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# INDIANA BULLETIN

INDIANA STATE COLLEGE  
 INDIANA, PENNSYLVANIA

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Undergraduate Schools of  
 Education & Liberal Arts

INDIANA COLLEGE

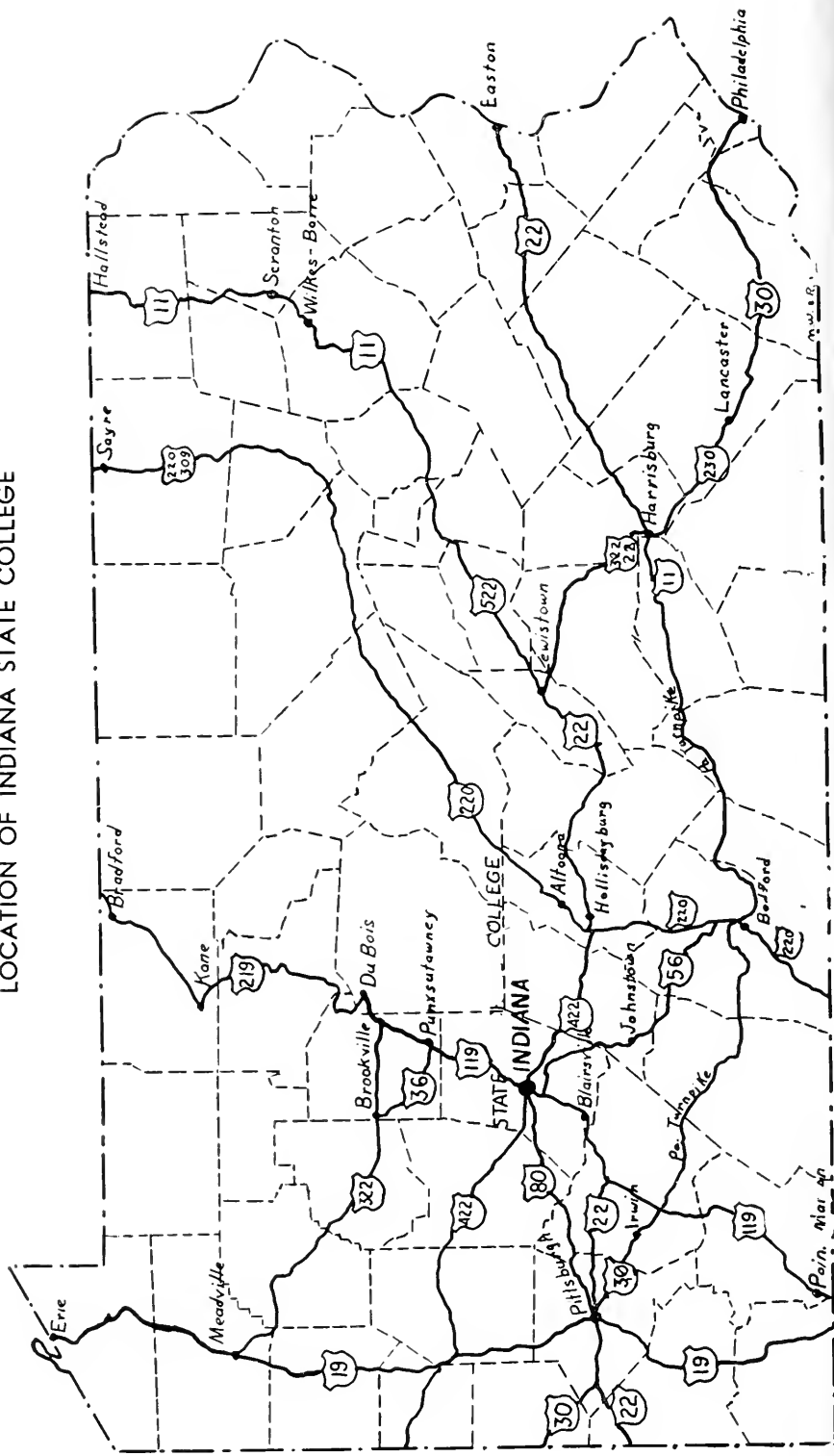
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# INDIANA COLLEGE BULLETIN

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VOLUME 70

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Number 1

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STATE COLLEGE  
INDIANA, PENNSYLVANIA

Catalogue Number  
1964 - 1965



THIS COLLEGE IS ACCREDITED BY THE NATIONAL COUNCIL FOR  
ACCREDITATION OF TEACHER EDUCATION AND THE MIDDLE STATES  
ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

Issued Annually in February by the Trustees of the Indiana State  
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Act of Congress, August 24, 1912.

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## THE INDIANA STATE COLLEGE CALENDAR

1964-65

### THE SUMMER SESSIONS

#### Pre-Session

Classes Begin ..... June 8  
Session Ends ..... June 26

#### Main Session

Classes Begin ..... June 29  
Session Ends ..... Aug. 7

#### Post Session

Classes Begin ..... Aug. 10  
Session Ends ..... Aug. 28

#### First Semester

Faculty Workshop ..... Sat., Sept. 5  
Registration and Orientation of Freshmen  
    (Details will be mailed) ..... Wed., Sept. 9  
Registration of Upperclassmen ..... Thurs., Sept. 10  
Registration of Upperclassmen ..... Fri., Sept. 11  
Registration of Upperclassmen ..... Sat., Sept. 12  
Classes begin with First Period ..... Mon., Sept. 14  
Thanksgiving Recess Begins at the Close of Classes ..... Tues., Nov. 24  
Thanksgiving Recess Ends at 8:00 A. M. .... Mon., Nov. 30  
Christmas Recess Begins at the Close of Classes ..... Wed., Dec. 23  
Christmas Recess Ends at 8:00 A. M. .... Mon., Jan. 4  
First Semester Ends at the Close of Final Examinations ..... Wed., Jan. 20  
Last Meeting of Saturday Campus Classes ..... Sat., Jan. 16

#### Second Semester

Registration ..... Mon., Tues., Wed., Jan. 25, 26, 27  
Classes Begin at 8:00 A. M. .... Thurs., Jan. 28  
Spring-Easter Recess Begins at the Close of Classes ..... Tues., April 13  
Spring-Easter Recess Ends at 8:00 A. M. .... Tues., April 20  
Second Semester Ends at the Close of Final Examinations ..... Wed., May 26  
Alumni Day ..... Sat., May 29  
Commencement ..... Sun., May 30

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B.S., Mansfield State College; M.A., University of Illinois	
ROBERT L. WOODARD	Science
B.S., Syracuse University; M.S., State University of New York, Geneseo, New York; Ph.D., Cornell University	
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PATSY A. ZITELLI	Science
A.B., Ed.M., University of Pittsburgh	

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Coordinator of Secondary Education Departments	
A.B., State College of Iowa; A.M., Columbia University; Ph.D., University of Pittsburgh	
GEORGE P. MILLER	Chairman, Health and Physical Education
B.S., A.M., Columbia University	
NORAH E. ZINK	Geography
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 Aikey, Robert — Johnstown  
 Aikey, Thomas — Altoona  
 Almes, Thomas — Norwin  
 Altman, James — Norwin  
 Altomari, Paul — Westmoreland County  
 Amann, Alfred — Jeannette  
 Apel, Dale — New Kensington  
 Armstrong, John — New Kensington  
 Ashworth, Edna — Benjamin Franklin  
 Askey, William A. — Westmont  
 Baginski, Sandra — Monroeville  
 Balest, Florence — Monroeville  
 Balla, Alexander J. — Monroeville  
 Barkhimer, Jessie T. — Westmont  
 Barkley, Ruth — Lower Burrell  
 Bash, Bernadine J. — Hempfield  
 Basil, Frank — Punxsutawney  
 Batiste, John — New Kensington  
 Beck, Janet — Westmoreland County  
 Bell, Madeline — Purchase Line  
 Bergman, Anna Betty — Monroeville  
 Betar, Walter — Altoona  
 Bianca, Arlene — Laura Lamar  
 Bigley, Edna — Leechburg  
 Binkey, Marjorie — Laura Lamar  
 Bisignani, Mary Kay — Hempfield  
 Bistline, Darwin H. — Altoona  
 Bitonti, Salvatore — Hempfield  
 Bloom, Marion — Penns Manor  
 Bloomfield, Kathryn A. — Altoona  
 Bohn, Russell Kenneth — Altoona  
 Boothman, Isabelle — Hempfield  
 Bowers, Edith B. — Punxsutawney  
 Boyles, Robert — Butler  
 Brailler, William — Westmont  
 Brenneman, Harold — Avonworth  
 Breon, Paul — Greensburg  
 Brobst, Roger — Penn Hills  
 Brooks, Edgar J. — Altoona  
 Brougher, Glenn — Ferndale  
 Brown, Charlotte — Benjamin Franklin  
 Brown, Gerald — Penns Manor  
 Brown, Gladys — Benjamin Franklin  
 Brunelli, Julia — Greensburg  
 Bucar, Paul — Norwin  
 Buchanan, Kathryn — Indiana  
 Buchanan, William G. — Purchase Line  
 Butterbaugh, Beryl — Altoona  
 Calabrese, Clyde — Derry  
 Calabrese, Eugene — Westmoreland County  
 Calderwood, Leila — Johnstown  
 Calhoun, Mae — New Kensington  
 Calvo, Delfino — Derry  
 Campbell, Larry — Monroeville  
 Carnahan, Harry — Indiana  
 Carns, Judith — Monroeville  
 Carosella, S. Anthony — Johnstown  
 Caruso, Paul J. — Ford City  
 Caruso, Victor — Ford City  
 Celigoi, Rudolph — North Braddock  
 Cherry, Helen — Altoona  
 Cipollini, John — Laura Lamar  
 Claypool, Charlotte — Monroeville  
 Clements, Alice — Indiana  
 Cole, Shirley — Greensburg  
 Collins, Joseph — Hollidaysburg  
 Covode, Nora Grace — Richland Twp.  
 Cotterell, Alice — Monroeville  
 Cramer, Virginia — Penn Hills  
 Cree, Delores T. — Harmony Joint  
 Creps, Jeanne — Indiana  
 Crisafulli, Margaret — Conemaugh Twp.  
 Crist, Zella E. — Altoona  
 Cross, William — Butler  
 Cummings, Patrick — Hollidaysburg  
 Daniels, James — Penns Manor  
 Dautlick, Jeanne — Monroeville  
 Davis, James — Ford City  
 Davis, Kenneth — Monroeville  
 Davis, Sheldon K. — Indiana  
 Deemer, Geraldine — Wilkesburg  
 DeGaetano, Arveta — Indiana  
 Delia, Jean — New Kensington  
 Demato, Hugh — Jeannette  
 Dick, Roger — Hollidaysburg  
 Dietz, Henry L. — Ford City  
 DiTullio, Josephine — Monroeville  
 Dombart, Donald — Butler  
 Donaldson, Ralph — Greensburg  
 Doney, Clifford — Punxsutawney  
 Donnellan, Walter — Monroeville  
 Dreikorn, Edward — Johnstown  
 Drenner, Donald — Conemaugh Twp.  
 Edder, Margaret — Indiana  
 Edwards, Robert — Lower Burrell  
 Elkin, Patricia — Norwin  
 Erickson, Paul — Monroeville  
 Esch, Glynn — Altoona  
 Esper, Thomas — Monroeville  
 Fails, Donald J. — Monroeville  
 Fails, George — Hempfield  
 Fassett, Natalie — Laura Lamar  
 Feather, Lois — Monroeville  
 Ferner, Emma — Johnstown  
 Fetterman, Gerald R. — Punxsutawney  
 Fetterman, William F. — Penn Manor  
 Fiorina, John — Derry  
 Fitzmaurice, Vincent — New Kensington  
 Fleming, Dorothy — Indiana  
 Folino, Alba — Lower Burrell  
 Fox, Cecil — Hollidaysburg  
 Fox, Roberta — Franklin Twp.  
 Furrer, Ethelyn C. — Altoona  
 Furry, Mary — Johnstown (Garfield)  
 Gallo, John E. — Marion Center  
 Garrity, James Patrick — Greensburg  
 Gates, E. Jean — Altoona  
 Gecowets, Mary Lee — Monroeville

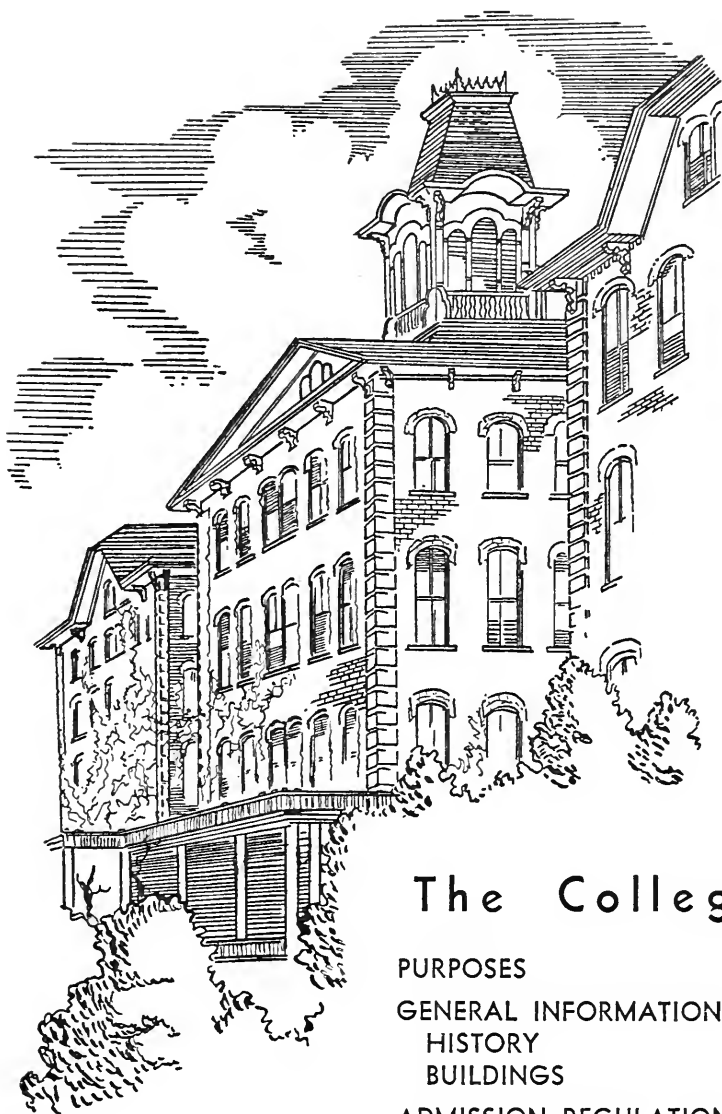
- George, James — Indiana  
 George, John — Lower Burrell  
 George, Glenn — United Joint  
 Gerhart, Wade — Greensburg  
 Gershman, Thelma — Indiana  
 Giles, Leah — Purchase Line  
 Ginnocchi, Anthony — Lower Burrell  
 Good, Sherman E. — Derry  
 Gottschall, Richard — Altoona  
 Graf, Carl E. — Altoona  
 Graybill, Dorothy — Hempfield  
 Green, Elizabeth — Indiana County  
 Green, S. Elizabeth — Richland Twp.  
 Grotenthaler, John — Monroeville  
 Grove, Harold — Indiana  
 Guiney, Sue — Lower Burrell  
 Gulich, John — Richland Twp.  
 Gutt, Frieda — Norwin  
 Hall, Ina — Monroeville  
 Hall, Katherine — Monroeville  
 Hamilton, Robert W. — Franklin Twp.  
 Hancuff, James — Hollidaysburg  
 Hardin, Marian — Penn Trafford  
 Harriger, Charles — Lower Burrell  
 Harrold, Donna — New Kensington  
 Harmon, Daniel — Indiana  
 Haubrich, LaVerne — Norwin  
 Heaton, Mary Ellen — Indiana  
 Heckler, Vieva Wonder — Windber  
 Heininger, Lois — Altoona  
 Herceg, John — New Kensington  
 Herge, Mary — Wilkingsburg  
 Hershberger, Nyle — Ferndale  
 Hess, James W. — Portage  
 Hildebrand, Helen — Central Cambria  
 Hile, Joan — Penns Manor  
 Hill, Homer — Johnstown  
 Hill, Marybelle — Indiana  
 Hoffman, Wilbert — Altoona  
 Holden, Robert — Monroeville  
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 Horrell, Paul — Derry  
 Houk, Sara — Indiana  
 Huber, Joseph — Richland Twp.  
 Hunter, Betty Stewart — Indiana  
 Hunter, Sheldon — Westmont  
 Idzkowski, Velva — Westmont  
 Ifft, Edith — Butler  
 Ifft, John — Butler  
 Ingersoll, Ralph — Monroeville  
 Ingraham, Mary — Norwin  
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 Jacobus, Esther — Lower Burrell  
 Jacoby, Morna — Benjamin Franklin  
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 Jerko, Beatrice — Purchase Line  
 Johns, Beverly — Richland Twp.  
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 Kelley, John Kermit — Blairsville  
 Kendall, Elsie — Blairsville  
 Kensek, Michael — Har-Brack Union  
 Kepple, Helen G. — Johnstown  
 Kerr, Jane D. — Butler  
 Kerr, Marjorie — Johnstown  
 King, Marie — Ligonier  
 Kinkead, Ralph Victor — Greensburg  
 Kist, Nell Marie — Derry  
 Kline, Robert — Indiana  
 Kocerka, George I. — Johnstown  
 Kocerka, Mary Louise — Johnstown  
 Kososki, Walter S. — Concaugh Twp.  
 Kowallis, Gerald — Penns Manor  
 Krause, Hazel G. — Altoona  
 Kropinak, Stephen — Kittanning  
 Kunkle, Jean — Indiana  
 Laird, David H. — Indiana  
 Lantz, Eugene — Altoona  
 Laufer, Charles — Norwin  
 Laughlin, Regis — Monroeville  
 Lawhead, Ronald M. — Altoona  
 Leffler, Forrest L. — Johnstown  
 Lewis, Betty — Indiana  
 Lewis, Vera H. — Monroeville  
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 Lockard, Raymond — Penns Manor  
 Long, Kathryn A. — Johnstown  
 Long, Thalia — Indiana  
 Loveless, Richard — Central Cambria  
 Lubold, Martha A. — Purchase Line  
 Luchsinger, Jane — Blairsville  
 Lynch, Robert E. — Johnstown  
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 McCormick, Helen — Greensburg  
 McCoy, Ronald — United Joint  
 McCullough, LaRue Helen — Indiana  
 McElhinney, Ferne — Kittanning  
 McGee, Herbert — Freeport  
 McGregor, Dorothy — Altoona  
 McJunkin, Wilma — Indiana  
 McLaughlin, Charles — Monroeville  
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 Miller, Ruth — Blairsville  
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 Mooney, Walter W. — New Kensington  
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 Short, Ralph — Hempfield  
 Shuma, Edward — Hempfield  
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 Stevenson, Richard — Westmont  
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 Stewart, Marion H. — Butler  
 Stewart, Nancy — Lower Burrell  
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 Stockdale, Mildred — Punxsutawney  
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 Stokes, Minerva — Lower Burrell  
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 Stuchell, William — Punxsutawney  
 Sturale, Ann — Penn Hills  
 Swager, Evelyn — Benjamin Franklin  
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 Terwilliger, Helen — New Kensington  
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 Thompson, Marian McMurray — Indiana  
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 Van Seyoc, Richard — Altoona  
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 Vinton, Beth — Indiana

Voigt, Ruth — Monroeville  
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Vorlage, Ethel — New Kensington  
Waddell, Mildred — Benjamin Franklin  
Walker, Gertrude — Indiana  
Walker, Norma E. — Marion Center  
Walter, Clair H. — New Kensington  
Wareham, C. Roscoe — Altoona  
Waryck, William V. — Hollidaysburg  
Waugaman, Sara — Hempfield  
Weaver, Marion — Ford City  
Weber, Madge — Ford City  
Weber, William C. — Derry  
Wellen, Lily Maxine — Derry  
Werner, Robert — Derry  
West, Martha — Laura Lamar  
Westrick, Louise K. — Johnstown  
Wetzel, Jean — Elders Ridge  
Wilden, Helen Lucille — Indiana

Wille, Gladys F. — Penns Manor  
Williams, Bess — Jeannette  
Wilson, Chester A. — Elderton  
Wilson, Ray S. — Altoona  
Wilson, Thomas — Punxsutawney  
Wilt, Charles — North Braddock  
Wingard, Marlin — Windber  
Winslow, Mary — Benjamin Franklin  
Withrow, Mary — Monroeville  
Wood, Dorothy — Punxsutawney  
Woods, Janet A. — Monroeville  
Woomer, Dale W. — Altoona  
Wright, Fernanda — Franklin Twp.  
Yates, Albert — Westmoreland County  
Yoder, Harold — Altoona  
Young, Margaret — Greensburg  
Zambotti, Geno — Elderton  
Zedick, John — Indiana  
Zeliff, Carol — Hempfield





## The College

PURPOSES

GENERAL INFORMATION

HISTORY

BUILDINGS

ADMISSION REGULATIONS

FEES, DEPOSITS,  
REPAYMENTS

SCHOLARSHIPS AND LOANS

REGULATIONS OF  
THE COLLEGE

SPECIAL SERVICES

STUDENT ORGANIZATIONS

## PURPOSES OF THE COLLEGE

As a multi-purpose institution encompassing the School of Education, School of Liberal Arts and the Graduate School, Indiana State College endeavors to fulfill the primary purpose of education as stated by Alfred North Whitehead, namely, "To stimulate and guide student self-development" so that the student learns both how to make a living and how to live. The College extends this educational opportunity to those students whose conscientious application and serious motivation indicate promise of substantial achievement.

As Emerson noted in his Journal over a hundred years ago, "The things taught in schools and colleges are not an education but the means of education." At Indiana State College these "means of education" comprise a variety of factors. First there is a pervasive, intellectual climate designed to stimulate the student's imagination, stretch his mind, and extend his tolerance as he rubs minds with new ideas, teachers, and associates in the classroom, laboratory and the library. These intellectual contacts also tend to develop critical independent judgments, mental discipline and the ability to make mature decisions.

The various curricula are carefully structured to provide the student with a broad perspective that will enable him to appreciate his cultural heritage and at the same time afford him the opportunity to pursue in considerable depth his particular sphere of interest. Such a comprehensive program inevitably includes some knowledge that is worth knowing not for any material gain but simply because it enriches one's existence. Also, the wide spectrum of courses which a student takes frequently contains at least one or two in which a student will have little interest or skill, but these too have their values for as T. S. Eliot has observed: "No one can really become educated without having pursued some study in which he took no interest." The vast bulk of the program, of course, will both absorb and challenge the motivated student.

Undergirding the entire academic program is the philosophy that in the final analysis there is no education except self-education. Consequently, the faculty strive to whet intellectual appetites and to inculcate the problem-solving approach so that the student will acquire both the desire and ability to teach himself. In this way Commencement truly will become the beginning of "life-long learning."

In addition to enabling students to acquire professional skills and enrich their cultural existence, the College endeavors to instill in each student a social consciousness which will make him a contributive and substantive member of society, for as de Tocqueville emphasized we cannot have a strong democratic society without a good quality of citizenship. This attribute of good citizenship accrues partly from academic study and partly as a result of the social mores and associations which one encounters and experiences in college.

Intertwined with the goal of increasing the student's social awareness and consideration for his fellow men, is the development of moral fibre. General Omar N. Bradley is duly disturbed by the fact that "ours is a world of nuclear giants and ethical infants." Indiana State College firmly believes that no education, regardless of its academic excellence, can fulfill its true potential unless students are inspired and guided by spiritual values and moral considerations.

Admittedly the College cannot succeed in realizing all of these goals; however, even this is part of the dynamic educational process of becoming rather than attaining.

### THE COLLEGE, PRESENT AND PAST

The State College at Indiana is a state-owned and state-controlled institution for higher education. It is a multi-purpose institution. The college is comprised of three schools: The School of Liberal Arts, The School of Education, and the Graduate School.

The college is an approved and fully accredited member of the Middle States Association of Colleges and Secondary Schools, the American Association of Colleges for Teacher Education, and the National Council for the Accreditation of Teacher Education, the three acknowledged accrediting agencies for institutions in this region. The fact that this college is a member of these two organizations is of immediate personal importance to the individual student in two ways: first, the student may transfer college credits from one approved institution to another without loss in case he finds it necessary to change colleges; and second, the student who is a graduate of an approved institution is eligible for a better teaching position.

Throughout the entire history of the College at Indiana, great emphasis has been placed on maintaining high academic standards and providing adequate facilities conducive to individual and group growth. The present record and reputation enjoyed by the College have evolved during an eighty-nine year history. Growing out of the need for a teacher training institution in western Pennsylvania, the General Assembly passed an act in the legislative session of 1871 granting aid to the establishment of a normal school in the ninth district at Indiana.

The first building was completed and opened for students on May 17, 1875. This building, named John Sutton Hall in honor of the first president of the Board of Trustees, is still in use and in excellent condition. The steady growth of the school has caused a continuous expansion in its building program, which includes a men's dormitory, Walter Murray Whitmyre Hall, first occupied in September, 1952, a new Leonard Hall, a classroom building first used in September, 1954, Corrine Menk Wahr Hall, a women's dormitory opened in May, 1960, J. Nicholas Langham Hall, a men's dormitory opened in May, 1960, Matthew J. Walsh Hall, a science and mathematics classroom building, opened in May, 1960, Cogswell Hall, a music building, opened in May, 1960, Rhodes P. Stabley Library, opened in May, 1961, Agnes Sligh Turnbull Hall, a women's dormitory opened in January, 1963,

Mabel Waller Mack Hall, a women's dormitory, opened the summer of 1963, and Hope Stewart Hall, a women's dormitory opened the summer of 1963.

Many new buildings have followed that edifice of tradition — John Sutton Hall. The size and natural beauty of the college campus offer ample opportunity for recreation in an environment conducive to personal enjoyment. The main campus of the college originally 23 acres with one building is now composed of 62 acres on which are located fifteen principal halls, twenty-five other buildings, and three athletic fields. The College Lodge, located a few miles from Indiana, is surrounded by 100 acres of wooded hillside. This not only offers opportunity for nature study by science and conservation classes but also provides an ideal setting for numerous social activities of the college.

In April, 1920, entire control and ownership of the school passed to the Commonwealth of Pennsylvania. In May, 1927, by authority of the General Assembly, the State Normal School became a college with the right to grant degrees. The name was then changed to the State Teachers College at Indiana, Pennsylvania. In 1960, the name was changed to State College at Indiana, Pennsylvania, deleting the word "Teachers."

Since the founding of the college in 1875, Indiana has graduated approximately 20,000 students, and since the college became a degree-conferring institution in 1927, about 10,000 degrees have been granted. Many of the graduates are organized into a strong Alumni Association with units active in many sections of Pennsylvania and also in New York, Michigan, and the District of Columbia. The Alumni Association cooperates with the college in many projects designed to better the college and for the welfare of the students.

Located in Indiana Borough, Indiana County seat, in the foothills of the Alleghenies at an elevation of about 1,300 feet, the Indiana College is ideally situated for cleanliness and beauty. The College is easily accessible by automobile over excellent state highway routes coming from all sections of the state. These leading routes are route 422 east and west, route 286 northeast and southwest, and route 119 north and south. Bus passenger services operate on frequent schedules to and from Indiana and all nearby cities and towns including Pittsburgh, Altoona, Johnstown, Butler, Punxsutawney, Kittanning, DuBois, Ridgway, New Castle and others. Indiana is also served by bus connections with the main line of the Pennsylvania Railroad at Johnstown and Pittsburgh.

## GROUNDS AND BUILDINGS

The campus of the college at Indiana is frequently described as one of the most beautiful small college campuses in the country. The campus proper located in the central section of the Indiana community, contains about sixty-two acres of land twenty-three of which were in the original area. New athletic playing areas were recently

developed in the area known as the Glassworks immediately southwest of the main campus. In the center of the campus is the historic oak grove about which are grouped the main buildings, forming three sides of a quadrangle. The rest of the campus is made beautiful by a careful distribution of shrubs, flowers and vines artistically arranged.

**John Sutton Hall** is the largest building. In addition to housing more than 600 women students, it contains the post office, parlors and recreation rooms, the President's apartment, an excellent laundry and ironing room, a shampoo room, and sorority rooms.

**Thomas Sutton Hall**, erected in 1903, an addition to John Sutton Hall, contains the kitchen, dining rooms, and dietitian's office on the first floor, and housing for fifty-two women students on the second and third floors.

**Clark Hall**, named in honor of Justice Silas M. Clark, a former member of the Board of Trustees, was erected in 1906 on the site of a building burned that year. It was used as a men's dormitory until 1924; from 1924 until 1960 it served as a dormitory for women. It has now been reconverted into an administration building containing offices for the president, the deans, graduate studies, public relations, business, and other administrative offices. A coffee shop and student lounge are on the ground floor.

**Wilson Hall** was erected in 1893 as the model school and was named for A. W. Wilson, third president of the Board of Trustees. From 1941 until 1960, the building served as the library for the college. Since 1960 Wilson Hall has been occupied by the Department of Social Studies.

The **Rhodes R. Stabley Library** named for the late Dr. Rhodes R. Stabley, chairman of the English-speech department from 1941 to 1958, was completed in the spring of 1961. The three story building will eventually house 125,000 books and provides study room for about 400 students.

An instructional program in the use of library tools and reference books is carried on by the staff to develop needed skills in library use. The well-organized general holdings of 80,000 volumes are enhanced by the reference collection, 350 current magazines, extensive files of bound and microfilmed magazines and newspapers, state and federal documents, pamphlets, and curriculum materials.

Most materials are available by the "open stack" system which encourages the habit of using books freely. Students having access to all library materials can broaden their education through browsing, as well as widen their interests through intellectual reading.

Comfortable reading areas have been arranged in the library. Exhibits and displays are frequently changed as a means of arousing interest and supplying information.

**Leonard Hall**, named for Jane E. Leonard, for many years preceptress of Indiana Normal School, was erected in 1903 as a recitation building, and was destroyed by fire on April 14, 1952. A new

Leonard Hall was constructed by the General State Authority and opened in September, 1954. The new building contains classrooms, laboratories, faculty offices, and the Indiana Film Library.

David J. Waller Gymnasium was completed in 1928. It contains two gymnasiums, a fine swimming pool, and all the equipment that goes to make up an efficient physical-education plant.

Jean R. McElhaney Hall, completed in 1931 houses the art, business education, and home economics departments, one entire floor being given to each department. This building, both in appearance and in equipment for efficient work, is recognized as one of the finest educational buildings in the state.

John S. Fisher Auditorium, completed in 1939, has a seating capacity of 1600, and a well-equipped stage large enough to accommodate a cast of 100 people. Its design facilitates the presentation of intimate drama to a small group or super-spectacles to capacity audiences. Light, air, and sound may all be mechanically controlled by the director of any presentation.

John A. H. Keith School, completed in 1939, provides for a program of instruction from kindergarten through tenth grade, primarily for the purposes of observation and demonstration. The secondary program provides for courses in the following fields: academic, commercial, home economics, music, fine and industrial arts and physical education. Other facilities include a library, a gymnasium, and a fine demonstration room with seats for 160 observers, which is a unique feature of the building. The school also contains the offices of the Director of Placement and the Director of Professional Laboratory Experiences.

**Special Education Building.** This building, completed in 1961, is a wing of John A. H. Keith School and houses the speech, reading, and psychological clinics and a classroom.

Elkin Hall and six acres of land were bought in 1947. The home has been renovated and houses the foreign language department.

Military Hall, a war-surplus structure erected in 1947, is located on Grant Street. It contains offices, storage rooms and two classrooms for the Reserve Officers Training Corps.

The College Lodge is an important location in the instructional and recreational life of the college. Owned by students and faculty, the 100 acres of wooded hillside with its rustic lodge and three shelter houses, not only offers opportunity for nature study by science and conservation classes, but is in frequent demand for picnics, meetings, and winter sports.

Whitmyre Hall, named for Walter M. Whitmyre, who retired as dean of men in 1954 after serving for thirty-seven years, was completed in 1952. The dormitory houses 210 men students, recreational rooms, music practice rooms, dean of men's office, the dean of men's apartment, and the Whitmyre Dining Hall.

**Langham Hall**, named for Judge J. Nicholas Langham, Indiana County Judge for twenty years and a member of the Board of Trustees of the College for fourteen years, was completed in 1960. This dormitory houses 185 men students, a large recreation area, lounges, study rooms, laundry room, and the office of the assistant dean of men.

The new **Student Union**, completed in the fall of 1960, and doubled in size in 1963, houses a co-educational recreation center, the cooperative bookstore and offices, some student publication offices, and other recreational facilities for students. This building is owned and operated through the Student Union Association, Inc., and the Student Cooperative Association, Inc.

**Cogswell Hall**, named in honor of Mr. and Mrs. Hamlin E. Cogswell, former music department chairman and his wife — a teacher who composed the Alma Mater, is located on South Eleventh Street. The building, housing music classrooms, practice rooms and studios, and a recital hall, was completed in 1960.

**Wahr Hall**, named for Corinne Menk Wahr of the class of 1916 who left a large sum of money to the college for scholarship purposes, is located immediately adjacent to Langham Hall. This dormitory, housing 152 women students, recreation room and lounges, and quarters for an assistant dean of women, was completed in 1960.

**Walsh Hall**, named for Dr. Matthew J. Walsh, longtime professor and dean of instruction at Indiana, is located to the immediate east of Wilson Hall. This building, housing science and mathematics classrooms for 200 students as well as faculty offices, lecture demonstration areas, a museum, and seminar rooms, was completed in 1960.

The **Greenhouse** of the College is used as an experimental and demonstration laboratory by the Science Department in the conducting of biology courses.

The **College Infirmary** is located behind Cogswell Hall off S. 11th St. on Papermill Avenue.

**Louise Stanley and Ellen Richards Houses**, located at the rear of Cogswell Hall off S. 11th St., are used by the seniors of the home economics department for participating in practical home management problems based on actual family needs and expenditures.

**Home Economics School Lunchroom** is located on the ground floor of Thomas Sutton Hall. Juniors enrolled in School Lunchroom Management I prepare and serve lunches to Keith School pupils, the College faculty and commuting students.

The **New Athletic Field** consisting of about 20 acres is being developed off S. 11th and Glass Streets. Already developed there are a new baseball diamond, six all weather tennis courts, and other facilities including a track. The **George P. Miller Football Stadium** was completed in October, 1962, and a new two million dollar field house is to be located in this area.

**Agnes Sligh Turnbull Hall, Mabel Waller Mack Hall and Hope Stewart Hall**, three new dormitories for a total of 600 or more women students have been constructed on the former Memorial Athletic Field. Turnbull Hall was occupied in January, 1963; the other two halls were occupied in the fall of 1963.

**Jennie M. Ackerman Hall**, located on East Campus near Pratt Drive, is the new Home Economics Building. Built at an approximate cost of \$825,000, the new building contains classrooms, cafeteria, and nursery school facilities.

**Mack C. Gordon Hall**, a new dormitory for men, was completed in January, 1964. The new four-story structure which houses 230 men, is located just north of the John A. H. Keith School.

**Joseph Uhler Hall**, formerly Thaddeus Stevens School, has been completely remodeled and converted into a college classroom building. Located on the corner of Oakland Avenue and Washington Streets, the building contains twelve classrooms and office space for members of the Education-Psychology and Elementary Departments, which will share the building.

A new five-story girls' dormitory is being constructed on the southeast corner of School Street and Oakland Avenue. Costing over a million dollars, the building, which is scheduled for completion in January, 1965, will house 300 students.

Also scheduled for early construction is a new dining hall to accommodate 1,000 students at a time. This dining hall will be located on the southwest corner of Grant and Eleventh Streets.

A new science complex to be built along Oakland Avenue, just north of Walsh Hall, has been authorized. Construction on this new \$3,700,000 structure which will contain the best in science facilities was begun in the spring of 1964.

## HOW TO APPLY FOR ADMISSION

1. Application papers and college catalog are available upon request to the Registrar's Office, Indiana State College, Indiana, Pennsylvania.
2. The college will accept application papers from any applicant who has completed the junior year of high school.
3. All applicants are required to take the College Entrance Examination Board Scholastic Aptitude Test. Arrangements for these tests should be made through the high school principal or guidance counselor.
4. Results of College Board tests taken during the junior year in high school will be accepted if scores meet minimum requirements for admission. Senior College Board results and/or senior year



high school transcripts may also be requested of an applicant at the discretion of the Admissions Committee. Applicants will be notified of the action taken by the admissions committee.

5. Applicants for admission who have attended other colleges or universities will follow the same general admission requirements but must in addition file an official transcript of their college record and a statement of honorable dismissal.
6. No action on any application will be taken by the admissions committee until all the necessary steps for admission have been completed and all required information is in the hands of the committee. The average length of time for processing is 8 weeks or more.
7. All admission information should be mailed to the Director of Admissions' Office, Indiana State College, Indiana, Pennsylvania. The following must be in the hands of the admissions committee before any action can be taken on any application:
  1. Application blank (blue form) — with advance deposit fee of \$10.00 in the form of check or money order made payable to the Commonwealth of Pennsylvania.
  2. High school transcript (white form).
  3. Official transcript of CEEB scores from the Educational Testing Service, Princeton, New Jersey.
  4. For transfer students the official transcript and statement of honorable dismissal.
8. All applicants who are approved for admission to Indiana State College will be required to report to the campus on a designated day for orientation, interviewing, and testing. One of the purposes of this day is to verify the student's choice of his major department and curriculum. The applicant will also be required to bring to the campus a completed medical examination blank (yellow form) in order to complete his application. The medical examination blank will be sent to every applicant at the time his admission is confirmed.
9. Quotas for admission to the various departments of the college are largely determined by available physical facilities. For the past ten years the college has been operating at a peak enrollment level, and quotas for admission are frequently filled as long as ten months ahead of the registration date. Women students are required to live in college dormitories so that quotas for women students usually close earlier than for men. As soon as dormitory facilities are filled, quotas for women students must close. In order to be sure of consideration, the following are suggested as the latest dates by which applications must be filed in order to be sure of consideration for the fall term:  
Women Students before December 15.  
Men Students before February 15.

These dates are for applicants who are applying for admission to the college for the fall term in September. Frequently the college must wait for other supporting data required to complete the application, but the dates shown above refer to the receipt of the personnel application (blue form) from the applicant.

### ADMISSION POLICY

All applicants to Indiana State College must meet the following admission requirements:

1. Scholarship as evidenced by graduation from a secondary school.
2. Ability to do college work as determined by the Scholastic Aptitude Test of the College Entrance Examination Board.
3. Ability to succeed in the student's chosen major field may be determined by an aptitude test.
4. Satisfactory character and personality traits.
5. Satisfactory health as determined by medical examinations.

These general admission requirements are established by a faculty admissions committee and are administered by the Director of Admissions. The admissions committee evaluates all applications in the light of the criteria listed above and either approves or rejects applicants on this basis. The committee will notify all applicants of action taken on applications at the earliest possible date dependent on the receipt of the necessary information required for final processing of the application.

**College Entrance Examination Board Scores.** All applicants to Indiana State College are required to take College Entrance Examination Board tests. Arrangements for these examinations should be made through your high school guidance counselor or by writing directly to the Educational Testing Service, Box 592, Princeton, New Jersey. Applicants are encouraged to take these examinations during their junior year in high school. High ranking on these tests in the junior year may qualify an applicant for early admission to the college. All applicants whether approved for early admission or not are urged to repeat the College Board tests during their senior year in high school.

**Advanced Standing.** The following regulations govern admission of students with advanced standing.

1. A student desiring to transfer from another college must submit an official transcript of the work taken at his former college together with a statement of honorable dismissal.
2. Credit will be given for acceptable courses pursued in accredited collegiate institutions in which the student has made a grade above the lowest passing grade in the institution in which the work was done. Where grades are marked on a percentage basis, work graded five per cent above the minimum passing grade will be accepted.

3. All students who are candidates for a degree shall be required to arrange a program of studies approved by the Dean of the school to which he is applying for admission. Any student desiring to pursue any part of this program at a different institution will be required to secure, in advance, the approval of such courses from the Dean of the school in which he is enrolled.

No credit can be given for correspondence work.

A student transferring from another college will be required to meet the same requirements as any other applicant. This would entail in addition to the official college transcript, the high school transcript, and C.E.E.B. Scholastic Aptitude Test. It would be expected that acceptable advanced standing candidates credentials be comparable to the admission standard established by the class level he will enter at the College. A student transferring 64 hours or more will be excused from Freshman tests. Students transferring less than 64 hours may be excused from some or all Freshman tests if they have a transcript of their test record sent to the college.

Any other student must take the tests or submit his test records with his transcript of credit. No student may obtain a degree without a minimum residence of one year in this College. Junior Standing can be attained only after attendance at Indiana for one semester.

## ACADEMIC REGULATIONS

**Absence and Tardiness.** The college has no cut system of absenteeism. In case of absence or tardiness, the student will fill out a blank and present it to the teacher for admission to the class.

The teacher will pass judgment on the merits of the excuse and handle the matter accordingly.

The blanks will be available at any department office.

This plan puts the responsibility first upon the student, second upon the teacher, and third upon the Deans of the Undergraduate Schools, who may in turn furnish the adviser and the Dean of Men or the Dean of Women with whatever information is necessary for a follow-up.

Whenever a teacher feels that any student has been absent or tardy to an extent that might endanger scholastic standing, the teacher will report the fact promptly to the office of the Dean of the appropriate undergraduate college.

**Grades.** The following grades are used in reporting the standing of students at the end of each semester or summer term: A, excellent; B, good; C, average; D, passed; F, failed; I, incomplete.

A grade of F can be cleared only by repeating the course in the regular way. The grade of I is used to record work which so far as

covered, is of passing grade, but is incomplete because of personal illness or other unavoidable reason. It must be made up within two months after the student returns to college.

**Quality Points.** Quality points are assigned as follows: Grade A, 4 quality points per semester hour; B, 3 quality points per semester hour; C, 2 quality points per semester hour; D, 1 quality point per semester hour and F, no quality points.

To qualify for graduation, a student must have secured twice as many quality points as the number of semester hours he has earned in this college toward his degree. Quality points are not counted on grades from other schools and a student transferring from another school is held responsible for quality points only on work taken in this College.

**Advisory System.** Purpose of the advisory system is to assist the student in his orientation to college life. Each student is assigned to a faculty adviser who confers with him relative to his program, his activities, his academic work, the evaluation of his progress and his education in values. At mid-semester teachers make reports of unsatisfactory work to the student's adviser. The adviser consults with the student reported with the thought of assisting him to improve his status by the end of the semester.

**Grade Reports.** About a week after each semester or summer session a full report is given or mailed to every student. Parents do not receive reports as it is assumed that college students are sufficiently mature and trustworthy to report the facts to their parents.

**Criteria Governing Continuance in College.** It is expected that a student shall earn a C average each semester to continue in good academic standing. A student earning less than 17 quality points in a semester will be dismissed from College.

A student who has earned less than a C average may continue on probation for one semester. During the semester that a student is on probation he will carry a limited program of studies not to exceed 15 semester hours. Where feasible, courses in which he received "D" or "F" grades will be repeated. If a student fails to clear academically by earning a C average, he will be dismissed from College. Twelve semester hours is the minimum number of hours upon which a student's semester load will be computed for the purpose of determining a C average.

The student who is dismissed from College under these circumstances will be provided with one opportunity to request readmission to the College and restore himself to good academic standing. He may return to the College after the lapse of at least one semester and pursue a program consisting of at least 12 semester hours and no more than 15 semester hours of work. All grades received for this semester must be "C" or better to earn the student the opportunity to request readmission at the conclusion of the semester.

If the student chooses to avail himself of the procedure provided for him to seek readmission, it will be his responsibility to notify the Office of the Dean of the School in which he was enrolled at the time of his dismissal and the Office of the Dean of Students at least three months prior to the time he plans to reenter the college.

The above modification of the present policy, as stated in the 1963-64 catalog is effective as of September 1, 1964.

**Classification of Students.** Students are placed in one of four classes according to progress towards graduation.

A freshman has less than 30 semester hours and 62 quality points.

A sophomore has at least 30 semester hours and 62 quality points but has not attained junior standing. (Transfers having 30 or more semester hours are so classified for one semester.)

A junior has applied for junior standing and has been approved. (See Junior Standing explanation, below.)

A senior has been approved for junior standing and has earned 96 or more semester hours. (Persons holding degrees may be classified as seniors.)

**Junior Standing.** The main purpose of junior standing is to assure students that success in college is evident; also, that the college intends to recommend him for a position if he continues his progress at the same level.

Requirements established for junior standing emphasize the fundamental areas in which the student must develop. It is more than a look at the scholastic record although deficiencies in a student's education must be met.

Formal admission to junior standing is a requisite for continuing the program in college. Students will make application for admission to junior standing during their fourth semester which is just prior to the time they will be beginning an intensified program of professional work. The applications are taken under advisement for approval or disapproval by the Committee on Professional Standards.

Students must meet the following requirements to obtain approval for junior standing:

1. The scholastic record must be "C" average or better for the first two years of work taken by the student, with a minimum of 62 semester hours, and the student must continue in good standing.
2. A passing grade must be attained in Communication I and Communication II. Students who transfer English credits to Indiana and are given credit for Communication II must attain at least a "C" grade in Communication I. If less than a "C" is earned, it will be necessary for the student to take Communication II.

3. An adequate level of achievement as measured by the sophomore examinations in Reading, Writing, Mathematics, Social Studies, and Science will be required. A student who fails any one of the examinations must repeat the test or tests the next semester or summer session he is in college. Some students may be advised to take additional course(s) in the areas where test scores are lowest.
4. The voice must be pleasing and free from objectionable qualities. Students who have failed to pass the speech test are required to take corrective work in the Speech Clinic until their deficiencies, if remediable, have been overcome. Irremediable cases are given special consideration by the committee.
5. A well-balanced record of extra-curricular activities should have been developed in college or home community.
6. The student must have the endorsement of his department. A student who fails to receive the endorsement of his department should clarify his standing with the department or change his major field.

After the first application for Junior Standing only one department change will be permitted. If the student, after his first application, changes his department it is his responsibility to see that his new department has every opportunity to evaluate him as a candidate for a degree in that particular area. Students who fail to meet the above requirements will be given one semester or summer session to make them up. Students who fail to clear their deficiencies at the time of the second application will be dismissed from the college. The student so dismissed from the College may seek readmission after the lapse of one year.

In this procedure for junior standing the student is treated as an individual who has his own hopes, skills, and desires. Not everyone may be a successful teacher but the College hopes to aid every student in achieving a successful life. If in the junior standing process it is found that the student is not suited for the teaching profession or a particular field of Liberal Arts, the college will endeavor to assist him in making an adjustment to a new objective.

Credentials will be examined by the Committee on Professional Standards and decisions will be reached on the basis of all evidence available.

## GRADUATE STUDIES AT INDIANA STATE COLLEGE

Graduate work leading to the Master of Education degree has been available at Indiana State College since September, 1957. At present the graduate student may earn this degree by working in any one of the following fields: Art, Biology, Chemistry, Elementary Education, Elementary Science, English, Geography, Guidance, Mathematics, Physical Science, Science, Social Studies, Business, and Music.

In each of the programs the thirty hours of course work required for the degree is divided into four categories. The first category involves subject matter concentration in which the student completes from 14 to 22 hours of work. The second area includes 4 to 10 semester hours of work in the area of professional studies and may include a thesis. In the third place every student must take one two-hour course in foundations of education, and finally a two-hour course in Elements of Research is required.

The student has a choice of completing the research requirements for this degree either by preparing a thesis for which 2 to 4 semester hours of credit may be given, or he may complete all thirty hours in course work and, in addition, prepare a research project.

To be eligible to take work in the Indiana Graduate Program a student must:

1. Present a Bachelor's degree from a college or a university that has been accredited by its regional accrediting agency.
2. He must present a transcript of his undergraduate work showing a 2.5 honor point value for all four years of his undergraduate work. The 2.5 assumes a grade of A to have 4 honor points per credit hour, a grade of B to have 3 honor points per credit hour, a grade of C to have 2 honor points per credit hour, and a grade of D to have 1 honor point per credit hour.

If the applicant's undergraduate record does not meet this 2.5 honor point value, he may be admitted by making a satisfactory score on the entrance qualification examination.

3. The applicant must present a Pennsylvania Teaching Certificate or its equivalent. This implies that he have an undergraduate major in the field in which he wishes to concentrate on the graduate level.

For detailed information on the Graduate Program at Indiana, one should write to the Dean of the Graduate School, Indiana State College, for a copy of the Graduate Bulletin. This publication explains the steps necessary for admission, the requirements for the degree, and an explanation of each program.

## FEES, DEPOSITS, REPAYMENTS

(Subject To Change)

### SCHOOL OF EDUCATION

Basic Semester Fee for Regular Session. The basic fee for each student in each curriculum is charged as follows:

Elementary Curriculum .....	\$125.00
Academic Curricula .....	125.00
Art Curriculum .....	143.00
Business Education Curriculum .....	137.00
Home Economics Curriculum .....	152.00
*Music Education Curriculum .....	170.00

This fee covers registration and the keeping of records of students, library, student welfare, health service (other than extra nurse and quarantine), and laboratory facilities.

Students taking NINE or fewer semester hours shall pay at the rate of \$12.50 per semester hour. Students taking more than NINE semester hours shall pay the regular basic fees; basic fees for special curriculums shall be prorated on the basis of an eighteen semester hour load.

### SCHOOL OF LIBERAL ARTS

Basic Semester Fee for Regular Session. The basic fee for each student in the Liberal Arts Curriculum is \$150.00 per semester.

Students taking NINE or fewer semester hours shall pay at the rate of \$15.00 per semester hour. Students taking more than NINE semester hours shall pay the regular basic fees.

### OTHER FEES APPLICABLE IN THE SCHOOL OF EDUCATION AND THE SCHOOL OF LIBERAL ARTS

**Housing Fee.** The housing fee for students is \$288.00 per semester. This includes room, meals in one of the college dining rooms, and laundry of sheets and pillow cases. Personal laundry will be done at the college for an additional \$1.00 per week, \$18.00 per semester if desired. Students desiring personal laundry service must so indicate at the time they register. Arrangements made at registration will stand for a full semester.

**Student Activity Fee.** An activity fee is collected from all students and administered through the Student Co-operative Association

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\*This fee includes private instruction for all work which may be assigned by the Chairman or by the student's adviser, but does not include fees listed under "Private Instruction in Music" on next page.



under regulations approved by the Board of Trustees. This fee of \$20.00 per semester covers the cost of student activities in athletics, lectures, entertainment, student publications, etc., and is payable in one sum for the semester at the time of registration. No activity fee is charged for Saturday campus and extension classes.

**Late Registration Fee.** Each student registering after the date officially set for registration is required to pay an additional fee of \$1.00 per day until the student is in regular attendance (except when permission for late registration has been secured in advance from the President because of illness or other unavoidable causes), provided that the total amount of the late Registration Fee shall not exceed \$5.00. The same regulation shall apply to approved inter-semester payments.

### SPECIAL FEES

**Private Instruction in Music.** A charge of \$24.00 per semester is made for one lesson per week in voice, piano, band or orchestral instruments to persons not registered in the music department. The charge for pipe organ instruction is \$42.00 per semester. Members of the music department who wish additional private instruction other than that assigned by the Chairman (and included in their \$170.00 basic fee) pay the same rate for this extra private instruction.

The fee for practice use of piano, band, or orchestral instruments for one period per day is \$6.00 per semester. The fee for practice use of the pipe organ one period per day is \$36.00 per semester. If state-owned instruments are not available, the music department will assist in securing instruments from individuals for students at the current rate of \$10.00 per semester.

**Damage Fee.** Students are responsible for damages, breakage, loss, or delayed return of college property.

**Infirmary Fee.** After three days in the college infirmary the College shall charge students who regularly eat in the college dining room an additional \$1.00 for each day. Students who room at the college but do not eat in the college dining room shall pay \$3.00 per day after the third day. Day students admitted to the infirmary pay board at the rate of \$3.00 a day. This charge includes the regular nurse and regular medical service but does not include special nurse or special medical service.

**Degree Fee.** A fee of \$5.00 to cover the cost of a diploma must be paid by each candidate for a degree.

**Transcript Fees.** A fee of one dollar (\$1.00) shall be charged to the student for each transcript of his record, except that each student upon graduation will be entitled to one transcript without charge.

Transcripts are not issued directly to the student.

**Delinquent Accounts.** No student shall be enrolled, graduated, or receive a transcript of his records until all previous charges have been paid.

**Other Charges.** In addition to the above fees the average student will require approximately \$75.00 per semester for books, gymnasium costume, student organization dues, etc.

**Military Clothing Deposit.** A deposit of \$7.00 must be made by all students at the time of registration, if enrollment in the ROTC is included. Any balance remaining in the deposit after losses of military clothing have been deducted will be returned at the end of the college year, or sooner, if the student terminates his enrollment in the ROTC.

**Advance Registration Deposit.** A deposit of \$10.00 must be made by all students when registration is requested. A check or money order for this amount must be drawn to the Commonwealth of Pennsylvania. If a money order is used it must be payable at Harrisburg, Pennsylvania. This is a guarantee of the student's intention to enter college for the term or semester designated. This money is deposited with the Department of Revenue to the credit of the student's basic fee.

**Private Accounts.** As a convenience to students, personal deposits may be made in the Student Co-operative Book Store and drawn against by countercheck from time to time. A small fee will be charged for this service.

### SUMMER SESSIONS FEES

**Basic Fee for Six-Weeks Summer Session.** The fee for students enrolled in the School of Education for the regular Summer Session is \$12.50 per semester hour. A minimum basic fee of \$37.50 is charged.

The fee for students enrolled in the School of Liberal Arts for the regular Summer Session is \$15.00 per semester hour. A minimum basic fee of \$45.00 is charged.

**Basic Fee for Three-Weeks Pre- and Post-Sessions.** The basic fee for students enrolled in the School of Education for the Pre- and Post-Sessions is \$12.50 per semester hour. A minimum basic fee of \$37.50 is charged.

The basic fee for students enrolled in the School of Liberal Arts for the Pre- and Post-Sessions is \$15.00 per semester hour. A minimum basic fee of \$45.00 is charged.

**Basic Fee for Special Curricula in the School of Education.** In addition to the above fee for the summer sessions, students enrolled in the special curricula will pay the following additional basic fees:

	Main Session	Pre- Session	Post- Session
Art .....	\$ 6.00	\$3.00	\$3.00
Business Education .....	4.00	2.00	2.00
Home Economics .....	9.00	4.50	4.50
Music Education .....	15.00	7.50	7.50

## OTHER FEES APPLICABLE IN THE SCHOOL OF EDUCATION AND THE SCHOOL OF LIBERAL ARTS

**Activity Fee.** For the regular summer session the fee is \$7.00 and for the pre- or post-summer sessions, \$3.50.

**Housing Fee.** For the regular summer sessions the fee is \$96.00 and for the pre- and post-sessions, \$48.00. This fee includes room, meals and the laundry of sheets and pillow cases.

**Out-of-State Fees.** Students who are not residents of Pennsylvania will pay a basic fee of \$20.00 per semester hour with a minimum charge of \$60.00 for each session. If enrolled in the special curricula they will pay the same special curriculum fees as resident students who are Pennsylvanians.

### REPAYMENTS

No refunds will be made to students who are temporarily suspended, indefinitely suspended, dismissed, or who voluntarily withdraw from college.

For personal illness, if certified to by an attending physician, or for other reasons approved by the Board of Trustees, the housing and basic fees for that part of the semester which the student does not spend in college will be refunded.

### TIME OF PAYMENTS

Payment in full of all Pre-Session fees .....	June 8, 1964
Payment in full of all Main Summer Session fees .....	June 29, 1964
Payment in full of all Post-Session fees .....	August 10, 1964
Payment for the first half of first semester .....	September 9-12, 1964
Payment for the second half of first semester .....	November 9-11, 1964
Payment for first half of second semester .....	January 25-27, 1965
Payment for second half of second semester .....	March 22-24, 1965

Payment for the entire semester may be made in September and January if desired. Above dates are for 1964-65. Dates for 1965-66 will be about the same. Exact dates for 1965-66 may be secured from the college registrar or business office.

### HOW BILLS AND CHARGES ARE TO BE PAID

All bills, including basic fee, housing fee, and special department fees are payable on enrollment day for at least the first nine weeks. Payment must be made by the student at registration. Checks or money orders, in the exact amount of the account, should be made

payable to the Commonwealth of Pennsylvania. Book Store purchases are on a cash basis. Checks for Activity Fee should be separate and made payable to the Treasurer of the Student Cooperative Association.

Students will not be permitted to enroll for any semester until all bills previously incurred have been paid; nor will credit be certified to other institutions or to the Department of Public Instruction until all overdue accounts have been paid.

Students desiring to leave school before the close of a semester must report to the dean of students, registrar and to the business office to settle all unpaid accounts.

Meal tickets for visitors can be obtained in the Slater Company office.

### SCHOLARSHIPS AND LOANS

Each of the following financial aid programs are administered through a single financial aid application available at the Dean of Students' Office.

By action of the College Loan and Scholarship Committee, all freshmen applicants for financial aid at Indiana State College must submit to the Dean of Students' Office the Parent's Confidential Statement of the College Scholarship Service. A copy of the Parent's Confidential Statement may be obtained from your school counselor, principal, or the College Scholarship Service, Box 176, Princeton, New Jersey.

**State Scholarships.** The Department of Public Instruction annually awards scholarships on the basis of competitive examinations held on the first Friday of May of each year. These are awarded in each county and senatorial district in the state. Each scholarship is worth \$200 a year for four years and may be used at the State Colleges. Inquiries concerning State Scholarships should be sent to State Scholarship Program, Division of Guidance and Testing, Department of Public Instruction, P. O. Box 911, Harrisburg, Pennsylvania.

**Corinne Menk Wahr Scholarships.** Through the generosity of Corinne Menk Wahr, Class of 1916, approximately fifteen scholarships are awarded each year to worthy students. The amounts range from one hundred to one hundred and forty-four dollars, payable in the designated amount for each of four years. Applicants for Wahr Scholarships must be residents of Pennsylvania and must be interested in the teaching profession. Applications may be secured from the Dean of Students. In any one year as many as eighty students may be receiving a total of \$9,000 of Wahr Scholarship money. Policy governing the scholarship fund is established by the Board of Trustees and administered by a committee appointed by the President of the College.

Eight Wahr merit recognition scholarships of fifty dollars each are given each year to students at the college for excellence in certain fields as follows: The student who excels in athletics; the student who contributes the most to campus welfare; the student who does the most to promote the fine arts; the student showing the most initiative in bringing new ideas or action to the Indiana campus; the student evidencing the most professional promise as a teacher; the student with the highest scholarship during the first three years of college; and the student who writes most effectively; and the graduate student with the most commendable record.

**Clark Scholarship.** The Lieutenant Alpheus Bell Clark Memorial Scholarship was established by Mr. and Mrs. Steele Clark, Cherry Tree, Indiana County, in memory of their son. The sum of fifty dollars will be awarded each semester to that young man or woman, a senior in the College and a resident of Indiana County, who in the opinion of a committee chosen by the President, best qualifies for the honor in terms of academic ability, leadership, and service to the College with preference going to a veteran, or a son or daughter of a veteran.

**Morris Scholarships.** The Helen Wood Morris Scholarships were established by Lieutenant-Colonel L. M. Morris, of Altoona in memory of his wife, a graduate of the College. The sum of one hundred dollars will be awarded annually to students selected by a committee named by the institution, one award to a sophomore, the other to a junior. Students chosen must be in the highest quarter of their class, must be in need of financial assistance, and must have demonstrated worthiness in terms of character, personality, leadership and American citizenship.

**Presser Foundation Scholarship.** The Presser Foundation of Philadelphia awards two scholarships each year to music students at the Indiana State College. Interested music students should apply through the chairman of the music department.

**Kappa Delta Pi Scholarships.** The Kappa Delta Pi Scholarship was established by the Beta Gamma Chapter of this college to honor that member of the sophomore class who is judged to be the ideal college student. This award of twenty-five dollars is made each year by a committee of the local chapter and is awarded on the basis of scholarship. The Beta Gamma Chapter beginning with the 1961-62 college year is also offering an award of \$25.00 to the graduate student at Indiana State College with the best academic record.

**American Federation of Women's Clubs Scholarships.** Four scholarships of \$100 each are offered annually to students in the art education department. Funds for these scholarships have been provided by the Western Pennsylvania Branch of the American Federation of Women's Clubs.

**Syntron Foundation Scholarships.** Through the Syntron Foundation of Homer City, four scholarships of \$300 are awarded an-

nually to freshmen. Preference is given to graduates of Laura Lamar, Blairsville and Indiana High Schools. Sixteen scholarships good for four years are in effect each year. Applications must be filed with the Dean of Students by February 1.

**Extension Homemaker Scholarships.** Homemakers participating in the Home Economics Extension program contribute funds annually for scholarships to be given to sophomores, juniors or seniors who are majoring in home economics in several colleges in the state. Indiana awards four on the basis of 4-H experience, need, scholarship and other outstanding characteristics.

**Ethyl V. Oxley Scholarships.** Each year the Alumni of the Home Economics Department awards \$50 scholarships to one, two or three outstanding students in the department. Awards are based on evidence of such characteristics as dependability, initiative in worthwhile professional experiences, accepting responsibility, social sensitivity and sincerity in dealing with people, sense of values, personality and scholarship.

**Anonymous Mathematics Scholarship.** An alumnus of the College has established a \$50.00 scholarship award which is given annually to an upper classman in the mathematics department. The recipient is selected by the mathematics department faculty and is based on academic ability and need.

**Hannah Kent Schoff Memorial Scholarship.** Annually a scholarship worth six hundred dollars (\$600) will be awarded to two entering freshmen at Indiana State College. Applicants must be graduates of Pennsylvania High Schools who wish to prepare for teaching. Application forms may be obtained by writing the Dean of Students' Office, State College, Indiana, Pennsylvania. Applications must be filed prior to March 1st of each year.

**Harriet Farr Davis Scholarship in the Fine Arts.** This scholarship worth fifty dollars (\$50) is awarded each year to a senior in the Art Department who best meets a number of criteria established for this award. This scholarship was established by Dr. Guy P. Davis, a retired member of the faculty, in honor of his wife, Harriet Farr Davis.

**Alpha Omega Gamma Scholarship.** The Alpha Omega Gamma Scholarship was established by the Honorary Geography Fraternity to honor that Freshman geography major who attains the highest overall scholastic standing. This award of twenty-five dollars (\$25) is made each year by a committee of the local chapter in consultation with the Dean of Instruction.

**Alan P. Mewha Geography Memorial Loan Fund.** This fund was established in 1959 and is administered by the faculty of the Geography Department. Juniors and Seniors have priority on loans from this fund. Interest rates are the same as those for the Jane Leonard Fund.

**Elementary Scholarship Award.** Through the generosity of an alumna of the Elementary Education Department, an annual scholarship award of \$50 is made each year to a senior in the Elementary Education Department who has maintained a fine academic record and who has strong professional promise.

**The Lenora Pechan Scholarship.** The Lenora Pechan Scholarship is awarded by Dr. Albert R. Pechan, a member of the Senate of the Commonwealth of Pennsylvania and of the Board of Trustees of the State College, Indiana, Pennsylvania, in the amount of \$100 each year (\$50 each semester) to a sophomore student, a member of the Reserve Officer Training Corps, who has been an outstanding student in the ROTC and whose other academic work is satisfactory. First priority will be given to a student from Armstrong County, selected by the officers of the Reserve Officers Training Corps and the Faculty Scholarship and Loan Committee.

**The Norah E. Zink Football Award.** Dr. Norah E. Zink, a retired professor of the Geography Department of Indiana State College has established an annual award of \$25 which she gives that member of the varsity football team whose academic average shows the greatest improvement over the previous semester.

**ROTC Cadet Scholarship Fund.** The Indiana Reserve Officer Training Corps has established a cadet scholarship fund. Each semester a \$50 scholarship award is granted to a member of the Cadet Corps who is maintaining a satisfactory level of performance in both his academic and ROTC work and who is in need of financial help.

**Quota Club Scholarship.** The Quota Club of Indiana has established a scholarship of \$50 a semester or \$400 for four years for a woman student at Indiana State College.

**Service Club Scholarships.** The Kiwanis, Lions, and Rotary Clubs of Indiana, Pennsylvania, have scholarship programs which provide financial aid for approximately 16 students per year at Indiana State College. These scholarships are administered by the local service clubs with assistance from the Dean of Students' Office at the College.

**Jane E. Leonard Memorial Loan Fund.** This loan fund was established several years ago and has been built up largely through the work of the faculty and alumni. The fund now totals about \$30,000. The governing board in charge of granting loans consists of a faculty committee appointed by the president of the College. The plan in operation provides for the granting of loans to sophomores, juniors and seniors with interest at two per cent, payable at maturity of the loan. In special cases of emergency a freshman may arrange for a short-term loan during his second semester in college. The maximum outstanding loan to any student cannot exceed \$400. Applications are available at the Dean of Students' Office.

Thirty-day loans not to exceed \$20 are available to all students in cases of emergency. No interest is charged. These loans are avail-

able upon application to the Dean of Students, Dean of Men, or Dean of Women.

**Jennie E. Ackerman Loan Fund.** By action of the Executive Committee of the Indiana State College Alumni Association, the Jennie E. Ackerman Loan Fund was established in 1962, by contributions from alumni and friends. This fund commemorates the memory of Jennie E. Ackerman who served as Supervisor of Student Teachers at Indiana State College for many years and is available to sophomores, juniors, and seniors who are maintaining satisfactory academic records at the College. The maximum outstanding amount extended to any one student cannot exceed \$200.

**National Defense Student Loan Program.** The National Defense Student Loan Program was authorized by the enactment of Public Law 85-864, the National Defense Education Act of 1958. The law requires that each borrower be a full-time undergraduate or graduate student, that he be in need of the amount of his loan to pursue his courses of study, and that he be, in the opinion of his institution, capable of maintaining good standing in his chosen courses of study. The law further provides that special consideration in the selection of loan recipients be given to (a) students with a superior academic background who express a desire to teach in elementary or secondary schools and (b) students whose academic background indicates a superior capacity or preparation in science, mathematics, engineering, or a modern foreign language. A student may borrow for college expenses in one year a sum not exceeding one thousand dollars (\$1,000), and during his entire course in higher education, a sum not exceeding five thousand dollars (\$5,000). Applications are available upon request at the office of the Dean of Students.

**Mack Loan and Scholarship Fund.** A loan and scholarship fund has been established by members of the Mack family to be used for making loan and scholarship grants to worthy students with financial need. Preference will be given to freshmen and sophomores who can give evidence of academic excellence, financial need, and promise as a future member of the teaching profession. At the present time the maximum loan available is \$200 per year.

**Men's Varsity "I" Loan Fund.** The Men's Varsity I Club has built up a loan fund for members of varsity athletic teams in good standing. Members may borrow not more than \$150.00 per year. Loans are made for a reasonable period of time and are interest free for the first year. Thereafter the interest rate is two per cent per annum.

**Tau Kappa Epsilon Loan Fund.** Through the generosity of a former Tau Kappa Epsilon faculty adviser, a sum of money has been made available for loans to members in good standing academically and with the fraternity. The maximum outstanding amount to any one student cannot exceed \$400.



**Student Council Foreign Student Scholarships.** The Student Council grants two scholarships annually to foreign students who have not previously been in the United States, and who can complete their proposed program in one academic year. Applications should be submitted to the Foreign Student Adviser no later than March.

**Veterans.** Indiana is approved to offer training under the Korean G. I. Bill (Public Law 550) and Public Law 894 (disabled Korean veterans). Students who are entitled to training under one of these bills should contact the Assistant Dean of Men, who also serves as Veterans' Counselor, immediately after being accepted for admission to Indiana. The office of the Veterans' Counselor is in Gordon Hall.

Children of a deceased veteran whose death was due to service-related causes may be eligible for educational assistance from the Federal Government under Public Law 634 (War Orphans' Educational Assistance Act). Immediately upon acceptance to Indiana, men and women who may qualify for such assistance should contact Veterans Administration to determine their eligibility. They should report to the Assistant Dean of Men before registering at the College if the Veterans Administration approves their training under Public Law 634.

## REGULATIONS OF THE COLLEGE

Enrollment in the College implies an agreement on the part of each student to comply with the customs of the College and to obey the regulations.

There shall be no intoxicating beverages or gambling on college property, in fraternity houses, or in residences rented in town. Violation may lead to immediate suspension from college. Students returning to the campus in an intoxicated condition will be suspended.

Students shall not possess or store firearms while in residence.

Students are not permitted to act as sales or advertising representatives on campus without permission of the appropriate Dean. Students should require outside sales representatives to show their authorization before making any commitment.

All students brought before law enforcement authorities for law violations must also appear before the College Disciplinary Committee for possible College disciplinary action.

Only juniors and seniors and those who commute daily to the College may have cars at Indiana. Resident students with cars are not permitted to park on the Indiana campus between the hours of 8:00 a.m. and 3:00 p.m. Students with unusual situations should direct their inquiries to the Dean of Men or the Dean of Women. Cars should be registered in the Dean of Students' Office.

**Women's Dining Room Policy.** All freshman and sophomore women living in college dormitories or the college operated houses shall take meals in the college dining room unless excused by the Dean of Women for good cause. Junior and senior women may eat in the dining room if they so desire. All arrangements for off-campus meals must be made with the Dean of Women before June 1 or January 15. This policy is subject to change at the close of any semester. Any changes in dining room status during the semester must be approved by the Dean of Women.

**Women's Housing Policy.** All single women except those living with immediate relatives, those working for room and board in approved private homes, graduates of other institutions, or veterans are required to live in college dormitories or college operated houses. Married women arrange for accommodations off campus.

Note: Working for room and board constitutes the giving of twenty hours of work in exchange for room and meals. There shall be no exchange of cash monies except where the employer feels that the employee has done more than her share, or where extra work is done over and above the twenty hours.

Up to April 15, those students who have indicated their intention of returning in the fall will have rooms assigned to them as follows: If they desire to keep the rooms they have, these rooms are re-assigned to them, unless for some reason it is felt wise or necessary to withdraw students from said rooms. As soon after April 15 as possible, the remaining rooms are chosen by lot. Only students who have indicated their intention of returning in the fall may reserve a room for the fol-

lowing year. Otherwise, their assignment to a room is cancelled and they take a place on the list of entering students.

General supervision of the personal and social welfare of women students is exercised by the Dean of Women, Assistant Dean of Women, and head residents. Student body, faculty, and administration cooperate to maintain high standards of social life and conduct. Privileges are granted according to official class ratings based on academic achievement. Restrictions which are put upon the freedom of students are felt to be necessary for successful study and living conditions and for the well-being of the group.

Participation in dormitory government is vested in the Women's Collegiate Association, of which all resident women are automatically members. Representatives from each living unit make up the Council, which serves as a clearing house for discussing difficulties and making recommendations concerning dormitory problems. A Judicial Board administers and enforces association regulations.

**Men's Housing Policy.** Campus rooming facilities are under the supervision of head residents, student hall counselors or house heads, and these are responsible to the Dean of Men and Assistant Dean of Men. This group assists in effecting orderly procedures in resident living. All men, whether living on or off the campus, are expected to abide by the rules and regulations of the College.

All freshmen, except those who commute from home daily, or who live with relatives, or who are married, shall live in one of the dormitories, or other college property when accommodations are available. Other non-commuting students entering Indiana for the first time shall live in college property when they can be accommodated.

Likewise, upperclass non-commuting men under 21 years of age, shall live in one of the dormitories or other college property when space is available unless excused by the Dean of Men. Priority for assignments shall be to sophomores, juniors, and seniors, in that order.

Non-commuting men who cannot be accommodated on the campus are expected to select rooms in town from an approved list compiled in the office of the Assistant Dean of Men. All financial arrangements are the responsibility of the student and the landlord. The Assistant Dean of Men is responsible for supervising rooming accommodations in town.

The foregoing policy may be changed at the end of any semester.

#### **Men's Dining Room Policy.**

1. All male students living in college buildings shall eat in a college dining room.
2. Men living off campus who wish to eat in a college dining room may do so as long as space is available but they shall make arrangements with the Dean of Men.
3. Cooking in rooms in college buildings is absolutely forbidden.
4. Assignments to a college dining room are on a semester basis except in cases of emergency and when excused by the Dean of Men.
5. This policy is subject to change at the close of any semester.

**Baggage.** All baggage is delivered to the basement of the dormitory to which the student is assigned. Luggage should be plainly marked with the student's name and, if the room assignment has been made, should also bear the room number. Students living in college owned or college controlled houses should mark their baggage with the street address.

**Laundry.** Students who desire laundry service must arrange for it at registration at a cost of \$1.00 per week. The college provides each student with a laundered sheet and pillow case each week plus a laundered bed spread twice a month. All pieces sent to the laundry must be plainly marked with the owner's name identified by sewed-on name tapes or indelible ink. Cash's name tapes may be ordered in department stores, or mail orders may be sent direct to the J. & J. Cash, Inc., South Norwalk, Conn. Charges are nominal.

Laundry and ironing rooms with modern equipment are maintained on the ground floors of all women's dormitories.

**Student Supplies.** Students who live in college dormitories are furnished bed linen and bedspreads. Each student must provide blankets, towels, soap, needed toilet articles, etc. Curtains and draperies are provided.

Students must also furnish their own gymnasium attire and towels. The Physical Education Department requires regulation gymnasium and pool equipment, which are purchased in the College Book Store.

Each student is required to own a good college dictionary, approved by the English Department. Such a dictionary costs about \$6.00 and can be purchased in the College Book Store. Core courses in English require the dictionary as a standard text; other college courses use it extensively.

**Vacation and Guest Charges.** Students may not remain at the college during Thanksgiving, Christmas, Easter, or summer vacation. Students and teachers are responsible for meals of their guests at current transient rates. The transient rate for meals is as follows: breakfast, 60 cents; lunch, 85 cents; dinner, \$1.25.

A charge of \$1.58 is made for overnight guests. Arrangements should be made with the House Director, or Dean of Women, or Dean of Men, depending on the dormitory involved.

**Fire Precautions.** Students are not permitted to use or to have stoves, heaters or cookers, or other equipment for producing fire or heat in their rooms. Such equipment is prohibited by fire regulations and will be removed and confiscated by the fire inspector.

Smoking in women's dormitory rooms with the exception of the new buildings is absolutely forbidden, due to the fire hazard. Radios are permitted. Extension cords and double sockets are permitted only when approved by the electrician.

**The Handbook.** The Student Cooperative Association publishes a handbook, The CUE, which is available to all students without charge. This handbook contains information concerning college or-

ganizations, procedures, and routines. Another publication, the Freshman Information Booklet, is especially useful in the orientation of freshmen.

**Day Students.** Accommodations for women day students are provided in John Sutton Hall. Similar quarters for men day students are located in Whitmyre Hall and the ground floor of Gordon Hall. Library facilities provide pleasant study conditions for non-resident students. Students through their House Committee assume responsibility for care and use of rooms set aside for them. Day students may purchase lunches in the College Cafeteria, the Student Union, or the Clark Hall Coffee Shop.

### SPECIAL SERVICES

**Administrative Office Hours.** Monday through Friday: 8:00 A.M. to 12:00 Noon; 1:00 P. M. to 5:00 P. M. Saturdays: 8:00 A. M. to 12:00 Noon. Offices are not open Saturday afternoons and Sundays. Offices close at 4:00 P. M. in June, July and August.

**College Infirmary.** Off S. 11th Street behind Cogswell Hall is located the infirmary which is thoroughly equipped for all routine work. Four registered nurses are on the infirmary staff. Medical service is provided by a physician who comes daily to the infirmary. Twelve beds are available where resident students may have three days' free hospitalization. See page 37 for infirmary fees.

**Library Hours.** Monday and Friday: 7:45 A. M. to 5:00 P. M.; 7:00 P. M. to 9:00 P. M., Tuesday, Wednesday and Thursday; 7:45 A. M. to 9:30 P. M.; Saturday: 7:45 A. M. to 5:00 P. M.; Sunday: 2:00 P. M. to 5:00 P. M.

**Special Clinics.** Three clinics at the college offer diagnostic testing and remedial services in the following areas:

**Psychological Clinic** — personal, vocational, and educational counseling, and diagnosis of academic and behavior problems.

**Reading Clinic** — diagnosis and remedial programs for reading disabilities.

**Speech and Hearing Clinic** — diagnosis and remedial programs for the speech and hearing handicapped.

These services are made available to the students regularly enrolled at the college as well as to supervisory officials and classroom teachers in the college service area without charge. College students who need help in any of the problem areas suggested above are encouraged to seek the help of the clinic concerned. Every effort is made to help students remove deficiencies which would interfere with their successful progress in college.

**Reserve Officers' Training Corps.** The United States Army has a unit of the Reserve Officers' Training Corps at the college. Male freshman students are expected to take and pass one year of military science. Upon graduation from the regular college course and successful completion of the Reserve Officers' Training Corps Program,

the student will receive a second lieutenant's commission in the United States Army Reserve. To make this program possible, deferments from the draft are issued to the students successfully meeting the College and ROTC requirements. Upon graduation, the former student serves on active duty for a period not to exceed two years, if called by the Secretary of the Army. This enables the student to obtain his college degree and then fulfill his obligation to his country. College credit for participation in the Reserve Officers' Training Corps is given in lieu of credit for physical education.

**Keith School.** John A. H. Keith School, completed in 1939, provides for a program of instruction from kindergarten through ninth grade and provides for professional laboratory experiences such as observation, participation, student teaching and research. The secondary program provides for courses in the following fields: academic, commercial, home economics, music, fine and industrial arts and physical education. Other facilities include a library, a gymnasium, and a fine demonstration room with seats for 160 observers, which is a unique feature of the building. Professional laboratory experiences in Keith School may be planned and scheduled with the Director of Professional Laboratory Experiences. The school also contains the offices of the Director of Placement and the Director of Professional Laboratory Experiences.

**Placement Service.** The services of the Placement Office are available to all students of the College. Placement services are also available to students enrolled in our graduate courses. The directors of the various departments take an active interest in the placement of their graduates. Co-ordination of effort is obtained through a central committee. The Office supplies credentials to employers who are seeking applicants for positions, arranges for interviews, and serves as a center where graduates may keep their records up-to-date. Alumni are using this service increasingly. Positions are not guaranteed by the College, but Indiana's record of placement is one of the very best in Pennsylvania. The Placement Office also receives and makes available to graduates and undergraduates lists of vacancies in summer camp counseling.

**Student Employment.** Students are employed on a part-time basis in a number of departments on the campus. Positions are filled on the basis of financial need and the special abilities required in certain jobs. Students are assigned to such jobs as waiters in the dining room, typists, office clerks, library assistants, relief switchboard and elevator operators, and janitors. Students in need of employment should file an application in the office of the Dean of Students. All assignments to student employment are made by this office. Except in cases of extreme necessity, freshmen should not seek employment, but should plan to concentrate on their college work.

Applications for student employment are not accepted from students until they are actually on campus. To be kept on student employment rolls, the student must earn at least a "C" average in his total academic program.

## THE SUMMER SESSIONS

The Summer School is an integral part of the year's work. Students from other colleges, teachers in service and students in regular attendance can secure in the summer session three to twelve hours credit toward any certificate or toward graduation in any curriculum. The courses are planned primarily for those who have had previous work and for those who are accelerating their work. An effort is made to meet all reasonable requests of teachers who are working toward higher certification or toward graduation.

All courses given in the summer session require the same amount of time and are granted the same credit as if taken during a regular semester. The Summer School Bulletin will be mailed to anyone desiring more complete information regarding the courses to be offered.

**Dates.** Three sessions, two of three weeks and one of six weeks, are planned for the summer of 1964. The pre-session will open Monday, June 8 and close Friday, June 26. The main session starts Monday, June 29 and continues to Friday, August 7. The post-session opens Monday, August 10 and closes Friday, August 28. It is thus possible for a student to secure three to twelve credits by attending the summer school.

Address Director of Summer Sessions for special bulletin indicating courses and activities of the Summer Session.

## SATURDAY CAMPUS CLASSES

Saturday Campus Classes are held on the campus on Saturdays (generally between 9:00 A. M. and 1:00 P. M.). Courses are arranged according to the demand for them as indicated by teachers who are interested. This is not extension work. It is credited as "residence" work. Classes are scheduled to enable students to earn as much as six semester hours credit each semester. Persons interested should write for a schedule of courses.

The basic fee for Saturday Campus Classes is \$12.50 per semester hour of credit for students who are residents of Pennsylvania with a minimum basic fee of \$37.50 and \$20.00 per semester hour of credit for students other than residents of Pennsylvania with a minimum basic fee of \$60.00. Basic fees for special curricula shall be prorated on the basis of an 18 semester hour load. Not more than six semester hours credit may be earned in one semester by one who is doing full time teaching or other employment.

## STUDENT GOVERNMENT

Student Council is composed of representatives from all departments of the college. Also, the presidents of several campus-wide organizations automatically become representatives. The president and vice-president of the Student Council are chosen in a campus-wide election. The Student Council is active in making recommendations to the Administration for the improvement of student welfare and is also active in promoting the general welfare of the college and

good community relationships. Among the functions of the Student Council are to provide an opportunity for discussion of student problems; to bring the student body, faculty, and administration closer together through a frank understanding of mutual problems and to promote the observance of policies that will lead to improvement of college campus life.

**The Student Cooperative Association, Inc.** A student activity fee is collected from all students and administered through the Student Cooperative Association, Inc. under regulations approved by the Board of Trustees. During the regular school year the fee is \$20.00 per semester; for the Regular Summer Session it is \$7.00; and for the Pre- or Post-Summer Session it is \$3.50. This activity fee, along with the profits from the College Bookstore, is the principal source of income for the Student Cooperative Association. This income is spent in accordance with a budget drawn up by a student-faculty finance committee and approved by the President of the College.

The program of the Student Cooperative Association is extremely broad and has a great influence on the college life of the student body. In general, all college-wide campus activities are operated by the Association and a student is entitled to participate in the variety of activities provided by the Association through the use of his "I" card which is issued to all students at registration.

About one-fourth of the student activity fee is used to finance the construction and operation of the New Student Union building which opened in the fall of 1960. The New Student Union is financed through the Association in accordance with the student approval given to a campus-wide referendum. It consists of student lounges, music listening rooms, a banquet room, snack bar, dance floor, game room, publication rooms, bookstore and Student Cooperative Association offices.

By their membership in the Student Cooperative Association, Inc., all students are entitled to attend college athletic contests, receive the weekly college paper, "The Indiana Penn," attend all-college dances with music furnished by an orchestra, as well as many other social activities. Funds from the Association are provided to secure programs for the college convocations, motion pictures twice monthly, and also provide the student body with an active intramural program of athletics. Through the Cultural Life Series this Association brings to the campus outstanding professional leaders in the fields of music, the dance, and contemporary affairs.

The Cultural Life Series, sponsored by the College Student Cooperative Association, brings to the campus outstanding professional leaders in the fields of music, the dance, and contemporary affairs.

During recent years, this committee has presented Les Grande Ballets Canadiens, Canadian Players, Ltd. in Julius Caesar, Devil's Disciple, and Cherry Orchard, The Weavers—folk and ballad singers, Cilli Wang—Mime, Pittsburgh Symphony, Cleveland Playhouse in Volponi, Emlyn Williams in Dylan Thomas' "A Boy Growing Up,"



Boston Opera Company, Harry Golden, Ruth Page's Chicago Opera Ballet, and Clement Attlee.

**Women's Collegiate Association.** This organization, composed of all women boarding students, aids in directing the affairs of women students who live in college property and college-controlled houses.

**Men's Student Leagues** are divided into the Resident and Non-Resident organizations. The former aids in directing the affairs of men students who live in college property while the latter represents non-resident men. The presidents of both organizations are members of the Student Council.

## RELIGIOUS LIFE

The religious life of the students on campus is cared for through the Campus Ministry of the Newman Club (Catholic), Wesley Foundation (Methodist) and Westminster Foundation (Presbyterian-Disciples-EUB-United Church of Christ). Each of these provide off-campus centers for meetings and the opportunity for study and discussion. In addition to these full-time ministries there are the following groups which meet in the local churches. Canterbury Association (Episcopal), Hillel (Jewish), Lutheran Student Association and the Roger Williams Fellowship (Baptist). Other groups such as the Christian Scientist, Orthodox and Unitarians meet in places adjacent to the campus.

In addition to the denominational emphasis of the above groups in which avenues are opened up for experiences in Christian living, social concerns developed and opportunities provided for community service, there is also interreligious cooperation. There is an interfaith dialogue developing. A monthly meeting of the faculty-sponsored Religious Affairs Committee is held, in which speakers are made available on vital and controversial issues. The Christmas Pageant has become a tradition and attracts much attention in December.

Each student is urged to attend area, district and national conferences which provide opportunities for study of state, national and world religious problems.

## DEPARTMENTAL GROUPS

The Art Department sponsors the Art Club to stimulate interest in art in the College and the Community. Membership is open to all interested persons. Art students cooperate in such activities as "The Oak," "The Penn," "Student Writes," and college dramatic productions. The Annual Cooperative Exhibition program and the Cooperative Collection of Art are organized and directed by the department and supported financially by the Student Cooperative Association. Delta Phi Delta's Alpha Lambda Chapter of the national honorary art fraternity sponsors member exhibitions, the clothesline show and other art activities such as the life drawing and painting classes for advanced students.

**The Business Department** sponsors the Junior Chamber of Commerce. Membership is open to all students in the department. Outings are held at the College Lodge in the fall to welcome freshmen and in the spring to honor seniors. Professional meetings provide opportunities for students to take part in panel discussions and to hear outstanding leaders in business education and in the business world. Members of the organization participate in community service projects which the organization sponsors.

**The Elementary Education Department** sponsors a student branch of the Association for Childhood Education International. This organization serves as a focal point for the professional and social activities of students who are majoring in elementary education, and has for its purpose the promotion of the best possible education for children from the nursery school through the elementary grades.

A student planned professional and social program helps the members of the organization to achieve the purpose of the ACE.

**The English Department** sponsors three campus publications, all of which are underwritten financially by the Student Cooperative Association: "The Indiana Penn," weekly newspaper; "The Indiana Student Writes," annual collection of student creative writing; and "The Cue," the student handbook. Advisory responsibility of a literary nature is also assumed by the Department for "The Oak," the college annual. The Department sponsors "Masquers," an all-college group devoted to drama and the allied arts. The English Club, whose membership includes all students in the Department, holds a social-professional meeting once each year at the College Lodge as well as numerous other meetings of a purely professional nature throughout the year.

**The Foreign Language Department** sponsors the Foreign Language Club, which is open to all students interested in foreign languages and cultures and to foreign students in attendance at Indiana. For certain activities the Club is subdivided into a student branch of the Alliance Francaise and Los Hispánicos. A modern Language Club is sponsored by this department.

**The Geography Department** sponsors two organizations: Alpha Omega Gamma Fraternity, a selected group of outstanding geography students, and the Geographical Society, open to interested students from all curricula. The latter group publishes the Geo-Rite, the departmental paper, offers a tutoring service, and manages the weather observation post, among other activities.

**The Mathematics Department** sponsors a Mathematics Club for all students interested in mathematics. Social and professional meetings are held each semester.

**The Military Science Department** sponsors several extra-curricular activities: An ROTC company of the Association of the United States Army, comprised of Cadet Officers whose objectives are to promote the role of the Army in the defense of the nation, to increase military skill, and to develop the general military background of its

members; a Company of the national military honor society, The Pershing Rifles. This organization has exacting academic and military requirements that all cadets are eligible to strive for; the Varsity Rifle Team is coached and managed by the ROTC Department, participation in ROTC is not a prerequisite to placing on the team; the ROTC Band, a select group of student musicians who provide military music for ROTC drill and ceremonies; the Kaydeens, a group of young ladies selected annually at the ROTC Queen selection ceremonies who act as uniformed sponsors for the Cadet Corps. This is the only uniformed service organization on the ISC campus; the Military Ball, a student organized and operated formal held annually in the fall semester, at this time the ROTC Queen is crowned and the members of her court, all chosen by the vote of the Cadet Corps, are presented; the ROTC also sponsors an active awards program and an annual visit to a military installation for members of the corps who are qualified and interested in such a visit; the Rangers, a volunteer unit, to develop the individual's knowledge, stamina, and leadership; Flight Training, available to those cadets who can qualify during their senior year.

Membership in these activities are open to all interested Cadets on a voluntary basis.

The Music Education Department sponsors many organizations: the College Choir, the Women's Chorus, the Indiana Glee Club, the Mixed Chorus, the Marching Band, the College Symphonic Band, the College Symphony Orchestra, the String Orchestra, the Mellow Men, the Music Educators Club, a Student Chapter of the Music Educators National Conference, and the Student Chapter of the American Guild of Organists. In addition, there are many ensembles which are activated from time to time to provide music for specific occasions.

The Science Department sponsors the Science Club, an all-college club for those interested in Science. Membership includes students from practically all departments of the college, though naturally the Science Department is more strongly represented than any other department. Programs are provided by local talent or speakers from the outside. Outings and special trips as well as reports on special projects are included in the activities.

The Social Science Department sponsors the Social Science Society, which is concerned with political, economic and social issues at the local and national level. Affairs of the club are culminated each year by its participation in the Inter-Collegiate Conference on Government at Harrisburg. The department also sponsors the International Relations Club, which is concerned with international affairs, and sends a delegation each year to the Middle States Model United Nations Assembly.

The Physical Education Department encourages the formation of sports clubs for those students who are interested in a particular sport.

**Men's Varsity "I."** The Varsity "I" Club is made up of members who have the distinction of winning at least one varsity "I" letter. The chief purpose of the club is to promote and foster good fellowship, sportsmanship, and a friendly feeling of cooperation among the athletes of this and rival colleges.

**Women's Athletic Association Board.** This group is composed of girls who have shown by participation, an interest in athletics. It organizes records of all candidates for awards and promotes extra-college and professional contacts for its own members.

**Women's Athletic Association (Intramural Sports).** The women's athletic activities provide opportunity for college women to practice and improve the skills and strategy learned in the required physical education program. The activities include volleyball, field hockey, tennis, badminton, archery, basketball, table tennis, bowling, softball and swimming. Each activity is set up in either round robin or double elimination tournaments and extends approximately over an eight-week period. Intercollegiate Sports Days occasionally permit women to compete with other colleges. This opportunity to be hosts to visiting teams and guests at other colleges provides desirable social and educational experiences.

**Men's Intramural Sports.** A well-organized and varied program of sports and athletics is incorporated in the intramural program for men. The program includes the following sports: archery, badminton, tennis, ping pong, wrestling, swimming, track, basketball, volleyball, football (touch), softball, speedball, soccer and other outdoor winter sports.

**Women's Intramural Sports.** The women's athletic activities provide opportunity for college women to learn a variety of sport skills. Each activity, including instruction, practice, and competition extends approximately over a nine-week period. Intercollegiate Sports Days occasionally permit women to compete with other colleges. This opportunity to be hosts to visiting teams and guests at other colleges provides desirable social and educational experiences.

**Varsity Athletics.** A well rounded program of varsity athletics is provided for the student interested in football, basketball, baseball, tennis, track, wrestling, and golf.

**Red Cross Lifesaving and Swimming.** The college cooperates with the American Red Cross in conducting lifesaving and swimming classes in the college pool. Many students earn their Senior and Instructor's certificates in Lifesaving. This enables these students to work in summer camps and city pools as lifesavers.

**Indiana College Slide Society.** This organization is open to all students and faculty who are interested in colored slide photography. Monthly meetings are held, and every effort is made to improve the technical proficiency of its members.

**Winter Sports Club.** The Winter Sports Club is open to all interested students who wish to participate in winter sports. Skating, skiing, tobogganing, and sled riding are activities scheduled for this group

throughout the winter months. The facilities of the College Lodge make the enjoyment of winter sports a popular program. In 1963, a 700 foot ski tow was put into operation at the College Lodge which greatly increased the popularity of this sport.

The Home Economics Department sponsors a Freshman and an upper class Home Economics Club. Both are affiliated with the Pennsylvania and the American Home Economics Association. Delegates are sent to the regional workshop and to state and national conventions. Department majors join and work in the clubs as a preparation for such responsibilities as Future Homemakers of America organizations when teaching. Through club and other department activities such as Merry-Go, High School Day, etc. students gain experience in leadership. The Campus 4-H Club is composed of college students who were formerly members of 4-H Clubs. This organization is also a part of the Home Economics Department program.

**Miscellaneous Organizations.** Other organizations which appeal to the varied interests of many students include the Chess Club, the Republican Club, the Democratic Club, the Veterans Association, etc.

### STUDENT PSEA - NEA

The Indiana Chapter of the STUDENT PSEA - NEA (Pennsylvania State Education Association and the National Education Association) is a professional organization for students enrolled in teacher education programs. Affiliation with the STUDENT PSEA - NEA offers professional experiences, opportunities to develop leadership skills, and an understanding of professional education at the state and national levels. As an organization, the STUDENT PSEA - NEA should deepen the interest of capable students in teaching as a career; encourage the careful selection and guidance of persons admitted to teacher education programs; and, through higher standards of preparation contribute to better education programs.

### CLASS ORGANIZATIONS

Each of the four classes — Freshman, Sophomore, Junior, and Senior — has a class organization, holds social and professional meetings, and sponsors a formal dance each year.

### FRATERNITIES

**Honorary Fraternities.** The Beta Gamma Chapter of Kappa Delta Pi, an educational honor fraternity open to both men and women, was inaugurated in 1928. Only juniors and seniors of high scholastic attainment are eligible to membership. Pi Omega Pi, an honorary national fraternity for men and women in business education, is represented on the campus by Kappa Chapter, formed in 1929. Beta Chapter of Gamma Rho Tau, an honorary fraternity for men in business education, was organized in 1929. The Tau Chapter of Kappa Omicron Phi, a national honorary home economics sorority,

was established on the campus in June, 1940. The Alpha Lambda Chapter of Delta Phi Delta, a national honorary art fraternity, was installed on the campus March 30, 1946. Alpha Omega Gamma is a local honorary fraternity in geography, organized in 1927. Sigma Alpha Eta, a national professional speech and hearing fraternity, was installed at the college in 1952. Alpha Psi Omega, a national honorary dramatic fraternity, was installed at Indiana in 1953. Zeta Tau Chapter of Phi Mu Alpha Sinfonia, national honorary professional music fraternity for men, was installed May 21, 1953. The Delta Sigma Chapter of Delta Omicron, a national professional music fraternity for women, was installed March, 1953. Pi Sigma Phi, a national honorary fraternity for students majoring in mathematics, was installed on the Indiana campus in 1961. Pi Gamma Mu, a national professional social studies fraternity, was installed on the Indiana campus in December, 1962.

**Social Fraternities.** The college believes that fraternities afford opportunities to young men and women for maintaining scholarship, for developing social poise, and for contributing to the life of the campus, of the community, and of the world at large. Therefore the college encourages the formation of enough fraternity chapters on campus so that every man and every woman who cares to belong to one may have the opportunity.

**Men's Fraternities.** Seven national fraternities have chapters at Indiana. They are: Theta Xi, Delta Sigma Phi, Kappa Delta Rho, Sigma Phi Epsilon, Sigma Tau Gamma, Tau Kappa Epsilon, and Theta Chi. There is one local fraternity, Sigma Kappa Phi.

**Inter-fraternity Council.** This group is composed of the president, and another member of each of the social fraternities operating on the campus. Its purpose is to promote understanding and cooperation among the fraternal groups and to regulate interfraternity affairs.

**Women's Fraternities.** Ten national women's fraternities have chapters on the campus: Alpha Gamma Delta, Alpha Sigma Alpha, Alpha Sigma Tau, Alpha Xi Delta, Sigma Omicron, Delta Zeta, Phi Mu, Sigma Kappa, Sigma Sigma Sigma, and Zeta Tau Alpha. There are three local chapters: Alpha Theta Nu, Kappa Phi Delta, and Phi Lambda Chi.

**Panhellenic Council.** The Panhellenic Council is composed of two representatives from each fraternity and a faculty adviser. The purposes of the Panhellenic Council are: to promote a spirit of friendship and cooperation among the fraternities of the college; to encourage chapters to support all campus activities that promote the welfare of the fraternities and of the college; and to regulate matters of common welfare to the fraternities.

**Service Organization.** Alpha Phi Omega, a national men's fraternity composed of men associated with the Boy Scout organization, has an active chapter on the Indiana campus.

## ENROLLMENT BY CURRICULA

First Semester 1963-64

SCHOOL OF EDUCATION

	Men	Women	Total	Total By Curricula
Art Curriculum:				
First Year .....	20	39	59	
Second Year .....	24	36	60	
Third Year .....	13	37	50	
Fourth Year .....	17	29	46	
			—	215
Business Curriculum:				
First Year .....	60	56	116	
Second Year .....	82	56	138	
Third Year .....	44	29	73	
Fourth Year .....	36	30	66	
			—	393
Elementary Curriculum:				
First Year .....	21	217	238	
Second Year .....	30	206	236	
Third Year .....	17	181	198	
Fourth Year .....	26	181	207	
			—	879
Home Economics Curriculum:				
First Year .....	1	94	95	
Second Year .....	1	95	96	
Third Year .....	0	59	59	
Fourth Year .....	0	59	59	
			—	309
Music Curriculum:				
First Year .....	22	40	62	
Second Year .....	24	10	34	
Third Year .....	27	20	47	
Fourth Year .....	19	19	38	
			—	181
Public School Nursing:				
Second Year .....	0	1	1	
Fourth Year .....	0	1	1	
			—	2
Academic Areas:				
Biology Major				
First Year .....	31	10	41	
Second Year .....	32	7	39	
Third Year .....	16	6	22	
Fourth Year .....	23	4	27	
			—	129

	Men	Women	Total	Total By Curricula
<b>Chemistry Major</b>				
First Year .....	20	1	21	
Second Year .....	21	6	27	
Third Year .....	25	0	25	
Fourth Year .....	19	4	23	
			<hr/>	96
<b>Earth Science Major</b>				
First Year .....	2	0	2	
Second Year .....	2	0	2	
Third Year .....	0	1	1	
			<hr/>	5
<b>English Major</b>				
First Year .....	31	84	115	
Second Year .....	25	75	100	
Third Year .....	14	57	71	
Fourth Year .....	15	39	54	
			<hr/>	340
<b>French Major</b>				
First Year .....	5	34	39	
Second Year .....	4	15	19	
Third Year .....	1	8	9	
Fourth Year .....	2	5	7	
			<hr/>	74
<b>General Science Major</b>				
First Year .....	5	1	6	
Second Year .....	18	1	19	
Third Year .....	10	5	15	
Fourth Year .....	1	1	2	
			<hr/>	42
<b>Geography Major</b>				
First Year .....	9	5	14	
Second Year .....	20	6	26	
Third Year .....	23	3	26	
Fourth Year .....	43	4	47	
			<hr/>	113
<b>German Major</b>				
First Year .....	2	3	5	
Second Year .....	0	2	2	
			<hr/>	7
<b>History Major</b>				
First Year .....	8	0	8	
Second Year .....	3	0	3	
Third Year .....	1	0	1	
Fourth Year .....	1	0	1	
			<hr/>	13



	Men	Women	Total	Total By Curricula
<b>Mathematics Major</b>				
First Year .....	75	55	130	
Second Year .....	101	45	146	
Third Year .....	55	31	86	
Fourth Year .....	49	23	72	
			—	434
<b>Physics Major</b>				
First Year .....	16	2	18	
Second Year .....	15	1	16	
Third Year .....	9	1	10	
Fourth Year .....	0	7	7	
			—	51
<b>Physics-Mathematics Major</b>				
First Year .....	0	1	1	
			—	1
<b>Russian Major</b>				
First Year .....	1	0	1	
			—	1
<b>Social Science Major</b>				
First Year .....	63	31	94	
Second Year .....	99	21	120	
Third Year .....	58	22	80	
Fourth Year .....	73	10	83	
			—	377
<b>Spanish Major</b>				
First Year .....	9	22	31	
Second Year .....	11	21	32	
Third Year .....	1	14	15	
Fourth Year .....	3	5	8	
			—	86
<b>Special Education for the Mentally Retarded</b>				
First Year .....	0	2	2	
Second Year .....	1	1	2	
			—	4
<b>Teaching of the Speech and Hearing Handicapped</b>				
First Year .....	6	18	24	
Second Year .....	4	12	16	
Third Year .....	3	7	10	
Fourth Year .....	7	8	15	
			—	65
Nurses — Indiana Hospital .....	0	23	23	
	—	—	—	23
<b>Total — Indiana Campus School of Education .....</b>				
	<u>1575</u>	<u>2265</u>	<u>3840</u>	<u>3840</u>

	Men	Women	Total	Total By Curricula
Armstrong County Center, Kittanning .....	48	27	75	
Punxsutawney Center .....	57	35	92	
	<u>          </u>	<u>          </u>	<u>          </u>	
Total — Off-Campus School of Education .....	105	62	167	167
	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>

## SCHOOL OF LIBERAL ARTS

Humanities Major:				
First Year .....	18	21	39	
Second Year .....	8	3	11	
Third Year .....	2	1	3	
Fourth Year .....	1	0	1	
			<u>          </u>	54
Natural Science Major:				
First Year .....	61	10	71	
Second Year .....	17	2	19	
Third Year .....	1	2	3	
Fourth Year .....	2	1	3	
			<u>          </u>	96
Social Science Major:				
First Year .....	75	21	96	
Second Year .....	26	7	33	
Third Year .....	10	2	12	
Fourth Year .....	3	3	6	
	<u>          </u>	<u>          </u>	<u>          </u>	147
Total — School of Liberal Arts .....	224	73	297	297
	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>

## PART-TIME UNDERGRADUATE STUDENTS

Indiana Campus .....	121	180	301	
Armstrong County Center, Kittanning	10	13	23	
Punxsutawney Center .....	8	18	26	
	<u>          </u>	<u>          </u>	<u>          </u>	
Total — Part-time Students .....	139	211	350	350
	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>
Graduate School .....	333	220	553	553

## SUMMARY OF FIRST SEMESTER 1963-64 ENROLLMENT

	Men	Women	Total	Total By Curricula
Full-time Students — Undergraduate				
Indiana Campus:				
School of Education .....		3840		
School of Liberal Arts .....		297		
		<hr/>		
Total Indiana Campus .....			4137	
Off-Campus Centers:				
Armstrong County Center .....		75		
Punxsutawney Center .....		92		
		<hr/>		
Total Off-Campus Centers .....			167	
			<hr/>	
Total Full-time Students .....				4304
Part-time Students — Undergraduate				
Indiana Campus .....		301		
Armstrong County Center .....		23		
Punxsutawney Center .....		26		
		<hr/>		
Total Part-time Students .....				350
				<hr/>
Total Undergraduate Students .....				4654
Enrollment Graduate School .....				553
				<hr/>
GRAND TOTAL .....				<u>5207</u>

## ENROLLMENT BY COUNTIES

School of Education, School of Liberal Arts, Armstrong County  
Center, Punxsutawney Center  
First Semester 1963-64

County	Total	County	Total
Adams .....	2	Lawrence .....	52
Allegheny .....	1,087	Lebanon .....	5
Armstrong .....	269	Lehigh .....	9
Beaver .....	154	Luzerne .....	0
Bedford .....	22	Lycoming .....	6
Berks .....	16	McKean .....	34
Blair .....	132	Mercer .....	63
Bradford .....	0	Mifflin .....	6
Bucks .....	17	Monroe .....	0
Butler .....	99	Montgomery .....	16
Cambria .....	364	Montour .....	0
Cameron .....	7	Northampton .....	6
Carbon .....	0	Northumberland .....	1
Centre .....	18	Perry .....	2
Chester .....	3	Philadelphia .....	8
Clarion .....	13	Pike .....	0
Clearfield .....	88	Potter .....	4
Clinton .....	4	Schuylkill .....	0
Columbia .....	2	Snyder .....	2
Crawford .....	42	Somerset .....	86
Cumberland .....	31	Sullivan .....	1
Dauphin .....	8	Susquehanna .....	0
Delaware .....	11	Tioga .....	4
Elk .....	20	Union .....	0
Erie .....	56	Venango .....	26
Fayette .....	52	Warren .....	25
Forest .....	4	Washington .....	101
Franklin .....	6	Wayne .....	1
Fulton .....	0	Westmoreland .....	511
Greene .....	3	Wyoming .....	1
Huntingdon .....	21	York .....	18
Indiana .....	606		—
Jefferson .....	124	Total Pennsylvania Students .....	4,282
Juniata .....	0	Out-Of-State Students .....	22
Lackawanna .....	3		—
Lancaster .....	10	Total .....	4,304

## PROGRAMS OF STUDY

Students at Indiana State College may pursue programs of study in the School of Liberal Arts leading to the degree of Bachelor of Arts or Bachelor of Science, and in the School of Education to the degree of Bachelor of Science in Education. For each degree the student must earn 128 semester credits with an overall "C" average, in addition to meeting all other degree requirements for graduation.

## DEPARTMENTAL ABBREVIATIONS

The following departmental abbreviations are used to identify courses referred to in this catalog.

Art—Art	HPE—Health & Physical Education
Biol—Biology	Math—Mathematics
Bus—Business	MS—Military Science
Chem—Chemistry	Mus—Music
Ed—Education	Phil—Philosophy
ESci—Earth Science	Phys—Physics
El—Elementary	Psy—Psychology
Eng—English	PSN—Public School Nursing
FL—Foreign Languages	Rus—Russian
Fr—French	Sci—Science
Geog—Geography	SS—Social Studies
Ger—German	Sp—Spanish
HE—Home Economics	SpH—Speech and Hearing
	Zool—Zoology

## Key For Course Numbers

Courses for freshmen are numbered in the 100's, sophomores in the 200's, juniors in the 300's and seniors in the 400's.

Required courses are numbered between 1 and 50 and elective courses are numbered between 51 and 100, within each 100.

Elective courses open to sophomores, juniors, and seniors are listed in the 200's. Elective courses open to juniors and seniors are listed in the 300's.

## General Education

The primary objective of general education is to develop those understandings, attitudes and values, and social skills that will enable the student to enjoy a life that is satisfying to himself as an individual and which will enable him to play a constructive role in his community and in society without respect to his professional or vocational interest or activity.

The following program in general education will be taken by all students in both the School of Liberal Arts and the School of Education. The courses in this program will be distributed throughout the four years of college study. Only basic or introductory courses in the program will be concentrated in the first two years of the student's program.

<b>Required of all students</b>		<b>55 sem. hrs.</b>
<b>Humanities</b>		<b>24 sem. hrs.</b>
Eng 101 and 201 English I and II	10	
Eng 301 Introduction to Literature	2	
Art 101 Introduction to Art or		
Mus 101 Introduction to Music	3	
SS 410 Anthropology or		
Phil 420 Introduction to Philosophy	3	
FL 101 and 102 or 151 and 152 or 251 and 252 (See page 74)	6	
<b>Natural Sciences</b>		<b>12 sem. hrs.</b>
Math 101 Foundations of Mathematics	4	
Sci 103 and 104 General Biology I and II or		
Sci 105 and 106 Physical Science I and II	8	
<b>Social Sciences</b>		<b>15 sem. hrs.</b>
Geog 101 World Geography	3	
Psy 201 General Psychology	3	
SS 202 History of Civilization II	3	
SS 302 History of U. S. & Pa. II	3	
SS 401 American Citizenship	3	
<b>Health and Physical Education</b>		<b>4 sem. hrs.</b>
HPE 101 Health	2	
HPE 102 and 203 Physical Education I and II	2	

A student may not be required to take an introductory course in this program which falls within his major field or area of concentration. In this case he may begin his study in the major or concentration with the first course in that field. Such substitutions or modifications in the general education program may be made by the student in consultation with his or her adviser.

## THE SCHOOL OF LIBERAL ARTS

WILLIAM W. HASSLER, Dean

Ever since man began to systematize knowledge a liberal education — which Mark Van Doren defines as “nothing less than a complete one” — has enjoyed wide acceptance and support. With society’s current emphasis on change, a broad liberal education is now virtually a necessity. Thus, today’s statesman must be skilled not only in political science and history; he also should be knowledgeable in economics, geography, science and sociology in order to cope effectively with the intricate problems of modern statecraft.

The philosophy which undergirds the Liberal Arts program is the emphasis upon a fundamental understanding and application of basic principles implemented by the deliberative method of teaching which stresses the quality rather than the rate of learning. Consequently, our staff consciously endeavors not only to impart an appreciation of culture and the comprehension of our environment, but also to teach the student to analyze and to solve problems so that ultimately he may be able to teach himself.

The program of studies in the School of Liberal Arts is designed to enable the student to pursue a general program, a study in depth within a chosen subject, an inter-disciplinary program or a pre-professional program of study. All students in this school are required to take the program of general education of 55 semester hours as outlined on page 68. Each student also must elect to pursue a major of 36 semester hours in the Humanities, Natural Sciences or the Social Sciences. The remaining 37 semester hours required for graduation may be used to pursue a concentration within a particular subject or in accordance with a plan agreed upon by the student and his adviser.

Students in the Liberal Arts program may receive either the Bachelor of Arts or Bachelor of Science degree depending on their program of study. Students majoring in the Humanities and Social Sciences will be awarded the A.B. degree, whereas Natural Science majors who complete the prescribed requirements for a single area of concentration will receive the B.S. degree.

### Fields of Major Study and Concentration

The three fields in which students may pursue major studies are the Humanities, Natural Sciences and the Social Sciences. The minimum semester hours requirement in each field is thirty-six. The student, with the assistance and approval of his adviser, then uses the remaining thirty-seven semester hours to pursue the study of a particular subject or subjects as a concentration within his major field.

Humanities Major	36 sem. hrs.
English	6 sem. hrs.
Eng 214 Shakespeare	3
Eng 251 History of the English Language	3

Speech and Theater		6 sem. hrs.
Eng 232 Oral Reading	3	
Eng 238 The Nature of Drama	3	
Foreign Language		6 sem. hrs.
Fr 361-362 Development of French Culture and Literature I and II - Or similar courses in Spanish, German and Russian	6	
Art		6 sem. hrs.
Art 115 Art History I - to 1500	3	
Art 116 Art History II - since 1500	3	
Music		6 sem. hrs.
Mus 302 Music History II	3	
Mus 303 Music History III	3	
Philosophy		6 sem. hrs.
Phil 421 Logic	3	
Phil 422 Ethics	3	

Within this major field of the Humanities the student may pursue a concentration of study in any one of the following subjects — Fine Art, English, French, German, Philosophy, Spanish, Russian, Music, and Speech and Theater. The course requirements for such a concentration and the sequence according to which the courses may be taken are to be determined by the student's adviser.

Natural Science Major		36 sem. hrs.
Mathematics		9 sem. hrs.
Math 157 Mathematical Analysis III	4	
Math 257 Mathematical Analysis IV	5	
Biological Science		8 sem. hrs.
Biol 121 Zoology I	4	
Biol 122 Zoology II	4	
Chemistry		8 sem. hrs.
Chem 111 Chemistry I	4	
Chem 112 Chemistry II	4	
Physics		8 sem. hrs.
Phys 111 Physics I	4	
Phys 112 Physics II	4	
Earth Science		3 sem. hrs.
E Sci 211 Astronomy or E Sci 221 Geology	3	

Within this major field of the Natural Sciences the student may pursue a concentration of study in any one of the following subjects - Biology, Chemistry, Mathematics and Physics. The course requirements for such a concentration and the sequence according to which the courses may be taken will be determined by the student's adviser.

Social Science Major		36 sem. hrs.
History		6 sem. hrs.
SS 201 History of Civilization I	3	
SS 301 History of U. S. and Pa. I	3	



Political Science		6 sem. hrs.
SS 357 International Relations	3	
SS 358 Contemporary Political Problems	3	
Economics		6 sem. hrs.
SS 240 Principles of Economics	3	
SS 241 Contemporary Economic Problems	3	
Anthropology - Sociology		6 sem. hrs.
SS 251 Principles of Sociology	3	
SS 331 Contemporary Social Problems	3	
Geography		6 sem. hrs.
Geog 149 Economic Geography	3	
Geog 251 Geography of U. S. and Canada	3	
Psychology		6 sem. hrs.
Psy 352 Mental Hygiene	3	
Psy 452 Social Psychology	3	

Within this major field of the Social Sciences the student may pursue a concentration of study in any one of the following subjects - Anthropology - Sociology, Economics, Geography, History, Political Science and Psychology. The course requirements for such a concentration and the sequence according to which these courses should be taken will be determined by the students' adviser.

### Inter-disciplinary Studies

Students with dual or special objectives may, with the guidance and approval of his department and the Dean, undertake an inter-disciplinary program. One example of this type of program which has been established with well-defined requirements is that in Urban-Regional Planning and Administration as outlined on page 88. This is an integrated Social Science program which equips the students for vocational opportunities in a rapidly expanding field. Another type of inter-disciplinary program is illustrated by the study of a cultural area such as Latin America which would require the selection of courses in History, Language, Geography, Art, Literature and Political Science from both the Humanities and the Social Sciences. Other inter-disciplinary programs can be tailored for the various fields of student interests.

### Pre-Professional Studies

Indiana State College is accredited not only by the National Council for Accreditation of Teacher Education but by the Middle States Association of Colleges and Secondary Schools as well. It is on the basis of the latter accreditation that pre-professional programs of study are offered for admission to Medical, Dental, Theological, Engineering and Law Colleges. These pre-professional programs of study must be outlined and approved by the Dean of the School of Liberal Arts.

## HUMANITIES

The Humanities comprise those branches of learning which are primarily cultural in character. In addition to developing communication skills, the Humanities program enhances one's capacities of logic, moral values and imagination. The Humanities also broaden and enrich a student's appreciation of literature, art, music and philosophy. And as Matthew Arnold so aptly stated: "We shall find that this art, and poetry, and eloquence, have in fact not only the power of refreshing and delighting us, they have also a fortifying, and elevating, and quickening, and suggesting power, capable of wonderfully helping us to relate the results of modern science to our need for conduct, our need for beauty."

## ART

ORVAL KIPP, Chairman

The Art concentration includes a general overview of the art history of the world in architecture, painting, sculpture, and the crafts; and a fundamental training in the various studio courses in design, drawing, painting sculpture, and crafts. The liberal arts student has an opportunity to evaluate his interests and talents in the overview and gains insights which help him to elect his area of art specialization.

The humanities major who wishes to concentrate in Art shall approach the Art field from a point of view similar to that in which he began his college education; he must study past cultures and the developing life of our time at home and abroad. In order to become an effective member of society he must be flexible in meeting problems on various levels of life. He should be articulate enough to state the nature of his problems, artistic or otherwise, and wise enough to know that the answers do not necessarily lie in authoritative pronouncements or in historical precedents. He should be well versed in meeting reality as a member of society and as an artist.

The overview of the art field coupled with the information gained from his General Education and Humanities courses should go far toward helping the student to choose a career. Almost any vocation has an art career waiting for those who have interest, training and talent. Design and Art have wide applications in industry and automobile manufacture, textile manufacturing, publishing and architecture. The church, which was once the major patron of art, still has opportunities for art. As liberal arts lead into medicine and law so also does it lead into art professions.

## FIRST SEMESTER

	Cr.
Eng 101 English I _____	5
Sci 103 General Biology or _____	
Sci 105 Physical Science _____	4
Geog 101 World Geography _____	3
HPE 101 Health _____	2
Art 115 Art History I to 1500 _____	3
	—
	17

## SECOND SEMESTER

	Cr.
Eng 102 English II _____	5
Sci 104 General Biology or _____	
Sci 106 Physical Science _____	4
HPE 101 Physical Education I _____	1
Art 116 Art History II since 1500 _____	3
Art 112 Composition and Figure _____	
Drawing _____	2
Art 114 Des. Vol. and Space _____	2
	—
	17

## THIRD SEMESTER

Art 101 Introduction to Art or _____	
Mus 101 Introduction to Music _____	3
Fr. 101 French I or other _____	3
SS 202 History of Civilization II _____	3
Eng 214 Shakespeare _____	3
Art 111 Drawing in All Media _____	2
Art 113 Design and Color _____	2
Art 214 Model and Sculp _____	2
	—
	18

## FOURTH SEMESTER

Fr 102 French II or other _____	3
Math 101 Foundations of Math _____	4
Psy 201 General Psychology _____	3
Eng 251 History of English Language _____	3
Art 315 Pottery and Ceramics _____	2
Electives _____	3
	—
	18

## FIFTH SEMESTER

Eng 301 Introduction to Literature _____	2
Eng 232 Oral Reading _____	3
Fr 361 Development of French Culture- Literature I _____	3
Electives _____	8
	—
	16

## SIXTH SEMESTER

SS 302 History of U.S. and PA. II _____	3
Eng 238 The Nature of Drama _____	3
Fr 362 Development of French Culture- Literature II _____	3
Electives _____	7
	—
	16

## SEVENTH SEMESTER

Phil 420 Introduction to Philosophy or _____	
SS 410 Anthropology _____	3
Phil 421 Logic _____	3
Mus 302 Music History II _____	3
Electives _____	7
	—
	16

## EIGHTH SEMESTER

SS 401 American Citizenship _____	3
Phil 422 Ethics _____	3
Mus 303 Music History III _____	3
Electives _____	7
	—
	16

## ELECTIVES — Humanities Art Concentration

	Cr.		Cr.
Art 317 Art History III _____	3	Art 463 Graphic Art Studio III _____	3
Art 216 Aesthetics _____	3	Art 452 Advanced Ceramics I _____	3
Art 470 Ancient Art _____	3	Art 464 Ceramic Studio II _____	3
Art 471 Medieval Art _____	3	Art 465 Ceramic Studio III _____	3
Art 472 Renaissance Art _____	3	Art 215 Craft in Metal and Wood _____	2
Art 473 Baroque Art _____	3	Art 316 Jewelry _____	2
Art 474 Modern Art _____	3	Art 451 Crafts Studio I _____	3
Art 455 Far Eastern Art _____	3	Art 466 Crafts Studio II _____	3
Art 313 W.C. and Mixed Media I _____	3	Art 467 Crafts Studio III _____	3
Art 314 Oil Col and Mixed Media II _____	3	Art 453 Sculpture Studio I _____	3
Art 456 Advanced Painting III _____	3	Art 468 Sculpture Studio II _____	3
Art 412 Graphic Arts I _____	3	Art 469 Sculpture Studio III _____	3
Art 457 Advanced Graphic Art II _____	3		

## ENGLISH-SPEECH AND THEATER

JAMES R. GREEN, Chairman

### ENGLISH

The candidate for the liberal arts degree who has shown better than average competence in his language skills may choose an area of concentration. His work beyond the general education program will consist of a core of required courses designed to provide him with an appropriate background in the development of English language and literature. With the help and approval of his adviser, a student will plan additional courses to fit his individual interests from the list of English Department electives.

#### FIRST SEMESTER

	Cr.
Eng 101 English I _____	5
Sci 105 Physical Science I or	
Sci 103 General Biology I _____	4
Foreign Language I or III _____	3
Art 101 Introduction to Art or	
Mus 101 Introduction to Music _____	3
HPe 101 Health or	
MS 101 R.O.T.C. _____	2
	—
	17

#### SECOND SEMESTER

	Cr.
Eng 201 English II _____	5
Sci 106 Physical Science II or	
Sci 104 General Biology II _____	4
Foreign Language II or IV _____	3
Geography 101 World Geography _____	3
HPe 102 Physical Education I or	
MS 102 R.O.T.C. _____	1-2
	—
	16-17

#### THIRD SEMESTER

Math 101 Foundations of Math _____	4
Psy 201 General Psychology _____	3
Eng 211 World Literature _____	3
HPe 203 Physical Education II _____	1
Fr 361-362 Development of French Culture and Literature I and II — or similar courses in Spanish, German and Russian _____	3
Eng 232 Oral Reading _____	3
	—
	17

#### FOURTH SEMESTER

SS 202 History of Civilization II _____	3
Eng 251 History of English Language _____	3
Eng 258 Nature of Drama _____	3
Fr 361-362 Development of French Culture and Literature I and II — or similar courses in Spanish, German and Russian _____	3
Eng 214 Shakespeare _____	3
	—
	15

#### FIFTH SEMESTER

SS 302 History of U.S. and Pa. _____	3
Art 115 Art History I _____	3
Mus 302 Music History II _____	3
English Electives _____	6
	—
	15

#### SIXTH SEMESTER

SS 401 American Citizenship _____	3
SS 410 Anthropology or	
Phil 420 Philosophy _____	3
Art 116 Art History II _____	3
Mus 303 Music History III _____	3
English Electives _____	3
	—
	15

#### SEVENTH SEMESTER

Phil 421 Logic _____	3
English Electives _____	15
	—
	18

#### EIGHTH SEMESTER

Phil 422 Ethics _____	3
English Electives _____	12
	—
	15

## SPEECH AND THEATER

The candidate for the liberal arts degree may choose to develop a program in Speech and Theater. In addition to two required introductory courses (Nature of Drama and Oral Reading), the student will select additional courses from the list of Speech and Theater courses to develop his interest in this area of the liberal arts.

## FIRST SEMESTER

	Cr.
Eng 101 English I .....	5
Sci 105 Phys. Science I or	
Sci 103 General Biology I .....	4
Foreign Language I or III .....	3
Art 101 Introduction to Art or	
Mus 101 Introduction to Music .....	3
HPE 101 Health or	
MS 101 R.O.T.C. ....	2
	17

## SECOND SEMESTER

	Cr.
Eng 201 English II .....	5
Sci 106 Physical Science II or	
Sci 104 General Biology II .....	4
Foreign Language II or IV .....	3
Geog 101 World Geography .....	3
HPE 102 Physical Education I or	
MS 102 R.O.T.C. ....	1-2
	16-17

## THIRD SEMESTER

Math 101 Foundations of Math .....	4
Psy 201 General Psychology .....	3
Eng 211 World Literature .....	3
PHe 203 Physical Education II .....	1
Fr 361-362 Development of French Culture and Literature I and II — or similar courses in Spanish, German and Russian .....	3
Eng 232 Oral Reading .....	3
	17

## FOURTH SEMESTER

SS 202 History of Civilization II .....	3
Eng 251 History of English Language .....	3
Eng 238 Nature of Drama .....	3
Fr 361-362 Development of French Culture and Literature I and II — or similar courses in Spanish, German and Russian .....	3
Eng 214 Shakespeare .....	3
	15

## FIFTH SEMESTER

SS 302 History of U.S. and Pa. ....	3
Art 115 Art History I .....	3
Mus 302 Music History II .....	3
Speech and Theater Electives .....	6
	15

## SIXTH SEMESTER

SS 401 American Citizenship .....	3
SS 410 Anthropology or	
Phil 420 Philosophy .....	3
Art 116 Art History II .....	3
Mus 303 Music History III .....	3
Speech and Theater Electives .....	3
	15

## SEVENTH SEMESTER

Phil 421 Logic .....	3
Speech and Theater Electives .....	15
	18

## EIGHTH SEMESTER

Phil 422 Ethics .....	3
Speech and Theater Electives .....	12
	15

## FOREIGN LANGUAGES

EDWARD W. BIEGLER, Chairman

The Department of Foreign Languages currently offers a complete undergraduate program in French, German, and Spanish, and by 1965 will have developed an equivalent program in Russian. The Department also offers an elementary sequence only in Chinese.

In the course of his study of a foreign language as an element of general education, the non-major student will acquire:

1. Some command of the language with primary stress on comprehension of the printed page, reasonable accuracy in pronunciation, some oral skill, and basic facts of structure.
2. Some knowledge of the facts of political and cultural history of the area where the language is spoken.
3. Some comprehension of current problems, trends, and directions of this area.
4. A better understanding of language as a condition and tool of mankind, its nature, functions, and relationships.
5. Development of greater understanding and tolerance of other cultures and their characteristic points of view.

Those who major in a foreign language acquire active skill in all phases of the language, enter more deeply into the history, culture, and literature of which it is the vehicle, and gain some comprehension of its historical development.

Students who specialize in a modern foreign language are better prepared for careers in government work, librarianship, and journalism. Those students who elect to do further graduate work in their languages may thereby prepare themselves for a career in college teaching. If they prefer teaching in the secondary area, they may gain excellent preparation and satisfy formal requirements for certification by entering into the Master of Arts in Education program which is offered by several leading graduate institutions. Finally, language competence is a distinct asset in the business and industrial world, especially to those involved in foreign trade and overseas operations.

It is assumed that a student electing foreign languages as an area of concentration will have had at least two years of a language of his choice in high school. He will then begin with the sequence 251-252 and will take concurrently with those courses 053-054, Oral Practice III and IV. If he has not had the language of specialization in high school, he will begin with 151-152 and 051-052, Oral Practice I and II. An area of concentration requires a minimum of 30 semester hours excluding 151-152 or the equivalent courses in high school. The area of concentration in foreign languages requires 30 credits beyond the 151-152 course sequence. It is recommended that a student concentrating in one foreign language also complete at least the intermediate sequence in a second language, particularly if he is looking forward to graduate work. The second language will normally be started in the sophomore year or the preceding summer session.

## FIRST SEMESTER

	Cr.
Foreign Language _____	3
Foreign Language Laboratory _____	2
Eng 101 English I _____	5
Sci 103 General Biology I or Sci 105 Physical Science I _____	4
HPe 101 Health _____	2
	16

## SECOND SEMESTER

	Cr.
Foreign Language _____	3
Foreign Language Laboratory _____	2
Eng 201 English II _____	5
Sci 104 General Biology II or Sci 106 Physical Science II _____	4
Art 101 Introduction to Art or Mus 101 Introduction to Music _____	3
HPe Physical Education I _____	1
	18

## THIRD SEMESTER

Foreign Language _____	3
Eng 214 Shakespeare _____	3
Math 101 Foundations of Math _____	4
Geog 101 World Geography or Art 115 Art History I _____	3
HPe 203 Physical Education II _____	1
Elective _____	3
	17

## FOURTH SEMESTER

Foreign Language _____	3
Eng 251 History of English Language _____	3
Psy 201 General Psychology _____	3
SS 202 History of Civilization II _____	3
Mus 101 Introduction to Music or Art 101 Introduction to Art _____	3
Art 116 Art History II _____	3
	18

## FIFTH SEMESTER

Foreign Language _____	3
Eng 301 Introduction to Literature _____	2
Eng 232 Oral Reading _____	3
Mus 302 Music History II _____	3
Electives _____	6
	17

## SIXTH SEMESTER

Foreign Language _____	3
Eng 238 Nature of Drama _____	3
Mus 303 Music History III _____	3
SS 302 History of U.S. and Pa. II _____	3
Electives _____	3-6
	15-18

## SEVENTH SEMESTER

SS 401 American Citizenship _____	3
Phil 421 Logic _____	3
Electives _____	9-12
	15-18

## EIGHTH SEMESTER

SS 410 Anthropology or Phil 420 Introduction to Philosophy _____	3
Phil 422 Ethics _____	3
Electives _____	9-12
	15-18

## REQUIRED COURSES

FL 151-152	Language I-II _____	3 cr. each
FL 051-052	Oral Practice I-II _____	2 cr. each
FL 251-252	Language III-IV _____	3 cr. each
FL 053-054	Oral Practice III-IV _____	2 cr. each
FL 351-352	Advanced Language _____	3 cr. each
FL 361-362	Development of Culture and Literature _____	3 cr. each

## MUSIC

HAROLD S. ORENDORFF, Chairman

The Liberal Arts student who desires to concentrate in Music has the choice of three options: Music Literature, Music Performance and Music Theory. The programs in these three phases of music for the Liberal Arts student are designed to give the student a considerable but not necessarily professional experience in depth in each phase. The student who chooses to concentrate in Theory will not become a composer, but he will acquire a fuller understanding of the art of music and its function in our culture. Similar statements could also be made in regard to the concentrations in Music Literature and in Musical Performance.

The Liberal Arts student will not be preparing specifically for a vocation or further study, but rather for a deep and broad understanding of the culture in which he must live. However, by its very nature, it will be an excellent base for graduate study in the area of concentration and a fine background for a rich cultured life.

## Music Performance Concentration

## FIRST SEMESTER

	Cr.
Eng 101 English I .....	5
Eng 232 Oral Reading .....	3
HPe 101 Health I or .....	
MS 101 Military Science .....	2
Mus 111 Sight Singing I .....	2
Mus 115 Harmony I .....	3
Mus 113 Ear Training I .....	1
Private Instruction/Voice .....	1
—	—
	17

## SECOND SEMESTER

	Cr.
Eng 201 English II .....	5
Math 101 Foundations of Math .....	4
MS 102 Military Science (men) .....	(2)
Mus 112 Sight Singing II .....	2
Mus 116 Harmony II .....	3
Mus 114 Ear Training II .....	1
Private Instruction/Voice .....	1
—	—
	16-18

## THIRD SEMESTER

Eng 233 Nature of Drama .....	3
Foreign Language I .....	3
Geog 101 World Geography .....	3
Art 115 Art History I .....	3
HPe 102 Physical Education I (women) .....	1
Mus 215 Harmony III .....	3
Private Instruction/Voice .....	1
—	—
	16-17

## FOURTH SEMESTER

Psy 201 General Psychology .....	3
Foreign Language II .....	3
Art 116 Art History II .....	3
HPe 103 Physical Education II (women) .....	1
Mus 216 Harmony IV .....	3
Mus 301 Music History I .....	3
Private Instruction/Voice .....	1
—	—
	16-17

## FIFTH SEMESTER

F.L. Culture and Literature I .....	3
Basic Biological Science or Basic Physical Science .....	4
Eng 301 Introduction to Literature .....	2
Private Instruction/Voice .....	2
Electives .....	4
—	—
	15

## SIXTH SEMESTER

F.L. Culture and Literature II .....	3
Basic Biological Science or Basic Physical Science .....	4
Eng 214 Shakespeare .....	3
Private Instruction/Voice .....	2
Elective .....	3
—	—
	15



## SEVENTH SEMESTER

Phil 420 Introduction to Philosophy or	
SS 410 Introduction to Anthropology	3
SS 202 History of Civilization II	3
Phil 421 Logic	3
SS 302 History of U.S. and Pa. II	3
Private Instruction/Voice	2
Elective	2
	—
	16

## EIGHTH SEMESTER

Phil 422 Ethics	3
SS 401 American Citizenship	3
Eug 251 History of English Language	3
Private Instruction/Voice	2
Electives	4
	—
	15

## Music Theory Concentration

## FIRST SEMESTER

	Cr.
Eng 101 English I	5
Eng 232 Oral Reading	3
HPE 101 Health I or	
MS 101 Military Science	2
Mus 111 Sight Singing I	2
Mus 115 Harmony I	3
Mus 113 Ear Training I	1
	—
	16

## SECOND SEMESTER

	Cr.
Eng 201 English II	5
Math 101 Foundations of Math	4
MS 102 Military Science (men)	(2)
Mus 112 Sight Singing II	2
Mus 116 Harmony II	3
Mus 114 Ear Training II	1
	—
	15-17

## THIRD SEMESTER

Eng 238 Nature of Drama	3
Foreign Language I	3
Geog 101 World Geography	3
Art 115 Art History I	3
HPE 102 Physical Education I (women)	1
Mus 215 Harmony III	3
	—
	15-16

## FOURTH SEMESTER

Psy 201 General Psychology	3
Foreign Language II	3
Art 116 Art History II	3
HPE 103 Physical Education II (women)	1
Mus 216 Harmony IV	3
Mus 301 Music History I	3
	—
	15-16

## FIFTH SEMESTER

F.L. Culture and Literature I	3
Basic Biological Science or	
Basic Physical Science	4
Eng 301 Introduction to Literature	2
Mus 306 Counterpoint I	2
Mus 309 Orchestration I	2
Mus 302 Music History II	3
	—
	16

## SIXTH SEMESTER

F.L. Culture and Literature II	3
Basic Biological Science or	
Basic Physical Science	4
Eng 214 Shakespeare	3
Mus 307 Counterpoint II	2
Mus 310 Orchestration II	2
Mus 303 Music History III	3
	—
	17

## SEVENTH SEMESTER

Phil 420 Introduction to Philosophy or	
SS 410 Introduction to Anthropology	3
SS 202 History of Civilization II	3
Phil 421 Logic	3
SS 302 History of U.S. and Pa. II	3
Mus 411 Composition I	2
Mus 308 Fugue and Canon	2
	—
	16

## EIGHTH SEMESTER

Phil 422 Ethics	3
SS 401 American Citizenship	3
Eng 251 History of English Language	3
Mus 412 Composition II	2
Electives	5
	—
	16

## Music Literature Concentration

### FIRST SEMESTER

	Cr.
Eng 101 English I .....	5
Eng 232 Oral Reading .....	3
HPe 101 Health I or	
MS 101 Military Science .....	2
Mus 111 Sight Singing I .....	2
Mus 115 Harmony I .....	3
Mus 113 Ear Training I .....	1
	16

### SECOND SEMESTER

	Cr.
Eng 201 English II .....	5
Math 101 Foundations of Math .....	4
MS 102 Military Science (men) .....	(2)
Mus 112 Sight Singing II .....	2
Mus 116 Harmony II .....	3
Mus 114 Ear Training II .....	1
	15-17

### THIRD SEMESTER

Eng 238 Nature of Drama .....	3
Foreign Language I .....	3
Geog 101 World Geography .....	3
Art 115 Art History I .....	3
HPe 102 Physical Education I .....	1
Mus 215 Harmony III .....	3
	16

### FOURTH SEMESTER

Psy 201 General Psychology .....	3
Foreign Language II .....	3
Art 116 Art History II .....	3
HPe 103 Physical Education II .....	1
Mus 216 Harmony IV .....	3
Mus 301 Music History I .....	3
	16

### FIFTH SEMESTER

F.L. Culture and Literature I .....	3
Basic Biological Science or	
Basic Physical Science .....	4
Eng 301 Introduction to Literature .....	2
Mus 302 Music History II .....	3
Electives .....	5
	17

### SIXTH SEMESTER

F.L. Culture and Literature II .....	3
Basic Biological Science or	
Basic Physical Science .....	4
Eng 214 Shakespeare .....	3
Mus 303 Music History III .....	3
Music Literature Elective .....	3
	16

### SEVENTH SEMESTER

Phil 420 Introduction to Philosophy or	
SS 410 Introduction to Anthropology .....	3
SS 202 History of Civilization II .....	3
Phil 421 Logic .....	3
SS 302 History of U.S. and Pa. II .....	3
Music Literature Elective .....	3
	15

### EIGHTH SEMESTER

Phil 422 Ethics .....	3
SS 401 American Citizenship .....	3
Eng 251 History of English Language .....	3
Music Literature Elective .....	3
Electives .....	5
	17

## PHILOSOPHY

ROBERT M. HERMANN, Chairman

The student who elects an area of concentration in Philosophy will take Introduction to Philosophy, Ethics, Logic and History of Philosophy together with additional courses in the field to total a minimum of twenty-four semester credits.

## NATURAL SCIENCE

DWIGHT E. SOLLBERGER, Chairman

The objectives of the Science Department as they relate to the Liberal Arts program are as follows:

1. To provide all students with the opportunity to secure a sound understanding of the nature of the scientific enterprise and its relationship to society.
2. To give science students a thorough background of knowledge in the specific field of their choice as far as the undergraduate years permit.
3. To provide science students with those skills and attitudes which will enable them to go on successfully to more advanced programs.

The Science Department believes that science has a very important contribution to make toward the realization of the objectives of the Liberal Arts program. Those qualities that promote science such as critical thinking, respect for truth, objectivity, reasonable skepticism, and a desire for a better knowledge of the natural world are all attributes of the liberally educated individual.

The Science Department believes that the objectives of the science program are reached through careful study in well-planned courses. The acquisition of knowledge gained by scientists is a first step in understanding the capabilities of science. Investigation in the classroom imparts to the student a knowledge of the methods scientists use to ferret out the secrets of their environment. Students are encouraged to undertake investigations to reach an understanding of the work of scientists. Students are expected to put forth their best efforts to achieve the objectives of the courses and of the science programs.

The Science Department offers a major in the general area of the Natural Sciences. This major consists of 36 semester hours. However, most students will wish to extend this major by concentrating in one of several areas of Science through selection of suitable electives. These areas are Biology, Chemistry, and Physics. By selecting a field of concentration students will be eligible to enter graduate or professional schools in the area of their choice. Students who plan to continue their studies beyond the undergraduate school should study carefully the requirements of advanced programs and select courses to meet such requirements.

The vocational opportunities created by science have caused many young people to specialize in one of the many areas of Science with the expectancy of finding employment in work which is satisfying

intellectually as well as financially. Today this hope is being realized as never before. College graduates who have had thorough preparation in the sciences have little difficulty in finding suitable employment. Some students use their preparation to continue work at the graduate level and qualify to do basic research which may or may not have ready application. Such students may join the staff of universities or research institutions. Others may join the staffs of industries where their knowledge and skills are used to improve the products of industry. Thus students are well-advised to look into the possibility of finding life-long work directly related to their preparation in science at the college level.

## BIOLOGY

### FIRST SEMESTER

	Cr.
Biol 111 Botany I or	
Biol 121 Zoology I _____	4
Chem 111 General Chemistry I _____	4
Eng 101 English I _____	5
HPE 101 Health or	
MS 101 R.O.T.C. _____	2
	—
	15

### SECOND SEMESTER

	Cr.
Biol 112 Botany II or	
Biol 122 Zoology II _____	4
Chem 112 General Chemistry II _____	4
Eng 201 English II _____	5
HPE 102 Health or	
MS 102 R.O.T.C. _____	2
Art 102 Introduction to Art or	
Mus 101 Introduction to Music _____	3
	—
	18

### THIRD SEMESTER

Biol 111 Botany I or	
Biol 121 Zoology I _____	4
Chem 311 Organic Chemistry I _____	4
Math 152 Algebra and Trigonometry _____	5
Foreign Language III _____	3
	—
	16

### FOURTH SEMESTER

Biol 112 Botany II or	
Biol 122 Zoology II _____	4
SS 202 History of Civilization _____	3
Chem 351 Biological Chemistry _____	3
Foreign Language IV _____	3
Math 157 Analytical Geometry and Calculus I _____	4
	—
	17

### FIFTH SEMESTER

Eng 301 Introduction to Literature _____	2
Phys 111 Physics I _____	4
SS 302 History of U.S. and Pa. II _____	3
ESci 221 Geology _____	3
Psy 302 General Psychology _____	3
Elective _____	3
	—
	18

### SIXTH SEMESTER

SS 401 American Citizenship _____	3
Phys 112 Physics II _____	4
Biology Electives _____	6
Geog 111 World Geography _____	3
	—
	16

### SEVENTH SEMESTER

SS 410 Anthropology or	
Phil 420 Philosophy _____	3
Biology Electives _____	6
Electives _____	7
	—
	16

### EIGHTH SEMESTER

Biology Electives _____	8
Electives _____	8
	—
	16

## CHEMISTRY

## FIRST SEMESTER

	Cr.
Eng 101 English I .....	5
Chem 111 General Chemistry I .....	4
Math 152 Algebra and Trigonometry .....	5
HPe 101 Health or	
MS 101 R.O.T.C. ....	2
	—
	16

## THIRD SEMESTER

Biol 102 Biology I .....	4
Geog 111 World Geography .....	3
Math 257 Analytical Geometry and Calculus II .....	4
Chem 211 Analytical Chemistry I .....	4
Foreign Language I .....	3
	—
	18

## FIFTH SEMESTER

Chem 311 Organic Chemistry I .....	4
Phys 111 Physics I .....	4
Psy 201 General Psychology .....	3
SS 302 History of U.S. and Pa. II .....	3
Electives .....	3
	—
	17

## SEVENTH SEMESTER

Chem 411 Physical Chemistry I .....	4
SS 410 Anthropology or	
Phil 420 Philosophy .....	3
Chemistry Elective .....	3
Electives .....	7
	—
	17

## SECOND SEMESTER

	Cr.
Eng 201 English II .....	5
Chem 112 General Chemistry II .....	4
Math 157 Analytical Geometry and Calculus I .....	4
HPe 102 Health or	
MS 102 R.O.T.C. ....	2
Art 101 Introduction to Art or	
Mus 101 Introduction to Music .....	3
	—
	18

## FOURTH SEMESTER

Biol 104 Biology II .....	4
Math 357 Analytical Geometry and Calculus III .....	4
SS 202 History of Civilization II .....	3
Foreign Language III .....	3
Chem 212 Analytical Chemistry II .....	4
	—
	18

## SIXTH SEMESTER

Chem 312 Organic Chemistry II .....	4
Phys 112 Physics II .....	4
Chem 321 Organic Qual. Anal. ....	2
Eng 301 Introduction to Literature .....	2
Electives .....	5
	—
	17

## EIGHTH SEMESTER

Chem 412 Physical Chemistry II .....	4
SS 401 American Citizenship .....	3
Chemistry Elective .....	3
Electives .....	7
	—
	17

## PHYSICS

## FIRST SEMESTER

	Cr.
Phys 111 Physics I .....	4
Math 152 Algebra and Trigonometry .....	5
Eng 101 English I .....	5
HPe 101 Health or .....	
MS 101 R.O.T.C. ....	2
	—
	16

## SECOND SEMESTER

	Cr.
Phys 101 Physics II .....	4
Math 157 Analytical Geometry and Calculus I .....	4
Eng 201 English II .....	5
HPe 102 Health or .....	
MS 102 R.O.T.C. ....	2
	—
	15

## THIRD SEMESTER

Physics Elective .....	3
Math 257 Analytical Geometry and Calculus II .....	4
Chem 111 General Chemistry I .....	4
Foreign Language III .....	3
Art 101 Introduction to Art or .....	
Mus 101 Introduction to Music .....	3
	—
	17

## FOURTH SEMESTER

Physics Elective .....	3
Math 357 Analytical Geometry and Calculus III .....	4
Chem 112 General Chemistry II .....	4
SS 202 History of Civilization II .....	3
Foreign Language IV .....	3
	—
	17

## FIFTH SEMESTER

Phys 211 Elect. and Mag. I .....	3
Geog 111 World Geography .....	3
Sci 103 General Biology I .....	4
Eng 301 Introduction to Literature .....	3
Physics Elective .....	3
	—
	16

## SIXTH SEMESTER

Phys 212 Elect. and Mag. II .....	4
Psy 201 General Psychology .....	3
Sci 104 General Biology II .....	4
SS 302 History of U.S. and Pa. II .....	3
Math 361 Differential Equa. ....	3
	—
	17

## SEVENTH SEMESTER

Phys 311 Mechanics I .....	3
SS 410 Anthropology or .....	
Phil 420 Philosophy .....	3
Physics Elective .....	4
Electives .....	5
	—
	15

## EIGHTH SEMESTER

Phys 312 Mechanics II .....	3
SS 401 American Citizenship .....	3
Physics Elective .....	3
Electives .....	5
	—
	14

## MATHEMATICS

JAMES E. McKINLEY, Chairman

The purpose of the program for a Mathematics concentration as a part of the Natural Science major is to permit the students to obtain as much quality mathematics training as is possible under the existing program structure. The course offerings are planned so that each student will complete a sequence of courses including algebra, geometry, and analysis through advanced calculus. The additional course offerings are sufficient to enable each student to progress to a higher level of mathematical training or to supplement the main sequence with courses which will strengthen his knowledge in a specific area of mathematics.

Students who graduate in this program have excellent opportunities. They are fully prepared to continue advanced study in graduate schools provided they maintain the necessary quality point average. Although this program is not normally considered a terminal program in mathematics, many of our students are employed in business, industry, and government in positions where they use their mathematics training. There is a great demand for students who have had courses in data processing using the digital computer such as the sequence offered at Indiana State College. Our placement service has been very effective in helping to place graduates.

### FIRST SEMESTER

	Cr.
Phys 111 Physics I _____	4
Eng 101 English I _____	5
HPE 101 Health or _____	
MS 101 Military Science I _____	2
Math 152 Algebra and Trigonometry _____	5
	—
	16

### SECOND SEMESTER

	Cr.
Phys 112 Physics II _____	4
Eng 201 English II _____	5
HPE 102 Physical Education I or _____	1
MS 102 Military Science I _____	2
Math 157 Analytical Geometry and Calculus I _____	4
Art 101 Introduction to Art or _____	
Mus 101 Introduction to Music _____	3

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### THIRD SEMESTER

Math 257 Analytical Geometry and Calculus III _____	4
Chem 112 Chemistry I _____	4
Foreign Language _____	3
HPE 203 Physical Education II _____	1
Geog 111 World Geography _____	3
Elective _____	3
	—
	18

### FOURTH SEMESTER

Math 357 Analytical Geography and Calculus III _____	4
Chem 112 Chemistry II _____	4
SS 202 History of Civilization II _____	3
Foreign Language _____	3
Psy 201 General Psychology _____	3
	—
	17

### FIFTH SEMESTER

Math 361 Differential Equa. _____	3
Eng 301 Introduction to Literature _____	2
Math 375 Modern Mathematics _____	3
Biol 121 Zoology I _____	4
SS 302 History of U.S. and Pa. II _____	3
Elective _____	3
	—
	18

### SIXTH SEMESTER

Math 381 Advanced Calculus _____	3
Biol 122 Zoology II _____	4
Math 355 Foundation of Geometry I _____	3
Electives _____	6
	—
	16

## SEVENTH SEMESTER

SS 410 Anthropology or	
Phil 420 Philosophy .....	3
Math 452 Seminar I .....	1
Math 362 Statistics .....	3
ESci 211 Astronomy or	
ESci 221 Geology .....	3
Electives .....	6

---

 16

## EIGHTH SEMESTER

SS 410 American Citizenship .....	3
Math Elective .....	3
Electives .....	10-12

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 16-18



## SOCIAL SCIENCE

RAYMOND L. LEE, Chairman

The Social Science Department spans five areas of the Social Sciences — Anthropology, Economics, History, Political Science, and Sociology. As a department it is organized to perform two functions:

1. To provide a General Education Program for all students.
2. To offer a field of specialization within the Liberal Arts that encompasses the entire Social Science area or that offers a concentration within an individual field.

The Social Sciences share a concern for man as a social being, both in his reaction to and molding of his environment and in his group and institutional relationships. Within this general framework various disciplines focus their attention on a segment of the overall pattern. History is concerned with man's past — the actual record of man on earth thus far. Political Science is concerned with man as a political animal — the art and science of government. Economics is concerned with the production and distribution of goods within various institutional arrangements. Anthropology focuses its attention on primitive societies in an effort to gain a clearer understanding of man as a social animal. Sociology is chiefly concerned with the informal controls exercised by groups in more complicated societies. In every instance the common denominator is man. Most social scientists share a belief that man can alter, control, or modify his destiny through the application of knowledge and institutional arrangements.

Vocational opportunities that emerge from the Social Science disciplines are not easily classified. Many students find that a broad background in this area is excellent preparation for specialized work in business, government, and journalism. Economics has long been a stepping stone into management assignments; Political Science is frequently a point of departure for those interested in government service at either the electoral or civil service level. History has long been regarded as an excellent general background for all kinds of assignments. A combination of History-Political Science is basic for pre-law students. Anthropology and Sociology serve as fields of concentration preparatory to work in such diverse occupations as Public Relations and Museum work.

FIRST SEMESTER		SECOND SEMESTER	
	Cr.		Cr.
Eng 101 English I .....	5	Eng 201 English II .....	5
Sci 103 General Biology I or		Sci 104 General Biology II or	
Sci 105 Physical Science I .....	4	Sci 106 Physical Science II .....	4
Foreign Language .....	3	Foreign Language .....	3
Geog 101 World Geography .....	3	Physical Education I or	
HPe 101 Health or		Military Science II .....	1-2
MS 101 Military Science .....	2	SS 251 Prin of Soc or	
	—	SS 240 Principles of Economics .....	3
	17		—
			16-17

## THIRD SEMESTER

Math 101 Fundamentals of Mathematics	4
Psy 201 General Psychology	3
Art 101 Introduction to Art or	
Music 101 Introduction to Music	3
SS 201 History of Civilization I	3
Geog 149 Economic Geography	3
HPe 103 Physical Education II or	
Military Science	1-2
	—
	17-18

## FOURTH SEMESTER

Geog 251 Geography of U.S. and Canada	3
Psy 352 Ment. Hygiene	3
SS 202 History Civilization II	3
SS 251 Principles of Sociology, or	
SS 240 Principles of Economics, or	
SS 410 Anthropology	6
Elective	3
	—
	18

## FIFTH SEMESTER

Eng 201 Lit II	2
Psy 452 Social Psychology	3
SS 301 History of U.S. and Pa. I	3
SS 401 American Citizenship	3
Electives	6
	—
	17

## SIXTH SEMESTER

SS 302 History of U.S. and Pa. II	3
SS 331 Cont Soc Prob	3
SS 342 Cont Ec Prob	3
SS 358 Cont Pol Prob	3
SS 357 Int Relations	3
	—
	15

## SEVENTH SEMESTER

Electives	18
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## EIGHTH SEMESTER

Electives	18
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## PSYCHOLOGY

STANLEY W. LORE, Chairman

Modern psychology is a broad field with many specialized professional areas. While a few jobs requiring limited training are available to good students with an A.B. degree, most professional positions require an M.A. degree or a Ph.D. Psychologists are employed as therapists, testing experts, counselors and administrators in psychiatric and child guidance clinics, mental hospitals, schools and businesses. Others are employed as research workers in industry, business, education and government. Colleges employ many psychologists, both as teachers and as research workers. Demand for qualified psychologists far exceeds the supply.

The psychology concentration as offered at this college is equivalent to a major at other colleges, and is in accordance with the recommendations of the American Psychological Association. It will serve those students who plan to pursue graduate work in psychology, all of whom should plan to have an approximate overall average of B for acceptance by a qualified graduate school. It will also be of value as a background for such fields as personnel work, advertising, medicine, law, theology, social work, market research and rehabilitation counseling. The student who wishes a general cultural background which emphasizes the understanding of self and others will find this a desirable concentration.

### Recommended courses for students in the psychology concentration:

Year	Courses	Courses
Freshman-Sophomore	Psy 201 General Psychology (Required for General Education)	Psy. 202 Advanced General Psychology
Junior	Psy. 310 Statistics in Psychology	Psy. 311 Experimental Psychology Psy. 352 Mental Hygiene (Required for Social Science majors)
Senior	Psy. 371 Personality Psy. 391 Psychology of Learning	Psy. 452 Social Psychology (Required for Social Science majors) Psy. 491 Senior Seminar in Psychology

At least one of the following:

Psy. 354 Developmental Psychology

Psy. 362 Physiological Psychology

Psy. 363 Perception

Psy. 372 Introduction to Psychological Measurement

Psy. 451 Psychological Practicum

Psy. 461 Abnormal Psychology

## GEOGRAPHY

THOMAS G. GAULT, Chairman

The function and purpose of geography is to prepare the future citizen to make rational judgments in his private and public life as it relates to the use of natural and cultural resources. Geography also acts as a meaningful integrator of the many subject matter areas taken by the student.

Though geography is listed as social science in the liberal arts curricula, it is of broader significance. Geography partakes of both the social and natural sciences. A student may concentrate in physical geography (earth science), cultural geography, economic geography, urban and regional planning, or combine these for a broad understanding of geography.

Vocational opportunities in geography are expanding rapidly. Students will find a wide variety of well-paid positions in government service, marketing, urban and regional planning, army and naval map services, editorial positions, and business.

### Inter-Disciplinary Program in Urban-Regional Planning and Administration

There is at present a large and unfilled need for students with a solid background in the Social Sciences and with a concentration in one or more of these sciences to enter the fields of Urban-Regional Planning and/or Administration. Essentially two types of personnel are desired: (1) the trained planner or administrator to direct and evaluate, and (2) the technician who is capable of carrying out individual research in relation to the overall pattern established by planners or administrators.

In response to these needs the Social Science division has established an inter-disciplinary major in Urban-Regional Planning and Public Administration so that students interested in this type of undergraduate program will be prepared to enter recognized graduate schools of Public Administration to prepare for positions as city managers, governmental administrators, and planners. Completion of the undergraduate curricula will qualify students for employment in subordinate positions in these fields.

The undergraduate inter-disciplinary program constitutes an introduction to the professional field of Urban-Regional Planning or Administration. It provides a basic understanding of planning or administration as well as the strong liberal arts and the geography-social studies training necessary for entering the field of Urban-Regional Planning or Administration.

The program consists of 55 semester hours of general education, 30 semester hours of social science, plus a 30 semester hour concentration in Urban-Regional Planning or Administration elected from six areas, and 13 semester hours of electives.

In addition, those students who elect the Planning-Administration option will be expected to devote two hours per week, for those semesters when they take the Planning or Administration courses, to practical problems in the county or borough offices. Students who complete two planning and/or administration courses may elect to take an apprenticeship. If an apprenticeship is elected, it will be served during the summer sessions in some planning or administrative office within the state. The student will be compensated for his time during the apprenticeship.

Students planning to enter Urban or Regional Administration should advise with the Social Science Department; those who wish to enter Urban-Regional Planning should advise with the Geography Department; and those who pursue both fields may advise in either department. Electives should be taken only with the advice and approval of the adviser.

Courses in the area of concentration in the Urban-Regional Planning and Administration program are listed below. A student will elect 30 semester hours from the six groups of courses including at least one course from each group.

PROFESSIONAL COURSES FOR  
PLANNING OR ADMINISTRATION

	Cr.
Geog 455 Introduction to Urban and Regional Planning .....	3
Geog 456 Elements of Urban and Regional Planning Design .....	3
SS 350 Public Administration .....	3

ECONOMICS

SS 343 Economic Analysis .....	3
SS 344 Public Finance .....	3

ART — BUSINESS — MATHEMATICS

Bus 221 Introduction to Accounting .....	3
Bus 251 Intermediate Accounting .....	3
Math 362 Probability and Statistics .....	3
Math 366 Fortran .....	3
Art 211 Mech. Drawing and Ind. Design .....	3
Electives .....	13

GEOGRAPHY

	Cr.
Geog 246 Physiography .....	4
Geog 255 Cartography .....	3
Geog 462 Trade and Transp. ....	3
Geog 452 Conservation: Resource Use .....	3
Geog 241 Climatology .....	3
Geog 462 Field Course in Geography .....	3

POLITICAL SCIENCE

SS 354 Metropolitan Problems .....	3
SS 356 State and Local Government .....	3

SOCIOLOGY

SS 334 Population Prob. ....	3
SS 332 Racial-Cultural Minorities .....	3
SS 333 Juvenile Delinquency .....	3
SS 335 Social Stratification .....	3

## THE SCHOOL OF EDUCATION

GEORGE A. W. STOUFFER, Dean

The program of studies in the School of Education is designed to enable the student to pursue a program of study in general education, a program of major study within an academic or special field, and a program of professional education that will qualify the student for certification to teach in the public schools of the Commonwealth of Pennsylvania. Students who meet all of the requirements for graduation from this school will be granted the Provisional College Certificate to teach the subjects within their respective fields of major study.

### General Education

All students in the School of Education are required to take the same program of 55 semester hours in general education as is required of all students in the School of Liberal Arts. This program in general education may be found on page 66.

### Professional Education and Certification

Certification standards, established by the Department of Public Instruction and the State Council on Education, require work in the field of professional education. In accordance with these standards all students in the School of Education are required to take the following courses in professional education — History and Philosophy of American Education, Education Psychology, Audio-Visual Education and one or more methods courses within their major field of academic study or specialization. In addition all students in this school are required to do a semester of student teaching under the supervision of a co-operating teacher and a college supervisor.

Student teaching is a full-time, full semester experience in Keith School or in a public school known as a student teaching center. Student teachers under careful supervision perform the many role functions of teachers and develop attitudes, understandings, skills, and other competencies essential for success in the profession.

Student teaching during the summer session is available only to persons wishing to extend their area of certification or replace the State Standard Limited certificate. Professional Practicum, including School Law, is taken as a part of the student teaching experience. This course, organized in two parts, is scheduled concurrently with student teaching. One part is designed to help students gain an overview and understanding of the total school program and a knowledge of Pennsylvania school laws governing education. The second part is intended to help students gain breadth and depth in understanding the role of the classroom teacher in a particular area of specialization.

The professional education requirement amounts to approximately 28 semester hours within the 128 semester hours required for graduation.

The College Provisional Certificate is issued to the beginning teacher upon graduation from this school. The Provisional College

Certificate can be made permanent upon the completion of from three to six years of successful teaching during which period the teacher must have taken twenty-four semester hours of additional college work. These credits may be earned at either the undergraduate or graduate level.

### Fields of Major Study

The School of Education offers programs of major study leading to certification in the following academic fields —

Biology	German
Chemistry	History
Earth Science	Mathematics
Earth and Space Science	Physics
English	Russian
French	Social Science
General Science	Spanish
Geography	

The School of Education offers programs of major study leading to certification in the following special fields —

Art	School Food Service
Business	Public School Nursing
Dental Hygiene	Music
Education for Safe Living	Speech and Hearing Correction
Elementary	Special Education for the
Home Economics	Mentally Retarded

The required courses in the foregoing fields and the sequence in which they are to be taken are indicated on the following pages.

## ART

ORVAL KIPP, Chairman

The major in art for the profession of teaching is 49 semester hours including the basic instruction in design, painting, and art history, plus the vital supporting courses in arts and crafts, such as ceramics, jewelry, theater arts, and commercial art. Additional courses of 6 to 9 hours may be elected.

## FIRST SEMESTER

	Hours	
	Clock	Sem.
Eng 101 Comm I .....	5	5
Sci 101 Biol or		
Sci 103 Physical Science .....	6	4
HPe 101 Health or *Military Science .....	2	2
Art 111 Draw All Media .....	4	2
Art 113 Color & Design .....	4	2
Art 115 Art History I .....	3	3
	—	—
	24	18

## THIRD SEMESTER

Mus 101 Introduction to Music .....	3	3
FL 111 Foreign Language .....	3	3
SS 202 History of Civilization II .....	3	3
Psy 201 General Psychology .....	3	3
Art 112 Composition & Figure		
Drawing .....	4	2
Art 211 Mechanical Drawing &		
Industrial Design .....	4	2
Art 215 Craft in Metal & Wood .....	4	2
	—	—
	24	18

## FIFTH SEMESTER

Eng 301 Introduction to Literature .....	2	2
Math 101 Foundations of Math .....	4	4
SS 303 History US & Pa II .....	3	3
Art 311 Arts & Crafts in		
Elementary Education .....	6	3
Art 313 W.C. & Mixed Media .....	6	3
Art 315 Pottery & Ceramics .....	6	3
	—	—
	27	18

## SEMESTER VII OR VIII

SS 401 American Citizenship .....	3	3
Phil 420 Philosophy or		
SS 410 Anthropology .....	3	3
Art 412 Graphic Arts .....	6	3
Art 458 Art History III .....	3	3
	—	—
	15	12

## ELECTIVES

Art 451 Advanced Craft .....	6	3
Art 452 Advanced Ceramics .....	6	3
Art 453 Advanced Sculpture .....	6	3
Art 454 Advanced Painting .....	6	3
Art 455 Advanced Commercial Art .....	6	3
Art 457 Advanced Graphic Art .....	6	3
Art 458 Art History III .....	6	3
Art 460 Fabrics .....	6	3
Art 461 Advanced Jewelry .....	6	3

## SECOND SEMESTER

	Hours	
	Clock	Sem.
Eng 102 Communication II .....	5	5
Sci 102 Biology or		
Sci 104 Physical Science .....	6	4
HPe 102 Physical Education or		
*Military Science I .....	2	1
Art 114 Design, Volume & Space .....	4	2
Art 214 Modeling & Sculpture .....	4	2
Art 116 Art History II .....	3	3
	—	—
	24	17

## FOURTH SEMESTER

FL 112 Foreign Language .....	3	3
Psy 202 Educational Psychology .....	3	3
HPe 204 Physical Education II or		
*Military Science II .....	2	1
Art 212 Costume & Theatre Art .....	6	3
Art 213 Lettering Commercial Art &		
Illustration .....	6	3
Art 216 Aesthetics .....	3	3
	—	—
	24	16

## SIXTH SEMESTER

Geog 101 World Geography .....	3	3
Ed 301 Audio-Visual Education .....	2	2
Ed 302 History & Philosophy of		
American Education .....	3	3
Art 312 Art & Crafts In Secondary		
Education .....	6	3
Art 314 Oil Color & Mixed Media .....	6	3
Art 316 Jewelry .....	4	2
	—	—
	24	16

## SEMESTER VII OR VIII

Ed 421 Student Teaching .....	30	12
Ed 422 Professional Praticum Incl.		
School Law .....	2	2
	—	—
	32	14

## ELECTIVES

*MS 101 Military Science I .....	2
*MS 102 Military Science I .....	2
*MS 203 Military Science II .....	2
MS 204 Military Science II .....	2
MS 305 Military Science III .....	3
MS 306 Military Science III .....	3
MS 408 Military Science IV .....	3



## BUSINESS

ALBERT E. DRUMHELLER, Chairman

Students may pursue the work of the entire curriculum or they may elect to pursue work according to their aptitudes, as follows:

1. The **Complete Program** leads to certification in all three fields, thus affording certification in all of the high school business subjects. Those who possess aptitudes that indicate success in stenographic, accounting, and retailing work may, if they wish, pursue this complete program.

2. A **Combination Program** combines either the Stenographic and Accounting, the Stenographic and Retailing, or the Accounting and Retailing Fields. All students planning to enter this Department should plan for graduation one of the three possibilities under this combination arrangement. School administrators who employ our graduates believe that a combination program is necessary for breadth of certification when teaching in the public schools of the Commonwealth.

3. The **Stenographic Field** includes all the courses of the curriculum listed under that heading. Elective courses may be chosen from any other department of the College.

4. The **Accounting Field** includes all of the courses of the curriculum listed under that heading. Elective courses may be chosen from any other department of the College.

5. The **Retailing Field** includes all of the courses of the curriculum listed under that heading. Elective courses may be chosen from any other department of the College.

**Practical Experience Requirements.** Before graduation, each student will be required to have completed the equivalent of six months of store practice, secretarial practice, bookkeeping practice, clerical practice, or a combination of these or other business contacts, acquired at places and under conditions approved by the chairman of this department. This experience preferably should be in the field or fields in which the student is contemplating certification. Much of this experience can be acquired during the summer vacations.

## BUSINESS

FIRST SEMESTER				SECOND SEMESTER			
	Hours			Hours			
	Clock	Sem.		Clock	Sem.		
HPe 101 Health _____	2	2	HPe 102 Physical Education I _____	2	1		
Eng 101 English I _____	5	5	Eng 102 English II _____	5	5		
Sci Biological Science (101) or Physical Science (102) _____	5	4	Sci Biological Science (101) or Physical Science (102) _____	5	4		
Fl Foreign Language (101 or 201) _____	3	3	Fl Foreign Language (102 or 202) _____	3	3		
Bus 101 Introduction to Business _____	2	1	Bus 111 Foundations of Math (Bus) _____	4	4		
Bus 131 Principles of Typewriting By Exam or _____	5	2	Bus 132 Intermediate Typewriting _____	5	2		
THIRD SEMESTER				Combined Seq.	Stenog. Seq.	Acct'g. Seq.	Selling Seq.
HPe 203 Physical Education II _____	2-1		2-1	2-1	2-1	2-1	2-1
Bus 221 Introduction to Accounting _____	5-3		5-3	5-3	5-3	5-3	5-3
Bus 271 Advanced Typewriting _____	5-2		5-2	5-2	5-2	5-2	5-2
Bus 212 Business Math II _____	3-3		3-3	3-3	3-3	3-3	3-3
Bus 261 Shorthand Theory _____	5-3		5-3	5-3	5-3	5-3	5-3
Psy 201 General Psychology _____	3-3		3-3	3-3	3-3	3-3	3-3
M/A 101 Introduction to Art or Music _____	3-3		3-3	3-3	3-3	3-3	3-3
FOURTH SEMESTER							
Bus 235 Business Law I _____	3-3		3-3	3-3	3-3	3-3	3-3
Bus 251 Intermediate Accounting _____	5-3		5-3	5-3	5-3	5-3	5-3
Bus 262 Shorthand Dictation _____	5-3		5-3	—	—	—	—
Geog 101 World Geography _____	3-3		3-3	3-3	3-3	3-3	3-3
Psy 302 Educational Psychology _____	3-3		3-3	3-3	3-3	3-3	3-3
SS 202 History of Civilization II _____	3-3		3-3	3-3	3-3	3-3	3-3
Bus 241 Business Organization & Finance (Elec.) _____	3-3		—	3-3	3-3	3-3	3-3
FIFTH SEMESTER							
Bus 321 Business Correspondence _____	3-3		3-3	3-3	3-3	3-3	3-3
Bus 311 Methods of Teaching Business Courses _____	3-3		3-3	3-3	3-3	3-3	3-3
Bus 336 Business Law II _____	3-3		3-3	3-3	3-3	3-3	3-3
Bus 331 Sales & Retailing _____	3-3		3-3	3-3	3-3	3-3	3-3
Bus 352 Corporate Accounting _____	3-3		—	3-3	—	—	—
Bus 363 Transcription _____	5-3		5-3	—	—	—	—
Bus 335 Clerical Practice & Office Machines _____	5-2		—	5-2	5-2	5-2	5-2
SS 303 History of U.S. & Pa. II _____	3-3		3-3	3-3	3-3	3-3	3-3
SIXTH SEMESTER							
Bus 312 Evaluative Techniques in Bus. Courses _____	3-2		3-2	3-2	3-2	3-2	3-2
Bus 335 Clerical Practice and Office Machines _____	5-2		5-2	—	—	—	—
Bus 353 Cost Accounting _____	3-3		—	3-3	—	—	—
Bus 454 Tax Accounting _____	3-3		—	3-3	—	—	—
Bus 332 Retail Management _____	3-3		—	—	—	—	—
Bus 364 Secretarial Office Practice _____	5-3		5-3	—	—	—	3-3
Ed 301 Audio-Visual Education _____	3-2		3-2	3-2	3-2	3-2	3-2
SS 401 American Citizenship _____	3-3		3-3	3-3	3-3	3-3	3-3
Bus 342 Consumer Economics (Elec.) _____	3-3		3-3	3-3	3-3	3-3	3-3
Eng 301 Introduction to Literature _____	2-2		2-2	2-2	2-2	2-2	2-2
SEVENTH SEMESTER							
Ed 302 History & Philosophy of Amer. Ed. _____	3-3		3-3	3-3	3-3	3-3	3-3
Bus 455 Auditing _____	3-3		—	3-3	—	—	—
Bus 415 Economics _____	3-3		3-3	3-3	3-3	3-3	3-3
Phil 420 Philosophy or SS 410 Anthropology _____	3-3		3-3	3-3	3-3	3-3	3-3
Bus 454 Tax Accounting _____	3-3		3-3	—	—	—	—
Bus 433 Retail Practice _____	6-6		—	—	—	—	6-6
Elective _____	3-3		3-3	3-3	3-3	3-3	3-3
EIGHTH SEMESTER							
Ed 421 Student Teaching _____	30-12		30-12	30-12	30-12	30-12	30-12
Ed 422 Professional Practicum _____	2-2		2-2	2-2	2-2	2-2	2-2

## DENTAL HYGIENIST

GEORGE A. W. STOUFFER, Director

The Board of Presidents of the State Colleges approved on November 17, 1950, a curriculum for dental hygienists leading to the degree of bachelor of science in education. The requirements shown below must be met.

1. The satisfactory completion of an accredited two-year curriculum for the preparation of dental hygienists approved by the State Dental Council and Examining Board.
2. The licensing of the student by the proper state authorities.
3. The satisfactory completion in addition thereto of 64 semester hours of professional and general education courses distributed as follows:

General Education .....	36
Eng 101 and 102 English I and II .....	10
Eng 301 Introduction to Literature .....	2
Fine Arts .....	3
Art 101 Introduction to Art or	
Mus 101 Introduction to Music	
Geography .....	3
Geog 112 Geography of United States	
and Pa.	
Social Studies	
SS 201 and 202 History of Civilization	
I & II .....	6
SS 401 American Citizenship	
SS 252 Principles of Economics	
SS 302 History of United States	
and Pa. II	
SS 251 Principles of Sociology	
Education .....	14
Ed 302 Hist. & Phil. of Am. Ed. ....	3
Psy 201 General Psychology .....	3
Psy 302 Educational Psychology .....	3
Psy 352 Mental Hygiene .....	3
Ed 301 Audio-Visual Education .....	2
Electives .....	14
Total .....	64

In each category above, credit will be given for equivalent courses pursued in the two-year dental hygiene curriculum. In such cases students will be permitted to increase their electives by the number of semester hours so credited.

Electives may be chosen with the approval of the dean of instruction from any field or curriculum offered at the college in which the student is enrolled.

In the case of dental hygienists who have had less than two years of special training on the basis of which they have been licensed by the State Dental Council and Examining Board such persons will pursue additional courses in college to fulfill the requirements for the degree.

## EDUCATION FOR SAFE LIVING

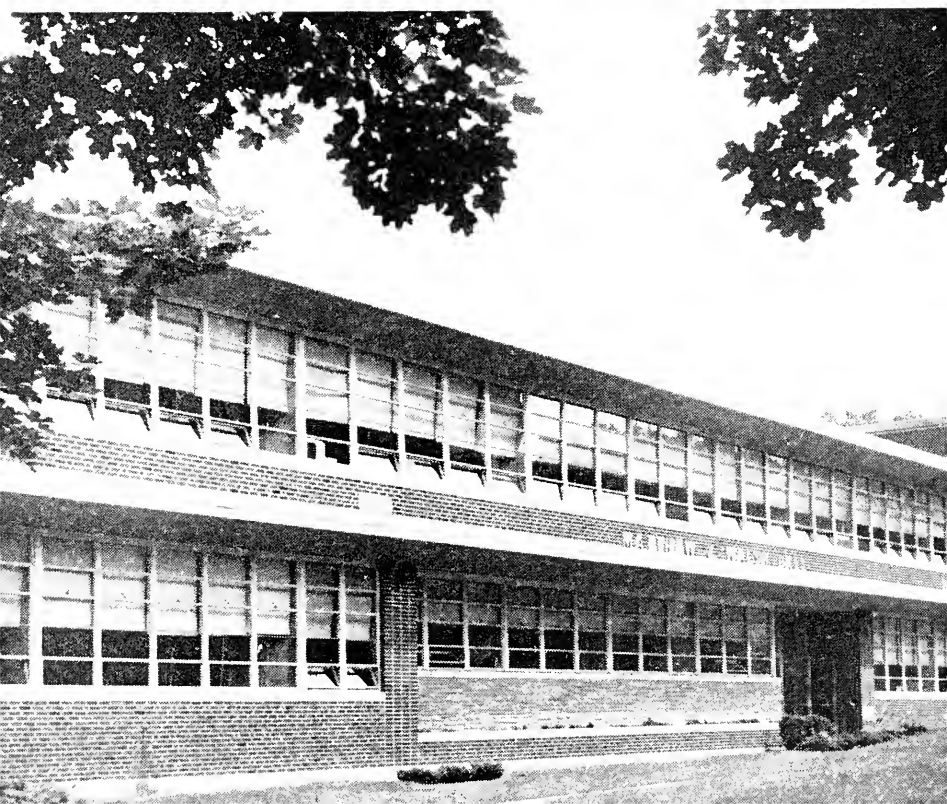
JOHN CHELLMAN, Chairman

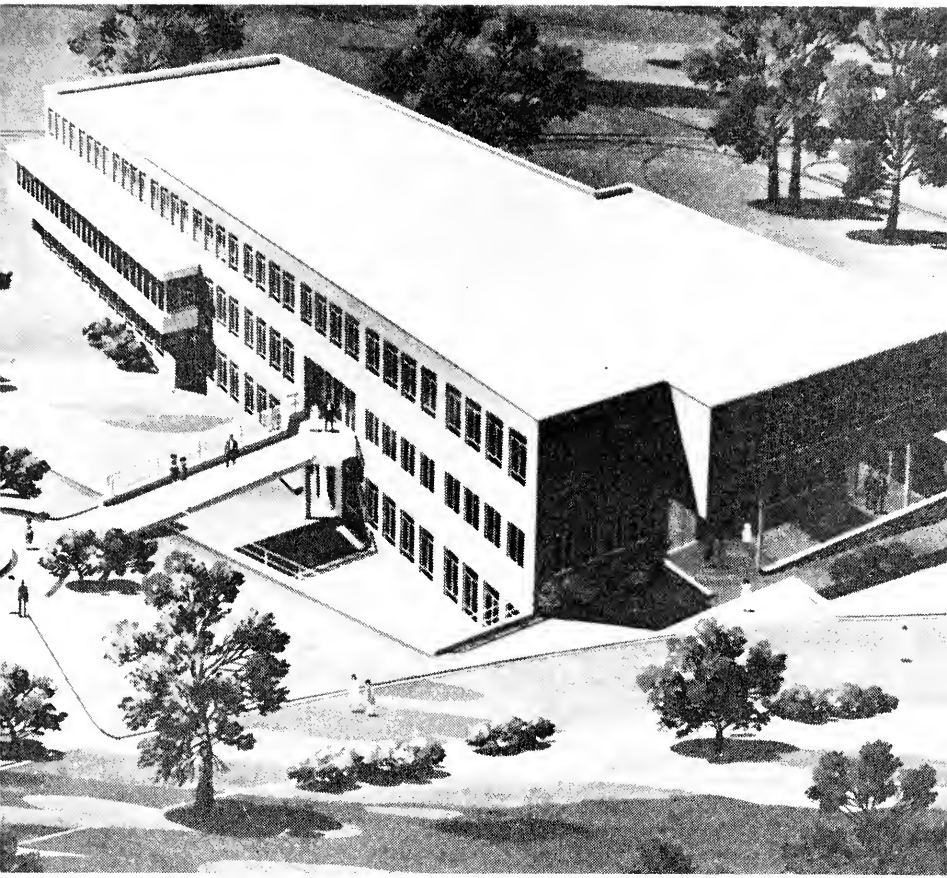
The State Council of Education approved this new certification January 9, 1948. The four courses below, Introduction to Safety Education, Driver Education, the Organization and Administration of Safety Education, and Methods and Materials in Safety Education in the Secondary Schools meet the requirements for certification with 12 semester hours. A temporary standard certificate is issued upon the completion of these courses and it becomes permanent after two years of successful experience in the field.

HPe 251 Introduction to Safety Education	3 cr.
HPe 252 Driver Education	3 cr.
HPe 253 Methods and Materials in Safety Education in the Secondary Schools	3 cr.
HPe 254 Organization and Administration of Safety Education	3 cr.

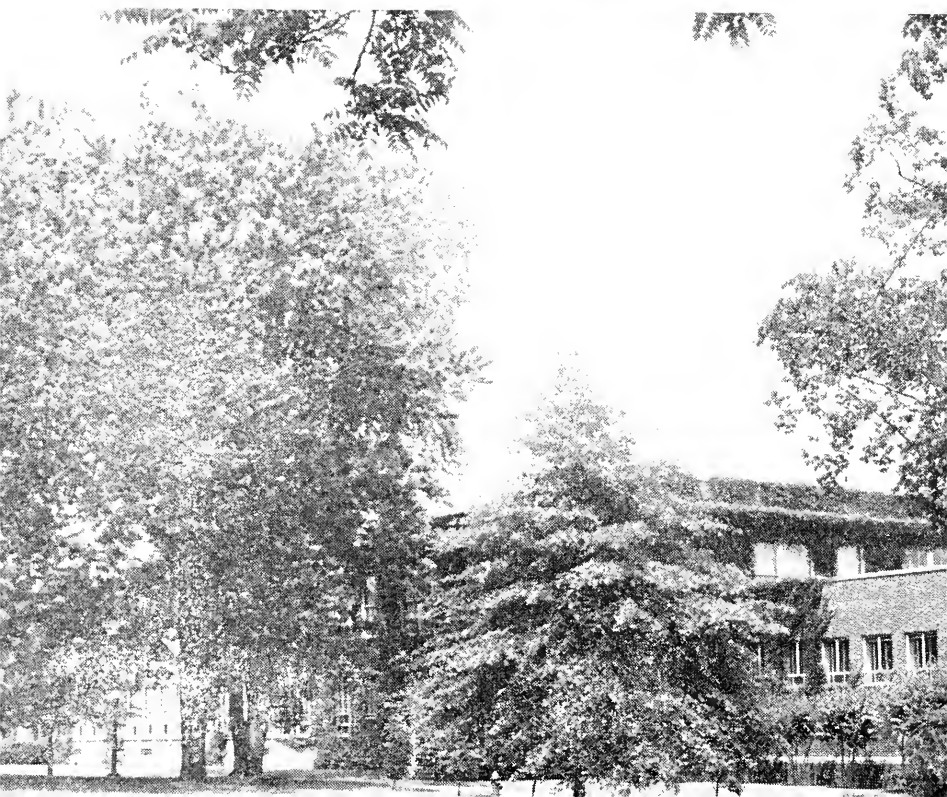
VIEWS and SCENES  
at  
INDIANA STATE COLLEGE  
Indiana, Pennsylvania



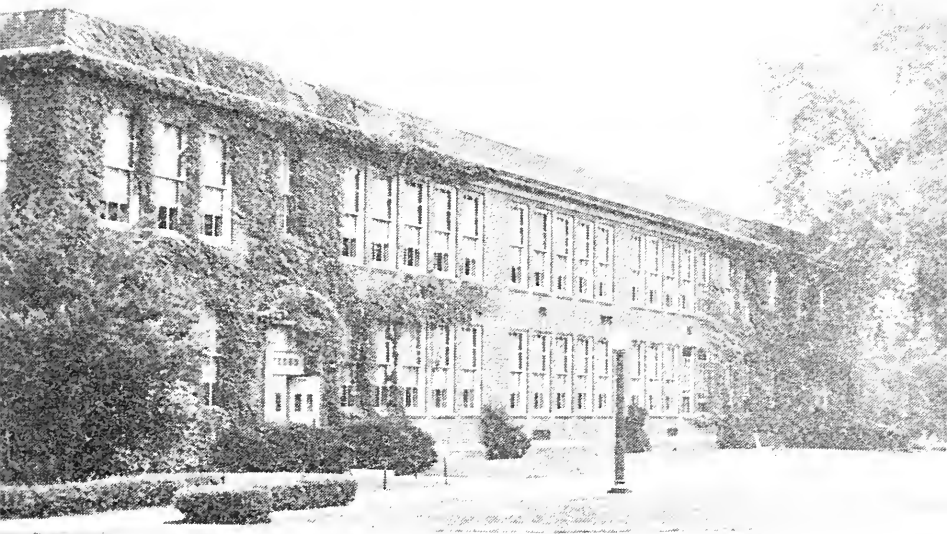


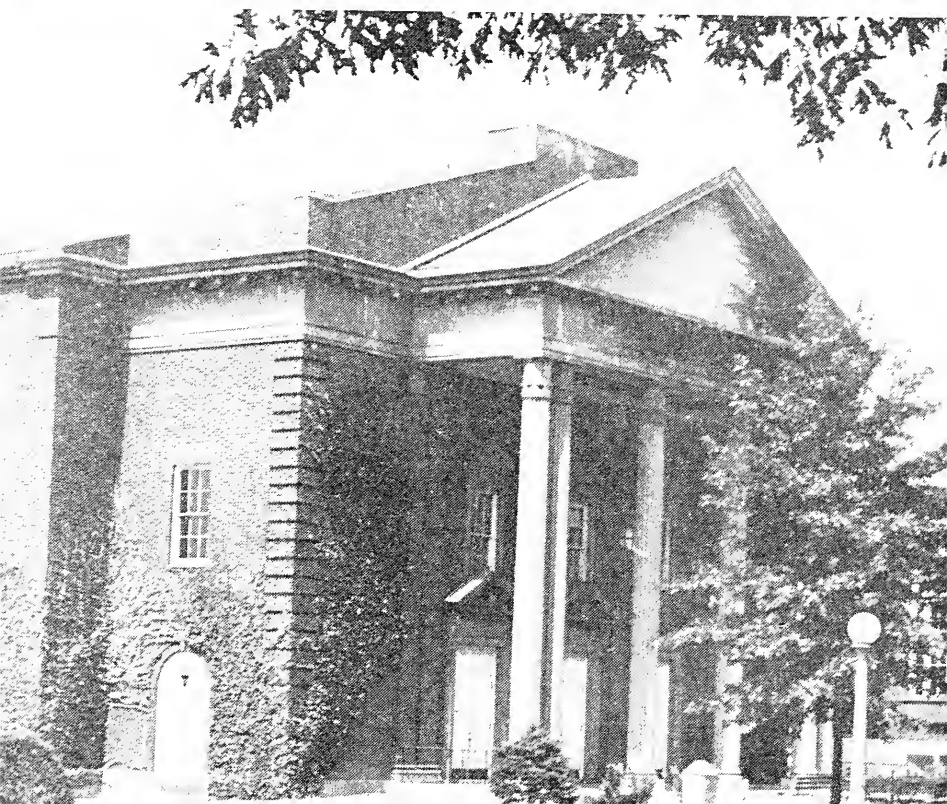












## SPECIAL EDUCATION

STANLEY LORE, Chairman

## Education for the Mentally Retarded

24 semester hours are required for a major in this field.

## FIRST SEMESTER

	Hours	
	Clock	Sem.
Eng 101 English I _____	5	5
Art 101 Introduction to Art or Mus 101 Introduction to Music _____	3	3
Sci 101 Basic Biology or Sci 102 Basic Physical Science _____	4	4
Geog 101 World Geography _____	3	3
HPE 101 Health or MS 101 Military Science _____	2	2
	—	—
	17	17

## SECOND SEMESTER

	Hours	
	Clock	Sem.
Eng 102 English II _____	5	5
Sci 101 Basic Biology or Sci 102 Basic Physical Science _____	4	4
Geog 112 Geog. of U.S. & Pa. _____	3	3
Math 101 Foundations of Mathematics _____	4	4
HPE 102 Physical Education I or MS 102 Military Science _____	2	1
	—	—
	18	17

## THIRD SEMESTER

SS 202 History of Civilization II _____	3	3
FL 101-201 Foreign Language _____	3	3
HPE 103 Physical Education II _____	2	1
Psy 201 General Psychology _____	3	3
Ed 220 Introduction to Exceptional Children _____	3	3
Elective _____	3	3
	—	—
	17	16

## FOURTH SEMESTER

Psy 302 Educational Psychology _____	3	3
SS 301 History of U.S. & Pa. II _____	3	3
FL 102-202 Foreign Language _____	3	3
SpH 112 Speech Problems _____	3	3
Eng 301 Introduction to Literature _____	2	2
Ed 232 Developmental Reading _____	3	3
	—	—
	17	17

## FIFTH SEMESTER

Psy 320 Psychology of the Mentally Retarded _____	3	3
Psy 352 Mental Hygiene _____	3	3
EI 211 Music for the Elementary Grades _____	3	3
SpEd 301 Reading and other Language Arts for the Mentally Retarded _____	3	3
Ed 305 Evaluation Methods _____	2	2
Elective _____	3	3
	—	—
	17	17

## SIXTH SEMESTER

Ed 302 History & Philosophy of American Education _____	3	3
Psy 215 Child Development _____	3	3
Ed 301 Audio-Visual Education _____	3	2
MusEd 310 Music for the Mentally Retarded _____	3	2
Art 330 Arts & Crafts for the Mentally Retarded _____	3	3
Elective _____	3	3
	—	—
	18	16

## SEVENTH SEMESTER

Phil 420 Introduction to Philosophy or SS 410 Introduction to Anthropology _____	3	3
SS 401 American Citizenship _____	3	3
HPE 411 Health & Physical Education for the Mentally Retarded _____	3	2
Ed 313 Teaching Mathematics in the Elementary School _____	3	3
Ed 431 Special Class Methods for the Mentally Retarded _____	3	3
Elective _____	3	3
	—	—
	18	17

## EIGHTH SEMESTER

Ed 321 Student Teaching _____	30	12
Ed 422 Professional Practicum and School Law _____	2	2
	—	—
	32	14

## TEACHING OF THE SPEECH AND HEARING HANDICAPPED

36 semester hours are required for a major in this field.

## FIRST SEMESTER

	Hours Clock	Sem.
Eng 101 English I .....	5	5
Foreign Language .....	3	3
Sci 101 Biological Science I or		
Sci 103 Physical Science I .....	5	4*
Geog 101 World Geography .....	3	3
HPe 101 Health Education .....	2	2
	18	17

## SECOND SEMESTER

	Hours Clock	Sem.
Eng 102 English II .....	5	5
Foreign Language .....	3	3
Sci 102 Biological Science II or		
Sci 104 Physical Science II .....	5	4*
HPe 102 Physical Education I .....	2	1
SpH 112 Speech Problems .....	3	3
	18	16

## THIRD SEMESTER

Art 101 Introduction to Art or		
Mus 101 Introduction to Music .....	3	3
Math 101 Fundamentals of Math .....	4	4
Psy 201 General Psychology .....	3	3
HPe 201 Physical Education II .....	2	1
SpH 211 Phon. for Clin. ....	3	3
SpH 221 Hearing Problems .....	3	3
	18	17

## FOURTH SEMESTER

SS 202 History of Civilization .....	3	3
Psy 302 Educational Psychology .....	3	3
SpH 251 Anat. Phys. SpH Mech. ....	3	3
Psy 351 Intro. to Exc. Child .....	3	3
El 222 Teaching of Reading .....	3	3
SpH 253 Artic. Disorders .....	3	3
	18	18

## FIFTH SEMESTER

Eng 301 Introduction to Literature ..	2	2
SS 302 Hist. of U.S. & Pa. II .....	3	3
El 313 Teaching Arithmetic .....	3	3
SpH 321 Psych. SpH Hand. Ch. ....	3	3
SpH 311 Sp. Read. & Aud. Tr. ....	3	3
SpH 322 SpH Clinic I .....	4	2
	18	16

## SIXTH SEMESTER

Ed 301 Audio-Visual Education .....	3	2
Ed 302 Hist. & Phil. Am. Ed. ....	3	3
SpH 351 Speech Pathology .....	3	3
SpH 352 Stuttering .....	3	3
Psy 352 Mental Hygiene .....	3	3
SpH 353 SpH Clinic II .....	4	2
	19	16

## SEVENTH OR EIGHTH SEMESTER

SS 410 Intro. to Anthro. or		
Phil 420 Intro. to Phil. ....	3	3
SS 401 American Citizenship .....	3	3
Ed 305 Evaluation Methods .....	2	2
SpH 411 Org. & Adm.		
SpH Program** .....	3	3
SpH 421 SpH Clinic III .....	4	2
Psy 215 Child Development .....	3	3
	18	16

## SEVENTH OR EIGHTH SEMESTER

Ed 421 Student Teaching .....	30	12
Ed 422 Professional Practicum & School Law .....	2	2
	32	14

\*Eight hours of either Biological Science or Physical Science must be scheduled.

\*\*Satisfies professional education requirement for methods course in major field.

## ELEMENTARY EDUCATION

P. DAVID LOTT, Chairman

The required courses for a degree in Elementary Education are listed below. It is expected that most of the electives will be used in one academic field, so that when they are combined with the general education requirements in that field, a concentration of at least 18 credits will be attained. The areas of concentration are English and Speech, French, Geography, German, History, Mathematics, Science, Social Studies and Spanish.

It is recommended that students who plan to major in elementary education should have high school biology, chemistry, physics, and at least two years of academic mathematics. Students will find this background helpful in taking college level courses in science and mathematics.

### FIRST SEMESTER

	Hours	
	Clock	Sem.
Eng 101 English I .....	5	5
Art 101 Introduction to Art or		
Mus 101 Introduction to Music .....	3	3
Sci 101 Basic Biology or		
Sci 102 Basic Physical Science .....	4	4
Geog 101 World Geography .....	3	3
HPE 101 Health or		
MS 101 Military Science .....	2	2
	<u>17</u>	<u>17</u>

### THIRD SEMESTER

SS 202 History of Civilization II .....	3	3
Foreign Language .....	3	3
HPE 103 Physical Education II .....	2	1
El 211 Music for the Elementary		
Grades .....	3	2
El 213 Art for the Elementary Grades	3	2
El 222 Teaching of Reading .....	3	3
El 313 Teaching of Arithmetic .....	3	3
	<u>20</u>	<u>17</u>

### FIFTH OR SIXTH SEMESTER

SS 302 History of United States and		
Pennsylvania II .....	3	3
Ed 302 History and Philosophy of		
American Education .....	3	3
Psy 302 Educational Psychology .....	3	3
El 314 Teaching of Health and		
Physical Education .....	3	2
Electives .....	5	5
	<u>17</u>	<u>16</u>

### SEVENTH OR EIGHTH SEMESTER

Phil 420 Introduction to Philosophy or		
SS 410 Introduction to Anthropology .....	3	3
SS 401 American Citizenship .....	3	3
Ed 301 Audio-Visual Education .....	3	2
Ed 305 Evaluation Methods .....	2	2
Electives .....	5	5
	<u>16</u>	<u>15</u>

### SECOND SEMESTER

	Hours	
	Clock	Sem.
Eng 102 English II .....	5	5
Sci 101 Basic Biology or		
Sci 102 Basic Physical Science .....	4	4
Geog 112 Geography of United States		
and Pennsylvania .....	3	3
Math 101 Foundations of Math .....	4	4
HPE 102 Physical Education I or		
MS 102 Military Science .....	2	1
	<u>18</u>	<u>17</u>

### FOURTH SEMESTER

SS 301 History of United States and		
Pennsylvania I .....	3	3
Psy 201 General Psychology .....	3	3
Foreign Language .....	3	3
El 221 Children's Literature .....	3	3
El 212 Teaching of Music in the		
Elementary Grades .....	3	3
El 214 Teaching of Art in the		
Elementary Grades .....	3	3
	<u>18</u>	<u>18</u>

### FIFTH OR SIXTH SEMESTER

Eng 301 Introduction to Literature .....	2	2
El 312 Teaching of Elementary		
Science .....	3	3
Psy 215 Child Development .....	3	3
Ed 321 Student Teaching .....	15	6
	<u>23</u>	<u>14</u>

### SEVENTH OR EIGHTH SEMESTER

El 411 Teaching of Social Studies .....	3	3
El 413 Teaching Language Arts .....	3	3
Ed 422 Professional Practicum		
including School Law .....	2	2
Ed 421 Student Teaching .....	15	6
	<u>23</u>	<u>14</u>

## ENGLISH

JAMES R. GREEN, Chairman

A major in English consists of 40 credit hours, including English 101, English 102, English 211, World Literature, and Education 451, The Teaching of English and Speech in the Secondary School.

## FIRST SEMESTER

	Hours	
	Clock	Sem.
Eng 101 English I _____	5	5
Sci 101 Biological Science I or		
Sci 103 Physical Science I _____	5	4
Foreign Language _____	3	3
Geog 101 World Geography _____	3	3
HPE 101 Health or		
MS 101 Military Science _____	3	2
	18	17
	or	
	19	17

## SECOND SEMESTER

	Hours	
	Clock	Sem.
Eng 102 English II _____	5	5
Sci 102 Biological Science II or		
Sci 104 Physical Science II _____	5	4
Foreign Language _____	3	3
Art 101 Intro. to Art or		
Mus 101 Intro. to Music _____	3	3
HPE 102 Physical Education I or _____	2	1
MS 102 Military Science _____	3	2
	18	16
	or	
	19	17

## THIRD SEMESTER

Eng 211 World Literature _____	3	3
Math 101 Foundations of Math _____	4	4
Eng 212 Am. Lit. to 1865 _____	3	3
HPE 203 Physical Ed. II or _____	2	1
MS 203 Military Science _____	3	2
Eng 232 Oral Reading _____	3	3
Elective _____	3	3
	18	17
	or	
	19	18

## FOURTH SEMESTER

Eng 231 The Dramatic Arts _____	3	3
SS 202 Hist. of Civilization II _____	3	3
Psy 201 Gen. Psychology _____	3	3
Elective _____	9	9
	18	18

## FIFTH SEMESTER

SS 302 Hist. of U.S. & Pa. _____	3	3
Psy 302 Educational Psy. _____	3	3
Eng 221 Journalistic Writing or		
Eng 223 Creative Writing _____	3	3
Ed 301 Audio Visual Ed. _____	3	2
Elective _____	6	6
	18	17

## SIXTH SEMESTER

Eng 363 The Structure of Eng. _____	3	3
Ed 302 Hist. & Philosophy of Ed. _____	3	3
Elective _____	9	9
	15	15

## SEVENTH SEMESTER

Ed 451 The Teaching of English and		
Speech in Sec. School _____	3	3
SS 410 Anthropology or		
Phil 420 Philosophy _____	3	3
SS 401 Am. Citizenship _____	3	3
Elective _____	9	9
Ed 305 Evaluation Methods _____	2	2
	20	20

## EIGHTH SEMESTER

Ed 421 Student Teaching _____	30	12
Ed 422 Professional Practicum &		
School Law _____	2	2
	32	14

## FOREIGN LANGUAGES

EDWARD W. BIEGLER, Chairman

The major in Foreign Language consists of 30 semester hours credit beyond the college elementary sequence or equivalent high school preparation.

### Specialization in a Foreign Language

A student may work for certification in French, German, Russian, or Spanish. It is assumed that he will have had at least two years in high school in the language of his choice. He will then begin with the sequence 251-252 and will take concurrently with those courses 053-054, Oral Practice III and IV. If he has not had the language of specialization in high school, he will begin with 151-152 and 051-052, Oral Practice I and II.

### Language Laboratory

All course titles which bear a number beginning with "0" are language laboratory courses conducted in the language laboratory, and demand independent laboratory work as a major part of preparation.

### The Pennsylvania-Valladolid Study in Spain Program

Indiana State College is charged by the Department of Public Instruction with the organization and administration of this Program for the benefit not only of Indiana students but also students in the other Pennsylvania State Colleges. The Program is designed primarily to improve the preparation of future teachers of Spanish but participation is not a requirement for graduation. Students who participate in the Program will normally have completed the junior year. The Program runs annually from June to the end of the calendar year on the campus of the University of Valladolid, Spain, under the supervision of a staff member of this Department. A total of 30 hours may be earned in the areas of Spanish language, literature and culture. For further details consult the current brochure.

#### FIRST SEMESTER

	S.H.
Eng 101 English I .....	5
Sci 101 Biological Science or	
Sci 103 Physical Science .....	4
Geog 101 World Geography .....	3
FL 251 Language III .....	3
FL 053 Oral Practice III .....	2

#### SECOND SEMESTER

	S.H.
Eng 102 English II .....	5
Sci 102 Biological Science or	
Sci 104 Physical Science .....	4
HPE 101 Health .....	2
FL 252 Language IV .....	3
FL 054 Oral Practice IV .....	2

#### THIRD SEMESTER

Math 101 Foundations of Math .....	4
Art 101 Introduction to Art or	
Mus 101 Introduction to Music .....	3
HPE 102 Physical Education I .....	1
FL 351 Advanced Language .....	3
FL 361 Culture and Literature .....	3
Elective	

#### FOURTH SEMESTER

SS 202 History of Civilization II .....	3
Psy 201 General Psychology .....	3
HPE 203 Physical Education II .....	1
FL 352 Advanced Language .....	3
FL 362 Culture and Literature .....	3
Elective	

**FIFTH SEMESTER**

Eng 301 Introduction to Literature .....	2
Psy 302 Educational Psychology .....	3
Ed 302 History and Philosophy of American Education .....	3
Elective	

**SEVENTH SEMESTER**

SS 410 Introduction to Anthropology or Phil 420 Introduction to Philosophy .....	3
SS 401 American Citizenship .....	3
Ed 301 Audio-Visual Education .....	2
Elective	

**SIXTH SEMESTER**

SS 302 History of U. S. and Pa. II .....	3
Ed 305 Evaluation Methods .....	2
Ed 451 Teaching Foreign Language in Secondary Schools .....	3
Elective	

**EIGHTH SEMESTER**

Ed 421 Student Teaching .....	12
Ed 422 Professional Practicum .....	2



## GEOGRAPHY

THOMAS G. GAULT, Chairman

30 semester hours are required for a major in Geography.

## FIRST SEMESTER

	S.H.
Eng 101 English I .....	5
Sci 101-103 Biological or Physical Science ....	4
HPe 101 Health or .....	
MS 101 Military Science .....	2
Geog 153 Physical Geography .....	3
Foreign Language .....	3
	—
	17

## SECOND SEMESTER

	S.H.
Eng 102 English II .....	5
Sci 102-104 Biological or Physical Science ....	4
Geog 154 Cultural Geography .....	3
HPe 102 Physical Education I or .....	1
MS 102 Military Science .....	2
Foreign Language .....	3
	—
	17-18

## THIRD SEMESTER

Math 101 Foundations of Math .....	4
HPe 204 Physical Education II (or M.S.) .....	
..... I or 2	
Geog 149 Economic Geography .....	3
Geog 246 Physiography .....	3
Psy 201 General Psychology .....	3
SS 201 History of Civilization I .....	3
	—
	17-18

## FOURTH SEMESTER

SS 202 History of Civilization II .....	3
Art 101 Introduction to Art or .....	
Mus 101 Introduction to Music .....	3
Geog 241 Climatology .....	3
Geog 251 United States and Canada .....	3
SS 301 History of U.S. and Pa. I .....	3
	—
	15

## FIFTH SEMESTER

Eng 301 Introduction to Literature .....	2
SS 240 Principles of Economics .....	3
SS 302 United States and Pa. II .....	3
Ed 302 History and Phil. of American .....	
Education .....	3
Geog Elective .....	3
Elective .....	3
	—
	17

## SIXTH SEMESTER

SS 251 Principles of Sociology .....	3
SS 342 Contemporary Economic Problems .....	3
SS 357 International Relations .....	3
Geog Elective .....	3
Elective .....	3
	—
	15

## SEVENTH SEMESTER

SS 410 Anthropology .....	3
SS 401 American Citizenship .....	3
SS 331 Contemporary Social Problems .....	3
Psy 352 Mental Hygiene .....	3
Geog Elective .....	4
	—
	16

## EIGHTH SEMESTER

SS 358 Contemporary Political Problems .....	3
Psy 452 Social Psychology .....	3
Geog Elective .....	3
Elective .....	6
	—
	15

## HOME ECONOMICS

OPAL T. RHODES, Chairman

For graduation 39 semester hours in Home Economics are required. Thirty-six of these: 9 in the area of the Individual, the Family and the Community; 9 in the area of Clothing and Textiles; 9 in Foods and Nutrition; and 9 in Housing and Management are required for certification. Certification also specifies that Home Management residence or its equivalent and experience with pre-school children are required.

## FIRST SEMESTER

	Hours	
	Clock	Sem.

Eng 101 English I .....	5	5
Foreign Language .....	3	3
HPE 101 Health .....	2	2
Sci 151 Physiology .....	4	3
HE 216 Clothing Selection .....	3	3
	—	—
	17	16

## SECOND SEMESTER

	Hours	
	Clock	Sem.

Eug 102 English II .....	5	5
Foreign Language .....	3	3
HPE 102 Physical Ed. I .....	2	1
Sci 102 Physical Science .....	5	4
HE 111 Meal Mgt. ....	6	3
HE 113 Management & Equip. ....	5	3
	—	—
	23	18

## THIRD SEMESTER

Chem 151 Chemistry .....	5	3
HE 211 Advanced Foods .....	6	3
Math 101 Foundations of Math .....	4	4
HPE 203 Phys. Ed. II .....	2	1
Mus 101 or Art 101 .....	3	3
HE 213 Princ. of Des. ....	4	2
	—	—
	24	16

## FOURTH SEMESTER

Chem 152 Chemistry .....	5	3
IIE 221 Nutrition .....	4	3
SS 202 History of Civilization II .....	3	3
HPE 204 Phys. Ed. III (First Aid) .....	2	1
Geog 101 World Geography .....	3	3
HE 213 Home Planning & Furnishing .....	4	3
	—	—
	21	16

## FIFTH SEMESTER

Psy 201 General Psys. ....	3	3
Ed 302 Hist. & Phil. of American Education .....	3	3
HE 411 Family Relations .....	3	3
HE 216 Clothing Constr. ....	6	3
Sci 361 Microbiology .....	5	3
	—	—
	20	15

## SIXTH SEMESTER

Psy 302 Educational Psychology .....	3	3
Ed 301 Audio-Visual Ed. ....	3	2
Eng 301 Introduction to Literature .....	3	3
SS 302 Hist. of U.S. & Pa. II .....	3	3
HE 314 Textiles and Care .....	4	3
Psy 215 Child Dev. ....	3	3
	—	—
	19	17

## SEVENTH SEMESTER

HE 415 Methods of Teaching HE Voc. ....	3	3
Ed 421 Professional Practicum .....	3	1
SS 410 Intro. to Anthropology or Phil 420 Intro. to Phil. ....	3	3
SS 401 American Citizenship .....	3	3
Elective .....	4	3
HE 315 Consumer Ec. & Family Finance .....	3	3
	—	—
	19	16

## EIGHTH SEMESTER

Ed 421 Student Teaching .....	20	8
HE 414 Home Mgt. Res. ....	9	3
Ed 422 School Law .....	2	1
HE 412 Nursery School .....	7	2
HE 311 Family Health .....	2	1
	—	—
	40	15

Sequence of courses subject to change for administrative purposes.

## SCHOOL FOOD SERVICE MANAGEMENT

OPAL T. RHODES, Chairman

To obtain certification 12 semester hours in Foods, Nutrition and Food Service Management are required, and 12 semester hours in Administration, Equipment and Layout, Personnel Management and Sanitation. For graduation these 24 semester hours plus 18 additional semester hours in Home Economics are required.

### FIRST SEMESTER

	Hours	Sem.
	Clock	Sem.
Eng 101 English I _____	5	5
HE 113 Management & Equipment _____	5	3
HE 111 Meal Mgt. _____	6	3
Sci 102 Physical Science _____	5	4
HPe 102 Physical Ed. I _____	2	1
Foreign Language _____	3	3
	26	19

### SECOND SEMESTER

	Hours	Sem.
	Clock	Sem.
Eng 102 English II _____	5	5
HPe 203 Physical Education II _____	2	1
Geog 101 World Geography _____	3	3
Sci 115 Physiology _____	4	3
Art 101 Introduction to Art or		
Mus 101 Introduction to Music _____	3	3
Foreign Language _____	3	3
	20	18

### THIRD SEMESTER

Math 101 Foundations of Math _____	4	4
Sci 151 Inorganic Chemistry _____	5	3
HE 211 Foods II (Adv.) _____	6	3
Psy 215 Child Development _____	3	3
HPe 101 Health _____	2	2
	20	15

### FOURTH SEMESTER

Psy 201 General Psychology _____	3	3
Sci 152 Org. Bio. Chem. _____	5	3
HPe 204 Phys. Educ. III _____	2	1
SS 201 History of Civ. II _____	3	3
HE 212 Nutrition _____	4	3
HE 215 Home Planning & Furnishings _____	4	3
	21	16

### FIFTH SEMESTER

Psy 302 Educational Psyc. _____	3	3
HE 313 Food Service Mgt. _____	9	3
Sci 366 Microbiology (& Sanitation) _____	5	3
HE 414 Consumer Economics & Family Finance _____	3	3
HE 314 Textiles _____	4	2
SS 410-420 Intro. to Anthro. or Phil. _____	3	3
	27	17

### SIXTH SEMESTER

Ed 301 Audio-Visual Ed. _____	3	2
HE 356 Food Service Adm. _____	3	3
Sci Chem Elective _____	5	3
Eng 301 Introduction to Literature _____	3	3
HE 364 Methods of Teaching _____	5	3
SS 302 Hist. of U.S. & Pa. II _____	3	3
	22	17

### SEVENTH SEMESTER

HE 411 Family Relations _____	3	3
Ed 302 Hist. & Phil. of Am. Ed. _____	3	3
SS 401 American Citizenship _____	3	3
HE 360 Accounting for Food Service _____	6	3
Elective _____	3	3
Ed 422 School Law _____	1	1
	19	16

### EIGHTH SEMESTER

HE 361 School Food Service Exp. _____	20	6
HE 414 Home Mgt. (Residence) _____	9	3
HE 359 Food Purchasing _____	3	3
HE 358 Food Service Eq. & Layout _____	3	3
	35	15

## MATHEMATICS

JAMES E. McKINLEY, Chairman

The major in mathematics consists of 36 semester hours credit. It is recommended that mathematics majors take Physics I and Physics II as supporting courses.

### FIRST SEMESTER

	Hours	
	Clock	Sem.
Eng 101 English I _____	5	5
†Math 152 Algebra and Trig. _____	5	5
*Phys 111 Physics I _____	4	4
HPe 101 Health or _____	2	2
MS 101 Military Science I _____	3	2
	—	—
	17	16
	or	
	18	16

### SECOND SEMESTER

	Hours	
	Clock	Sem.
Eng 102 English II _____	5	5
Math 157 Analytic Geom. & Calc. I _____	4	4
Phys 112 Physics II _____	4	4
HPe 102 Physical Education I or _____	2	1
MS 102 Military Science II _____	3	2
Intro. to Art or Mus _____	3	3
	—	—
	18	17
	or	
	19	18

### THIRD SEMESTER

Math 257 Analytic Geom. & Calc. II _____	4	4
Foreign Language _____	3	3
Geog 101 World Geography _____	3	3
HPe 203 Physical Education II or _____	2	1
MS 203 Military Science III _____	3	2
Math 375 Intro. to Modern Math _____	3	3
Elective _____	3	3
	—	—
	18	17
	or	
	18	18

### FOURTH SEMESTER

Math 375 Anal. Geom. & Calc. III _____	4	4
Foreign Language _____	3	3
Psy 201 General Psychology _____	3	3
SS 202 History of Civilization II _____	3	3
MS 204 Military Science IV _____	3	2
	—	—
	16	15

### FIFTH SEMESTER

Eng 301 Introduction to Literature _____	2	2
SS 302 History of U.S. & Pa. II _____	3	3
Math 355 Foundations of Geometry _____	3	3
Elective _____	9	9
	—	—
	17	17

### SIXTH SEMESTER

Ed 301 Audio-Visual Ed. _____	3	2
Psy 302 Educational Psychology _____	3	3
Ed 302 Hist. and Philosophy of Ed. _____	3	3
Elective _____	8	8
	—	—
	17	16

### SEVENTH SEMESTER

SS 410 Anthropology or _____		
Phil 420 Philosophy _____	3	3
Ed 305 Evaluative Methods _____	2	2
Ed 451 Teaching of Math in _____		
Secondary School _____	3	3
Math 452 Seminar _____	1	1
SS 401 American Citizenship _____	3	3
Elective _____	4	4
	—	—
	16	16

### EIGHTH SEMESTER

Ed 421 Student Teaching _____	30	12
Ed 422 Professional Practicum & _____		
School Law _____	2	2
	—	—
	32	14

†Students with advanced standing may begin with the Analytic Geometry & Calculus sequence.

\*A science sequence other than physics may be arranged.

Students in the Liberal Arts Curriculum are not required to take Education Courses.

## GENERAL MUSIC

HAROLD S. ORENDORFF, Chairman

The major in General Music Education consists of 43 semester hours credit. In addition supporting courses in Harmony, Ear Training, and Sight Singing are required.

## FIRST SEMESTER

	S.H.
Eng 101 English I _____	5
HPe 101 Health (Women) _____	2
MS 101 Military Science (Men) _____	
Mus 111 Sight Singing I _____	2
Mus 115 Harmony I _____	3
Mus 113 Ear Training I _____	1
Mus 151 Class Voice I _____	1
Mus 162 Class Clarinet _____	1
Pno 211 Private Piano _____	1

## SECOND SEMESTER

	S.H.
Eng 102 English II _____	5
Mus 112 Sight Singing II _____	2
Mus 116 Harmony II _____	3
Mus 114 Ear Training II _____	1
Mus 311 Fundamentals of Conducting _____	2
Mus 152 Class Voice II _____	1
Mus 155 Class Violin _____	1
Pno 212 Private Piano _____	1
MS 102 Military Science (Men) _____	2

## THIRD SEMESTER

Foreign Language I _____	3
Science _____	4
Math 101 Foundations of Math _____	4
Mus 215 Harmony III _____	3
Mus 160 Class Woodwinds _____	1
Pno 213 Private Piano _____	1
Voice 211 Private Voice _____	1
Mus 204 Eurythmics I _____	1

## FOURTH SEMESTER

Foreign Language II _____	3
Science _____	4
Psy 201 General Psychology _____	3
Mus 216 Harmony IV _____	3
Mus 159 Class Strings _____	1
Pno 214 Private Voice _____	1
Voice 212 Private Voice _____	1
Mus 205 Eurythmics II _____	1

## FIFTH SEMESTER

Eng 301 Introduction to Literature _____	2
SS 202 History of Civilization II _____	3
Psy 302 Educational Psychology _____	3
Mus 301 History of Music I _____	3
Mus 331 Elementary Methods _____	2
Mus 312 Choral Conducting _____	2
Mus 156 Class Cornet _____	1
Applied Elective _____	1

## SIXTH SEMESTER

SS 302 History of U.S. & Pa. II _____	3
Ed 302 History & Phil. of Am. Ed. _____	3
Mus 302 History of Music II _____	3
Mus 332 Jr. H.S. Methods _____	2
Mus 333 Sr. H.S. Methods _____	2
Mus 313 Instrumental Conducting _____	2
Mus 161 Class Brass _____	1
Applied Elective _____	2

## SEVENTH SEMESTER

Phil 420 Intro. to Philosophy or _____	
SS 410 Intro. to Anthropology _____	3
SS 401 American Citizenship _____	3
Ed 301 Audio-Visual Ed. _____	2
Geog 111 World Geography _____	3
Mus 303 History of Music III _____	3
Mus 334 Instrumental Methods _____	2
Mus 158 Class Percussion _____	1

## EIGHTH SEMESTER

Ed 421 Student Teaching _____	12
Ed 422 Professional Practicum _____	2

## INSTRUMENTAL MUSIC

HAROLD S. ORENDORFF, Chairman

The major in Instrumental Music Education consists of 43 semester hours credit. In addition supporting courses in Harmony, Ear Training, and Sight Singing are required.

### FIRST SEMESTER

S.H.

Eng 101 English I .....	5
HPE 101 Health (Women) .....	2
MS 101 Military Science (Men)	
Mus 111 Sight Singing I .....	2
Mus 115 Harmony I .....	3
Mus 113 Ear Training I .....	1
Mus 162 Class Clarinet .....	1
Pno 111 Private Piano .....	1
Private Major Instr. ....	1

### SECOND SEMESTER

S.H.

Eng 102 English II .....	5
Mus 112 Sight Singing II .....	2
Mus 116 Harmony II .....	3
Mus 114 Ear Training II .....	1
Mus 311 Fundamentals of Conducting .....	2
Mus 155 Class Violin .....	1
Pno 112 Private Piano .....	1
Private Major Instr. ....	1
MS 102 Military Science (Men) .....	2

### THIRD SEMESTER

Foreign Language I .....	3
Science .....	4
Math 101 Foundations of Mathematics .....	4
Mus 215 Harmony III .....	3
Mus 151 Class Voice I .....	1
Private Major Instr. ....	1
Mus 204 Eurythmics I .....	1

### FOURTH SEMESTER

Foreign Language .....	3
Science .....	4
Psy 201 General Psychology .....	3
Mus 216 Harmony IV .....	3
Mus 152 Class Voice II .....	1
Mus 160 Class Woodwinds .....	1
Private Major Instr. ....	1
Mus 205 Eurythmics II .....	1

### FIFTH SEMESTER

Eng 301 Introduction to Literature .....	2
SS 202 Hist. of Civilization II .....	3
Psy 302 Educational Psychology .....	3
Mus 301 History of Music I .....	3
Mus 332 Jr. H.S. Methods .....	2
Mus 306 Counterpoint I .....	2
Mus 156 Class Cornet .....	1
Mus 159 Class Strings .....	1
Private Major Instr. ....	1

### SIXTH SEMESTER

SS 302 History of U.S. & Pa. II .....	3
Ed 302 History & Phil. of Am. Ed. ....	3
Mus 302 History of Music II .....	3
Mus 333 Sr. H.S. Methods .....	2
Mus 334 Instrumental Methods .....	2
Mus 313 Instrumental Conducting .....	2
Mus 161 Class Brass .....	1
Mus 158 Class Percussion .....	1
Private Major Instr. ....	1

### SEVENTH SEMESTER

Phil 420 Intro. to Philosophy or	
SS 410 Intro. to Anthropology .....	3
SS 401 American Citizenship .....	3
Ed 301 Audio-Visual Education .....	2
Geog 111 World Geography .....	3
Mus 303 History of Music III .....	3
Mus 309 Orchestration I .....	2
Private Major Instr. ....	1

### EIGHTH SEMESTER

Ed 421 Student Teaching .....	12
Ed 422 Professional Practicum .....	2

## VOCAL MUSIC

HAROLD S. ORENDORFF, Chairman

The major in Vocal Music Education consists of 43 semester hours credit. In addition supporting courses in Harmony, Ear Training, and Sight Singing are required.

## FIRST SEMESTER

	S.H.
Eng 101 English I .....	5
HPE 101 Health (Women) .....	2
MS 101 Military Science (Men)	
Mus 111 Sight Singing I .....	2
Mus 115 Harmony I .....	3
Mus 113 Ear Training I .....	1
Mus 151 Class Voice I .....	1
Mus 155 Class Violin .....	1
Pno 211 Private Piano .....	1

## SECOND SEMESTER

	S.H.
Eng 102 English II .....	5
Mus 112 Sight Singing II .....	2
Mus 116 Harmony II .....	3
Mus 114 Ear Training II .....	1
Mus 311 Fundamentals of Conducting	2
Mus 152 Class Voice II .....	1
Mus 162 Class Clarinet .....	1
Pno 212 Private Piano .....	1
MS 102 Military Science (Men) .....	2

## THIRD SEMESTER

Foreign Language I .....	3
Science .....	4
Math 101 Foundations of Math .....	4
Mus 215 Harmony III .....	3
Vce 211 Private Voice .....	1
Pno 213 Private Piano .....	1
Mus 204 Eurythmics I .....	1

## FOURTH SEMESTER

Foreign Language II .....	3
Science .....	4
Psy 201 General Psychology .....	3
Mus 216 Harmony IV .....	3
Mus 156 Class Cornet .....	1
Vce 212 Private Voice .....	1
Pno 214 Private Piano .....	1
Mus 205 Eurythmics II .....	1

## FIFTH SEMESTER

Eng 301 Intro. to Literature .....	2
SS 202 History of Civilization II .....	3
Psy 302 Educational Psychology .....	3
Mus 301 History of Music I .....	3
Mus 331 Elementary Methods .....	2
Mus 312 Choral Conducting .....	2
Private Voice or Piano .....	2
Private Piano or Voice .....	1

## SIXTH SEMESTER

SS 302 History of U.S. & Pa. II .....	3
Ed 302 History & Phil. of Am. Ed. ....	3
Mus 302 History of Music II .....	3
Mus 332 Jr. H.S. Methods .....	2
Mus 333 Sr. H.S. Methods .....	2
Private Voice or Piano .....	2
Private Piano or Voice .....	1
Music Elective .....	2

## SEVENTH SEMESTER

Phil 420 Intro. to Philosophy or	
SS 410 Intro. to Anthropology .....	3
SS 401 American Citizenship .....	3
Ed 301 Audio-Visual Ed. ....	2
Geog 111 World Geography .....	3
Mus 303 History of Music III .....	3
Music Elective .....	2
Private Voice or Piano .....	1

## EIGHTH SEMESTER

Ed 421 Student Teaching .....	12
Ed 422 Professional Practicum .....	2

## PUBLIC SCHOOL NURSING

GEORGE A. W. STOUFFER, Director

The Board of Presidents of the State Colleges approved on January 19, 1951, a curriculum for public school nurses leading to the degree of bachelor of science in education. The requirements shown below must be met.

1. The satisfactory completion of a three-year curriculum in an approved school of nursing and registration by the State Board of Examiners for the Registration of Nurses of Pennsylvania.
2. The satisfactory completion of sixty (60) semester hours of additional preparation distributed as follows:

### A. Courses Related to Public School Nursing

	Semester Hours
PSN 301 Public School Nursing .....	2
PSN 302 Public School Organization .....	2
PSN 401 Public Health Nursing .....	6
PSN 402 Nutrition and Community Health .....	2
PSN 403 Family Case Work .....	3
TOTAL .....	15

### B. General and Professional Education

SS 302 History of the United States and Pa. II .....	3
Eng 102 English II .....	5
SS 201 or SS 202 History of Civilization I or II .....	3
Eng 301 Introduction to Literature .....	2
SS 401 American Citizenship .....	3
SS 251 Introduction to Sociology .....	3
Ed 302 Hist. and Phil. of Am. Ed. ....	3
Psy 302 Educational Psychology .....	3
Psy 352 Mental Hygiene .....	3
SpH 354 Audiometry for PSN .....	3
Ed 301 Audio-Visual Education .....	2
Electives .....	12
TOTAL .....	45
GRAND TOTAL .....	60

In the case of nurses with less than three years preparation for registration, such persons will pursue additional courses to meet the requirements for the degree.



## THE SCIENCES

DWIGHT E. SOLLBERGER, Chairman

### REQUIREMENTS FOR BIOLOGY MAJORS

The major in Biology consists of 32 semester hours credit. In addition supporting courses in Chemistry, Mathematics and Physics are required.

#### Major in Biology

##### FIRST SEMESTER

	Cr.
Biol 103 General Biology I _____	4
Chem 111 General Chemistry I _____	4
Eng 101 English I _____	5
HPE 101 Health or _____	2
MS 101 Military Science _____	—
	15

##### SECOND SEMESTER

	Cr.
Biol 104 General Biology II _____	4
Chem 112 General Chemistry II _____	4
Eng 102 English II _____	5
HPE 102 Physical Education or _____	2
MS 102 Military Science _____	2
Art 101 Introduction to Art or _____	3
Mus 101 Introduction to Music _____	—
	18

##### THIRD SEMESTER

Biol 111-121 Botany I or Zoology I _____	3
Psy 201 General Psychology _____	3
Math 152 Algebra and Trig. _____	5
Foreign Language _____	3
Elective _____	3
	17

##### FOURTH SEMESTER

Biol 112-122 Botany II or Zoology II _____	3
SS 202 History of Civilization _____	3
Geog 101 World Geography _____	3
Foreign Language _____	3
Elective _____	3
	15

##### FIFTH SEMESTER

Eng 301 Introduction to Literature _____	2
Phys 111 Physics I _____	4
SS 302 History of U.S. & Pa. II _____	3
Biol 271 Evolution or _____	3
ESci 221 Geology _____	3
Elective _____	4
	16

##### SIXTH SEMESTER

Ed 301 Audio-Visual Education _____	2
Phys 112 Physics II _____	4
Psy 302 Educational Psychology _____	3
Ed 451 Teaching Science in _____	3
Secondary Schools _____	3
Elective _____	4
	16

##### SEVENTH OR EIGHTH SEMESTER

SS 410 Anthropology or _____	3
Phil 420 Philosophy _____	3
Ed 305 Evaluative Methods _____	2
SS 401 American Citizenship _____	3
Ed 302 History and Philosophy of Educ. _____	3
Elective _____	6
	17

##### SEVENTH OR EIGHTH SEMESTER

Ed 421 Student Teaching _____	12
Ed 422 Professional Practicum and _____	2
School Law _____	—
	14

#### Biology Electives

Biol 251 Field Botany	Biol 361 Microbiology
Biol 252 Field Zoology	Biol 281 Parasitology
Biol 261 Ornithology	Biol 263 Genetics
Biol 262 Entomology	Biol 498 Problems in Biology
Biol 362 Ecology	Biol 331 Embryology
Biol 272 Conservation	Biol 332 Comparative Anatomy
Biol 371 Vertebrate Anatomy	Biol 341 General Physiology
Biol 351 Plant Physiology	Biol 472 Radiation Biology
Biol 352 Animal Physiology	

## REQUIREMENTS FOR CHEMISTRY MAJORS

The major in Chemistry consists of 27 semester hours credit. In addition supporting courses in Biology, Mathematics and Physics are required.

### Major in Chemistry

#### FIRST SEMESTER

	Cr.
Chem 111 General Chemistry I _____	4
Math 152 Algebra and Trig. _____	5
Eng 101 English I _____	5
HPE 101 Health or _____	2
MS 101 R.O.T.C. _____	—
	16

#### SECOND SEMESTER

	Cr.
Chem 112 General Chemistry II _____	4
Math 157 Analytical Geometry and Calculus I _____	4
Eng 102 English II _____	5
HPE 102 Health or _____	—
MS 102 R.O.T.C. _____	2
	16

#### THIRD SEMESTER

Chem 211 Qualitative Analysis _____	4
Math 257 Analytical Geometry and Calculus II _____	4
Sci 102 Biology I _____	4
Foreign Language _____	3
Psy 201 General Psychology _____	3
	18

#### FOURTH SEMESTER

Chem 212 Quantitative Analysis _____	4
Art 101 Introduction to Art or Mus 101 Introduction to Music _____	3
Sci 104 Biology II _____	4
Foreign Language _____	3
Elective _____	4
	18

#### FIFTH SEMESTER

Chem 311 Organic Chemistry I _____	4
Phys 111 Physics I _____	4
Psy 302 Educational Psychology _____	3
Ed 302 Hist. and Phil. of Am. Ed. _____	3
SS 202 History of Civilization II _____	3
	17

#### SIXTH SEMESTER

Chem 312 Organic Chemistry II _____	4
Phys 112 Physics II _____	4
Ed 451 Teaching Science in Secondary Schools _____	3
Eng 301 Introduction to Literature _____	2
Ed 305 Evaluative Methods _____	2
Ed 301 Audio-Visual Education _____	2
	17

#### SEVENTH SEMESTER\*

Chem 411 Physical Chemistry I _____	4
SS 302 History of U.S. & Pa. II _____	3
SS 410 Anthropology or _____	—
Phil 420 Philosophy _____	3
SS 401 American Citizenship _____	3
Geog 101 World Geography _____	3
	16

#### EIGHTH SEMESTER\*

Ed 421 Student Teaching _____	12
Ed 422 Professional Practicum and School Law _____	2
	—

\*Note: These two semesters are interchangeable.

### Chemistry Electives

Chem 251 Industrial Chemistry  
Chem 351 Biological Chemistry  
Chem 451 Colloidal Chemistry

Chem 452 Advanced Inorganic Chemistry  
Chem 498 Problems in Chemistry

## REQUIREMENTS FOR PHYSICS MAJORS

The major in Physics consists of 26 semester hours credit. In addition supporting courses in Biology, Chemistry and Mathematics are required.

### Major in Physics

#### FIRST SEMESTER

	Cr.
Eng 101 English I .....	5
Math 152 Algebra and Trig. ....	5
HPe 101 Health or	
MS 101 R.O.T.C. ....	2
Phys 111 Physics I .....	4
	—
	16

#### SECOND SEMESTER

	Cr.
Eng 102 English II .....	5
Math 157 Analytical Geometry and	
Calculus I .....	4
HPe 102 Physical Education or	
MS 102 R.O.T.C. ....	2
Phys 112 Physics II .....	4
	—
	15

#### THIRD SEMESTER

Math 257 Analytical Geometry and	
Calculus II .....	4
Foreign Language .....	3
Psy 201 General Psychology .....	3
Chem 111 General Chemistry I .....	4
Physics Elective .....	3
	—
	17

#### FOURTH SEMESTER

Art 101 Introduction to Art or	
Mus 101 Introduction to Music .....	3
Foreign Language .....	3
Geog 101 World Geography .....	3
Chem 112 General Chemistry II .....	4
Elective .....	4
	—
	17

#### FIFTH SEMESTER

Eng 301 Introduction to Literature .....	2
Psy 302 Educational Psychology .....	3
SS 202 History of Civilization II .....	3
Ed 305 Evaluative Methods .....	2
Phys 211 Elect. & Mag. I .....	3
Sci 103 General Biology I .....	4
	—
	17

#### SIXTH SEMESTER

Ed 451 Teaching Science in	
Secondary Schools .....	3
Ed 302 Hist. and Phil. Am. Ed. ....	3
SS 302 History of U.S. & Pa. II .....	3
Physics Elective .....	4
Sci 104 General Biology II .....	4
	—
	17

#### SEVENTH OR EIGHTH SEMESTER

SS 410 Anthropology or	
Phil 420 Philosophy .....	3
SS 401 American Citizenship .....	3
Ed 305 Audio-Visual Education .....	2
Phys 311-312 Mechanics I or II .....	3
Elective .....	4
	—
	15

#### SEVENTH OR EIGHTH SEMESTER

Ed 421 Student Teaching .....	12
Ed 422 Professional Practicum and	
School Law .....	2
	—
	14

### Physics Electives

Phys 382 Heat  
 Phys 361 Electronics  
 Phys 472 Modern Physics (Required)  
 Phys 371 Optics

Phys 451 Atomic and Nuclear Physics  
 Phys 452 Selected Experiments in Atomic,  
 Nuclear and Modern Physics

## REQUIREMENTS FOR PHYSICS-MATHEMATICS MAJORS

The major in Physics-Mathematics consists of 36 hours in physics and mathematics with 8 hours in supporting courses.

### Physics-Mathematics Majors

FIRST SEMESTER		SECOND SEMESTER	
	Cr.		Cr.
Eng 101 English I _____	5	Eng 102 English II _____	5
Math 152 Algebra or Trigonometry _____	5	Math 157 Analytical Geometry and Calculus I _____	4
HPe 101 Health or _____		HPe 102 Physical Education or _____	
MS 101 R.O.T.C. _____	2	MS 102 R.O.T.C. _____	2
Phys 111 Physics I _____	4	Phys 112 Physics II _____	4
	—		—
	16		15
THIRD SEMESTER		FOURTH SEMESTER	
Foreign Language _____	3	Foreign Language _____	3
Math 257 Anal. Geom. and Calculus II _____	4	Math 252 Calculus II _____	4
Art 101 Introduction to Art or _____		Geog 101 World Geography _____	3
Mus 101 Introduction to Music _____	3	Physics Elective _____	3
Phys 472 Modern Physics _____	3	Psy 201 General Psychology _____	3
SS 202 History of Civilization II _____	3		—
	—		16
	16		
FIFTH SEMESTER		SIXTH SEMESTER	
Phys 211 Elect. & Mag. I _____	3	Physics Elective _____	4
Sci 103 General Biology I _____	4	Sci 104 General Biology II _____	4
Eng 301 Introduction to Literature _____	2	SS 302 History of U.S. & Pa. II _____	3
Psy 302 Educational Psychology _____	3	Ed 302 History and Phil. of Education _____	3
Ed 305 Evaluative Methods _____	2	Ed 451 Teaching Science in Secondary Schools _____	3
Math or Physics Elective _____	3		—
	—		17
	17		
SEVENTH OR EIGHTH SEMESTER		SEVENTH OR EIGHTH SEMESTER	
Phys 311-312 Mechanics I or II _____	3	Ed 421 Student Teaching _____	12
SS 401 American Citizenship _____	3	Ed 422 Professional Practicum and School Law _____	2
SS 410 Anthropology or _____			—
Phil 420 Philosophy _____	3		14
Physics or Math Elective _____	3		
Ed 301 Audio-Visual Education _____	2		
Elective _____	3		
	—		
	17		

### Electives in Physics

Phys 382 Heat	Phys 451 Atomic and Nuclear Physics
Phys 361 Electronics	Phys 452 Selected Experiments in Atomic, Nuclear and Modern Physics
Phys 472 Modern Physics (Required)	
Phys 498 Problems in Physics	

### Electives in Mathematics

Math 253 Advanced College Algebra	Math 375 Introduction to Modern Math
Math 381 Advanced Calculus	Math 361 Differential Equations
Math 355 College Geometry	Math 358 Theory of Probability
Math 362 Statistics	Math 368 Vector Analysis
Math 353 History of Mathematics	Math 365 Fourier Series
Math 354 Field Work in Mathematics	Math 376 Abstract Algebra

## REQUIREMENTS FOR PHYSICAL SCIENCE MAJORS

The major in Physical Science consists of 34 hours in physics and chemistry with 20 hours in supporting courses.

### Physical Science Majors

#### FIRST SEMESTER

	Cr.
Chem 111 General Chemistry I _____	4
Math 152 Algebra and Trigonometry _____	5
Eng 101 English I _____	5
HPE 101 Health or	
MS 101 Military Science I _____	2
	—
	16

#### SECOND SEMESTER

	Cr.
Chem 112 General Chemistry II _____	4
Math 157 Analytical Geometry and Calculus I _____	4
Eng 102 English II _____	5
HPE 102 Physical Education or	
MS 102 Military Science II _____	2
	—
	15

#### THIRD SEMESTER

Phys 111 Physics I _____	4
Chem 211 Qualitative Analysis _____	3
Math 257 Analytical Geometry & Calculus II _____	4
Foreign Language _____	3
Art 101 Introduction to Art or	
Mus 101 Introduction to Music _____	3
	—
	17

#### FOURTH SEMESTER

Phys 112 Physics II _____	4
Chem 311 Organic Chemistry I _____	4
Foreign Language _____	3
Geog 101 World Geography _____	3
Psy 201 General Psychology _____	3
	—
	17

#### FIFTH SEMESTER

Phys 211 Elect. & Mag. _____	3
Chem 411 Physical Chemistry _____	3
Eng 301 Introduction to Literature _____	2
Psy 302 Educational Psychology _____	3
Psy 305 Evaluative Methods _____	2
SS 202 History of Civilization _____	3
	—
	16

#### SIXTH SEMESTER

SS 302 History of U.S. & Pa. II _____	3
Ed 302 Hist. and Phil. of Education _____	3
Ed 451 Teaching Science in Secondary Schools _____	3
Physics Elective _____	7
	—
	16

#### SEVENTH OR EIGHTH SEMESTER

Phys 311-312 Mechanics I or II _____	3
Chem. or Phys. Elective _____	5
SS 401 American Citizenship _____	3
SS 410 Anthropology or Philosophy _____	3
Ed 301 Audio-Visual Education _____	2
	—
	16

#### SEVENTH OR EIGHTH SEMESTER

Ed 421 Student Teaching _____	12
Ed 422 Professional Practicum and School Law _____	2
	—
	14

### Chemistry Electives

Chem 212 Quantitative Analysis  
Chem 312 Organic Chemistry II  
Chem 351 Biological Chemistry

Chem 251 Industrial Chemistry  
Chem 498 Problems in Chemistry

### Physics Electives

Phys 302 Heat  
Phys 361 Electronics  
Phys 472 Modern Physics (Required)  
Phys 371 Optics

Phys 451 Atomic and Nuclear Physics  
Phys 452 Selected Experiments in Atomic,  
Nuclear and Modern Physics

## REQUIREMENTS FOR EARTH SCIENCE

The major in Earth Science consists of 34 semester hours credit in earth science courses. In addition 20 semester hours credit are required in supporting courses.

### Major in Earth Science

FIRST SEMESTER	Cr.	SECOND SEMESTER	Cr.
Eng 101 English I _____	5	Eng 102 English II _____	5
Math 152 Algebra and Trigonometry _____	5	Math 157 Analytic Geometry and Calculus I _____	4
Phys 111 Physics I _____	4	Phys 112 Physics II _____	4
HPE 101 Health or _____	—	HPE 102 Physical Education I or _____	—
MS 101 Military Science I _____	2	MS 102 Military Science II _____	2
	16		15
THIRD SEMESTER		FOURTH SEMESTER	
ESci 211 Astronomy I _____	3	ESci 212 Astronomy II _____	3
Chem 111 General Chemistry I _____	4	Chem 112 General Chemistry II _____	4
Foreign Language _____	3	Foreign Language _____	3
Geog 101 World Geography _____	3	ESci 217 Meteorology _____	3
Art 101 Introduction to Art or _____	—	Psy 201 General Psychology _____	3
Mus 101 Introduction to Music _____	3		16
	16		
FIFTH SEMESTER		SIXTH SEMESTER	
ESci 221 Physical Geology _____	3	ESci 222 Historical Geology _____	3
Eng 301 Introduction to Literature _____	2	SS 202 History of Civilization _____	3
Geog 246 Physiography _____	3	Ed 201 Audio-Visual Education _____	2
Sci 103 General Biology I _____	4	Sci 104 General Biology II _____	4
Ed 302 History of U.S. & Pa. II _____	3	Psy 301 Educational Psychology _____	3
Ed 305 Evaluative Methods _____	2	Elective _____	3
	17		18
SEVENTH OR EIGHTH SEMESTER		SEVENTH OR EIGHTH SEMESTER	
SS 410-420-421 Anthropology, Logic or Philosophy _____	3	Ed 421 Student Teaching _____	12
Ed 451 Teaching Science in Secondary Schools _____	3	Ed 422 Professional Practicum and School Law _____	2
Elective _____	7		14
	17		

### Electives (at least one must be taken)

Biol 362 Ecology	Biol 272 Conservation of Plant and Animal Resources
Geog 241 Climatology	Chem 211 Qualitative Analysis
ESci 331 Navigation	Phys 472 Modern Physics
Geog 351 Oceanography	
ESci 321 Paleontology	

## SOCIAL SCIENCE

RAYMOND L. LEE, Chairman

Thirty-six semester hours are required for a major in the Social Sciences.

### FIRST SEMESTER

	Cr.
Eng 101 English I .....	5
Sci 101 Basic Biology or	
Sci 103 Basic Physical Science .....	4
Foreign Language .....	3
Geog 101 World Geography .....	3
HPe 101 Health or	
MS 101 Military Science .....	2
	17

### SECOND SEMESTER

	Cr.
Eng 102 English II .....	5
Sci 102 Basic Biology or	
Sci 104 Basic Physical Science .....	4
Foreign Language .....	3
HPe 102 Physical Education I or	
MS 102 Military Science .....	1-2
	16-17

### THIRD SEMESTER

Psy 201 General Psychology .....	3
Art 101 Introduction to Art or	
Mus 101 Introduction to Music .....	3
Math 101 Foundations of Mathematics .....	4
HPe 103 Physical Education II or	
Military Science .....	1-2
Elective .....	6
	17-18

### FOURTH SEMESTER

SS 201 Civilization II .....	3
Psy 302 Education Psychology .....	3
Elective .....	9-12
	12-15

### FIFTH SEMESTER

Ed 302 Hist-Phil Education .....	3
Eng 301 Introduction to Literature .....	2
SS 301 U.S. & Pa. II .....	3
Electives or Pro Courses .....	9
	17

### SIXTH SEMESTER

Ed 301 Audio-Visual Education .....	2
Ed 354 Teaching Social Studies .....	3
Electives .....	12
	17

### SEVENTH SEMESTER

Ed 305 Evaluative Methods .....	2
SS 410 Anthropology or	
Phil 420 Philosophy .....	3
SS 401 American Citizenship .....	3
Elective .....	9
	17

### EIGHTH SEMESTER

Ed 421 Student Teaching .....	12
Ed 422 Professional Practicum and	
School Law .....	2
	14

The student who majors in Social Science is required to select at least one course from each of the following subdivisions of the social sciences.

European History  
United States History  
Regional History

Anthropology-Sociology  
Economics  
Political Science

## THE DEPARTMENTS AND COURSE DESCRIPTIONS

### THE ART DEPARTMENT

ORVAL KIPP, Chairman of Department

ROBERT J. CRONAUER  
 THOMAS DONGILLA  
 ALICE T. GHRIST  
 JOHN A. GHRIST  
 JOANNE LOVETTE

LAWRENCE F. McVITTY  
 RALPH W. REYNOLDS  
 ROBERT SEELHORST  
 ROBERT E. SLENKER  
 ROBERT W. SMALL

### GENERAL EDUCATION COURSE

#### Art 101 Introduction to Art 3 cr.

Studies in the understanding and enjoyment of the visual arts as modes of expression, feeling, and communication make up the content of this course. Reproductions, demonstrations, slides, moving pictures as well as field trips to see original works of art, are used in sampling our cultural heritage.

### REQUIRED COURSES FOR ART STUDENTS

Courses are listed in the order in which they should be completed in each field. Subjects in the various fields are carried simultaneously in order to facilitate the development of the student.

### THE BASIC COURSES

#### Art 111 Drawing in All Media 2 cr.

Problems in pictorial composition and methods of drawing in perspective as well as dark and light are studied in various media in still life and landscape.

#### Art 112 Composition and Figure Drawing 2 cr.

Pictorial design and composition are studied in still life, landscape, and figure arrangement. Figure construction, anatomy, and life drawing are also included.

#### Art 113 Color and Design 2 cr.

Basic elements and principles of design and color are studied. Problems in two and three dimensional design are completed.

#### Art 114 Design in Volume and Space 2 cr.

This course provides the student with a wide variety of experiences in three-dimensional design using various materials. Form, volume, and space are considered in different materials and in their relationship to sculpture, architecture, and the crafts. The emphasis is on experimentation with materials and ideas.



**Art 115 Art History I**

3 cr.

The visual arts are examined as modes of expression in relation to the life of the individual in the home and in the community. The period covered is from Prehistoric times to the Renaissance.

**ART EDUCATION****Art 311 Art in Elementary Education**

3 cr.

The orientation here is toward the child centered curriculum in which individuals can develop their creative powers to make their best contribution in a democracy. Emphasis is on art education as a process for furthering the total growth of the child, and his art products are evaluated by this criterion. Experience is given with two dimensional materials as they apply to the elementary level. Art programs, planning, and motivation are studied critically.

**Art 312 Art in Junior and Senior High School**

3 cr.

The relationship of art education to the total secondary curriculum is studied to determine the goals of junior-senior high school art. The adolescent and his creative products are analyzed to help the prospective art teacher identify himself with the problems of his students. Emphasis is placed upon the concept of the adolescent's waning self-confidence in his creative expression and his dire need of aesthetic experiences to help reorient himself.

**Ed. 421 (Art) Student Teaching (and Directed Student Activities)**

12 cr.

Here the prospective art teacher is given many opportunities, under capable supervision, to guide the creative efforts of students at all age levels in the primary, elementary, junior, and senior high schools. Current philosophies of general and art education are applied in a practical teaching situation. Emphasis is placed on the creative growth of teacher and pupil.

**Ed. 422 Professional Practicum (including School Law)**

2 cr.

Consideration is given to recent education trends and methods, art curricula, and to planning of art courses for all grade levels. Practicum also includes professional readings, discussions, observations, and the accumulation and organization of pertinent teaching materials.

**ART HISTORY AND AESTHETICS****Art 116 Art History II**

3 cr.

This is a continuation of Art History in which appreciation and critical judgment of old and modern masterpieces are goals. The relation of art to the world from the Renaissance to the 20th century is presented. A brief survey of modern art is presented in the latter part of the course.

**Art 216 Aesthetics** 3 cr.

Aesthetics forms a background for creative consideration and feeling within which as individuals we can come to an evaluation and comprehension of the meaning of art and the intention of the artist. Theories of the essential character of art and its relationship to life are discussed.

**Art 317 Art History III** 3 cr.

The great revolutionary movements which began about 1850 and the trends of contemporary arts are vital to the art students of today. This course completes the sequence in the History of Art through the ages.

**CRAFTS****Art 215 Crafts in Metal and Wood** 2 cr.

In this course the student is given an opportunity to develop his design awareness through experiencing those craft processes associated with wood and metal. Hand and power tools are used to experiment with these materials in discovering inherent design and construction possibilities.

**Art 214 Modeling and Sculpture** 2 cr.

This experience offers the student an opportunity to develop a personal expression while acquiring knowledge of three dimensional design related to sculpture and modeling. He becomes familiar with the structural nature of terra cotta, sheet material, wire, plaster, wood and stone. This is a basic course in which the materials are treated experimentally to achieve an interpretation of the material by hand and tool.

**Art 315 Pottery and Ceramics** 3 cr.

This is a creative experience directed toward the teaching of craftsmanship in ceramic art. Basic procedures of building forms by hand and wheel are performed in this course. Students also work with decoration and learn the fundamentals of kiln operation and glazing.

**Art 316 Jewelry** 2 cr.

The jeweler's art is approached from the point of view of the creative craftsman who has to learn the metal arts processes associated with jewelry making. The lapidary arts, silver-smithing, and enameling are experienced.

**DESIGN, DRAWING, AND PAINTING****Art 211 Mechanical Drawing and Industrial Design** 2 cr.

The principles and methods of instrumental drawing and shape description are studied in theory and in practice. Modern industrial design practices are studied through the planning and building of three dimensional products.

**Art 212 Costume and Theater Arts** 3 cr.

Color and design are used to solve problems in school and college dramatics and pageantry. Theory and practice in the design, construction, painting of scenery, lighting, costume, and properties are basic experiences.

**Art 313 Water Color and Mixed Media** 3 cr.

The material of the course is primarily concerned with transparent water color painting but includes work in gouache and mixed media. The work begins with a study of brush strokes and realistic on-the-spot painting and progresses through creative realism, semi-abstract, and non-figurative approaches.

**Art 314 Oil Color and Mixed Media** 3 cr.

This is a beginning course in the field of painting with opaque, plastic media. The student is introduced to the technical as well as the aesthetic bases of painting with a creative approach to the design possibilities inherent in these plastic materials and their associated processes.

**COMMERCIAL ART AND ILLUSTRATION****Art 213 Lettering, Commercial Art and Illustration** 3 cr.

Design is the major concern in this study of the methods of planning and preparing art work for reproduction including lettering, layout, and illustration. Single stroke pen and brush types of lettering are practiced for rapid execution in making signs, showcards, and posters.

**Art 412 Graphic Arts** 3 cr.

The techniques of graphic expression studied are, etching, lithography, block printing, photography, engraving, and silk screen printing.

**ELECTIVES IN THE ART CURRICULUM**

<b>Art 451 Advanced Crafts</b>	3 credits
<b>Art 452 Advanced Ceramics</b>	3 credits
<b>Art 453 Advanced Sculpture</b>	3 credits
<b>Art 454 Advanced Painting</b>	3 credits
<b>Art 455 Advanced Commercial Art</b>	3 credits
<b>Art 457 Advanced Graphic Art</b>	3 credits
<b>Art 459 Architecture and Home Planning</b>	3 credits

With the foundations already laid in three years of college art work the student may elect advanced courses offered in the senior year. The work will be mainly individual, experimental, and in depth with

the aim of helping the student to make the transition from the position of student in the college classroom with directed studies to the position of artist. These studio-workshop courses will stress advanced techniques in the field of study from the old masters and master craftsmen to the best arts and crafts techniques of today. Individual exploration and experimentation will be required.

**Art 460 Crafts Materials Experience for Activity Teaching** 3 cr.

Craft experiences are given in various media suitable to the needs of the elementary teacher, teacher of special education, and scout leader. Developing a creative attitude to and resourcefulness in the use of art materials and their part in teaching will be stressed in the study of three dimensional design and crafts.

**Art 461 Art Materials Experience for  
Creative and Mental Growth** 3 cr.

The work will encompass a study of the growth pattern as evidenced in children's art expression. Child art will be evaluated and interpreted in regard to drawing and painting expression in an art program. Research studies in art education will be reviewed. Art experiences are given in various media suitable to the needs of the elementary teacher, teacher of special education, and scout leader. The arts and crafts will feature two dimensional design.

## THE BUSINESS DEPARTMENT

ALBERT E. DRUMHELLER, Chairman of Department

LEE ROY H. BEAUMONT, JR.

MARY JANE BOERING

CHARLES L. COOPER

ROBERT H. DOERR

CHARLES H. DUNCAN

BEATRICE F. HICKS

PATRICIA PATTERSON

JOHN POLESKY

ARLENE RISHER

JAMES K. STONER

HAROLD W. THOMAS

### REQUIRED BUSINESS COURSES FOR ALL BUSINESS EDUCATION STUDENTS

#### Bus 101 Introduction to Business 1 cr.

The purpose of this course is to introduce the student to the make-up of the business world, acquaint him with the contacts of everyday business, orient him in the field, and provide exploration in the various areas in Business Education. This should assist him greatly in his choice of his major field or his fields in the department. This course has pronounced guidance features.

#### Bus 131 Principles of Typewriting 2 cr.

For those persons who have had 1½ or more years of experience in this area in high school, a test is given and exemption from taking the course granted if course standards are met.

This introductory course places emphasis on the development of correct techniques in typewriting. The student is introduced to the basic styles of business letters, simple tabulations and simple manuscripts. Individual remedial work is given. Specific standards of speed and accuracy are required.

#### Bus 132 Intermediate Typewriting 2 cr.

This course continues the development of speed and accuracy. Students learn to type tabulated reports, special problems in letter arrangement and business forms, rough drafts and manuscripts. Production ability is developed.

#### Bus 271 Advanced Typewriting 2 cr.

Emphasis is placed upon the further development of speed and accuracy. Advanced letter forms, manuscript writing, legal documents, stencil duplication, statistical reports and typing from problem situations are given much attention. Improvement in production ability is stressed.

#### Bus 111 Business Mathematics I 3 cr.

This is a review of the fundamental processes with emphasis on speed and accuracy through adequate drill and practical application in the handling of the fundamental business operations. Topics con-

sidered which especially concern business are the 60-day 6 per cent method of computing interest, compound interest; bank, cash and trade discount; along with partial payments. The course is a prerequisite and designed to lay a groundwork for Business Mathematics II.

**Bus 212 Business Mathematics II** 3 cr.

The purpose of this course is to teach students to apply principles of business mathematics with speed and accuracy in solving advanced problems encountered by the businessman and the consumer. The mathematics of production, marketing, accounting, finance, and management correlate with the accounting courses.

**Bus 221 Introduction to Accounting** 3 cr.

This is the first course in this area and a prerequisite. Its purpose is to introduce the students to the keeping of records for the professional man as well as a mercantile enterprise involving the single proprietor. Emphasis is placed upon the distinction between keeping records on the cash basis as compared to the accrual basis of book-keeping. Consideration is given to special journals, the combined-cash journal, auxiliary records, and business papers.

**Bus 251 Intermediate Accounting** 3 cr.

Special consideration is given in connection with accruals and deferred items; the significance and handling of evaluation accounts and the interpretation of the effect of all types of transactions on the operation of the business are stressed throughout the course. Special attention is given to the voucher system and to the preparation of columnar records for different types of business along with the preparation and interpretation of comparative financial reports. Special consideration is given to the legal and accounting aspects, payroll and partnership organization, operation and dissolution.

**Bus 335 Clerical Practice Office Machines** 2 cr.

Clerical office routine is covered, together with the fundamentals of operating various office machines — calculators, adding machines, dictaphones, and various office appliances; also, the theory and practice of office management is stressed.

**Bus 321 Business Correspondence** 3 cr.

This is a course rich in the fundamentals of grammar; study of the vocabulary of business; setup of business forms and modern business letters; emphasis of the “you” attitude in the writing of letters of inquiry, response, order letters, adjustment letters, sales letters; preparation of data sheets, and application letters.

**Bus 235 Business Law I** 3 cr.

This course deals with the nature of law and the agencies and procedures for its enforcement, contracts, agency employment, negotiable instruments, property, bailments and transportation. The aim is to apply principles of law to everyday life and to establish proper interests, ideals and attitude toward law as a means of economic and social control.

**Bus 336 Business Law II** 3 cr.

The basic aim of this course is the same as that stated for Business Law I. Attention is given to kinds of business organizations, sales, insurance, surety and guaranty, leases and mortgages, trusts, and estates, bankruptcy, business torts and crimes.

**Bus 331 Sales and Retailing** 3 cr.

This course comprises a survey and analysis of the fields of retailing. A study is made of textile and non-textile merchandise, requirements for sales personnel, types of customers, merchandising plans and procedures, merchandise pricing and selling techniques.

**Bus 311 Methods of Teaching Business Courses** 3 cr.

This includes methods of teaching general business courses, as well as shorthand, typewriting, and bookkeeping. Unit plans, demonstrations and lesson planning are emphasized. Aims, techniques and procedures of teaching, grade placement of subjects and classroom management are considered items of the course. All courses in the student's major area along with the two Psychology courses must have been cleared before this course is taken.

**Bus 312 Evaluative Techniques in Business Courses** 2 cr.

This course includes the construction, administration, scoring, treatment and grading of various type tests. The analysis of test results, remedial teaching and retesting, the evaluation of tests, all tied together in the psychological foundation of good methods as they function in the field of Business Education.

**Bus 415 Economics**

This course is designed to give the business student a basic understanding of our economic system and how it operates from the viewpoint of the economist as compared to the developed viewpoint of their business training. It includes an understanding of the role of money and its effects on our economy; to present a measurement of production, employment, and income; to explain the causes of business fluctuations; and to develop an understanding of the economic policies used to stabilize the level of economic activity.

## COURSES REQUIRED IN THE STENOGRAPHIC SEQUENCE

**Bus 161 Shorthand Theory** 3 cr.

This is an introductory course in the basic principles of Gregg Shorthand Simplified.

**Bus 262 Shorthand Dictation** 3 cr.

There are three major objectives for this course: to review and strengthen the student's knowledge of the principles of Gregg Shorthand Simplified, to build shorthand-writing speed and to build transcription skill.

**Bus 263 Transcription** 3 cr.

This course develops additional speed in taking dictation with much emphasis placed on the development of transcription skill. Teaching techniques are considered a vital part of the work in this course.

**Bus 364 Secretarial Office Practice** 3 cr.

This course is an advanced study of the theory and the practice in activities common to the office — handling the mail, telegraphic services, shipping services, meeting callers, various business reports, financial and legal duties, filing, transcription, secretarial standards; personality, reference books, itineraries, preparation of documents, editing, etc.

## COURSES REQUIRED IN THE ACCOUNTING SEQUENCE

**Bus 352 Corporate Accounting** 3 cr.

Special attention is given to the records and reports peculiar to the corporate form of organization as well as to the methods of handling capital and surplus. Emphasis is given to the methods of accounting for inventories, tangible and intangible fixed assets, investments, long-term liabilities, funds and reserves and the methods of amortizing bond premium and discount.

**Bus 353 Cost Accounting** 3 cr.

This course is designed to give the students an understanding of the theory of costing used in manufacturing establishments. The voucher system is introduced in this course and attention is given to budgeting, estimating and prorating of manufacturing expenses, the technical aspects of charting production data, and investigating time and motion study techniques.

**Bus 454 Tax Accounting** 3 cr.

This course is designed to enable the students to gain a familiarity with the Federal Income Tax Laws as they pertain to indi-



viduals, single proprietorships and partnerships. The Social Security Tax Law will also be considered as a phase of this course. In addition to studying the Internal Revenue Code in connection with the above topics problems will be considered which involve the use of the different forms that are necessary in tax accounting. The case method is utilized in the study of this subject.

**Bus 455 Auditing** **3 cr.**

In this course students conduct a semi-detailed audit of business records, make the corrections, and submit statements of results. Problems of public and private auditing are developed by the instructor. The construction and organization of working papers and the auditor's final report are covered. It also provides the prospective teacher with a knowledge of the current tax laws in connection with Social Security, Excise and Income Taxes.

### COURSES REQUIRED IN THE RETAIL TRAINING SEQUENCE

**Bus 251 Intermediate Accounting (see previous outline)** **3 cr.**

**Bus 332 Retail Management** **3 cr.**

This course is an advanced study of the units of Retail Training I, and includes a study of merchandise control, stock planning, buying, pricing, personnel training, store layout and equipment, retail advertising and display. Suggested public relations activities are practiced in this course. A part of the semester is devoted to the study of the Pennsylvania Distributive Education Program.

**Bus 433 Retail Practice** **6 cr.**

This is a practical course of cooperative part-time training in the retail establishments of Indiana. The student spends a minimum of 15 clock hours per week for a semester in actual retail work at which time he puts into practice the theories of retailing studied in previous retail training courses. This course may be taken by the student in or near his home town during the summer term by special arrangement and provided the distance is no greater than sixty miles from Indiana. Each of these plans is under the close supervision of store officials and of the College.

### ELECTIVES FOR BUSINESS STUDENTS

**Bus 241 Business Organization and Finance** **2 cr.**

The contents of this course are designed to give an overview of business management. Modern business organization, finance, personnel administration, production, and public relations are studied and

made meaningful as they fit into our industrial society. The organization and management of the corporation and other forms of business are covered.

**Bus 342 Consumer Economics** **3 cr.**

Problems of production, distribution, merchandising and buying are studied. Intelligent consumership is stressed throughout all aspects of the course. Importance is placed upon maximum satisfaction from goods and services consumed by the individual.

**Bus 354 Tax Accounting** (see previous outline) **3 cr.**

This course is available only to Accounting Majors in Business Education and can be elected in either the Junior or Senior year.

### GENERAL ELECTIVE

**Bus 371 Elective Typing and Duplicating** **1 cr.**

This course is available to all upper classmen except Business Education students.

## EDUCATION AND PSYCHOLOGY DEPARTMENT

STANLEY W. LORE, Chairman of Department

A. DALE ALLEN  
EDITH J. BECHDEL  
DON-CHEAN CHU  
DAVID S. GREEN  
JOHN J. HAYS  
DONALD A. HESS  
CHARLES D. LEACH  
WILLIAM J. LEVENTRY  
CHARLES W. LYNCH  
DONALD M. MacISAAC  
BLANCHE W. McCLUER  
JOYCE B. McCREARY

J. ROBERT MURRAY  
EDWIN R. PAGE  
JOHN W. REID  
PAUL A. RISHEBERGER  
HAROLD F. ROWE  
NORMAN W. SARGENT  
ROBERT H. SAYLOR  
EDWARD D. SHAFFER  
DOROTHY M. SNYDER  
GEORGE L. SPINELLI  
JAMES C. WILSON  
HAROLD J. YOUCIS

### PROFESSIONAL EDUCATION COURSES

(Required of all Students in Education)

#### Ed 301 Audio-Visual Education

3 cr.

A consideration of the needs for sensory techniques and materials is given with attention to the psychological processes involved. Through class and laboratory work the student will have an opportunity to become acquainted with materials and equipment and skilled in audio-visual techniques, within the teaching field. Activities will include actual production of materials for class use and participation in their use. Prerequisite: General Psychology.

#### Ed 302 History and Philosophy of American Education

3 cr.

This course is designed to promote a clearer understanding of modern educational practice through a study of historical changes in instructional processes and ideas underlying it. Through the emphasis placed upon the study of educational beliefs and points of view, the course seeks to foster critical thinking which will lead to better judgments about the role of the school in our social culture, the meaning of democracy, the teacher and his profession, and the objectives and methods of the school.

(Required of all Students in the Secondary and Elementary Curricula)

#### Psy 302 Educational Psychology

3 cr.

A course designed to promote a better understanding of the principles of psychology that govern human behavior, with particular emphasis on their relation to the learning process, the learning situation, and the learner himself. The significance of evaluation, individual variation, group dynamics, and child growth and development will be stressed throughout the course. Prerequisite: General Psychology.

**Ed 305 Evaluation Methods****2 cr.**

This course includes elementary statistics concerning graphs, sampling, frequency distribution, averages, measures of central tendency and dispersion, and the normal curve. Emphasis is placed on an understanding of the various evaluation instruments with much attention being given to standardized tests, how to select them wisely, and how to interpret and use the results. The course also includes the use and construction of tests made by the teacher, and the systems of reporting pupil growth and development.

**GENERAL ELECTIVES**

(These courses are open to all students.)

**Ed 362 Developmental Reading****3 cr.**

This course, planned especially for the teacher of secondary students, will assist the participating student to understand the developmental reading process. The study will include such areas as objectives, background knowledge and understandings of the reading process, an overview of the elementary program, the pre-adolescent and the adolescent and their needs in reading, finding and providing for instructional needs, and special problems. Specific helps, experiences, techniques, and materials will be considered.

It is suggested that the course be taken by secondary students just before the student teaching experience.

**Ed 251 Fundamentals of Guidance****2 cr.**

This course gives consideration to the function and implementation of guidance services. It presents an over-all-view of guidance in relation to individual problems of adjustment in home and school, on the job, and to civic and social relationships. Throughout the course the relation of the curriculum to guidance and of the teachers to the guidance worker is dominant. The knowledge, techniques, and opportunities for careers in guidance service are presented for consideration.

**Ed 454 Public School Administration****3 cr.**

The course is designed to acquaint the teacher with the administration and organization of the American public school. Attention is given to the cultural role of the schools. Treatment is given to decision-making in the operation of the schools and the total task of school operation with emphasis on what should be done. The functions and methods of all professional personnel in the operation and improvement of the schools will be considered.

**PSYCHOLOGY COURSES****(General Education Course)****Psy 201 General Psychology** 3 cr.

A study of the principles and applications of human behavior. Major goals sought are: the provision of better ability in making personal adjustments; the development of habits of critical thought; elimination of erroneous popular beliefs; the acquisition of scientific vocabulary and facts; and the development of interest in, and respect for, one's fellow men and the field of psychology.

**REQUIRED COURSE FOR STUDENT NURSES****Psy 203 Psychology in Nursing**

This is a basic course in psychology for student nurses. Emphasis is placed upon principles and generalizations that will aid the nurse to understand herself, her patients, and those with whom she will work. Attention is given to individuals of all age levels from the prenatal organism through the aged.

**PSYCHOLOGY ELECTIVES****(These courses are open to all students.)****Psy 202 Advanced General Psychology** 4 cr.

A course designed to extend one's knowledge of general psychology as a science. An extension of general psychology for science and liberal arts students who desire acquaintance with topics in perception, the senses, and human learning. Weekly demonstrations and laboratory exercises. Prerequisite: General Psychology.

**Psy 352 Mental Hygiene** 3 cr.

A course designed for aiding the development of strong, hygienic personalities; mental hygiene as related to the child, adolescent, and teacher in the home, classroom, and social situation; maladjustments and mental diseases with emphasis on prevention. Prerequisite: General Psychology.

**Psy 353 Child Psychology** 3 cr.

This course aims to study the developmental changes in intellectual, emotional, motor, and social behavior from early infancy to adolescence. Outstanding experimental, clinical and theoretical contributions that show the important practical relationships between self-understanding, understanding of others, and the process of helping children to discover themselves will be given special attention. Prerequisite: General Psychology.

**Psy 354 Developmental Psychology** 3 cr.

A comprehensive study of the principles of psychological development in the individual from conception to old age. Emphasis is on research methodology and experimental evidence pertaining to developmental principles. Prerequisite: Psy 201.

**Psy 355 Adolescent Psychology** 3 cr.

This course is a study of the adolescent, his growth and development, behavior, personality, and problems. All areas in his experience will be considered, the physical, mental, emotional, social, and spiritual. Attention will be given to attitudes, relationships, and all other facets of his living. Some attention will be given to the early development of the child, the pre-adolescent, the young adult, and the adolescent in other cultures. Study and discussions will include the exception as well as the normal individual. Prerequisite: General Psychology.

**Psy 362 Physiological Psychology** 3 cr.

This course will be an intensive study of the physiological bases of behavior, with respect to the receptor, adjustive and effector systems. Selected principles of psychophysics and neuroanatomy are emphasized. Only students with adequate backgrounds in chemistry, physics and biological science will be permitted to take this course. Prerequisites: Psy 201, 202.

**Psy 363 Perception** 3 cr.

A study of perceptive processes and their effects upon the individual and the ways he acquires and is affected by them. Sensory mechanisms and their thresholds as well as responses to complex stimuli. Prerequisites: Psy 201, 202.

**Psy 371 Personality** 3 cr.

The leading experimental and clinical findings on personality and motivation and the major theories (Freudian and non-Freudian) of personality. Prerequisites: Psy 201, and (202 or 352).

**Psy 372 Introduction to Psychological Measurement** 3 cr.

A survey of psychological measurement techniques, with emphasis on the theoretical assumptions underlying these techniques and discussion of the interpretation and limitations of the measuring instruments. The course includes a consideration of individual and group tests, objective and projective techniques, and self-rating scales. Prerequisite: Psy 201.

**Psy 310 Statistics in Psychology** 3 cr.

An introduction to both Descriptive and Interpretative Statistics as applied to behavioral science data. The following topics are covered: central tendency, variability, correlation, sampling theory, hypothesis-testing, simple analysis of variance, and experimental design. Prerequisite: Psy 201.

**Psy 311 Experimental Psychology** 3 cr.

A laboratory course on designing, conducting and evaluating experiments. Students carry out both original and clinical experiments in the major areas of psychology. Outstanding studies in each area are surveyed. Test validity and reliability are also examined. Two lecture periods plus one double-period laboratory session. Prerequisite: Psy 201.

**Psy 391 Psychology of Learning** 3 cr.

The description and analysis of theories of the learning processes. Discussion of experimental findings relating to the acquisition, maintenance, and control of behavioral changes in terms of these theories. Prerequisites: Psy 201, 202.

**Psy 451 Psychological Practicum** 3 cr.

Under the supervision of the Director of the Psychological Clinic selected students receive experience in the application of psychological technique. Prerequisite: Approval by Director of the Psychological Clinic.

**Psy 452 Social Psychology** 3 cr.

A study of the interaction of people, either in pairs or in groups. Examination of the effects of their respective personalities, motives, attitudes and cultural backgrounds upon each other. Also a study of leadership, role playing, group conformity and group effectiveness. Prerequisite: Psy 201.

**Psy 461 Abnormal Psychology** 3 cr.

The systematic study of the full range of psychological functioning from the basic and accepted normal to the most extreme aberrations. Etiology, dynamics, symptomatology, treatment, and prognosis of the psychoneuroses, psychoses, psychomatic disorders, character disorders, and disorders of intelligence constitute the major emphases of the course. Prerequisite: General Psychology.

**Psy 491 Senior Seminar in Psychology** 3 cr.

Open only to students with a specialization in psychology and senior standing. Discussion of the basic concepts in psychology, their evolution, and their current status. Exploration of current research and trends in the various areas of psychology.

## SPECIAL EDUCATION COURSES

Students in secondary and elementary curricula may become certified as teachers of the mentally retarded by taking the courses described below and fulfilling requirements for student teaching with the mentally retarded.

### Ed 220 Introduction to Exceptional Children 3 cr.

This introductory course gives students an opportunity to survey the characteristics, needs, problems, and behavior patterns of those children who deviate sufficiently from the "normal" to be considered exceptional. Consideration will be given to those who fall intellectually both above and below the average; to those who are handicapped visually, acoustically, orthopedically, medically, or in respect to speech patterns. Behavior disorders resulting from brain impairment will also be considered.

### Sp Ed 301 Reading and other Language Arts for the Mentally Retarded 3 cr.

This course deals with the preparation and execution of teaching units in reading, vocabulary development, spelling, handwriting, oral and written communication. The emphasis will be on what retarded children can reasonably be expected to do at elementary and secondary levels. Consideration will be given to the study and selection of children for special classes, to class management and to procedures designed to meet the unique needs of the mentally retarded.

### Mus Ed 310 Music for the Mentally Retarded 2 cr.

The concept of the function of music in the light of the mentally retarded child will be developed from the standpoint of functional use rather than critical evaluation of skill development. Materials will be surveyed, evaluated, and selected for use as well as specific techniques of presentation. Prerequisite: El 211 Music for Elementary Grades.

### Psy 320 Psychology of Mentally Retarded Children 3 cr.

This course will point up the importance of viewing the retarded child as a living, adjusting individual who responds to many kinds of situations and who is capable of far more than usually imagined. The importance of the way in which he adjusts, relevant to the nature and manifestation of his retardation, will be stressed. An attempt will be made to promote an understanding of all the factors that influence his development and adjustment. To do this it will be necessary to explore the forces that operate within and upon him and the dynamic way in which he attempts to resolve them. Prerequisite: Ed 220 Introduction to Exceptional Children.



**HPe 411 Health and Physical Education for the  
Mentally Retarded** 2 cr.

This course will provide an opportunity for the prospective teacher of the mentally retarded to gain a thorough understanding of a program of health, physical education and recreation as it applies to individuals with mental handicaps. Special attention will be given to the needs of children with physical handicaps or developmental problems which frequently accompany mental retardation. Prerequisite: Ed 220 Introduction to Exceptional Children.

**Ed 420 Teaching Mentally Retarded Children** 3 cr.

This course will consider the basic design, philosophy, and procedure developed for teaching mentally retarded children. Emphasis will be placed upon how to organize for teaching the mentally retarded child, how to guide the activities of the mentally retarded child, and how to teach the "fundamental processes" to the mentally retarded child. Prerequisite: Ed 220 Introduction to Exceptional Children.

**Art 330 Arts and Crafts for the Mentally Retarded** 3 cr.

The materials and processes of arts and crafts are studied for opportunities they offer in the training, therapy and education of students who are mentally retarded, crippled, or need special help for any reason.

**Ed 451 Special Class Methods for the Mentally Retarded** 2 cr.

The chief emphasis of this course will be upon practical and workable methods and materials which can be used effectively with slow-learning children. It is intended as a supplement to Ed 420 as well as to serve as a course in specific techniques which the classroom teacher will find to be valuable in actual classroom teaching of the mentally retarded. Prerequisite: Ed 220 Introduction to Exceptional Children.

**Ed 421 Student Teaching of the Mentally Retarded** 3-12 crs.

Students will be required both to observe and to participate in the teaching of mentally handicapped students. (Ordinarily this course will be offered in conjunction with Ed 451 for Summer School Students.)

**TEACHING OF THE SPEECH AND  
HEARING HANDICAPPED**

The curriculum in Teaching of the Speech and Hearing Handicapped is designed to provide the course background necessary for certification of itinerant public school speech and hearing therapists. Offered in an eight semester sequence, it provides required background in the psychology of exceptional children, with special empha-

sis on speech and hearing handicapped children; required basic courses in elementary teaching methods; and required and elective background and methodology in speech correction and audiology. Student teaching in a public school speech and hearing program is a requirement for certification.

Because of its comprehensive nature, the curriculum lends itself more readily to students preparing in the secondary division. Students who wish dual certification in elementary education and in teaching of the speech and hearing handicapped will need to take two extra summers of study.

Students not intending to obtain certification in this field but who wish to be better prepared to handle children with speech and hearing problems more capably in the classroom may, with the permission of the instructor, elect certain courses in this curriculum. Elementary students are strongly urged to elect Speech Development and Improvement.

## REQUIRED COURSES

(Group 1 — Basic courses in Speech Correction and Audiology)

**SpH 112 Speech Problems** **3 cr.**

This course introduces the student to the field of speech and hearing therapy. The major types of speech and hearing disorders are surveyed. Emphasis is placed on diagnostic and therapeutic considerations for retarded speech development and functional articulatory and voice disorders. Second semester, each year.

**SpH 211 Phonetics for Clinicians** **3 cr.**

This course provides background in English speech sound classification systems; translation and transcription using the International Phonetic Alphabet system; and clinical applications of phonetics, including phonetic analyses, speech sound discrimination tests, auditory memory span tests, diadochokinetic tests, and research findings in experimental, acoustic, and motor phonetics that apply to clinical problems. Projects will be stressed. First semester, each year.

**SpH 221 Hearing Problems** **3 cr.**

This course is essentially an introduction to audiology. It includes a brief history of audiology, anatomy of the aural mechanism, causes of hearing loss, speech and other behavioral effects of different types of hearing losses, pure tone and speech audiometric tests, public school audiometry, educational considerations for the hearing handicapped child, and hearing conservation programs. First semester, each year.

**SpH 311 Speech Reading and Auditory Training** 3 cr.

This course surveys current methods of speech reading and auditory training for the hearing handicapped person. Demonstrations and projects in clinical methods will be stressed. First semester, each year.

**SpH 322 Speech and Hearing Clinic I** 2 cr.

This course offers the student elementary practicum in clinical methods of diagnosis and therapy. Practice is given in the use of clinical instruments, lesson planning, case reports and histories, and treatment in both individual and group classes. Prerequisites: All required courses in Groups 1-2, except Speech Pathology. Each semester, each year.

**SpH 353 Speech and Hearing Clinic II** 2 cr.

This course provides advanced practicum with children presenting speech and hearing problems. The student is expected to assume greater responsibility and self-direction, even though he will be supervised. Prerequisite: Speech and Hearing Clinic I. Each semester, each year.

**SpH 354 Audiometry for Public School Nurses**

This course is designed to give public school nurses a foundation in audiometry which will enable them to understand better the techniques of audiometric testing and the nature of different types of hearing loss. Emphasis will be placed on the practical applications of audiology both in doing the tests and in understanding their results.

**SpH 351 Speech Pathology** 3 cr.

This course is designed to provide extensive background in speech disorders of organic nature. Voice pathologies, cleft palate, cerebral palsy, and aphasia will be studied in detail. Informational background, diagnostic tests, and therapy methods will be discussed and demonstrated. Second semester, each year.

(Group 2 — Courses in Psychology of Exceptional Children, with Special Emphasis on Speech and Hearing Handicapped Children)

**Ed 220 Introduction to Exceptional Children** 3 cr.

(See General Electives, Education and Psychology Department)

**SpH 321 Psychology of Speech and Hearing Handicapped Children** 3 cr.

This course provides study of causative influences on, and personality effects of, speech and hearing handicaps. Case studies, case history methods, and parental counseling techniques will be reviewed. Studies in the psychology of the speech and hearing handicapped, together with clinical applications and implications for school policies

affecting the welfare of these children, will be considered. The framework and limitations of speech and hearing therapy as psychotherapeutic influence will be stressed. First semester, each year.

(Group 3 — Basic Courses in Elementary Teaching Methods)

**El 222 Teaching of Reading** 3 cr.

(See Required Courses in Elementary Education, Elementary Education Department)

**El 313 Teaching of Arithmetic** 3 cr.

(See Required Courses in Elementary Education, Elementary Education Department)

(Group 4 — Professional Education Course Requirement for All Majors)

**SpH 411 Organization and Administration of a Speech and Hearing Program** 3 cr.

This course provides study of the problems in organizing and carrying out itinerant speech and hearing programs. It includes consideration of screening and other case finding methods, scheduling problems, case load, record keeping, public relations, relationships with school administration and staff, and parental counseling. Curriculum materials will be presented and evaluated. Classes and seminars will be conducted. Each semester, each year.

### ELECTIVE COURSES

**SpH 251 Anatomy and Physiology of the Speech and Hearing Mechanism** 3 cr.

This course will consider the muscular, skeletal, and neural contributions to respiration, phonation, resonance, articulation, and audition. Elementary neurological concepts will be studied. Second semester, each year.

**SpH 252 Speech Development and Improvement** 3 cr.

This course, designed for majors and elementary students, includes the study of normal speech development, types of speech and hearing disorders common to the classroom, and procedures for classroom speech improvement. Each semester, each year.

**SpH 352 Stuttering** 3 cr.

Prevalent theories of stuttering and methods of therapy will be studied. Extensive consideration will be given to stuttering diagnosis, direct and indirect therapeutic approaches for young stutterers, and symptomatic therapy for adolescent and adult stutterers. Demonstrations and observations of stuttering therapy will be provided.

**SpH 253 Articulation Disorders** 3 cr.

This course considers the nature of articulatory development, recognized etiologies of articulatory disorders, and principles and methods of diagnosis and therapy. Demonstrations and observations of articulation therapy will be provided. Prerequisites: Speech Problems, Phonetics for Clinicians. Second semester, each year.

**SpH 353 Speech and Hearing Clinic II** 3 cr.

This course provides advance practicum with children presenting more severe speech and hearing problems. The student is expected to assume greater responsibility and self-direction, even though he will be supervised. Prerequisites: Speech and Hearing Clinic I, Speech Pathology, and Stuttering.

**SpH 421 Speech and Hearing Clinic III** 2 cr.

This course provides further advanced practicum with children presenting more severe speech and hearing problems. Prerequisites: Speech and Hearing Clinic II, Articulation Disorders, Speech Pathology, Stuttering. Each semester, each year.

**Psy 215 Child Development** 3 cr.

(See Required Courses in Elementary Education, Elementary Education Department)

**Psy 352 Mental Hygiene** 3 cr.

(See Psychology Electives, Education and Psychology Department)

## ELEMENTARY EDUCATION DEPARTMENT

P. D. LOTT, *Chairman of Department*

LOIS V. ANDERSON  
WILLIAM C. DAVIES  
RALPH M. GLOTT  
ROBERT C. HAWKINS

ANNA K. O'TOOLE  
JOANN E. WALTHOUR  
MAY E. KOHLHEPP  
EDWARD R. MOTT

### REQUIRED COURSES IN ELEMENTARY EDUCATION

#### El 211 Music for the Elementary Grades 2 cr.

The content of this required course for all Elementary Students includes the following: review of music fundamentals, keyboard knowledge, the teacher's voice, care and development of the child voice, problems of the non-singer, rhythmic activities, listening activities, creative activities, rote to note process, special days, and lesson planning. To get practical application of class activities, students will be assigned observations in the Laboratory School. Emphasis is placed on the primary grades.

#### El 212 Teaching of Music in the Elementary Grades 3 cr.

A continuation of skills and understandings as developed in El 211 is treated with emphasis on methods and materials for the upper grades. Additional opportunities for growth in music reading and part singing are provided. Lessons are developed in correlation of music with other areas. Type lessons are taught by students and constructively evaluated by the instructor and the class. Prerequisite: El 211.

#### El 213 Art for Elementary Grades 2 cr.

The creative growth and development of children are studied. Students are given experiences in the basic art materials and media, as well as opportunity to plan art motivations for children.

#### El 214 Teaching Art in Elementary Grades 3 cr.

This course provides the student with a wide variety of two and three dimensional art experiences with the emphasis on a developmental sequence from simple to more complex variations of a craft. Emphasis is placed on the creative challenges of the art experience.

#### Psy 215 Child Development 3 cr.

This course is designed to enable the teacher to understand and help children. A survey of human development from conception through early adolescence is made in terms of basic scientific data. Developmental growth and behavior are studied and their implications for home, school, and community are considered.

**EI 221 Children's Literature** 3 cr.

In this course the students acquire a wide acquaintance with children's literature, old and new. Poetry selections, annotated stories, and bibliographies will be assembled. Ways and means to develop, stimulate, and guide children's reading of literature are presented. Principles and techniques of successful story-telling are studied and practiced.

**EI 222 Teaching of Reading** 3 cr.

This course is given before the first student teaching experience. Emphasis is placed upon methods and materials used in the developmental reading program. Its objective is to provide the student with a general background of knowledge and techniques for teaching children in the elementary school to read. Students are introduced to the experience, textbook, and individualized reading approaches to the teaching of reading.

**EI 312 Teaching of Elementary Science** 3 cr.

Based on the previous work in science, this course takes up the planning and presentation of material suitable to the elementary field. Students are required to perform demonstrations and take part in science activities which illustrate facts or principles taught in the elementary science program. Considerable attention is given to the literature of the elementary science program as well as other aids such as community resources and simple equipment that can be secured for experimentation and other activities.

**EI 313 Teaching of Math in the Elementary School** 3 cr.

In this course emphasis will be given to the place of arithmetic in the elementary school and to the recent changes in curriculum and method; to techniques for developing concepts and processes; to recent research in the field of arithmetic; and to books and material helpful to prospective teachers. Observation of master teachers at work will be planned. Prerequisite: Math 101.

**EI 314 Teaching of Health and Physical Education** 2 cr.

This course includes games, stunts, rhythms, relays, tumbling, dances, and skills suitable for the elementary school child. The teaching of health in the elementary school is emphasized. Methods, materials and lesson planning are a part of the course.

**EI 411 Teaching of Social Studies and Geography** 3 cr.

This course gives an overview of social studies in the elementary school. It includes study of objectives, trends, areas of content, patterns and principles of organization. The Pennsylvania Course of Study for this area is studied. Emphasis is placed on unification of

subject matter and on implication of research in child development for content and methods. Students will have experience in preparing an individual resource unit and in planning, participating in, and evaluating social studies in class. A variety of learning experiences and materials will be used and evaluated.

### **El 413 Teaching Language Arts**

**3 cr.**

This course is designed to give the elementary student a knowledge of the latest techniques, methods, and materials in the language arts area. Research and trends are studied. The fields of handwriting, spelling, oral and written communication, and vocabulary development are included.

### **Ed 422 Professional Practicum Including School Law**

**2 cr.**

The professional practicum in elementary education includes a series of conferences and related activities planned to prepare students for experiences which they will meet in teaching. It parallels the student teaching experience in the junior and senior years. Conferences are held with members of the elementary department, supervising teachers of Keith School, off-campus supervising teachers and principals of schools in student teaching centers. Through these planned experiences, students are expected to be able: to know and understand Pennsylvania laws governing education; to discuss adequately problems related to teaching; and to know and use materials of instruction and professional reference reading. A file of materials, required of each elementary student, is used during each student teaching experience and is checked during the senior year.

## **ELECTIVE COURSES IN ELEMENTARY EDUCATION**

### **El 351 Creative Activities in the Elementary School**

**3 cr.**

This course is planned to provide the student with a wide range of creative experiences in the fields of art, crafts, music, rhythmic, dramatics and games in the elementary school. Stress is placed upon the need to help children in developing their capacities for creative expression in these areas.

### **El 352 Diagnostic and Remedial Reading**

**3 cr.**

This course is planned for in-service teachers and students who have done their student teaching. It deals with methods and materials which help children who are retarded in reading ability. Attention is given to recent findings in the areas of reading readiness, word recognition including phonics, comprehension, evaluation, and textbook selection.



**EI 353 Pre School Education**

3 cr.

Students in this course will be mainly concerned with the five-year-old in kindergarten. Principles and practices of this age group will be studied. Special attention will be given to observations, the kindergarten program and its curriculum, materials, and methods of instruction.

**Ed 356 Guidance in Elementary Schools**

3 cr.

This course is designed to give the student an initial understanding of the guidance of young children. Study and discussion center around the child himself — his characteristics, needs, problems, motives, and relations with others — and around the techniques and procedures for identifying, studying, and giving help to children in respect to these facets of personality.

**EI 451 Teaching of Reading in the Primary Grades**

This course is concerned with the teaching of developmental reading, consistent with child growth, in the primary grades.

Methods and techniques for readiness, word perception, comprehension, work-study skills, independent reading in both group and individualized approaches will be studied.

Consideration will be given to the nature of reading, significant research in the field, the curriculum, selection of materials and the use of formal and informal tests.

**EI 452 Social Studies in the Primary Grades**

With EI 411, Teaching of Social Studies, as a prerequisite, this course will include a more detailed examination of content, objectives, and resource materials for social studies in kindergarten through third grade. Research problems will be examined and representative units developed.

**SpH 252 Speech Development and Improvement**

3 cr.

(See Education Psychology Section.)

## ENGLISH DEPARTMENT

JAMES R. GREEN, Chairman of Department

MARGARET L. BECK  
 WILLIAM W. BETTS, JR.  
 LORRIE J. BRIGHT  
 MORRISON BROWN  
 FAIRY H. CLUTTER  
 HARRY E. CRAIG  
 CLARENCE J. DENNE  
 ROBERT W. ENSLEY  
 NORMAN J. FEDDER  
 JULIAN B. FICKLEN  
 WILLIAM M. FORCE  
 SAMUEL F. FURGUELE  
 HARRY W. HALDEMAN  
 WAYNE C. HAYWARD  
 RAYMONA E. HULL

LAWRENCE A. IANNI  
 ANN S. JONES  
 DOROTHY F. LUCKER  
 MAURICE L. RIDER  
 GERTRUDE RITZERT  
 GEORGE K. SEACRIST  
 FRED SEINFELT  
 CATHERINE P. SHAFER  
 HELENA M. SMITH  
 GERALD STERN  
 MARGARET O. STEWART  
 WILLIAM STUBBS  
 CRAIG G. SWAUGER  
 RAYMOND THOMAS  
 JOHN G. WATTA

KATHRYN WELDY

### GENERAL EDUCATION COURSES

(Required of all students)

**Eng 101 English I** 5 cr.

This course is designed to develop skills in the major uses of language through studies in literature, general semantics, the structure of English, and a review of the mechanics of written and oral composition. The student is trained to read and listen perceptively and critically, and to write and speak effectively — especially in those areas which relate to his own observation and personal experience.

**Eng 102 English II** 5 cr.

This course continues to refine and intensify those skills developed in Communication I, provides additional study and practice in editorial, critical and argumentative exposition, and gives instruction and practice in library research and the writing of the research paper. Prerequisite: Communication I.

**Eng 301 Introduction to Literature** 2 cr.

This course should be taken during the junior year. An exploration is made of the various forms of literature, reading for the perception of levels of meaning in works of enduring literary value. Through lecture, discussion and student writing, analysis is made of the relation of structure and form to the content of the works studied.

### REQUIRED AND ELECTIVE COURSES IN ENGLISH

**Eng 211 World Literature** 3 cr.

A course for English majors that replaces Eng 301 Introduction to Literature. The masterpieces studied range from those of ancient Greece to 19th century Europe. English literature and American literature are excluded. Not open to non-English majors.

**Eng 212 American Literature to 1865** 3 cr.

This course provides a study of major American writers from colonial times to the Civil War.

**Eng 213 Pre-Renaissance** 3 cr.

Beowulf, Chaucer's *Canterbury Tales*, the Middle English lyric, the popular ballad, and the Arthurian romance are studied in this course.

**Eng 214 Shakespeare** 3 cr.

Shakespeare's development as a poetic dramatist is studied against the background of the Elizabethan stage; the audience, textual problems, language, imagery, and philosophy are examined. A few plays are read in detail and others are assigned for rapid reading. Phonograph recordings of complete plays, and of scenes and speeches by professional actors are used.

**Eng 215 Eighteenth Century Literature** 3 cr.

This course emphasizes the major works of leading English Augustan writers of the Eighteenth Century as seen against the political and social backgrounds of the period.

**Eng 216 The Romantic Movement** 3 cr.

Basic tenets of Romantic philosophy are examined as they are expressed in the major writings of the period from 1780-1832 — poetry, the essay, and fiction. Special attention is given to the aesthetic creed of the Romantic poets and to the means of interpreting and evaluating their poems.

**Eng 217 Victorian Literature** 3 cr.

Essays, novels, and poetry of the second half of the nineteenth century are read with special consideration of the criticism they offer of political, economics, social, and religious practices and creeds of Victorian England.

**Eng 218 The Age of Spenser** 3 cr.

This course surveys the non-dramatic literature of the English Renaissance, with particular emphasis on the poetry of Spenser. Some attention will be paid to both Elizabethan critical theory and classical and continental backgrounds.

**Eng 219 The Age of Milton** 3 cr.

This course includes reading of the metaphysical poets and cavalier poets with concentration on the major poems of John Milton. Some attention is given to the religious and political conflicts of the time as they are reflected in both prose and poetry.

**Eng 221 Journalistic Writing** 3 cr.

This course places special emphasis upon the writing of the news story, the column, the feature, and the editorial. Some attention is given to college and school publications and to make-up and editorial policy. May be substituted for Eng 222.

**Eng 222 Advanced Composition** 3 cr.

This course primarily seeks to improve writing style, particularly in the more utilitarian forms such as the magazine article and the personal essay. Opportunity is offered also for developing creative ability in the more imaginative types such as the short story, the one-act play, and poetry. The student is expected to develop artistic sensitivity in handling and judging language and literary forms.

**Eng 223 Creative Writing** 3 cr.

This is a seminar course in which the kinds of writing done are chosen in line with the special interests and abilities of each student after consultation with the instructor. Prerequisite for admission to this course is demonstrated ability and interest in creative writing. May be substituted for Eng 222.

**Eng 224 The Metaphysical Poets** 3 cr.

The primary objective of this course is to promote a critical understanding of the work of the Metaphysical Poets from Donne to Marvell. Some attention will also be paid to the cultural milieu which gave rise to the genre; i.e., poetic archetypes and the rise of British empiricism.

**Eng 231 The Dramatic Arts** 3 cr.

This course will deal with the basic problems that confront a director of plays in high school. The course will study the principles of play selection, rehearsal procedures, scenic demands, and all other aspects pertinent to a successful production.

**Eng 232 Oral Reading** 3 cr.

Study and practice is given in the fundamentals of oral reading, beginning with the nature and function of the speech mechanism, speech production, and pronunciation with some attention to phonetics. Practice is given in the techniques of effective oral reading.

**Eng 241 The English Novel** 3 cr.

Representative novels are read to trace the rise and development of the English novel from its beginnings to the present day.

**Eng 242 The American Novel** 3 cr.

Novels, ranging from Hawthorne to contemporary pieces of fiction, are read to trace the rise and development of the American novel.

Eng 243 Contemporary Short Fiction 3 cr.

In this course attention is given to the form, the structure, and the art of the modern short story, British, American, and Continental.

Eng 244 Poetry and Its Forms 3 cr.

This course offers a study in the appreciation of poetry, with special attention to the technique of the poet and the structure of poetry.

Eng 245 Modern Drama 3 cr.

The reading of plays will start with Ibsen and other Scandinavian dramatists, followed by plays by outstanding Continental, British, and American playwrights such as Becque, Chekhov, Pirandello, Wilde, Shaw, O'Casey, O'Neill, Williams, and Miller.

Eng 246 Modern American Literature 3 cr.

This course provides a study of major American writers from the Civil War to the present.

Eng 251 The History of the English Language 3 cr.

The historical development of the English language is studied as a basis for a better understanding of modern American English. An examination is made of changes in sound, vocabulary enrichment from various sources, and changes in syntax and usage. The course is open to students from all departments and curricula, but is especially recommended to elementary majors and English majors.

Eng 351 English Drama to 1600 3 cr.

This course traces the development of English drama from 900 to 1600, but does not include the early plays of Shakespeare.

Eng 352 English Drama, 1600 to 1642 3 cr.

The English Drama, exclusive of Shakespeare, from the height of the Elizabethan period to the closing of the theaters.

Eng 353 Restoration Drama 3 cr.

The history of the drama between 1660 and 1710 is presented through the study of the major plays of the period. The influence of the audience on the playwright's style and actor's technique is demonstrated.

Eng 354 The History of the Theatre 3 cr.

A study of the nature of dramatic performance from the Greeks to the present day.

Eng 355 The European Novel 3 cr.

A study in comparative literature which examines the concurrent development of closely aligned themes in representative novels of

England, France, Russia, and Germany. The influence of the eighteenth century "initiation into life" novel is shown as an important factor in both the early romantic idealism of the Byron era and the later novels of realism and naturalism.

**Eng 356 The English Essay** 3 cr.

The major essayists are seen both as members of and influences on the society of their time. Emphasis is given to a study of the individual styles of the writers by employing a close textual analysis.

**Eng 357 Modern British Literature** 3 cr.

A survey of selected works of major twentieth century British authors including Forster, Conrad, Lawrence, Joyce, Woolf, Huxley, Yeats, Eliot, and Shaw.

**Eng 358 Criticism of Contemporary Writing** 3 cr.

This course considers recent trends in literary criticism by examining statements of critical principles in the writings of influential twentieth century critics and by applying these standards of evaluation to current literary productions. Not open to freshmen and sophomores.

**Eng 359 Seminar in English Studies** 3 cr.

This course provides an opportunity for the advanced English major to pursue at some length a subject of special interest to him. Independent research will provide the substance for seminar discussions.

**Eng 363 The Structure of English** 3 cr.

Training is given in the analysis of modern English by the methods and materials of structural linguistics. An elementary study of phonology is used as the basis for describing the patterns of the statement, substitution within patterns, the word classes, inflection, and structure words, as well as varieties of modern American English usage. This course is a prerequisite to Ed 451, Teaching English and Speech in the Secondary School.

**Ed 451 Teaching of English in the Secondary Schools** 3 cr.

This course introduces the student to the current professional practices in the teaching of English in high school. Background for competence in teaching is provided through (1) study of professional literature, (2) individual reports, (3) writing of unit plans and lesson plans, (4) observing teaching in high school classes, (5) participating in class demonstrations, and (6) building a professional file of instructional materials. Eng 363 is a prerequisite to this course, and this course is in turn a prerequisite to student teaching in English.

## REQUIRED AND ELECTIVE COURSES IN SPEECH AND THEATER

Eng 172 Radio I 3 cr.

This course combining lecture and workshop deals with radio as a resource for the classroom teacher; utilizes live programs, transcriptions and recordings; presents problems of equipment, use, maintenance, and operation of the school radio workshop.

Eng 214 Shakespeare 3 cr.

Eng 231 Dramatic Arts 3 cr.

Eng 232 Oral Reading 3 cr.

Eng 238 The Nature of Drama 3 cr.

A study of selected plays of various styles and periods to gain greater understanding and appreciation of the art of drama.

Eng 245 Modern Drama 3 cr.

Eng 272 Radio II 3 cr.

This course offers additional practice in radio production, in attaining skill in microphone techniques, and in preparing scripts for routine and special occasions. Prerequisite: Radio I.

Eng 351 English Drama to 1600 3 cr.

Eng 352 English Drama, 1600-1642 3 cr.

Eng 353 Restoration Drama 3 cr.

Eng 354 The History of the Theatre 3 cr.

Eng 371 Directing and Play Production 3 cr.

This course affords each student the opportunity to select, cast, rehearse, and produce a one-act play. Included are suggestions on how to improvise for meeting the demands of small stages.

Eng 372 Phonetics and Voice 3 cr.

This course includes an analysis of speech sounds used in English so that students may develop auditory acuity and correct reproduction of sounds; transcription of spoken material using the I. P. A. system; study of structure and function of speech organs; voice improvement.

Eng 375 Television in Education I 3 cr.

This course stresses television as a medium of instruction both from the viewpoint of the classroom teacher and the producer-teacher. Through workshop experience on campus and at WQED, students learn to plan, to write, and to produce telecasts of an educational nature.

**Eng 376 Television in Education II** 3 cr.

This course offers additional experience in producing and appearing in educational programs. The facilities of both WFBG, Altoona, and WQED, Pittsburgh, are used.

**Eng 377 Creative Dramatics and Story Telling** 3 cr.

This course, through workshop experience, stresses creative dramatics as a way of teaching for adults, a way of learning for children in both the elementary and secondary schools. It emphasizes the student planning, acting, and evaluating techniques as they apply to unscripted, spontaneous dramatic expression. As a preliminary to creative dramatics, students learn various techniques in story telling.

**Eng 378 Costume and Make-up** 3 cr.

This course deals with the practical application of straight and character make-up. Emphasis on costuming to show how mood and illusion can be created through proper selection of style, color, and texture of materials.

**Eng 379 Stagecraft** 3 cr.

Theories and techniques of designing, building, and painting, of stage settings; organization and operation of production crews.

**Eng 381 Fundamentals of Acting** 3 cr.

This course gives attention to theory and practice in the techniques of acting. It introduces styles of acting as related to dramatic forms, with emphasis on stage movement and voice projection.

**Eng 391 Group Discussion** 3 cr.

The nature of discussion and its role in democratic society. Theories related to participation, leadership, and group behavior. Topics for class discussion will center upon current problems.

**Eng 392 Occasional Speech** 3 cr.

Various formats for the preparation and presentation of the many kinds of speech experiences are studied and practiced in this course.

**Eng 393 Applications of General Semantics to Speech** 3 cr.

The principles of general semantics will be presented with special emphasis on the application to the field of speech.

**Eng 394 Advanced Acting** 3 cr.

Students learn how to perform roles through doing scenes from plays. Stress is placed on expressiveness of both the voice and the body.



**Eng 395 Playwriting** 3 cr.

Theory and practice of playwriting; the reading of selected plays and texts; the writing of various types of scenes and a one-act play.

**Eng 396 Television Script Writing** 3 cr.

This course stresses the writing techniques involved in commercials, documentaries, demonstrations, interviews, panel discussions and television plays of various kinds. Emphasis is also placed on the limitations of the medium and the terms and symbols used in television scripting.

**Eng 397 Scenic Design and Lighting** 3 cr.

An analysis of composition and tone relations in designing the settings for plays, and the practical application of the problems that arise. In lighting the student is acquainted with the principles of stage lighting, instruments and materials employed, and the methods of control.

**Eng 469 Oral Interpretation** 3 cr.

This course emphasizes the understanding and appreciation of literature through developing skill in reading aloud. Special attention is given to selecting, adapting, and preparing material for presentation in high school classes.

**Eng 472 Public Speaking** 3 cr.

Fundamental principles of public speaking, audience analysis, interest and attention, selection and organization of speech material, and delivery are taught in this course. Practice in preparation and delivery of extemporaneous speeches will be provided for.

## THE DRAMA WORKSHOP

By arrangement with the director of the summer theater program, a student from any curriculum of the college may earn three semester hours of credit in the pre-session and six semester hours of credit in the main summer session for any of the following courses:

**Eng 231 The Dramatic Arts** 3 cr.**Eng 371 Play Production** 3 cr.**Eng 379 Stagecraft and Scenic Design** 3 cr.**Eng 378 Costume and Make-up** 3 cr.

## FOREIGN LANGUAGES DEPARTMENT

EDWARD W. BIEGLER, Chairman of Department

MARGARET BIEGLER  
WILLIAM F. BISHOPP, JR.  
KENNETH W. BRODE  
SHOW CHIH RAI CHU  
EDITH M. CORD  
LEONARD B. DeFABO  
GENE K. ESCHELSON  
CHARLES W. FAUST

WERNER J. FRIES  
ELSA M. GOMEZ  
CARMEN ISAR  
HERBERT E. ISAR  
FRANK E. LANDIS  
IVO OMRCANIN  
FRANCES R. SARACENO  
ANDREE-MARIE SRABIAN

### Required Courses in the General Education Program

Fr 101-102 French I and II	3 cr. each
Ger 101-102 German I and II	3 cr. each
Lat 101-102 Latin I and II	3 cr. each
Rus 101-102 Russian I and II	3 cr. each
Sp 101-102 Spanish I and II	3 cr. each
Chi 101-102 Chinese I and II	3 cr. each

This elementary sequence is designed primarily for the general student who will complete a two-semester sequence only. Its basic objective is maximum reading ability; further but secondary objectives are accuracy of pronunciation, some ability to understand the spoken word and in self-expression, and an introduction to the motives and currents of the background cultures. These courses may not be taken for credit by those who have completed a two-year sequence in high school.

Fr 201-202 French III and IV	3 cr. each
Ger 201-202 German III and IV	3 cr. each
Lat 201-202 Latin III and IV	3 cr. each
Rus 201-202 Russian III and IV	3 cr. each
Sp 201-202 Spanish III and IV	3 cr. each

This sequence should be taken in satisfaction of the foreign language requirement by those students who have had two years of the language in high school, and who elect to continue with the same language. Its objectives are those of 101-102 on a higher level.

### Courses Required in French, German, Russian, or Spanish

Fr 151-152 French I and II	3 cr. each
Ger 151-152 German I and II	3 cr. each
Rus 151-152 Russian I and II	3 cr. each
Sp 151-152 Spanish I and II	3 cr. each

This sequence is designed for those who will continue their study through several semesters. Strong emphasis is given to development of oral skills. The student should elect 051-052, Oral Practice I and II, to be taken concurrently.

Fr 051-052 Oral Practice I and II	2 cr. each
Ger 051-052 Oral Practice I and II	2 cr. each
Rus 051-052 Oral Practice I and II	2 cr. each
Sp 051-052 Oral Practice I and II	2 cr. each

This laboratory sequence introduces the phonetic structure of the language, and encourages automatic response to recurring basic phrase units through constant oral drill. Majors must take this sequence concurrently with 151-152.

Fr 251-252 French III and IV	3 cr. each
Ger 251-252 German III and IV	3 cr. each
Rus 251-252 Russian III and IV	3 cr. each
Sp 251-252 Spanish III and IV	3 cr. each

This intermediate sequence for majors and minors aims toward further development of the basic skills. On completion of 251-252 and 053-054, the student should be able to read standard modern French, German, Russian, or Spanish with little difficulty, understand what is said to him, and express himself in familiar situations.

Fr 053-054 Oral Practice III and IV	2 cr. each
Ger 053-054 Oral Practice III and IV	2 cr. each
Rus 053-054 Oral Practice III and IV	2 cr. each
Sp 053-054 Oral Practice III and IV	2 cr. each

This advanced laboratory sequence is a continuation of 051-052, and carries oral skills to a higher level. It should be taken concurrently with sequence 251-252.

Fr 351-352 Advanced French Language	3 cr. each
Ger 351-352 Advanced German Language	3 cr. each
Rus 351-352 Advanced Russian Language	3 cr. each
Sp 351-352 Advanced Spanish Language	3 cr. each

This sequence reviews and supplements the grammar of earlier courses, and aims toward a systematic analysis of the structure of the language. Some attention is given to the historical background of the language, particularly those phases which lie beyond apparent irregularities and anomalies. Frequent original themes are required in the second semester.

Fr 361-362 Development of French Culture and Literature I and II	3 cr. each
Ger 361-362 Development of German Culture and Literature I and II	3 cr. each
Rus 361-362 Development of Russian Culture and Literature I and II	3 cr. each
Sp 361-362 Development of Hispanic Culture and Literature I and II	3 cr. each

This course sequence examines the historical and cultural aspects of the countries involved, reviews their characteristic contributions over the centuries, and analyzes the relationship of each literary school to the moment which produced it.

**Ed 451 Teaching of Foreign Languages in the Secondary School 3 cr.**

The objective of this course is to prepare teachers of modern foreign languages for the modern high school. It considers methods and materials of instruction, current theories and techniques, and requires preparation and presentation of illustrative units.

**Elective Courses in French**

**Fr 055 Advanced Oral Practice I 1 cr.**

**Fr 056 Advanced Oral Practice II 1 cr.**

These are relatively informal conversation courses which the student may elect after completion of the required oral practice sequences. They meet two periods per week.

**Fr 291 Special Projects I 1-3 cr.**

**Fr 391 Special Projects II 1-3 cr.**

These courses are planned to satisfy the special needs of an individual or a group as they may arise.

**Fr 365 Seventeenth Century French Literature 3 cr.**

**Fr 366 Eighteenth Century French Literature 3 cr.**

**Fr 367 Nineteenth Century French Literature 3 cr.**

**Fr 368 Twentieth Century French Literature 3 cr.**

These courses are designed to present general surveys of the literature of their respective periods, with due consideration of the social factors and events behind them.

**Fr 371 The French Novel 3 cr.**

This course constitutes a coherent survey of the origin and development of the French novel. A selected list of works representative of the major modes are read in their entirety.

**Fr 372 Studies in Contemporary French Literature 3 cr.**

The content of this course will vary in accordance with the needs and interests of those who will elect it.

**Elective Courses in German**

**Ger 291 Special Projects I 1-3 cr.**

**Ger 391 Special Projects II 1-3 cr.**

These courses are planned to satisfy the special needs of an individual or a group as they may arise.

### Elective Courses in Russian

Rus 291 Special Projects I	1-3 cr.
Rus 391 Special Projects II	1-3 cr.

These courses are planned to satisfy the special needs of an individual or a group as they may arise.

NOTE: Further courses will be offered in German and Russian as the respective programs develop.

### Elective Courses in Spanish

Sp 055 Advanced Oral Practice I	1 cr.
Sp 056 Advanced Oral Practice II	1 cr.

These courses parallel Fr 055 and 056, q. v.

Sp 291 Special Projects I	1-3 cr.
Sp 391 Special Projects II	1-3 cr.

These courses parallel Fr 291 and 391, q. v.

Sp 365 Spanish Literature Before 1650	3 cr.
Sp 367 Nineteenth Century Spanish Literature	3 cr.
Sp 368 Twentieth Century Spanish Literature	3 cr.

These courses are designed to present general surveys of the literature of their respective periods, with due consideration of the social factors and events behind them.

Sp 370 Golden Age Drama	3 cr.
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This course traces the development of Spanish theater and examines its flowering in the Baroque period.

Sp 371 The Spanish Novel	3 cr.
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These courses are planned to satisfy the special needs of an individual or a group as they may arise.

Sp 376 Spanish-American Literature	3 cr.
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Following a consideration of the salient tendencies of Spanish-American literature, this course may take the form of a comprehensive survey, or it may concentrate its attention upon the recent novel of social thesis.

Sp 390 Spanish in the Elementary School	3 cr.
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In this course the prospective teacher of Spanish on the elementary level is introduced to materials suitable for grades 1-6. Much time is devoted in the language laboratory to the preparation of games, songs, poems, and story telling. Prerequisites: Sp 251-252 (III and IV).

## GEOGRAPHY DEPARTMENT

THOMAS G. GAULT, Chairman of Department

MAMIE L. ANDERZHON  
DONALD J. BALLAS  
JAMES E. McCONNELL  
VINCENT P. MILLER  
JAMES E. PAYNE

PAUL A. PRINCE  
ROBERT N. THOMAS  
CHARLES E. WEBER  
DAVID C. WINSLOW  
MAURICE M. ZACUR

### GEOGRAPHY-EARTH SCIENCE COURSES

**Geog 151 Earth and Space Science** 3 cr.

(This course may not be taken by majors or minors.)

Spatial relationships in the universe, origin of the earth, structure and composition of land masses, the nature of oceans, the face of the land and water surfaces, the activities of the atmosphere are given special attention. This survey course is designed to give the non-major or non-minor an introduction to the physical environment wherein he lives.

**Geog 153 Physical Geography** 3 cr.

(May be taken in lieu of Geog 101)

Physical Geography describes and depicts the major physical elements of geography by interpreting their distribution over the earth so that the student will come to have an understanding of the nature and origin of the larger geographic patterns and their areal associations. It will present useful earth science data, principles, and techniques which will enable the student to understand advanced and highly specialized instruction in map reading, terrain analysis, navigation, and meteorology. Appreciation and application are developed in the laboratory.

**Geog 241 Climatology** 3 cr.

The primary objective of this course is the understanding of the elements of weather and climate. The climatic regions of the earth, their limitations and advantages are studied with reference to what they offer man's occupancy. This course is a valuable aid to students of World Problems. Understanding and application are underscored in the laboratory.

**Geog 249 Meteorology I** 4 cr.

Introduction to meteorological science. Composition and structure of the atmosphere. Radiation principles. Elementary thermodynamics and heat balance. Cloud physics. The meridional, zonal and tertiary circulations. Air masses, fronts and storm structures. Common instruments in use. Elementary weather map reading and forecasting techniques. Lectures, readings and laboratory.

**Geog 347 Meteorology II** 4 cr.

An introduction to physical, dynamical and theoretical meteorology. Hydrodynamic equations of motion. Circulation and vorticity. Atmospheric turbulence. Energy transformations in the atmosphere. Examination of circulation theories. Fluid dynamics. Lectures, readings and a term paper.

**Geog 246 Physiography I** 4 cr.

A detailed study is made of the physical geographic phenomena of the earth, sun, moon, relationship and of the creation, structure and distribution of land-forms such as mountains, river systems, glaciers, plateaus. It provides the student with an understanding of the natural base on which the role of human activity is performed. Understanding and appreciation are increased through field trips and laboratory experimentation.

**Geog 248 Composition and Structure of Earth's Crust** 4 cr.

This course treats the nature and properties of the materials composing the earth, the distribution of these materials over the earth's face, the processes by which they are formed, altered, transported, and distorted. It also considers the nature and development of the landscape and its economic use. Laboratory experiments make learning more meaningful.

**Geog 351 Introduction to Oceanography** 3 cr.

An introduction to the physical, chemical, geological and biological nature of the ocean. Topography, submarine geology and bottom deposits. Water masses and their circulation. Common instruments in use. Dynamical aspects of waves, tides, and currents. Elementary discussion of the principles of oceanic mechanics, dynamics and thermodynamics. Economic problems of the sea. Lectures, readings, term paper and laboratory.

**Geog 464 Field Techniques in Earth and Space Science** 3 cr.

Field techniques will acquaint the student with the tools of Earth and Space Science. It will provide first-hand experiences in the field with geology, meteorology, hydrology, soil, conservation, and astronomy. (Prerequisite — 12 s.h. in Earth Science.)

**Geog 452 Conservation-Resource Use** 3 cr.

A comprehensive survey of conservation in natural and human resources. It stresses regional understandings; accomplished through inventory, planning and utilization evaluation. Field work, workshop activities, projects, and use of resource specialists are an integral part of the course.

**Geog 255 Cartography** 3 cr.

A course designed primarily to enable the student of geography to attain proficiency in the use and interpretation of maps, globes, cartograms, and geographic diagrams. The history of maps; the development of signs, symbols, map scales; the construction of projections, graphs, and diagrams; the application of each of these to the teaching of geography are stressed.

**GEOGRAPHY COURSES****Geog 101 World Geography** 3 cr.

(Geog 101 and Geog 153 are prerequisite to all other geography courses.)

The purpose of this course is to develop a knowledge and appreciation of patterns of the natural environment throughout the world, with special emphasis on man's adjustment to these environments. Understanding and appreciation of man's interrelationship with the earth are accomplished through the study of the physical, cultural, economic, and demographic factors.

**Geog 112 Geography of the United States and Pennsylvania** 3 cr.

A comprehensive treatment of the adjustments of the people of Pennsylvania and the United States to the physical factors — structure, relief, climate, soils, and natural resources — which influence their way of life is the major objective. The interrelationships between the United States and Pennsylvania and their world relations are stressed.

**Geog 251 Geography of Anglo-America** 3 cr.

A regional study of the United States and Canada concerned with the investigation of man's adjustment to his environment as influenced by the physical factors of climate, vegetation, relief, soils, and natural resources. Recognition of political adjustments to the geographic environment, and the interrelations between the two countries and the rest of the world.

**Geog 252 Geography of Pennsylvania** 2 cr.

(Prerequisite — Geog 112 or 251)

The topography, climate, natural vegetation, natural resources, population, agriculture, manufacturing, mining, etc., are treated. Internal and external relationships are studied to gain an insight into the various regions of the state and Pennsylvania's world relationships.



**Geog 356 Geography of Europe**

3 cr.

This regional course aims to help students acquire the ability to find and apply geographic relationships underlying land use, dominant international problems, boundary disputes and the regional complexes of the European continent. Special attention is paid to the natural and cultural patterns as developed in modern times.

**Geog 357 Geography of U. S. S. R.**

3 cr.

Special emphasis is placed upon the major geographic regions of the Soviet Union. Human adjustment to the physical environment of the various regions is given major consideration. Natural resources, cultural patterns, population—both numbers and distribution, strategic areas and related geopolitical problems are studied.

**Geog 361 Geography of Far East**

3 cr.

This study of Korea, Manchuria, Outer Mongolia, Japan, and China involves an intensive investigation of the natural factors and man's adjustment to them. This is accomplished through the study of the geographic, economic and political regions of eastern Asia. The geographic background needed in planning solution for raising the standards of living, for the wise use and restoration of natural resources, and the industrialization of countries is presented.

**Geog 362 Geography of Southeast Asia**

3 cr.

India, Pakistan, Indochina, Ceylon, Burma, Thailand, and Indonesia are the major areas studied. Students are given an understanding of the geographic relationships that affect land use, land reform, population, industrialization, nationalism, and boundary disputes. Special attention is given to regional similarities and differences, particularly as they pertain to human adjustment.

**Geog 363 Geography of North Africa and Southwest Asia**

3 cr.

This study of the countries north of and including the Sahara Desert in Africa, Turko-Arabian peninsulas and Afghanistan in southwest Asia emphasizes the critical problems of water supply, land use, over-population, industrialization, resources and the relations of these countries to other parts of the world.

**Geog 371 Geography of South America**

3 cr.

A regional study is made of South America with special emphasis placed on regional differences and similarities. South American relations with other areas, especially the United States, are stressed. The unique problems of South America, with special attention to tropical land use are considered.

**Geog 372 Geography of Middle America** 3 cr.

The regional method is applied to Mexico, Central America and the West Indies. Similarities and differences are noted both in the cultural and natural landscapes. Special emphasis is placed upon cultural relationships and problems evolved from international commerce and trade. The effects of the United States economy upon these areas, are given serious attention.

**Geog 381 Geography of Africa, South of Sahara** 3 cr.

This regional study of Africa considers the activities and the educational, social and economic development of the peoples of the different regions, especially in their relationship to the physical environment. The geographic aspects of the problems of race, use of resources, land ownership and use, labor supply, political set-up, and future development of the region are presented.

**Geog 391 Geography of Australia and Pacific Islands** 2 cr.

Australia, New Zealand, and the Pacific Islands are studied. Cultural patterns in relation to natural environments are considered to discover interrelationships. Geographic aspects of land tenure, race, population, location, geopolitics and the strategic importance of the various areas are considered.

**Geog 392 Geography of Polar Regions** 2 cr.

Both Antarctica and the North Polar Area are studied setting forth (1) the history of their exploration, (2) the physical environment, (3) the importance of the regions and of knowledge concerning the areas, and (4) future use and control of the areas.

**Geog 149 Economic Geography** 3 cr.

An understanding of world patterns of producing and consuming regions, population distributions, world trade routes, and related natural factors are developed. It also deals with the applications of these understandings to the solution of national and international economic problems.

**Geog 354 Trade and Transportation** 3 cr.

A study of trade and transportation which considers ports, railroad centers, hinterlands, trade centers, and trade relations between production and consumption areas of the world.

**Geog 154 Cultural Geography** 3 cr.

(Prerequisite — World or Physical Geography)

The geographical aspects of population, settlement, ethnogeogra-

phy, and the cultural landscape are studied. The course considers the relationships of various ethnic and cultural groups to the natural environment. The student is acquainted with the tools, philosophy, and literature of cultural geography and related disciplines.

**Geog 353 Geographic Influences in History** 3 cr.

A study is made of the relationship of the natural environmental factors to the settlement, development, and progress of selected countries — with major emphasis on the United States. Prerequisites: World Geography and Geography of the United States and Canada.

**Geog 454 World Problems in Geography** 3 cr.

A study is made of world problems and the geographic backgrounds necessary to understanding them. Attention is given to boundary questions, the value and control of colonies, fishery agreements, problems concerning commercial aviation, world trade, world food resources, control and development of natural resources, the making of peace, and similar topics.

**Geog 453 Political Geography** 3 cr.

Consideration is given to the geographic elements as related to geopolitical concepts, types and distribution of political systems, major political units and association, factors which influence political power, areas of friction, conflict and arbitration.

**Geog 461 Field Trips in Geography** 1-3 cr.

These trips, which involve the study of a selected area through the agencies of travel and actual investigation, are arranged from time to time to suit the needs of the student group.

**Geog 462 Field Techniques in Geography** 1-3 cr.

This course proposes to give experiences in the study of land utilization and use of geographic tools and techniques in the field.

**Geog 441 Geography Seminar** 1-2 cr.

The seminar is limited to junior or senior geography majors. The emphasis will be upon individual study, research, and presentation of geographic data — both written and oral. This course will be offered every semester and all geography majors are required to complete this for major in education or in an area of concentration within the Liberal Arts.

**PROFESSIONAL EDUCATION COURSES**

**Ed 451 Teaching of Geography in Secondary Schools** 3 cr.

(Prerequisite — 18 semester hours of geography)

The major objective of this course is the study of modern techniques for teaching geography, of geographic materials, and of current curricula in geography. Emphasis is placed on the contribution of geography to the solution of national and world problems.

**Ed 452 Teaching of World Cultures** 3 cr.

(Prerequisite — 18 semester hours of Geography or Social Studies)

The course will emphasize modern techniques of teaching "World Cultures." Major study will be directed to the place of "World Cultures" in the curriculum, selection of texts, source materials for classroom use, and the preparation of resource and teaching units. Additional study will better enable the classroom teacher to maintain the proper balance between Geography and Social Studies in the preparation of the "World Cultures" course.

## HEALTH AND PHYSICAL EDUCATION DEPARTMENT

JOHN CHELLMAN, Chairman of Department

OWEN DOUGHERTY  
ANN ELLIOTT  
EUGENE E. LEPLEY  
BEVERLY LUCAS  
MARGARET M. MARTIN

REGIS McKNIGHT  
MORTON J. MILLS  
RUTH PODBIELSKI  
LEWIS SHAFFER  
HERMAN L. SLEDZIK

SAMUEL SMITH

The Health and Physical Education Department provides required Health and Physical Education courses for all students in all curricula, a number of elective courses for those seeking certification in the field of Education for Safe Living and some non-credit activity courses.

The Health and Physical Education Department serves the college by means of:

1. Required courses in Health and Physical Education which help the student develop usable physical skills and health knowledge.
2. Professional courses in health, physical education and safety which will prepare the student to be a competent teacher in these areas.
3. Provides opportunities for participation in worthwhile leisure time activities which can be used throughout life.

The usual programming pattern for meeting the four-hour physical education requirement is as follows: Students taking Health the first semester will take Physical Education I the second semester; conversely, students taking Physical Education I the first semester will take Health the second semester. Physical Education II will be scheduled for the third or fourth semester. The three required courses will be offered each semester in order to alleviate scheduling difficulties.

### GENERAL EDUCATION COURSES

(Required of all students)

#### HPe 101 Health

2 cr.

This course includes the study of individual and community health problems with the primary emphasis placed on the improvement of the student's own health.

#### HPe 102 Physical Education I

1 cr.

This course provides a program of carry-over sports and activities which improve general physical fitness and develop usable physical skills. Students in this course will be required to pass a proficiency examination in swimming.

**HPe 203 Physical Education II** 1 cr.

This course provides an opportunity to develop additional sport skills not covered in P.E. I. The student is also taught game strategy, advanced skills and new techniques used in various activities.

**REQUIRED IN ELEMENTARY EDUCATION****EI 314 Teaching of Health and Physical Education** 2 cr.

This course includes games, stunts, rhythms, relays, tumbling, dancing and skills suitable for the elementary school child. The teaching of health in the elementary school is emphasized. Methods, materials and lesson planning are a part of the course.

**ELECTIVE COURSES****HPe 204 First Aid** 1 cr.

This course provides the student with an understanding of the practices and skills used for the proper care of all types of injuries.

The American Red Cross Standard and Advanced Certification cards are issued upon successful completion of the course.

**HPe 205 First Aid Instructor** 1 cr.

The course emphasizes the teaching phase of first aid. Qualified students may receive the American Red Cross First Aid Instructor's Certificate. Prerequisite: American Red Cross Standard and Advanced Certificates.

**HPe 261 Red Cross Lifesaving and Swimming** 1 cr.

The college cooperates with the American Red Cross in conducting lifesaving and swimming courses in the college pool. Many students earn the Senior Lifesaving certificate which enables them to acquire jobs in summer camps, pools and other places where lifeguards and swimming instructors are needed.

**HPe 262 Water Safety Instructor** 1 cr.

The Water Safety Instructor's Course is offered to those students who have successfully completed the Senior Lifesaving Course. It emphasizes the teaching aspect of the skills, techniques and attitudes that are necessary in all areas of swimming.

Those students who successfully complete the course are qualified for such positions as waterfront directors, aquatic director and other similar positions.

**HPe 263 Advanced Swimming** 1 cr.

This course emphasizes skill development in the nine basic swimming strokes. Diving, underwater swimming, endurance swimming and the elementary fundamentals of synchronized swimming are also included.

The course is designed for those persons who want to become more proficient in the various swimming skills. It also prepares students for the Senior Lifesaving and Instructor's Lifesaving Courses.

**NON-CREDIT ACTIVITY COURSE****Beginner Swimming**

This course teaches the non-swimmer to swim. It provides instruction in the various swimming strokes, elementary diving and simple water skills which serve as the basic structure for safe, enjoyable swimming for the beginning student. This course is required for all students registered in Physical Education I who do not pass the required swimming examination.

**CERTIFICATION IN THE FIELD OF EDUCATION  
FOR SAFE LIVING****HPe 251 Introduction to Safety Education** 3 cr.

The Introduction to Safety Education course is one which will be valuable to teachers of all grade levels and all departments. It deals with the recognition of unsafe conditions and practices, and the methods by which they may be eliminated or minimized, in an accident prevention program. The study includes home, school, occupational, and public safety.

**HPe 252 Driver Education** 3 cr.

Driver Education is a combination of class instruction in traffic safety and driver training in actual behind-the-wheel practice in a dual control car. It prepares the student to teach driver education in a high school. The prerequisites for the course are: the student should have driving ability above the average and evidence of holding a driver's license, plus at least two years of driving experience without having a major accident for which the driver is responsible.

**HPe 254 Organization and Administration of Safety Education** 3 cr.

The Organization and Administration of Safety Education deals with the basic principles of organizing, administering and supervising safety education procedures in schools. A large part of the course is devoted to methods of teaching pupil safety activities in school and community.

**HPe 253 Methods and Materials in Safety Education in the  
Secondary Schools 3 cr.**

Methods and Materials in Safety Education in the Secondary Schools is a course that emphasizes the use of correlating and integrating safety with many different subjects and school activities, teaching as a separate subject and centering safety education around pupil organizations and special projects.



## HOME ECONOMICS DEPARTMENT

OPAL T. RHODES, Chairman of Department

PATRICIA ANN BELL  
WILMA BROWN  
M. KATHLEEN JONES  
ALMA KAZMER  
SALLIE SUE KOON

ELIZABETH HEARN LaVELLE  
LEOLA H. NORBERG  
MILDRED E. OMWAKE  
C. ELDENA PURCELL  
FANNIE DEE SMITH

### Required Courses for Home Economics Teacher Education Students Only

**HE 112 Clothing I Construction and Care** 3 cr.

The student's choice of fabrics and design is based on her previous experience in clothing. Emphasis is on selection of appropriate construction processes to produce garments better than higher priced ready-mades. Involved are skilled use of the sewing machine and efficient management for quicker garment making. The sizing and fit of commercial patterns are studied. Care of clothing is emphasized. Approximate cost of fabrics for 3 garments \$20.00.

**HE 213 Principles of Design (See Art Department)** 2 cr.

**HE 311 Family Health** 1 cr.

Family health problems are recognized and solutions investigated. An understanding of the part the home plays in positive health is developed. Principles of the care of the sick in the home and needs in time of disaster and emergencies are studied. Practical laboratory experience is provided. American Red Cross requirements are met.

**HE 412 Nursery School** 2 cr.

Opportunity for observation, study, and care of children between 2 and 5 is provided.

**HE 415 Methods in Teaching Home Economics (Vocational)** 3 cr.

This course is a prerequisite to Student Teaching and is taken concurrently with Ed 422 Professional Practicum (1 sem. hr.). Students are helped to recognize, understand and solve problems of the homemaking teacher. Some teacher responsibilities considered are understanding pupils, homes, families, and communities; curriculum planning; teacher-pupil planning; teaching methods, techniques and aids; home visits and guided home experiences; adult education; homemaking in elementary schools; homemaking for boys and co-educational classes; learning and evaluation; The Future Homemakers of America; and class and department management.

**Ed 421 Student Teaching (Resident) 8 cr.**

Student teachers live in typical communities and teach in superior departments which include all areas of home economics instruction under the supervision of a master teacher. Saturday campups conferences provide for study, help with professional problems and an exchange of ideas and experiences.

**Ed 422 Professional Practicum 1 cr.**

Observation and participation in secondary home economics classes parallel methods so that students gain an at home feeling in the classroom and a knowledge of theory in practice. Children, selected educational experiences and materials, motivation and guiding of learning, and selection and organization of subject material from the Pennsylvania Resource Materials 1962 are studied. Elementary and adult classes are also included.

### REQUIRED COURSES FOR SCHOOL FOOD SERVICES STUDENTS ONLY

**HE 313 Food Service Management 3 cr.**

This course provides instruction and fundamental experiences essential to quantity food service. These experiences include planning, preparing and serving lunches that are nutritionally adequate, attractive and inexpensive. The requirements of the National School Lunch Program are emphasized.

**HE 356 Food Service Administration 3 cr.**

In this course emphasis is given to the problems of management such as professional standards and ethics, personnel, policies and management, organization and administration, sanitation and cost control. Field trips to various types of food service units are included.

**HE 358 Food Service Equipment and Layout 3 cr.**

Selection, arrangement and care of equipment and furnishings for food service organizations.

**HE 359 Food Purchasing 3 cr.**

Standards of quality, food laws, food cost factors, distribution and storage of food supplies to serve as a basis for purchase of such commodities for school food service.

**HE 360 Accounting for Food Service Operations 3 cr.**

Business procedures and practices; the use of accounting as a managerial tool; introduction of the basic theory of accounts; knowledge and skill adequate to keep books for a food service operation; journalizing, posting use of ledger accounts, closing of books of original entry and statement preparation.

**HE 361 Food Service Experience** 6 cr.

Experience in a public school food service in the supervision of the school lunch program through participating in planning, marketing, preparation of food, serving, direction of paid and non-paid helpers, care of equipment, and keeping the books. Making the school lunch room a part of the total education program is emphasized.

**HE 364 Methods in Teaching** 3 cr.

An intensive study is made of Home Economics as it is related to and interrelates with the entire school and educational program. Curriculum, teacher responsibilities, pupil-teacher planning, home-school relations, teaching techniques and aids, learning, evaluation and special school functions are studied. Observations are included.

**COURSES REQUIRED IN BOTH FIELDS****HE 111 Foods I (Meal Management)** 3 cr.

Basic principles of meal planning, food selection and preparation are covered as they relate to family meals. Table service and marketing are included. Demonstrations and other teaching techniques give emphasis to the preparation for teaching. Laboratory work provides experience and evaluation of standards. Three nurses' uniforms and comfortable white shoes are needed.

**HE 113 Management and Equipment** 2 or 3 cr.

Management, decision making relative to the administration of a home, is emphasized. Principles needed for the wise selection, efficient operation and care of kitchen, laundry, and other household equipment are studied and applied. Comparative studies of operation and efficiency of various kinds of equipment, procedures and cleaning materials, and work processes are emphasized. Good management in arrangement, storage and working heights and procedures that will save time, energy, and money and secure good results in family living form the basis of the course.

**HE 211 Foods II (Advanced)** 3 cr.

Foods studied and prepared present more advanced problems in cookery and meal service than those of Foods I. Some of these relate to food preservation, freezing of foods, meat and poultry selection and cookery, methods of making breads, cakes and pastry, sugar cookery and frozen desserts. Recent research and improved methods of cookery are considered. Demonstrations and other teaching techniques serve as a preparation for teaching.

**HE 212 Nutrition** 3 cr.

Positive relation of food to health is emphasized. Signs of good and poor nutrition, functions of nutrients, interdependence of dietary essentials, and nutritive essentials of an optimum diet are studied. Nutritional requirements in infancy, childhood, adult life, pregnancy, lactation, the aged, common nutritional deficiency and disorders are emphasized. Adequate diets for the different economic levels, and racial and national backgrounds are considered. Food additives and food fads and fallacies are also studied. Laboratory work provides for further understanding of these problems. Organic Chemistry is a prerequisite or parallels nutrition.

**Psy 215 Child Development** 3 cr.

The physical, emotional, social and intellectual development of the human from conception through early adolescence is considered. Studies and research from psychology, anthropology, science, medicine and sociology contribute to a better understanding of normal behavior and wiser guidance of the child as he progresses toward optimum development in the home, school and community. Conditions held to be essential for wholesome growth are analyzed. Reasons for and values in individual differences are sought.

**HE 216 Clothing Selection** 2 or 3 cr.

Supervision of wardrobe planning and clothing selection is provided. Personality, coloring and figure variations are studied in relation to color, texture and design. Clothing decisions are made in relation to the individual, family needs and the income. Knowledge of laws governing labeling are studied and their implications investigated. Class experience aims to create a consciousness of the value of being well groomed and to provide techniques for accomplishing this.

**HE 217 Home Planning and Furnishing** 3 cr.

Problems confronting families in finding suitable housing are considered. Community planning, selection or construction of homes, factors affecting cost and quality, legal aspects, plans for convenience, comfort and aesthetic values and maintenance are studied.

The ability to create attractive livable homes through the selection of suitable furnishing is the goal. Arrangement for convenience and comfort and remedies for problem rooms and houses are sought. Practical problems are selected.

**HE 314 Textiles** 2 or 3 cr.

Fibers, fabrics and finishes used in clothing and household textiles are investigated from the standpoint of quality, cost and type of cleanliness care needed. Consumer and care problems in clothing and household textiles are studied in relation to the family's needs, facil-

ities and income. Knowledge of laws governing labeling of fibers, fabrics and clothing are supplied to clothing and household merchandise as sold in stores.

**HE 315 Consumer Economics and Family Finance** 3 cr.  
(Money Management)

Economic, sociological and psychological principles and factors are applied to family money management. Production, distribution, retailing, consumer protection and aid are investigated. Income (real and psychic), budgeting, installment buying, savings and investment, banking and wise use of time, materials and human resources are related to consumer satisfactions. Ways of living better on a given income are emphasized.

**HE 411 Family Relations** 3 cr.

Students have opportunity to gain knowledge and understanding of personality development and the importance of early family and community influence in well adjusted lives and family stability. Emphasis is on preparation for marriage and problems of human relations within homes. Reading, discussion, and conferences are used in facing and solving problems.

**HE 414 Home Management (Residence)** 3 cr.

Students experience decision making in group living. Managerial ability, values, goals, and satisfying human relations are developed as family members care for the baby; shop; plan, prepare and serve attractive, nutritious meals; use and care for equipment and furnishings and in other ways provide for individual and group home needs and social functions.

## ELECTIVES FOR HOME ECONOMICS DEPARTMENT

**Ed 101 Professional Orientation** 3 cr.

This orientation and guidance course is designed to acquaint prospective teachers with the opportunities and requirements of their profession, the relationship of the school to society, the organization of the American school system, the pupil and the educational process. Extensive directed observation of various schools and learning situations will be required.

**HE 214 Clothing II (Fitting and Pattern Study)** 2 cr.

An intensive study of the practical methods of solving fitting problems and applying the principles of dress design form the basis for this course. Practical applications are made. Cost of materials is approximately \$15.00. Prerequisite: Clothing I.

**HE 215 Home Furnishing**

3 cr.

Through the application of art principles students develop the ability to create attractive livable homes and judgment in selecting and purchasing suitable home furnishings. Floors, walls and windows, the arrangement of furniture and furnishings and remedies for problem rooms and houses are studied. Improvising; mending, remodeling and refinishing furniture; making curtains, slip covers, draperies, etc., provide practical problems.

**HE 312 Housing**

2 cr.

Housing problems of families and communities are considered. Architectural designs, floor plans, processes in construction, factors affecting cost and quality, financing, legal aspects, heating, ventilation, lighting, plumbing and maintenance are studied. Convenience, comfort and aesthetic values are emphasized. Extensive reading, projects and field trips are expected.

**HE 351 Nutrition Education (School Children)**

2 cr.

Menu making and principles of nutrition are applied to growth needs, economic levels, and social and nationality background. The contribution of the school lunch program in the nutrition of children is emphasized.

**HE 352 Nutrition Education (pre-school)**

2 cr.

Nutritional needs of children are studied, menus planned and meals served. The children's responses are noted and guided. Social, economic, racial and nationality influences are observed and studied.

**HE 353 Clothing IV (Millinery and other Accessories)**

2 cr.

An appreciation of what constitutes a complete, appropriate and aesthetical pleasing ensemble is developed. Selection, construction and remodeling hats for different seasons is included. Costume accessories are designed and selected.

**HE 354 Clothing V (Special Problems in Clothing)**

3 cr.

Clothing problems met by individuals, families and teachers are solved. This course provides excellent opportunities for students who have had too little experience in construction and other clothing problems. Prerequisite: Consent of the instructor.

**HE 355 Diet Therapy**

3 cr.

A study is made of diet problems of infants, growing children, the aged, pregnant and lactating women, and diseases such as diabetes, nephritis, gastrointestinal disease and others needing special dietary

treatment. Special diets are planned, calculated, and prepared. The course is planned for students desiring advanced nutritional study. Prerequisites: Foods I, Nutrition, Chemistry, Physiology or Biology.

**HE 357 Special Problems in Foods** 3 cr.

Foods of different nations and for special occasions are studied from a cultural and economic point of view. Demonstrations are emphasized. Food interests of individuals may be met. Prerequisites: Foods I, and II or the instructor's permission.

**HE 362 Experimental Foods** 3 cr.

Experimental Foods is designed as a study of food preparation based upon the scientific method wherein effects of chemical and physical principles are observed. This will be accomplished by investigating problems of a group as well as on an individual basis. Studies on fruits, vegetables, gelatin products, meat, milk, eggs and baked goods will be covered in laboratory preparation. Problems studied in the laboratory will be analyzed and observed objectively with resulting conclusions set forth in written reports. Prerequisites: Foods I and II and Organic-Biochemistry.

**HE 363 The Family and the Community** 3 cr.

An intensive study is made of community contributions and problems that affect the family as well as of the contributions of families to the community. Group dynamics, media of communication, and other experiences that aid understandings of human processes and that develop leadership will be investigated and used. Field work is an integral part of the course.

**HE 403 Home and Family Living** 3 cr.

Economic competency for the consumer is stressed. Nutritional, housing, home furnishing, household equipment, health, clothing, transportation and operational needs of families are studied. Insurance, investment and financing purchases are studied. Information is gained so that each family may derive the greatest benefits and satisfactions within their income and values. This course not only meets the needs of non-majors but provides a review for home economists returning to the profession and up-to-date material in the many areas of Home Economics.

**HE 413 Consumer Economics** 2 cr.

Sociological and psychological reactions are discussed in relation to customs, advertising and income. Knowledge of production, distribution, retail merchandising and consumer buying is fundamental to wise use of resources. Emphasis is placed on use of governmental and other aids to consumers. Studies are required of each student. Gaining maximum satisfaction from goods and services available to each family is an important goal.

**HE 416 Family Finance**

2 cr.

Economic principles underlying personal and family financial problems are studied. Sources of income; how family members can reduce expenditures through wise use of time, material and human resources, increasing real and psychic income, accounts; savings and investments; legal contracts; banking; home production; the optimum use of social income sources; and planning for the wise use of the family income are all studied. An understanding of what low incomes mean in terms of living is sought. Living better on an income is emphasized.

**HE 417 Clothing III (Tailoring)**

2 cr.

A coat or suit is tailored. The selection, care and repair of tailored clothes is emphasized. Additional ability is gained in the use of patterns and in construction methods. Cost of fabric is approximately \$25 to \$30.

**HE 421 Pre-School Education (ages 2-5)**

4 cr.

Actual experience in assisting a master teacher in a nursery school is required. Experience includes observation of and work with children in a variety of situations. Specific children are studied intensively and research is investigated as a basis for understanding child behavior and to help in guidance. Prerequisites: General and Educational Psychology, Child Development and Nursery School.

**HE 422 Early Childhood Education (Equipment and Materials)**

2 cr.

Materials, stories, activities, situations and equipment that will aid in the physical, social, emotional and intellectual development of pre-school children are studied. Children and variations of behavior are observed as 2, 3 and 4-year-olds react and interact. Prerequisites: Child Development and General Psychology.

**HE 423 Marriage and Family Relations**

3 cr.

Emphasis will be on the development of an understanding of interpersonal relations and adjustments within family living. Potential problem areas of marriage and possible reactions will be explored to develop an understanding of what constitutes good adjustment. Interviews, projects, observations, case-studies, discussions and conferences will be used. Prerequisite: Family Relations.

**HE 451 Clinic in Home Economics Education**

3 cr.

This course is planned to meet the needs of experienced teachers and of college Home Economics graduates expecting to return to teaching. Educational philosophy as it applies to Home Economics, the psychology of learning, evaluation, curriculum planning and effective teaching are reviewed in terms of the best present educational practice. Special problems of class members are solved where possible.



**HE 452 Curriculum Construction** 2 cr.

The theory, principles and practices of curriculum construction are studied and applied to specific situations. The Pennsylvania Resource Material is used as an example and a basis for planning for specific communities.

**HE 453 Materials and Methods in Home Economics Education** 2 cr.

Teachers are given an opportunity to prepare teaching aids that will be useful in each area of Home Economics. Methods and techniques of teaching are studied and tried.

**HE 454 Adult Homemaking Education** 2 cr.

The principles and theory of adult education are studied. The psychology of adults is considered and their needs in the areas of homemaking investigated. Plans for implementing a broad program are formulated and communities sponsoring such a program used as case studies.

**HE 455 Education and Vocational Guidance** 3 cr.

The Manpower Act of 1962 and its implications for home related employment are studied. Needs in Pennsylvania communities are investigated. Possible programs are formulated and experiences needed for their implementation sought.

## MATHEMATICS DEPARTMENT

JAMES E. MCKINLEY, Chairman of Department

JOSEPH ANGELO  
IDA Z. ARMS  
EDWIN W. BAILEY  
BLAINE C. CROOKS  
GEORGE W. GAVALA  
RAYMOND D. GIBSON  
MARIAN J. KIPP

WILLIAM F. LONG  
JOHN S. MOWBRAY, JR.  
CARL P. OAKES  
GLENN W. OLSEN  
MILDRED M. REIGH  
WILLIAM R. SMITH  
ANNA T. WINK

MELVIN R. WOODARD

### COURSE DESCRIPTIONS

**Math 101 Foundations of Mathematics** 4 sem. hrs.

This course is designed to familiarize students with some of the ideas underlying the development of mathematics and an elementary treatment of problem solving and decision making. The primary objective is not to develop "computational" skills but to study mathematics in its role as both an art and a science.

Topics to be studied include: numeration and number systems with special emphasis on recognizing patterns and structure; intuitive set theory and applications, including probability and statistics; and informal logic in its relation to mathematics, both in algebra and geometry.

**Math 152 Algebra and Trigonometry** 5 sem. hrs.

Number systems and equations; plane trigonometry; inequalities; functions and graphs; complex numbers; theory of equations; mathematical induction; the binomial theorem. Prerequisite: Satisfactory score on the Placement Examination.

**Math 157 Analytic Geometry and Calculus I** 4 sem. hrs.

Analytic Geometry of the straight line; circle; and the conics; polynomials and their graphs; elements of differential and integral calculus with applications involving polynomials. Prerequisites: Algebra and Trigonometry or permission of the department.

**Math 253 Theory of Equations** 3 sem. hrs.

Among the topics considered are algebraic equations; determination of roots; algebraic solutions of cubic and quartic equations; systems of equations; determinants; matrices, and symmetric functions. Prerequisites: Analytic Geometry and Calculus I.

**Math 257 Analytic Geometry and Calculus II** 4 sem. hrs.

Differential and integral calculus of algebraic and transcendental functions with applications to the physical sciences. Prerequisites: Analytic Geometry and Calculus I.

**Math 341 Theory of Numbers**

3 sem. hrs.

A study of the foundation of number theory with special attention being given to such topics as repeating decimals and congruences; number theoretic functions; diophantine equations; continued fractions. Prerequisite: Consent of Instructor.

**Math 353 History of Mathematics**

3 cr.

The course will stress the effect mathematics has had on the development of our culture especially in the fields of the sciences, art, music and religion. Emphasis is placed on the evolution of the numeration system, the notation of sets, and with its wide range of applications in nature and scientific research. Biographies of outstanding mathematics, past and present, will be considered. Prerequisite: Math 257.

**Math 355 Foundations of Geometry I**

3 cr.

The elements of plane and solid geometry up to and including congruence from the metric point of view, followed by a discussion of the synthetic point of view; historical development; parallelism; similarity; area; volume; substantial experience with at least one other geometry (preferably hyperbolic non-Euclidean geometry). Prerequisites: Analytic Geometry and Calculus II.

**Math 357 Analytic Geometry and Calculus III**

4 cr.

Prerequisite: Analytic Geometry and Calculus II. This course will extend the background of the student in elementary calculus and will consider infinite series, Taylor's and Maclaurin's expansions, partial differentiation, multiple integrals, and an introduction to ordinary differential equations.

**Math 361 Ordinary Differential Equations**

3 cr.

The topics considered will include linear differential equations of first and higher order, those of first order but not of first degree, and applications to geometry and the sciences. Prerequisite: Math 257.

**Math 362 Probability and Statistics**

3 cr.

This course is intended as a beginning course in statistics with emphasis on applications rather than on theoretical developments of principles and formulas. Calculus is not a prerequisite. The areas of study in this course are: frequency distributions, measures of central tendency and variation, elementary probability, sampling, estimation, testing of hypotheses, linear correlation and regression, and multiple and partial correlation.

**Math 366 Computer Math I** 3 cr.

Language rules of the FORTRAN compiler system are presented. FORTRAN is used for writing digital computer programs which are compiled and executed on the College computer. Satisfactory completion of at least three programs is required.

**Math 461 Computer Math II** 3 cr.

Digital computers are analyzed as to size, type, usage, storage, auxiliary storage, input-output facilities and monitors. Symbolic programming and compiler systems are studied. Prerequisite: Math 366.

**Math 471 Seminar: Research Usage of Computers** 3 cr.

General techniques are described which facilitate processing of research data on digital computers. Library programs are studied and evaluated. Research problems of class members are considered. Prerequisite: Math 362.

**Math 371 Linear Algebra I** 3 cr.

Topics considered in this course include: Vectors, linear dependence, the concept of a basis, orthogonal bases, vector spaces and subspaces; Algebra of matrices, transpose and inverses, symmetric and skew-symmetric matrices; linear transformations, determinants, Gaussian elimination and Cramers rule.

**Math 375 Introduction to Modern Mathematics** 3 cr.

This course is designed to acquaint the prospective teacher with new methods and content in mathematics. A thorough study of the development of the complex number system from a postulational viewpoint, starting with the natural numbers, through the integers, fractions, rationals, irrational, real, and finally the complex numbers, serves as a model of the rigorous methods used in mathematics today. Set theory and its applications in serving to unify topics in high school algebra and geometry are of primary importance. The study of mathematical structures, including that of groups, rings, integral domain, and fields, acquaints the student with the knowledge that there are many algebras and geometries and points out the true nature of a mathematical system. Boolean algebra and arithmetic modular systems serve as examples to illustrate these systems. An attempt is made throughout the course to strengthen, but not replace, the traditional mathematics with the new.

**Math 376 Abstract Algebra** 3 cr.

This course consists of a development of the theory of integral domains, fields, rings, and groups. It is designed to develop the student's power to think for himself and to improve his ability to construct formal proofs.

**Math 381 Advanced Calculus** 3 cr.

Includes a rigorous development of concepts of calculus. Topics discussed include absolute value, inequalities, neighborhoods, functions, sequences, limits of functions, continuity and uniform continuity, the Bolzano-Weirstrass and Heine-Borel theorems, differentiation and the Riemann integral. Prerequisite: Math 357.

**Ed 451 Teaching Mathematics in the Secondary Schools** 3 cr.

The major objective of the course is to prepare teachers of mathematics for the modern secondary schools. The principal activities in the class are the preparation and presentation of lessons on concepts from the secondary schools mathematics courses; study of the principles of teaching and learning; observations; study of current mathematics curricula; and learning to use curriculum materials effectively.

**Math 452 Seminar in Mathematics** 1 cr.

During the semester preceding student teaching each person majoring in mathematics is expected to perform an independent study of mathematics beyond the scope of the courses he has taken. The area for investigation will be selected by the student, subject to the approval of the instructor. Upon completion of the study, the student is expected to give an oral presentation of his findings to the other members of the group.

**El 313 Teaching Mathematics in the Elementary School** 3 cr.

In this course emphasis will be given to the place of arithmetic in the elementary school and to the recent changes in curriculum and method; to techniques for developing concepts and processes; to recent research in the field of arithmetic; and to books and materials helpful to prospective teachers. Observation of master teachers at work will be planned. Prerequisite: Math 101.

## MILITARY SCIENCE AND TACTICS DEPARTMENT

COLONEL ARCHIE T. MADSEN, Chairman of Department

MAJOR JOHN P. BURKE  
CAPTAIN HAROLD E. BOOZER  
CAPTAIN LLOYD F. GRACEY, JR.  
CAPTAIN THOMAS A. SETTLE  
M/SGT. WILLIAM E. DeLONG

M/SGT. CLYDE G. HOSTETLER  
SFC GLENN T. BAILEY  
S/SGT THOMAS V. WATERS  
SGT. WALTER B. QUINLIVAN  
SP5 RICHARD M. WATKINS

Indiana State College, Indiana, Pennsylvania, is authorized a Senior Division, Reserve Officers Training Corps unit. The mission is to provide junior officers who have the qualities and attributes essential to their progressive and continued development as officers of the Army of the United States.

### REQUIREMENTS FOR ENROLLMENT

The general requirements for enrollment in the ROTC are that the student be a citizen of the United States, physically qualified as prescribed by the Department of the Army, accepted by the institution as a regularly enrolled student, not less than 14 years of age, but less than 24 years of age at the time of enrollment. For continuance in the ROTC the student must successfully complete such general survey or screening tests as are given to determine eligibility for admittance to the Advanced Course, and agree in writing upon admission to the advanced course to complete the course of instruction offered, unless released by the Department of the Army. Veterans may receive credit for portions of the ROTC military course for military service completed prior to enrollment in ROTC.

### WHAT ROTC OFFERS

Uniforms, equipment, ROTC textbooks are issued without cost to formally enrolled cadets.

Students having successfully completed the Basic Course, or having at least one year of active service in the Armed Forces, and meeting the Advanced Course admission requirements are paid a subsistence allowance in lieu of rations currently amounting to twenty-seven (27) dollars per month during the time they are taking the Advanced Course.

After the student completes the Advanced Course and receives his baccalaureate degree from the college he is eligible for a commission as a second lieutenant in the United States Army Reserve.

Students who have completed the first year Advanced Course and have displayed outstanding qualities of military leadership, high moral character, and definite aptitude for military service are designated "Distinguished Military Students." Students so honored who maintain the standards until graduation are designated "Distinguished Military Graduates," and are eligible for appointment in the Regular Army.

Policies affecting enrollment and continuance of students in the Senior Division of the Reserve Officers Training Corps are included in the provisions of the Selective Service Act of 1950. This Act provides for military deferment of students (certain basic course students upon request, and all advanced course students) until completion of their academic course under the following conditions:

1. Students enrolled in the ROTC must remain in good standing in both their academic and military courses.
2. They must demonstrate proper and sufficient aptitude and leadership characteristics ultimately to qualify them for appointment as commissioned officers.
3. They must attend a summer training camp, when ordered by competent authority (usually at the end of the Junior year).
4. They are required to sign an agreement to accept a commission in the Army, if and when tendered, and to serve not to exceed two (2) years on active duty as an officer, subject to call by the Secretary of the Army.

### SPECIAL FEES

ROTC Activity Fee and Clothing Deposit. The sum of \$7.00 is collected from each cadet when enrolled in ROTC. This amount is held as a deposit against possible loss of items of clothing or equipment loaned to the cadet by the U. S. Government. Refunds are made at the end of the school year, or earlier, if applicable.

### CURRICULUM IN MILITARY SCIENCE AND TACTICS

The Military Science curriculum covers four years and is divided into two courses: The Basic Course and the Advanced Course.

#### THE BASIC COURSE

The first two years of Military Science comprise the Basic Course which furnishes a background in basic military subjects. A minimum of two hours instruction each week is required for the MS 101 and 102 courses and a minimum of three hours for courses 203 and 204.

##### 1st Year

MS 101 Military Science I 2 cr.

Instruction in Organization of the Army and ROTC; Individual Weapons and Marksmanship; and Leadership.

MS 102 Military Science I 2 cr.

Instruction in United States Army and National Security; and Leadership.

## 2nd Year

**MS 203 Military Science II** 2 cr.

Instruction in Map Reading; Basic Tactics and Techniques; and Leadership.

**MS 204 Military Science II** 2 cr.

Instruction in American Military History; and Leadership.

## THE ADVANCED COURSE

The second two years comprise the Advanced Course, each year of which consists of 105 hours of instruction in Military subjects and 45 hours of instruction in selected academic fields approved by the Professor of Military Science and Tactics. Students who clearly demonstrate during their attendance in the Basic Course the qualities necessary to become a Reserve Officer of the U. S. Army are enrolled in the Advanced Course.

For admission to this course a student must fulfill the following: have completed the Basic Course; be selected by the Professor of Military Science and Tactics and the President of the College; be 26 years of age or under at time of enrollment; meet physical requirements as established by the Department of the Army; execute a contract with the Government to finish the course, attend a six-week summer camp and accept a commission in the United States Army Reserve, if tendered. When contract is signed, completion of the Advanced Course becomes a requirement for graduation unless contract is cancelled by the Department of the Army.

## 3rd Year

**MS 305 Military Science III** 3 cr.

Instruction in Principles of Leadership; Military Teaching Methods; Quartermaster Tactics and Techniques; and Leadership Laboratory.

**MS 306 Military Science III** 3 cr.

Instruction in Quartermaster Tactics and Techniques; Pre-Camp Orientation; and Leadership Laboratory.

## 4th Year

**MS 407 Military Science IV** 3 cr.

Instruction in Quartermaster Tactics and Techniques; Army Administration; Military Law; and Leadership Laboratory.

**MS 408 Military Science IV** 3 cr.

Instruction in Service Orientation; Role of the United States in World Affairs; and Leadership Laboratory.



## SUMMER CAMP

The six weeks of summer camp is attended by students upon completion of the first year of the Advanced Course of Military Training. Time at camp is devoted to the practical application and demonstration of principles and theories taught during the school year. While at camp each student will receive lodging, subsistence, uniforms, medical care, reimbursement for travel and pay of the first enlisted grade of the United States Army (currently \$78.00 per month).

## MUSIC DEPARTMENT

HAROLD S. ORENDORFF, Chairman of Department

WILLIAM BECKER  
 ROBERT E. BERNAT  
 ROBERT W. BURGGRAF  
 DONALD J. CALDWELL  
 CATHERINE C. CARL  
 CHARLES A. DAVIS  
 DANIEL DICICCO  
 GLADYS DUNKELBERGER  
 OLIVE FORNEAR  
 WALTER A. GOLZ

ARVILLA HARROLD  
 THOMAS J. HUGHES  
 H. EUGENE HULBERT  
 FEDOR KABALIN  
 G. DAVID McNAUGHTON  
 RUSSEL C. NELSON  
 CLEL T. SILVEY  
 BETTY DANDO STEWART  
 LAWRENCE C. STITT  
 ALLEN R. TRUBITT

Admission to the Music Department requires a satisfactory audition before a committee of the Music Faculty. The student must perform a prepared selection on his major instrument or voice. If the student is either a piano major or a voice major, he must also audition in voice or piano since a voice major must minor in piano, and a piano major must minor in voice.

## GENERAL EDUCATION

### Mus 101 Introduction to Music

3 s.h.

The course "Introduction to Music" presumes no technical background, but does utilize as fully as possible the varied musical experiences of each individual to help him extend his interest as far as possible. One or two field trips are planned each semester to Pittsburgh to attend the Pittsburgh Opera and/or the Pittsburgh Symphony. In addition, various concerts of college organizations, cultural life events, and visiting artist concerts are required to augment the listening experiences of the student.

## MUSIC THEORY

### Mus 111 Sight Singing I

2 s.h.

Sight Singing I is designed to develop the student's skill at interpreting written music by the use of his own voice, regardless of his major performing medium. Areas of study include: all major and minor scales; treble, alto, tenor, and bass clefs; all diatonic intervals; duple and triple meter with rhythmic dictation drills; phrase-wise thinking; and elementary form analysis. The sol-fa syllables with movable do are used.

### Mus 112 Sight Singing II

2 s.h.

A continuation of the development of skills in the areas of Sight Singing I, as well as the following additional areas: sensitivity to intonation, part singing, compound meters, written melodic and rhythmic dictation. Prerequisite: Sight Singing I with a mark of C or better.

**Mus 113 Ear Training I** 1 s.h.

Ear Training I involves dictation skills and notation in the following areas: primary harmonies in all inversions, and melodic dictation with implied and actual harmonies.

**Mus 114 Ear Training II** 1 s.h.

A continuation of the development of dictational and notational skills of Ear Training I as well as the following areas: secondary triads, seventh chords, and modulation to related keys. Prerequisite: Ear Training I with a mark of C or better.

**Mus 115 Harmony I** 3 s.h.

Harmony I includes the playing and writing of primary harmonies in all inversions, using the chorale style of harmonization; and the study of phrase and period through the analysis and study of melodies to be harmonized.

**Mus 116 Harmony II** 3 s.h.

The content of Harmony I is broadened to include secondary triads and seventh chords, mastery of the circle of fifths, and modulation to related keys. Harmonization in the piano style is introduced and developed as well as the writing of original melodies. The double period and phrase group serve as units for analysis. Prerequisite: Harmony I with a mark of C or better.

**Mus 215 Harmony III** 3 s.h.

Harmony III includes the playing and writing of chromatic harmonies, modulation to remote keys, writing for male voices, writing for women's voices, the study and analysis of song-forms and simple rondo forms, and harmonic dictation. Prerequisites: Harmony II, Sight Singing II, and Ear Training II, all with a mark of C or better.

**Mus 216 Harmony IV** 3 s.h.

In addition to the further development of many of the areas of study in Harmony III, Harmony IV also includes: harmonization at the keyboard; transposition at the keyboard; further development of chromatic harmony; study of the rondo, sonatina, and sonata-allegro forms; and original writing. Prerequisite: Harmony III with a mark of C or better.

**Mus 315 Harmony V** 3 s.h.

Many of the harmonic idioms of the past half century will be considered, such as: comparative analysis of dissonance; polytonality; polyrhythms; atonalism and the 12 tone system; and microtonalism. Original writing in these styles will be required. Prerequisite: Harmony IV.

**Mus 305 Form and Analysis** 2 s.h.

The major forms of music from the motet to the chorus will constitute this course. Under guidance, the student will analyze major works in as many forms as possible, both through listening and reading of the work. Prerequisite: Harmony IV.

**Mus 306 Counterpoint I** 2 s.h.

After an intensive study and analysis of the style of the 16th Century contrapuntal writing, the student will do original writing using the techniques and devices of the period. As time permits, the same approach will be made to explore the style of the 17th and 18th Century composers. Prerequisite: Harmony IV.

**Mus 307 Counterpoint II** 2 s.h.

A continuation of the study, analysis, and restricted writing of the 17th and 18th Century composers. Consideration will be given to the free contrapuntal techniques used by later composers. Prerequisite: Counterpoint I.

**Mus 308 Fugue and Canon** 2 s.h.

The application of contrapuntal techniques within these two specific forms through analysis, assigned exercises, and creative writing. Prerequisite: Counterpoint I.

**Mus 309 Orchestration I** 2 s.h.

All the instruments of the orchestra are studied from the viewpoint of their contribution to the total sound of the ensemble. Ranges and timbres are considered as well as actual arranging of selected music for each section, full orchestra, band, and other instrumental organizations. Whenever possible, the arrangements are performed in class or by one of the organizations of the college. Prerequisite: Harmony IV.

**Mus 310 Orchestration II** 2 s.h.

A continuation of Orchestration I with more emphasis placed on larger projects and the programming of outstanding works in college concerts. Prerequisite: Orchestration I.

**Mus 411 Composition I** 2 s.h.

Instruction in Composition I will of necessity be highly individualized due to the uniqueness of the creative process. Compositional devices will be studied through the analysis of works by major composers. Students will do original works in the smaller forms of music. Prerequisite: Harmony IV.

**Mus 412 Composition II** 2 s.h.

A continuation of Composition I with the emphasis placed more on the larger forms of music. Outstanding works will be programmed by college organizations. Prerequisite: Composition I.

**MUSIC LITERATURE AND HISTORY****Mus 301 History of Music I** 3 s.h.

A study of the development of music from the ancient Greek and Roman cultures through the Middle Renaissance and the 16th Century. Although the approach is an historical one, considerable analytical listening is required.

**Mus 302 History of Music II** 3 s.h.

Beginning with the Late Renaissance, History of Music II will trace the development of music through the late 18th century, including the work of Haydn and Mozart. Considerable analytic listening is required, both from records and campus performances.

**Mus 303 History of Music III** 3 s.h.

Starting with the 19th Century and Beethoven, History of Music III is the historical study of the development of music through to the present. Analytic listening required through all available sources.

**Mus 320 Music of the Ancient World** 3 s.h.

A concentrated study of music from the early Greeks up to the Middle Ages, including considerable emphasis on plainsong or Liturgical music of the early church. Prerequisites: History of Music I, II, and III.

**Mus 321 Music of the Middle Ages** 3 s.h.

Starting with the Jongleurs, Troubadors, and Trouveres of the Early Middle Ages, this course deals with the literature of music through English and Burgundian Schools at the close of the Middle Ages. Prerequisites: History of Music I, II, and III.

**Mus 322 Renaissance Music** 3 s.h.

Beginning with Ockeghem and ending with Palestrina and his contemporaries, the music literature of this age is carefully and thoroughly studied. Prerequisites: History of Music I, II, and III.

**Mus 323 The Baroque Era** 3 s.h.

The Baroque Era extends from Monteverdi through Bach and Handel, and considers both vocal and instrumental forms, styles, and practices of the era. Prerequisites: History of Music I, II, and III.

**Mus 324 Eighteenth Century Music** 3 s.h.

Although Mozart and Haydn comprise the greater portion of 18th Century music, the Rococo Period involves D. Scarlatti and C. P. E. Bach as well. The mature development of the sonata and symphony comprise a considerable portion of this study. Prerequisites: History of Music I, II, and III.

**Mus 325 The Early Romantic Period** 3 s.h.

Beethoven, Schubert, Rossini, Weber, Mendelssohn, Berlioz, Schumann, and Chopin are the major composers to be studied in the Early Romantic Period. Prerequisites: History of Music I, II, and III.

**Mus 326 The Late Romantic Period** 3 s.h.

Wagner, Verdi, Glinka, Bruckner, Meyerbeer, Liszt, Gounod, Brahms, Offenbach, Smetana, J. Strauss, Grieg, Bizet, Moussorgsky, Saint-Saëns, Tschaikowsky, Massenet, Franck, Borodin, Rimski-Korsakoff, Wolf, R. Strauss, Mahler, Fauré, Puccini, Dvorak, MacDowell, and Elgar are the major composers of this study. Prerequisites: History of Music I, II, and III.

**Mus 420 Contemporary Music** 3 s.h.

Beginning with Debussy, Ravel and the other impressionists, touching on Schoenberg, Stravinski, Webern, Honneger, Milhaud, et al. Contemporary Music ends with today and tomorrow. Various trends, styles, techniques are noted; judgements are attempted on the more experimental forms; and limited predictions of trends are ventured. Prerequisites: History of Music I, II, and III.

**Mus 421 American Music** 3 s.h.

American Music is a study of the History and Literature of Music in America from 1600 to the present day. Early American musical heritages are traced from pre-revolutionary America to our day. Prerequisites: History of Music I, II, and III.

## CONDUCTING

**Mus 311 Fundamentals of Conducting** 2 s.h.

Emphasis will be placed on the fundamental physical skills of the conducting process. Various beat patterns will be mastered and elementary score reading and interpretation will be considered.

**Mus 312 Choral Conducting** 2 s.h.

Choral Conducting will provide the opportunity for the student to apply his basic conducting techniques to the choral area. Each student will conduct the rest of the class in many of the standard choral works of the literature. Also a survey of suitable literature, organizational problems, voice testing, rehearsal techniques, program building, interpretation, and diction will be included. Prerequisite: Fundamentals of Conducting with a mark of C or better.

**Mus 313 Instrumental Conducting** 2 s.h.

Instrumental Conducting will provide the student with the opportunity to apply his basic conducting skills to the various instru-

mental ensembles. Each student will conduct the rest of the class as well as the available instrumental ensembles in the department. Also a survey of suitable literature, organizational problems, audition procedures, rehearsal techniques, program building, and interpretation will be considered. Prerequisite: Fundamentals of Conducting with a mark of C or better.

**Mus 401 Choral Score Reading** 2 s.h.

Choral Score Reading is designed for the Vocal Curriculum student who wishes to further develop his skills at interpreting choral scores. Some of the units are: reading 3, 4, 5, and 6 line scores; problems of editing music of various periods; further development of skill with various clefs; developing a sense of tempi; and practice in score reduction at the keyboard. Prerequisites: Harmony IV, and Choral Conducting.

**Mus 402 Instrumental Score Reading** 2 s.h.

Instrumental Score Reading serves a similar purpose for the Instrumental Major. Some of the units are: developing skill in reading 12 lines to full orchestral or band scores of 32 lines; editing and bowing problems of various periods; developing skill with clefs and transpositions; developing a sense of tempi; and reducing full scores at the keyboard. Prerequisites: Harmony IV, and Instrumental Conducting.

## MUSIC EDUCATION

**EI 211 Music for the Elementary Grades** 2 s.h.  
(See the Elementary section for a course description.)

**EI 212 Teaching Music in the Elementary Grades** 3 s.h.  
(See the Elementary section for a course description.)

**Mus 204 Eurythmics I** 1 s.h.

Eurythmics I develops musical perception through physical response; stimulates creative imagination through group and individual interpretations; and promotes bodily coordination, poise, and precision.

**Mus 205 Eurythmics II** 1 s.h.

Eurythmics II continues the skill development begun in Eurythmics I and further provides each student with the opportunity to direct others; to master and to teach a repertory of folk dances; and to organize the work to fit the needs and capacities of elementary pupils. Prerequisite: Eurythmics I.

**Mus 331 Elementary Methods**

2 s.h.

Included in Elementary Methods are the following topics: analytical study of texts, recordings, equipment, instruments, and other material suitable to musical development of elementary pupils; proper treatment of the child voice; selection, use, and teaching of rote songs; rhythmic activities and development; music reading; part singing; planning and organization; guided observations; and evaluation techniques.

**Mus 332 Junior High School Methods**

2 s.h.

The following topics are considered: characteristics of the early adolescent pupil; the general music class; choral organizations; the changing voice; techniques of instruction; evaluation of materials; evaluation techniques; and guided observations.

**Mus 333 Senior High School Methods**

2 s.h.

The organization and development of the large ensemble is considered as well as high school courses in theory and history of music. Scheduling, administration, and curricular problems of the high school music program are treated. Evaluative techniques, unique to the music program, will be considered and guided observations are required.

**Mus 334 Instrumental Methods**

2 s.h.

A treatment of the necessary understandings, techniques, equipment, and materials necessary to develop an effective instrumental music program in the public schools. Demonstrations and laboratory work are designed to give the student the competencies needed to meet successfully the various teaching situations in instrumental music from the grades through the high school.

**Mus 405 Piano Pedagogy**

2 s.h.

A survey of all current and significant past developments in the teaching of piano both privately and in small and large classes. The various piano methods are analyzed, compared, criticized, and adapted to each individual's use. Prerequisites: Junior Standing in Piano, and a piano major or minor.

**Mus 406 Voice Pedagogy**

2 s.h.

A survey of all current and significant past developments in the teaching of voice both privately and in small and large classes. The various vocal methods are analyzed, compared, criticized, and adapted to each individual's use. Prerequisites: a voice major or minor, and permission of the instructor.



**Mus 407 Master Class in Organ** 2 s.h.

From time to time the organ instructor will accept from four to eight organ majors for this course. Every student will observe every other student's instruction and demonstrations of various techniques of teaching organ will be given. Prerequisites: for organ majors only with the organ instructor's permission.

**Mus 408 Marching Band Techniques** 2 s.h.

The following topics are considered: building a band show; alignment of ranks and files; development of a standard pace of 6 to 5 and 8 to 5; selection of music; instrumentation; techniques of developing morale; and fundamentals of uniform design.

**Ed 421 Student Teaching** 12 s.h.

The music major will begin his practice teaching with observations and various simple teaching assignments, gradually assuming greater teaching responsibilities on the elementary, junior and senior high school levels in instrumental and/or vocal music as his particular curriculum requires. A college staff member coordinates the work of the student teacher and his school supervisor.

**Ed 422 Professional Practicum (Including School Law)** 2 s.h.

Significant problems of an advanced nature, and closely related to student teaching, are introduced in order to insure further professional growth. Observing of other teaching situations, reading of books and professional journals, along with reports and discussions at conferences, will aid in this growth.

**APPLIED MUSIC****Class Instruction**

The following courses are designed to acquaint the student with basic skills in each particular area. The classes are conducted in a similar manner to those in the public schools but for different purpose. It is assumed that the voice major should have a working knowledge of each of the three major instrumental groups; the instrumental major should have a working knowledge of the voice and vocal production. The class instruction in Applied Music fills this need.

Mus 151	Class Voice I	1 s.h.
Mus 152	Class Voice II	1 s.h.
Mus 153	Class Piano I	1 s.h.
Mus 154	Class Piano II	1 s.h.
Mus 155	Class Violin	1 s.h.
Mus 156	Class Cornet	1 s.h.

Mus 157	Class Trombone	1 s.h.
Mus 158	Class Percussion	1 s.h.
Mus 159	Class Strings	1 s.h.
Mus 160	Class Woodwinds	1 s.h.
Mus 161	Class Brass	1 s.h.
Mus 162	Class Clarinet	1 s.h.
Mus 351	Italian Diction	2 s.h.
Mus 352	Spanish Diction	2 s.h.
Mus 353	French Diction	2 s.h.
Mus 354	German Diction	2 s.h.

### Private Instruction

One semester hour credit for each number. Each semester hour of credit requires one half-hour lesson and five hours practice per week for one semester. The instructor will determine which series applies.

111 - 130 Series, for beginners or near beginners

211 - 230 Series, for intermediate students

311 - 330 Series, for advanced students

411 - 430 Series, for artist students

available in the following performance areas:

Piano (Pno)	Cello (Cel)	Trumpet (Trpt)
Organ (Ogn)	Bass Viol (BsV)	French Horn (FrH)
Voice (Vce)	Clarinet (Clar)	Trombone (Trb)
Harp (Hrp)	Flute (Fl)	Tuba (Tba)
Violin (Vln)	Oboe (Ob)	Baritone Horn (BaH)
Viola (Vla)	Bassoon (Bssn)	Percussion (Perc)
	Saxophone (Sax)	

### Ensembles

No credit; S or U mark; participation required in the various curricula as follows:

Students in the vocal music education curriculum, whether their major is piano or voice, will participate in one of the large vocal ensembles every semester. Freshmen are not eligible for the College Choir.

Students in the instrumental music education curriculum will participate in one of the large instrumental ensembles every semester. They will further be required to participate in one vocal ensemble each semester of their freshman year.

Students in the general music education curriculum will be required to participate in one vocal and one instrumental ensemble each semester.

If one of the music ensembles is in need of a particular player because of the uniqueness of the instrument or voice, the student may be required to participate even though he has fulfilled the above requirements.

- Mus 121 Chamber Ensembles
- Mus 122 Brass Choir
- Mus 123 Clarinet Choir
- Mus 124 Marching Band
- Mus 125 Indiana Band
- Mus 126 Indiana Wind Ensemble
- Mus 127 Indiana Glee Club
- Mus 128 Women's Chorus
- Mus 129 Opera Workshop
- Mus 130 String Orchestra
- Mus 131 Indiana Symphony Orchestra
- Mus 201 College Choir

## PHILOSOPHY DEPARTMENT

ROBERT M. HERMANN, Chairman of Department

C. M. JOHNSON

JAMES R. McKELDRIN

### GENERAL EDUCATION COURSE

**Phil 420 Introduction to Philosophy** 3 cr.

A survey of basic issues and fundamental concepts. Designed for the beginning student, this course aims at the development of a critical attitude toward the major "isms" of philosophy. Emphasis is placed upon an understanding of problems in the field, rather than upon individual thinkers.

### PHILOSOPHY ELECTIVES

**Phil 421 Logic** 3 cr.

The meaning and definition of terms. The types of statement and their uses in valid deduction. Inductive arguments and the methods of empirical inquiry. This course aims at developing an increased awareness of the requirements of proof, and of the many common forms of fallacious arguments.

**Phil 422 Ethics** 3 cr.

An introduction to significant ethical theory. Selected writings both ancient and modern are examined and discussed critically. The student is encouraged not only to develop a consistent ethical formulation of his own, but to make application of each view studied to current moral problems.

**Phil 423 Political Philosophy** 3 cr.

An examination of major theories of political organization. Such substantial works as Plato's *Republic*, Aristotle's *Politics*, Hobbes' *Leviathan*, Rousseau's *Social Contract*, and Locke's *Second Treatise of Civil Government* are studied in depth. (See also in Pol. Sci. electives.)

**Phil 424 The History of Philosophy** 3 cr.

Great men and movements in western philosophy from the pre-Socratic period to the present. The course follows a chronological order, examining the whole thought of selected major philosophers, as well as the world-views of their times. Prerequisite: Phil. 420.

**Phil 425 American Philosophic Thought** 3 cr.

A study of the more original and influential philosophic postures developed in America from the colonial period to the present, and of the men who gave them their most complete expressions. Prerequisite: Phil 420.

**Phil 426 Aesthetics** 3 cr.

Studies in the meaning and value of man's aesthetic experience. The nature and significance of art — its role in human experience. Theories of art from Plato to Dewey are examined and discussed critically.

**Phil 430 Readings Colloquium** 3 cr.

Designed for the student making a primary concentration in philosophy, this course centers around discussion of an intensive reading program, and includes a research project of thesis quality. Prerequisites: Phil 420, 421, and 422.

## SCIENCE DEPARTMENT

DWIGHT E. SOLLBERGER, Chairman of Department

WILLIS H. BELL  
 CARL W. BORDAS  
 EDWARD N. BROWN  
 JOSEPH COSTA  
 WALTER W. GALLATI  
 DONALD GROFF  
 WILLIAM HEARD  
 DONALD E. HOFFMASTER  
 FRANCIS W. LIEGEY  
 RONALD L. MARKS  
 ROBERT MERRITT

ROBERT N. MOORE  
 CHARLES D. REESE  
 DANIEL G. REIBER  
 \*WILLIAM SHELLENBERGER  
 ARTHUR G. SHIELDS  
 MARTIN L. STAPLETON  
 RICHARD M. STRAWCUTTER  
 PAUL M. WADDELL  
 RICHARD F. WAECHTER  
 ROBERT L. WOODARD  
 CYRIL J. ZENISEK

PATSY A. ZITELLI

\*Centers

## GENERAL EDUCATION COURSES

### Sci 103 General Biology I 4 cr.

This course deals with the principles of biology. Topics include cellular structure and physiology, growth and repair, reproduction and development, control sources of food energy, inheritance, and man's interrelationship with his biological environment. The classification of plants and animals is reviewed briefly. Three hours lecture and two hours laboratory.

### Sci 104 General Biology II 4 cr.

A continuation of General Biology I. Three hours lecture and two hours laboratory.

### Sci 105 Physical Science I 4 cr.

A study of the physical world, focusing on the fundamental concepts of matter and energy. Emphasis is placed on what science is, how scientific knowledge is acquired, and the emergence of the more fundamental physical laws. Topics include those often associated with astronomy, chemistry, geology and physics. Three hours lecture and two hours laboratory.

### Sci 106 Physical Science II 4 cr.

A continuation of Physical Science I. Three hours lecture and two hours laboratory.

## BIOLOGICAL SCIENCE COURSES

### Biol 111 Botany I 4 cr.

Botany I is primarily a study of the flowering plants. Topics include the anatomy and life processes of plant cells, leaves, stem, roots, flowers, seeds, and fruits. The economic importance of plants used by man and the recognition and classification of the seed plants in the immediate environment of the college are included. Three hours lecture and three hours laboratory per week.

**Biol 112 Botany II** 4 cr.

Botany II is concerned primarily with the non-flowering plants. It considers both the anatomy and life processes of selected algae, bacteria, fungi, mosses, ferns, and their allies. The economic importance and health implications of certain of these groups are emphasized. The recognition and classification of the non-flowering plants of the immediate surroundings are stressed. Prerequisite: Botany I. Three hours lecture and three hours laboratory per week.

**Biol 121 Zoology I** 4 cr.

This is a study of the life history, habits, origin, development, physiology and anatomy of the main phyla of invertebrates. A phylogenetic sequence is followed to show interrelationships among the phyla. The student becomes acquainted with the many invertebrate species found locally. Three hours lecture and three hours laboratory per week.

**Biol 122 Zoology II** 4 cr.

This course is a study of the chordata in general, and more particularly the classes of vertebrates. Topics studied include the anatomy, physiology, origin, development, and life history of representative members of each class. Special attention is given to the vertebrates found in the vicinity of the college. Prerequisite: Zoology I. Three hours lecture and three hours laboratory per week.

**Biol 271 Evolution** 2 cr.

This course deals with the principles of organic evolution. Various lines of evidence for evolution are studied as well as the operational mechanisms involved which have resulted in present-day organisms. Consideration is given to the origin and phylogenetic relationships of biologic groups. The historical development of evolutionary thought is also considered. Two hours lecture per week.

**Biol 263 Genetics** 3 cr.

The purpose of this course is to give the student an understanding of the laws of inheritance as they operate in plants, animals, and humans. Cell structure, mendelian inheritance, eugenics, linkage, probability, crossing over, and random assortment are considered. Prerequisite: 6 hours Biology. Two hours lecture and three hours laboratory per week.

**Biol 251 Field Botany** 3 cr.

This is a course in the taxonomy of the vascular plants of the region. It includes the ferns, fern allies, shrubs, trees and herbaceous plants. The use of the standard manuals for the identification of plant materials is stressed. Students are required to make collections for their future use in teaching situations. Two hours lecture and three hours laboratory per week.

**Biol 351 Plant Physiology****3 cr.**

This course studies the physiological processes occurring in plants. The phenomena of inhibition, osmosis, digestion, photosynthesis, respiration, transpiration and mineral nutrition are considered in relation to the growth and development of the plant. Prerequisites: Botany I and II. Two hours lecture and three hours laboratory per week.

**Biol 252 Field Zoology****3 cr.**

Field Zoology is a course in the study of animals in the field; the collection of such forms, and the preparation and utilization of them for class instruction. Students are required to make collections for their future use in teaching situations. Two hours lecture and three hours laboratory per week. Field trips are required.

**Biol 352 Animal Physiology****3 cr.**

The purpose of this course is to give the student a general background of how animals carry on their bodily processes and a more detailed knowledge of human physiology. Related anatomy is taught as needed. Prerequisites: Zoology I and II. Two hours lecture and three hours laboratory work per week.

**Biol 361 Microbiology****3 cr.**

This course is a study of microscopic forms of life, both plant and animal, which are commonly encountered in biological work. Some emphasis is placed on the study of disease-producing species of man and his domesticated animals. Methods of culturing forms used in high school teaching are studied. Prerequisites: Botany I and II, Zoology I and II. Two hours lecture and three hours laboratory per week.

**Biol 261 Ornithology****3 cr.**

Ornithology is a study of the birds of the region supplemented by a review of the major orders of birds of the western hemisphere. Indoor studies of skins are made during the early part of the course, while the latter part of the course is largely field work. Early morning field trips are required. Two hours lecture and three hours laboratory per week.

**Biol 262 Entomology****3 cr.**

This is an introduction to the orders of insects, considering their characteristics, habits, and economic relations, together with the collecting and identifying of representative forms from Western Pennsylvania. Two hours lecture and three hours laboratory per week.



**Biol 281 Parasitology** 3 cr.

An introductory course which covers the parasitic protozoa, flatworms, and roundworms. Major emphasis is placed upon species infesting man and includes their structure, physiology, ecology, life cycles, pathogenicity and treatment. Laboratory work includes some dissection of vertebrate hosts and fixing, staining and mounting of any parasites recovered. Arthropods involved in parasite transmission are also included. Prerequisites: Zoology I and II.

**Biol 272 Conservation of Plant and Animal Resources** 3 cr.

In this course special attention is devoted to a study of accepted practices in soil, water, forest, and game conservation. Numerous local and state conservation specialists are called in to assist in the discussion of the specialized fields of conservation. Field work is an essential part of the course. Two hours lecture and three hours laboratory per week.

**Biol 331 Embryology** 3 cr.

A course in the development of vertebrates as exemplified in the frog, chick, and pig. Major emphasis is placed on the chick. The sequence of maturation, fertilization, cleavage, gastrulation and origin of organs is traced. Prerequisites: Zoology I-II.

**Biol 332 Comparative Anatomy** 3 cr.

This course provides the student with a comparative study of the shark, Necturus and cat. Each system is studied in all three forms concurrently providing a true comparison. Additional vertebrate forms are included in the lecture material. Prerequisite: Zoology II. Embryology is desirable. Two hours lecture and three hours laboratory.

**Biol 341 General Physiology** 3 cr.

This course deals first with an exposition of the basic concepts as they apply to the structure of cells and their activities. This is followed by a consideration of the manipulation of energy — of chemical concentration, of electrical potential, of mechanical energy, and of radiant energy — in the cell and organism. Finally, the problems associated with growth and reproduction and the factors involved in the integration of the organism are considered. Two hours lecture and three hours laboratory.

**Biol 362 Ecology** 3 cr.

This is a study of the interrelations and adaptations of plants, and animals and includes consideration of physical as well as biotic environmental factors. Field trips are taken to study various types of ecologic situations. Two hours lecture and three hours laboratory per week.

**Biol 371 Vertebrate Anatomy**

3 cr.

A study of the anatomical organization of the vertebrate animal. The cat is used as the subject for a detailed laboratory dissection. Prerequisites: Zoology I and II. Two hours lecture and three hours laboratory per week.

**Biol 472 Radiation Biology**

3 cr.

Basic aspects of nuclear physics, the phenomena of radioactive isotopes and the biological effects of such isotopes. Concurrent laboratory work utilizing instruments for detection and measurement of radioactive nuclids used in biological experimentation. Two hours lecture, three hours laboratory per week. Prerequisites: Two years of biology, Physics I-II, Chemistry I-II. Additional chemistry through organic and biological chemistry strongly recommended.

**Biol 498 Problems in Biology**

1 - 3 cr.

A course in which the student may independently investigate any field of biology in which he is interested. This work is supervised by a faculty member but does not involve regular class or laboratory hours. The student should expect to spend three hours per week for each credit earned.

**Biol 499 Research Biology**

3 cr.

A course designed to acquaint the undergraduate student with the techniques of modern research by actively engaging in a program of biological experimentation and/or research. Students will work in close harmony with the faculty member (or members) engaged in an active research project. There are no formal lectures or laboratories and a broad biological background is required. Enrollment is by permission only.

**CHEMISTRY COURSES****Chem 111-112 General Chemistry I and II**

8 cr.

General Chemistry I includes the study of the nature of matter, atomic structure, periodic law, chemical bond, stoichiometry, gases, liquids, solids and solutions. General Chemistry II includes chemical kinetics, chemical equilibrium, electrical energy and chemical change, oxidation and reduction, descriptive chemistry and organic chemistry. The laboratory work illustrates fundamental principles; during the first semester it is semiquantitative in nature, and the second semester is devoted to qualitative analysis. Three hours lecture and three hours laboratory per week.

**Chem 211-212 Quantitative Analysis I and II** 8 cr.

The theory and practice of quantitative analysis. Gravimetric and volumetric methods. Colorimetric and potentiometric methods. Laboratory work consists of the application of the principles and techniques to quantitative determination. Lectures, two hours a week; laboratory 6 hours a week. Prerequisites: Chem 111 and 112.

**Chem. 251 Industrial Chemistry** 3 cr.

This course is a study of the applications of chemistry and science to the industries of Western Pennsylvania for the science teacher. The course consists of lectures, laboratory work, and field trips to representative industries. Two hours lecture and three hours laboratory per week. Prerequisites: General Chemistry I and II.

**Chem 311-312 Organic Chemistry I and II** 8 cr.

A study of the compounds of carbon with special emphasis being placed on the structure and reactions of the more important classes of carbon compounds. The laboratory work involves the preparation and purification of representative compounds. Three hours lecture and three hours laboratory per week. Prerequisites: General Chemistry I and II.

**Chem 321 Organic Qualitative Analysis** 2 cr.

A course designed to give the student experience in the systematic identification of various classes of organic compounds. One hour lecture and four hours laboratory per week. Prerequisites: Organic Chemistry I and II (Organic Chemistry II may be taken concurrently).

**Chem 351 Biological Chemistry** 3 cr.

A study of the chemistry of carbohydrates, lipids, proteins, minerals, and vitamins as well as the biological functions of each. Three hours lecture per week. Prerequisite: Organic Chemistry I.

**Chem 411 Physical Chemistry** 3 cr.\*\*

Elementary thermodynamics, thermochemistry, gases, solutions, and other topics as time permits. Two hours lecture and three hours laboratory per week. Prerequisites: Quantitative Analysis, Calculus I, and Physics I and II.

\*\*Note: Starting as soon as possible, and no later than September, 1965, this course will become a two semester course of 8 credits with an increase in lecture time from two to three hours per week.

**Chem 451 Colloidal Chemistry** 3 cr.

This course consists of discussion and laboratory work dealing with the theory of colloidal behavior. Stress will be placed upon proteins and other materials encountered in the colloidal state which are important in nature or industry. Two hours lecture and three hours laboratory per week. Prerequisites: General Chemistry I and II and Organic Chemistry I.

**Chem 452 Advanced Inorganic Chemistry** 3 cr.

This course is designed to give the student an understanding of the advanced theory of atomic structure, chemical bonding, acids and bases, coordination compounds, and selected topics. Three hours lecture per week. Prerequisites: Qualitative Analysis and Organic Chemistry I.

**Chem 455 Seminar** No credit

First and Second Semesters. Alternate Wednesdays or Thursdays, 7:00 P. M.

Journal reports; discussion of papers on current chemical topics, and reports on research done in the laboratory; lectures by noted chemists. Attendance of major students is expected.

**Chem 498 Problems in Chemistry** 1 to 3 cr.

This course includes laboratory work, library reading, and conferences with a staff member. The purpose of the course is to give the student experience in the investigation of selected problems in chemistry. The credit is to be arranged.

**Chem 151-152 Organic and Biochemistry I-II** 6 cr.

This course is planned to include those topics from the fields of organic chemistry and biochemistry that are most important for the student of home economics. The structures, properties, and preparation of the various classes of organic compounds are surveyed. This information then serves as a basis for the study of various materials encountered by a professional home economist, whether teaching or employed by private industry. Three hours of lecture and two hours of laboratory per week.

**EARTH SCIENCE COURSES****ESci 211 Astronomy I** 3 cr.

Fundamentals of astronomy with emphasis on the telescope, observational methods, an examination of the sun, moon, planets, asteroids, comets, and meteors, the mechanics and origin of the solar system, and the spatial relationship of the solar system to the other members of the universe. Scheduled laboratory periods and night observations are part of the course. Two hours lecture and one laboratory period or night observation per week.

**ESci 212 Astronomy II**

3 cr.

Fundamentals of astronomy with emphasis on the sun, stars, galaxies, the sidereal universe, and the use of spectroscopy for gathering astronomical data. Scheduled laboratory periods and night observations are part of the course. Two hours lecture and one laboratory period or night observation per week.

**ESci 331 Navigation**

3 cr.

A thorough grounding in the meanings of terms used in navigation, in the purposes and use of navigational instruments and publications and in the theory and general methods of piloting, dead reckoning and electronic and celestial navigation. Emphasis is placed upon chart work and the solution of practical navigational problems. Two hours lecture and two hours laboratory.

**ESci 217 Meteorology**

3 cr.

A basic study of the atmosphere and physical processes that produce commonly observed weather phenomena, including discussion of radiation, temperature, humidity, evaporation, condensation and precipitation, clouds, pressure systems and winds, air masses and fronts, cyclones, anti-cyclones, hurricanes, tornadoes, and thunderstorms. In the laboratory, emphasis is on common and useful meteorological instruments, observations, weather reporting, and the weather map. Two lectures and two hours laboratory per week.

**ESci 221 Physical Geology**

3 cr.

A basic course, with no college prerequisites, designed to meet the needs of science and non-science majors. It provides a survey of the physical forces molding, modifying and destroying earth structures. Laboratory work includes map study, the identification of rocks and minerals, and field trips. Two hours of lecture and one three hour laboratory per week.

**ESci 222 Historical Geology**

3 cr.

A basic course providing a history of our planet from the fiery beginnings to the present. Special consideration is given to rock stratigraphic sequences, invertebrate fossil distribution and geologic map interpretation. Laboratory work includes field studies. Two hours of lecture and one three hour laboratory per week. Prerequisite: Physical Geology or permission of instructor.

**ESci 321 Paleontology**

3 cr.

This course covers the morphology, classification and evolution of the common fossils. Indiana State College is fortunate in being located in an area in which a wide spectrum of representative fossils ranging from Cambrian to Permian time may be found within easy-driving distance of the campus. Major emphasis is placed on the invertebrate fossils. Field work is an essential part of the course. Two hours lecture and three hours laboratory.

**PHYSICS COURSES****Phys 111-112 Physics I and II**

8 cr.

A two-semester course constituting the usual first year's work in general college physics. In Physics I mechanics, heat and sound are studied; in Physics II electricity and magnetism, light, and atomic and nuclear physics. A working knowledge of elementary algebra is essential. Three hours lecture and three hours laboratory per week.

**Phys 211-212 Electricity and Magnetism I and II**

7 cr.

A course in general electricity and magnetism. The electric and magnetic fields of D.C. and A.C. circuits, capacitance, inductance, electromotive force, oscillating circuits, electrical instruments are among the topics developed. First semester: 3 credits, three hours lecture per week. Second semester: 4 credits, three hours lecture per week, three hours laboratory per week. Prerequisites: Physics I and II, Analytical Geometry and Calculus II.

**Phys 311 Mechanics I**

3 cr.

In this course among the topics developed are kinematics, statistics and dynamics of a particle, oscillators, statics and dynamics of extended bodies, planetary motion; three hours lecture per week. Prerequisites: Physics I and II, Analytical Geometry and Calculus II.

**Phys 312 Mechanics II**

3 cr.

In this course among the topics developed are vibrating strings and membranes, wave motion, the Hamiltonian, LaGrange's equations, mechanics of fluids. Three hours lecture per week. Prerequisites: Physics I and II, Analytical Geometry and Calculus II.

**Phys 361 Electronics**

3 cr.

The fundamentals of vacuum tubes and their applications in circuits are studied. Two lectures and three hours laboratory per week. Prerequisites: Math Analysis, Physics I and II.

**Phys 371 Optics**

3 cr.

This course deals with such topics as reflection and refraction at surfaces, optical instruments, polarization, interference and diffraction of light. Two hours lecture and three hours laboratory per week. Prerequisites: Physics I and II, Analytical Geometry and Calculus I.

**Phys 382 Heat and Thermodynamics**

4 cr.

Temperature and expansion, heat transfer, properties of gases and thermodynamics are some of the topics developed. Three hours lecture and three hours laboratory per week. Prerequisites: Physics I and II, Analytical Geometry and Calculus I.

**Phys 451 Atomic and Nuclear Physics** 3 cr.

This course deals with the electron, atomic spectra, atomic structure, chemical binding, nuclear radiation, the nucleus, elementary particles. Prerequisites: Physics I and II, Analytical Geometry and Calculus II.

**Phys 452 Selected Experiments from Atomic, Nuclear and Modern Physics** 3 cr.

Experiments include electric discharge in gases, atomic spectra,  $e/m$ , detection and measurement of radiation and others depending on time and facilities available. Prerequisites: Physics I and II, Math Analysis, Calculus I and II, Physics 451. The latter may be taken concurrently.

**Phys 472 Modern Physics** 3 cr.

Topics developed are electromagnetic radiation, thermionic and photoelectric emission, special relativity, elementary quantum mechanics, statistical mechanics. Three hours lecture per week. Prerequisites: Physics I and II, Analytical Geometry and Calculus I.

### COURSE REQUIRED OF EDUCATION MAJORS IN THE VARIOUS FIELDS OF SCIENCE

**Ed 451 Teaching Science in the Secondary School** 3 cr.

This course is planned to give the science major a thorough background in the problems of teaching science. The objectives of science programs in secondary schools, selection of textbooks, sources of suitable literature, how to secure materials for instruction, the preparation of units, and special techniques are studied. Prerequisites: 12 hours of work in major field. Two hours lecture and three hours laboratory work per week.

### REQUIRED COURSES FOR STUDENTS IN ELEMENTARY EDUCATION

**Sci 311 Elements of Earth Science** 3 cr.

This course is designed to make elementary teachers more aware of the science in their environment. While the biological environment is briefly reviewed, greater stress is placed upon the areas of geology, astronomy and meteorology. Field study and lectures strive to include both scientific principles and practical classroom activities that the teacher may use in the elementary classroom.

**EI 312 Teaching of Elementary Science****3 cr.**

The fundamental areas of physics and chemistry are covered in this course. Student participation is fundamental to their understanding of the basic principles that can be transferred to the elementary classroom, and to their familiarization with scientific equipment. The latter part of the course is devoted to a survey of the biological environment and continues the work begun in Elementary Science.

**REQUIRED COURSES FOR STUDENTS IN  
HOME ECONOMICS****Biol 151 Physiology for Home Economics****3 cr.**

This is a study of the various physiological processes occurring in the human body and the functioning of the various tissues and organs. Two hours lecture and two hours laboratory per week.

**Chem 151-152 Organic and Biochemistry****6 cr.**

This course is planned to include those topics from the fields of organic chemistry and biochemistry that are most important for the student of home economics. The structures, properties, and preparation of the various classes of organic compounds are surveyed. This information then serves as a basis for the study of various materials encountered by a professional home economist, whether teaching or employed by private industry. Three hours of lecture and two hours of laboratory per week.

**Biol 361 Microbiology (Sanitation)****3 cr.**

This course is a study of microscopic forms of life, both plant and animal, which are commonly encountered in biological work. Some emphasis is placed on the study of disease-producing species of man and his domesticated animals. Methods of culturing forms used in high school teaching are studied. Two hours lecture and three hours laboratory per week.



**SOCIAL SCIENCE DEPARTMENT**RAYMOND L. LEE, *Chairman of Department*

JESSIE BRIGHT  
 STEVEN CORD  
 CLYDE GELBACH  
 RICHARD F. HEIGES  
 C. M. JOHNSON  
 JANE S. MERVINE  
 ROBERT L. MORRIS  
 ESKO NEWHILL  
 JAMES M. OLIVER

DOROTHY PALMER  
 WILLIS J. RICHARD  
 MILES RICHARDSON  
 MERLE J. RIFE  
 JOHN R. SAHLI  
 WALTER T. SHEA  
 BERT A. SMITH  
 ROBERT C. VOWELS  
 ALBERT J. WAHL

FLORENCE WALLACE

**GENERAL EDUCATION COURSES**

(Required of all students)

**SS 202 History of Civilization II** 3 cr.

This course deals with man's development from 1600 to the present. Among the topics discussed are: The Commercial Revolution; the Age of Reason; the Age of Revolution — political, economic, and social; the rise of constitutional governments; nationalism and the clash of cultures incident to the growth of empire. Considerable attention is given to democracy, capitalism, communism, fascism, and socialism as the major ideologies of the nineteenth and twentieth centuries. The course concludes with an examination of the various formulas for world order proposed or attempted since 1900.

**SS 302 History of the United States and Pennsylvania II** 3 cr.

A course in the history of the United States and Pennsylvania from 1865 to the present in which the industrialization of America, urbanization, the rise of organized labor, and the development of a distinctly American culture are stressed. Attention is also given to the political, economic, and social reform movements of this period in our history as well as to the increasing role of the United States in world affairs.

**SS 401 American Citizenship** 3 cr.

This course is largely concerned with our Federal and State governments. Emphasis is placed upon the constitutional basis of government, organization and structure of government, division of governmental powers, Federal and State relations, public finance, organization and role of political parties, and the place of the citizen in government. In a study of the functions and services of government, attention is given such problems as foreign policy and world relations, economic and social security, and the promotion of the general welfare.

**SS 410 Introduction to Anthropology** 3 cr.

A general introduction through case studies to the concept of culture, and to the structure and diversity of cultural systems throughout the world.

**ANTHROPOLOGY-SOCIOLOGY ELECTIVES****SS 251 Introduction to Sociology 3 cr.**

Sociology is the science of the structure and functioning of human groups. Taking culture concepts and social institutions as its basic materials, it explores the content, methodology, and interrelationships of those studies seeking to record and explain man's social behavior in the modern world. Problems of social change, and the attendant efforts to direct and control such change, are integral parts of the course.

**SS 331 Contemporary Social Problems 3 cr.**

A course which explores pressing social issues and the solutions offered for their alleviation. Within its scope fall race and minority discrimination, juvenile delinquency, crime, family disintegration, personal maladjustment, population shifts, the role of culture, the nature of social change, and the possibility of social planning. Problems are defined and solutions are explored in the light of historical, political, economic, social, and anthropological data. Prerequisite: Principles of Sociology.

**SS 332 Racial and Cultural Minorities 3 cr.**

A study of national, racial and religious minorities and divergent heritages in our national life. Prerequisite: Principles of Sociology.

**SS 333 Juvenile Delinquency 3 cr.**

Principal topics are the cause of delinquency, its forms, consequences, and the methods that may best be used in its prevention. Prerequisite: Principles of Sociology.

**SS 334 Population Problems 3 cr.**

The focus is upon population growth and distribution. The present "population explosion" will be a topic of central interest. Prerequisite: Principles of Sociology.

**SS 335 Social Stratification 3 cr.**

A study of social status patterns and social mobility. Determinants of social class divisions and the consequences of class distinctions for individuals and society will be discussed. Prerequisite: Principles of Sociology.

**SS 336 Primary Interaction 3 cr.**

The relationships between types of family interaction and extrafamilial problems are emphasized, as well as the impact of social change on the structure and functions of the family. Prerequisite: Principles of Sociology.

**SS 337 World Cultures** 3 cr.

Students are provided with a minimal orientation to the study of the cultural diversity of human societies. There will be an emphasis on the determinants of cultural variability and the problem of ethnocentrism resulting from this diversity.

**SS 411 Cultural Anthropology** 3 cr.

A survey of problems and theories in the science of culture. Each student makes a study of a particular major anthropologist or theoretical approach. Prerequisites: SS 410, and either SS 412 or SS 413.

**SS 412 World Ethnography** (Comparative Cultures) 3 cr.

A study of the adaptive diversification of cultures; cultural ecology is the fundamental theme, with emphasis on a particular major culture area of the world. Each student studies one culture intensively. Prerequisite: Introduction to Anthropology.

**SS 413 Pre History** 3 cr.

A survey of the evolution of man and culture in the Old and New World from the earliest fossil and cultural forms to the Archaic Civilizations. Prerequisite: Introduction to Anthropology.

**ECONOMICS ELECTIVES****SS 240 Principles of Economics** 3 cr.

Introduction to the nature and scope of economics; examination of universal principles and laws of economic activity; study of the structure of American capitalism; the role of money and banking; the role of government; national income, its fluctuations and growth.

**SS 241 Contemporary Economic Problems** 3 cr.

The study of what determines value: the problem of pricing goods and services; the problem of pricing the factors of production; understanding the kinds of competition; introduction to the problems of labor, international trade, world poverty, competing economic systems.

**SS 341 Industrial Relations** 3 cr.

A study of the problems involved in the relations between the workers and management in a dynamic industrial society, and the economic aspects of the solutions of these problems proposed or attempted by labor, management, and the government. Prerequisite: Principles of Economics.

**SS 343 Economic Analysis** 3 cr.

An analysis of prices, output and distribution with application to current problems of economic policy. Prerequisite: Principles of Economics.

**SS 344 Public Finance** 3 cr.

A survey of the revenues, expenditures and debt operations of governments. Special attention will be given to the different requirements and character of the Federal government and of state and local units respectively. Prerequisite: Principles of Economics.

**SS 345 Money and Banking** 3 cr.

A study of the history and present state of the American monetary and banking system. The Federal Reserve System, instruments of credit control, proposals for monetary reform and the relationship between money and economic stability will be covered in the course. Prerequisite: Principles of Economics.

**SS 346 Economic Development** 3 cr.

An empirical and theoretical analysis of the nature of the economic growth of nations. Special emphasis given to the problems of underdeveloped countries. Prerequisite: Principles of Economics.

**SS 347 History of Economic Thought** 3 cr.

Presenting a study of the fundamental contributions which outstanding economists have made to economic ideas. Prerequisite: Principles of Economics.

**SS 348 International Economics** 3 cr.

International Economics is a study of international trade, international investment, current international institutions, and United States foreign economic policy.

**SS 349 Comparative Economic Systems** 3 cr.

Basic economic issues in capitalism, socialism, communism, and fascism, and their relationships to political and social problems. Prerequisite: Principles of Economics.

**HISTORY ELECTIVES****SS 201 History of Civilization I** 3 cr.

A survey course presenting in integrated form the origin and development of man's major political, social, economic, religious, aesthetic and intellectual institutions from preliterate times to 1600 A. D. Including the Oriental and Near Eastern cultures as well as the more familiar Greek, Roman, and Germanic contributions to world society, the course deals with broad historical movements rather than with the details of individual peoples and nations.

**SS 301 History of the United States and Pennsylvania I** 3 cr.

A course covering the period in American history from the discovery of America to 1865 with emphasis on the history of Pennsylvania. Special attention is given to the colonial foundations of our

nation, the emergence of our Federal Union, the rise of an American culture, territorial and economic growth of the United States, the rise of political democracy, social reform, and the controversy over sectionalism and slavery.

**SS 360 Special Studies in History** 3 cr.

Selected periods or problems for intensive study.

**SS 361 Contemporary United States History** 3 cr.

A course devoted to the analysis of the fundamental changes in American culture since 1900. In evaluating social, intellectual, economic, and political developments since the era of the "Full Dinner Pail," the United States is studied as a product and as a part of the world community of nations. Foreign policy is interpreted as the pursuit of American interests under the conditions imposed by contemporary international politics.

**SS 362 Social and Intellectual History of the United States to 1875** 3 cr.

A study of the social and intellectual factors which helped to shape the nation up to the time of Henry George.

**SS 363 Diplomatic History of the United States** 3 cr.

This course traces the history of our foreign relations from the American Revolution to the present. Emphasis is placed on those principles and major policies upon which our foreign policies are based.

**SS 364 Great Personalities In History** 3 cr.

The study of selected phases of history through the lives of outstanding personalities.

**SS 365 History of Pennsylvania** 3 cr.

A study of the founding and development of Pennsylvania from its colonial beginnings to the present time. Emphasis is placed on the social, economic and political developments in the different periods of its history. Special attention is given to the diversity of the people, their institutions and problems and the growth of Pennsylvania to a leading position in our modern industrial world.

**SS 371 Renaissance and Reformation** 3 cr.

This is a course dealing with the study of the Renaissance, with reference to the artistic, literary, scientific and political aspects, and the vital personalities motivating them; the Reformation as it affected the religious, economic, and political development in Europe. Particular attention will be given to the educational ideas of Erasmus and other reformers in this period.

**SS 372 History of Europe: 1600-1815** 3 cr.

This course examines important political, economic and cultural developments from 1600 to 1815. Among the topics emphasized are the scientific and philosophical revolutions, the Enlightenment, government by divine right, the English and French Revolutions, and the Napoleonic Era.

**SS 373 History of Europe: 1815-1914** 3 cr.

A comprehensive study of the factors contributed by the European people in their national organization through their political, social and economic activities. The understanding of the casual and inter-group relationships are essentially basic to analysis and interpretations of the difficulties facing the European world today.

**SS 374 History of Twentieth Century World** 3 cr.

This course examines political, economic, social and intellectual trends in the world since 1900, with a major emphasis on European contributions. Consideration is given to the causes and results of twentieth century warfare and the search for international order and stability.

**SS 375 History of the Far East** 3 cr.

A survey of the development of the peoples of China, Japan, India and adjacent territories for the purpose of gaining an understanding of their contemporary problems and ways of thinking as they relate to current world affairs. Special emphasis is placed on the impact of the West as a conditioning factor in the development of the Far East in modern times.

**SS 376 History of the Middle East** 3 cr.

This course is a study of the Ottoman Middle East and its lack of political unity resulting from the rise and development of Arab, Turkish, Zionist and other nationalist movements. Special attention is given to the effect of these movements upon the contemporary history of the Middle East and to the significance of that area in current world affairs.

**SS 377 History of Latin America** 3 cr.

The course surveys the development of the Latin American countries from the period of discovery to the present. The economic, social, political and cultural areas receive special attention first as domestic problems, then as they are related to the various political units involved. The influence of European and American relations as they are reflected in local changes are given consideration.

**SS 378 History of England** 3 cr.

This course traces the growth of the people and institutions of England from the conquest by the Anglo-Saxons to the present. The emphasis is placed on the development of these factors that give rise to the struggle and events that culminated in the establishment of the democratic principles and organizations in both the British Commonwealth and elsewhere in the modern world.

**SS 379 History of Russia** 3 cr.

A general survey of Russian history, culture and institutions. Special consideration is given to the study of those historical forces which were formative of the Revolution of 1917. Consideration is also given to post-Revolution Russia.

**POLITICAL SCIENCE ELECTIVES****SS 350 Public Administration** 3 cr.

A study of the organization and methods of governmental administrative agencies. Attention is given to organization principles, recruiting and training of personnel, administrative procedures, problems of bureaucracy in a democracy, and case study of public administration.

**SS 351 The Legislative Process** 3 cr.

A functional study of legislative bodies and the process of legislation, covering the organization of legislative assemblies, operation of the committee system, procedures, bill drafting, aids, and controls over legislation.

**SS 353 American Political Parties** 3 cr.

This course will trace historically the development of American Political Parties. Major emphasis will be placed on modern party developments since 1900.

**SS 354 Metropolitan Problems** 3 cr.

Analyzes the multiplicity of problems facing our metropolitan areas. Contemporary developments such as urban renewal, the shrinking tax base, federal aid to cities, subsidized mass transit, municipal authorities, and political consolidation are examined. Pennsylvania municipalities are contrasted with those of other states.

**SS 355 Comparative Government** 3 cr.

A course in which the major foreign democratic and authoritarian governments are analyzed. Emphasis is placed on the governments of the Soviet Union, England, France, Italy, Germany, China and Japan. Comparisons and contrasts are drawn between these governments and the government of the United States.

**SS 357 International Relations****3 cr.**

Consideration is given to the fundamentals of the state system, sovereignty and nationalism; the elements of national power; the diplomatic, legal, economic, organizational and military relations of states; procedures for the settlement of disputes; power-security problems and patterns of power to cope with the problems. The course attempts to provide a conceptual framework on the basis of which international events can be sorted out and made meaningful.

**SS 358 Contemporary Political Problems****3 cr.**

This course emphasizes the dynamics of government as they are evidenced in public opinion, pressure groups, political parties and our governmental institutions. Attention is also directed toward the political-economic nexus within American society.

**SS 359 American Constitutional Law****3 cr.**

Through the decisions of the United States Supreme Court the development of constitutional law is studied. Attention is given to the legal terminology, the history, and the philosophy significant in an understanding of American jurisprudence. Emphasis is given to the influence of legal interpretations on the political, social, and economic life of the nation.

**SS 398-399 News Interpretation****1 cr.**

The course is designed to provide students with techniques for intelligent reading of the daily newspaper and weekly news magazines and to give them some understanding of current affairs at the state, national, and international level.

**SS 423 Political Philosophy****3 cr.**

An examination of major theories of political organization. Such major works as Plato's *Republic*, Aristotle's *Politics*, Hobbes' *Leviathan*, Rousseau's *Social Contract* and Locke's *Treatises on Government* are studied. (See also Philosophy Electives.)

**PROFESSIONAL EDUCATION ELECTIVE****Ed 451 Teaching Social Studies in the Secondary Schools****3 cr.**

This course provides an opportunity for the prospective teacher to develop understandings and competencies for teaching social studies. Emphases in the course include: values and goals in social studies, the teaching process, materials and learning activities, evaluation of learning, and planning for classroom teaching. This course is a prerequisite to student teaching in the social studies.

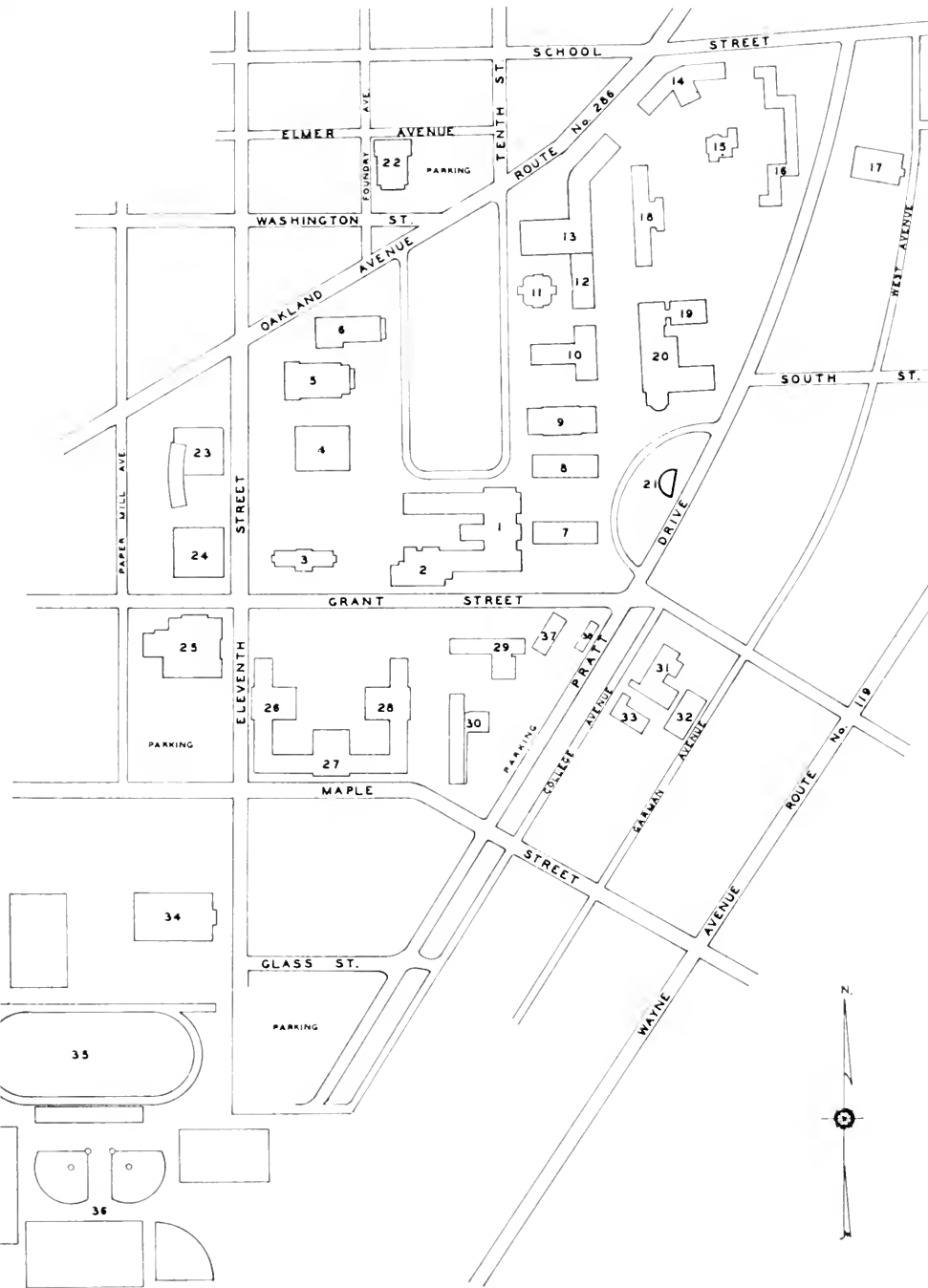


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- |                                |                                |                                     |
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| 1. John Sutton Hall            | 14. Women's Dormitory (new)    | 26. Mack Hall                       |
| 2. Thomas Sutton Hall          | 15. Elkin Hall                 | 27. Stewart Hall                    |
| 3. Clark Hall                  | 16. Whitmyre Hall              | 28. Turnbull Hall                   |
| 4. Stabley Library             | 17. Student Union              | 29. Wahr Hall                       |
| 5. Fisher Auditorium           | 18. Gordon Hall                | 30. Langham Hall                    |
| 6. Waller Gymnasium            | 19. Special Education Building | 31. Boiler Plant                    |
| 7. Ackerman Hall               | 20. Keith School               | 32. Maintenance Building (proposed) |
| 8. Classroom Hall (proposed)   | 21. Flagstone Theater          | 33. Shop Building                   |
| 9. McElhancy Hall              | 22. Uhler Hall                 | 34. Field House (proposed)          |
| 10. Leonard Hall               | 23. Cogswell Hall              | 35. Miller Stadium                  |
| 11. Wilson Hall                | 24. Classroom Hall (proposed)  | 36. Athletic Fields                 |
| 12. Walsh Hall                 | 25. Dining Hall (proposed)     | 37. Military Hall                   |
| 13. Science Complex (proposed) |                                | 38. Greenhouse                      |

University  
State College  
Indiana, Penna.

The State College at Indiana, Pennsylvania offers curricula preparing teachers in a variety of fields and in the liberal arts.

Art	History
Biology	Home Economics
Business	Mathematics
Chemistry	Music
Dental Hygiene	Physics
Dramatics	Public School Nursing
Driver Education	Russian
Elementary	Safety Education
English	Science
French	Social Studies
Geography	Spanish
German	Speech Correction

An aerial photograph of the Indiana State College campus in Indiana, Pennsylvania. The image shows a large, multi-story building complex in the center, surrounded by trees and other smaller structures. A road or path runs diagonally across the campus. The overall scene is a dense urban or campus environment.

RESEARCH DEPARTMENT  
INDIANA STATE COLLEGE  
INDIANA PENNSYLVANIA

INDIANA STATE COLLEGE  
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Undergraduate School  
Education & Liberal Arts

1965-66

