



1965  
C.I.

*Summer Session 1965*

STATE COLLEGE, INDIANA PENNSYLVANIA.

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# Indiana College Bulletin

Volume 71

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Number 3

STATE COLLEGE  
INDIANA, PENNSYLVANIA

## Summer Sessions (UNDERGRADUATE)

**Pre-Session June 7 to June 25**

**Main Session June 28 to August 6**

**Post-Session August 9 to August 27**

# 1965



**This College is Accredited by the  
Middle States Association of Colleges  
and Secondary Schools  
and**

**The National Council for Accreditation of  
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Classes Begin ..... Monday, June 7

Session Ends ..... Friday, June 25

**Main Session**

Classes Begin ..... Monday, June 28

Session Ends ..... Friday, August 6

**Post-Session**

Classes Begin ..... Monday, August 9

Session Ends ..... Friday, August 27

**First Semester 1965-1966**

Registration ..... September 8-11

Classes Begin ..... September 13

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R.M.E., Drake University; M.S., Ithaca College; Ed.D., Indiana University	
CYRIL J. ZENISEK	Biology
B.S., M.S., Ohio State University; Ph.D., Ohio State University	

## SUMMER SESSIONS 1965

There will be three sessions in the summer of 1965, two of three weeks each and one of six weeks. The pre-session will begin on Monday, June 7, and extend through Friday, June 25. The main summer session starts June 28 and extends through August 6. The post-session of three weeks begins August 9 and continues through August 27.

Students may earn three credits in the pre- and post-sessions and six in the main session. Any one or all three sessions may be attended making it possible to earn from three to twelve credits.

Exceptions to the foregoing schedule should be noted in reference to the four credit courses in mathematics and science.

## ADVANCED COURSE RESERVATION

At the close of this catalog will be found a form on which you may indicate your course interests and needs. All courses listed in this catalog will be offered if there are twelve or more students enrolled in each course. Additional sections of a course will be opened if the need justifies doing so.

Receipt of the **form at the close of the catalog** will serve to assure you a place in the Summer School. Whether you can get the specific course you desire will depend upon the conditions indicated in the foregoing paragraph.

Please return the form to Dr. R. W. Cordier, Dean of Academic Affairs, by April 15, 1965. No other requirement is made for admission to our summer school.

## OBJECTIVES OF THE SUMMER SCHOOL

The summer school program at Indiana State College is designed to meet the needs of many students. Courses, workshops and seminars will be offered in the Liberal Arts, in Teacher Education, and in other fields of study.

**Regular college students, including entering freshmen**, who wish to **accelerate** their program of studies will find both general education and special courses in all fields of study. Students can **repeat** courses in which they may have received a

grade of D or F. Students on probation may attain **good standing**, and students who have been dropped for academic reasons may qualify for **readmission** by taking a full summer of work in which grades of a C or better are required.

**Students from other colleges and universities** may take courses in our summer school. Indiana State College is accredited by the Middle States Association of Colleges and Secondary Schools and by the National Council for Accreditation of Teacher Education. Its credits are recognized by other accredited colleges and universities. Students from other colleges who attend Indiana State College in the summer should request our Registrar to send a transcript of the credits they earn to their respective institutions.

Liberal Arts College graduates who wish to qualify for student teaching certificates will find a liberal offering of professional education courses in our summer program. The opportunity to take a six weeks course in student teaching is qualified by the requirement that such students must hold a teaching certificate and must have not less than 12 semester hours of course work in Indiana.

**Teachers-in-service** will find courses in our summer program to serve their varied needs. They may take work to qualify for permanent certification. They may take refresher courses in their field of specialization, or they may take courses for the purpose of extending their certification to a new field.

Other individuals than the foregoing will be admitted to our summer school. They may take any of the courses offered and participate in the workshops and seminars which they may find useful or interesting to them.

## **PLACEMENT SERVICE**

**E. Samuel Hoenstine, Director**

The services of the Placement Office are available to all graduates of the College and people who obtain certification at Indiana. The office supplies credentials to employers who are seeking applicants for positions, arranges for personal interviews, and compiles vacancy lists for distribution to students. Alumni are using the service increasingly. The office also

maintains a file of occupational information. Positions are not guaranteed by the College, but Indiana's record of placement is among the very best in Pennsylvania.

### SUMMER GRADUATION

Students who plan to graduate in the summer must have completed all requirements for graduation by the end of the Main Summer Session.

The summer commencement for 1965 will be held on Sunday afternoon, August 22. The responsibility for graduation rests upon students. All students who plan to graduate in the summer of 1965 should write or call at the office of the Dean of School of Education or Liberal Arts to secure application forms for graduation. These forms properly filled in must be returned to the office of the Dean of the School of Education or Liberal Arts not later than June 1, 1965.

### EXPENSES AND FEES

(Subject to Change)

#### CONTINGENT FEE

**School of Education**—\$12.50 per semester hour. (Minimum Contingent Fee for each session \$37.50.)

**Special Curriculum Fees** in addition to above:

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

**School of Liberal Arts**—residents of Pennsylvania, \$15.00 per semester hour of credit. (Minimum contingent fee for each session \$45.00.) Out-of-state students, \$20.00 per semester hour of credit. (Minimum contingent fee for each session \$60.00.)

#### OTHER FEES

	Pre-session	Main Session	Post-session
Room and Meals ..	\$51.00	\$102.00	\$51.00

Degree Fee, to be paid only by those who graduate at the end of the summer session, \$5.00.

Approximate expenses for books, \$10.00 to \$20.00.



**Late Registration Fee.** A student who registers after the date officially set for registration June 7 for the pre-session, June 28 for the regular session, and August 9 for the post-session, will pay an additional fee of \$1.00 per day until the student is in regular attendance, provided that the total amount of the Late Registration Fee shall not exceed \$5.00. Every late registrant must pay his fee unless excused in advance by the Dean of Academic Affairs because of illness or other unavoidable cause.

**Activity Fee.** The activity fee for the regular summer session is \$7.00 and \$3.50 each for the pre- and the post-session.

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

**How to Pay Fees.** All fees except the degree fee are to be paid on the day of registration for each session: pre-session Monday, June 7, regular session, Monday, June 28, and post-session, Monday, August 9, 1965.

**Change in Fees.** The foregoing fees are subject to change without notice.

Checks for fees except activity fee should be made payable to the Commonwealth of Pennsylvania; postal money orders should also be made payable at the Harrisburg Post Office. Checks for the activity fee should be made payable to Student Cooperative Association; money orders for this fee should be made payable at the Post Office at Indiana, Pennsylvania.

**Room Reservation.** Room reservations can be made by writing to the Dean of Women or Dean of Men. An advance registration deposit will not be required to reserve a room for summer sessions.

Students are not expected to room alone. Therefore, prospective students are urged to apply in pairs. In this way each student is assured a congenial roommate. Single applications are handled to the best possible advantage, but the college prefers that students make their own choices whenever possible. Applications for rooms are filled in the order in which they are received.

**Financial Aid.** A limited amount of financial aid may be available to full-time summer session students. Any student interested in this possibility should contact the Dean of Students' Office, Room 217, Clark Hall, for further information.

### GENERAL INFORMATION

**Registration.** Students are expected to register on the first day of each session. All questions pertaining to fees, programs of classes, and room assignments should be settled so that classes may run on full-time the day following registration. In the Pre-session and Post-session classes will meet at 1:00 and 2:00 p.m., for one hour the first day. Those wishing credits evaluated should see Dr. George A. W. Stouffer, Dean of the School of Education or Dr. William A. Hassler, Dean of the School of Liberal Arts.

Registration for Pre-session—8:15 a.m.-3:30 p.m., Monday, June 7.

Registration for Main Session—8:15 a.m.-3:30 p.m., Monday, June 28.

Registration for Post-session—8:15 a.m.-3:30 p.m., Monday, August 9.

The dormitories will be open for students Sunday, June 6, at 3:00 p.m. Women students will be housed in John Sutton and Thomas Sutton Halls. Men students will be housed in Whitmyre Hall.

At the time of registration students should:

1. See the Dean of Women or Dean of Men and get room assignments.
2. Get programs made out in Waller Gymnasium.
3. See the Registrar in Keith School Gymnasium and pay fees.
4. Secure books at the Book Store as soon as texts are specifically designated for courses taken.

**Class Hours.** During the pre- and post-sessions some classes will begin at 8:00 a.m., run to 9:30 and then resume at 11:00 and run to 12:30 o'clock. Others will begin at 9:30 a.m., run to 11:00 and then resume at 12:30 and run to 2:00 o'clock. In the

main session classes begin at 8:15 a.m. and close at 2:25 p.m., each period being 75 minutes. Some laboratory periods, field trips, practice periods for musical organizations, and similar activities are conducted in the afternoon. Each student should make certain that he can adjust his time to these periods as arranged before making his program. The time followed will be that of the Indiana Community.

**Student Living Conditions.** Women who will not commute from home daily and who plan to enroll in any of the summer sessions should write to the Dean of Women at least ten days in advance of the session they plan to attend so that arrangements for rooming on the campus can be made.

The men's dormitory will be open during the summer. It is important for men who wish to room at the college during any of the summer sessions to write to the Dean of Men at least ten days in advance of the session they plan to attend so that plans can be made to prepare sufficient rooming accommodations. Men who do not wish to room in a dormitory should contact the Secretary in Gordon Hall regarding approved rooms in town which are available for rent.

The main college dining hall is open throughout all the summer sessions. The appropriate Dean should be informed concerning an individual's desire to have meals at the college.

Slight illnesses are cared for in the college infirmary without charge for a period of three days. After three days, a charge includes the regular nurse and medical services, but does not include special nurse or special medical service.

All students who live in the college must provide themselves with blankets, as the college furnishes only the linen and spreads. Each student must also provide soap, towels and needful toilet articles.

**Clothing.** To enjoy sports activities such as hiking, swimming, and tennis, women students will find slacks, comfortable shoes, swim suits, and shorts very useful.

Summer activities usually include a party for which a summer evening dress is suitable. For all other occasions, cool, comfortable dresses and spectator sports clothes will meet all needs.

## RELAXATION AND RECREATION AT INDIANA

Accent on the finest in recreational activities combined with a pleasant environment and favorable climatic factors make the college at Indiana an ideal spot for summer study and relaxation.

The college campus itself provides many sources of entertainment. A notable example of this is the Summer Theater Guild in which students participating in the regular summer drama workshop, together with people from the community and imported actors and directors, will present at least six full length plays during the main session. In the past these productions have been acclaimed equal to or surpassing professional and summer stock performances.

Present plans for the summer of 1965 call for the continuation of the summer Theater Guild program in Fisher Auditorium under the direction of Mr. Robert Ensley. This college-community summer theater will present at least six full length plays each for four nights a week. Students of the Main Session will receive tickets for admission to all six of these plays on their activity cards. Last summer students thoroughly enjoyed the presentations of "Take Her, She's Mine," "Of Mice and Men," "The Corn is Green," "Anastasia," "Private Lives," and "Take Me Along."

An exceptional summer lecture series has been developed as a feature of the Indiana State College summer sessions. Attendance is voluntary, but these events have proved to be one of the highlights of the summer program. Last summer's series included:

Tran Van Dinh, a former general in the South Vietnam Army.

Sulie Harand, in a one woman presentation of "Funny Girl."

Robert Shayon, SATURDAY REVIEW television editor.

Paul Engle, noted American poet.

Tony Montanaro, one of America's greatest mimes.

Daniel Llord's of LLORD'S INTERNATIONAL and the marionette concert theatre.

Brooks Hays, congressman from Arkansas and White House adviser.

Woodrow Wilson Sayre, philosopher and mountain climber.  
Tachibana & Fujimoto, Japanese folk dancers.

AVIV, Theatre of Dance and Song, Israeli & Far Eastern folk dance program.

No attempt is made to have all summer session students participate in all activities, but the recreation program is ample and varied enough so that each individual may find an interesting outlet for his particular tastes and desires. The recreation program has been developed by a student-faculty committee. Tentative plans for the 1965 session include many of the old favorite activities of previous summer sessions and some new ones suggested by former students.

The entire Indiana area has many places that are of great natural or historic interest. Buses will be chartered for visits and field trips to many of these places. Music fans may get a group together to attend the Civic Light Opera at Pittsburgh. They may be joined by a group more interested in professional baseball at Forbes Field. Several trips will attempt to take advantage of Western Pennsylvania's rich industrial enterprises. Field trips to steel mills, research laboratories, and atomic energy installations were all part of last summer's activity program. In addition departmental seminars will be scheduled with invited discussion leaders.

Morning pickups in the Dining Hall where students meet for a snack and conversation several times each week have been so popular during the last few summers that they will be continued and improved. Informal student activities including speakers on popular topics will be held in the new Student Union Building. One of the most popular features of the summer sessions have been the outdoor presentations of full length feature movies and hi-fi concerts of good music at the Flagstone Theater.

Much of the summer recreation program centers at the College Lodge near Indiana where many picnics, outings, steak fries, informal parties and hikes are held in a woodland environment. On the campus proper there are many facilities for swimming and games such as bowling on the green, archery, croquet, badminton, and softball, while indoors the Student Union provides an attractive setting for formal and in-

formal dances and the reception lounge in John Sutton Hall provides a comfortable area for cards, singing, or visiting. Several television sets provided by the Alumni Association are available for student use in well located places.

### PROGRAM OF STUDIES

The summer school program of studies consists primarily of a liberal offering of basic and advanced courses. The program includes courses in general education, advanced courses in various fields of academic interest, as well as courses in the field of professional education. The program also features a number of institutes, workshops, seminars and clinics. These are provided to meet the special needs and interests of students who may take them on a credit or non-credit basis. Most of them will be directed by or will feature recognized resource people who will be brought to the campus for our summer program.

### THE SCHOOL OF LIBERAL ARTS

Many of the courses, institutes, workshops and seminars in our summer school program are applicable to the Liberal Arts. Students wishing to qualify for a Bachelor of Arts degree at Indiana are required to take 55 semester hours in the field of general education and 36 semester hours as a basic major in the humanities, natural sciences or social sciences. The remainder of the 128 semester hours required for graduation may be taken as a concentration in a subject of their interest within their major.

**General Education Program.** The following program in general education is required of all students in the School of Liberal Arts:

Humanities		24 sem. hrs.
English I and II	10	
Introduction to Literature	2	
Introduction to Art or Music	3	
Anthropology or Philosophy	3	
Foreign Language	6	
Natural Sciences		12 sem. hrs.
Foundations of Mathematics	4	
Biology or Physical Science	8	

Social Sciences		15 sem. hrs.
History of Civilization II	3	
History of U.S. and Pa. II	3	
American Citizenship	3	
World Geography	3	
General Psychology	3	
Health		4 sem. hrs.
Health	2	
Physical Education I and II	2	
Total		55 sem. hrs.

**Fields of Major Study.** The student in the School of Liberal Arts may choose to major in the humanities, natural sciences or social sciences. The programs of study within these three fields of major study are as follows:

Humanities		36 sem. hrs.
English	6	
Shakespeare	3	
History of the English Lang.	3	
Speech and Theater	6	
Oral Reading	3	
The Nature of the Drama	3	
Foreign Language	6	
French Culture and Civil.	3	
History of French Literature	3	
(Or in Spanish, German or Russian)		
Art	6	
Art History to 1500	3	
Art History since 1500	3	
Music	6	
Music History II	3	
Music History III	3	
Philosophy	6	
Logic	3	
Ethics	3	
Natural Sciences		36 sem. hrs.
Mathematics	9	
Analytic Geometry and Calculus	4	
Algebra and Trigonometry	5	

Biological Science	8	
General Biology I	4	
General Biology II	4	
Chemistry	8	
General Chemistry I	4	
General Chemistry II	4	
Physics	8	
Physics I	4	
Physics II	4	
Earth Science	3	
Astronomy I or Geology I	3	
Social Sciences		36 sem. hrs.
History	6	
History of Civilization I	3	
History of United States and Pa. I	3	
Political Science	6	
International Relations	3	
Contemporary Political Prob.	3	
Economics	6	
Principles of Economics	3	
Contemporary Economic Prob.	3	
Sociology	6	
Principles of Sociology	3	
Contemporary Social Prob.	3	
Geography	6	
Economic Geography	3	
Geography of U. S. & Canada	3	
Psychology	6	
Social Psychology	3	
Mental Hygiene	3	

**Areas of Concentration.** The student in the School of Liberal Arts may use his or her 37 elective credits to pursue a particular subject of study within his or her major field of interest. Subjects to be elected in the humanities include English, Speech and Theater, French, Spanish, German, Russian, Fine Art and Music. Subjects in the natural sciences include Mathematics, Biology, Chemistry and Physics. Subjects in the



social sciences include History, Political Science, Anthropology-Sociology, Economics, Geography, Earth Science, and Psychology.

The student may use his elective credits to pursue further study of several related subjects within his major field of study. Or if he is interested in the study of a culture area or an interdisciplinary program of study he may choose his elective subjects from the several areas of general education.

### THE SCHOOL OF EDUCATION

The School of Education offers many fields of major study leading to certification to teach these subjects in the public as well as the private schools of Pennsylvania. The program includes studies in general education, specialization in both academic subjects and special fields, and professional education including directed student teaching.

**General Education.** All students in the School of Education are required to take the same general education program of 55 semester hours as indicated for liberal arts students. Approximately two-thirds of this work is taken during the first two years of college.

**Major Fields of Study.** Major studies may be pursued in the academic subjects of Biology, Chemistry, Earth Science, English, French, Geography, German, History, Mathematics, Physics, Russian, General Science, Social Science and Spanish. Students may also major in Art, Business, Home Economics, Music, in Elementary Education, and in such special fields as Speech and Hearing, Mentally Retarded, Public School Nursing and Dental Hygiene.

In most instances the number of semester hours required for a major in the foregoing fields exceeds the requirement for certification. The course and semester hour requirements for these major fields of study may be found in the regular college catalog.

**Professional Education.** Students in the School of Education are required to take from 24 to 30 semester hours of professional education. Within this program all students are required to take History and Philosophy of American Education, Educational Psychology, Audio-Visual Education, a course in

the teaching of their major subject and 14 semester hours of Student Teaching and Professional Practicum. Elective courses in Psychology and Professional Education are offered for those who are interested in increasing their professional competence.

### **THE GRADUATE SCHOOL**

Indiana State College offers a program of graduate studies leading to the degree of Master of Education. Students may pursue major studies in the fields of Art, Business, Elementary Education, English, Geography, Guidance, Mathematics, Music, Biology, Chemistry, Elementary Science, General Science, Physical Science, and Social Science.

Students who are admitted to the Graduate School are required to do six semester hours of acceptable work before they may apply for candidacy for the degree. All students are required to take a basic course in professional education and the course in Elements of Research. They may elect to do a research project or a master's thesis. Academic courses may be chosen from the field of general education and from their field of specialization. Thirty semester hours are required for graduation.

Interested persons should write to the Dean of the Graduate School for information regarding admission to the school, course offerings, graduation requirements and other desired information.

### **INSTITUTES, WORKSHOPS, CLINICS, AND SEMINARS**

#### **Aerospace Workshop**

**3 cr.**

This workshop will be conducted as a seminar with a number of visiting aerospace authorities. It treats of the atmosphere and space environment; history of flight and flight problems; satellites and space probes; manned orbital and space exploration projects; propulsion; communication, and other systems. Problems of teaching and bibliography at the various elementary and secondary levels will be considered. An indoctrination flight in a small craft and field trips to air age installations and projects fortify learning.

A field trip fee of \$20.00 will be collected for the air trips and supplies with the understanding that meals and lodgings at points visited will be available to the students at nominal

costs. The group will be limited to 25 due to air flight arrangements and field trip preparations.

This course may be taken for graduate (Geog 565), undergraduate (Geog 491), or as a non-credit course.

**Elementary Education Workshop** **non-credit**

The eleventh annual workshop for elementary teachers will be held during the week of June 21 to 25, 1965.

The week will be devoted to developing an appreciation for folk lore and folk ways. The folk literature, art, and music of ethnic groups in Pennsylvania will be explored as well as a general understanding of the meaning of folk lore in the cultural heritage.

The workshop should interest teachers of literature in high schools as well as elementary teachers. It may also have appeal for members of historical societies or folk lore groups.

Elementary teachers may attend on a non-credit or 1-credit basis. Cost of attendance on either basis is \$12.50.

Persons interested in attending this workshop should write to: Dr. P. D. Lott, Chairman, Elementary Education Department, State College, Indiana, Pennsylvania.

**Drama Workshop** **3 to 6 cr.**

For the past ten summers the college has conducted a very successful drama workshop, which has attracted widespread attention. Sets, make-up, properties, publicity and ticket distribution are among the important and exacting duties in the day's work for those in the workshop. Six full-length plays of good quality, given during the main session, offer opportunity for acting, prompting and assisting in many phases of production.

Students who participate in this Workshop may receive credit for one or two of the following courses: Play Production, Creative Dramatics and Story Telling, Costume and Make-up, and Stagecraft and Scenic Design. Each of these courses carries three semester hours credit.

The drama workshop cooperates with the Summer Theater Guild, a college-community summer theater project which uses college facilities in Fisher Auditorium for the presentation

of the six plays. The Sunday edition of the **New York Times** regularly carries notices of its offerings. Guild personnel will again include community people and some imported actors, directors, and technical specialists. Working with these people provides excellent experience in dramatics for college students and yields from three to nine hours of credit.

### **Summer High School Band Institute**

**Non-credit**

This Institute is assigned to provide one week of intensive instruction to the outstanding high school musician. It culminates with a concert on the final day. June 13-20, 1965.

### **Casavant Marching Band Workshop**

**1 cr. or non-credit**

The Casavant Marching Band Workshop is comprised of a series of workshops extending from June 21 to July 3. The Workshop will be directed by Professor A. R. Casavant, noted author and band director of Chattanooga, Tennessee. A special fee ranging from \$10.00 to \$30.00 will be charged for each of the workshops. The sessions of these workshops will be scheduled as follows:

### **Drum Major Workshop—June 24, 25, 26**

Open to high school and college students who are concerned with the technique of "running" a band for parades or on the football field.

### **Precision Drill Workshop—June 21, 22, 23**

The fundamentals of precision drill will be presented for high school band members. This workshop is designed to help the band director who makes use of student leaders or "rank captains." This workshop is also open to band directors who have never studied the elements of drill.

### **Directors Workshop—June 28-July 2**

One or two "laboratory" high school bands will be here for the practical application of the theory of precision drill. Band directors will be coached on the system of developing precision drills and will be given the opportunity of seeing their drills performed.

### **All Eastern Marching Band Clinic—July 2-3**

Band directors are invited to attend this one-day clinic. Demonstrations by two high school bands and a Clinic presented by A. R. Casavant.

**Student Teaching Clinic and Professional Practicum 3 to 7 cr.**

Student teaching is offered in the Main Summer Session and is provided on both the elementary and secondary levels. The program is offered to post baccalaureate students who wish to extend their fields of certification and to teachers in-service who desire to replace the State Standard Limited teaching certificate. Students who have not had School Law are required to take it with their student teaching. In this case the student will receive six semester hours for student teaching and one semester hour for School Law.

A student teaching clinic will also be offered in the field of Special Education—the Mentally Retarded during the Main Summer Session. The clinic will fulfill the student teaching requirements for certification in this field. Students should take the course in Special Class Methods for the Mentally Retarded along with this Clinic unless they have already had the course. Students will receive three semester hours credit for the clinic and three semester hours credit for the course in Special Class Methods.

Students wishing to do student teaching in our summer school must have had at least 12 semester hours of acceptable work at Indiana and must hold a teaching certificate. Student teaching at the undergraduate level is a 12 semester hour course, taken with Professional Practicum and School Law (2 cr.) during the academic year. Applications for student teaching will be received and approved by the Director of Student Teaching.

**Student Teaching**

Student teaching in the summer is offered to post baccalaureate students in the Main Session only and is provided on both elementary and secondary levels. To be eligible a student must meet the following requirements: (1) One semester of resident work at Indiana, (2) At least twelve hours of work in professional courses, and (3) Transfer students must meet the above requirements and in addition must have the approval of the Committee on Professional Standards. Approval in general depends upon meeting the requirements for Junior Standing.

Student teaching is scheduled for the Main Session only

beginning June 28. Applications must be filed by January 15 to assure enough opportunities for all who desire to do their student teaching this summer.

### **Observation and Participation**

Students of the college desiring to observe a class or an activity in Keith School during the main session may do so as individuals or as members of organized groups. Arrangements for such observations are made with the Director of Professional Laboratory Experiences.

### **Workshop in Elementary Teaching (Ed 461 3 cr.)**

Designed for In-service Teachers and those returning teachers who are working with the elementary school child, this course provides for reorientation and investigation of the subject matter, materials, methods and procedures, currently used in the elementary class room. Emphasis will be placed upon observation of methods and procedures used in the Keith school; examination of materials; practice in the selection, organization and preparation of subject matter in unit and lesson plans; and construction of teaching aids useful in the participant's own classroom.

### **Problems of Democracy Workshop 6 cr.**

The Social Science Department in collaboration with the Pennsylvania Council for the Social Studies and the Pennsylvania Department of Public Instruction will offer a six credit course dedicated to the improvement of the high school Problems of Democracy course. Under the guidance of a professional economist, sociologist, and political scientist the workshop will take a fresh look at the organization and materials of this course with an eye to revisions and the use of new materials. Fees and living expenses of participants will be partially covered. Admission is by invitation only.

### **Contemporary Europe, 1965 6 cr.**

The Social Science Department will sponsor a study tour of Europe between June 29-August 16, 1965. The tour will visit the Netherlands, Denmark, West Germany, East Germany, Italy, Switzerland, France, Belgium, and Great Britain. Students are required to do background reading prior to embarkation. A series of lectures has been scheduled which will emphasize the contemporary political, social, economic and mili-

tary organization of the continent. The course will carry six semester hours of credit. Cost of the tour has been fixed at \$1,250 exclusive of tuition. Interested students should write immediately for information to: Contemporary Europe, 1965, Social Science Department, Indiana State College, Indiana, Pennsylvania.

### **School Food Service Institutes**

**July 26-August 13**

For the eighth year Indiana State College will participate in the summer institute program offered for school food service employees. No college credit is given, but every effort is made to solve the problems of employees in all positions. State, Federal and regional specialist assist. Benjamin Franklin and the Indiana School systems provide supplementary facilities. Expenses include a \$35 registration fee plus an additional charge for Sunday tea, lodging, breakfasts and three dinners.

Managers and school food service employees who have attended several institutes should seriously consider enrolling in such credit courses as Meal Management, Advanced Foods, Nutrition, Food & Service Management, Nutrition Education, Food Purchasing, Methods in Teaching, Physiology, Chemistry, or Microbiology, since certification requirements are a future necessity in this field.

### **Pre-School Education Workshop**

**2-7 cr.**

In response to requests for courses leading to extended certification for Child Care Laboratory, work in Pre-school Education, and up-to-date information in nutrition for those working with children, participants in this workshop may select one, two, or three courses from the following: Nutrition Education (pre-school and/or in school), Nursery School, Pre-school Administration and Equipment and Materials for Pre-school Education, college credit is given as indicated in the course description section.

### **Home Economics Teacher Education Workshops**

**3-6 cr.**

The Pre-session Workshop is offered in response to requests for help resulting from the need of the Man Power Act, the Perkins Bill, and from increased emphasis on adult and out-of-school youth education. Adult Home Making Education,

and Education and Vocational Guidance (in Home Economics areas for Wage Earning) may be taken for two semester hours each, or one course may be taken for three semester hours. These courses will also meet permanent certification requirements.

The main session workshop leads to certification or permanent certification, and meets the needs of those preparing to teach, teachers up-grading themselves professionally, former teachers returning to the classroom, as well as of those working for certification. One or more courses may be selected from the following: Methods in Teaching Home Economics (Vocational), Professional Practicum, Home and Family Living, Clinic in Home Economics Education, Curriculum Construction, and Materials and Methods in Home Economics Education.

### **THE ART DEPARTMENT**

**Lawrence F. McVitty, Department Chairman**

**Art 101 Introduction to Art 3 cr.**

A study to deepen the student's perception of art and design in its historical and contemporary context. This course will include architecture, sculpture, painting, graphic arts, product design, and the nature of materials in art.

**Art 111 Drawing in All Media 3 cr.**

**112 Composition and Figure Drawing**

These courses are designed to satisfy the basic drawing needs of the student. It will include anatomy, still life, and the several phases of drawing and composition in a variety of media. Credit will be given for only one course number; i.e. 111 or 112.

**Art 113 Color and Design 3 cr.**

A study and application of color, and color theories involving physical and pigment color.

**Art 114 Design in Volume and Space 3 cr.**

This course provides a wide variety of design experiences in the third dimension. The emphasis is on research into the design quality of various materials.

**Art 115 Art History I 3 cr.**

For Education and Liberal Arts Students. The visual arts



are studied as modes of expression in relation to the culture of particular periods in history; Prehistoric to Renaissance.

**Art 116 Art History II** 3 cr.

For Education and Liberal Arts Students. A study of painting, sculpture, and architecture in the context of periods in history; Renaissance to Twentieth Century.

**Art 211 Mechanical Drawing and Industrial Design** 3 cr.

The principles and methods of instrument drawing are studied as to theory and practice. Projections are worked from two dimensional plan to the building of three dimensional product models.

**Art 215 Crafts in Metal and Wood** 3 cr.  
**316 Jewelry**

These courses covers basic experiences in creative design with wood, metal, or in jewelry. The use of machine and tool, as related to material, are stressed in the construction of craft work in the particular area. Credit will be given for only one course number: i.e. 215 or 316.

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

The material of the course is primarily concerned with transparent water color painting in combination with other materials. The course includes the mechanics of the materials and tools in varied modes of expression.

**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 training, therapy, and education of students who are mentally retarded or in need of special help.

**El 213 Art for the Elementary Grades** 3 cr.

The creative growth and development of artistic expression is studied. Students are given experiences in the basic art materials and media, as well as an opportunity to plan art motivations for children.

**El 214 Teaching Art in Elementary Grades** 3 cr.

This course provides the student with elementary craft experiences with art materials supplemented by scrap. Emphasis is placed upon the creative challenge of a materials experience.

## THE BUSINESS DEPARTMENT

Albert E. Drumheller, Department Chairman

### **Bus 111 Foundations of Math (Business) 4 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 considered 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 131 Principles of Typewriting 3 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 3 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 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 business man and the consumer. The mathematics of production, marketing, accounting, finance, and management correlate with the accounting courses.

### **Bus 221 Introduction to Accounting (Repeat Only) 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 bookkeeping. Consideration is given to special journals, the combined-cash journal, auxiliary records, and business papers.

**Bus 251 Intermediate Accounting (Repeat Only) 3 cr.**

Prerequisite: Bus 221, a "C" average in Business Mathematics and English.

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 businesses 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 271 Advanced Typewriting 3 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 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 3 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 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 335 Clerical Practice and Office Machines****3 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 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 433 Retailing 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 fifty miles from Indiana. This plan is operated under close supervision of store officials and a representative of the College. This plan can also be used in con-

nection with office work for those in Stenographic and the Accounting fields.

### **COURSES REQUIRED IN THE STENOGRAPHIC SEQUENCE**

#### **Bus 161 Shorthand Theory (Diamond Jubilee Edition) 3 cr.**

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

#### **Bus 262 Shorthand Dictation 3 cr.**

Prerequisite: Bus 161, a "C" average in English

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.

### **EDUCATION AND PSYCHOLOGY DEPARTMENT**

**Stanley W. Lore, Department Chairman**

#### **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.

#### **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 process 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.

**Ed 305 Evaluation Methods 3 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.

**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.

**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.

**Psy 201 General Psychology 3 cr.**

A comprehensive study of the origins, motives and modifications of human behavior with emphasis on the scientific approach in analyzing behavior patterns; the importance of man's biological inheritance, and the significance of social environment in influencing human living. Attention is given to an appreciation of simpler techniques in psychological experimentation.

**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.

**Psy 352 Mental Hygiene** **3 cr.**

This course is 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.

**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 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 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.

# TENTATIVE PROGRAM FOR SUMMER SESSIONS 1965

## State College, Indiana, Pennsylvania

PRE SESSION June 7 - June 25		MAIN SESSION Begins June 28 8:15 to 9:40 A.M.		9:50 to 11:15 A.M. 11:25 to 12:50 P.M.		Ends August 6 1:00 to 2:25 P.M.		POST SESSION August 9 - August 27	
A R T	1 Art 115 Art History I 1 Art 330 Art & Crafts for Ment. Ret. 1 Art 215 Metal & Wood 1 Art 316 Jewelry 2 Art 101 Intro to Art 2 El 213 Art for El. Gr.	El 211 Tech Art for Elem Gr Art 114 Draw. All Media Art 112 Comp. & Fig. Draw.	Art 115 Art History I Art 211 Mech. Draw. & Ind. Design	Art 113 Color & Design	1 Art 101 Intro to Art 1 Art 116 Art History II 2 Art 111 Design in Vol & Space 2 El 213 Art for Elem Grades				
B U S	1 Bus 331 Meth. of Tchg* Bus. Courses 2 Bus 352 Corp. Acct'ng* *June 7 - July 16 6 Wk. Course	Bus 221 Intro to Acct'g Bus 251 Intermediate Acct Bus 312 Eval. Tech. in Bus Crs* *(July 19 - Aug. 27)	Bus 131 Prin. of Typing Bus 132 Inter. Typing Bus 271 Advan. Typing Bus 321 Bus. Correspond. Bus. 133 Retail Store Practice.	Bus 111 Found. of Math (Bus - 1 cr) Bus 212 Bus. Math II ..... (6 credits) Bus 353 Cost Acct' ..... (July 19 - Aug. 27) Bus 335 Clerical Practice & Office Machines (2 cr)	Bus 455 Auditing				
E D U C. A T T O N	1 Ed 301 Audio Vis (Sec 1) 1 Ed 302 Hist & Phil of Amer Educ (Sec 1) 1 Ed 305 Eval Meth (Sec 1) 1 Psy 201 Gen'l Psych (Sec 1) 1 Psy 302 Educ Psy (Sec 1) 2 Ed 301 Audio Vis (Sec 1) 2 Ed 302 Hist & Phil of Amer Educ (Sec 2) 2 Ed 305 Eval Meth (Sec 2) 2 Psy 201 Gen'l Psych (Sec 2) 2 Psy 302 Educ Psy (Sec 2)	El 301 Audio Vis (Sec 1) El 305 Eval. Meth (Sec 1) Psy 302 Ed. Psych (Sec 1) Psy 353 Child Psychology Psy 452 Social Psychology El 305 Eval. Methods (Sec 2)	El 301 Audio Vis (Sec 2) El 302 Hist. Meth (Sec 2) El 351 Pub. Sch. Adm. Psy 201 Gen'l Psych (Section 1) Psy 161 Abnormal Psych.	El 301 Audio Vis (Sec 3) El 301 Audio Vis (Sec 4) El 302 Hist & Phil of Amer Educ (Sec 1) Psy 302 Educ. Psy (Sec 2) Psy 352 Mental Hygiene	El 301 Audio Vis (Sec 5) El 302 Hist & Phil of American Educ (Sec 2) Psy 201 Gen'l Psych (Sec 2) El 302 Developmental Reading	1 Ed 301 Audio Vis (Sec 1) 1 Ed 305 Eval. Methods 1 Psy 302 Educ. Psych. 1 Psy 353 Adm. Psych. 2 Ed 301 Audio Vis (Sec 2) 2 Psy 201 Gen'l Psych 2 Ed 302 Hist & Phil of American Educ			
N E C. E D.	2 Psy 451 Psychological Speech & Hearing Handicapped Children 1 Spl 351 Audiometry for Public School Nurses	Practicum El 451 Spec. Class Methods for Ment Retarded	Spl 322 Speech & Hearing Clinic I Spl 353 Speech & Hearing Clinic II El 421 Student Teaching Mentally Retarded	El 220 Tech. Mentally Retarded Children and Youth	1 Ed 220 Introduction to Exceptional Children 2 Spl 151 Neurology of Communication				
E L E M E N T A R Y	1 El 350 Guid in Elem Sch 1 El 351 Great Act in the Elem Schools 1 El 160 Workshop (1 week - 1 cr) 2 El 413 Tchg Lang Arts Workshop (1 week - non-cr.) (June 21-25)	El 222 Tchg. of Reading	Psy 215 Child Development El 221 Children's Literature	El 352 Diagnostic & Rem Reading El 451 Tchg of Reading in Prim Grades El 362 Developmental Reading	1 El 351 Great Act in Elem Schools 2 El 411 Tchg of Soc Studies in the Elem Grades				



L	1 Eng 301 Intro to Lit (See 1)	Eng 211 Poetry & Its Forms	Eng 214 Shakespeare	Eng 301 Intro to Lit	1 Eng 301 Intro to Lit (See 1)
	1 Eng 292 Oral Reading	Eng 301 Intro to Lit (See 1)	Eng 222 Advanced Comp	Eng 351 Tech of English & Speech & Reading in the Soc School	1 Eng 356 The Essay
N	1 Eng 295 Modern Drama	Eng 212 Amer Lit to 1865	Eng 224 Journalistic Writ	Eng 246 Modern Amer Lit	2 Eng 301 Intro to Lit (See 2)
	1 Eng 301 Intro to Lit (See 2)	Eng 212 American Novel	Eng 213 Cont Short Fiction		2 Eng 251 History of the English Lang
G	2 Eng 293 The Nature of Drama	Eng 101 English I (Section 1)	Eng 101 English I (Section 6)		
	2 Eng 294 Journalism	Eng 101 English I (Section 2)	Eng 101 English I (Section 7)		
L	2 Eng 295 Modern Drama	Eng 101 English I (Section 3)	Eng 101 English I (Section 8)		
	2 Eng 296 Libr Literature	Eng 101 English I (Section 4)	Eng 101 English I (Section 9)		
I	1 Eng 101 English I (Section 1)	Eng 101 English I (Section 5)	Eng 101 English I (Section 10)		
	1 Eng 102 English II (Section 1)	Eng 102 English II (Section 1)	Eng 102 English II (Section 3)		
S	1 Eng 102 English II (Section 2)	Eng 102 English II (Section 2)	Eng 102 English II (Section 4)		
Drama Workshop					
H	Eng 291 Dramatic Arts	Eng 291 The Dramatic Arts			
	Eng 371 Play Prod	Eng 371 Play Production			
G	Eng 372 Costume & Makeup	Eng 372 Costume & Makeup			
	Eng 379 Stagecraft & Scene Design	Eng 379 Stagecraft & Scene Design			
Geog III World Geo (See 1)					
O	1 Geog 111 World Geo (See 1)	Geog 357 Geog of U.S. & Pa.	Geog 119 Economic Geog.	Geog 111 World Geog	1 Geog 111 World Geog (See 1)
	2 Geog 111 World Geo (See 2)				1 Geog 111 World Geog (See 2)
R	2 Geog 101 Aerialspace Workshop				2 Geog 452 Conservation Resource I See Science
					2 Geog 151 Earth & Space Science
L	1 Ger 101 German I (8:0-9:30 and 12:30-2:00)	Sp 101 Spanish I & Composition	Sp 253 Intern Govt & Composition	Sp 102 Spanish II	1 Fr 102 French II (8:0-9:30 and 12:30-2:00)
	1 Sp 101 Spanish I (8:0-9:30 and 12:30-2:00)	Fr 101 French I	Fr 101 French I	Rus 101 Russian I	1 Sp 102 Spanish II (8:0-9:30 and 12:30-2:00)
H	1 Fr 102 French II (8:0-9:30 and 12:30-2:00)				1 Rus 102 Russian II (8:0-9:30 and 12:30-2:00)
H	1 HPe 201 First Aid (1:00-2:00 P.M.)	HPe 251 Intro to Safety Ed	HPe 253 Methods & Materials in Safety Educ.	HPe 203 Phys Ed II (1:00-2:00 P.M.)	1 HPe 201 First Aid (1:00-2:00 P.M.)
	2 HPe 102 Phys Ed I (1:00-2:00 P.M.)	HPe 252 Driver Education		HPe 102 Phys Ed I (1:00-2:00 P.M.)	1 HPe 251 Intro to Safety Education
L	2 HPe 203 Phys Ed II (1:00-2:00 P.M.)	El 311 Tech of Health & Physical Educ.			2 HPe 102 Phys Ed I (1:00-2:00 P.M.)
	2 HPe 201 First Aid (1:00-2:00 P.M.)				2 HPe 203 Phys Ed II (1:00-2:00 P.M.)

Classes in the Pre and Post Sessions will be scheduled as follows: Classes with the Numeral "1" before them will meet from 8:00 to 9:30 A.M. and from 11:00 to 12:30 P.M. Those with the numeral "2" before them will meet from 9:30 to 11:00 A.M. and from 12:30 to 2:00 P.M.

All classes 3 credits unless otherwise indicated.

Limitations: No students will be permitted to take more than 6 semester hours during the Main Session unless it is required for graduation in August except, that a 3 credit course may be taken with a 4 credit course in Mathematics or Science or a 4 credit course in Physical Education may be taken with any 6 credit program.

PRE SESSION June 7 - June 25			MAIN SESSION Begins June 28 8:15 to 9:40 A.M.			9:50 to 11:15 A.M. 11:25 to 12:50 P.M.		Ends August 6 1:00 to 2:25 P.M.	POST SESSION August 9 - August 27
H O M E E C O N	2 HE 111 Meal Management	HE 359 Food Purchasing	HE 411 Family Relations	HE 353 Dist Therapy	PSN 402 Nutrition & Comm Health	1 HE 211 Advanced Foods			
	1 HE 454 Adult Home-making Educ.	PSN 403 Family Casework	HE 424 The Family	PRE SCHOOL EDUCATION WORKSHOP	HE 212 Nutrition	1 HE 216 Clothing Sel			
	1 HE 417 Clothing III	HE 422 Equip. & Mat. for Pre-School Educ.	HE 412 Nursery School	HE 421 Pre-School Educ (Administration)		2 HE 403 Home & Family Living			
K E I T H	2 HE 453 Educ & VocGuid	HE 451 Clinic in Home Ec Ed	TEACHER EDUCATION WORKSHOP	HE 453 Materials & Meth in Home Ec Educ		2 HE 315 Consumer Econ & Family Finan			
			HE 432 Curriculum Const						
M A T H E M A T I C S	1 Ed 451 Tch Math in Sec. Grades & Reading	Math 355 Found of Geom	Math 157 Anal Geom. & Calculus (4 wks-4 cr) (July 12 to Aug 6)	Math 391 Diff Equations	Math 375 Intro to Modern Mathematics	1 Math 101 Found of Math (4 credits)*			
	1 Math 101 Found of Math (4 credits)*	Math 101 Found of Math (4 credits)				1 Math 362 Prob. & Stat			
	1 El 313 Tchg Math in Elem. School					2 Math 101 Found of Math (4 credits)*			
M U S I C	2 Math 101 Found of Math (4 credits)*					*Begins Friday—Aug 6 meets 6 days each week			
	2 Math 253 Theory of Equat					2 El 313 Tchg of Math in Elementary Grades			
	2 Math 152 Alg & Trig (5 wks—5 crs.)								
P S Y C H O L O G Y	*Begins Friday—June 5 meets 6 days each week								
	1 Mus 302 Hist of Mus II	El 212 Tch Music in Elem Grades	Mus 303 History of Music III	THEORY WORKSHOP	Mus 101 Intro to Music	1 Mus 101 Intro to Music			
	1 El 211 Music for Elem. Grades								
P S Y C H O L O G Y	2 Mus 101 Intro to Music		Mus 113 Ear Training I (1 cr or)	Mus 114 Ear Training II (1 cr or)	PSN 402 Nutrition & Comm Health	1 Ed 305 Eval Methods			
			Mus 115 Harmony I (3 cr)	Mus 116 Harmony II (3 cr)	Eng 301 Intro to Lit (Sec 2)	1 Eng 301 Intro to Lit (Sec 1)			
					SS 401 Amer Cit (Sec 3)	2 Eng 301 Intro to Lit (Sec 2)			
P H I L O S O P H Y	2 Ed 302 Hist & Phil (Sec. 2) of Amer Educ.	PSN 403 Family Casework	Ed 301 Audio Vis (Sec 2)	Psy 302 Ed Psych (sec 2)	PSN 402 Nutrition & Comm Health	1 Ed 305 Eval Methods			
	1 Psy 302 Educ Pay (Sec 1)		Ed 454 Pub. Sch Admin	Eng 102 English II	Eng 301 Intro to Lit (Sec 2)	1 Eng 301 Intro to Lit (Sec 1)			
	2 SS 302 Hist of S. & PA. II (Sec 2)		Eng 301 Intro to Lit	SS 401 Amer Cit (Sec 3)		2 Eng 301 Intro to Lit (Sec 2)			
P H I L O S O P H Y	1 SpH 354 Audiometry for Public School Nurses					1 PSN 301 Public School Nursing (2 cr—2 wks)			
P H I L O S O P H Y	1 Phil 420 Intro to Phil.	Phil 421 Logic		Phil 420 Intro to Philosophy (Sec 1)	Phil 420 Intro to Philosophy (Sec 2)	Phil 420 Intro to Philosophy (Sec 2)			

S	1	Bio 103 Gen'l Bio* (4 cr—Sec 1)	Chem 111 Gen'l Chem I (Sec 1)	(First 4 wks 4 credits)	2	Chem 152 HE Org Bio Chemistry
S	1	Sci 105 Phys Science* (4 cr—Sec 1)	Phys 111 Physics I (Sec 1)	(Second 4 wks 4 cr—July 26 to August 21)	2	El 312 Tech Elem Science
C	1	Chem 151 Home Ec Org Chemistry	Phys 112 Physics II (Sec 1)	(First 4 wks—4 credits)	2	Chem 212 Quant Anal II
I	2	Bio 103 Gen'l Bio* (4 cr—Sec 2)	Phys 112 Physics II (Sec 2)	(Second 4 wks 1 cr—July 26 to August 21)	1	Biol 104 Gen'l Biol II (4 wk—4 cr)*
R	2	Sci 105 Phys Science* (4 cr—Sec 2)	Biol 103 Gen'l Biology I (Sec 1)	(First 4 wks—4 credits)	1	Sci 106 Phys Sci II (4 wk—4 cr)*
N	2	Chem 351 Biol Chemistry (4 cr—Sec 2)	Biol 104 Gen'l Biology II (Sec 1)	(Second 4 wks 1 cr—July 26 to August 21)		*Begins August 6
C	2	Bio 361 Microbiology (4 cr—Sec 2)	Biol 104 Gen'l Biology II (Sec 2)	(First 4 wks 4 credits)		Meets 6 days each week
C	2	Chem 211 Quantitative I *Begins June 4, meets 6 days each week	Sci 105 Physical Science I (Sec 1)	(Second 1 wks 4 cr—July 26 to August 21)		Biol 361 Microbiology
R			Sci 106 Physical Science II (Sec 1)	(Second 1 wks 1 cr—July 26 to August 21)		
			Sci 106 Physical Science II (Sec 2)			
			Biol 151 HE Physiology	Sci 311 Elem of Earth Science		Biol 252 Field Zoology
S	1	SS 202 Hist of Civ II (Sec 1)	SS 401 Amer Cit (Sec 2)	SS 401 Amer Cit (Sec 3)	1	SS 202 Hist of Civ II (Sec 1)
O	1	SS 202 Hist of Civ II (Sec 2)	SS 301 Hist of U.S. & PA. I	SS 202 Hist of Civ II (Sec 1)	1	SS 302 Hist of U.S. & PA. II (Sec 1)
C	1	SS 302 Hist of U.S. & PA. II (Sec 1)	SS 337 World Cultures	SS 302 Hist of U.S. & PA. II (Sec 2)	1	SS 401 Amer Cit (Sec 1)
I	1	SS 401 Amer Cit (Sec 1)	SS 211 Cont Econ Probl	SS 410 Intro to Anthropology (Sec 1)	1	SS 358 Cont Pol Prob
A	1	SS 401 Amer Cit (Sec 2)	SS 379 Hist of Russia	SS 365 History of Pa. Industrial Relations	1	Ed 451 Tech Soc Stud & Reading
L	1	SS 410 Intro to Anthropol	SS 357 International Relations		2	SS 349 Comp Econ Sys (Sec 2)
S	1	SS 251 Prin of Social Inter Economics	SS 358 Cont Pol Problems (Sec 1)		2	SS 202 Hist of Civ II (Sec 2)
C	1	SS 377 Hist of Latin Am in History			2	SS 302 Hist of U.S. & PA. II (Sec 2)
N	2	SS 301 Hist of U.S. & PA. I			2	SS 401 Amer Cit (Sec 2)
E	2	SS 302 Hist of U.S. & PA. II (Sec 2)			2	SS 410 Intro to Anthro
N	2	SS 401 Amer Cit (Sec 3)			2	SS 331 Cont Soc Prob
C	2	SS 240 Prin of Econ Univerte Thrift			2	SS 373 Hist of Europe
F	2	SS 364 Cont U.S. Hist			2	SS 441 Cont Econ Prob
	2	SS 302 Hist of U.S. & PA. II			2	SS 453 American Political Parties
	2	SS 412 World Ethnography				

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All classes 3 credits unless otherwise indicated.

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**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. Prerequisites: General Psychology.

**ELEMENTARY EDUCATION DEPARTMENT**

**P. David Lott, Department Chairman**

**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. Aspects of growth and behavior are presented through research, discussion, observation and audio-visual techniques.

**El 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.

**El 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.

**El 351 Creative Activities in the Elementary School 3 cr.**

This course is planned to provide the student with a wide range of creative experience in the subjects taught in the elementary school. Emphasis is placed upon how to help children develop their abilities to express themselves creatively.

**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 teachers to increase the reading abilities of children who are retarded in reading. Attention is given to recent research findings in the areas of readiness; word recognition, including phonics; comprehension; evaluation and textbook selection.

**El 411 Teaching of Social Studies 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, and oral and written communication, and vocabulary development are included.

**El 451 Teaching of Reading in the Primary Grades 3 cr.**

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.

**El 452 Social Studies in the Primary Grades 3 cr.**

With El 411, Teaching of Social Studies, as a prerequisite, this course will include a more detailed examination of con-

tent, objectives, and resource materials for social studies in kindergarten through third grade. Research problems will be examined and representative units developed.

**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 their facets of personality.

**ENGLISH DEPARTMENT**

**James R. Green, Department Chairman**

**REQUIRED FOR GENERAL EDUCATION**

**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 English I, provides additional study and practice in critical and argumentative exposition, and gives instruction and practice in library research and the writing of the research paper. Prerequisite: English I.

**Eng 301 3 cr.**

Selections from poetry, the modern novel, and dramatic literature are read for analysis of form and interpretation. Several papers based on the reading will be expected of the student, who will enroll during his junior year. This course satisfies the requirements for Literature II.

**ENGLISH ELECTIVES**

**Eng 211 World Literature 3 cr.**

A course for English majors that replaces Introduction to Literature. The masterpieces studied range from those of an-

cient Greece to 19th century Europe. English literature and American literature are excluded.

**Eng 212 American Literature to 1865** 3 cr.

This course provides a general survey of major American writers from colonial times through the Civil War.

**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 Augustan writers of the Eighteenth Century as seen against the political and social backgrounds of the period.

**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.

**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 sensibility in handling and judging language and literary forms.

**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 attention to both phonetic and phonemic analysis.

**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 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 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 301 Introduction to Literature****3 cr.**

Selections from poetry, the modern novel, and dramatic literature are read for analysis of form and interpretation. Several papers based on the reading will be expected of the



student, who will enroll during his junior year. This course satisfies the requirements for Literature II.

**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 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 Schools.

**Eng 451 Teaching of English, Speech and  
Reading in the Secondary Schools** **3 cr.**

This course introduces the student to the current professional practices in the teaching of English and Speech 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. Eng 363 is a prerequisite to this course and this course is in turn a prerequisite to student teaching in English.

**Drama Workshop**

In the pre-session and the main session from three to six credits may be earned for the following courses by combining participation in the Summer Theater program with class instruction:

- Eng 231 Dramatic Arts
- Eng 371 Play Production
- Eng 377 Creative Dramatics
- Eng 378 Costume and Makeup
- Eng 379 Stagecraft and Scenic Design

See page 23 of this Bulletin for explanation of Drama Workshop.

**FOREIGN LANGUAGE DEPARTMENT**  
**Edward W. Bieghler, Department Chairman**

<b>Fr 101-102 French I and II</b>	<b>3 cr. each</b>
<b>Ger 101-102 German I and II</b>	<b>3 cr. each</b>
<b>Rus 101-102 Russian I and II</b>	<b>3 cr. each</b>
<b>Sp 101-102 Spanish I and II</b>	<b>3 cr. each</b>

This elementary terminal sequence is designed primarily for the general student. 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.

In the pre and post summer sessions these courses are presented on a workshop basis; the student should expect to work under supervision and in the language laboratory for two hours between daily formal class meetings.

<b>Fr 253 Intermediate Conversation and Composition</b>	<b>3 cr.</b>
<b>Sp 253 Intermediate Conversation and Composition</b>	

These courses are designed to increase speaking and writing skills. They do not provide a systematic review of formal grammar. Prerequisite: one year or more of college preparation or the equivalent.

<b>Ling 421 Language and Society</b>	<b>3 cr.</b>
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The work of this course is designed to inform the student as to the salient facts of language and its fundamental role in the development and continuity of society and culture. Some points considered are: language families and their characteristics, factors of linguistic changes and development, reciprocal influences of culture and language, linguistic borrowing, language and religion, and systems of writing.

**GEOGRAPHY DEPARTMENT**  
**Thomas G. Gault, Department Chairman**

<b>Geog 111 World Geography</b>	<b>3 cr.</b>
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The purpose of this course is to develop a knowledge and appreciation of patterns of the natural environment throughout the world, such as patterns of soil, climate, vegetation—and of man's adjustment to them, with special emphasis on

man's economic and cultural responses. This course is prerequisite to all other courses in the department.

**Geog 112 Geography of the United States and Pennsylvania** 3 cr.

This course gives a comprehensive treatment of the adjustments of the peoples of Pennsylvania and the United States to the physical factors—structure, relief, climate, soil, and natural resources—which mold their destiny. The interrelationships between the United States and Pennsylvania and the rest of the world are stressed. Prerequisite: World Geography.

**Geog 149 Economic Geography** 3 cr.

This course develops an understanding of world patterns of producing and consuming regions, population distributions, world trade routes, and related natural factors. It also deals with the applications of these understandings to the solution of national and international economic problems.

**Geog 151 Earth and Space Science** 3 cr.

Spatial relationships in the universe, origin of the earth, structure and composition of land masses, the nature of oceans, the facts 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 154 Cultural Geography** 3 cr.  
(May be taken in lieu of World Geography)

This course includes study of the geographical aspects of population, settlement, ethnogeography, and the cultural landscape. It 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 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 various regions is given major consideration. Natural resources, cultural patterns, population—both numbers and distribution, strategic areas and related geopolitical problems are studied.

**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 491 Aerospace Workshop 3 cr.**

This workshop will be conducted as a seminar with a number of visiting aerospace authorities. It treats of the atmosphere and space environment; history of flight and flight problems; satellites and space probes; manned orbital and space exploration projects; propulsion; communication, and other systems. Problems of teaching and bibliography at the various elementary and secondary levels will be considered. An indoctrination flight in a small craft and field trips to air age installations and projects fortify learning.

**HEALTH AND PHYSICAL EDUCATION DEPARTMENT**

**John Chellman, Department Chairman**

**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.

**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.

**El 314 Teaching of Health and Physical Education 3 cr.**

This course includes games, stunts, rhythms, relays, tum-

bling, 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.

### **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 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.

#### **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.

**HOME ECONOMICS DEPARTMENT****Opal T. Rhodes, Department Chairman****HE 111 Meal Management****3 cr.**

Basic principles of meal planning, food selection and preparation are studied as they relate to family meals and good nutrition. Management of time and energy, good work habits, correct use of food budget, food service for various family meals and food storage are integral part of the course. Demonstrations, laboratory and other teaching techniques provide a variety of experiences. Evaluation of standards and progress is continuous. Three nurses' uniforms and comfortable white shoes are needed.

**HE 211 Advanced Foods****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.

**HE 214 Clothing II****3 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 by flat pattern designing and the construction of a dress. Stu-

dents demonstrate difficult construction processes in sewing. Cost of fabric is approximately \$15.00. Prerequisite: Clothing I.

**HE 216 Clothing Selection** **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 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 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 315 Consumer Economics and Family Finance**  
**(Money Management)** **3 cr.**

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 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 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 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 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 417 Clothing III** **3 cr.**

A coat or suit is tailored and a garment remodeled. Additional ability is gained in pattern construction and use, construction techniques, selection and care of clothing. Constructed garments are compared with ready-to-wears. The cost of fabric is approximately \$40.

**HE 424 The Family** **3 cr.**

Students will be able to concentrate on and study intensively specific areas of family life. Interpersonal relationships and the family as a group and social institution will be the focus. Group projects and study, panel discussions and confer-



ences will be used in addition to extensive reading of research and other literature.

**HE 454 Adult Homemaking Education 3 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 implimentation sought.

**KEITH SCHOOL**

**E. Samuel Hoenstine, Director**

The Keith School provides professional laboratory experiences such as, observation, participation, and student teaching for college students in both elementary and secondary departments. Keith School classes meet from 9:00 to 12:00 during the main summer school session. Professional laboratory experiences in Keith School may be planned and scheduled with the Director of Professional Laboratory Experiences.

**MATHEMATICS DEPARTMENT**

**James E. McKinley, Department Chairman**

**Math 101 Foundations of Mathematics 4 cr.**

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 cr.

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 cr.

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 cr.

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.

**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 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 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 for 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.

**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.

**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.

**MUSIC DEPARTMENT**

**Harold S. Orendorff, Chairman of Department**

**Mus 101 Introduction to Music 3 cr.**

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. Various concerts of college organizations, cultural life events, and visiting artist concerts are required to augment the listening experiences of the student.

**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 cr.

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 306 Counterpoint I** 3 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.

**El 211 Music for the Elementary Grades** 3 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.

### **PHILOSOPHY DEPARTMENT**

**Robert M. Hermann, Department Chairman**

**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.

**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.

### **PUBLIC SCHOOL NURSING**

**George A. W. Stouffer, Jr., Director**

The college offers a degree program in Public School Nursing. This requires 60 semester hours beyond graduation from an approved School of Nursing. Much of the required work is in general and professional education and may be taken in the summer. Consult pages 33 to 67 for various course descriptions in these fields.

**PSN 301 Public School Nursing** (2 wks.) 2 cr.

The general purpose of this course is to provide the public school nurse an opportunity to understand and appreciate the historical development, the fundamental principles and the present trends in public health nursing in a democratic and industrial society. Emphasis will be placed on the integration of public health nursing in our schools.

**PSN 402 Nutrition and Community Health** 3 cr.

A study is made of the nutritional problems of family members from infant to aged people of the community. Emphasis is placed on recognizing good nutritional status and ways of guiding families toward better nutrition. School lunch is also emphasized. The course is designed to help the public school nurse and teachers.

**PSN 403 Family Case Work****3 cr.**

Goals of family life, changes brought by crises, the attitudes and relation of the family to welfare, approaches and solutions to family problems and the psychology of inter-personal relations are studied. Readings, problem solving, specific family situations and conferences are used.

**DEPARTMENT OF SPECIAL EDUCATION  
AND CLINICAL SERVICES****Morton Morris, Department Chairman****MENTALLY RETARDED****Ed 220 Introduction to Exceptional Children****3 cr.**

This survey course deals with the different types of exceptional children. This course is designed to aid the student in identifying those children who deviate from the average in areas of physical, mental, emotional, and educational development. This will enable the teacher to identify for referral or to plan for those pupils who need special class placement or a special instructional program with the regular classroom.

**Art 330 Arts and Crafts for Teachers of Special  
Education and the Mentally Retarded****3 cr.**

The materials and processes of arts and crafts are studied for opportunities they offer in training, therapy, and education of students who are mentally retarded, crippled, or need special help for any reason. The feeling of achievement and the good emotional state which come with expression at the level of the individual's ability are examined to show teachers how they may be achieved and used in education.

**Ed 420 Teaching Mentally Retarded Children  
and Youth****3 cr.**

This course will consider the basic design, philosophy, and procedure developed for teaching mentally retarded children and youth. Emphasis will be placed upon how to organize for teaching the mentally retarded, how to guide their activities, and how to teach the "fundamental processes" to the mentally retarded child.

**Ed 421 Student Teaching of the Mentally Retarded****3 cr.**

Students will be required both to observe and to partic-

ipate in the teaching of mentally retarded students. Ordinarily this course will be offered in conjunction with Ed 451.

**Ed 451 Special Class Methods for the Mentally Retarded**

**3 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 to be offered in conjunction with Ed 421 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.

**SPEECH AND HEARING HANDICAPPED**

**SpH 321 Psychology of Speech and Hearing Handicapped**

**3 cr.**

This course provides study of causative influences on and personality effects of, speech and hearing handicaps. Normal personality development is studied and abnormalities considered. Both the psychological and physiological bases of the speech process are emphasized, and the psychological factors common to the various types of speech problems considered. Means of measuring intelligence and the administration and interpretation of diagnostic tests and procedures are included.

**SpH 354 Audiometry for Public School Nurses**

**3 cr.**

This course is designed as an intensive review of the physiology of hearing; the etiologies and classifications of hearing loss; the use of audiometric testing equipment in the schools; interpretation of the audiogram; and the role of the nurse in public health hearing programs.

**SpH 451 The Neurology of Communication**

**3 cr.**

This course explores the normal structure and function of the central nervous system relative to the broadest aspects of human communication, and pathological processes instrumental in communicative breakdown.

**CLINICAL SERVICES**

**SpH 322 Speech and Hearing Clinic I**

**3 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 background courses in Groups 1-2.

**SpH 353 Speech and Hearing Clinic II** **3 cr.**

This course provides advanced 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 or Stuttering.

**Psy 451 Psychology Practicum** **3 cr.**

In the summer of 1965 Indiana State College will offer for the thirteenth year an unusual work-study practicum in psychology for twenty selected students at the Torrance State Hospital. Those chosen will work a 40-hour week as attendants at the Torrance State Hospital concurrent with a planned lecture and demonstration course taught by members of the hospital staff. They will earn full pay as hospital attendants in addition to earning three credits in psychology. If interested write immediately to: Dr. John W. Reid, Director of the Psychological Clinic, State College, Indiana, Pennsylvania. Prerequisite: 6 hours of psychology.

### **SCIENCE DEPARTMENT**

**Dwight E. Sollberger, Chairman of Department**

**Biol 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 inter-relationship with his biological environment. The classification of plants and animals is reviewed briefly.

**Biol 104 General Biology II** **4 cr.**

A continuation of General Biology I.

**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. Field trips are required.



**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.

**Chem 211 Quantitative Analysis I** 3 cr.

A study of the chemical properties of certain elements and various ionic equilibria involved in their reactions. The student achieves understanding of these principles through solution of selected problems and carefully arranged experimental work, including the identification of unknown ions. Many useful skills and techniques are acquired during the course of the laboratory work. Prerequisites: General Chemistry I and II.

**Chem 212 Quantitative Analysis II** 3 cr.

A study of the chemical properties of certain elements and various ionic equilibria involved in their reactions. The student achieves understanding of these principles through solution of selected problems and carefully arranged experimental work, including the identification of unknown ions. Many useful skills and techniques are acquired during the course of the laboratory work. Prerequisites: General Chemistry I and II.

**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.

**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.

**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 emer-

gence of the more fundamental physical laws. Topics include those often associated with astronomy, chemistry, geology and physics.

**Sci 106 Physical Science II**

**4 cr.**

A continuation of Physical Science I.

**REQUIRED COURSES FOR STUDENTS IN  
ELEMENTARY EDUCATION**

**ESci 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.

**El 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.

**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.

**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.

**SOCIAL STUDIES DEPARTMENT**

**Raymond L. Lee, Department Chairman**

**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 approximately 1500 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 202 History of Civilization II 3 cr.**

Using the same approach as in History of Civilization I, this course deals with man's development from 1500 A.D. 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 government; and 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 240 Principles of Economics 3 cr.**

A course in which a study is made of the major areas in the field of economics; production, exchange, distribution, and consumption. Special consideration is given wages, interest, rent, profits, price determination, money and banking, and national income.

**SS 241 Contemporary Economic Problems 3 cr.**

A course which briefly analyzes the world-wide clash of Communism, Socialism, and Capitalism, and examines in some

detail the contemporary internal problems of American Capitalism. Controversial problems implicit in the rise of big business, big labor, big agriculture, and big government are explored, and proposed solutions are examined. Students are encouraged to reach tentative individual conclusions on the basis of their independent study. Prerequisite: Principles of Economics.

**SS 251 Principles of 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 inter-relationship 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 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 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. Due attention is 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 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 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 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 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 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.

**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 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 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 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 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 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 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.

**SS 401 American Citizenship** 3 cr.

This course is 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 the 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.

Anthropology attempts to bring the student a comprehensive view of man's biological and cultural heritage. His similarities and variations, both physiological and social, are studied as a continuity, from the earliest evidence supplied by archeology, to detailed studies of primitive societies in our own times. The predictability of future change in ethnological phenomena is also considered.

**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.

**Ed 451 Teaching Social Studies in the Secondary School 3 cr.**

This course seeks to familiarize prospective teachers with current trends and developments in the field of social education, with effective procedures for teaching social studies in the secondary school, and to develop a professional interest in social education. Emphasis is placed on the objectives of social education, courses of study, organization of content of teaching, effective procedures and techniques, instructional materials and resources, and evaluation.



Dr. R. W. Cordier  
Director, Summer Sessions  
State College  
Indiana, Pennsylvania

Dear Sir:

I plan to register in the School of Education  
.....or School of Liberal Arts.....  
(Department) (Major Field)

for the following courses in the 1965 Summer School:

Pre-Session (One three credit course constitutes a normal  
load)

Course No. .... Title.....

Main Session (Two three credit courses constitute a normal  
load or one four credit course and one three  
credit course)

Course No. .... Title.....

Course No. .... Title.....

Post Session (One three credit course constitutes a normal  
load)

Course No. .... Title.....

I desire on-campus housing ( ) Yes ( ) No  
Board ( ) Yes ( ) No

Please return this form by April 15.

Name .....

Address .....

Social Security No. ....









