthand or	
208 Stenography	4
109 Shorthand or	
209 Stenography	4
110 Shorthand or	
210 Stenography	4
	18

Second Year

205 Accounting or	
308 Accounting	4
206 Accounting or	
309 Accounting	4
207 Accounting or	
310 Accounting	4
	12

Third Year

	Quarter Hours
Elective	4
314 Office Practice Lecture Course	2
315 Office Practice Laboratory Course	2
	8

Electives which May Be Used

311 Commercial Law	4
312 Commercial Geography	4
313 Business English	4
248 Commercial Arithmetic	4
316 Salesmanship	4

20

First Year

- 104 **Personal Typing:** The purpose of this course is to teach in a minimum of time those uses of the typewriter that are needed for school, home and other personal uses. The student develops the ability to type personal notes and letters, make carbon copies, type postal cards, address envelopes and type themes and outlines. The course is offered for one term only. Credit: 2 quarter hours.
- 105 **Elementary Typing:** In this course the fundamentals of touch typing are taught, with special attention given to correct position at the machine, rhythm, accuracy and a thorough knowledge of the typewriter and its care. This course is designed for either the student who is interested in learning to use the typewriter for his personal use, for the student who expects to enter the business field, or for the student who is preparing to qualify as a commercial teacher. Credit 2 hours for daily work.
- 106 **Elementary Typing:** This course is a continuation of course 105, with special emphasis on speed development and letter arrangement. Credit 2 hours for daily work.
- 107 **Elementary Typing:** A review of letter writing is given as well as arrangement of articles, reports, manuscripts, and literary matter. As much stencil work and practical work is given as the student is able to do. Credit 2 hours for daily work.
- 108 **Shorthand:** A study of the elementary principles of Gregg Shorthand, placing emphasis upon reading, writing and transcribing of material composed of brief forms and words of high frequency is made. Good shorthand penmanship and a correct writing posture are stressed. Credit 4 hours.

109 **Shorthand:** (A continuation of course 108) This is a study of the advanced fundamental principles of Gregg Shorthand continuing to emphasize the reading, writing and transcribing of brief forms and phrases with the purpose of building a usable shorthand vocabulary. Credit 4 hours.

110 **Shorthand:** (A continuation of course 109) A review of the work of 108 and 109 is made, with special emphasis to the writing and reading of more difficult words and phrases. Special emphasis is also given to development of speed in writing. Each student who completes this course is expected to be able to take dictation on matter dictated at 80 words per minute. Credit 4 hours.

Second Year

205 **Elementary Accounting:** A study of accounting and bookkeeping principles as applied to individual proprietorship is made. Special emphasis is given to personal accounting and budgeting. Theory work is illustrated by the use of short sets. Credit 4 hours.

206 **Elementary Accounting:** This course is a continuation of 205. A study of accounting and bookkeeping principles which introduces controlling accounts, columnar books, advanced financial reports, departmental records, and accounts peculiar to a partnership is given. Credit 4 hours.

207 **Elementary Accounting:** (Continuation of 206) This is a study of accounting and bookkeeping principles as applied to corporations, nature and characteristics of the corporation, construction, and interpretation of accounts peculiar to a corporation, and financial reports of a corporation. Credit 4 hours.

208 **Advanced Typing.** (Those students who have credit for one year of typing in high school should begin with this course) A review of the typewriter, care of the machine and emphasis on the correction of incorrect typing habits is made. Rhythm and concentration drills are given to promote speed and accuracy. Credit 2 hours for daily work.

209 **Advanced Typing:** (Continuation of 208) Tabulation of bills, invoices and statements; study of forms used in office practice; writing of legal documents; and speed practice is presented. Practical work in the typing of stencils and writing of articles is done. Credit 2 hours for daily work.

210 **Advanced Typing:** (Continuation of 209) Further development of speed and accuracy are stressed. Legal forms, writing of theses, tabulation drills, arrangement of letters, typing of stencils and practical work in arrangement of practical materials of all kinds are given. Credit 2 hours for daily work.

Third Year

- 305 **Stenography:** (Those students who have one year of shorthand to their credit on their high school transcript or who have taken one year of shorthand in business college should enroll in this course.) This is a review of shorthand theory with special emphasis on brief forms and phrases; also daily dictation is given to be transcribed. Credit 4 hours.
- 306 **Stenography:** (A continuation of 305) Speed of dictation is increased and more emphasis is placed on the transcribing of letters into mailable form at as high a rate of speed as possible. Students are expected to attain a speed of 100-120 words per minute to take dictation. Credit 4 hours.
- 307 **Stenography:** (A continuation of 306) Speed of dictation is increased and more practical work is given. Transcribing speed is emphasized as well as the speed in taking dictation. An attempt is made to attain an ability to take dictation of at least 120 words per minute. Credit 4 hours.
- 308 **Intermediate Accounting:** This course should be taken by students who have had one year of high-school bookkeeping. It consists of a review of bookkeeping principles and practices. A study of the balance sheet forms the basis for this course. The individual proprietorship is studied from the balance sheet approach covering more details than were used in the high school course. Sets and problems are used in order to make application in the principles studied. Credit 4 hours.
- 309 **Intermediate Accounting:** This course is a continuation of 308. Controlling accounts, valuation accounts, periodic summaries, partnership, dissolution of partnerships, consignments, and joint ventures are covered in this course. Practice sets and problems are used for the application of principles. Credit 4 hours.
- 310 **Intermediate Accounting:** Voucher systems, accounting for manufacturing, accounting for department and branches, consolidated statements, non-profit organizations, accounting for creditor control, analysis and interpretation of financial statements are studied in this course. Credit 4 hours.
- 311 **Commercial Law:** A study of cases and theories of commercial proceedings showing the rules of law pertaining to contracts, negotiable instruments, bailments, consignments, agency, partnership corporations, conditional sales, tenancy, insurance and property is made. This course aims to give the student a knowledge which will aid him in the business field, from the point of view of the consumer for the commercial teacher. Credit 4 hours.
- 312 **Commercial Geography:** This is a study of the earth in terms of its useful relationship to man. The various human activities are studied. The effects of environment upon industries and the contributions of these industries to man's needs are presented by regional units. The trade routes and trade centers are studied with reference

- to their usefulness and to the geographic and economic reason for their existence. Credit 4 hours.
- 313 **Business English:** This is a study of formal Grammar with the emphasis on practical writing and speaking as needed in the business world. Credit 4 hours.
- 314 **Office Practice Lectures:** (Prerequisite—three terms of shorthand, typing and accounting.) Lectures on office requirements, office routines; business attitudes; business machines with field trips to business offices. Credit 2 hours.
- 315 **Office Practice Laboratory:** (Prerequisite—three terms each of shorthand, typing and accounting) Laboratory work on all types of office machines, the use of the mimeograph, the hectograph, office routine work of all kinds. Credit 2 hours.
- 316 **Salesmanship:** This course gives a knowledge of the fundamentals of Salesmanship and personal efficiency. Each student is required to prepare a sales talk selling some definite object; to be able to write salesmanship letters, and to study the most successful means and methods to a sale. Credit 4 quarter hours.
- 317 **Advertising:** This course gives the fundamentals of good advertising making a study of actual advertisements, analyzing, comparing and building others. It is not limited to written advertisements but covers advertising projects, also. Credit 4 quarter hours.
- 318 **Machine Bookkeeping:** This course gives the actual work on the comptometer, calculation machine, posting machine and other machines generally used in office with practice periods fixed so that the student develops skill in the operation. Credit 2 hours.
- 319 **Duplicated Journalism:** A special course of instruction involving the general principles underlying the production of a mimeograph school paper. The writing of news articles, a study of head lines, feature articles, color work, special instruction in the use of the mimeograph, make-up and organization of the staff are studied in the course. Credit 4 hours.
- 320 **Advanced Accounting:** This course is open to second year business students and advanced business education students. Courses 205, 206, and 207, or 308 and 309 must have been taken before entering this course. Principles and accounting procedures of social security, unemployment compensation laws and accounting; and gross income tax problems and laws are studied. Actual business experience in these fields is secured as far as possible. Credit 4 hours.
- 321 **Advanced Accounting:** Students in this course must have a knowledge of the fundamentals of accounting both as applied to the individual, to the partnership, and to the corporation. The federal income tax law with its adaptation to the accounting field is studied. In this connection deductions and exemptions are studied. Credit 4 hours.
- 322 **Advanced Accounting:** This course is a detailed course in cost accounting as applied to the different types of business. Students of this

course must have had the fundamental courses in accounting before entering. Job cost accounting, process cost accounting, overhead, depreciation, and interpretation of cost records are all studied. Credit 4 hours.

- 4 **Penmanship:** (Required of all commerce students). In this course the student is expected to learn to write legibly. A standard is set up for each student to reach before completing the curriculum.

COMMERCIAL ARITHMETIC: See Mathematics.

INDUSTRIAL PSYCHOLOGY: See Psychology.

METHODS OF COMMERCE: See Education.

ECONOMICS: See Social Sciences.

DEPARTMENT OF EDUCATION AND PSYCHOLOGY

PROFESSOR HIGHTOWER

PROFESSOR COTTON

ASSISTANT PROF. JONES

A department of education and psychology in a teachers' college has distinct and definite functions to perform. First, it seeks through its courses in psychology to deepen the students' interest in human nature, and give them an appreciation for personality development and character growth. Naturally, the result of such a program will be a richer selfhood on the part of those who are to teach and a broader and better understanding of those who are to be taught. Second, the courses in education seek to give the students a definite and fundamental philosophy and point out the ways and means of procedure. The students are introduced to the methods of organizing materials and planning classroom instruction. They learn something of what it means to guide pupils' study activities, determine educational objectives, and test the results of teaching. The whole purpose of the department is that of making clear the nature of childhood and youth, giving methods and principles of procedure, and making more practical the knowledge and skill gained from other sources. It proposes to equip its students with such practical information and imbue them with such a spirit of loyalty and enthusiasm that they will be able, when assigned to teaching positions, however difficult, to meet their problems courageously and successfully.

All students majoring in the department will be required to take 46 hours including courses 220, 221, 223, 318, 323, or 419, 420, 422, 423 and 425. Other courses will depend upon the curriculum pursued.

Directed Observation and Supervised Teaching

All students who expect to graduate from any of the four year curricula for teachers are required to pursue courses in directed observation and supervised teaching unless they have taught successfully forty months previous to the date of graduation. Those exempted must substitute other professional courses for the student teaching.

No student is eligible to take supervised teaching unless he has an average scholarship of C, and an average of B in his major subjects.

Students who transfer from other colleges to Central Normal College are not eligible to take supervised teaching until they complete a quarter's work of at least C grade or unless they have a certificate from their former school stating that they are eligible for supervised teaching.

The fee for supervised teaching is \$10.00 for each four-hour course for Central Normal College students and \$25.00 for each four-hour course for students of other colleges. In all instances, the fee must be paid before the course is started.

Education Curriculum for High School License

32 Quarter Hours

Second Year

	Quarter Hours
221 General Psychology	4
223 Psychology of Learning	4
220 Principles of Teaching	4

12

Third Year

315 Secondary Education	4
317 Special Methods	4
317 Special Methods	4

12

Fourth Year

416 Supervised Teaching	4
417 Supervised Teaching	4

12

PSYCHOLOGY

Second Year

221 General Psychology: This course includes an extensive account of conscious states and processes, both simple and complex. Careful consideration is given to the instinct theory and its applications, to the complex functions and economical methods of learning, to perception, reasoning, and imagination, and to individual differences. Principles and theories suitable for advanced students are not included, but attention is given to the physical basis of behavior and conscious activity. A brief treatment is given to the receiving, connecting and reacting mechanisms, with emphasis on functions rather than structure. The results of both objective and introspective studies are utilized freely, with no attempt to limit the course to any one system of psychology. Credit 4 hours.

223 The Psychology of Learning: In this course special attention is given to the laws of learning and their application to the problems of learning and teaching found in the classroom. Throughout the course there is developed an intimate class-room relationship between the more pertinent psychological data and the principles derived therefrom as they are seen to apply to the work of both the teacher and the learner. The results of the most recent researches are utilized. Credit 4 hours.

225 The Psychology of Business and Industry: This course is organized primarily for students of commerce and business, both those who plan to teach commerce and those who plan to enter the business and indus-

trial fields. The course consists of lectures, discussions, reports, field trips, and experiments. Such topics as problems of personnel and principles of selection, effects of narcotics, effects of methods of work, effects of conditions of work, problems of individual differences, problems of human motivation, problems of advertising, accessory problems in advertising, psycho-technology in buying and selling, problems and principles of market research, instruments and techniques of market research, problems of vocational guidance, problems of leadership, accident proneness, and problems of efficiency are discussed. Credit 4 hours.

Third Year

320 Elementary Statistics: This is an introductory course for students who have had no previous knowledge of statistical method. Theory is subordinated to practical application. No knowledge of mathematics beyond algebra is required. Necessary formulae are introduced and explained with reference to their use, rather than to their mathematical derivation. The subject matter to be covered includes the tabulations necessary for a frequency distribution; the measures of central tendency and the methods of computation; the commonly accepted measures of variability, including quartile, average, and standard derivations; coefficient of correlation, with its computation and interpretation; and the graphic representation of the frequency distribution with special attention to practical applications of the natural curve. Credit 4 hours.

321 The Psychology of Elementary School Subjects: This course applies the recently accumulated knowledge of a scientific nature to the concrete problems of instruction in the elementary school. It includes work in psychology, in special methods, and in the field that lies between. It relates to the presentation of those psychological principles which underlie effective instruction in subjects in the elementary curriculum. The psychology of the learning process is so treated as to present the fundamental psychological facts which assist in understanding the pupil's difficulties, the best method of overcoming these and the psychological reason for special methods which may be employed. Credit 4 hours.

322 Diagnostic and Remedial Teaching: This course is designed primarily for elementary teachers who have had the methods courses in the two year curricula and who are interested in delving more deeply into the subject matter and the problems involved in the teaching and learning processes. Investigations and discussions will include such topics as failures in reading, arithmetic, language, etc., the causes of failure, diagnosis of difficulties, use of diagnostic tests, age and grade scores, and remedial measures to be taken after the failures and difficulties have been diagnosed. Credit 4 hours.

323 The Psychology of Childhood: The child is considered from the time of conception to the beginning of adolescence. The various

periods of childhood and their characteristics are carefully studied. The researches developed in the different child-welfare stations are taken into consideration. The view is taken that it is just as important, if not more so, to understand the nature of the child, as to understand the subject matter which is to be used as a medium through which he is to be taught and through which he is to learn. Required of all four year elementary students. Credit 4 hours.

Fourth Year

- 419 **The Psychology of Adolescence:** This course covers that period of life from the advent of puberty to the attainment of maturity. The information presented will be enriched by the knowledge made available during recent years. The purpose of the course is to survey the whole field, keeping in mind the leading facts presented in recent psychological and biological researches, together with the fundamental categories of valuation which have been set forth in the philosophy of morals, of religion, and of education. To accomplish this end, a careful study of individual cases is undertaken to make possible an intimate acquaintance with the average youth. Recommended for those who plan to teach in high school. Credit 4 hours.
- 420 **The Psychology of Abnormal People:** The study of abnormal people is highly desirable for all who are to have a part in guiding the activities of childhood and youth. The teacher who knows the underlying psychology of the many little twists and quirks that develop in childhood is in a position to guide the personality and character growth in such a way as to bring about well balanced and integrated individuals and thus save many in later life from the hospital for the insane and from prisons. He is likewise in a position to understand himself better and as a result live a happier and more wholesome life. Credit 4 hours.
- 421 **The Psychology of Exceptional Children:** It is of comparatively recent date that attention has been directed to the exceptional child. In the past he was only a member of the group where all were treated in the same general way and taught by the same general methods. However, since psychology has come to be a science, the exceptional child of both the higher and lower levels has been viewed differently and special attention is gradually being given him. This course is developed along the line of proper understanding and treatment of the exceptional child. Credit 4 hours.
- 422 **Mental Hygiene:** This phase of science is comparatively new. For centuries people have suffered with mental ills, most of which could have been avoided or cured if they had been understood. In many instances the patients were thought of as possessed with evil spirits. In this course a study is made of some of those unfortunate cases and the unfortunate and inhumane methods of treatment. The main portion of the discussions are devoted to the methods of avoiding mental ills and curing them in instances where they have devel-

oped. The course should be preceded when possible by Psychology 420. Credit 4 hours.

- 423 **Social Psychology:** The purpose of this course is to give the student a picture of the individual as affected by others; the forms of this behavior as appearing in social self-development, customs, fashion, the crowd, and the mob; and the attendant motivating impulses, as fear, sympathy, suggestion, and imitation. Emphasis is placed upon the individual rather than the group throughout the course. Credit 4 hours.
- 424 **Tests and Measurements:** This course is designed to acquaint teachers and prospective teachers with the commonly used tests and scales which are available for class-room use. The material for the course is collected from informal classroom tests. The study develops the concept of validity, reliability, objectivity, sampling, and errors of measurement. Sufficient statistical practice is included to make possible the analysis of group data. Attention is given to the methods of identifying and evaluating good tests. The use of group intelligence tests for the diagnosis of difficulties and for assistance in vocational guidance is included. Credit 4 hours.
- 425 **The Psychology of Character Development:** The point of view taken in this course is that the outstanding purpose of education should be the development of character and personality. Causes and remedies are sought for the emotional abnormality so frequently seen in children who are intellectually normal. The student studies the psychology underlying character and personality training, and is introduced to the current literature treating this phase of human development. Credit 4 hours.
- 426 **The Techniques of Counseling and Guidance:** The purpose of this course is to bring to the classroom teacher a body of information bearing upon one of the most difficult of teacher problems. More and more teachers are being called upon to guide boys and girls in the selection of educational and vocational courses. A smaller number is being requested to advise pupils on vocational choices. The value of the advice in all instances will be directly proportional to the amount of knowledge of a vocational or educational nature possessed by the teachers. The most recent research in the field of counseling and guidance is given in the form of lectures, demonstrations, and discussions. Credit 4 hours.

History and Principles

First Year

- 101 **Introduction to Education:** This is an orientation course, the purpose of which is to introduce the prospective teacher to the various fields and procedures of study. Attention is given to such topics as educational philosophy and aims, the scientific movement in education, the reconstruction of the curriculum, the use of text books, improving and using the school libraries, teaching procedures, pupil classifica-

tions and progress, direct observation and educational procedures, general policies of school organization and administration, organization of our school systems, improving and using the school plants, the cost and support of public education, opportunities of the teaching profession, requirements of the teaching profession, ethics of the teaching profession, and securing a teaching position. Credit 4 hours.

Second Year

- 220 **The Principles of Teaching and Classroom Management:** The course is designed to acquaint the student with the most recent findings relative to such topics as basic considerations of teaching, general teacher activities, and methods of teaching. Several points are discussed under each topic mentioned, such as teaching as a profession, teacher qualifications, the nature, types, and direction of learning, planning classroom management, providing for individual differences, motivating learning, guiding pupils' study activities, evaluating the results of teaching, the lecture method, the problem method, etc. Credit 4 hours.

Third Year

- 315 **Secondary Education:** Such topics as the rise and development of secondary education, the aims of secondary schools, the relation of secondary education to elementary and higher education, the high school teacher, the reorganization movement in secondary education, and high school problems are studied in this course. Credit 4 hours.
- 316 **History of Education:** This course traces the great forward steps in freeing the intellect of man, and emphasizes the efforts to perpetuate the progress made by the organization of educational institutions, through which agency the results attained are passed on to succeeding generations. Attention is given to those great historic forces which have moulded human progress, and made possible the present school system. To accomplish this purpose, those important world events which have contributed to educational and intellectual progress are included. Modern education is treated as a development of impulses and forces which have their origin far back in history. The evolution of the modern state school system, the newer ideas of educational purpose, the modern trends in science, recent functions assumed by the school, the rise of new kinds of schools during the past century, and other features of present educational practice, are presented with their proper historic background. Credit 4 hours.
- 318 **Social Aspects of Education:** Special attention is given to the educational functions of the social groups and institutions such as family, community, play groups, theatre, press, and state. The social nature and purpose of the school is considered throughout the course. Social rather than individual participation is stressed. Credit 4 hours.

Fourth Year

- 415 **Philosophy of Education:** In this study an attempt is made to evolve a sane theory of education based upon historical, philosophical socio-

logical and psychological backgrounds. A study is made of some of the chief philosophers of the different periods and of their contributions to the cause of education. A good portion of the time is devoted to current practices and their relationship to the past. Credit 4 hours.

- 431 **The Practicum:** This course is planned for students completing the four-year elementary teachers' course. It comes at the close of the four years and is a review of the various theories and practices studied during the four years. An attempt is made to organize the learning in such a way that the prospective teacher will be in a position to go into his teaching position with a feeling of confidence and a knowledge of definite skills and practices. Credit 4 hours.

Educational Methods and Student Teaching

Second Year

- 215P **Methods of Teaching Reading in the Primary Grades:** This course takes up the problems of subject matter and methods as related to the nature and needs of the child. The prospective teacher studies the stage of reading readiness, the period of initial instruction in reading mechanics, and the period of rapid growth in the use of reading as a means to learning. Goals of attainment are set up. Subject matter and materials are evaluated. Special difficulties of the children are diagnosed and remedial measures suggested. The best methods of classroom procedure and use of the materials for attaining these goals are discussed. Credit 4 hours.

- 215G **Methods of Teaching Reading in the Intermediate-Grammar Grades:** The approved methods of teaching reading to children in the intermediate and upper grades are carefully considered, and types and sources of materials are carefully examined. A study of the general techniques of reading instruction serves as a basis for a more specific study as applied to special techniques of instruction in the various types of reading. The course provides instruction in the diagnosis of special difficulties in reading and the necessary remedial techniques for correcting such difficulties. The teacher is shown that she helps the child learn to read in order that he may read to learn. Credit 4 hours.

Third Year

- 314A **Methods of Teaching Arithmetic in the Primary Grades:** In this course, a study is made of recent materials, text books, curriculum trends, and the methods in the teaching of arithmetic in the primary grades. This includes extensive reference readings, discussions, reports, and preparation of objective materials. Standard methods of presenting primary arithmetic are discussed and compared in order that both the weak and the strong features of the various methods may be observed. Credit 4 hours.

314B Methods of Teaching Arithmetic in the Intermediate-Grammar

Grades: In the development of this course the student is taught to analyze the subject matter of the intermediate-grammar grades. In addition, an analysis is made of the needs, interests and capacities of the age groups of children to whom the subject is to be presented. In terms of these studies the prospective teacher makes a careful study as to the best methods to use in presenting the material to children. Care is taken in the study of methods to emphasize prevention of errors in children's work. Teachers are shown how to diagnose special difficulties of the children and what remedial measures to use in eliminating defective work habits. Both the state course of study and the results of research work of well known educators are given careful consideration. Attention also is given to a purposeful testing program. Credit 4 hours.

314C Methods of Teaching the Language Arts in the Primary Grades:

This is a course designed to acquaint students with practical methods and modern theory in instruction in the language arts. It includes a survey of the art of communication both oral and written and makes suggestions as to effective means of teaching the child to communicate with others. It develops the concepts of listening and reading as a means of receiving impressions and sets up the teaching of language, writing, and spelling as the acquiring of tools with which to impart facts and ideas. The relation of the child to his social environment is emphasized as basic to the need for acquiring these skills. Credit 4 hours.

314D Methods of Teaching the Language Arts in the Intermediate-Grammar

Grades: In this course is presented an overview of the previous training of the children when they approach the study of the language arts in the intermediate grades. On this foundation is built the curriculum for more advanced work. It develops the concepts of listening and reading as a means of receiving impressions and sets up the teaching of language, writing, and spelling as the acquiring of tools with which to impart facts and ideas. The part of the intermediate grade teacher in improving and refining previously acquired skills is emphasized. Attention is given to adaptation to individual differences, diagnosis of special difficulties, remedial measures, and adjustments to the needs of the social environment. Credit 4 hours.

314E Methods of Teaching Language and Composition in the Primary

Grades: Special stress is placed in this course on definite plans of work which will provide a balanced program of language activities for the primary grades. To build on pre-school acquisitions and to present close relationship of school situations to the child's interests and life outside of school by providing activities which are interesting and absorbing governs all planning of work by grades. Plans of work for grades three and four are based on the texts which are in use in the schools of the state. Credit 4 hours.

314F Methods of Teaching Language and Composition in the Intermediate-Grammar

Grades: This course includes provision for professional materials for prospective teachers. Effective organizations of the language materials as commonly taught, basic principles governing classroom procedures, planning learning exercises and cycles of activities constitute a major part of the work. All available course materials relating to the teaching of language are utilized; a critical survey of language texts and work books is made; and special attention is given to guiding principles for the technique of teaching activities where the type of learning is appreciation. Credit 4 hours.

314G Methods of Teaching Music in the Primary Grades:

This course is a study of the various problems of the primary grades, the methods of presentation of these problems, lesson planning, teaching in class, and a study of the leading music series. Prerequisites 150, 151, 152. Credit 4 hours.

314H Methods of Teaching Music in the Intermediate-Grammar Grades:

This course is a study of the various problems of the intermediate-grammar grades, their presentation, and lesson-planning; a study of orchestra and chorus organization and conducting; and a study of leading music series and music for these grades. Prerequisite 350. Credit 4 hours.

314I Methods of Teaching Science in the Primary Grades:

This is a course designed especially for prospective primary teachers. It attempts to point out the place and function of a knowledge of science in the life of a small child. It includes a survey of the course of study, an analysis of the subject matter and materials recommended for children and an evaluation of suggested methods of procedure in science teaching. Emphasis is placed on aims, selection, and organization of subject matter, and the relation of the sciences to the rest of the curriculum and to life. Suggested classroom procedures, practical experimentation, excursions, and effective teaching devices will be demonstrated and discussed. Credit 4 hours.

314J Methods of Teaching Science in the Intermediate-Grammar Grades:

This course is designed to give the prospective teacher the fundamental principles of the teaching of science to children in the intermediate-grammar grades in the elementary school. It should be preceded by the courses in biology and physiology. It includes a survey of the course of study, subject matter, and materials recommended for children in these grades. Emphasis is placed on the aims of science teaching, selection and organization of subject matter, and relation of the sciences to the rest of the curriculum and to life. Suggested classroom procedures, practical experimentation, excursions, and effective teaching devices will be demonstrated and discussed. Credit 4 hours.

314K Methods of Teaching the Social Studies in the Primary Grades:

This is a library course. The State Course of Study outlines are followed for each grade, and the students prepare units of work,

first as a class exercise for discussion and later as individual projects. An activities program is the basic consideration, and practical workable plans are made. Observation of classes in action includes the kindergarten as well as grades one to four. Teachers are shown how to direct the study of peoples of other times and places, thus enabling the child to understand and appreciate the effect of surroundings on the life of mankind. Such understanding and appreciation develop a feeling of toleration and sympathy toward historical and geographical influences on civilization. Credit 4 hours.

314L Methods of Teaching the Social Studies in the Intermediate Grammar Grades: Details of administering the basic technique for the teaching of the social sciences in the intermediate grades, including organization of material into large movements, a study of the methods involved in presenting the work, and the use of dramatization, applied art, construction, visual education, and the making of graphs, diagrams, charts, and cartoons are offered for consideration in this course. The close integration of the subjects involved offers an interesting program for the prospective teacher in planning definite units of work. Teachers are shown how to direct the study of the peoples of other times and places, thus enabling the child to understand and appreciate the effect of surroundings on the life of mankind. Such understanding and appreciation develop a feeling of toleration and sympathy toward historical and geographical influences on civilization.

317 Methods of Teaching High School Subjects: All students are required to take courses in the methods of teaching two of the subjects in which their licenses are to be obtained. One course should be taken in the second term and the other in the third term of the junior year in order to prepare for observation and supervised teaching in the senior year.

317A Methods of Teaching Art in High School: This course deals with the organization of curricular materials for both junior and senior high schools. Special attention is given to the methods of presenting units of work, to lesson planning, and to testing the results. A study is made of the art that is related to community life. Credit 4 hours.

317C Methods of Teaching Commerce in High School: A course designed to give the students practical help which will fit them to go into the business education field. Courses of study in shorthand, typewriting, bookkeeping, elementary business training, and commercial law are discussed and studied with lesson plans required in each subject. Each student is required to teach at least one lesson in each subject during the course.

As many students as possible of this class are given opportunity to attend the state commercial teachers' meeting and the state commercial contest. This gives them an opportunity to know the leaders in the commercial education field.

The annual commercial scholarship contest of Central Normal College is sponsored by this group. The tests are made, given, and graded by the students of this course. This furnishes them an opportunity of knowing the competitive side of commerce work.

It is the general aim of this course to fit the prospective teacher for work in the commercial education field by knowing its problems, its leaders, and its aims. Credit 4 hours.

317E Methods of Teaching English in High School: In addition to modern methods of teaching the fundamentals of oral and written composition, there are presented guiding principles for the selection and teaching of literary materials. Adequate attention is likewise given to extra-curricular activities such as the school paper, dramatic entertainments, forensic contests, the English club, co-ordinating the work in English with that of other departments, and the care and use of the school library. Lesson plans made in this course are tested out later in the student's practice teaching. Prerequisite: English courses 125, 126, 127, 225, 226, 329, and twelve additional hours of elective English courses. This course is required of candidates for the high school license in English. Credit 4 hours.

317F Methods of Teaching French in High School: Careful attention is given to the aims to be achieved through the teaching of modern languages in high school. A critical review is made of the methods that have been used, and more advanced methods are fully discussed with special attention given to the features of both that will aid in the achievement of the aims sought. Attention is given to text books and the rules governing their selection as well as to the planning of the high school course in French. Some time is devoted to the review and practice of phonetics. Credit 4 hours.

317L Methods of Teaching Latin in High School: The Teaching of High School Latin is a course designed for those who have chosen Latin as their teaching subject, either of major or minor interest. Providing all prerequisites have been met, the course is offered in the junior year so that a student may be qualified to do supervised teaching in his senior year.

The course includes a study of the cardinal objectives of the teaching of Latin, a survey of the state adopted textbooks, a study of lesson planning and techniques of presentation and drill, an introduction to publications which are useful to the Latin teacher, and an emphasis upon the ways in which Latin may be correlated with other high school subjects. Credit 4 hours.

317M Methods of Teaching Mathematics in High School: There are two phases of this course: First, organization of the subject matter; Second, methods of presentation. In the first, recent curri-

cular trends will be studied and compared. In the second, teaching difficulties and suggestions for remedying them will be discussed. General methods are re-defined and illustrated, and special methods applying to the teaching of general mathematics, algebra, and plane and solid geometry are given careful attention. Attention is given also to the types of tests best adapted to mathematics. Credit 4 hours.

317U Methods of Teaching Music in High School: A study is made of the organization and conducting of glee clubs, chorus, band, and orchestra; of teaching harmony, history of music and music appreciation; of the presentation of operettas and programs; and of the various measurements of musical talent. Credit 4 hours.

317P Methods of Teaching Physical Education in High School: This course deals directly with the teaching of the subject, giving various methods of approach to fit the community needs, and the facilities with which the teacher may be expected to work. Real gymnasium class procedures are outlined and exercises given in progressive order. Credit 4 hours.

317S Methods of Teaching Science in High School: Special attention is given to the history of science teaching in the American high school, including recent movements, aims, and methods of science teaching; relation of science courses to the curriculum as a whole, and to each other; results to be reached in the teaching of each of the physical and biological science courses; content and organization of the subject matter; selections of material suitable for high school use; laboratory equipment, devices, and methods; field trips and excursions; examinations of high school texts; determining the results of science teaching. Credit 4 hours.

317H Methods of Teaching Social Science in High School: This course is divided into four units of instruction. First, the prospective social studies teacher is introduced to the scope, training, and personality requirements of his chosen profession. Second, he is given a view of the physical and mental make-up of the adolescent. Third, a study is made of the constantly changing aims and objectives of the social studies, at which time the student teacher is introduced to the various types of material and methods of instruction which have appeared as forms of response to these changing objectives. Fourth, the problems of planning class-room activities, supplementary activities, and special activities for securing social and civic outcomes in the lives of the students are given consideration. Credit 4 hours.

Fourth Year

401 Supervised Teaching in the Primary Grades: This course gives the student an opportunity to put into practice the things he has learned in his methods, psychology, and theory courses. The work consists of observation, teaching, grading, and the general acti-

vities of the teaching routine. The student will prepare lesson plans and present them to the critic teacher before the teaching is done. Frequent conferences are held with both the critic teacher and the general supervisor in charge. Credit 4 hours.

402 Supervised Teaching in the Primary Grades: This course is practically the same as 401, with the exception that it is in another grade. Credit 4 hours.

403 Supervised Teaching in the Primary Grades: This is a continuation of course 402. The teaching, however, is done in a different grade from either 401 or 402. Credit 4 hours.

407 Supervised Teaching in the Intermediate-Grammar Grades: In this course the student does his observation and teaching in grades four to eight. Both the observation and teaching are done under supervision and the student is given full responsibility for teaching, grading, disciplining, and all other activities that are a part of the teacher's program. Credit 4 hours.

408 Supervised Teaching in the Intermediate-Grammar Grades: The duties of this course are virtually the same as in course 407, the only difference being the grade in which the work is to be done. Credit 4 hours.

409 Supervised Teaching in the Intermediate-Grammar Grades: This course is a continuation of course 408, but the teaching activities are carried on in a different grade. Credit 4 hours.

410 Diagnostic and Remedial Techniques in Reading: This course is designed for elementary teachers, both primary and intermediate grades, who have had the regular required methods courses in either or both fields and who wish to delve more deeply into the principles of classroom instruction in reading and related language arts. It is meant to help solve problems which teachers have met in learning situations and to recommend measures for the prevention and correction of reading and language difficulties. The class periods are devoted to general discussions, case studies, experimentation, and demonstration of appropriate materials and devices. Credit 4 hours.

411 Diagnostic and Remedial Techniques in Arithmetic: This course is designed primarily for elementary teachers both primary and intermediate grade, who have had the courses in Arithmetic Methods in the two-year curricula and who have met problems in their contacts with learning situations that make it desirable for them to study more deeply the prevention and correction of special disabilities in the field of arithmetic. General discussions and case studies attempt to determine types of difficulties, specific causes, and suggested remedial measures to the end that special disabilities may be corrected and initial teaching tend to foresee and prevent such problems. Credit 4 hours.

412 Manuscript Writing: Manuscript Writing correlates the modern methods of teaching writing with the present-day methods of teaching reading, spelling, and creative expression. This course consists of lectures and discussions dealing with the history, use, and teacher-preparation of manuscript writing. Teachers are shown how to teach and demonstrate the manuscript of handwriting. Reports of outside readings and outside practice are required in addition to the recitation work. The course may be applied as an elective on the four-year elementary course. Credit 4 hours.

416 Supervised Student Teaching in High School: Under the direction of the supervisor and critic teachers, each student assumes a portion of the responsibility for the instruction, discipline, and grading of a class in one of the high schools where supervised teaching is done. In addition, he is required to devote as much time as required by both the supervisor and the critic teacher in conferences. Careful lesson plans are prepared in advance, and given to the critic teacher for correction and suggestions before the lessons are taught. The first part of the course is devoted to observation of teaching done by the critic teacher and the latter part is devoted to actual teaching. Credit 4 hours.

417 Supervised Student Teaching in High School: This course is a continuation of course 416 with the exception that the observation and teaching is done in a different subject. Credit 4 hours.

Department of English

ASSOCIATE PROFESSOR SHUMAKER

PROFESSOR WATTS

The basic work of this department is designed to train the student to write and speak clear, correct, and effective English.

Through the study of the major literatures produced by the English speaking peoples, as well as the ancient and modern literatures of other languages in English translation, it is hoped to give the student acquaintance with the best thought of the world concerning private problems and public interests.

In addition to the highly utilitarian power of adequate self-expression and the edifying influence of acquaintance with the most excellent of universal thought, there is the third aim of those who teach or study English, the sheer pleasure to be derived from the subject matter itself. One of the marks of true culture is the disposition to find joy in the harmonious relationships of lines, colors, sounds. A beautiful poem yields aesthetic delight through its exquisite pattern of physical arrangement and its luring sequence of pleasing sounds no less truly than through the nobility and power of its thought. The ideal is to give specific training in the recognition and enjoyment of the beauty and sublimity of literature.

Extreme care is exercised to adjust the work of the department to the attainments, needs, and capacities of the various students. For the benefit of students who enter college inadequately prepared in English fundamentals, a special course, *Opportunity English*, is offered. On the other hand, superior students may take courses 230 and either courses 228-9 or course 330 instead of courses 125 and 126 if rigid preliminary examinations, taken voluntarily, warrant such substitution. The training in grammar and composition for elementary and high school teachers is identical for two college *Quarters*.

First-year students are regularly required to take courses 125, 126, and 127. For students working for a license in English the following courses are selected.

125, 126, 127 (required)	12 hours	—
230 or 233	4 hours	—
(World Literature)	4 hours	—
329 (Shakespeare)	4 hours	—
Electives from all English Courses	14 hours	✓

38 hours

Departmental majors who do not expect to teach are required to take 46 hours, including the requirements for an English license and the two courses in Survey of English Literature.

Students not majoring in English and electing a course in English beyond the requirements should select from the following group: World Literature, Survey of English Literature, American Literature.

Suggested Curriculum for an English License

38 Hours Required

First Year

Quarter
Hours

125	Grammar and Composition	4
126	Grammar and Composition	4
127	Public Speaking	4

12

Second Year

231	World Literature	4
232	American Literature	4
233	The Practice of Dramatic Art	4

12

Third Year

331	Survey of English Literature I	4
332	Survey of English Literature II	4
329	Shakespeare	4

12

Fourth Year

425	World Drama	4
430	The Novel to 1850 or 431 The Modern Novel	2
428	Contemporary British and American Verse	4

10

First Year

- 0 Opportunity English: This is a sub-freshman course and gives no college credit. It is a review of the basic materials which students are supposed to get in high school and which must be had by all as tools with which to do acceptable college work—basic grammar; punctuation; “spelling demons;” diacritical marks and other matters relating to the intelligent use of a dictionary, encyclopedia, the Readers’ Guide, and other indices; how to use a library’s card catalogue; penmanship and the preparation of neat and legible manuscripts; how to make and receive introductions; informal conversation; and other simple matters of good form which teachers and other persons of some attainments are supposed to know. Purely elective. Not open to students who are prepared to carry properly courses 125-6. Offered when needed.

- 125 Grammar and Composition: The aim of this course is to give the beginning college student thorough training in the essentials of composition, both oral and written. The fundamentals of organization, sentence and paragraph structure, and the selection of materials of interest are taught, yet individual self-expression is encouraged.

Functional grammar, punctuation, the diagraming of sentences, and other matters of mechanical correctness are given in order that students may work in harmony with the best current usage. Special attention is given to *precis* writing, to the production of research papers, and to the efficient, general use of library facilities. Required of all Freshmen. Credit 4 hours.

- 126 Grammar and Composition: The continuation of 125 which is prerequisite. Required of all Freshmen who are candidates for a baccalaureate degree. Credit 4 hours.

- 127 Public Speaking: This is the basal course in oral expression. Articulation, accentuation, enunciation; development and care of the voice; diaphragmic breathing; effective oral reading of poetry and prose selections; the acquisition of confidence before an audience; taking part in dialogues and simple plays; after dinner speaking; and the writing and delivery of an original oration or other address comprise the work of this course. Credit 4 hours.

Second Year

- 228 Debating and Parliamentary Law: The construction of arguments, refutations, and practice debates on topics of current interest; the theory of logical reasoning and its application to public discussion; the conduct of an open forum and an analysis of debate strategy as exemplified in great historic debates all are included. The fundamental principles of parliamentary law and their practical application in the work of large deliberative bodies are presented to show why such regulations are necessary in a public assembly. Prerequisite: English 125, 126, and 127. Elective. Credit 2 hours.

- 230 Advanced Composition and Essays: The work is intended for those who have mastered the mechanics of writing but who desire further advancement. Students are encouraged to focalize on the kinds of writing in which they are most vitally interested, although regulation work is required in the writing of critical and familiar essays, editorials, feature articles, character sketches, local color and other types of short-stories, after dinner speeches, and orations. The required writing is balanced with selected reading of prominent American, British, and European essayists. Elective. Credit 4 hours.

- 231 World Literature: This is a general orientation course in the literature of the world. The great masterpieces of the Greek, Roman, French, German, and Spanish nations are studied in their relationships to changing experiences of the world about us. The basic principles of appreciation of Literature are taught to the students. The emphasis is placed upon the content of the literature rather than upon the form. This course is required of students studying for an English license and for all 4-year elementary students. Credit 4 hours.

✓ 232 **American Literature:** This course traces the development of a distinctly American Literature from the days of Bryant and Irving to the present. A brief historical treatment of colonial literature precedes the body of the course. The most important writers studied are Poe, Emerson, Hawthorne, Mark Twain, and the contemporary poets, dramatists, and novelists. Credit 4 hours.

✓ 233 **The Practice of Dramatic Art:** There are two distinct phases of this course: (1) the selection, coaching and staging of plays, including make-up, costuming, scenery, lighting effects, and general mechanical stage business; and (2), personal participation in plays. The aim is to prepare high school teachers to solve the problems which arise in the amateur practice of the dramatic art. Students are taught, through practice as well as theory, how to conduct rehearsals and how to make changes and adaptations in plays in order to suit their local needs. The writing of original short plays is encouraged. Elective. Open to Sophomores whose preliminary examinations excused them from Freshman Grammar and Composition. Credit 4 hours.

234 **Children's Literature:** This is more than a survey course in the literature of childhood. While it acquaints the student with the best materials for inspiring in children an appreciation of good literature, it also provides experience in ways and means of presenting such literature in the classroom so that the child's literary heritage may come to him unmarred by wrong teaching. A fine collection of juvenile literature, old and new, is presented, with due attention to its educational values in the training of children. Required of all candidates for an elementary license. Not open to English majors. Credit 4 hours.

Third Year

✓ 325 **Victorian Poetry:** Although the poetry of Arnold, Swinburne, Mrs. Browning, Clough, the Rossettis, Morris, Fitzgerald and others receives attention, about half of the course is devoted to a rather intensive study of Tennyson and Browning. The idealism and high moral purpose of the poetry of the period are considered, as are the scientific, economic, political, and social thought and changes of the Victorian era. Open to Juniors and Seniors. Credit 4 hours.

326 **Victorian Prose:** Non-fiction prose by Coleridge, Macaulay, Newman, Hazlitt, Lamb, Gladstone, Carlyle, Ruskin, Arnold, Thackeray, Kingsley, Landor, Huxley, De Quincey, Pater, Stevenson and others is studied in order to familiarize the student with the spirit and technique of these great masters of English Prose. Elective. Open to Juniors and Seniors. Credit 4 hours.

✓ 329 **Shakespeare:** The course begins with a rapid survey of the Shakespearian period, briefly noting Shakespeare's immediate predecessors, his contemporaries, and the staging of plays during the Elizabethan period. This introduction is followed by the intensive study of ten of Shakespeare's plays with special attention to literary style, versification, dramatic structure, beauty and power of expression, social customs, and political practices. Particular attention is given to Shakespeare's sources, and, from the rapid reading and discussion of others of his plays and constant comparison of his work with that of other world famous dramatists, a true estimate of his worth is sought. The aim is to give the student an intelligent grasp of Shakespeare in order that he may later teach the subject in high school successfully and with pleasure. Not open to Freshmen or Sophomores. Required of all English majors. Credit 4 hours.

331 **Survey of English Literature, Part 1, from Beowulf to Pope:** The student secures a general historical view of the early half of English Literature. The poetry and prose are interpreted according to the principals of literary criticism. The chief purpose of this course is to develop in the student a proper appreciation of Literature. All types of Literature, narrative, descriptive, expository, and lyrical, are included. Credit 4 hours.

332 **Survey of English Literature, Part II, from Wordsworth to Masfield:** This course is a continuation of Part I, with particular attention to poetry. Images, emotional attitudes, and versification are analyzed in a few typical poems. Critical prose of the Nineteenth Century is studied with relation to contemporary civilization. A brief introduction to contemporary British Literature is given at the close. Credit 4 hours.

333 **Modern Drama:** Selected dramas in British and American Literature since the time of Ibsen are read. Emphasis is placed upon proper dramas, attempts at poetic drama, realistic plays of contemporary life, and treatments of classical themes. George Bernard Shaw, Eugene O'Neill, and John Galsworthy are among the dramatists read. Credit 4 hours.

Fourth Year

425 **World Drama:** Beginning with the classic drama of Greece and Rome, the plays presented cover the span of years to the twentieth century. Included in the course are representative plays from the dramas of Aeschylus, Sophocles, Euripides, Aristophanes, Plautus, Terence, Lope de Vega, Calderon, Corneille, Moliere, Racine, Victor Hugo, Augier, Dumas fils, Lessing, Schiller, Henrik Ibsen and others. Outside reading of a number of plays from British and American drama is required. Attention is given to the evolution of the drama, with special emphasis upon the threefold influence of actors, theatres, and audiences in shaping the plays of every epoch and land. Elective. Credit 4 hours.

- 427 English Romantic Poetry:** This course traces English Romanticism from its inception to its triumph, Shaftsbury, Thomson, Akenside, the Whartons, Collins, McPherson, Chatterton, Goldsmith, Crabbe, Cowper, Burns, and Blake are all studied briefly, but the major emphasis during the term is placed upon the great romanticists, Wordsworth, Coleridge, Shelley, Keats, and Byron. Elective. Credit 4 hours.
- 428 Contemporary British and American Verse:** This is a reading course planned for the student who wishes to acquaint himself with the poetry of his own day. The major poets and significant poetry of the period are studied. Background material essential to an understanding of the period and its poetry is included. Collateral readings in poetry are assigned at the discretion of the instructor. Elective. Credit 4 hours.
- 429 Introduction to Chaucer:** This initial study of Chaucer attempts to bring students into a sympathetic understanding of the poet against the background of his own time. The England of Chaucer's day is studied to discover the formative effect of objective facts upon his life and works. A brief biographical study is included wherein emphasis is placed upon the relationship between Chaucer's personality and his writings. Following this approach, literary interpretation is made of some of The Canterbury Tales and a selected group of his shorter poems. Credit 2 hours.
- 430 The Novel to 1850:** The development of the novel from the fusion of the materials and impulses of medieval romances and picaresque, episodic stories is presented as a matter of literary history, while a more critical and intimate understanding of the phenomenon is gained from the rapid reading and discussion of twelve or more carefully selected novels of the period. The influence of political, economic, philosophical, religious, and scientific interests on prose fiction is traced and evaluated. Not open to Freshmen or Sophomores. Required of English majors. Credit 2 hours.
- 431 The Modern Novel:** This is a continuation of course 430, which is prerequisite; it is limited to a study of novels produced in the later nineteenth and twentieth centuries. Twelve or more representative novels, chosen to illustrate the social forces and movements of modern times, are read, discussed, and compared. Required of English majors. Not open to Freshmen or Sophomores. Credit 2 hours.

Department of Foreign Languages

PROFESSOR JOHNSON

LATIN

It is the purpose of this department to give students such training in the Latin language, literature and methods of presentation that they may become competent and successful high school instructors of the subject. However, in addition to preparing teachers, it is hoped that something more can be done for students of Latin than merely to enable them to earn a living. Many ultimate objectives in Latin study are regarded as not only entirely justifying the study of Latin, but as making it essential to a broad cultural education. The following are some of the objectives stressed:

1. To give an elementary knowledge of the general principles of language structure which may lead to the development of a general literary appreciation.
2. To increase the ability of the student in the acquisition of other related foreign languages.
3. To develop right attitudes toward social institutions.
4. To develop true mental habits of consistent application and thorough mastery, and to make the mind an obedient servant.
5. To develop a historical and cultural background, to understand the heritage of the past, the foundations of the present.
6. To increase the ability of the student to read, speak, and write intelligent English.
7. To increase the understanding of those manifold elements in English Literature which are derived from classical sources and as a result make the classics of the English language more interesting.

Courses in beginning Latin and in Caesar are not offered. Courses start with the assumption that the student has had two years of high school Latin. However, if students have had three or four years of Latin in high school they do not repeat Cicero and Vergil but start in a later course such as 137 or 235. Grammar and construction work are stressed in all the earlier courses, because this work is considered essential to teachers if not to the general reader.

In the first year reading, high school grammar is reviewed and in addition to the authors listed in the courses below, the whole of Latin grammar is covered in as systematic and thorough a way as possible. In the second year, the same study is continued by considering grammatical points as they occur in reading by continually calling attention to con-

structions to make them a part of the student's thinking. In the beginning of the third year all preceding grammar work is summarized by a grammar and composition course in which, after a definite grammar study, the student puts the principles into practice by writing sentences illustrating them. In the succeeding courses of the third and all the fourth year, more and more attention is devoted to literature and the thought of the authors rather than to the language in which they express themselves.

A Curriculum for a High School License in Latin

36 Quarter Hours

First Year

	Quarter Hours
135 Cicero's Orations	4
136 Vergil's Aeneid	4
137 Livy	4
	—
	12

Second Year

235 Ovid	4
236 Cicero (De Senectute et De Amicitia)	4
237a Roman Private Life	2
237b Mythology	2
	—
	12

Third Year

335 Composition	4
336 Plautus and Terence	4
337 Horace	4
	—
	12

Fourth Year

435 Pliny	4
436 Tacitus	4
437 Lucretius	4
	—
	12

First Year

135 Cicero: As many of Cicero's Orations are read as possible. Among these are included those against Catiline and the one for Archias. Outside reading is assigned covering the political and social situation of Rome in Cicero's time and such historical background as is necessary for intelligent reading of the orations. A thorough and consist-

ently followed survey of grammar is included in this and the two following courses. In this course all inflectional forms of nouns, adjectives, pronouns and verbs, are reviewed together with some half-dozen more common syntactical principles. Prerequisite for 135 is two years of high school Latin. Credit 4 hours.

136 Vergil: Considerable parts of the first six books of the Aeneid and perhaps some of the second six are read in this course. The student is expected to acquire some ease in metrical reading of the Latin and to become familiar with the mythological references. Such background reading as is necessary for comprehension is required, and those parts not covered in class are read in English translation. The grammar study of the preceding course is continued to cover a thorough survey of all the common case constructions. Prerequisites for 136 will be 135 or two years of high school Latin. Credit 4 hours.

137 Livy: Part of Book I may be read but usually the reading of this course is confined to Books XXI and XXII where Livy's style appears in its mature perfection in the recording of the most thrilling and momentous crisis of the Roman Republic. Livy's place in Roman Literature, the style and importance of his writings are noted. Such Roman history as is necessary for an intelligent reading of Livy's story is assigned as outside reading. The grammar study of the two preceding courses is extended to cover the subjunctives and all the major subordinate clauses. Prerequisite for 137 is two preceding courses or two years of high school Latin. Credit 4 hours.

138 Nepos: As many of the biographies of the Greek generals from the "De Illustribus Viris" of this author are read as time permits. These biographies have been a favored text book for centuries because of the pure Latinity, easy elegance and unaffected simplicity of style; the structure of the sentences is simple and the subject matter is interesting. The grammar work to accompany is that of the course for which this may be substituted in the first group. Prerequisite for 138, like that of the grammar to accompany it, is the same as the course for which it is substituted. Credit 4 hours.

Second Year

235 Ovid: As much of the Metamorphoses is read as time permits and perhaps parts of others poems also are included. Special stress is placed on those immortal stories of Greek and Roman mythology as related by Ovid and which form part of the mental equipment of cultured people of all time. Considerable attention is given to grammatical constructions of every kind, and during the course of the second year we seek to make the grammar work of the first year a living reality to the student by calling attention repeatedly to all gram-

matical usages of consequence as they occur in the text. Prerequisite for 235 is the three preceding courses or 4 years of high school Latin. Credit 4 hours.

236 Cicero—De Senectute et de Amicitia: As much of these two essays on old age and friendship is read as is possible. Attention is called to the ancient philosophies of life as set forth here by Cicero as well as to the language in which it is done. Some collateral readings are called for on Cicero's place in Ancient Philosophy; the other philosophical writings of Cicero; the scope, sources and purposes of the Cato Major and the Laelius. Attention is continually called to all grammatical constructions of note. Prerequisite for 236 is the preceding course or its equivalent. Credit 4 hours.

237A Roman Private Life: This is a general background course designed to give the student a knowledge of common everyday things of the Roman's life which every Latin writer takes for granted as well-known to his readers and consequently leaves without any explanation. Such things are considered as the Roman's house, family, names, dress, food, amusements, education, religion, funeral ceremonies, etc; also the daily tasks by which the Roman earned his living and the pastimes which he enjoyed in his leisure time. This is a required course for Latin majors, but has no prerequisite in Latin. This course is covered in 24 class hours. Credit 2 hours.

237B Mythology: The great literature of the past, English as well as Latin, was written by men who took it for granted that their readers' minds, as well as their own, were stored with the mythological lore of the Greek and the Roman. Now, to enable students of a generation which "knows not Joseph," to understand the finest of our own literature as well as to read with intelligence what the Roman wrote for his own reading public we offer this course in Mythology. This is a required course for Latin majors but has no prerequisite in Latin. The recitation hours are the same as for the preceding course. Credit 2 hours.

237C Roman Literature: The object of this course is to give the student a broader background and a wider acquaintance with the whole scope of Roman Literature with its development and change from about the 3rd century B. C. to the 5th century A. D., than is to be got from a study of isolated authors, and to afford a glimpse of all Roman literature. In this we hope to become acquainted with the Latin writers, their books and themes throughout the whole of Roman literary history. This is a general cultural or background course and has no prerequisite in Latin. The recitation hours are the same as for the preceding course. Credit 2 hours.

238 Sallust: The Catiline of Sallust is read first, then the Jugurthine War if time permits. These are read as examples of Roman history

writing, the Catiline more especially for the background it sets for Cicero's Orations—a contemporary Roman's account of the affair. This course should prove highly advantageous for a high school teacher of Cicero. Grammar work to accompany this course is the same as for the course in the two hundred group for which the course may be substituted. The prerequisite is the same as for Course 236. Credit 4 hours.

239 Vergil's Eclogues and Georgics: Varying selections from these two works are read. The Eclogues or pictures of pastoral life are studied for their diction, polish and appreciation of rural life—especially the famous fourth Eclogue, which celebrates in prophetic language the birth of a child with whom peace and good will will come among men—long supposed a prophecy of Christ. The Georgics, a poem on agriculture, is read for its poetic beauty and love of nature as revealed in the many fine passages. The prerequisite for 239 and the grammar work to accompany it is the same as for the course in the two hundred group for which this course may be substituted. Credit 4 hours.

Third Year

335 Grammar and Composition: This course is intended to gather up and clarify all the preceding grammar work. All grammatical principles of frequent occurrence in high school Latin are studied. In each lesson a group of related rules is assigned from the grammar for study, then examples are observed and finally some twelve or fifteen sentences to illustrate these same principles are given for translation into Latin. Correction and discussion of sentences occupies the class hour. Connected prose is also given for translation. Prerequisite for 335 is two years of College Latin or equivalent. This course is required of every Latin major. Credit 4 hours.

336 Plautus and Terence: Two or three comedies are read in Latin and each student is asked to report before the class on at least one other read in English. The *Andria* of Terence and *Captivi* of Plautus with some third one are usually selected for class reading. A study of Roman Comedy in general is made—its origin, history, characters, plots, actors, theatre, etc. This course is intended to introduce the student to the colloquial Latin of the ordinary citizen. Prerequisite for 336 is two years of college Latin or equivalent with consent of instructor. This course is required of every Latin major. Credit 4 hours.

337 Horace: As much of Horace, the poet of cultured readers, is read as time permits. Parts read may be varied from term to term, but always include *De Arte Poetica*, *Carmen Saeculare* and many selections from the Odes. Emphasis is placed on Horace's poetic art, his philosophy of life and his place in Roman and world literature, where

he must be regarded as one of the world's very greatest poets. Attention is called to metrical forms. This course is recommended to every Latin major. Prerequisite for 337 is two years of college Latin or its equivalent with consent of instructor. Credit 4 hours.

338 Suetonius: Suetonius is read as an example of Roman history and biography writing about the end of the first century A. D. and as a source of interesting information. Such characteristics of the Silver Age as occur in Suetonius are noted together with the various usages of Suetonius himself which show changes in the style of Latin writing. Various biographies from the *De Vita Caesarum*—lives of the twelve Caesars—are studied. The prerequisite for 338 is the same as for the course in the regular 300 group for which this may be substituted. The grammar work also is the same. Credit 4 hours.

339 Martial's Epigrams: The epigram can be well studied in this master of the art. Pointed wit, candor and sententious brevity mark Martial as an original in an age of imitators and make him a model for all later times. No student of literature can afford to pass unnoticed the creator and master of a literary genre. Many side lights are also thrown on the social life of all classes of Romans. The prerequisite for 339 and grammar work to accompany it is the same as for the course in the 300 group for which this may be substituted. Credit 4 hours.

Fourth Year

435 Pliny: Selected letters of Pliny are read with attention directed to the light which they throw on the history, society and literature of the first century after Christ. The letters of Pliny, unlike those of Cicero, are to be read not as unpremeditated utterances, but as carefully prepared essays designed from the first for publication. However, the epistolary style is well preserved and they afford a splendid insight into Roman life under Trajan. Of special interest are the references to the Christians and the description of the eruption of Vesuvius with the destruction of Pompeii and Herculaneum. Prerequisite for 435 is at least 24 term hours. Credit 4 hours.

436 Tacitus: Both the *Germania* and *Agricola* are read. The style and rhetoric of these historical essays is studied as an example of the Latin of the Silver Age. Such rhetorical features prominent in Tacitus as anaphora, polysyndeton, asyndeton, chiasmus, alliteration, zeugma, etc., are noted. The literary character of "That Cornelian ink which gave Agricola dateless length of days" and the purpose of these essays as well as their importance for the early history of Britain and Germany is stressed. Prerequisite for 436 is at least 28 term hours. Credit 4 hours.

437 Lucretius: Selections from the first, third and fifth books of *The De Rerum Naturae* are read. Attention is given to Lucre-

tius as a man, a philosopher and a poet, together with a survey of Roman philosophy of the time and the theories of Lucretius on knowledge, the universe and life. Note is taken of how Lucretius, while he pursues an entirely different method of reasoning from modern scientists, anticipates the atomic theory, the theories of the evolution of species, of the survival of the fittest and the progress of mankind from savagery to civilization. Prerequisite is at least 28 term hours. Credit 4 hours.

438 Juvenal: Extensive selections are read from the 16 satires of Juvenal. They are studied with regard to the picture they paint of the weakness and vices of Roman society—the faults of men, the dangers of the city, the court of Domitian, the pride of wealth, the crimes of women, lack of honor paid to intellect, the worthlessness of noble birth without virtue, unnatural lust, short-sightedness of human wishes, the wrong of setting children a bad example and many features of life in Rome which are vividly presented and ruthlessly attacked. Prerequisite and grammar work correspond to that for the regular courses of the 400 group. Credit 4 hours.

439 Latin Poetry: In this course we read selections from many poets over a wide period of time—from around two hundred years before Christ down to the mediaeval hymn writers. Mythological and historical allusions are noted, more attention is given the more important minor poets and such poets as the students have not studied in the special courses. Considerable time is given to Catullus, his place in Latin poetry and a study of his better poems. Prerequisite and grammar work correspond to that for the other courses of this same group of courses. Credit 4 hours.

Methods Course

For a statement of this course, see Education 317L.

GERMAN

It is the purpose of the German curriculum to offer such courses in German as will fit the student to meet foreign language requirements for professional schools of various sorts and for graduate work in universities; also for students who prefer an A. B. instead of a B. S. degree and for any reason do not care to meet the language requirements for that degree in Latin. These courses are also offered and recommended to all students for their great cultural and educational value. The ability to read the books, magazines and newspapers, to understand the speech and to think the thoughts of another people and see life as they see it is a prize greater than is offered by any other course of study.

These courses in German are not offered with the intention of training teachers. Openings for German teachers in the high schools of the state are limited. For the prospective high school foreign language teacher, our one recommendation is Latin.

First Year

140 German: The whole of this term is confined to the rudiments of German grammar. About twenty-two lessons of Vos' Essentials of German are covered—the classification and declension of nouns, the declension of adjectives and pronouns and the conjugation of verbs are thoroughly discussed and drilled over. Much drill work in class and much outside written work is done to familiarize the student with vocabulary and inflectional forms. Considerable training is given in pronunciation and interpretation of simple written and spoken sentences. Credit 4 hours.

141 German: The grammar work of the preceeding course is continued with the same general methods. Two days per week are given to grammar and the other two to reading. Some easy reader, preferably one devoted to the life, culture and present day activities of the people, is used. The objective especially stressed in the reading is vocabulary building. Lessons 23-35 in the grammar are completed with one written exercise each week. Prerequisite for this course is the preceding one or one year of high school German or its equivalent. Credit 4 hours.

142 German: The first year grammar is completed and the whole thoroughly reviewed. Considerably more time is spent in reading. At least one, and perhaps two short stories, are read with a comedy or selections of easy prose. Consistent efforts are made to build up a working vocabulary. Conversation and composition accompanies the work throughout the entire course. This is intended to acquaint the student with the expression of thought in German and to create a greater familiarity with common German words. Credit 4 hours.

Second Year

240 German: At least three days each week are devoted to reading. The books read and the amount covered may be varied with different classes. The aims of this course are the acquisition of an active and passive vocabulary together with a knowledge of German civilization, its institutions, customs and ideals. In this and the following courses, we attempt to get away from translation altogether. The student is urged to get meaning from the German text and to summarize briefly in German what he has read without recourse to English. Some composition is called for during the course. Prerequisite is at least one year of college German. Credit 4 hours.

241 German: In this course the same general methods are pursued as in the preceding course. Continuous effort is made to build vocabulary, both active and passive, to secure a better knowledge of the country and people and especially to build up comprehension of German thought and to get away from any desire to translate. Questions in the text read are asked in German to be answered in the same. Sight reading is done as much as possible with the thought of extending the linguistic and literary landscape. The prerequisite is the preceding course or its equivalent. Credit 4 hours.

242 German: In this course is pursued a study of German drama. The student is asked to do some reading on the general characteristics of German drama. In class work some of the following plays of Lessing and Schiller are read: Minna von Barnhelm, Emilia Gallotti, Nathan der Weise, William Tell, Die Jungfrau von Orleans, Maria Stuart, Wallenstein. The prerequisite for this course is the preceding or its equivalent. Credit 4 hours.

French

Students electing French as one of their license groups will take 36 hours to meet the requirements of the State Board. Those who have not had French in high school will begin with course 150. Those who have had high school French will be placed in a more advanced course, the particular course depending upon the amount of French taken in high school.

First Year

- 150 **Elementary French:** Grammar, pronunciation, diction, etc., are given careful attention. Credit 4 hours.
- 151 **Elementary French:** This is a continuation of course 150 with reading. Credit 4 hours.
- 152 **Elementary French:** An increased amount of reading with the grammar work constitutes this course. Credit 4 hours.

Second Year

- 250 **Modern Prose and Plays:** A review is made of first year grammar and composition with rapid reading. Credit 4 hours.
- 251 **Modern Prose and Plays:** This is a continuation of course 250.
- 252 **General History of French Literature:** This course is a general survey of the whole field of French literature. A review of the periods in French literature and of the various authors representative of each period is presented. Credit 4 hours.

Third Year

- 350 **The Romantic Movement:** A study is made of the movement as a whole and of the representatives of this trend, and of what each of them contributed to the general movement. An intensive study of some of the characteristic works of the period is made, pointing out the features that are typical of the Romantic Movement. Credit 4 hours.
- 351 **The Eighteenth Century:** A general survey of the literary trends of the characteristic works of the period is made, pointing out the representative works of the century, pointing out the characteristics in each that are typical of the trends of the time. Credit 4 hours.
- 352 **The Nineteenth Century:** The same general method is followed in this as in the preceding course, though the amount of reading from the representative works of the century is greater in quantity.

Individual reports on some phase of the period are assigned to each student as an individual project in courses 350, 351, and 352. Credit 4 hours.

Fourth Year

- 450 **Advanced Composition:** The entire time is devoted to composition. Credit 4 hours.
- 451 **Reading Course:** Extensive reading in various authors with reports on the reading constitutes this course. Credit 4 hours.
- 452 **History of French Civilization:** A general survey of French life and culture and their contributions to civilization is made. Credit 4 hours.

Methods Course

For a statement of this course, see Education 317F.

Mathematics

ASSOCIATE PROFESSOR GREEN

Mathematics holds an important place in college education. No one can escape the continual influence of mathematical principles in his life experience. Mathematics must be thought of not as so much arithmetic, algebra, trigonometry, or calculus, but as a science of quantity and its relation to thoughts and action, with all their material accompaniments. Life itself is a mathematical laboratory. Considerations of quantity, of relative size and form, and of the logic employed in mathematics, are essential factors in our daily experiences.

Old subjects have often had to yield place to new ones, and mathematics is undeniably old; but despite its age, mathematics is not obsolete. No other subject so combines the elements of permanence and stability with a capacity for growth. The development of civilization resembles the development of mathematics, for neither would have been possible had not men of every age built upon the accumulated achievements of the past.

An increased use of mathematics is steadily being called for in the fields of physics, chemistry, and engineering. New fields such as statistics, economics, biology, and certain branches of educational theory are steadily adopting it as an indispensable tool. If everything that has any relation to mathematics could be wiped out of existence, the results would be tremendous. Every mill in the world would stop. All business concerns would close their doors. Every ship at sea would lose its course. All construction on bridges and dams would halt. No more skyscrapers would be erected. Wall Street would cease business. Mines would stop operation. All trade would halt. What a picture of desolation!

The individual who is master of mathematics has a way of thinking which is characterized as logical. He is able to systematize life's experiences. He develops the power of concentration and of patience, and an ideal of accuracy. These ideals of logic and accuracy color all his thinking. When he reads or hears a serious discussion, he immediately asks whether these statements are true, whether the assumptions are justified, whether all of the facts are stated and considered.

The mathematician finds that this is an ordered world, that the laws of thought which he has used are universally true. All nature becomes a part of his world of relationships. He sees the universe in process of change.

The courses offered in the department of Mathematics are designed (1) to meet the needs of those who are preparing to teach or supervise mathematics in grade or high school, and (2) to assist those who are preparing to teach in other fields which have a mathematics background.

Students majoring in mathematics or those electing a few courses

are advised to begin the subject in the freshman year. The junior college mathematics can then be used in the work of related fields. Majors in Mathematics can in this way better avoid conflicts, follow proper sequences, and parallel their work with courses in science and other fields where mathematics is used.

For students not majoring in mathematics or a science who desire to take one year of mathematics it is recommended that courses 145, 247 or 248, and 348 be elected.

Curriculum for High School License in Mathematics

36 Quarter Hours	Quarter Hours
First Year	
145 College Algebra	4
146 Trigonometry	4
147 Algebraic and Trigonometric Functions	4
	<hr/>
	12
Second Year	
246 Plane Analytic Geometry	4
249 Solid Analytic Geometry	4
247 Mathematics of Finance	4
	<hr/>
	12
Third Year	
344 College Geometry	4
345 Differential Calculus	4
346 Integral Calculus	4
	<hr/>
	12

- First Year**
- 145 **College Algebra:** This is an introductory course designed for first year students who have had a minimum of one year of high school Algebra. Some topics treated are fundamental operations, factoring, fractions, laws of exponents, functional and graphical representation, logarithms and progression. Credit, 4 hours.
- 146 **Trigonometry:** The course includes: trigonometric functions of any angle, measurement of angles, functions of multiple and sub-multiple angles, solution of right and oblique triangles. While special emphasis is placed on numerical trigonometry as applied to the solution of problems in civil engineering, physics, and astronomy, the analytic treatment is not neglected. Prerequisites, plane geometry in high school and course 145. Credit, 4 hours.
- 147 **Algebraic and Trigonometric Functions:** A continuation of college algebra and trigonometry. Both algebraic and trigonometric procedures are analyzed and summarized in preparation for more ad-

vanced work in mathematics. Particular emphasis is given the treatment of such advanced topics as rational and irrational functions, determinants, series, complex numbers, exponential functions, inverse trigonometric functions, elements of theory of equations. Prerequisite courses 145, 146. Credit, 4 hours.

- 148 **Solid Geometry:** A college course for students who have not had Solid Geometry in high school. Students who plan to major in mathematics and who have not had Solid Geometry in high school must take this course as soon as possible. Prerequisite, 1 year of high school plane geometry. Credit, 4 hours.

Second Year

- 246 **Plane Analytic Geometry:** Algebraic analysis is used as a tool for the investigation of geometric relationships. Problems in Geometry are thus studied in new and interesting ways and Algebra is made more meaningful through geometric interpretations. Analytic Geometry is a necessary prerequisite for calculus and advanced statistics. Prerequisites: Courses 145, 146. Credit, 4 hours.
- 247 **Mathematics of Finance:** A study of simple and compound interest, annuities, valuation, depreciation, sinking funds, amortization of securities, and life insurance of various types. Knowledge gained from this course can be used either in business or in private life as it is the foundation of all scientific banking, accounting, bond practice, and investment transactions. Prerequisite: Course 145. Credit 4 hours.
- 248 **Commercial Arithmetic:** This course is especially designed for those students taking a commercial course who have not had College Algebra. Written problems relating to general business including such topics as buying and selling, interest and discount, applied measurements, commission and brokerage, taxes, partnership settlements, and profit and loss are emphasized. Credit, 4 hours.
- 249 **Solid Analytic Geometry:** This course includes a study of the realm of three dimensions. It continues the use of methods employed in plane analytic geometry applying them to geometric loci in space. The course deals with projections, direction cosines, planes, spheres, cylinders, coordinate systems, and general equations of the second degree. Prerequisite: Course 246. Credit 4 hours.

Third Year

- 344 **College Geometry:** This course is a decided value for those who intend to teach high school Geometry. It is a sequel to elementary plane demonstrative Geometry. It treats in detail geometric constructions, the various properties of the triangle involving the notable points, lines, and circles associated with it, harmonic section, and harmonic properties of the circle. Credit, 4 hours.
- 345 **Differential Calculus:** When increasing or decreasing quantities are made the subject of mathematics investigation, it frequently becomes necessary to measure their rate of growth. The primary object of

differential calculus is to describe an instrument for measurements of such rates and to frame rules for its formation and use. Calculus is employed in solving problems in geometry, pure mathematics, physics, and engineering. The following topics are studied: functions, limits, continuity, derivatives of algebraic and transcendental functions, slopes, differentials, maxima, and minima. Prerequisite: 246. Credit 4 hours.

- 346 **Integral Calculus:** This course is concerned with integration, interpreted both as the inverse of differentiation and as a process of summation. As many as possible of the standard methods of performing an integration are mastered. Application is made to geometric and physical problems, such as finding of areas, length of arcs, volume of solids and solids of revolution, fluid pressure, and moments of area. Prerequisite: Course 345. Credit 4 hours.
- 348 **Elementary Statistics:** This is an introductory course for students who have had no previous knowledge of statistical method. Theory will be subordinated to practical application. No knowledge of mathematics beyond algebra will be required. Necessary formulae will be introduced and explained with reference to their use, rather than their mathematical derivation. The subject matter to be covered will include the tabulations necessary for a frequency distribution; the measures of central tendency, and the methods of computation; the commonly accepted measures of variability, including quartile, average, and standard derivations; and coefficient of co-relation, with its computation and interpretation; and the graphic representation of the frequency distribution with special attention to practical applications of the natural curve. Prerequisite: Course 145. Credit 4 hours.
- 349 **General Mathematics:** This course is planned for the prospective teacher of arithmetic in the grades. All fundamental processes in arithmetic are reviewed with emphasis upon rationalization and analysis. Complicated processes in arithmetic which lead to mathematics of finance and statistical procedure are studied. These prepare for computing averages, medians and percentiles such as are used in classroom measurements and the keeping of records. Credit, 4 hours.

Fourth Year

- 445 **Theory of Equations:** This course furnishes valuable preparation for the prospective teacher of secondary algebra. Analysis is made of relations existing between roots and coefficients, range of possible values of roots, and the possible signs of the roots. Prerequisite: Course 147. Credit, 4 hours.
- 446 **Advanced Calculus:** This course includes additional applications of both differentiation and integration such as: the extended law of the mean, Taylor's Series, expansion of values of logarithms, partial differentiation, normal and tangent planes to a surface, maxima and minima of surfaces, and areas and volumes found by multiple integration. A short introduction to differential equations is given at the end of the course. Prerequisite: Course 346. Credit 4 hours.

Department of Music

ASSOCIATE PROFESSOR GASTON

PROFESSOR SKIDMORE

The courses in the music department are designed to meet the needs of the following classes of students:

1. Those desiring to fulfill the requirements for the supervisors license in music,
2. Those desiring to fulfill the requirements for the regular high school license in music,
3. Those needing to meet the music requirements for the primary and intermediate-grammar grade certificates,
4. Those students who desire music courses in theory, appreciation and individual instruction for the development of a more cultural background. Such students may select any courses in the music department suited to their individual needs and taste.

The offering of courses in the music department is designed from the practical point of view to adequately meet the needs of the students of Central Normal College as outlined in the preceding objectives. Special work is offered by the Glee Club and Chorus and in the band and orchestra. A senior recital is presented each year during commencement week. Special organizations within the music groups provide for off-campus appearances of all the organizations. Thus opportunity is given for a well-rounded and thorough background of music practice and group work. A description of each course in the department and a curriculum of studies for both the regular high school license and supervisor's license follow.

A Curriculum for High School License in Music

36 Quarter Hours

	Quarter Hours
First Year	
150 Ear Training and Sight Singing	4
151 Ear Training and Sight Singing	4
156 Music Appreciation	4
Applied Music	2
	<hr/>
	14

Second Year	
250 Harmony	4
251 Harmony	4
252 Harmony	4
254 Music History	4
	<hr/>
	16

Fourth Year

451 Band and Orchestral Instruments	4
Applied Music	2
	<hr/>
	6

Students who elect this music curriculum for the third or fourth license subject must have the methods course in addition.
Primary Music Methods is urgently recommended as an elective.

SUPERVISORS LICENSE

	90 Quarter Hours	Quarter Hours
First Year		
150 Ear Training and Sight Singing		4
151 Ear Training and Sight Singing		4
152 Ear Training and Sight Singing		4
156 Music Appreciation		4
() Applied Music		8
		<hr/>
		24
Second Year		
250 Harmony		4
251 Harmony		4
252 Harmony		4
253 Music History		4
254 Music History		4
() Applied Music		4
		<hr/>
		24

Third Year

	Methods, Primary Grades	4
	Methods, Intermediate-Grammar Grade	4
	Methods, High School	4
()	Applied Music	8
		<hr/>
		20

Fourth Year

450 Advanced Harmony	4
451 Band and Orchestral Instruments	4
452 Orchestration	4
() Applied Music	10
	<hr/>
	22

Note: Applied Music (30 qr. Hrs.); Major (voice, piano, or symphonic instruments) 16 qr. hrs.; First Minor (one of remaining) 4—12 qr. hrs.; Second Minor (the third) 2—12 qr. hrs.

First Year

150 Ear Training and Sight-Singing: This course places special emphasis on oral tonal dictation, written tonal dictation, metric dictation,

sight-singing, rote singing, the study of tone, tone production and the correct use of the child voice, covering the work of the kindergarten and primary grades. Credit 4 hours.

151 Ear Training and Sight-Singing: This course is a continuation of course 150, introducing chromatics, minor scales, melody writing, two-part singing and more difficult tonal dictation, metric dictation and sight-singing, covering the work of the intermediate and grammar grades. Prerequisite: 150. Credit 4 hours.

152 Ear Training and Sight-Singing: This course is a continuation of courses 150, 151, with more difficult tonal dictation, metric dictation, sight-singing, melody writing, three and four-part singing, covering the work of the senior high school. Prerequisites: 150, 151. Credit 4 hours.

153 Piano: This course is intended for those students who have chosen piano as a minor in applied music. It is open to students of varying degrees of preparation, the music being adjusted to meet the individual needs. Private instruction is given in thirty-minute lessons; twelve lessons a term with six hours practice a week. Credit 2 hours. Twenty-four lessons and twelve hours practice a week. Credit 4 hours.

154 Voice: This course is intended for those students who have chosen voice as a minor in applied music. It is open to students of varying degrees of preparation, the instruction in individual lessons being adapted to the talent and previous training of the individual. Private instruction is given in thirty-minute lessons; twelve lessons a term with six hours practice a week, credit 2 hours. Twenty-four lessons a term and twelve hours practice a week. Credit 4 hours.

155 Symphonic Instruments: This course is intended for those students who have chosen a symphonic instrument as a minor in applied music. It is open to students of varying degrees of preparation on any symphonic instrument, the instruction being adapted to the individual's talent and previous training. Private instruction is given in thirty-minute lessons; twelve lessons a term with six hours practice a week. Credit 2 hours. Twenty-four lessons a term and twelve hours practice a week. Credit 4 hours.

156 Music Appreciation: This course is the study of vocal and instrumental music in all forms with the intention of increasing the appreciation and understanding of good music through knowing how to listen to it. Credit 4 hours.

161 Introduction to Music: This course is for students preparing for Primary and intermediate-Grammar grade teaching. It includes a brief survey of the history of music notation, knowledge of music terminology, scale building, value of notes, care of children's voices, and instruction in presenting rote songs. Sight singing is begun and individual attention is given to non-singers. Credit, 4 hours.

162 Music Skills: This course is for all students preparing for Primary and Intermediate-Grammar Grade teaching. It is a more detailed study of scale building, both major and minor in all of their forms. It includes a study of the children's voices, and adolescents' voices, ear-training, sight-singing, and theoretical problems of grades one to six inclusive. Prerequisite, Music 161. Credit, 4 hours.

Second Year

250 Harmony: This course is the study of scales, intervals, triads, and the use of primary triads in harmonizing melodies. Prerequisites 150, 151, 152. Credit 4 hours.

251 Harmony: This course is the study of secondary triads, seventh chords, various passing tones, auxiliary tones, suspensions, etc., and their use in harmonizing melodies. Prerequisite 250. Credit 4 hours.

252 Harmony: This course is the study of new inharmonic tones, various means of modulation, chromatic alterations, and some work in original composition. Prerequisites 250, 251. Credit 4 hours.

253 Music History: This course is a study of music from the time of primitive man through the classical period, noting the development of the various music forms as opera, symphony, sonata, and of musical instruments, and lives of composers. Records are used as illustrations. Credit 4 hours.

254 Music History: This course is a continuation of course 253, studying music from the romantic period to the present time, noting the further development of musical forms and studying the lives of composers. Current events in music are discussed. Records are used as illustrations. Prerequisite 253. Credit 4 hours.

Third Year

353 Piano: This course is intended for those students who have chosen piano as a major in applied music. It is open to students of varying degree of preparation, the music being adjusted to meet the individual needs. Private instruction is given in thirty-minute lessons; twelve lessons a term and six hours practice a week. Credit 2 hours. Twenty-four lessons a term and twelve hours practice a week. Credit 4 hours.

354 Voice: This course is intended for those students who have chosen voice as a major in applied music. It is open to students of varying degree of preparation, the instruction in individual lessons being adapted to the talent and previous training of the individual. Private instruction is given in thirty-minute lessons, twelve lessons a term and six hours practice a week. Credit 2 hours. Twenty-four lessons a term and twelve hours practice a week. Credit 4 hours.

- 355 Symphonic Instruments:** This course is intended for those students who have chosen a symphonic instrument as a major in applied music. It is open to students of varying degree of preparation on any symphonic instrument, the instruction being adapted to the individual talent and previous training. Private instruction is given in thirty-minute lessons;—twelve lessons a term and six hours practice a week. Credit 2 hours. Twenty-four lessons a term and twelve hours practice a week. Credit 4 hours.

Fourth Year

- 450 Advanced Harmony:** A more advanced study of modulations, altered chords, and original compositions is made in this course. Prerequisites 250, 251, 252. Credit 4 hours.
- 451 Band and Orchestral Instruments:** This course is for the students to become thoroughly familiar with the instruments of the modern orchestra, as regards their history, range, tone quality, tone production, tuning, and fingering. Credit 4 hours.
- 452 Orchestration:** This a course in the study of writing and arranging for the instruments of the modern orchestra. Scores will be examined, and the technique of scoring and grouping of instruments will be studied in detail. Prerequisites 250, 251, 252, 450, 451. Credit 4 hours.
- 453 Piano:** This course is intended for those students who have selected piano as a major in applied music. It is a continuation of Music Course 353. Private instruction is given in thirty-minute lessons;—twelve lessons a term and six hours practice a week. Credit 2 hours. Twenty-four lessons a term and twelve hours practice a week. Credit 4 hours.
- 454 Voice:** This course is intended for those students who have selected voice as a major in applied music. It is a continuation of music course 354. Private instruction is given in thirty-minute lessons;—twelve lessons a term and six hours practice a week. Credit 2 hours. Twenty-four lessons a term and twelve hours practice a week. Credit 4 hours.
- 455 Symphonic Instruments:** This course is intended for those students who have selected a symphonic instrument as a major in applied music. It is a continuation of Music Course 355. Private instruction is given in thirty-minute lessons;—twelve lessons a term and six hours practice a week. Credit 2 hours. Twenty-four lessons a term and twelve hours practice a week. Credit 4 hours.
- For the course in method see Education 314 Mu. P., 314 Mu. I-G., and 317Mu.

NONPREPARED COURSES

- 51 Glee Club:** This is a selected group of mixed voices. All students

who can sing are urged to try out for the club. This course may be taken as a fifth subject in any year.

- 52 Band:** This organization is open to all students who play band instruments. Such students are urged to become members of the uniformed band. This course may be taken as a fifth subject in any year.
- 53 Orchestra:** Students playing orchestral instruments are urged to become members of the orchestra. This course may be taken as a fifth subject in any year.

Department of Physical Education

PROFESSOR LEITZMAN
PROFESSOR ADE

Physical Education aims to develop all the physical, moral, and mental characteristics of the individual to the highest extent of his possibilities.

The great demand for a well rounded program in Physical Education that will furnish equal opportunities to all children in the public schools of our country has created an unusual demand for well trained teachers. To meet this rapidly growing demand, a well organized department was inaugurated at Central Normal College. Since that time the department has grown rapidly, and is accredited to give licenses for Health and Physical Education, as well as athletic coaching. Many subjects that students will want to select are offered. Several courses in the department are open to either men or women, for example: Theory and Practice of Play, Health Education, Physical Diagnosis and First Aid, Anatomy, Physical Examination and Corrective Exercises.

STATE BOARD OF EDUCATION RULINGS ON PHYSICAL EDUCATION LICENSE

The following is a copy of a recommendation adopted by the State Board of Education on February 5, 1932, which provides for the distribution of twenty-four semester hours of credit required for a regular high school license in physical education. All applications received by the Licensing Division on and after July 1, 1932, should be in accordance with this regulation.

Minimum Requirement for Physical Education License:

It is recommended that after July 1, 1932, the twenty-four semester hours required for a license be distributed approximately as follows:

1. Not less than three semester hours (four quarter hours) in Gymnastic Exercises. (Marching, Apparatus, Calisthenics, Tumbling, and Stunts.)
2. Not less than three semester hours (four quarter hours) in Theory and Practice of Play (Games, including minor sports.)
3. Not less than five semester hours (eight quarter hours) in Coaching and Athletics. Women may substitute Theory courses in rhythm to the extent of three semester hours. (four quarter hours).
4. Not less than five semester hours (eight quarter hours) in General Physiology, Anatomy, and Health Education.
5. Not less than three semester hours (four quarter hours) in physical Examinations and Individual Gymnastics.
6. Five semester hours (eight quarter hours) in electives.

(To be chosen from any of the above groups with the exception of No. 3) or from the following:

- A. Organization and Administration of Physical Education.
- B. Physical Diagnosis.
- C. First Aid.

Note: Non-prepared work in Physical Education must not be substituted for any of the minimum requirements, but it is recommended that non-prepared courses be required as skill prerequisites to certain theory courses. It is also recommended that students be urged to add to the above minimum requirements special methods and practice teaching in Physical Education.

Curriculum for a High School License In Physical Education

36 Quarter Hours

Courses for Men

First Year

Quarter
Hours

160 Coaching of Football	4
161 Gymnastic Exercises	4
162 Theory and Practice of Play	4
	<hr/> 12

Second Year

260 Health Education	4
261 Coaching of Basketball	4
262 First Aid and Physical Diagnosis	4
	<hr/> 12

Third Year

395 Anatomy	4
396 Anatomy	4
362 Physical Examinations and Corrective Exercises	4
	<hr/> 12

Curriculum for a High School License In Physical Education

36 Quarter Hours

Courses for Women

First Year

160 Athletic Games	4
161 Gymnastic Exercises	4
162 Theory and Practice of Play	4
	<hr/> 12

Second Year

260 Health Education	4
261 Coaching of Basketball and Volleyball	4
262 First Aid and Physical Diagnosis	4
	<hr/> 12

395 Anatomy	4
396 Anatomy	4
362 Physical Examinations and Corrective Exercises	4
	12

Courses for Men

First Year

- 160 Coaching of Football:** The game is thoroughly discussed. The students must participate to obtain full credit. Plays, training rules, schedule making, care of equipment, treatment of injuries, organization for games, and clerical duties are fully discussed. A full system of football is explained in detail and in progression. Credit 4 hours.
- 161 Gymnastic Exercises:** This course is conducted in the gymnasium. Gymnastics, Swedish, and Military Marching tactics are given. Apparatus, Stunts, Tumbling, Free Exercise, and Minor games—a full year's program is worked out in progression giving the student a course from which to teach. Credit 4 hours.
- 162 Theory and Practice of Play:** This course presents the various theories advanced by prominent play leaders of our country. Instruction is given for the presentation of a proper play program in order to develop the proper attitude and characteristics in the class. At the close of the term each student is required to teach at least two gymnasium games according to instruction previously received. Credit 4 hours.
- 163 Pre-Marriage Course:** This course is offered for the purpose of aiding teachers in understanding and dealing with personal and group behaviour problems that may occur among grade children and high school youth. The primary purpose is, however, to acquaint the students with sane and practical facts regarding the physiological, anatomical, hygienic and abnormal conditions of the genital or reproductive system. The normal development of the individual from the embryonic state through infancy, childhood, and adolescence to maturity will be discussed with emphasis on the mysteries and scientific changes of both mental and physical nature which take place at each stage of development. The relationship of the endocrine glands, nervous systems, and the genital system will be discussed, and considerable attention will be given to venereal diseases and their prevention. The course will be offered in the form of lectures, discussions, and moving picture films. Credit 1 hour.

Second Year

- 260 Health Education:** A careful study is made of educational hygiene, principles of child growth, growth in adolescence, and diseases. Attention is given to school plants, health supervision, the school physician, school nurse, clinics, and athletic competition. Grounds

are studied, as to drainage, areas, sanitation, etc. All factors influencing the health of the school as well as that of the teacher are considered in this course. Credit 4 hours.

- 261 Coaching of Basketball:** In the coaching of basketball, both the theory and the actual practice are given. The class is taken through an imaginary basketball season, making schedules, dividing practice time, caring for injuries, as well as actual practice in the fundamentals of the game. Both offensive and defensive instruction are given. Credit 4 hours.
- 262 First Aid and Physical Diagnosis:** Accidents that may occur in the home, the gymnasium, the athletic field, or in camp are discussed, the treatments of sprains, dislocations, fractures, burns, hemorrhage and fainting are outlined. Methods of emergency treatment are given with actual practice as well as the latest methods of transportation of the injured. Red Cross certificates in First Aid are granted. A personal and family history with its interpretation in relation to heredity, environment, and health is given considerable attention. Methods are presented for making health examinations, including special methods for eyes, ears, circulatory and respiratory systems, and instruction is given in diagnosing the diseases coming in childhood. Credit 4 hours.

Third Year

- 362 Physical Examinations:** "Physical Examinations" is the study of the normal posture and postural defects. The influence of physical characteristics upon the individual, the methods of taking somatic measurements, preparing statistical charts of anthropometric figures and the respective tests for strength are given careful attention. Students observe and assist in making physical examinations and make statistical studies and reports of health and physical records. Credit 2 hours.
- 363 Corrective Exercises:** This is a text-book course supplemented by lectures and demonstrations on the mechanics of physical deformities and their causes. This course deals with the organization of programs for handicapped individuals of all ages, with the relation of individual corrective physical education to the general program, and with records and examinations of cases. Abnormalities of the spine and feet, and other postural and functional conditions, are discussed. Credit 2 hours.
- 364 Kinesiology:** The science of bodily movement and the anatomy of muscles, bones and joints is given special attention. The separate movements of the upper limb, lower limb and trunk are studied first, and then the body as a whole, as it is used in gymnastics, games and sports. Description and explanations of certain abnormal muscular and bony conditions are considered together with the various measures of restoring function. Credit 4 hours.

- 365 Personal Hygiene:** This course aims to summarize the important rules for maintaining the body in a state of health. Such topics as diet, proper clothing, different types of bathing and the benefits of each, care of the eyes, ear, teeth, hair, nails, feet, proper posture, exercises for all round development, effects of alcohol, tobacco, and other narcotics are considered. Home treatment, patent medicines, and the need for regular check-ups, are discussed. The importance of mental hygiene is stressed. Lectures and discussions. Credit, 4 hours.
- 366 Health and Safety Education:** This course is planned to meet the needs of the changing environment in which the individual finds himself. It deals with both the personal and social aspects of the problems of health and safety. A survey of the existing conditions gives a basis for interpreting the problem. On this basis the prospective teacher is led to interpret the situation in the light of classroom needs. Current articles and text books are examined and materials of instruction are analyzed and evaluated. Suggestions are made as to the desirable content and approved methods of procedure in health and safety instruction in public schools. Credit 4 hours.

Fourth Year

- 460 Coaching of Track:** A syllabus is used for the training and instruction of track men. Full instruction is given regarding the coaching of track, making schedules, caring for injuries, and conducting meets. The student actually participates in the events in order to learn the proper form from each other. Credit 2 hours.
- 462 Coaching of Baseball:** Offense and defense are discussed and instruction is given in playing each position. Instruction is given in laying out a field, making a schedule, caring for injuries, and choosing equipment. Credit 2 hours.
- 462 Playground Supervision:** This course gives special instruction in the management of playground, care of equipment, arrangement of apparatus, checking attendance, location of site, games and programs suitable for the different age levels. Credit 4 hours.
- 464 Organization and Administration of Physical Education:** This course is for the director who will be responsible for the Health and Physical Education program in his school. Instruction is given in the conducting of a program in physical education including health and athletics. Clerical duties of the director are also outlined. Proper administration of gymnasiums, fields, and playgrounds is discussed. Procedures in classification of students and activities, as well as selection of equipment, are presented. Credit 4 hours.
- 467 Administration of Competitive Athletics:** A complete program in athletics is given including schedule making, clerical work, care and selection of equipment. A complete system of training and coaching in each sport is given. Credit 4 hours.

Methods Course

For a statement of this course, see Education 317P.

Non-Prepared Courses for Students Preparing to Teach in the Elementary Schools

- 60.** Classes meet two hours each week in general exercises for the health of the student.
- 61.** Classes meet two hours each week in drills. Marching tactics are given which may be used by teachers in organizing fire drills, pupil traffic, etc. Exercises are also given which are adaptable for exercises within the grade school room.
- 62.** Classes meet two hours each week in plays and games suitable for gymnasium, playgrounds and class room.
- 63.** Classes meet two hours each week in advanced calisthenics, games, and marching.
Courses 60, 61, 62, and 63 should be taken in order.
- 64.** Classes meet two hours a week in general gymnastic exercises, tumbling, and pyramid building.
- 65.** Classes meet two hours a week in a general review of the other five courses and in addition are taught how to assemble, classify and organize work in the gym.
Courses 60, 61, 62, 63, 64, and 65 should be taken in order.

Courses for Women

First Year

- 160 Athletic Games:** The rules of the standard, highly organized games are demonstrated and practiced. Games played include, playground ball, volley ball, soccer, indoor baseball, etc. Fundamentals, defense, offense, styles of play, strategy, and rules are studied and mastered through personal participation in the games. Credit 4 hours.
- 161 Gymnastic Exercises:** This course is conducted in the gymnasium. Gymnastics, *Swedish*, and *Military marching* tactics are given. Apparatus, Stunts, Tumbling, Free Exercise, and Minor Games—a full year's program is worked out in progression giving the student a course from which to teach. Credit 4 hours.
- 162 Theory and Practice of Play:** This course presents the various theories advanced by prominent play leaders of our country. Instruction is given for the presentation of a proper play program in order to develop the proper attitude and characteristics in the class. At the close of the term each student is required to teach at least two gymnasium games according to instructions previously received. Credit 4 hours.
- 163 Pre-Marriage Course:** This course is offered for the purpose of aiding teachers in understanding and dealing with personal and group behavior problems that may occur among grade children and high school youths. The primary purpose is, however, to acquaint the students with sane and practical facts regarding the physiological, anatomical, hygienic and abnormal conditions of the genital or re-

productive system. The normal development of the individual from the embryonic state through infancy, childhood, and adolescence to maturity will be discussed with emphasis on the mysteries and scientific changes of both mental and physical nature which take place at each stage of development. The relationship of the endocrine glands and nervous system and the genital system will be discussed, and considerable attention will be given to venereal diseases and their prevention. The course will be offered in the form of lectures, discussions, and moving picture films. Credit 1 hour.

Second Year

- 260 Health Education:** A careful study is made of educational hygiene, principles of child growth, growth in adolescence, and diseases. Attention is given to school plants, health supervision, the school physician, school nurse, clinics, and athletic competition. School grounds are studied as to drainage, areas, sanitation, etc. All factors influencing the health of the school child as well as that of the teacher are considered in this course. Credit 4 hours.
- 261 Technique of Basketball and Volley Ball:** In this course, the technique and rules of both games are carefully studied. Special attention is given to floor work, passes, neuro-muscular co-ordinations and skills. This course prepares teachers of physical education to teach girls basketball and volleyball in both physical education classes and as an extra-curricular activity. Credit 4 hours.
- 262 First Aid and Physical Diagnosis:** Accidents that may occur in the home, the gymnasium, the athletic field, or in camp are discussed, and treatment of sprains, dislocations, fractures, bruises, burns, hemorrhage and fainting are outlined. Methods of treatment are given with actual practice as well as latest methods of transportation of the injured. Red Cross certificates in First Aid are granted. A personal and family history with its interpretation in relation to heredity, environment and health is given considerable attention. Methods are presented for making health examinations, including special methods for eyes, ears, circulatory and respiratory systems, and instruction is given in diagnosing the diseases common in childhood. Credit 4 hours.

Third Year

- 319 Health and Safety Education:** This course is planned to meet the needs of the changing environment in which the individual finds himself. It deals with both the personal and social aspects of the problems of health and safety. A survey of the existing conditions gives a basis for interpreting the problem. On this basis the prospective teacher is led to interpret the situation in the light of classroom needs. Current articles and text books are examined and materials of instruction are analyzed and evaluated. Suggestions are made as to the desirable content and approved methods of procedure in health and safety instruction in public schools. Credit 4 hours.

- 360 Aesthetic Dancing:** Training in rhythm, muscular control, poise, and musical appreciation through bodily movement is emphasized. This includes both solo and group dances, with emphasis upon technique and adaptation to public schools and to public playground, festival, and pageantry uses. Credit 4 hours.
- 361 Rhythmics:** This course includes basic methods in folk and tap dancing. Fundamentals of movement and rhythm basic to all types of dance is the primary consideration of the course. Individual and group study of expression through rhythmics and development of bodily co-ordination and control is stressed. Credit 4 hours.
- 362 Physical Examinations:** "Physical Examinations" is the study of the normal posture and postural defects. The influence of physical characteristics upon the individual, the methods of taking somatic measurements, preparing statistical charts of anthropometric figures and the respective tests for strength are given careful attention. Students observe and assist in making physical examinations and make statistical studies and reports of health and physical records.
- 363 Corrective Exercises:** "Corrective Exercises" is a text-book course supplemented by lectures and demonstrations on the mechanics of physical deformities and their causes. This course deals with the organization of programs for handicapped individuals of all ages, with the relation of individual corrective physical education to the general program, and with records and examinations of cases. Abnormalities of the spine and feet, and other postural and functional conditions, are discussed. Credit 4 hours.
- 364 Kinesiology:** The science of bodily movement and the anatomy of muscles, bones and joints is given special attention. The separate movements of the upper limb, lower limb, and trunk are studied first, and then the body as a whole, as it is used in gymnastics, games and sports. Description and explanation of certain abnormal muscular and bony conditions are considered together with the various measures of restoring function. Credit 4 hours.
- 365 Personal Hygiene:** This course aims to summarize the important rules for maintaining the body in a state of health. Such topics as diet, proper clothing, different types of bathing and the benefits of each, care of the eyes, ear, teeth, hair, nails, feet, proper posture, exercises for all round development, effects of alcohol, tobacco, and other narcotics are considered. Home treatment, patent medicines, and the need for regular check-ups, are discussed. The importance of mental hygiene is stressed. Lectures and discussions. Credit, 4 hours.

Fourth Year

- 462 Playground Supervision:** This course gives special instruction in the management of playgrounds, caring for equipment, arrangement of apparatus, checking attendance, location of site, games and programs suitable for the different age levels. Credit 4 hours.

464 Organization and Administration of Physical Education: This course is for the director who will be responsible for the Health and Physical Education program in his school. Instruction is given in the conducting of a program in physical education, including health and athletics. Clerical duties of the director are also outlined. Proper administration of gymnasiums, fields, and playgrounds is discussed. Procedures in classification of students and activities, as well as selection of equipment, are presented. Credit 4 hours.

Methods Course

For a statement of this course, see Education 317P.

Non-Prepared Courses for Students Preparing to Teach in the Elementary Grades

60. Classes meet two hours each week in general exercise for the health of the student.
61. Classes meet two hours each week in drills. Marching tactics are given which may be used by teachers in organizing fire drills, pupil traffic, etc. Exercises are also given which are adaptable for exercises within the grade school room.
62. Classes meet two hours each week in plays and games suitable for gymnasium, playgrounds and class room.
63. Classes meet two hours each week in advanced calisthenics, games, and marching.
Courses 60, 61, 62, and 63 should be taken in order.
64. Classes meet two hours a week in General Gymnastic exercises, tumbling and pyramid building.
65. Classes meet two hours a week in a general review of the other five courses and in addition are taught how to assemble, classify and organize work in the gym.
Courses 60, 61, 62, 63, 64, 65, should be taken in order.

INDIANAPOLIS STAR

INDIANA DEATHS

Dr. P. R. Hightower, Retired College President, Dead At 90

Services for Dr. Pleasant Roscoe Hightower, 90, R.R. 6, Frankfort, retired president of the former Central Normal College at Danville, will be held at 2 p.m. Tuesday at Goodwin Funeral Home at Frankfort. Burial will be in Greenlawn Cemetery at Frankfort.

He died late Friday at an Indianapolis nursing home.

He was president of Central Normal in 1943-46.

He was one of the five person who were graduated from Indiana Central

University in 1914. The university conferred on him an honorary degree in 1971. After graduation, he taught in schools at Mount Carmel, Ill., and in the Philippine Islands.

In 1922, he joined the Butler University faculty and later was awarded a master's degree at Indiana University and a doctorate in psychology at the University of Iowa.

In 1932, he joined the Central Normal faculty. His wife, Mrs. Ethel Hutchison Hightower, died in 1952.

Department of Science

PROFESSOR HUNT

INSTRUCTOR WHITNEY

The Department of Science includes the following divisions: physics, chemistry and biology.

The Department of Science not only gives training to those seeking licenses for high school instruction, but also offers opportunities to those seeking pre-professional training. Courses are arranged for the pre-medical and pre-engineering student. Every effort is made to prepare adequately a student for later technical and professional education in schools devoted particularly to terminal preparation in special fields.

Curriculum for High School License Chemistry and Physics

PHYSICAL SCIENCE—OPTION I

56 Quarter Hours

CHEMISTRY

First Year

		Quarter Hours
170	General Chemistry	4
171	General Chemistry	4
172	General Chemistry	4
		—
		12

Second Year

270	Qualitative Analysis	4
271	Advanced Qualitative Analysis	4
272	Quantitative Analysis	4
		—
		12

PHYSICS

First Year

180	Mechanics & Sound	4
181	Light and Heat	4
182	Magnetism and Electricity	4
		—
		12

Second Year

280	Advanced Mechanics	4
281	Advanced Light	4
282	Advanced Electricity & Magnetism	4
		—
		12

Third Year		
	Physical Geography	4
	Physical Geography or	4
395	Anatomy	4
396	Anatomy	4
		—
		12

Fourth Year		
488	Advanced Physiology	4
489	Advanced Physiology	4
		—
		8

Curriculum for High School License Physical Science Option I

CHEMISTRY AND BIOLOGY

56 Quarter Hours

CHEMISTRY

First Year		Quarter Hours
170	General Chemistry	4
171	General Chemistry	4
172	General Chemistry	4
		—
		12

Second Year		
270	Qualitative Analysis	4
271	Advanced Qualitative Analysis	4
272	Quantitative Analysis	4
		—
		12

BIOLOGY

First Year		
186	General Biology	4
187	General Biology	4
188	General Biology	4
		—
		12

Second Year		
286	Invertebrate Zoology	4
287	Vertebrate Zoology	4
288	Plant Morphology	4
		—
		12

Third Year		
393	Physical Geography	4
394	Physical Geography or	4
395	Anatomy	4
396	Anatomy or	4
		—
		12

Fourth Year		
488	Advanced Physiology	4
489	Advanced Physiology	4
		—
		8

Curriculum for High School License Physical Science Option I

PHYSICS AND BIOLOGY

56 Quarter Hours

PHYSICS

First Year		Quarter Hours
180	Mechanics & Sound	4
181	Light & Heat	4
182	Magnetism and Electricity	4
		—
		12

Second Year		
280	Advanced Mechanics	4
281	Advanced Light	4
282	Advanced Electricity & Magnetism	4
		—
		12

BIOLOGY

First Year		
186	General Biology	4
187	General Biology	4
188	General Biology	4
		—
		12

Second Year		
286	Invertebrate Zoology	4
287	Vertebrate Zoology	4
288	Plant Morphology	4
		—
		12

Third Year

	Physical Geography	4
	Physical Geography or	4
395	Anatomy	4
396	Anatomy or	4
		—
		12

Fourth Year

488	Advanced Physiology	4
489	Advanced Physiology	4
		—
		8

Curriculum for High School License
Science Option II

First Year

		Quarter Hours
186	General Biology	4
187	General Biology	4
188	General Biology	4
		—
		12

Second Year

286	Invertebrate Zoology	4
287	Vertebrate Zoology	4
288	Plant Morphology	4
		—
		12

Third Year

386	Genetics and Eugenics	4
387	Plant Identification	4
395	Anatomy	4
396	Anatomy	4
		—
		16

Fourth Year

488	Advanced Physiology	4
489	Advanced Physiology	4
		—
		8

Chemistry

First Year

170 **General Chemistry:** The courses 170, 171, 172, present the subject matter contained in most standard college texts in general chemistry. The scientific method is emphasized in the study of the classification and properties of matter and the laws of chemical combination. The atomic theory and the kinetic molecular theory are used to explain chemical and physical properties. Molecular and atomic weights, symbols, formulas and equations are given particular attention. Valence and the periodic classification of the elements are considered in detail. Oxygen and hydrogen are studied. Lectures and laboratory. Credit 4 hours.

171 **General Chemistry:** (Continuation of Course 170) Radioactivity and nuclear physics are presented and current articles are used as sources of information. The Bohr Theory of atomic structure is used to explain valence. Water, carbon and nitrogen are studied. Lectures and Laboratory. Credit 4 hours.

172 **General Chemistry:** (Continuation of Course 171) Solutions, ionization and equilibrium are given thorough treatment. The theories of Arrhenius and Debye-Huckel are evaluated. A number of the most important families of metals and non-metals are studied and a few weeks of laboratory is devoted to elementary qualitative analysis. An introduction to the subject of organic chemistry is presented. Lectures and laboratory. Credit 4 hours.

These courses are prerequisite to the courses which follow:

Second Year

270 **Qualitative Analysis:** This course is concerned with the separation of the metals, (cations). The five-group division of the common cations is the plan followed in this study. Each group is treated as a unit. Schemes are reproduced. Identification tests are made. General unknowns are given for analysis. A group chart series is required for completion of the course. Commercial methods of analysis are presented to give the student a background of how chemistry is practiced in industry. Lectures and laboratory. Credit 4 hours.

271 **Advanced Qualitative Analysis:** This course provides additional training in the preparation of the general type of analysis. The basis for the classification of the common acids (anions) is given and laboratory experimentation is offered in this division of the work. The general grouping scheme of classification according to group reaction to a common group reagent is followed. The theory of the grouping is thoroughly developed. Particular emphasis is placed on the theory of ionization. Hydrogen ion concentration is discussed. P. H. values are studied. The common salts are examined and general experience is

obtained in qualitative analysis of solids. At the conclusion of the anion analysis time is given for a complete analysis of a solution for both cations and anions. The problem of putting solids into solution for analysis purposes is given attention. Lectures and laboratory. Credit 4 hours.

272 Quantitative Analysis: The subject of quantitative analysis has for its object the determination of the quantity of some element or compound present in a particular substance. Important phases of the practical application of this type of analysis are made in the lectures and laboratory. This course emphasizes that part of quantitative known as gravimetric analysis in which determinations are effected by the actual separation of the desired constituents and the determination of the accurate weight of the product thus separated. Alloys are provided for testing purposes as well as salts. Experience is also given in electroplating and electrodeposition of materials on plates. Electrochemical action is stressed. Lectures and laboratory. Credit 4 hours.

273 Quantitative Analysis: This course is not a continuation of Chemistry 272, but is designed to follow alternately with that course. The fundamentals of volumetric analysis are considered in this quarter. This is essentially the generally recognized second division of quantitative. Volumetric methods are those in which the amount of the substance to be determined is estimated by measuring the volume of some reagent of known concentration, which in turn must be used to completely transform the constituent being determined into some other form. Careful work is very essential to this course. Experimental determinations are made of strength of solutions. Titrations are performed. Extremely accurate standardizations are made. Ores are examined and various mineral contents are quantitatively determined. Methods of oxidation and reduction are studied and use is also made of recognized precipitation processes. Lectures and laboratory. Credit 4 hours.

Third Year

370 Organic Chemistry: (Prerequisite Chemistry 172). This course presents a comprehensive study of the organic compounds belonging to the aliphatic classification. Hydrocarbons, alcohols, ethers, aldehydes, ketones, acids, alkyl and acyl halides, cyanides, cyanates, anhydrides, esters, amides and amines are treated in the lectures. Elementary analyses of several types of compounds and the preparation of numerous typical compounds are required in the laboratory. Lectures and laboratory. Credit 4 hours.

371 Organic Chemistry. (Continuation of Course 370). Polyalcohols, dicarboxylic acids, substituted acids, fats, carbohydrates, and proteins are presented. Saponification, optical activity, photosynthesis, stereoisomerism, and refining of sugar are given thorough treatment. A brief introduction is given to the study of aromatic compounds. Lectures and laboratory. Credit 4 hours.

372 Organic Chemistry: (Continuation of Course 371). This course presents a detailed study of benzene, its homologues and derivatives. Quinones, naphthalene, anthracene, dyes and indicators are studied. A complete chart of all organic type reactions is required for the completion of this course. Lectures and laboratory. Credit 4 hours.

Fourth Year

470 Physical Chemistry: This course presents a detailed study of the kinetic molecular theory of matter and a study of its physical states. Atomic structure, radioactivity and nuclear physics are studied. The laws of thermodynamics and thermochemistry are studied. Lectures and laboratory. Credit, 4 hours.

471 Physical Chemistry: (Continuation of above). An extended study of solutions and the related study of ionization theory and equilibrium are made. The Phase Rule and its applications, electromotive force, photochemistry and colloidal chemistry conclude the work of this course. The students are cited to reports of recent research in chemical periodicals. Lectures and laboratory. Credit, 4 hours.

PHYSICS

First Year

180 Mechanics and Sound: This course comprises the first quarter of work in elementary college physics. The course is concerned with the properties of liquids, statics, motion, force, work and power. Gravitation and the kinetic theory of gases are discussed. Problems involving torque and angular acceleration are presented. The analysis of fundamental unit concepts is carried into each division of the subject. Special attention is given to resonance, wave motion, sound characteristics and the physics of speech. Sound production is considered in detail and special attention is given to the problems of sound reception and control. Elementary acoustical problems are presented for solution. Lectures with laboratory. Credit 4 hours.

181 Heat and Light: The theory of heat transfer and the effects of heat are considered in this course. Practical applications of thermodynamics are given. The factors involved in problems concerning change of state are carefully analyzed. Calorimetry is studied. Thermal behavior of gases is made a part of the course content. The relation between work and heat is carefully studied. The second division of the course treats of light, its phenomena and problems in measurement of its velocity. Geometrical and physical optics are studied. Modern light theories are investigated. Dispersion, spectra and color relationships are explained and attendant phenomena reproduced. Optical instruments are studied and the function of lenses explained. Polarized light is explained. Radiation and atomic structure are studied. Lectures and laboratory. Credit 4 hours.

182 Magnetism and Electricity: The shorter part of this course is concerned with the problems of magnetism and its accompanying phenomena. The second portion of the course is given to the problems

of static and current electricity. Direct and alternating currents are studied, with practical applications. Motor and generator sets are diagrammed and the wiring schemes studied. Electric cells are classified as to type and characteristics of operation. Problems of induction and inductance are given consideration. Thermoelectricity and thermionics are given particular attention. The fundamentals of electrical devices are explained and the conduction of electricity through gases carefully considered. Lectures and laboratory. Credit 4 hours.

The courses 180, 181, 182 comprise the work of first year college physics—are prerequisite to the courses which follow. These courses meet pre-medical and pre-dental requirements for physics.

Second Year

280 Advanced Mechanics: This course offers a more rigorous treatment of mechanics made possible by a completion of pre-requisite course 180. Advanced problems in statics and kinetics are given. Force and energy are considered on a more mathematical basis. Properties of matter are investigated with strict regard to physical principles involved. Vector analysis of many physical problems is made. Gravitation problems are considered in detail. Problems involving precessions, moment of inertia, statics and harmonic motion are given. Mechanics of gases are given in detail. Lectures and laboratory. Credit 4 hours.

281. Advanced Light: This course is primarily a course in physical optics. A study is made of simple harmonic motion, wave motion and light waves. The basis for an understanding of the quantum theory is given by special consideration of early theories and the wave theory. A study is made of spectra and spectral series. The Stark, Zeeman and other optical effects are considered. The present theories of color are developed from the historical background to modern ideas. The laws of geometrical optics are derived and attention is given to the fundamental mathematical processes involved. Lectures and laboratory. Credit 4 hours.

282 Advanced Electricity and Magnetism: Electrical diagrams and schemes of wiring are studied. Alternating current theory is stressed. High voltage transmission problems are discussed. Problems of communications are studied, together with various forms of radio signal stations. An analysis is made of the problems involved in city lighting and power distribution. The photoelectric relay is examined and circuits planned. Radio theory is briefly presented. Divided circuit problems are solved. A field trip is required to a modern power transmission plant. Lectures and laboratory. Credit 4 hours.

Third Year

380 Advanced Sound: The theory of sound-signalling devices is carefully presented. Acoustical properties of auditoria are discussed. Assignment of students to special problems in the investigation of

acoustical defects is made. Remedial measures to be taken are measured and results calculated. The theories of speech and sound transmissions are considered. Vibrating air columns and vibrating strings are investigated by a study of the pipe organ and various wind and string instruments. The science involved in the production of musical tones is made a part of the course. The course would be valuable in many instances for music majors. The ear is considered as a physical instrument for recording sound vibrations by sensation. Lectures and laboratory. Credit 4 hours.

381 Advanced Heat: Special attention is given in this course to the kinetic theory of gases and the gas laws. Pressure, volume and temperature relations are given. Problems involving the Carnot cycle are given. Modern problems of air conditioning are treated. A trip is made to examine a modern installation. Humidity measurements are made. A special study is made of the problems involved in the mechanics of evaporation. Pyrometry is studied. Problems of thermal conductivity are investigated. Standardizations of heat equipment are made. Thermodynamic Laws are stressed in experiment. Problems in insulation are considered. Lectures and laboratory. Credit 4 hours.

382 Modern Physics: This course is designed to meet a growing need for the understanding of modern physics and current physical procedures. The historical background of classical physics is used as introductory material for the course. The great classic laws of physics are presented. Special attention is given to the period of 1895-1905. The foundation points of departure toward the development of new ideas. The subject of X-Rays and their uses is considered in detail. Problems in electron tubes are worked. The quantum theory and wave mechanics are presented. Crystal structures are carefully analyzed. Bragg's Law, the Compton effect and other current laws are studied in detail. Some experimental work is given in setting up tube characteristic circuits. Electronics and modern atomic theory are presented. Reports are given from current physical literature. Lectures and demonstrations. Credit 4 hours.

Fourth Year

480 Radio: An analysis of elementary radio theory is made. The principles involved in the study of electromagnetic radiation are well defined. The function of the carrier wave is outlined. Atmospheric conditions as they affect reception are studied. Tube design is carefully investigated. The functions of the various types of tubes are carefully explained. Elementary television theory is offered. Problems in amplification, both at audio and radio frequency, are given for consideration. A field trip is made to both short-wave and regular band radio-broadcasting stations. Wiring circuits are investigated and tube characteristics studied. Radio broadcasting and reception problems are considered. Laboratory and lectures. Credit 4 hours.

PHYSICAL SCIENCE SURVEY

- 279 Survey of Physical Science:** This course is designed to train the student in the fundamentals of physics, chemistry, astronomy, geology and geography. These subjects are treated separately but their relationships are emphasized. The applications of physical and chemical phenomena to biological processes are discussed. This course is required for elementary teachers to prepare them to teach general science and is recommended to the non-science major. Lectures and demonstrations. Credit 4 hours.

Biology

First Year

- 186 General Biology:** The aim of this course is to discover and coordinate the laws and principles that are common to all life and to place emphasis on the part played by each group of organisms whose activities are related in such a manner as to make possible the continuous existence of life on earth. Both plant and animal groups of organisms will be considered, as well as organisms neither plant nor animal (bacteria, etc.) The general functions of taxonomy are reviewed. The geographic distribution of organisms is studied. Life zones are investigated. Living, animal and plant structures are studied. Protoplasm; metabolism, one celled organisms; reactions of organisms are given consideration. Class three hours per week. Laboratory of two consecutive hours. Credit 4 hours.
- 187 General Biology:** This course is concerned with the micro-organisms causing diseases of animals; insects and disease; death and duration of life; decomposition; cell division. Attention is also given to the types of disease: organic, germ, bacterial, worm, etc. The methods of carrying disease are noted. Suggestions are given for prevention of disease. Immunity is stressed. Methods of immunization are discussed in detail. Epidemics are discussed. A detailed study of cell structure and cellular processes is made. Reproductive cells are made items of particular reference. Prerequisite, Biology 186. Class of three hours. Laboratory of two consecutive hours. Credit 4 hours.
- 188 General Biology:** This course has for its main considerations reproductions in plants and animals; Mendel's laws of inheritance; the law of independent association; linkage; evidences and results of evolution; classification of plants and animals; ecological distribution of plants and animals; man's place in nature and human progress. The unit characters in heredity are examined. Dominance is discussed. The elementary concepts of genetics are mentioned. Ecologic relationships are given a place in the class discussion. Pest control is studied by special reports and government bulletins are examined in this field. An effort is made to visit a natural section of uncut woodland. A field trip will be made to a fresh water biological station. The state conservation plan is discussed and the working plan of the department and its various divisions is examined. Visual

instruction by slides is a part of the course. Prerequisite, Biology 186 and 187. Class work three hours. Laboratory one period of two consecutive hours. Credit 4 hours.

Second Year

- 286 Invertebrate Zoology:** This course is concerned with anatomy, physiology, and the economic importance of one celled animals, sponges, polyps, flatworms, roundworms, starfish, earthworm, molluscs, crayfish, insects and spiders. This course deals in detail with the aforementioned types of life. The life cycle of each form is presented in detail. Opportunity is given for the making of slides. Material for dissection is provided. The student is taught the basic principles involved in study through dissection. Some mounting work is done for student use. An effort is made to study living material under natural conditions as a supplement to classroom work on specimens. This course is required for all pre-medical students. Prerequisite, Biology 186, 187 and 188. Class work three hours. Laboratory one period of two consecutive hours. Credit 4 hours.
- 287 Vertebrate Zoology:** This course is designed as an introduction to the vertebrates; anatomy and physiology of amphioxus, lamprey, shark, perch, frog, turtle, snake, pigeon and rabbit. An opportunity is given to study each of these forms of life mentioned in preceding statement in detail. A chart is made of life cycle of each. The food of each is studied. Dissection is practiced during laboratory hours. Some mounting work is done. Anatomical drawings are prepared. A study is made of natural habitat of each form of life given consideration. Problems of behavior are emphasized. This course is required of all pre-medical students. Prerequisites: Biology 186, 187, 188, and 286. Class work three hours. Laboratory one period of two consecutive hours. Credit 4 hours.
- 288 Plant Morphology:** A study is made in this course of characteristics, classes, distribution, structure and life histories of representative algae, fungi, liverworts, mosses, ferns, equisetums, club-mosses, pines and flowering plants. Special attention is given to the basic subdivisions of plant structure such as leaves, stems, roots, flowers, etc. Forms of plant reproduction are considered in detail. Tissues and cells are studied carefully by the microscope. Practice is given in the making of slides and the preparation of the material for lecture demonstrations. The technique of careful drawing is made a part of the course procedure. Histology is considered in its two divisions. Prerequisite, Biology 186, 187, and 188. Class work three hours. Laboratory one period of two consecutive hours. Credit 4 hours.
- 298 Physiology and Hygiene:** The purpose of this course is to provide prospective teachers with a fundamental knowledge of the human body. A study is made of typical organs such as muscles and glands, and of the tissues composing them, with special emphasis on the

relationship of structure to function. The working together of organs in systems is also studied, such as the digestive, respiratory, excretory, circulatory systems, and the coordination brought about by the nervous and endocrine systems. Some comparison is made of the functioning of the body in health and in disease, and there is some reference to the effects of diet, narcotics, exercise, and mental states upon the functioning of certain systems and the body as a whole. Lectures and discussion. Credit 4 hours.

- 299 **Nature Study and Life:** Emphasis is placed on nature lessons that can be used in the school room. This course is intended to prepare a student on the elementary curricula to present an amount of nature study material requisite to the satisfaction of the license requirement for elementary schools. Texts in general science are consulted as source books. Simple collections are made. Suitable illustrative material is presented. Students participate in preparation of material and present it to the class. Field trips are made. Each student is required to prepare lessons on plants, trees, animals, insects, birds and heavenly bodies suitable for school use. Appreciation is developed. Credit 4 hours.

Third Year

- 386 **Genetics and Eugenics:** This course is concerned with the problems of genetics; heredity; variation; Mendel's laws of inheritance; expression and intersection of factors; physical basis of inheritance; linkage; chromosome theory of inheritance; the inheritance of sex; the application of genetics; present problems of eugenics. Racial traits and family traits are discussed. A place is given to the great work of Mendel and his explanation of the genotype and its representation. An analysis is made of the effect of environment on factor expression and the parallelism between the behavior of chromosomes and genetic factors. The widespread occurrences of linkage is noted. Reference is made to the inheritance of quantitative characters. The types and causes of variation are discussed. Plant and animal breeding problems are given consideration. The inheritance of man is given significant attention. Prerequisite: Biology 186, 187, and 188. Class work four hours. Credit 4 hours.
- 387 **Plant Identification:** This course comprises a study of inflorescences; the characteristics of the most common plant families; the identification of our prevailing flora. At the outset of the course an analysis is made of the meaning of plant relationships. Plants are classified and the characteristics significant of classes are learned. The herbaria and field trips offer opportunities for student participation in mounting and classification. The fact that there are different systems of classification is noted. Similarity of reproductive structures, presence of certain vegetative organs and tissues, arrangement of cells and the cell structure are all considered. It is recommended

that prospective teachers of botany or biology take this course. Prerequisite, Biology 186, 187, and 188. Class work four hours. Credit 4 hours. May be offered as two 2 hour courses.

- 388 **Entomology:** The content of this course is concerned with a study of the structure, life history, habitat, classification and economic importance of insects. Types and forms of structure of insects are carefully set forth. The life cycle, including conditions for reproduction, is considered in detail for various members of certain of the insect families. The food of various insects is given attention and also the extent to which the insects themselves are used as food by birds, etc., is stated. Consideration is given to damage done by insects and to the value of certain insects. Methods of collecting, mounting and preserving insects are given. Every effort is made to insure the fact that a student will learn the essentials of preparing in a satisfactory way a collection of value. Prerequisite, Biology 186, 187, and 188. Class work three hours. Laboratory one period of two consecutive hours. Credit 4 hours.
- 389 **Plant Ecology:** The course in plant ecology is designed as a study of interrelations of plants and their environment; the ecology of roots, stems and leaves; kinds of symbiosis; pollination; physical factors—air, light, heat, soil, and water; plant communities; classification according to environment; plant associations; applied ecology. Attention is given not only to the physical factors as they affect plants as stated but also to the influences of other plants and animals which may be associated with them. A study is made to explain why certain plants are restricted to certain locations and why they are generally found growing with certain other plants and with certain animals. Attention is given to migration, aggregation and ecesis. Competition and invasion are considered as well as reaction and stabilization. The climax formations of North America are also studied as a part of the course. Prerequisite, Biology 186, 187 and 188. Class work three hours. Laboratory one period for two consecutive hours. Credit 4 hours.
- 390 **Plant Pathology:** This course comprises a study of plant diseases, covering a wide range from the viewpoint of the host and the fungus. nature of the fungus, cause and control. Rusts and smuts are considered in detail. Mildew is also studied. Members of such families as the plasmodiophoraceae, placed usually among the fungi and the cause of serious plant diseases, are given special attention. Parasitic fungi are studied in detail. A field trip is included in the course for the examination of the effects of disease. Methods approved by governmental agencies for control are usually studied. The most common types are considered as far as possible. Prerequisite, Biology 186, 187, 188 and 288. Class work three hours. Laboratory one period of two consecutive hours. Credit 4 hours.
- 391 **Evolution;** This is a survey course of the historical account of the development of the evolutionary theory. Evidences of organic

evolution are given and the factors of organic evolution considered. The approach to the problem of evolution is distinctly the scientific approach. The energy concept of life is given and problems of the adaptation of energy considered. The physicochemical origins of life are stressed. The energy evolution of bacteria, algae and plants is given. The evolution of animal form: the invertebrates; the vertebrates; the fishes and amphibians; reptiles and birds; and finally, mammals, are all considered in detail. References are made to chemical processes involved. Prerequisite, Biology 186, 187 and 188. Biology 386 is also recommended as a prerequisite. Class work four hours. Credit 4 hours.

395 Anatomy: The course in anatomy is divided into two courses, this course, 395, and 396. Course 395 begins with a study of the cell, tissues, organs, systems, development of the embryo, tissue differentiation. The starting of reproductive processes is studied: fertilization, growth of embryo and stages of growth in man are given. The structure of cartilage, muscle and the connective tissues are all considered. A part of the course is concerned with the spinal cord and its structure and the functions of the nervous system. The heart is studied. The stomach function is analyzed. Then much detailed attention is given to the skeleton, muscles, nervous system, and the blood vascular system. The course is recommended for pre-medical students. Credit 4 hours.

396 Anatomy: Course 396 continues the study of the blood vascular system regarding blood pressure and the lymphatic system. The general arrangement of the lymphatics, their origin and function are all studied. The thorax and the lungs are considered. Waste material leaving lungs is classified. Problems of ventilation as they affect respiration are considered. Kidney function is studied. Digestion and the structure of the pancreas are given attention. Detailed attention is given to duct and ductless glands, the respiratory system, the digestive system, foods, waste products, the skin and the sense organs. Recommended to pre-med and pre-dental students. Credit 4 hours.

Fourth Year

488 Physiology: This course stresses physiological chemistry as related to body function and emphasizes the relations of normal body function to certain common diseases and their resulting dysfunctions in the body. Credit 4 hours.

489 Physiology: A detailed discussion of the anatomical structure of the central nervous system is given. Following this discussion, the sensory and motor functions of the above system are studied in detail. The cranial and spinal system is studied. Psychology and psychiatry are offered in sufficient amount to enable the student to

make these applicable in their later work as teacher of these subjects. Certain mental disorders are discussed as a matter of interest to supply the student with usable knowledge in the future work. Credit 4 hours.

Methods Course

For a statement of this course see Education 317S.

Department of Social Science

PROFESSOR WINFREY

Aims

The general aim of the department of social science is to make the social world so intelligible to the prospective teacher that he in turn will lead his pupils to approach their social world with an increasing degree of wisdom, optimism, and constructive leadership. The specific aims are:

1. To develop rich, many sided, dynamic personalities and to endow the prospective teacher with a capacity for creative instruction and constructive leadership.
2. To supply such broad and practical understanding of the social studies that the student will develop into a fair-thinking, forward-looking teacher and citizen.
3. To provide a clear interpretation of the social studies to the end that the teacher may supply the youth with wise counsel in dealing with the intricate problems of modern society.
4. To supply that fine balance between the intellectual conformity and independent thought that will enable the teacher to assist in the orderly transition of his community groups from the old to the new and from the narrower toward the broader highways of social progress.
5. To impress the student teacher with the fact that economical, political, social and other institutions are essentially subject to change; that from time to time unexpected crises have decreed that institutions are made for man, and not man for institutions.
6. To make little attempt to indoctrinate the undergraduate teacher with a complete body of super-knowledge, but to lay the foundation and give the inspiration for a life-long development in critical study and constructive teaching.
7. To inculcate the spirit of broadmindedness which will lead the teacher to give fair consideration to each of the complex of factors and interests which are confronted in the analysis and solution of the social problems of all humanity.
8. To strive for the development of teachers who possess that combination of versatility, adaptability, and optimism which will keep them professionally dynamic regardless of the opposing interests and discouraging traditions they may encounter in the effective teaching of the social studies.

Organization

The Department of Social Sciences includes the divisions of American History, European History, Political Science, Economics, Sociology, and Human Geography.

The department offers courses leading to first, second, or third option license in high school social studies. In addition to courses specified by the state as license requirements, other courses have been supplied for broader cultural training and all courses have been so designed as to meet the needs of the pre-professional student.

A Curriculum for High School License in Social Science

License Requirements

OPTION I—56 QR. HRS.

OPTION II—36 QR. HRS.

	First Year	Quarter Hours
170	Geography	4
171	Economics	4
172	Economics	4
*173	Ancient History	4
*174	English History up to 1850	4
*175	Early American History	4
		—
		24
	Second Year	
*270	Later American History (1850-1936)	4
*272	Early Modern Europe	4
*273	Later Modern Europe	4
		—
		12
	Third Year	
370	Sociology	4
371	Sociology	4
372	Government	4
		—
		12
	Fourth Year	
*470	History of West	4
*471	American Diplomacy	4
*472	Spanish American History	4
		—
		12

*Courses required to meet the requirements for Option II.

American History

First Year

- 175 Early American History, 1492—1850: This is an introductory course in American History. European beginnings of the American colonies; the American Indian; racial, social, religious, and industrial life in the colonies; French wars; westward expansion; causes and courses of the independence movement; campaigns of the Revolution; the economic, social, and political aspects of the Revolution.

ary period; the Critical Period and the Constitution; the political, industrial, and cultural development of the new nation; foreign problems and Indian wars; neutrality, the Embargo, and the War of 1812; the growth of the West; the Jacksonian Era; the rise of the slavery issue; Oregon, Texas, and the Mexican War will be studied. Credit 4 hours.

Second Year

- 270 **Later American History, 1850 to Present:** This course is a continuation of course 175. The political, industrial, and social backgrounds of the Civil War; the campaign of the war; the men, issues, and course of the reconstruction movement; foreign relations of period of war and reconstruction; political parties; the elections; civil service reform; tariff, banking, and currency legislation; foreign relations, and the acquisition of our island possessions; the growth of industrial organization, and the accompanying social, economic, and industrial problems; a hurried survey of the World War and the period following will be considered. Credit 4 hours.

Third Year

- 374 **Colonial American History:** This course is designed as an advanced course in the study of the foundations of American nationality. Settlements and colonies are studied first from the standpoint of Old World communities in a New World environment. Typical sections are viewed from the standpoint of industrial, cultural and political variance with the mother country and among themselves. Larger movements toward commercial relations and political unity are traced in the light of their national significance. Westward expansion is studied in the light of its racial and cultural factors, and as a part of the larger rivalries of western European peoples. Credit 4 hours.
- 375 **The National Period:** This course consists of a careful study of the national interests that produced the Constitution, our system of foreign policies, the United States Banks, national political parties, a departmentalized National Executive, the Supreme Court, the westward movement, internal improvement, and Manifest Destiny. The culmination of the disintegrating and unifying forces is traced through the political rivalries of the Jacksonian Era, nullification, the War on the Bank, Squatter Sovereignty, the abolitionist movement, the results of the war, the policies of reconstruction, the growth of giant industry, and the dawn of imperialism. Credit 4 hours.
- 376 **Recent American History—1898 to Present:** This course is a study of the United States as a world power. The interest of the United States in the acquisition of foreign territory is studied as a result of the Industrial Revolution and as a part of the world wide movement known as Imperialism. The unprecedented growth of industry and commerce will be viewed as to their significance in our relations with other growing industrial powers such as Great Britain, Germany, France, and Japan. Our entry into the World War and the

reconstruction measures together with the failure to extricate ourselves successfully from the resulting entanglement are studied in their relation to our traditional policy of isolation and non-intervention. Credit 4 hours.

Fourth Year

- 470 **The History of the West:** This course attempts to show the character and significance of the frontier in American history. The colonial projects and policies of the Spanish, French and English in America will be interpreted, and the conflicts and rivalries of the Pre-Revolutionary period will be studied. The Peace Treaty will be studied from the standpoint of what it settled and what it did not settle in the West. Complications resulting from the activities of European powers among the Indians and frontiersmen prior to the Louisiana Purchase will be examined and the course and progress of westward settlement will be traced. The War of 1812, the dawn of Manifest Destiny, and the march to the Rio Grande, and the Pacific will be considered in the light of their importance in the economic, social, and political development of the nation. Credit 4 hours.
- 471 **American Diplomacy:** A thorough study of events, men and principles, that have determined our foreign policies and relations since the birth of our nation is made. Such topics as the French Alliance and the Revolution, the Napoleonic Wars and Neutrality, Isolation and the Monroe Doctrine is thoroughly studied. The diplomacy of expansion, Pan-Americanism, and the Isthmian Canal question is interpreted. The foreign complications of the Civil War period and the revival of Manifest Destiny and Imperialism is traced. The international complications of the World War and the years following are surveyed. Credit 4 hours.
- 472 **Spanish American History:** The political, economic, and cultural life of Hispanic American peoples is surveyed, but special attention is given to the international aspects of Spanish American history. The rivalries of the great powers in the Americas are compared with the imperialistic designs of modern powers in Africa and the Orient. World interest in the Independence Movement, reactions toward the Monroe Doctrine and Manifest Destiny, and the future development of national and international problems in Latin America are studied. Credit 4 hours.

European History

First Year

- 173 **Ancient History:** This course consists of a survey of prehistoric man and Oriental, Greek, and Roman history to the fall of the Roman Empire. The rise and development of the various forms of government and culture in Egypt and the Fertile Crescent and racial and nationalistic relations and conflicts in the Eastern Medi-

terranean World are traced. The distribution of the Greek tribes about the Aegean and their industrial, political, and cultural development is studied. The rivalry between Greek and Oriental peoples, the triumph of Hellenistic Culture under the leadership of Alexander The Great, and the passing of leadership to the Romans are traced. The national and imperial development and decline of the Romans are followed to the coming of the Barbarians. Credit 4 hours.

- 174 **English History to 1850:** This course is planned as a background course for pre-professional students, English, and Social Science majors; a survey of the cultural, industrial, and political development of the English people to the middle of the nineteenth century. The conquests, tribal kingdoms, and the rise of feudalism will be traced. Religious, cultural, and political developments will be observed. Commercial and military conflicts, and the development of the policy of the Balance of Power will be noted. The rise of national monarchy, the winning of a colonial empire, the struggle against French Revolutionary movements, and the reforms of the nineteenth century will be studied. Credit 4 hours.

- 176 **Contemporary Civilization:** Civilization and its institutions are essentially social in character. Modern research favors the scientific approach. Sociology, Anthropology, Criminology, Economics, Psychology, History and the various social sciences are introduced as approaches to a better understanding of the origins, problems and trends of contemporary civilization. The course might be looked upon as an introduction to general social science as an approach to the study of contemporary civilization. Credit 4 hours.

- 177 **Contemporary Civilization:** Columbia College and other teacher training institutions are offering first and second year courses in contemporary problems. Such an approach seems a practical one for the study of contemporary civilization. Problematic conditions have appeared in every field of human interest. Educational, social, and governmental agencies are attempting the solution of these problems on a scale rarely if ever equaled in history. This course attempts to follow the progress of these measures in the United States in a text designed for that purpose with appropriate supplementary materials from current events publications. Credit 4 hours.

- 178 **Contemporary Civilization:** This course is a continuation of the second course with special emphasis on problems appearing in the civilization of countries outside the United States. The same type of material and procedure will be followed as in the preceding course. Credit 4 hours.

Second Year

- 271 **Medieval Europe:—476-1500:** This course is planned as a general survey of developments in Western Europe from the fall of the Roman Empire to the Period of Discovery. Factors contributing to the passing of the Empire such as the barbarian invasions, the

rise of Germanic kingdoms, the decline of commerce, and the beginning of feudalism will be noted. Liberalism in religion, and the rise of Christianity; the rise of the Papacy, and the Holy Roman Empire; the second barbarian invasion, and the perfecting of feudal institutions; the Crusades, and the revival of commerce; the Renaissance, and the rise of modern culture; the passing of feudalism, and the dawn of the national monarchy will be studied. Credit 4 hours.

- 272 **Early Modern Europe:—1450-1789:** A brief review of the conditions and institutions of medieval Europe is made. A study is made of the Commercial Revolution; the passing of Feudalism; the rise of national monarchies; the building of colonial empires; Reformation, Counter Reformation, and religious wars; dynastic rivalries, and the rise of the divine right monarchies; the rise of the merchant middle class, and Benevolent Despots, the development of parliamentary government, and the growth of liberal political thought; *Laissez-faire*, and the disintegration of colonial empires. Credit 4 hours.

- 273 **Later Modern Europe, 1789-1870:** This course is a study of the Ancient Regime, the middle class in politics, the dawn of the French Revolution; the succession of revolutionary governments, and the rise of Napoleon, the Congress of Vienna, and the problems of territorial and political reconstruction. A cross-section study of the countries involved in the revolutions of 1820, 1830, 1848, and 1870 will be conducted. The Industrial Revolution, the humanitarian movement, the growth of liberalism, and the rise of the spirit of nationalism will be emphasized. The unification of Germany and Italy, and the rise of the Third Republic will be carefully traced. Credit 4 hours.

- 274 **English Constitutional History—to 1485:** An intensive study of the formative period of British Governmental institutions is made. Local government, common law and the courts, the origins of Parliament and the representative principles of government are traced. This course deals with the more important beginnings of English and American laws and courts, and should be of exceptional value to the prospective lawyer. Credit 4 hours.

Fourth Year

- 473 **World Politics and the World War:** This course covers the period following the triumph of national unity in 1879 to the close of the World War. Attention is directed to the economic rivalries and political alliances of the European expansionary movement known as Imperialism. Colonial developments and policies of the great powers in Africa, the Near East, the Middle East, the Orient, and the islands of the Pacific are traced. The revival of the Concern of Powers in an attempt to meet such international crises as the Berlin Conference, the Sino-Japanese War, Fashoda, Morocco, and the Bosnian affair is noted. The causes, general course, and settlements of the World War will be studied. Credit 4 hours.

- 474 **International Relations Since the World War:** Special emphasis is given to the international aspect of reconstruction problems since the World War. The work of the League of Nations and other agencies of peace and recovery is carefully examined, and cases wherein such leadership has been challenged or repudiated is studied. International agreements such as the Locarno Pact, the Washington Conference agreements, and the Kellogg-Briand Pact are evaluated. Actual and prospective re-alignments of nations are considered, and their influence in determining whether we are to have war or peace is studied. Credit 4 hours.

Political Science

Second Year

- 275 **Community Civics:** The subject matter of this course is organized in harmony with the needs of elementary teachers. Particular attention is given to the principles and organization of government in relation to the physical, social, and economic welfare of the community and of the society as a whole. Credit 4 hours.

Third Year

- 372 **American Government:** This course is designed as an introduction of the student to the machinery and practices of American federal government. The historical origins, the constitutional bases, the forms, powers, and functions of the various departments of the national government will be studied. The distinctive features of our government will be noted, and favorable and unfavorable criticisms of its operations evaluated. Credit 4 hours.

- 373 **Comparative Government and Politics:** This course is designed to give a knowledge of the forms, organization, and functions of the governments and political parties of the United States and other leading nations. The growth of representative democracy will be briefly traced, and the world wide character of political movements will be pointed out. Recent trends in governmental and political organization will be noted and evaluated. The national and international significance of political change will be studied and discussed. Credit 4 hours.

Fourth Year

- 475 **American Political Parties:** This course deals with the origin, history, composition, policies, functions, and activities of political parties in the United States. American political thought as expressed in the careers of our leading statesmen from Washington to the Roosevelts is discussed. The leading issues, campaigns, and political figures are studied, and the organization and operation of the American party system are examined. Credit 4 hours.

Economics

First Year

- 171 **Economics:** This course is designed to emphasize both economic principles and institutional economics. Human economic behavior

is distinguished from plant and animal economy. The strictly technical and pecuniary character of western civilization is pointed out. The corporate development of modern business and the concentration of control and profits into the hands of the increasingly smaller groups is discussed. The interlocking relationship between business and banking is observed. The limited knowledge, but growing popular significance of money, banking, and inter-national exchange is pointed out. Lectures dealing with economic principles will be supplemented with textbook and reference material in the field of institutional economics. Credit 4 hours.

- 172 **Economics:** This course is a continuation of course 171. The passing of the traditional self-supporting family and the growing dependence of the consumer upon the highly specialized worker as regards both production and marketing is studied. The market strategy and policies of modern business enterprises, the growing dependence of the laborer upon a money wage, and the problem of equitable distribution of incomes are studied in their relations to each other. Unionism; its organization, problems, politics, and programs are considered. The government; its relation to labor, business, and the public is observed. Current politico-economic thought and organizations are studied and evaluated. The treatment is the same as in Course 171. Credit 4 hours.

Human Geography

First Year

- 170 **Human Geography:** This is a background course for pre-professional, commercial, and social science majors, designed to provide a general cultural knowledge of geography as well as a study of the influences of natural environment upon human relations and developments. Emphasis is placed upon general principles and theories rather than upon a mastery of locations. Local setting gives place to the world aspects of geographic influences. Position, area, topography, climate, and resources are translated into human institutions and group characteristics. Geographic factors in race migrations and rivalries are noted. Production, distribution, and marketing centers are studied, and their economic, political, and social significance observed. Credit 4 hours.

Second Year

- 276 **Geography:** This course is designed to give thorough mastery of the location of important natural and political features of the two hemispheres. Climate, topography, wind belts, ocean currents, and river systems are studied in their relations to each other, and as to their influence upon political divisions and institutional development. Political, commercial, industrial, cultural, and recreational centers are carefully located and their comparative importance noted. Considerable attention is given to the development of interesting background

materials such as historical and scenic settings. The course is organized primarily to meet the needs of the elementary teacher. Credit 4 hours.

Sociology

Third Year

370 Social Principles: This course consists of a study of social principles dealing with theories concerning the origin of life; social and cultural evolution; the origin and antiquity of man and the origin and development of races. Physiographic, biological, psychological, and cultural factors in social life are carefully evaluated. Social institutions in the fields of myth, magic, religion, and science are carefully differentiated. The forms and functions of marriage and the family are studied. The evolution of material culture, social organizations, and human integration are traced. Lectures dealing with the contributions of the leading thinkers in the field of sociology and the related fields are supplemented with reference materials and class discussion. Credit 4 hours.

371 Social Problems: This course provides for a study of the more important social problems. The nature and importance of racial and national conflicts in the United States are examined. The causes and character of population increases are observed and the problems of regulating the number, improving the quality, and adjusting the process of distribution are carefully studied. The social hazards of modern industry such as low standards of living, unemployment, and the disintegration of the family and home are discussed. Poverty and relief, delinquency and crime, the Church and the School are studied; and the factors and programs of social reconstruction are evaluated. Credit 4 hours.

Methods Course

For a statement of this course, see Education 317H.

Alumni Officers

Jewel Vaughn, President.
Dorothy Thomas, Vice-President
C. R. Maxam, Secretary
Margaret Franklin Baker, Treasurer

Alumni Board

Dean H. M. Whisler
Mr. Harold Watson
Mrs. Brewer Hadley
Mr. C. R. Landis
Mrs. Etta Hogate

The Alumni Association of Central Normal College was organized in the early history of the institution. The aims of the Association are (1) to foster the spirit of loyalty to the college, (2) to raise the standards of the teaching profession, (3) to assist professionally those who need help, (4) to keep alive real friendship, and (5) to encourage worthwhile contacts between the student body and the Alumni Association.

The Alumni Association has been an asset to the Institution in upholding and developing the best movements and ideals of educational leaders of the nation and it has also been of great service in developing the professional friendliness among all teachers of the State of Indiana.

Central Normal College has made its contribution in giving to society noted doctors, lawyers, senators, governors, ambassadors, educators, and in many other walks of life.

Any former student of Central Normal College is eligible for membership in the Association.

The annual meeting of the Association is held on Commencement Day of Commencement Week. There is also a luncheon during the State Teachers' Association in Indianapolis.

The new officers of the Alumni Association who were elected at the annual meeting during Commencement Week are Faye Hester Wheeler, president; Jewel Vaughn, vice-president; C. R. Maxam, secretary; Margaret Baker, treasurer; and Dean H. M. Whisler was elected as a board member.

DEGREES CONFERRED

June 9, 1938

Bachelor of Arts

Black, Margaret E., Frankfort	McGannon, Martha J., Paris
Funk, James O., Elizabeth	Crossing
Gray, Evelyn E., Pekin	McGeorge, Grace, Lancaster
Hawley, William R., New Liberty	Nay, Mary Evelyn, Danville
King, Harley, New Richmond	Payne, Harold, Shelbyville
Laymon, Betty Mae, Staunton	Rumsey, Carl A., Aurora
Marques, Raymond T., Somerville, Mass.	Walker, Austin E., Cloverdale
Meeks, Mabel Louise, Danville	Roberts, Audra Lorene, Mecca

B. S. Degree 1938

Haisley, Edwin, Union City	Esarey, Eloise, Mt. Carmel, Illinois
Adams, Virgil, Perrysville	Fish, Opher, Burns City
Alfier, John, Clinton	Flannagan, William J., Union Town
Bain, Helen G., Cloverdale	Gaddis, Roma, Shoals
Baker, Hershel M., Paragon	George, Lester, Indian Springs
Benbow, Alma Louise, Amo	Graham, Ethel N., Newcastle
Benbow, Noble, Amo	Harris, William H., Indianapolis
Blanford, James, Michigan City	Henry, Vada Clarris, Flora
Boothe, Leroy E., Lafayette	Imel, Jean Elizabeth, Tell City
Bowen, Charles N., Lynn	Kent, Louis A., Indianapolis
Bowen, J. B., Danville	Kincaid, Jewell S.
Miles, Maybelle, Danville	Johnson, Louise
Thompson, Aleta, Lafayette	Long, Joe D., Logansport
Walterhouse, Jane, Ladoga	Lowe, John H., Franklin
Boyle, C. Eugene, Rome	Lucas, Dale, Clifford
Cain, Marietta C., Jeffersonville	Ludlow, Burrell R., Loconia
Drago, Marion, Indianapolis	Lynch, Katherine Tesch, Mayadan, N. C.
Gill, Mary Elizabeth, Danville	Martin, Charles J. Lafayette
Canady, Arthur Eugene, New Waverly	Martin, Marcelle L., Union City
Church, William, Bargersville	Mendendall, Ruth I. Wene, Farm-land
Clark, Verlyn, Nashville	Morrison, Dorman, Ladoga
Craig, Justine Margaret, Bloomington	McGee, Woodrow Wilson, Crossing Plains
Decker, Bennie E., Hume, Illinois	Orem, Wray, Shelbyville
Dold, James W., Speed	Pike, Joseph Oscar, Plainfield
Douglas, Noel, Monticello	Pollock, Helen E., Rossville
Enlow, Roy, Corydon	

Potter, Irene, Paragon	Troth, Floyd, Lebanon
Putt, Dwight, Hudson	Weaver, Floyd, West Point
Roudebush, Gerald, Greenfield	Williams, Dave B., Auburn
Semones, Willa Dew, Danville	Williams, Milton C., Danville
Smith, Ray T., Cortland	Zimmerman, Albert G., Sunman
Starkey, Bryant, Bainbridge	Young, Frank, Washington Knox
Tomlinson, Vernice V., Danville	McNabb, Jackson, Grabell

DIPLOMAS GRANTED FOR COMPLETION OF TWO YEAR COURSE

Intermediate—Grammar

Anderson, Eva Dell, Solesberry	Lopp, Maurice, Laconia
Arthur, Grover, Norman	Luhring, Curtis C., Sunman
Beck, Raymond F., Bainbridge	Monninger, Margaret, Ind.
Bottorff, Eleanor, Charlestown	Morton, Thelma, Charlestown
Broyles, Doris Emeline, Pittsboro	McGill, Aubrey, Borden
Clark, Mary Geneva, Linton	McGrady, Genieve Eileen, Danville
Collins, Howard D., Cuzzo	McPhillips, Lawrence, Elizabeth
Coulter, Joe, Orleans	Record, Mildred Ruth, Danville
Downey, Elizabeth L., Greensburg	Rhude, Floyd W., Crothersville
Faith, Albert L., Laconia	Richert, Arthur, Elizabeth
Farrington, Ruth, Ind.	Saddler, Edwin E., Bronchville
Flannagan, Charles, Union Town	Scott, Alice Rose, Mooresville
Gardner, William Leon, Medora	Sharr, Mente, Spencer
Goen, Joseph Medora	Smith, Gwendolyn Agnes, Detroit
Gray, Edward, Patriot	Speedy, Paul, Eckerty
Greenwood, Lee Roy, Williamsport	Striebeck, Leora, Zionsville
Haffner, Gerald Otis, Jamestown	Summers, Jean, Quincy
Hunter, Ray, Bloomfield	Timberlake, Clarence, Laconia
Huston, Helen, Logansport	Tuell, Edna Louise, Evans Landing
Jacobs, Harold Richard, Smithville	Vaughn, Durwood, Danville
Jenkins, Burl, Harengo	Ward, Winifred, Frankfort
Jewell, Viola, Columbus	Watkins, Helen, Spencer
Kleber, Blanche, Scipi	Watson, Beatrice, Williamsport
Knight, Ellen Louise, Ind.	Willen, Harold, Coal City
Lehman, Betty L., Greensburg	Winslow Imogene, Salem
Loman, Helen Jean, Crawfordsville	Wissell, Pauline, North Vernon

Primary

Andrews, Nancy Virginia, Hope	Dawson, Maxine, Glenwood
Arnett, Ezelle, Meron	DeZarn, Cleo, West Lebanon
Ash, Alice, Loogootee	Flick, Ada, Butlerville
Bly, Edith E., Plainfield	Glascok, Rose Bayless, Waneland
Burkhart, Ruth, Marshall	Harvey, Edith Marie, Whitestown
Bowles, Zeda Mae, Williamsport	Hitchcock, Clarice, Indian Spring
Carlin, Rose Lee, Rockville	Huston, Helen, Logansport
Cowdin, Mayme, Logansport	Ketchum, Ruth, Greensburg

Kleber, Blanche	Shirar, Mary Ruth, Greentown
Knuckles, Mary, Borden	Speer, Helen Ruth, Orleans
Kivett, Nellie, Coatsville	Stilabower, Thelma, Columbus
Lane, Lucy, Paoli	Tribby, Thelma, Solsberry
Lawrence Elsie, LaCrosse	Walter, Geneva, Pittsboro
Linke, Violet Carol, Columbus	Watkins, Jessie, Trafalgar
Maddex, Chrystal, Madison	Watson, Mary, Wheatfield
Matkins, Rheta Lorene, Reelsville	Whitcomb, Evelyn, Valparaiso
Miller, Mary E. Valparaiso	Wisler, Doris, Walton
Patton, Mary Ellen, Campbellsburg	Wyant, Frances, Michigantown
Potter, Frances, Pargan	Young, Margaret, Roachdale
Scott, Martha Lou, North Salem	Zollers, Olive, Shoals
Shalley, Elizabeth, Rockville	

Rural License

Harmon, Joseph, Depauw

Two-Year Commerce Certificate

Smith Rigdon, Danville Walter Atkinson

GENERAL LIST OF STUDENTS 1937—1938 SCHOOL YEAR

NAME	ADDRESS	CLASS	COURSE
Adams, Virgil—Perrysville, Ind.		Senior	High School
Agnew, Mabel—Westport, Ind.		Junior	High School
Airhart, John—Danville, Ind.		Junior	High School
Akers, Goldiene—Lebanon, Ind.		Freshman	Intermediate
Albrecht, Raymond—Greenwood, Ind.		Freshman	High School
Alexander, Mary—Stilesville, Ind.		Sophomore	Primary
Alfieri, John—Clinton, Ind.		Senior	Social Studies H. S.
Allen, Russell—Otto, Ind.		Junior	Elementary (2 yr.)
Allison, Christena—Greensfork, Ind.		Junior	Elementary (2 yr.)
Amy, Alice—Corydon, Ind.		Freshman	Commercial (2 yr.)
Anderson, Eva Dell—Solsberry, Ind.		Sophomore	Elementary (2 yr.)
Anderson, Minnie—Cannelton, Ind.		Junior	High School B. S.
Anderson, Casper—Cannelton, Ind.		Junior	High School (B.S.)
Andrews, Kenneth—Lafayette, Ind.		Junior	High School
Andrews, Nancy—Hope, Ind.		Sophomore	Elementary (2 yr.)
Apple, Martha—Paoli, Ind.		Junior	Elementary (4 yr.)
Armstrong, Winiferd—Greensburg.		Junior	Teachers course
Arnett, Ezelle—Merron, Ind.		Sophomore	Primary (2 yr.)
Arnold, Naomi—Danville, Ind.		P. G.	Physical Education
Arthur, Grover—Norman, Ind.		Sophomore	Elementary (2 yr.)
Ash, Alice—Depauw, Ind.		Junior	Primary
Atkinson, Walter—Danville, Ind.		Sophomore	Commercial (2 yr.)
Bailey, Ormand—Williamsport, Ind.		Junior	Elementary (4 yr.)
Baird, Kenneth—Charlestown, Ind.		Freshman	Intermediate
Baker, Audrey—Scottsburg, Ind.		Sophomore	Elementary (4 yr.)
Baker, Helen—Danville, Ind.		P. G.	High School
Baker, Herschel—Gosport, Ind.		Senior	High School
Baker, Minor Kenneth—Mich. City.		Junior	Elementary (4 yr.)
Baldwin, Edward—St. Paul, Ind.		P. G.	College Geometry
Bargerhuff, Helen—Stilesville, Ind.		P. G.	Art
Barker, Ira—Plumfield, Ind.		Senior	High School
Barker, Mary Jane—Plainfield, Ind.		Freshman	High School
Barnes, Roseleen—Clayton, Ind.		Junior	More work on Primary
Barrowman, Margaret—Rockville, Ind.		P. G.	Physical Education
Bastain, Harriet—Lodoga, Ind.		Junior	Primary (4 yr.)
Bauer, Esther—Lafayette, Ind.		Junior	Primary
Beaman, Calvin—Brooksville, Ind.		Senior	High School (Math. 345)
Baxter, Kathleen—Coatsville, Ind.		Freshman	Commercial
Beard, Eunice—Greensburg, Ind.		Senior	High School
Beason, Mary Jane—Attica, Ind.		Junior	Primary
Beaty, Clark—Paoli, Ind.		Junior	Elementary
Beck, Raymond—Bainbridge, Ind.		Sophomore	Elementary (2 yr.)
Beckman, Arthur—Brookville, Ind.		Junior	High School
Beesley, Martha—Westport, Ind.		Freshman	2 Yr.
Bell, Charles—Depauw, Ind.		Junior	High School

NAME	ADDRESS	CLASS	COURSE
Bell, Walter—Laporte, Ind.		P. G.	
Benbow, Alma—Amo, Ind.		Senior	High School (Music Art)
Benbow, Noble—Amo, Ind.		Senior	High School
Benz, Nellie—English, Ind.		P. G.	Commercial
Beumer, Alvin—Holland, Ind.		Freshman	Commercial (2 yr.)
Bishop, George—Arcadia, Ind.		Senior	
Black, Margaret—Rossville, Ind.		Senior	High School
Blanford, James—Michigan City, Ind.		Senior	High School
Bledsoe, Hazel—French Lick, Ind.		Junior	High School (Science)
Bledsoe, Juanita—French Lick, Ind.		Senior	High School
Blessing, Charles—Pittsboro, Ind.		Freshman	High School
Blue, Samuel—Lizton, Ind.		Freshman	Intermediate
Blunt, Verda—Scottsburg, Ind.		Sophomore	Elementary (4 yr.)
Bly, Edith—Plainfield, Ind.		Junior	Primary
Bly, Harold—Plainfield, Ind.		Junior	High School
Bodenhamer, Mary—Stilesville, Ind.		Freshman	High School
Boothroyd, Eugene—Otterbein, Ind.		Junior	High School
Boothe, Leroy—Lafayette, Ind.		Senior	High School
Bosaw, Willard—Vevay, Ind.		Junior	High School (B. S.)
Boston, Hester—Lewis, Ind.		Junior	Primary (4 yr.)
Boswell, Verna, Halton, Ind.		Senior	
Boswell, Vernon—Williamsport, Ind.		Freshman	Intermediate
Bottoroff, Doris—Charlestown, Ind.		Freshman	High School
Bottoroff, Eleanor, Charlestown, Ind.		Sophomore	Elementary (2 yr.)
Bowen, Charles—Lynn, Ind.		Senior	High School
Bowers, Thomas—Campbellsburg, Ind.		Junior	
Bowen, J. B., Danville, Ind.		Senior	Education
Bowles, Zeda Mae—Attica, Ind.		Sophomore	Primary (2 yr.)
Bowman, Sylvia—Advance, Ind.		Senior	High School
Boyd, Lillian—Avoca, Ind.		Junior	Elementary (2 yr.)
Boyle, Eugene—Rome, Ind.		Senior	Elementary (4 yr.)
Boyles, Elizabeth—Greencastle, Ind.		Junior	Commercial
Brakefield, Faye—Gosport, Ind.		Junior	Primary
Bray, Robert—Amo, Ind.		Junior	Elementary
Brademas, Beatrice—South Bend, Ind.		Junior	High School
Brakley, Eva—Versailles, Ind.		Junior	
Briggs, Geneva—Vevay, Ind.		Junior	High School
Brinegar, Edward—Harrodsburg, Ind.		Junior	High School
Brinegar, Harold—Springville, Ind.		Junior	High School
Bothers, Verna—Bainbridge, Ind.		Junior	Primary
Browdues, Lima—Indianapolis, Ind.		Freshman	High School
Brown, Bernice—Bloomington, Ind.		Junior	High School
Brown, Carol—Coatsville, Ind.		Junior	Primary
Brown, Earnest—Bloomington, Ind.		Junior	High School
Brown, Mabel—Norman, Ind.		Junior	Primary
Brown, Willard—Linton, Ind.		Freshman	High School
Broyles, Doris—Pittsboro, Ind.		Junior	Elementary (2 yr.)

NAME	ADDRESS	CLASS	COURSE
Bullock, Harold—Gentryville, Ind.		Freshman	High School
Brunson, Charles—Fishers, Ind.		Senior	
Bryant, Beulah—Clayton, Ind.		Junior	Math. & Soc. Studies H. S.
Burkhart, Ruth—Marshall, Ind.		Sophomore	Elementary (2 yr.)
Burlington, Myrtle—Austin, Ind.		Junior	Primary
Burd, Connie—New Amsterdam, Ind.		Junior	Elementary
Burris, Ruth—Waynetown, Ind.		Junior	Education
Burroughs, Floyd—Bath, Ind.		Senior	
Burtch, Lois—Holton, Ind.		Junior	Extra work
Burton, Leonard—Royal Centre, Ind.		Junior	Elementary (2 yr.)
Buser, Franklin—Connersville, Ind.		Freshman	High School
Bush, Charles—Ramsey, Ind.		Senior	Science, Math. H. S.
Butt, Carl—Sunman, Ind.		Junior	High School
Bymaster, Edna—Ladoga, Ind.		Freshman	Primary
Bymaster, Waneta—Ladoga, Ind.		Junior	Elementary (4 yr.)
Cain, Marietta—Jeffersonville, Ind.		Senior	High School
Caldwell, Mary—Frankfort, Ind.		Junior	Elementary (2 yr.)
Callaway, Mary—Deputy, Ind.		Freshman	High School
Camplin, Jennie—Jamestown, Ind.		Junior	Elementary (4 yr.)
Canady, Arthur—New Waverly, Ind.		Senior	
Carlin, Rose—Rockville, Ind.		Sophomore	Primary (2 yr.)
Carter, Mildred—Danville, Ind.		Junior	High School
Cash, John—Crawfordsville, Ind.		Freshman	High School
Castle, John—New Waverly, Ind.		Sophomore	Elementary (2 yr.)
Caudell, Edna—Flat Rock, Ind.		Freshman	Intermediate (2 yr.)
Chamness, Robert—Bloomington, Ind.		Sophomore	High School
Chance, Helen—Brookville, Ind.		Freshman	Commercial (2 yr.)
Chastain, Agnes—Cludian Springs, Ind.		Freshman	Commercial
Christie Anna—Danville, Ind.		Freshman	Primary (2 yr.)
Christie, James—Danville, Ind.		Junior	4 yr.
Church, William—Bargersville, Ind.		Senior	High School
Clark, Grace I.—Linton, Ind.		Sophomore	Primary (2 yr.)
Clark, Lula—Osgood, Ind.		Junior	Extra work
Clark, Mary G.—Linton, Ind.		Sophomore	Intermediate (4 yr.)
Clark, Verlyn—Nashville, Ind.		Senior	High School
Clary, Willard—Lucerne, Ind.		Freshman	Elementary
Clem, Alora—Covington, Ind.		Junior	Primary
Cline, Frank—Eminence, Ind.		Junior	High School
Coats, Lowell—Templeton, Ind.		Sophomore	High School
Coob, Maurice—Martinsville, Ind.		Junior	High School
Coofing, Anna Mae—Macy, Ind.		Junior	High School
Cole, Adah—Holton, Ind.		Junior	Primary
Cole, Omer—Holton, Ind.		Junior	High School
Colglazier, Jack—Salem, Ind.		Freshman	High School
Collier, Robert—Edinburg, Ind.		Freshman	High School
Collings, Genevieve—Rockville, Ind.		Senior	High School Latin 335
Collins, Howard—Cuzco, Ind.		Sophomore	Elementary (2 yr.)

NAME	ADDRESS	CLASS	COURSE
Combs, Hershel—Milan, Ind.		Junior	
Combs, Marcus—Milan, Ind.		Sophomore	Extra credit
Comford, Virginia—Gary, Ind.		Freshman	Commerce
Connolly, Elizabeth—Manon, Ind.		Junior	Primary
Connelly, John—Lafayette, Ind.		Sophomore	High School
Cook, Agnes—Hall, Ind.		Sophomore	High School
Comer, Sylvanus—Danville, Ind.		P. G.	High School
Cooley, Charles—Halton, Ind.		Sophomore	High School
Corn, Carl—Stindal, Ind.		P. G.	Commerce & Phy. Ed.
Corn, Wilson—Stendal, Ind.		Senior	Educational
Cornett, Lela—Brownsburg, Ind.		Junior	Elementary (4 yr.)
Couch, William—Patriot, Ind.		Senior	High School
Coulter, Joe—Orleans, Ind.		Sophomore	2 yr.
Cowdin, Mayme—Delphi, Ind.		Junior	Elementary
Cox, Grace—Danville, Ind.		P. G.	Commerce & English
Cox, James—Danville, Ind.		Junior	High School
Cox, Merrill—Martinsville, Ind.		Junior	High School (Phy. Ed.)
Craig, James—Williams, Ind.		Junior	High School
Craig, Justine—Bloomington, Ind.		Senior	High School
Cramer, Dave—Linn Grove, Ind.		P. G.	Extra work
Craver, Dolores—Richmond, Ind.		Sophomore	High School (Music)
Crone, Maurine—Quincy, Ind.		Freshman	Primary
Croxton, Maurice—Plainfield, Ind.		P. G. (222)	Pey. of Char. Dev.)
Crum, Floyd—Thorntown, Ind.		Sophomore	Intermediate (2 yr.)
Cuddy, Geneva—Olitic, Ind.		Senior	High School
Culbertson, Wilena—Vevay, Ind.		Junior	Teacher's training
Cunningham, Lee—Corydon, Ind.		Freshman	Elementary (2 yr.)
Curry, Mary Frances, Ellettsville, Ind.		Freshman	Primary (2 yr.)
Darnell, J. R.—Zanesville, Ind.		Freshman	High School (Voc. Ag.)
Davis, Dale—Thorntown, Ind.		P. G.	Physical Education
Davis, Kieth—Shipsheadna, Ind.		Junior	High School
Davis, Martha—Crawfordsville, Ind.		Junior	Primary
Dawson, Donald—Lafayette, Ind.		Senior	High School
Dawson, Maxine—Glenwood, Ind.		Sophomore	2 yr.
Dawson, Ruth Carolyn—Danville, Ind.		Freshman	High School
Day, Ethel—Indianapolis, Ind.		Junior	Elementary
Day, Ruth Isabelle—Williams, Ind.		Junior	Primary
Deal, Beatrice—Warren, Ind.		Junior	High School
Deck, Loice—Eminence, Ind.		Freshman	Commercial
Deckard, Mildred—Sullivan, Ind.		Junior	High School
Decker, Bennie—Hume, Ill.		Senior	High School
Deer, Thelma—Bargersville, Ind.		Junior	High School
Deffner, Sylvan—Oldinsburg, Ind.		Junior	
Dell, Mary Sussell—Indianapolis, Ind.		Junior	Elementary
Dezarn, Cleo—Williamsport, Ind.		Sophomore	Elementary (2 yr.)
Dieter, Lillian—Greenfield, Ind.		Senior	High School
Dillon, Harold—Freedom, Ind.		Junior	High School (Hist.)

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Dillon, Zona—Fountain City, Ind.		Senior	High School (Hist.—Eng.)
Doeden, Gerald—Attica, Ind.		Freshman	High School
Dold, James—Speed, Ind.		Senior	High School
Dorner, David—Frankfort, Ind.		Senior	P. G.
Douglass, Noel—Monticello, Ind.		Senior	High School
Downey, Elizabeth—Greensburg Ind.		Junior	Intermediate
Dowing, Roger—Lucerne, Ind.		P. G.	Prin. of teaching
Dowing, Lettie—Burnettsville, Ind.		Junior	High School
Drago, Marion—Indianapolis, Ind.		Senior	High School
Drake, Chester—Plainfield, Ind.		P. G.	Prin. of teaching
Duley, Jay—Laconia, Ind.		Freshman	Elementary
Dunbar, Elmer—Liberty, Ind.		Junior	High School
Dunbar, Eugene—Sunman, Ind.		Junior	High School
Dunn, Chalmer—Pittsboro, Ind.		Junior	High School
Durack, Paul—Fortsville, Ind.		Freshman	High School
Edmondson, Marion—Clayton, Ind.		Sophomore	High School
Edmondson, Maxine—Clayton, Ind.		Freshman	High School
Edmondson, Ruth—Mitchell, Ind.		Junior	High School (B. S.)
Edwards, Kenneth—Danville, Ind.		Senior	High School
Eikman, Helen—Fillmore, Ind.		Senior	High School
Eller, James—Solesberry, Ind.		Sophomore	High School
Eller, Willie—Solesberry, Ind.		Junior	High School
Elliott, Elizabeth—Plainfield, Ind.		Junior	Primary (4 yr.)
Ellison, Thomas—Hiltonville, Ind.		P. G.	Science
Enlow, Grace—Columbia City, Ind.		Junior	High School
Enlow, Leonora—Jeffersonville, Ind.		Junior	Commerce
Enlow, Roy—Corydon, Ind.		Senior	High School
Ensinger, Josephine—Danville, Ind.		Junior	Primary (4 yr.)
Evans, Zenith—Lebanon, Ind.		P. G.	Elementary
Evens, Margaret—Clayton, Ind.		P. G.	Physical Education
Everett, Hazel—Brownsburg, Ind.		Junior	Elementary (2 yr.)
Faith, Albert—Laconia, Ind.		Sophomore	Elementary
Farr, Melvin—Martinsville, Ind.		Freshman	High School
Farrell, Lola—Brookston, Ind.		Sophomore	High School
Farrington, Ruth—Indianapolis, Ind.		Sophomore	Elementary (2 yr.)
Featherston, Florence—Glenwood, Ind.		Junior	High School (Phy. Ed.)
Feinberg, Arline—Richmond, Ind.		Junior	High School
Fender, Opal—Bloomington, Ind.		Sophomore	High School
Ferguson, Ernest—Bargersville, Ind.		Sophomore	High School
Fink, Evelyn—New Augusta, Ind.		Junior	High School
Fish, Lois—Norman, Ind.		Junior	High School
Fiscus, Harry—Worthington, Ind.		Junior	High School
Fisher, Harry—Danville, Ind.		Junior	High School
Flake, Madge—Indianapolis, Ind.		Junior	High School
Flannagan, Charles—Uniontown, Ind.		Freshman	2 yr.
Flannagan, William—Uniontown, Ind.		Senior	High School
Fletcher, Kenneth—Ladoga, Ind.		Junior	High School (Phy. Ed.)

NAME	ADDRESS	CLASS	COURSE
Fletcher, Mary—Ladoga, Ind.		Junior	Elementary
Flick, Ada—Butlerville, Ind.		Sophomore	Primary (2 yr.)
Floyd, Orval—Mt. Erie, Ill.		P. G.	Physics
Ford, Dorothea—Mineral Ridge, O.		Sophomore	High School
Foote, Anna—Huntertown, Ind.		Freshman	Primary (2 yr.)
Fordyce, Melvin—Borden, Ind.		Freshman	Elementary
Fortner, Beryle—Danville, Ind.		Sophomore	Primary (2 yr.)
Franklin, Herman—Clayton, Ind.		Junior	Commerce
Franklin, Lester—Clayton, Ind.		Junior	Elementary (2 yr.)
Franklin, Marjorie—Danville, Ind.		Freshman	Primary
Freeman, Edith—Winamac, Ind.		Junior	Primary to renew permit
Fraser, Marguerite—Lafayette, Ind.		Sophomore	High School
Froman, Ralph—Marengo, Ind.		Freshman	Elementary Intermed.
Funk, James—Elizabeth, Ind.		Senior	High School
Funk, Kenneth—Elizabeth, Ind.		Freshman	Elementary (2 yr.)
Gaddis, Roma—Shoals, Ind.		Senior	Primary (4 yr.)
Gardner, Leon—Medora, Ind.		Sophomore	Intermediate
Gardner, Lucille—Russellville, Ind.		P. G.	Art
Garman, Stanley—Spencerville, Ind.		Junior	High School
Garrett, Doris—Greencastle, Ind.		Junior	Intermediate
Garrett, Enid—Greencastle, Ind.		Freshman	High School (Music)
Geddes, Minnie—Doans, Ind.		P. G.	Science 285, Art
George, Homer—Bedford, Ind.		P. G.	Biology & Plant Morphology
George, Jessie—Greenwood, Ind.		Junior	High School (Phy Ed.)
George, Lester—Indian Springs, Ind.		Senior	High School
Gettelfinger, Edward—Palmyra, Ind.		Junior	Elementary
Gibbs, Mildred—Danville, Ind.		Junior	High School
Gibbs, Robert—Danville, Ind.		Freshman	High School
Gieseke, Ethel Corn—Hazleton, Ind.		Junior	Commercial
Gill, Mary E.—Danville, Ind.		Senior	High School
Ginn, Harry—Cambridge, Ind.		P. G.	Typing & Shorthand
Glascok, Rose Bayless—Waveland.		Sophomore	Primary (2 yr.)
Goen, Joseph—Medora, Ind.		Sophomore	Elementary (2 yr.)
Goldman, Jerome—West Fork, Ind.		Sophomore	Elementary
Goldman, John—Westport, Ind.		Sophomore	Pre-Dental
Good, Elizabeth—Danville, Ind.		Junior	Intermediate (2 yr.)
Gossett, Russell—Danville, Ind.		Sophomore	Intermediate (2 yr.)
Goodmiller, Catherine—Huntington.		Freshman	Intermediate (2 yr.)
Graham, Ethel—New Castle, Ind.		Senior	High School
Graves, (Morris) Lewise, Covington.		Sophomore	2 yr.
Gray, Clarence—Pekin, Ind.		P. G.	Commerce
Gray, Edward—Patriot, Ind.		Sophomore	Elementary (2 yr.)
Gray, Evelyn—Pekin, Ind.		Senior	High School
Gray, Ruth—Pekin, Ind.		Junior	Primary
Green, Morris—Whitestown, Ind.		Senior	Additional work
Greenwood, Lee Roy—Williamsport.		Sophomore	Elementary (2 yr.)
Gregg, Wayne—Frankfort, Ind.		Senior	High School (B.S.)

NAME	ADDRESS	CLASS	COURSE
Griepinstroh, Edward—Lamar, Ind.		Sophomore	Elementary (2 yr.)
Griffey, Joan—Danville, Ind.		Sophomore	High School
Griffey, June—Danville, Ind.		Junior	High School
Griffith, Blanche—Wheatfield, Ind.		Senior	High School (Phy. Ed.)
Grimstead, Herman—Milan, Ind.		Junior	High School
Gunnels, Doris—Fowler, Ind.		P. G.	Art & English
Hadley, Elizabeth—Plainfield, Ind.		Junior	Primary
Hadley, Mary Eliz.—Plainfield, Ind.		Junior	Primary (4 yr.)
Hadley, Vivian—Coatsville, Ind.		Junior	2 yr.
Hadlen, Lewis—Danville, Ind.		P. G.	
Haffner, Gerald—Jamestown, Ind.		Sophomore	High School
Hagee, Mary—Plainfield, Ind.		Junior	Elementary
Haisley, Edwin—Union City, Ind.		Senior	High School
Hahn, Ilo—Winamac, Ind.		Junior	4 yr. Normal
Halcomb, Flossie—Milan, Ind.		Junior	Special
Hale, Mary Elizabeth—Roachdale		Junior	High School
Hall, Helen—Scottsburg, Ind.		Junior	High School (Phy. Ed.)
Hall, Raymond—Eminence, Ind.		Freshman	High School
Halton, Ellis—Quincy, Ind.		Junior	High School
Hamblen, Josephine—Attica, Ind.		Junior	Primary
Hammersley, Blanche—North Vernon.		Junior	Primary
Hammond, Beatrice—Scottsburg, Ind.		Junior	High School (B.S.)
Hammond, Elmer—Greencastle, Ind.		Junior	High School
Hancock, Knofel—Paoli, Ind.		Junior	High School
Hand, Dee—Danville, Ind.		Junior	Elementary (4 yr.)
Hand, Edna—Danville, Ind.		P. G.	Biological Science
Hanna, Robert—Abraham, Ind.		Junior	High School
Hanners, Max—Kurtz, Ind.		Sophomore	High School
Harbison, Eva—Danville, Ind.		P. G.	Commercial & Phy. Ed.
Harding, Mabel—Shoals, Ind.		Freshman	Commercial
Harker, Gordon—Bridgeport, Ind.		Senior	High School (B.S.)
Harmon, Joseph—Indianapolis, Ind.		Sophomore	Elementary (2 yr.)
Harris, Howard—Indianapolis, Ind.		Senior	4 yr. High School
Harris, Kathryn—Lyons, Ind.		Junior	Intermediate (4 yr.)
Harrison, Marguerite—Pittsboro, Ind.		Sophomore	High School
Hart, Lucille—Greencastle, Ind.		Senior	High School (Science)
Harvey, Edith—Whitestown, Ind.		Sophomore	Elementary (2 yr.)
Harvey, Harold—Whitestown, Ind.		Freshman	High School
Haselby, Martha—Earl Park, Ind.		Junior	2 yr.
Hastings, David—Greenfield, Ind.		Freshman	High School
Hawley, William—North Liberty, Ind.		Senior	High School
Hays, Wayne—Mauckport, Ind.		Senior	High School (Phy. Ed.)
Hays, Wilbur—Mauckport, Ind.		Senior	Social Studies II
Heavin, Pleasant—Cloverdale, Ind.		Junior	
Hedrick, Robert—Lewisville, Ind.		Junior	High School
Helton, Stephen—Danville, Ind.		P. G.	
Helton, Richard—Danville, Ind.		Freshman	Commercial (2 yr.)

NAME	ADDRESS	CLASS	COURSE
Henderson, Goldie—Lafayette, Ind.		Senior	A. B. Degree
Hendrickson, Harvey—Grandeview.		Junior	Commercial
Hendrickson, Lucille—Waldron, Ind.		Freshman	Intermediate (2 yr.)
Henning, Edward—Callenton, Ind.		Junior	High School (B.S.)
Henry, Vada—Flora, Ind.		Senior	High School
Hensley, Lloyd—Linton, Ind.		Freshman	High School
Heppler, Martin—Shelbyville, Ind.		Freshman	High School
Herdrich, Cordis—Brownsburg, Ind.		Junior	Elementary (B.S.)
Hern, Raymond—Sardinia, Ind.		P. G.	Physical Education
Hershberger, Iona—Kingman, Ind.		Freshman	High School
Hess, Dorothy—Danville, Ind.		P. G.	
Hesler, Oke—Crawfordsville, Ind.		Senior	H. S. (Hist., Phy. Ed.)
Hester, Harold—Crawfordsville, Ind.		Special	Physical Education
Hiday, Fern—Greenfield, Ind.		Freshman	Primary (2 yr.)
Hightshue, Ova—Brownsburg, Ind.		Junior	Elementary (4 yr.)
Hildebrand, Rachel—Sandborn, Ind.		Junior	Diag. & Rem. Teaching
Hill, Kenneth—Paragon, Ind.		Junior	Pre-Medicine
Hillman, Mabel—Milan, Ind.		Junior	Additional
Himibaugh, Harry—Speed, Ind.		Junior	English
Hitchcock, Clarie—Indian Springs		P. G.	Primary (2 yr.)
Hobbs, Ray—Advance, Ind.		Sophomore	Intermed. Grammar
Hodopp, Robert—Indianapolis, Ind.		Junior	High School
Hoehn, Dorothy—Borden, Ind.		Junior	Elementary (2 yr.)
Hoke, Dallus—Bloomfield, Ind.		Junior	High School
Holland, Robert—Roachdale, Ind.		Sophomore	High School
Hopkins, Luella—Indianapolis, Ind.		Junior	
Hopp, Alma—Crown Point, Ind.		Junior	Elementary (2 yr.)
Hopper, Mary—W. Baden Springs, Ind.		Senior	Commercial
Hoppes, Thelma—Williamsport, Ind.		Freshman	Intermediate
Horn, Harold—Amo, Ind.		P. G.	Commerce
Houser, Mary—Valparaiso, Ind.		Senior	Primary
Horton, Watten—Rensselear, Ind.		Freshman	Commercial
Howe, Albie—Indianapolis, Ind.		Freshman	High School (Phy. Ed.)
Huber, Melba—Quincy, Ind.		Junior	High School
Hudson, Elza—Owensburg, Ind.		Junior	High School
Hunt, Mildred—Oakland City, Ind.		P. G.	Physical Education
Hunter, Esther—Heltonsville, Ind.		Junior	Primary
Hunter, Ray—Bloomfield, Ind.		Sophomore	Elementary
Hurst, Ethel—Fillmore, Ind.		Junior	High School
Hurst, Freda—Greencastle, Ind.		Freshman	Intermediate (2 yr.)
Huston, Helen—Logansport, Ind.		Junior	Intermediate (2 yr.)
Hutchison, William—Orleans, Ind.		Sophomore	Commercial
Huxford, Virginia—Rosedale, Ind.		Sophomore	High School
Hyatt, Esther—Hillsboro, Ind.		Junior	Primary (4 yr.)
Imel, Jean—Tell City, Ind.		Senior	High School
Inglis, Dail—Alexandria, Ind.		Freshman	High School
Jackson, Dale—Owensburg, Ind.		Freshman	High School

NAME	ADDRESS	CLASS	COURSE
Jackson, Mary Eliz.—Plainfield, Ind.		Senior	Primary (4 yr.)
Jackson, Ruth—Clayton, Ind.		P. G.	Phy. Ed.
Jackson, Russell—Versailles, Ind.		Junior	High School
Jacobs, Harold—Smethsville, Ind.		Sophomore	Elementary (2 yr.)
Janeway, Thomas—Hillsboro.		Freshman	High School
Jarboe, Norman—Tell City, Ind.		Junior	High School
Jenkins, Burl—Marengo, Ind.		Sophomore	2 yr.
Jenkins, Wayne—Marengo, Ind.		Junior	Educational
Jennings, Helen, Indianapolis, Ind.		Senior	High School
Jewell, Viola—Columbus, Ind.		Sophomore	Elementary (2 yr.)
Johnson, Donald—Commiskey, Ind.		Junior	2 yr.
Johnson, Elda—Bedford, Ind.		Senior	High School (B. S.)
Johnson, Eugenia—Owensville, Ind.		Junior	High School
Johnson, George—Solesberry, Ind.		Freshman	High School
Johnson, Jean—Williamsport, Ind.		Junior	High School
Johnson, Louise—Commiskey, Ind.		Senior	High School (A.B.)
Johnson, Lula—Solesberry, Ind.		Junior	Primary
Johnson, Marie—Commiskey, Ind.		Junior	High School
Johnson, Phyllis—Danville, Ind.		Junior	High School
Johnson, Rolland		Senior	High School
Jolly, Helen Louise—Scipio, Ind.		Junior	
Jones, Arthur—Danville, Ind.		Freshman	Elementary (2 yr.)
Jones, Evelyn—Charlestown, Ind.		Freshman	Elementary (2 yr.)
Jones, Hazel—Lebanon, Ind.		Junior	Additional
Jones, Paul—Lewisville, Ind.		Junior	High School
Jones, Pauline—Danville, Ind.		Freshman	Business (1 yr.)
Jones, Rosemary—Lebanon, Ind.		Junior	High School
Jordan, Elmer—Milan, Ind.		Junior	
Jordan, Fay—Remington, Ind.		Sophomore	High School
Judkins, Lena—Austin, Ind.		Senior	Elementary
Kenney, Virginia Belle—Danville.		Freshman	High School
Keller, Kendall—Mishawaka, Ind.		Junior	High School
Kelley, Clarence—Mishawaka, Ind.		Junior	High School
Keller, Edna—Crawfordsville, Ind.		Junior	High School
Kennedy, Floyd—Scottsburg, Ind.		Junior	High School
Kennedy, Jack—Linton, Ind.		Sophomore	High School
Kennedy, Howard—Martinsville, Ind.		Senior	
Kent, Louis—Indianapolis, Ind.		Senior	High School
Kephart, Ruth—Plainfield, Ind.		Sophomore	High School
Kerby, Aleda—W. Baden Springs, Ind.		Junior	Primary
Ketchum, Ruth—Osgood, Ind.		Sophomore	Primary (2 yr.)
Kinder, Madge—Plainfield, Ind.		Junior	Elementary (2 yr.)
King, Harley—New Richmond, Ind.		Senior	High School
King, Wendall—Burnettsville, Ind.		P. G.	High School
Kirk, Glendora—Danville, Ind.		P. G.	Music
Kirk, Laura—W. Baden, Ind.		Junior	Intermediate
Kivette, Nellie—Cloverdale, Ind.		Sophomore	Primary

NAME	ADDRESS	CLASS	COURSE
Kleber, Blanche—Scipio, Ind.		Junior	Arith. & Hist.
Kline, Virginia—Austin, Ind.		Junior	Elementary
Knauer, Frances—Greencastle, Ind.		Junior	Primary
Knight, Ellen—Indianapolis, Ind.		Sophomore	Intermediate
Knight, Lucille—Morgantown, Ind.		Junior	Primary
Knuckles, Mary—Borden, Ind.		Sophomore	2 yr.
Kovener, Mary—Crothersville, Ind.		Junior	Elementary
Kraft, Karl—Frankfort, Ind.		Junior	Harmony III
Kruse, Lester—Weisbuco, Ind.		Junior	High School (B.S.)
Kutch, Zelma—Odon, Ind.		Freshman	Commercial (4 yr.)
Kysar, Elizabeth Jane—Paris Crossing		Junior	Primary
Lamb, Hilda—Indianapolis, Ind.		Junior	Primary
Lambert, Genevieve—Clayton, Ind.		Sophomore	High School
Lamkin, Sue—Tell City, Ind.		Junior	
Lamont, Aileen—New Haven, Ind.		Junior	Primary
Landreth, James R.—Lizton, Ind.		P. G.	Math.
Lane, Lucy—Paoli, Ind.		Sophomore	Primary (2 yr.)
Lanham, Bernice—Carlisle, Ind.		Junior	High School
Lashbrooke, Roberta—French Lick.		Junior	Additional
Lasher, John—Derby, Ind.		P. G.	Calculus I
Lawler, Gale—Colfax, Ind.		Sophomore	High School
Lawrence, Elsie—Lacrosse, Ind.		Junior	Primary
Laymon, Betty—Stanton, Ind.		Senior	High School
Leach, Laura—Sellersburg, Ind.		P. G.	Commercial
Leak, Amanda—Lizton, Ind.		Senior	High School
Lee, Kenneth—Martinsville, Ind.		Sophomore	High School
Lehman, Betty—Greensburg, Ind.		Sophomore	Intermediate (2 yr.)
Lemon, Herbert—Reynolds, Ind.		Senior	High School
Lindsey, Josephine—Mitchell, Ind.		Junior	High School
Lineback, Gerald—Shaysville, Ind.		Junior	High School
Linke, Violet—Columbus, Ind.		Sophomore	Primary (2 yr.)
Littell, Noble—Eminence, Ind.		Freshman	High School
Livengood, Lena—French Lick, Ind.		Sophomore	Intermediate (4 yr.)
Loman, Helen Jean—Crawfordsville.		Sophomore	Elementary (2 yr.)
Long, Harold—Danville, Ind.		Junior	High School
Long, Joe—Logansport, Ind.		Senior	High School
Lopp, Maurice—Laconia, Ind.		Sophomore	Elementary (2 yr.)
Love, Vivian—Greencastle, Ind.		Junior	Elementary (2 yr.)
Lowe, John—Needham, Ind.		Senior	High School
Lucas, Cevert—Jamestown, Ind.		Senior	High School
Lucas, Dale—Clifford, Ind.		Senior	High School
Lucas, Ruth—Ambia, Ind.		Sophomore	Primary
Ludlow, Burrell—Laconia, Ind.		Senior	High School
Ludwig, Jane—Indianapolis, Ind.		P. G.	Special
Luhring, Curtis—Sunman, Ind.		Sophomore	2 yr.
Lutes, Marshall—Columbus, Ind.		Junior	Special
Lynch, Katherine—Boswell, Ind.		Senior	

Lynn, Charlotte—Goshen, Ind.	Freshman	Pre-Nurse
Lyon, Willis—Clayton, Ind.	Junior	Elementary (2 yr.)
Lytle, Hazel—Austin, Ind.	Junior	Primary
Maddex, Chrystal—Madison, Ind.	Sophomore	2 yr.
Mahan, James—Rochester, N. Y.	Junior	Elementary (2 yr.)
Mahan, Mary Jean, Rochester, N. Y.	Freshman	Elementary (2 yr.)
Maloney, Beatrice—Brownsburg, Ind.	Sophomore	Primary (2 yr.)
Manaugh, Mamie—Lexington, Ind.	Junior	Elementary
Manford, Helen—Patriot, Ind.	Junior	Primary
Manning, Harry—Royal Center, Ind.	Sophomore	Elementary (2 yr.)
Markland, Alice—Plainfield, Ind.	Senior	High School (B.S.)
Markland, Meldra—Greencastle, Ind.	Freshman	Primary (2 yr.)
Margess, Raymond—Sonerville, Ind.	Senior	High School
Marratta, Vona Cloe—Hymera, Ind.	Junior	Primary
Marshall, Kenneth—Russiaville, Ind.	Junior	High School
Martin, Charles—Lafayette, Ind.	Senior	High School
Martin, Herman—Paoli, Ind.	Junior	Elementary (2 yr.)
Martin, Hollie—Crawfordsville, Ind.	P. G.	Commerce
Martin, Howard—Osgood, Ind.	Junior	High School
Martin, Lucile—Indianapolis, Ind.	Senior	High School
Martin, Marcelle—Dayton, Ind.	Senior	High School
Martin, Margaret—Lebanon, Ind.	Freshman	High School
Mason, Basil—Meron, Ind.	P. G.	English
Mason, Howard—Ashland City, Ind.	P. G.	
Mathews, Celena—New Amsterdam.	Junior	High School
Matkins, Retha—Reelsville, Ind.	Sophomore	Elementary (2 yr.)
Matthews, Geneva—North Vernon.	Sophomore	Elementary
Mauck, Ernest—Corydon, Ind.	Sophomore	High School
Mauck, Ralph—Corydon, Ind.	Junior	Elementary (2 yr.)
Mays, Joan—Indianapolis, Ind.	Freshman	Elementary (2 yr.)
Meeks, Eunice—Danville, Ind.	Junior	High School
Meeks, Mabel—Danville, Ind.	Senior	High School
Meeks, Mary—Danville, Ind.	Junior	High School
Mendenhall, Ruth—Farmland, Ind.	Senior	High School
Merritt, Olin—Crawfordsville, Ind.	Junior	Special
Messmen, Eleanor—Earl Park, Ind.	Junior	Elementary (2 yr.)
Michael, Jewel—Clayton, Ind.	Junior	2 yr.
Michel, Ethel—Liberty, Ind.	P. G.	High School
Michel, Melvin—Osgood, Ind.	Junior	Primary
Michel, Norman—Osgood, Ind.	Junior	High School
Miles, Maybelle—Danville, Ind.	Senior	High School
Miller, Byron—Franklin, Ind.	Special	High School
Miller, Harry—Clermont, Ind.	Junior	
Miller, Marjorie—Hope, Ind.	Freshman	Commercial
Miller, Mary—Valparaiso, Ind.	Junior	Primary (2 yr.)
Miller, Mary R.—West Lebanon, Ind.	Junior	High School
Miller, Merrill—Linton, Ind.	Junior	High School
Mitchell, Dorothy—Bedford, Ind.	Junior	Commercial (4 yr.)

NAME	ADDRESS	CLASS	COURSE
Mitchell, Edna—Clayton, Ind.		Freshman	Primary (2 yr.)
Mitchell, Helen—Winamac, Ind.		Junior	Primary (2 yr.)
Moller, R. C.—Cordsville, Ind.		Sophomore	Intermediate
Monninger, Margaret—Indianapolis.		Junior	2 yr.
Montgomery, James—Danville, Ind.		Junior	High School
Moon, Clayton—Cloverdale, Ind.		Sophomore	High School
Moon, Glendon—Paoli, Ind.		Freshman	Elementary (Intermed.)
Movie, Beulah—Frankfort, Ind.		Junior	Commercial
Moore, Virginia—Bedford, Ind.		Freshman	High School
Morgan, Lela—Brookston, Ind.		Junior	High School
Morgan, Lowell—Plainfield, Ind.		Senior	High School
Morgan, Nettie—Vevay, Ind.		Junior	Education
Morgan, Weldon—Otterbein, Ind.		Junior	High School
Morrison, Dorman—Ladoga, Ind.		Senior	High School
Morse, Clara—Lewis, Ind.		Freshman	Primary (2 yr.)
Morton, Thelma—Charlestown, Ind.		Sophomore	Intermediate (2 yr.)
Motsinger, Gertrude—Medora, Ind.		Junior	Primary
Moulton, Ethel Smith—Brooklyn, Ind.		Sophomore	Education
Mullinix, Nellie—Greenwood, Ind.		Freshman	Primary (2 yr.)
Munchel, George—Oldenburg, Ind.		Junior	
Murphy, William—Winamac, Ind.		Junior	Elementary (4 yr.)
Myers, Austin—North Salem, Ind.		Sophomore	Pre-Medical
Myers, Dale, Arcadia, Ind.		Junior	Intermediate (2 yr.)
Myers, Lucretia—Danville, Ind.		Junior	Primary
Myers, Mary Eliz.—Salem, Ind.		Freshman	High School
Myers, William—Osgood, Ind.		Freshman	Extra work
McAfee, Homer—Georgetown, Ind.		Senior	High School
McBride, Hope—Sellersburg, Ind.		Junior	High School
McClelland, George—Indianapolis, Ind.		Junior	Intermed. Grammar 2 yr.
McCollum, Irene—Danville, Ind.		Freshman	Commercial
McCoskey, Herbert—Williamsport		Senior	High School
McCoun, Margaret—Danville, Ind.		Freshman	High School
McCoy, O. P.—Bloomfield, Ind.		Sophomore	High School
McFerran, Mary Louise—Bainbridge.		Freshman	Commercial
McGannon, Crystal—Paris, Ind.		Junior	Primary
McGannon, Martha J.—Paris Crossing		Senior	High School
McGarvey, Richard—Jeffersonville.		Sophomore	High School
McGee, Woodrow—Cross Plains, Ind.		Senior	High School
McGeorge, Grace—Carthage, Ind.		Senior	High School
McGill, Aubrey—Borden, Ind.		Sophomore	Intermediate
McGrady, Genieve—Danville, Ind.		Sophomore	2 yr.
McGuirk, Isaleen—Pekin, Ind.		P. G.	Additional
McHaffie, Maurice—Danville, Ind.		Freshman	Pre-Dental
McIntosh, Abraham—Osgood, Ind.		Junior	High School
McIntosh, Boyd—Osgood, Ind.		Senior	High School
McMullin, Shirley—Bridgeport, Ind.		Freshman	Primary (4 yr.)
McNabb, Joseph Jackson—Grabill.		Senior	Elementary (2 yr.)

NAME	ADDRESS	CLASS	COURSE
McNay, Mildred—Austin, Ind.		Junior	Primary
McNeely, Nellie, Waldron, Ind.		P. G.	Phy. Ed.
McNeice, Gerald—Ewing, Ind.		Junior	
McPike, George—Springville, Ind.		Freshman	Intermediate Grammar
McPhillips, Lawrence—Elizabeth, Ind.		Sophomore	Elementary (2 yr.)
Nale, Russell—Perrysville, Ind.		Sophomore	High School
Nay, Mary Evelyn—Danville, Ind.		Senior	High School
Nedderman, Marie—Sunman, Ind.		Junior	Elementary (4 yr.)
Neidlinger, Martha—Lebanon, Ind.		Junior	High School
Neimeyer, Edward—New Point, Ind.		Freshman	Elementary (2 yr.)
Neimeyer, Harry—New Point, Ind.		Freshman	Social Studies
Newton, Charles—Gentryville, Ind.		Sophomore	High School
Nichols, Raymond—Fredericksburg.		Sophomore	Elementary
Nicholson, Chester—Danville, Ind.		Freshman	High School
Nicholson, Lena—Borden, Ind.		Freshman	Primary (2 yr.)
Nicholson, Norma—Borden, Ind.		Freshman	Primary
Nonte, Alice—Dubois, Ind.		Junior	Primary
Norris, Robert—Hope, Ind.		Junior	Commercial
Nysewander, Florence—Plainfield.		Freshman	High School
O'Bear, Buron—Camden, Ind.		Junior	Elementary
O'Bear, Harry—Camden, Ind.		Junior	High School
O'Hair, Madonna—Greencastle, Ind.		Junior	Commercial
Ogle, George—Martinsville, Ind.		Junior	High School
Olin, Harold—Crawfordsville, Ind.		Freshman	High School
Orem, Dorothea—Vevay, Ind.		Freshman	Primary (2 yr.)
Orem, Joan—Shelbyville, Ind.		Sophomore	Intermediate (2 yr.)
Orem, Wray—Shelbyville, Ind.		Senior	Intermediate (4 yr.)
Orr, Leon—Russiaville, Ind.		P. G.	Anatomy & Eng. Hist.
Orsburn, Pansy—Rensselaer, Ind.		Junior	Commercial (5 yr.)
Overton, Paul—Rensselaer, Ind.		Sophomore	Commercial
Pace, Howard—Roachdale, Ind.		Junior	Physical Education
Parker, Glen—Paxton, Ill.		Freshman	2 yr.
Parker, Kenneth—Danville, Ind.		Junior	High School
Parker, Paul—New Richmond, Ind.		Freshman	High School
Parker, Ruth—Pittsboro, Ind.		Junior	High School
Patterson, Paul—St. Paul, Ind.		Freshman	High School
Pattie, Byron—Rockport, Ind.		P. G.	Latin
Patton, Mary Ellen—Campbellsburg.		Sophomore	Primary (2 yr.)
Payne, Richard—Shelbyville, Ind.		Senior	High School
Pearsey, Dallas—New Waverly, Ind.		P. G.	
Peden, Martha—Sandborn, Ind.		Junior	Art
Percifield, Mae—Nashville, Ind.		Freshman	Intermediate (2 yr.)
Pettigo, Edna—Milroy, Ind.		Junior	Primary (4 yr.)
Perry, Ola—Crawfordsville, Ind.		Junior	High School
Petro, Vonda—Trafalgar, Ind.		Junior	
Peterson, Arthur—Donaldson, Ind.		Junior	Additional work
Petty, Robert—Underwood, Ind.		Sophomore	High School

Phares, Harold—Shelbyville, Ind.	P. G.	High School (A.B.)
Pierce, Neona—Danville, Ind.	Sophomore	
Pike, Joseph—Plainfield, Ind.	Senior	High School
Pike, Howard—Plainfield, Ind.	P. G.	Review Course
Pitcher, Norman—Trafalgar, Ind.	Sophomore	Commercial (2 yr.)
Plaskett, Robert—Scottsburg, Ind.	Junior	High School
Pleasant, Valentine—Danville, Ind.	Sophomore	High School
Pollock, Helen—Russiaville, Ind.	Senior	High School
Pontrich, Mary Helen—Rome, Ind.	Junior	Elementary (4 yr.)
Poole, Gene—Columbus, Ind.	Sophomore	Elementary (2 yr.)
Pope, Charles—Pittsboro, Ind.	Junior	High School
Porter, Hady—Indian Spgs., Ind.	Senior	High School (B.S.)
Porter, Woodson—Dillsboro, Ind.	Junior	High School
Potter, Frances—Paragon, Ind.	Sophomore	Primary
Potter, Irene Eliz.—Paragon, Ind.	Senior	High School
Powers, Robert—Danville, Ind.	Sophomore	Pre-Engineering
Pratt, Esther—Danville, Ind.	Junior	High School
Pribble, Russell—West Lebanon, Ind.	Senior	High School
Price, Thelma—Sunman, Ind.	Junior	Commercial
Price, Robert—Indianapolis, Ind.	Junior	High School
Presnall, Ellice—Charlottesville, Ind.	Junior	Special
Pruett, June—Burns City, Ind.	Freshman	Primary (2 yr.)
Putt, Dwight L.—Hudson, Ind.	Senior	High School (B.S.)
Quackenbush, Cora—Bedford, Ind.	Junior	
Rady, James—Roachdale, Ind.	Junior	High School
Rahe, Lesta—Halton, Ind.	Junior	
Ray, Juanita—Bedford, Ind.	Junior	Primary
Rea, Wilcie—Halton, Ind.	Junior	High School
Record, Mildred—Indianapolis, Ind.	Sophomore	High School
Redden, Everett—North Salem, Ind.	Junior	High School
Redden, Leonard—North Salem, Ind.	Junior	High School
Reed, Evelyn—Lebanon, Ind.	Junior	Renewal of Permit
Reese, Edith—Roachdale, Ind.	Sophomore	High School
Reidelback, Frances—Winamac, Ind.	Junior	Elementary (4 yr.)
Reisert, Ellia—Pekin, Ind.	Freshman	Elementary (2 yr.)
Remley, Frances—Lucerne, Ind.	Sophomore	Primary (2 yr.)
Reutebuch, Hilda—Star City, Ind.	Senior	Normal (4 yr.)
Reynolds, Wharton—Brownstown, Ind.	Junior	High School
Rhude, Floyd—Crothersville, Ind.	Sophomore	2 yr.
Richards, Wilbur—New Salisbury.	Junior	High School
Richert, Arthur—Elizabeth, Ind.	Sophomore	Elementary (2 yr.)
Richman, Robert—Huron, Ind.	Junior	High School
Rickenburgh, Harold—Uniontown.	Junior	
Ricks, Mary—Martinsville, Ind.	Freshman	High School
Roberts, Audra—Mecca, Ind.	Senior	High School
Roberts, Edith—St. Paul, Ind.	Freshman	Intermediate (2 yr.)
Roberts, Hazel—Vevay, Ind.	Junior	Extra Work High School
Roberts, Helen—Osgood, Ind.	Senior	Extra Work

NAME	ADDRESS	CLASS	COURSE
Robinson, Dorothy—Sunman, Ind.		Junior	High School
Robinson, Regina M.—Bloomington.		P. G.	High School
Rogers, Carl—Clayton, Ind.		Freshman	Pre-Engineering
Rogers, James—Roachdale, Ind.		Freshman	Phy. Ed.
Rose, Bernard—Valparaiso, Ind.		P. G.	Phy. Ed.
Ross, Dorothy—Crawfordsville, Ind.		Junior	
Ross, Geneva—Lebanon, Ind.		Sophomore	Elementary (2 yr.)
Ross, Mary Eliz.—Danville, Ind.		Junior	High School
Ross, Walter—Lebanon, Ind.		Senior	High School
Rossin, Lee—South Bend, Ind.		Sophomore	High School
Rodenbush, Gerald—Greenfield, Ind.		Senior	High School
Roller, Everett—Winamac, Ind.		Junior	High School
Routier, Hazel—Martinsville, Ind.		Junior	High School
Rouse, Paul—Columbus, Ind.		Junior	High School
Royer, Claudine—Jasonville, Ind.		Junior	Intermediate (2 yr.)
Ruby, Malcolm—Centerville, Ind.		P. G.	Science & Math.
Rumsey, Carl—Aurora, Ind.		Senior	High School
Rush, Lelia—Gosport, Ind.		Junior	Elementary (4 yr.)
Rush, Theodore—Solsberry, Ind.		Junior	High School
Rusk, Dorothea—Waynetown, Ind.		Junior	Educational
Ruthledge, Harry—Crawfordsville.		P. G.	Phy. Ed.
Saddler, Edwin—Branshville, Ind.		Sophomore	Intermediate
Sadler, Bonnie—Danville, Ind.		Senior	2 yr.
Sallee, Clyde—Pittsboro, Ind.		Junior	High School
Sandlin, Jeannette—Lebanon, Ind.		Sophomore	
Sandy, Rose Marie—Paragon, Ind.		Sophomore	High School
Saltsgaver, Brittie—Milltown, Ind.		Junior	Primary
Sappenfield, Marvin—Georgetown.		Junior	High School
Sawyer, Ira		Senior	
Sawyer, Paul—Carmel, Ind.		P. G.	High School
Scales, Ira—Delphi, Ind.		Junior	Physical Education
Schermer, Russell—Milan, Ind.		Senior	High School
Scherry, Layke—Decatur, Ind.		Junior	High School
Schreiber, Phillipa—Indianapolis.		P. G.	Latin & Music
Schultz, Ivan—Stillwell, Ind.		Senior	High School
Schuyler, Irl—Marion, Ind.		Senior	High School
Scott, Alice Rose—Mooresville, Ind.		Sophomore	Elementary (2 yr.)
Scott, Hubert—Martinsville, Ind.		Junior	High School
Scott, Ralph—Greenfield, Ind.		Freshman	Pre-Law
Scott, Martha Lou—Greencastle, Ind.		Sophomore	2 yr.
Scotton, Lucinda—New Palestine, Ind.		Junior	Education
Scudder, Charles—Gosport, Ind.		Junior	Elementary (2 yr.)
Semones, Willa—Danville, Ind.		Senior	Pre-Medical
Sever, Anna—Waldren, Ind.		Junior	High School
Shaffer, Charles—Corydon, Ind.		Junior	High School
Shalley, Elizabeth—Rickville, Ind.		Freshman	Primary (2 yr.)
Sharr, Mente—Spencer, Ind.		Sophomore	Elementary (2 yr.)

NAME	ADDRESS	CLASS	COURSE
Shaw, John, Danville, Ind.		Freshman	Pre-Legal
Shaw, Philip—Danville, Ind.		Sophomore	High School
Shelton, Amos—Danville, Ind.		P. G.	Phy. Ed.
Shipley, David—Crothersville, Ind.		Senior	High School
Shirar, Mary Ruth—Greentown, Ind.		Sophomore	Primary (2 yr.)
Short, Hilda—Salem, Ind.		Senior	Elementary (4 yr.)
Shrader, Alma—Jeffersonville, Ind.		P. G.	Commerce
Shute, Lawrence—Solsberry, Ind.		Junior	High School
Silvery, Maurice—Roachdale, Ind.		Junior	Commercial
Simons, Mary—Quincy, Ind.		Junior	High School
Sleeth, Bessie—Fairland, Ind.		Sophomore	Renewing license
Sluder, Lester—Jasonville, Ind.		Junior	High School
Smith, Allen—Troy, Ind.		Junior	High School
Smith, Atwood—Waynetown, Ind.		Junior	High School
Smith, Beatrice—New Albany, Ind.		Junior	Intermediate Grammar
Smith, Beulah—Fairland, Ind.		Junior	High School
Smith, Charles—Roachdale, Ind.		Freshman	2 yr.
Smith, Gwendolyn—Owensburg, Ind.		Sophomore	Elementary (2 yr.)
Smith, Herman—Franklin, Ind.		Freshman	
Smith, Jay—Paragon, Ind.		Sophomore	High School
Smith, Marion—Danville, Ind.		Junior	High School
Smith, Mary—Danville, Ind.		Junior	Primary
Smith, Mary Louise—Ladoga, Ind.		Freshman	High School
Smith, Moscelyn—Lebanon, Ind.		Sophomore	
Smith, Murl—Tell City, Ind.		Junior	Elementary (4 yr.)
Smith, Ralph—Washington, Ind.		Senior	High School
Smith, Ray—Cortland, Ind.		Senior	Elementary (2 yr.)
Smith, Rigdon—Danville, Ind.		Sophomore	High School
Snider, Earl—Shelbyville, Ind.		Sophomore	High School
Snyder, Margaret—Crawfordsville.		Senior	Additional
Sowers, Gorden—Clayton, Ind.		Freshman	Pre-Engineering
Sparks, Mildred—Pittsboro, Ind.		Freshman	2 yr.
Speedy, Paul—Eckerty, Ind.		Sophomore	Elementary
Speer, Helen—Orleans, Ind.		Sophomore	Primary
Spencer, Elizabeth—Rockville, Ind.		Junior	Primary
Sprague, Edgar—Freetown, Ind.		P. G.	Soc. Sc. & Phy. Ed.
Staley, Phyllis—Greenfield, Ind.		P. G.	Phy. Ed.
Stanley, Leota—Danville, Ind.		Freshman	Commercial
Stanley, Wilbur—Galveston, Ind.		P. G.	Math. 346
Starkey, Bryant—Hazelwood, Ind.		Senior	High School
Starkey, Ellen Louise—New Augusta.		Junior	High School
Steele, Jeanette—Jamestown, Ind.		Senior	High School
Stephenson, Inez—New Richmand, Ind.		Junior	High School
Stephenson, Simpson—Campbellsburg.		Junior	High School (B.S.)
Stewart, Edith—Canaan, Ind.		Junior	Elementary
Stewart, Junius—Bargersville, Ind.		Sophomore	Intermediate
Stiers, Walter—Indianapolis, Ind.		Junior	High School

NAME	ADDRESS	CLASS	COURSE
Stilabower, Thelma—Columbus, Ind.		Sophomore	Primary (2 yr.)
Stockton, Aileen—Morgantown, Ind.		Senior	High School
Stockton, Lee Roy—Otterbein, Ind.		Junior	High School
Stoner, Willie—Cordsville, Ind.		Junior	High School (Music)
Stout, Cora—Bennington, Ind.		Junior	Education
Straber, Marietta—Osgood, Ind.		Senior	Extra Work
Street, Mary Frances—Quincy, Ind.		Freshman	Primary (2 yr.)
Stratton, Olive—Halton, Ind.		P. G.	Phy. Ed.
Striebeck, Leora—Zionsville, Ind.		Sophomore	Intermediate (2 yr.)
Strode, James—Trafalgar, Ind.		Junior	High School
Stuart, Nellie—Danville, Ind.		Senior	
Stuffle, Clair—Montgomery, Ind.		P. G.	Additional
Sturgeon, Melvin—Coatesville, Ind.		P. G.	History
Summers, Jean—Quincy, Ind.		Sophomore	
Summers, Winifred—Quincy, Ind.		Freshman	Primary (2 yr.)
Sutherland, Wilma—Roachdale, Ind.		Junior	High School
Sutton, Mabel—Greensburg, Ind.		P. G.	Art & Phy. Ed.
Swain, La Donna—Finly, Ind.		Freshman	Primary (2 yr.)
Swain, Mary Eunice—Lizton, Ind.		Junior	Primary
Tam, Fred—Idaville, Ind.		Senior	
Tauscher, Roland—Chicago, Ill.		Special	Phy. Ed.
Taylor, Mabel—Columbus, Ind.		Junior	Primary
Terry, Ruth—Shoals, Ind.		Freshman	High School
Tharp, Mary Maxine—Danville, Ind.		Freshman	High School
Thistlethwaite, Duane—Danville, Ind.		P. G.	
Thomas, Dorothy—Bloomington, Ind.		Freshman	High School
Thomas, Helen—Danville, Ind.		Freshman	P. G.
Thomas, Josephine—Danville, Ind.		Junior	High School
Thomas, Lorene—Bowling Green, Ind.		Junior	Elementary (2 yr.)
Thomas, Ruth—Danville, Ind.		Junior	High School
Thompson, Aleta—Lafayette, Ind.		Senior	High School
Thompson, Effie, Lafayette, Ind.		Freshman	Commercial
Thompson, Mary Jane—Danville, Ind.		Freshman	Primary
Thompson, Maurice—Greensburg.		Freshman	Intermediate
Thompson, Noble—Danville, Ind.		P. G.	Latin
Thompson, Thelma—Indianapolis, Ind.		Junior	High School
Threewit, Dorothy—Richmond, Ind.		Sophomore	Primary (4 yr.)
Timberlake, Clarence—Laconia, Ind.		Sophomore	Elementary (2 yr.)
Timberlake, Juanita—Palmyra, Ind.		Junior	Primary
Titus, George—Indianapolis, Ind.		Junior	321-262A-260
Tomlinson, Mary Lee—Scipio, Ind.		Senior	Intermediate
Tomlinson, Vernice—Danville, Ind.		Senior	High School
Treat, Mary Eliz.—Indianapolis, Ind.		Senior	High School
Tribby, Thelma—Solsberry, Ind.		Sophomore	Primary (2 yr.)
Tribby, Wilford, Solsberry, Ind.		Junior	High School
Troth, Floyd—Lebanon, Ind.		Senior	High School
Tucker, Paul—Eckerty, Ind.		Junior	Pre-Engineering

NAME	ADDRESS	CLASS	COURSE
Tuell, Edan—Evans Ldg. Ind.		Sophomore	Elementary (2 yr.)
Vail, Rhoda—Chrisman, Ind.		Junior	2 yr.
Vannice, Ethel—Danville, Ind.		P. G.	High School
Vaughn, Durwood—Danville, Ind.		Junior	2 yr.
Vaughn, Millard—Coatsville, Ind.		Junior	High School
Vaught, Lucy—Rockville, Ind.		Junior	Primary
Vincent, Margaret—Crawfordsville.		Junior	High School (Phy. Ed.)
Voyles, Virginia—Danville, Ind.		Freshman	Commerce
Wade, Morris—Borden, Ind.		Sophomore	Elementary (2 yr.)
Wade, Ruth—Danville, Ind.		Junior	High School
Wainwright, Margaret—Lebanon.		Senior	High School
Walker, Austin—Cloverdale, Ind.		Sophomore	High School
Walker, George—Danville, Ind.		Junior	High School
Walker, Nellie—Rising Sun, Ind.		P. G.	Primary
Wallace, Harold—Lafayette, Ind.		Junior	High School
Walls, Claude—Danville, Ind.		P. G.	Commerce
Walter, Geneva—Pittsboro, Ind.		Sophomore	Elementary
Walterhouse, Jane—Ladoga, Ind.		Senior	
Walton, Jessie—Plainfield, Ind.		Senior	Elementary (4 yr.)
Walton, John—North Salem, Ind.		Junior	Pre-Engineering
Ward, Barbara—Monon, Ind.		Junior	High School
Ward, Dean—Clayton, Ind.		Freshman	Pre-Engineering
Ward, Lois—Danville, Ind.		Freshman	Commercial
Ward, Winifred—Frankfort, Ind.		P. G.	Elementary
Warner, Maurice—Ladoga, Ind.		P. G.	Color Theory & design
Warthen, Kenneth—Paragon, Ind.		Junior	High School
Watkins Helen—Spencer, Ind.		Sophomore	Inter. Grammar (2 yr.)
Watson, Jessie—Solesberry, Ind.		Sophomore	Primary (2 yr.)
Watson, Beatrice—Williamsport, Ind.		Sophomore	Elementary (2 yr.)
Watson, Harold, Danville, Ind.		P. G.	Public Speaking
Watson, James—Paoli, Ind.		Junior	High School
Watson, Mary—Wheatfield, Ind.		Sophomore	Primary
Watson, Pauline—Paoli, Ind.		Junior	Commercial
Watson, William—Central, Ind.		P. G.	Commercial
Waymire, Saniel—Rensselaer, Ind.		Freshmen	High School
Weaver, Ellis, Cordell, Okla.		Senior	Pre-Medicine
Weaver, Floyd, West Point, Ind.		Senior	High School
Webb, William—Danville, Ind.		P. G.	Latin 238
Weddell, Kate—Goshen, Ind.		Sophomore	High School
Wessel, Anna—Brownstown, Ind.		Junior	Primary
Westbay, June—Palmer, Ind.		Freshman	Primary (2 yr.)
Wheatley, Lawrence—Kempton, Ind.		Freshman	High School
Whitcomb, Evelyn—Valparaiso, Ind.		Sophomore	Elementary (2 yr.)
Whitcomb, Jessie—Hayden, Ind.		Sophomore	High School
Whitaker, Cleo—Stilesville, Ind.		Senior	High School
White, Phyllis—Brownsburg, Ind.		Freshman	Intermediate (2 yr.)
Whiteman, Keith—Michigantown.		Junior	2 yr.

NAME	ADDRESS	CLASS	COURSE
Whiteman, Marguerite, Jamestown.		Junior	Primary (2 yr.)
Whittinghill, Lucille—Dubois, Ind.		Junior	Primary
Wien, Kenneth—Lafayette, Ind.		Sophomore	High School
Wiley, Elijah—East Enterprise, Ind.		Junior	High School
Willen, Harold—Coral City, Ind.		Sophomore	Elementary (2 yr.)
Williams, Alberta—Shoals, Ind.		P. G.	English
Williams, David—Danville, Ind.		Senior	High School
Williams, Eileen—Danville, Ind.		Sophomore	Liberal Arts
Williams, Idaperl—Pendleton, Ind.		Freshman	High School
Williams, Kathleen—Danville, Ind.		Freshman	High School
Williams, Marie—Southport, Ind.		Freshman	Commercial
Williams, Milton—Danville, Ind.		Senior	High School (B.S.)
Williams, Rullus—Campbellsburg, Ind.		Junior	High School
Williams, Russell—Auburn, Ind.		Freshman	High School
Williamson, Thelma—New Albany.		Junior	High School
Wilson, Lethia—Roachdale, Ind.		Junior	High School
Wilson, Loren—Eminence, Ind.		P. G.	Art Adv. Comp.
Wilson, Mary—Danville, Ind.		Junior	Primary (2 yr.)
Wilson, Thomas—Lafayette, Ind.		Junior	High School
Winslow, Imogene—Salem, Ind.		Sophomore	Elementary (2 yr.)
Wiseman, Paul—Corydon, Ind.		Junior	High School
Wisler, Dorris—Walton, Ind.		Junior	2 yr.
Wissel, Pauline—North Vernon, Ind.		Sophomore	Primary
Witmer, Dorothy—Lebanon, Ind.		Junior	High School
Wolfe, Arline—Winamac, Ind.		Sophomore	Primary (2 yr.)
Wolfe, Dumont—Corydon, Ind.		Freshman	Elementary (2 yr.)
Wolfe, Roy—Corydon, Ind.		Freshman	
Wolfe, Earl—Deputy, Ind.		Sophomore	High School
Warrick, Doris—Roachdale, Ind.		Junior	Primary
Worrell, Charles—Lizton, Ind.		Freshman	High School
Wright, Helen—Owensville, Ind.		Sophomore	High School
Wulbur, Ralph—Sunman, Ind.		Junior	High School
Wyant, Frances—Michigantown, Ind.		Sophomore	Elementary (2 yr.)
Wyndham, Lester—Brazil, Ind.		Freshman	High School
Young, Margaret—Roachdale, Ind.		Sophomore	Primary
Young, Frank—Wash Knox, Ind.		P. G.	College
Younger, Aela—Bedford Ind.		Junior	Elementary (2 yr.)
Zarse, Alma—Chalmers, Ind.		Junior	High School
Zimmerman, Albert—Sunman, Ind.		Senior	High School
Zollars, Olive—Shoals, Ind.		Sophomore	Elementary

INDEX

A. B. License Program	33
Accountant's Course	51
Accounting	53, 54, 55
Accreditation	18
Administration	3
Admission	19, 24
Advanced Standing	24
Advertising	56
Aesthetic Dancing	105
Algebra, College	89
Algebraic and Trigonometric Functions	89
Alpha Mu Kappa	17
Alpha Theta Epsilon	18
Alumni	19
Alumni Board	131
Alumni Officers	131
American History	123
Anatomy	120
Arithmetic, Commercial	90
Art Appreciation	47
Art Club	16
Art, Curriculum for High School License	43
Association of Women Students	14
Athletics	19
Athletic Games	103
Awards	21
Band	20, 97
Band and Orchestral Instruments	93, 96
Baseball	102
Basketball Coaching	101
Basketball and Volley Ball	104
Biology, General	116
Biology, Courses in	116, 117, 118, 119, 120
Blackboard Sketching	46
Board of Trustees	3
Bookstore	20
B. S. License Program	34
Buildings	20
Business Education, Department of	49
Business English	55
Business Law	54
Business Subjects	52, 53, 54, 55, 56
Calculus, Advanced	91
Calculus, Differential	90

Calculus, Integral	91
Calendar	4
Caltrigonian Circle	16
Campus Crier Staff	14
Certificates	29
Chaucer, Introduction to	76
Chemistry, Courses in	111, 112, 113
Chemistry, General	111
Chemistry, Physical	113
Chemistry, Organic	112, 113
Cicero, De Senectute et de Amicitia	80
Cicero, Orations	78
Class Attendance	20
Clay Modeling	44
Club, Glee	96
Clubs	20
Coaching Baseball	102
Coaching Basket Ball	101
Coaching Football	100
Coaching Track	102
College Calendar	4
Color	44
Commerce, Curriculum in	50
Commerce, Department of	49
Commerce Subjects	52, 53, 54, 55, 56
Commercial Club	16
Commercial Illustration	47
Committees, Faculty	11
Competitive Athletics	102
Composition, Advanced	73
Convocation	20
Corrective Exercises	101
Corrective Exercises	105
Crafts	48
Degrees Conferred June, 1939	132
Delta Sigma Kappa	18
Department of Education and Psychology	57
Department of English	71
Department of Mathematics	89
Debating & Parliamentary Law	73
Degrees	29
Departmental Majors	25
Department of Music	92
Department of Science	107
Departments	32
Department of Social Science	122

Departmental Statement	42
Design, Advanced	47
Design, Costume	48
Design, (Elementary)	44
Diagnostic and Remedial Techniques in Arithmetic	69
Diagnostic and Remedial Techniques in Reading	69
Dramatic Art	74
Drama, Modern	75
Drama, World	75
Drasceno	15
Drawing and Composition	43
Ear Training and Sight Singing	92, 93, 94
Economics	28
Educational Requirements for Admission	24
Education, Curriculum for High School License	58
Education, Department of	57
Education, Head of	7
Education, History of	62
Education, History and Principles	61
Education, Introduction to	61
Education, Methods and Student Teaching	63
Education, Philosophy of	62
Education, Secondary	62
Education, Social Aspects of	62
Electricity	113, 114
Elementary Construction	46
Elementary School Art	46
English Club	16
English, Department of	71
English Literature, Survey of	75
English, Major in	71
English, Requirements for license in	71
English, Suggested curriculum for license in	72
Entomology	119
Equations, Theory of	91
Equipment	20
Eugenics	118
European History	125
Evolution	119
Expenses	28, 29
Faculty	6
Faculty Committees	11
Faculty, Summer	9
Fees	28, 29
Figure Drawing	47
First Aid	101

First Aid	104
Football, Coaching	100
Foreign Languages, Department of	77
Four Year Grade Teachers	34
Fraternities	17
French	86
Geography, Human	129
Genetics and Eugenics	118
Geometry, College	90
Geometry, Plane Analytic	90
Geometry, Solid	90
Geometry, Solid Analytic	90
German	84
Glee Clubs	17, 20, 96
Graduates, List of	132
Grammar and Composition	72, 73
Grounds	20
Gymnastic Exercises	100, 103
Harmony	92, 93
Harmony, Advanced	93, 96
Health Education	100, 104
Health and Safety	102, 104
Health Service	21
Heat	113, 115
High School License in Physical Education	99
History of Art	48
History and Location	13
Honorary Organizations	14
Honors and Awards	21
Horace	81
Hygiene	117
Hygiene, Personal	102
Information, General	18
International Relations	128
Invertebrate Zoology	117
Journalism	55
Junior H. S. Teachers	31
Juvenal	83
Kappa Pi Beta	15
Kinesiology	101, 105
Latin, Curriculum for license in	78
Latin, Department of	77
Latin, Grammar and Composition	81

Latin, Literature	80
Latin, Mythology	80
Latin Poetry	83
Latin, Private Life	80
Leather and Bookbinding	45
Letterman's Club	15
Libraries	21
Licenses	29
License in Physical Education	99
License Renewal	37
License Requirements	37
License, Social Science	122
Literature, American	74
Literature, Children's	74
Literature, World	73
Livy	79
Location and History	13
Lucretius	82
Magnetism	113, 114
Majors	25
Manuscript Writing	70
Marks	26
Martial	82
Mathematics, Curriculum in	89
Mathematics, Department of	88
Mathematics of Finance	90
Mathematics, General	91
Mathematics, License Requirements	89
Mechanics	113, 114
Men, Physical Education	100
Mid-Spring Term	21
Music, Applied	92, 93
Music Appreciation	92, 93, 94
Music, Curriculum for H. S. License	92
Music, Department of	92
Music, History of	93
Music, History of	95
Music, Introduction to	94
Music, Non Prepared	96
Music Skills	95
Music, Supervisor's License	93
Music, Supervisors	32
Nature Study and Life	118
Nepos	79
Non-Prepared Physical Education Courses, Men	103
Non-Prepared Courses, Women	106

Novel, Modern	76
Novel to 1850	76
Office Practice	55
Opportunity English	72
Orchestra	20, 97
Orchestration	93, 96
Organization and Administration of Physical Education	102, 106
Organizations	14
Orientation Period	21
Ovid	79
Penmanship	56
Permits	37
Permits, Renewal	37
Personal Hygiene	102, 105
Perspective	43
Physical Diagnosis	101, 104
Physical Education, Department of	98
Physical Education H. S. License	99
Physical Examinations	101, 105
Physics, Courses in	113
Physics, Modern	115
Physiology and Hygiene	117, 120
Physical Science Survey	116
Piano	95, 96
Placement of Graduates	22
Plant Ecology	119
Plant Identification	118
Plant Morphology	117
Plant Pathology	119
Plautus and Terence	81
Playground Supervision	102, 105
Pliny	82
Poetry, English Romantic	76
Poetry, Victorian	74
Political Science	128
Pre-Dental	39
Pre-Engineering	41
Pre-Law	40
Pre-Marriage	100
Pre-Marriage Course	103
Pre-Medical	39
Pre-Nursing	40
Pre-Professional Courses	38
Prose, Victorian	74
Psi Chi Omega	18

Psychoid, Department of	57
Psychology, Abnormal	60
Psychology, Adolescence	60
Psychology of Business and Industry	58
Psychology of Character Development	61
Psychology, Child	59
Psychology of Elementary School Subjects	59
Psychology of Exceptional Children	60
Psychology, General	58
Psychology, Head of	7
Psychology of Learning	58
Psychology, Social	61
Publications	22
Public Speaking	73
Qualitative Analysis	111
Quantitative Analysis	112
Radio	115
Registration	25
Rhythmics	105
Rooming Regulations	26
Rules and Regulations	24
Safety Education	102, 104
Salesmanship	55
Sallust	80
Scholarships	22
School Year	22
Science Club	17
Science, Department of	78
Science, requirements for licenses in	107, 108, 109, 110
Secretarial Course	50
Senior H. S. Teachers	31
Shakespeare	75
Shorthand	52, 53
Sight Singing, Ear Training and	94
Sigma Lambda Pi	17
Sigma Phi Kappa Delta	14
Sketching	45
Social Life of Students	23
Social Science, Department of	122
Social Science License	123
Sociology	130
Sororities	18
Sound	113, 114
Special Students	24
State Board License, Rulings in Physical Education	98

Statistics, Elementary	59
Stenography	54
Students Christian Association	14
Suetonius	82
Summer Faculty	9
Summer Terms	23
Supervised Teaching	12
Supervised Student Teaching in Primary Grades	68
Supervised Student Teaching in Intermediate-Grammar Grades..	69
Supervised Student Teaching in High School	70
Survey of Physical Science	116
Symphonic Instruments	96
Table of Departments	32
Tacitus	82
Techniques of Counselling and Guidance	61
Terence, and Plautus	81
Tests and Measurements	61
Theory of Play	100
Theory of Play	103
Track	102
Trigonometry	89
Trustees, Board of	3
Tuition	28
Typing	52, 53
Vergil, Aeneid	79
Verse, Contemporary British and American	76
Vergil, Eclogues and Georgics	81
Vertebrate Zoology	117
Voice	95, 96
Watercolor	45
Women's Athletic Association	17
Women's Courses	103
Women Students	23
Work	23
Year, School	22
Zeta Sigma	18
Zoology, Courses in	117

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JANUARY	FEBRUARY	MARCH	APRIL
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