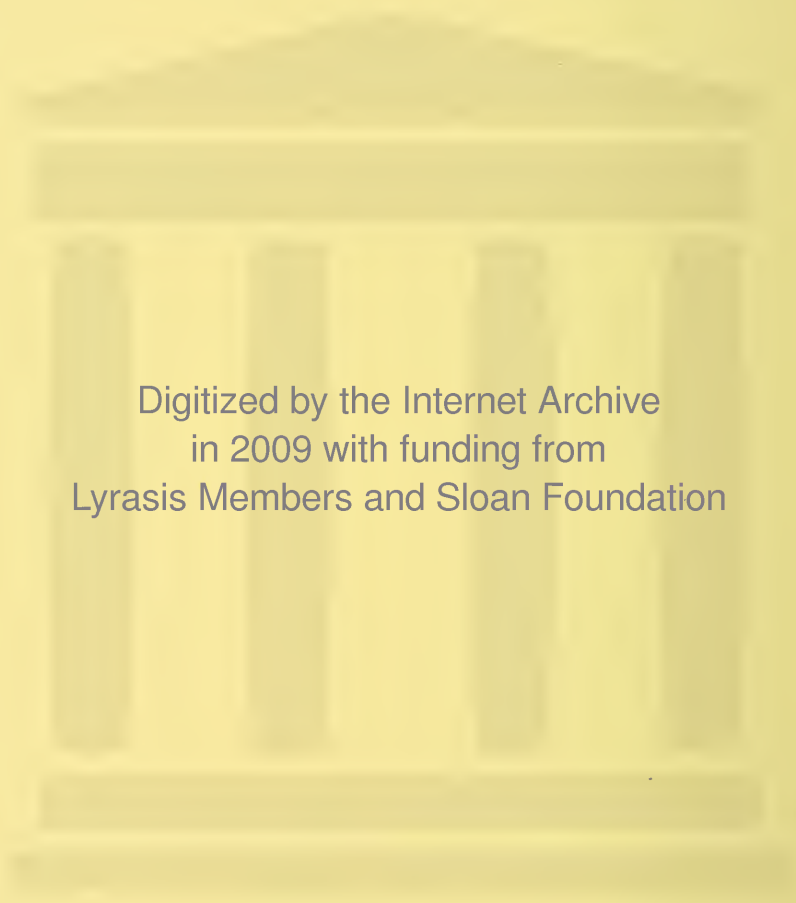




*Summer Sessions, 1958*  
STATE TEACHERS COLLEGE, INDIANA, PA.

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# Teachers College Bulletin

Volume 64

May, 1958

Number 2

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STATE TEACHERS COLLEGE  
INDIANA, PENNSYLVANIA

## Summer Sessions

Pre-Session June 9 to June 27

Main Session June 30 to August 8

Post-Session August 11 to August 29

# 1958



This College Is Accredited by the  
Middle States Association of Colleges  
and Secondary Schools  
and  
The National Council for Accreditation of  
Teacher Education

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Issued Quarterly in February, May, August and November by the Trustees of the State Teachers College, Indiana, Pennsylvania. Entered as second-class matter, June 30, 1913, at the Post Office in Indiana, Pennsylvania, under Act of Congress, August 24, 1912.

**COLLEGE CALENDAR**  
1958

**Pre-Session**

Classes Begin ..... Monday, June 9  
 Session Ends ..... Friday, June 27

**Main Session**

Classes Begin ..... Monday, June 30  
 Session Ends ..... Friday, August 8

**Post-Session**

Classes Begin ..... Monday, August 11  
 Session Ends ..... Friday, August 29

**First Semester 1958 - 1959**

Registration ..... September 8-11  
 (details will be mailed Sept. 1)  
 Classes Begin ..... September 12

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**ADMINISTRATIVE OFFICERS**  
Summer Session 1958

Willis E. Pratt ..... President

Ralph W. Cordier ..... Director of Summer Session  
 and Dean of Instruction

John E. Davis ..... Director of Student Teaching,  
 Laboratory School, and Placement

Arthur F. Nicholson ..... Director of Public Relations

S. Trevor Hadley ..... Director of Student Personnel  
 and Summer Activity Program

Leroy H. Schnell ..... Dean of Men

Nancy J. Newkerk ..... Dean of Women

### SUMMER SESSIONS 1958

There will be three sessions the summer of 1958, two of three weeks each and one of six weeks. The pre-session will begin on Monday, June 9, and extend through Friday, June 27. The main summer session starts June 30 and extends through August 8. The post-season of three weeks begins August 11 and continues through August 29.

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.

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### TEACHERS IN SERVICE

In view of the critical need for qualified teachers and the promise of better salaries for those who hold degrees or who are properly certified it is in your interest and in the interest of the school you serve to further your education. The summer session program at Indiana is planned to enable you to continue work toward a degree, to make your provisional certificate permanent, to acquire the necessary credits to add another field to your certification as well as to enable graduates of arts colleges to secure credits toward certification.

Individuals who plan to complete their degree or their requirements for certification at Indiana but who have taken work at another college or colleges should have an official transcript of this work sent to the Dean of Instruction. An evaluation of these and other credits may be made to determine what is required for graduation or certification. Address any other inquiries you may wish to make to the Dean of Instruction.

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### SUMMER GRADUATION

In the summer of 1957 we instituted the plan of holding a summer graduation exercise for the benefit of those students who complete their work during the summer sessions. The summer commencement for 1958 will be held on Sunday afternoon, August 24. The responsibility for graduation rests upon students. All students who plan to graduate in the summer of 1958 should write or call at

the office of the Dean of Instruction to secure application forms for graduation. These forms properly filled in must be returned to the office of the Dean of Instruction not later than the first week of the main summer session which begins June 30, 1958.

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### 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 very nature of the summer session 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 1958 call for the continuation of the Summer Theater Guild program in Fisher Auditorium. 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 card. Last summer students thoroughly enjoyed the presentation of "Tea and Sympathy," "Jezebel's Husband," "The Rainmaker," "Tons of Money," "Bus Stop," and "By Hex." Plays for this summer will be of equally high quality.

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

1. Dr. John Russel Brown—Lecturer in English  
University of Birmingham, England  
"The Theatre's Interpretation of Shakespeare"
2. Dr. Ajay Kumar Bose  
Institute of Technology, Kaaragpur, India  
"India—Its Life and People"
3. Ivan Sanderson—Television Personality  
Frequent guest on Garry Moore TV Show  
"Adventures of a Roving Zoologist"

4. Hal Holbrook  
"Mark Twain"—a Characterization
5. Tatsuo Minagawa—Lecturer in History of Music and  
Musicology  
Tokyo University of the Arts, Tokyo, Japan  
"Japanese Music—An Interpretation through Theory and  
Performance"
6. Helen Hall  
Roving Reporter for NBC "Monitor"  
"A Woman's Eye View of the Soviets"—illustrated lecture
7. Charles Eggert  
"A Canyon Voyage"—an illustrated wide-screen lecture

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 1958 sessions 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 be organized to go to Cook's Forest, Baker's Mansion at Altoona, and other points depending upon student interests and suggestions to the committee in charge. Several 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. Campus picnics and steak fries have also been popular and will be continued. The Auditorium patio will provide the setting for a number of square dances. Evening informal dances will be held in the Student Union now located in Whitmyre Hall.

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 soft-

ball, while indoors the Student Union provides an attractive setting for formal and informal dances and the reception lounge in John Sutton Hall provides a comfortable area for cards, singing, or visiting. Other lounges in John Sutton Hall and Whitmyre Hall are provided as places for meeting friends, visiting, or just reading or loafing. Several television sets provided by the Alumni Association are available for student use in well located places.

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### 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 for a short time the first day. Those wishing credits evaluated should see the Dean of Instruction.

Registration for Pre-Session—8:15 - 10:00 a.m. Monday, June 9

Registration for Main Session—Monday, June 30

Registration for Post-Session—8:15 - 10:00 a.m. Monday, August 11

The dormitories will be open for students Sunday, June 8 at 3:00 p.m. All baggage and trunks will be received in the basement of John Sutton Hall from where porters will deliver them directly to student rooms. Baggage should be plainly marked with names and room numbers if assignments have been made.

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 Leonard Hall or in the office of the director of special departments.
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.** In general all class work will be completed before noon. During the pre- and post-sessions classes begin at 8:00 a.m., run to 9:30 and then resume at 10:30 and run to 12 o'clock. In the main session classes begin at 7:45 a.m. and close at 12:20 p.m., each period being 90 minutes including time for changing classes. Some laboratory periods, field trips, practice periods for musical organ-

izations, 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.** Indiana is characteristically a boarding institution in the sense that it provides living accommodations for its students. Those who live in Indiana and vicinity are enrolled as day students. The excellent roads leading to Indiana enable many more students to live at home than was formerly the case. Students who are not living at home are usually required to live at the college. Students whose homes are not in Indiana and who desire to live with relatives in Indiana as day students must have the approval of the President in advance of registration. Except in very unusual instances, approved by the President, women students are not permitted to room or board with private families who are not relatives.

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.

Students and teachers are responsible for meals of their guests at current transient rates. They must be registered with the House Director by the person or persons entertaining them.

All students who live in the college must provide themselves with blankets, as the college furnishes only the linen and counterpanes. Each student must also provide window curtains, table napkins, 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.

**Placement Service.** The services of the Placement Bureau are available to all students of the college who receive certification. The directors of the various departments take active interest in the placement of their graduates. Coordination of effort is secured through a central committee. The Bureau supplies credentials to employers who are seeking applicants for positions and serves as a center where graduates may keep their records up-to-date. Alumni are using the Bureau increasingly. Teaching positions are not guaranteed by the

college, but Indiana's record of placement is among the very best in Pennsylvania.

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### COURSES FOR THE SUMMER SESSION

The six curricula are published only in part in this bulletin. They are printed in full with brief descriptions of each course in the 1957-1959 catalog available upon request. Any course will be taught in the summer if there is sufficient demand. It is very important, therefore, that students make known their desires in advance.

Courses listed on the center pages of this bulletin seem certain to be offered, as will others for which there are enough advance requests. Except in special subjects or majors in the secondary field, ten students are necessary to justify a class. The college will be under no obligation to give any course in which fewer than ten are enrolled on opening day.

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### WORKSHOPS AND SEMINARS

A number of workshops and seminars are being featured in the course offerings for the 1958 summer sessions. These unusual learning opportunities are especially adapted to meet the need of people interested in elementary education, dramatics, educational television, creative writing, conservation, and Pennsylvania History.

**Television Workshop.** For the fourth successive summer a workshop in television education will be offered in the pre-session, carrying three hours of credit. Its aim is to train teachers in the use and appreciation of television as a medium of instruction in the classroom.

In addition to lecture, demonstration and discussion, students will have experience in writing, producing and acting in several in-class productions. Opportunity will be provided for observations in commercial stations as well as at WQED, Pittsburgh's education outlet; workshops experiences may again be available for a limited number of interested students at WQED.

**Elementary Workshop in Language Arts**                      **3 cr., 1 cr., or no cr.**

The elementary workshop in language arts is offered as a part of either the course, Teaching of Language, or Diagnostic and Re-

medial Reading. (For course descriptions see Elementary Education Department.) The first and third weeks of the three week sessions will be devoted to the classroom preparations and recitations. Students enrolled in these courses will spend the second week attending the various sessions of the Workshop. No additional Workshop fees are charged to the three-credit students.

The workshop part of the course will be offered from Monday, June 16 to Friday, June 20. It will be of interest to all who are concerned with becoming acquainted with recent trends, materials, and methods in the various language arts area. Outstanding consultants will be on campus to give lectures and demonstrations. Evening activities are also being planned.

The Workshop may be attended on a one credit or non-credit basis for a fee of \$9. Additional sessions are attended and written work is required for credit students. Those desiring to remain at the college may secure room and board for \$14. For further information address the Dean of Instruction, Director of Summer Sessions, State Teachers College, Indiana, Pennsylvania.

**Drama Workshop.** For the past six 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.

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.

### **Creative Writing Workshop**

**3 cr.**

The work here will be highly individualized in an effort to meet the needs of anyone interested in improving his writing skills, whether his motive be personal enjoyment, improvement of teaching ability, or professional publication. The form or forms the writing will take

—poetry, drama, fiction, non-fiction—will be chosen by the student in conference with the instructor.

**Creative Dramatics and Story Telling Workshop** **3 cr.**

A workshop in creative dramatics and story telling will be offered in the post-session, carrying three credits. The course is designed for both elementary and secondary teachers. Each student will concentrate on specific subject areas in his own curriculum.

**Conservation of Natural Resources Workshop** **3 cr.**

Conservation of Natural Resources is specifically designed to meet the needs of teachers and leaders in conservation activities. The program has been organized to make the material and subject matter suitable to school teachers for effective use in the classroom. Teaching aids, outlines, bulletins, and bibliographies will be available for both secondary and elementary teachers. Since the class is usually composed of teachers from widely varied fields, generous use is made of the background and experience of the class members. The informal atmosphere of the field trips and lecture periods encourages student participation.

**Pennsylvania History Workshop** **3 cr.**

This workshop will feature a conducted chartered bus tour to various points of historical interest in Pennsylvania. The tour may include side trips to Williamsburg and the Jamestown Festival to gain an appreciation of our country's beginnings. Preceding the tour, two weeks of campus study will trace the development of Pennsylvania from its colonial beginnings to the present time.

Pre-registration for this three-hour course must be completed by July 20. Inquiries should be addressed to Dr. John R. Sahli.

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**SPECIAL INFORMATION ABOUT THE DEPARTMENTS**

The titles of the courses to be given appear in the lists on pages 20 and 21. A brief discussion of some of the more unusual features in each department is given below. Re-arrangement of courses or other necessary readjustments will be made in the effort to meet the needs of individuals. Descriptions of regular courses may be found

in the general catalog. Only new or unusual courses are specifically mentioned here.

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### THE ART DEPARTMENT

The Summer Studios in Art provide courses for teachers in service in the Elementary and Secondary Curricula as well as for the art teacher and supervisor. These courses may be used to secure permanent or additional certification or as part of the work toward a degree. Two graduate courses toward a Master of Science degree in Elementary Education will be offered this summer. Contemporary Movements in Art will be offered during the Pre-Session and Experimental Studies in Art Education will be offered during the Six-Week Session. During the Pre-Session a special Art Teachers Work Shop will be held for one week.

An important feature of the summer work is that teachers already certified in other fields may extend their certificates to include art. Many fine positions are open to elementary teachers who specialize in art.

Students in the Art Curriculum may use the Summer Studios for the purpose of completing courses which they were unable to schedule during the winter sessions. Summer work may also be used to shorten the time necessary for completing a degree.

**Art 118 - Drawing and Lettering** **3 cr.**

Drawing and painting in water color are studied through problems in figure, still-life, landscape, lettering and murals.

**Art 315 - Drawing and Painting** **3 cr.**

Stressing the creative aspects of drawing and painting, this course in oil painting covers the glazing and scumbling techniques of the old masters as well as the mixed techniques of the contemporaries.

**Art 314 - Advanced Oil and Water Color Painting** **2 cr.**

The artist-teacher has an opportunity for individual development by stressing volume, plastic color, or abstract form in his painting.

**El. 214 - Teaching of Art in the Elementary Grades** 3 cr.

Additional experiences in art media, evaluative practices and the growth and development aspects of art education are presented. An actual "field" experience gives the student a basis for better understanding art education in the school.

**Art 313 - Art in Elementary Education** 2 cr.

The focus is on a child centered curriculum in which develop truly creative individuals who can confidently live in a democracy. Emphasis is on art education as a process for furthering child growth and art products of children are evaluated in this way. Motivation of art programs, unit plans, lesson plans are studied critically.

**Art 120 - Mechanical Drawing** 2 cr.

This course in drawing with instruments includes experiences in geometrical construction, shape and size description, instrumental and pictorial drawing and blue printing.

**Art 111 - Drawing and Composition** 2 cr.

Problems in pictorial composition and methods of drawing are studied and executed in various media.

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

Gaining an understanding of the creative approach to art education and the planning and development of art motivations for children are important to the elementary teacher. Personal experience in the media and materials of art education will help her to identify herself with their application to classroom use.

**Art 101 - Introduction to Art** 2 cr.

Studies in the understanding and enjoyment of the visual arts as modes of expression and communication make up the content of this course.

**Art 213 - Modeling** 2 cr.

This course is designed to give experience in handling clay, paper, wire, sheet metal, wood, and plaster as media of expression. These are treated experimentally to achieve a three dimensional interpretation of the material by hand or tool.

**Art 218 - Pottery****2 cr.**

Ceramics experiences include an experimental approach to all methods of clay manipulation from the primitive to the contemporary. Various types of decorating, glazing and firing are attempted.

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**BUSINESS EDUCATION DEPARTMENT**

Several distinct needs are provided for in the summer offerings in the Department of Business Education as follows:

1. Courses to allow high school graduates to accelerate before entering the armed forces.
2. Courses in business subjects for teachers in service who wish refresher work.
3. Advanced courses required for the completion of the degree.
4. Sequential courses for Veterans who are completing accelerated programs.
5. Review courses for those students in regular attendance, who wish to strengthen their standings before fall.

**Bus. 221 - Accounting I****3 cr.**

This is the introductory course. 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 accrued basis of bookkeeping.

**Accounting II****3 cr.**

Special consideration is given in connection with accruals and deferred items; the significance and handling of evaluation accounts and the interpretation of the effect of all types of transactions on the operation of the business are stressed throughout the course. Special attention is given to the preparation of columnar records for different types of businesses along with the preparation and interpretation of comparative financial reports.

**Accounting III****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 ac-

counting for inventories, tangible and intangible fixed assets, investments, long-term liabilities, funds and reserves and the methods of amortizing bond premium and discount.

**Accounting IV****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. 455 - Accounting V****3 cr.**

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

**Bus. 354 - Tax Accounting****3 cr.**

This course is designed to enable the students to gain a familiarity with the Federal Income Tax Laws as they pertain to individuals, single proprietorships and partnerships. The Social Security Tax Law will also be considered as a phase of this course. In addition to studying the Internal Revenue Code in connection with the above topics problems will be considered which involve the use of the different forms that are necessary in tax accounting.

**Bus. 111 - Business Mathematics I****3 cr.**

This is a review of the fundamental processes with emphasis on speed and accuracy through adequate drill and practical application in the handling of the fundamental business operations. The course is designed to lay a groundwork for Business Mathematics II.

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

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

**Bus. 131 - Typewriting I****2 cr.**

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.

**Clerical Office Practice****3 cr.**

Clerical office routine is covered, together with the fundamentals of operating various office machines—calculators, adding machines, stencil duplicators, dictaphones, and various office appliances; also the theory and practice of office management is stressed. The use of the dictaphone is required of all, and transcription is offered to the stenographic students.

**Bus. 232 - Typewriting II****2 cr.**

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

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

This includes methods of teaching general courses, as well as shorthand, typewriting, and bookkeeping. Demonstration and lesson planning are emphasized. It includes the construction, administration, scoring, and grading of various types of tests; analysis of test results, remedial teaching and retesting; evaluation of tests, all tied together in the psychological foundation of methodology.

**Problems in Business Education****3 cr.**

In this course are outlined the purposes of secondary business education; the curriculum and its development; guidance, placement, and follow-up; administration of the business department; physical layout, equipment, and supplies; and trends in business education.

**Typewriting III****2 cr.**

This course deals with letter writing, writing on special business and legal forms; setting up outlines, programs, indexes, title pages, proofreaders' marks; copying from longhand and corrected copy; writing manuscripts; tabulating; problems of English, such as capitalization, punctuation, and paragraphing; and many other practical and educational matters.

### **Typing for Personal Use**

In this course the student will be taught the touch method of using the typewriter. Upon completion of the keyboard, attention will be given to setting up simple business letters, simple statistical information, typing of compositions, reports, manuscripts, or research papers, and other special typing tasks which will aid the student in his personal and school life.

### **Work Experience**

**6 cr.**

For those persons working toward a major in Retail Selling, the course is designed to be a practical cooperative plan for retail training in business establishments. The student spends a minimum of six weeks of full-time work at which time he puts into practice the theories of retailing studied in previous retail training courses. The 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 connection with office work for those in Stenographic and the Accounting fields.

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## **EDUCATION DEPARTMENT**

The courses in Education are provided for: (1) students who are working for their degrees, (2) students and teachers who seek extension of their certificates, and (3) teachers who wish to have their College Provisional Certificates made permanent. The following courses will be offered this summer:

### **Education Courses**

#### **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. 101 - Professional Orientation**

**3 cr.**

An orientation and guidance course designed to acquaint prospective teachers with the opportunities and requirements of their

profession, the relationship of the school to society, the organization of the American school system, the pupil and the educational process. Extensive directed observation of various schools and learning situations will be required.

**Ed. 315 - Problems of Secondary Education and Guidance** 3 cr.

This is a basic course in secondary education designed to aid the student with the practical problems of teaching. Special attention is given to problems in such areas as: teacher-pupil relationships, classroom organization, the nature of the secondary school population, the curriculum, extra-class activities and home room practices.

**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.

### Guidance Courses

**Ed. 251 - Fundamentals of Guidance** 3 cr.

This course gives consideration to the function and implementation of guidance services. It presents an over-all view of guidance in relation to individual problems of adjustment in home and school, on the job, and to civic and social relationships. Throughout the course the relation of the curriculum to guidance and of the teachers to the guidance worker is dominant. The knowledge, techniques, and opportunities for careers in guidance service are presented for consideration.

**Ed. 352 - Case Studies in Guidance** 3 cr.

This course is designed to study the principles, problems and methods involved in developing case studies and in applying them to the work of the counselor in the school and the home. Emphasis will be placed upon the guidance of pupils in connection with personal, social, health, educational, and vocational adjustment of the individual. Prerequisite: The Use of Tests in Guidance.

**Ed. 252 - The Use of Tests in Guidance** 3 cr.

This course deals with the purposes and uses of all types of tests used in guidance programs. Particular attention is given to the principles underlying the choice of tests for specific purposes and to

the critical analysis of test results. Attention is also given to the problems involved in establishing and operating an efficient testing program for guidance in the public schools. Prerequisite: Fundamentals of Guidance.

**Ed. 353 - Organization and Administration of Guidance** 4 cr.

This course will give consideration to both curricular and extra-curricular programs. The former will include the purposes, the lines of authority, the types of organization, personnel, physical equipment and construction. In the extracurricular activities attention will be given to the controlling factors, the sponsorship of the activities, the setting-up of safeguards, and the history of the activities.

**Psy. 355 - Adolescent Psychology** 3 cr.

This course is a study of the adolescent child as revealed by researchers of his emotions, personality, integration, social adjustment, character development, moral problems, attitudes, religious interests, home adjustments, and mental hygiene.

**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. 202 - Educational Psychology and Evaluative Techniques** 3 cr.

This course deals with the problems of understanding the child and the adolescent and how he learns. Some emphasis is given the growth process to better understand the learner. The learning process is dealt with in detail. Actual classroom observation and a study of classroom techniques attempts to give the student the information he needs in order to teach effectively. Attention will be given to measurement as related to growth and the learning process. Prerequisite: General Psychology.

**Psy. 351 - 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 typical in areas of physical, mental, emotional, and educational development. This will enable the teacher to identify for referral those pupils who need special class

placement or a special instructional program within the regular classroom.

**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. 451 - Psychological Practicum** **3 cr.**

In the summer of 1958 Indiana State Teachers College will offer for the seventh 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. S. Trevor Hadley, Director, Student Personnel Services, State Teachers College, Indiana, Pennsylvania. Prerequisite: 6 hours of psychology.

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### ELEMENTARY EDUCATION DEPARTMENT

The courses offered in elementary education may be used as credit toward a degree, for certification in elementary education, or for permanent certification.

**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. Main Session.

**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. Post Session.

**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

	<b>PRE-SESSION June 9—June 27</b>	<b>Begins June 30 7:45—9:10 A.M.</b>
<b>Art</b>	Art 118 Drawing and Lettering Art 315 Drawing and Painting Art 314 Advanced Oil and Water Color Painting	Art 120 Mechanical Drawing Art 111 Drawing and Composition Art 118 Drawing and Lettering
<b>Business</b>		Bus. 311 Problems of Business Education Bus. 111 Business Mathematics I Bus. 212 Business Mathematics II Bus. 221 Accounting I Bus. 251 Accounting II
<b>Education</b>	Ed. 301 Audio-Visual Education Psy. 202 Educational Psychology and Evaluative Techniques Psy. 201 General Psychology Psy. 351 Introduction to Exceptional Children Ed. 101 Professional Orientation Psy. 451 Psychological Practicum	Ed. 301 Audio-Visual Education Psy. 202 Educational Psychology and Evaluative Techniques Ed. 251 Fundamentals of Guidance Ed. 454 Public School Administration
<b>Elementary Education</b>	Elementary Workshop (Language Arts, June 16-June 20) El. 413 Teaching of Language El. 352 Diagnostic and Remedial Reading	Psy. 215 Child Development
<b>English</b>	Drama Workshop Eng. 201 Literature I Eng. 257 Romantic Movement Eng. 381 Speech Development and Improvement Eng. 376 Television (I and II) Workshop	Drama Workshop ..... Eng. 101 Communication I .. Eng. 171 Oral Interpretation
<b>Foreign Language</b>		Fr. 464 French X
<b>Geography</b>	Geog. 101 World Geography Geog. 151 Economic Geography	Geog. 360 Geography of Latin America
<b>Health</b>	HPE 251 General Safety Education El. 314 Teaching of Health and Physical Education	HPE 253 Methods and Materials in Safety Education in the Secondary Schools
<b>Home Economics</b>	HE 417 Clothing III	HE. 413 Consumer Economic HE. 352 Home and Family Living
<b>Keith</b>		Elementary Student Teaching
<b>Mathematics</b>	Ed. 451 Teaching of Secondary Mathematics	Math. 256 Spherical Trigonometry and Navigation Math. 253 Advanced College Algebra
<b>Music</b>	Mus. 101 Introduction to Music Mus. 312 History of Music II	El. 212 Teaching Music in the Elementary Grades  High School Summer Band June 20 - July 2 July 6 - July 19
<b>Public School Nurses</b>	Ed. 101 Professional Orientation Psy. 202 Educational Psychology and Evaluative Techniques SS 202 History of Civilization II	Ed. 454 Public School Administration Eng. 101 Communication I ..
<b>Science</b>	(Other courses or combinations Sci. 101 Basic Biological Science Sci. 102 Basic Physical Science El. 311 Science for Elementary Grades Sci. 287 Modern Physics Sci. 173 Inorganic Chemistry	of courses also are available to Sci. 171 Inorganic Chemistry (8 wks. 4 crs.) Sci. 172 Inorganic Chemistry (8 wks. 4 crs.) Sci. 101 Basic Biological Science
<b>Social Studies</b>	SS 251 Principles of Sociology SS 201 History of Civilization I SS 202 History of Civilization II SS 252 Principles of Economics	SS. 301 History of U. S. and Penna. I Ed. 451 Teaching Social Studies in the Secondary School SS. 201 History of Civilization I

a.m. — All Courses are three credits unless otherwise noted.

MAIN SESSION 9:20—10:45 A.M.	Ends August 8 10:55—12:20 P.M.	POST - SESSION August 11—August 29
Ed. 214 Teaching Art in Elementary Grades Ed. 313 Art in Elementary Education	Ed. 213 Art for Elementary Grades	Art 101 Introduction to Art Art 213 Modeling Art 218 Pottery
Bus. 312 Methods of Teaching Business Courses Bus. 131 Typewriting I Bus. 232 Typewriting II Bus. 352 Accounting III Bus. 133 Work Experience (6 crs.) (within a 50 mile radius of Indiana)	Bus. 351 Tax Accounting Personal Typing Bus. 335 Clerical Practice and Office Machines	Bus. 353 Accounting IV Bus. 155 Accounting V
A. 201 General Psychology I. 22 Use of Tests in Guidance	Ed. 301 Audio-Visual Education Psy. 202 Educational Psychology and Evaluative Techniques Ed. 352 Case Studies in Guidance Psy. 352 Mental Hygiene	Ed. 301 Audio-Visual Education Psy. 202 Educational Psychology and Evaluative Techniques Psy. 201 General Psychology Ed. 353 Organization and Administration of Guidance Program (1 crs.) Ed. 315 Problems of Secondary Education Psy. 355 Adolescent Psychology
I. 252 Use of Tests in Guidance and Geography		El. 221 Children's Literature
..... (6 crs.) ..... (5 crs.) Eng. 102 Communication II Eng. 363 English Philology Eng. 371 Choral Speaking	Eng. 251 American Literature ..... (5 crs.) Eng. 281 Phonetics and Voice Eng. 362 Creative Writing Workshop	Eng. 202 Literature II Eng. 374 Creative Dramatics and Story Telling Workshop Eng. 357 Shakespeare Eng. 171 Oral Interpretation
Sp. 151 Spanish I for Reading	Sp. 164 Spanish X	
Geog. 101 World Geography	Geog. 102 Geography of U. S. and Penna.	Geog. 102 Geography of U. S. and Penna. Geog. 352 Conservation Workshop
He 251 Organization and Administration of Safety Education He 101 Health, MWF (2 crs.) He 204 Physical Education III, TT (1 cr.)	HPe 252 Driver Education	HPe 102 Physical Education I (1 cr. afternoon) HPe 203 Physical Education II (1 cr. afternoon)
HE. 411 Family Relations SN. 402 Nutrition E. 211 Foods II	HE. 111 Foods I HE. 451 Clinic in Home Economics Education ..... (6 crs.)	HE. 352 Home and Family Living
	Math. 111 Fundamentals of Mathematics	Math. 251 Mathematics of Finance
Mus. 415 Orchestration Mus. 111 Methods II Local Music Workshop (Mus. 313 Music Theory III) Mus. 311 Music Theory IV) Music Theory Workshop	Mus. 101 Introduction to Music ..... (3 or 4 crs.)	Mus. 311 History of Music I
..... (5 crs.) S. 401 American Government	Ed. 352 Case Studies HE. 212 Nutrition SS. 302 History of U. S. and Penna. II	Ed. 301 Audio-Visual Education Eng. 202 Literature II
Public School Nurses) Sci. 102 Basic Physical Science	Sci. 211 Science in Modern Civilization El. 312 Teaching of Elementary Science	Sci. 101 Basic Biological Science HE. 277 Organic and Biological Chemistry
S. 401 American Government S. 302 History of U. S. and Penna. II S. 351 Contemporary Social Problems	SS. 401 American Government SS. 302 History of U. S. and Penna. II SS. 202 History of Civilization II	SS. 401 American Government SS. 379 History of Pennsylvania Workshop SS. 302 History of U. S. and Penna. II SS. 402 Introduction to Philosophy

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. Elementary Workshop in Language Arts will be a part of this course. Pre-Session.

**El. 413 - Teaching of Language** **3 cr.**

This course is designed to give the elementary student a knowledge of the latest techniques, methods, and materials in the language arts area. Research and trends are studied. The fields of handwriting, spelling, oral and written communication, and vocabulary development are included. Elementary Workshop in Language Arts will be a part of this course. Pre-Session.

**El. 411 - Teaching of Social Studies and Geography** **3 cr.**

This course presents the social studies content for the elementary school organized into units according to the Pennsylvania Course of Study. Current philosophy of social living in the classroom, trends, patterns and principals of organization of the social studies program are studied. Emphasis is placed on the implications of child development for the content and methods. Students will have experience in preparing resource units, preparing and using related audio-visual materials, participating in field trips and reading and evaluating informational sources for social studies in the elementary school. Main Session.

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## ENGLISH-SPEECH DEPARTMENT

All required English courses will be offered during the summer. Literature I, a survey from the earliest times to the Renaissance, is given in the pre-session; Literature II, a survey from the Renaissance to modern times, in the post-session. Either course may be taken for credit in World Literature, an elective which can be used for permanent certification in Elementary Education.

Communication I and II are offered in the main session. Three literature electives are listed: in the pre-session, Romantic Movement; in the main, American Literature; in the post, Shakespeare. A workshop will be held in the main session in Creative Writing designed to meet the needs of anyone wishing to write poetry, plays, fiction or non-fiction.

Numerous electives are offered in General Speech. Speech development and Improvement in the pre-session is designed mainly

for Elementary students and teachers, and includes study of normal speech and language developments, types of speech and hearing disorders, and classroom procedures for improvement. The course will meet the professional requirement for permanent certification.

Television in Education, in the pre-session, aims to train teachers in the use of television as a medium of classroom instruction. Opportunity will be provided for observations at WQED, Pittsburgh, where workshop activities will also be available to interested students.

In the main session three speech courses will be offered: Oral Interpretation, which emphasizes understanding and appreciation of literature through developing skill in reading aloud; Phonetics and Voice, which stresses analysis of speech sounds, study of the structure and function of speech organs, and techniques of voice improvement; and Choral Speaking.

In the post-session will be given Creative Dramatics and Story Telling, a workshop for elementary and secondary students and teachers. It will emphasize the theory and practice of spontaneous, informal drama for children as a teaching technique and also as an art in itself. Included will be study and use of various story telling methods.

For the seventh year the Drama Workshop will be offered in conjunction with the College-Community Theater Guild program of six plays. Students, working under college coaches and technicians, get valuable experience in all phases of theater. Credit can be gained in four speech electives—Play Production, Community Dramatics and Pageantry, Costume and Make-up, and Stagecraft, Scenic Design, and Lighting. As many as three courses may be taken during the summer—one in the pre-session when preparations are being made for the Guild program, two in the main. With the permission of the Dean of Instruction and the Director of the Workshop, students may enroll for only one course in the main session.

### **EngS. 201 - Literature I**

**3 cr.**

In this course the literature studied includes, in addition to outstanding American and British literary efforts, non-English works in translation from the outstanding cultures and nations of the world.

### **EngS. 257 - The Romantic Movement**

**3 cr.**

The course treats the main currents in the literature of England during the first half of the nineteenth century.

**EngS. 376 - Television in Education** **3 cr.**

This course has as its primary aim the training of teachers to use television as a medium of instruction in connection with classroom work. Through lectures and discussions on the campus, and through observation and workshop experiences at WQED, Pittsburgh's educational television station, students will be given training in planning, writing and producing telecasts of an educational nature.

**EngS. 381 - Speech Development and Improvement** **3 cr.**

This course, designed for elementary students, includes the study of normal speech and language development, the types of speech and hearing disorders common to the classroom, and procedures for speech improvement.

**EngS. 101 - Communication I** **5 cr.**

This course is designed to develop basic skills in reading, writing, speaking, listening, observing, and demonstrating. Media employed include books, magazines, radio, movies, television, art, music, drama.

**EngS. 102 - Communication II** **5 cr.**

This course is a continuation of Communication I. Second semester, freshman year. Prerequisite: Communication I.

**EngS. 171 - Oral Interpretation** **3 cr.**

This course emphasizes the understanding and appreciation of literature through developing skill in reading aloud. Special attention is given to selecting, adapting, and preparing material for presentation in high school classes.

**EngS. 251 - American Literature** **3 cr.**

This course is a survey of American literature from colonial times to the present.

**EngS. 281 - Phonetics and Voice** **3 cr.**

This course includes an analysis of speech sounds used in English so that students may develop auditory acuity and correct reproduction of sounds; transcription of spoken material using the I.P.A. system; study of structure and function of speech organs; voice improvement.

**EngS. 376 - Choral Speaking** **3 cr.**

Choral speaking aims through the communal voicing of poetry and prose to train choral readers in the techniques of choir conducting and in the selection and treatment of material.

**EngS. 362 - Creative Writing****3 cr.**

This is a seminar course in which the kinds of writing done are chosen in line with the special interests and abilities of each student after consultation with the instructor.

**EngS. 363 - English Philology****3 cr.**

This course begins with a study of the history of the English language, its place among world languages, and factors affecting present day differences in modern American English usage. Training is given in language analysis through the methods of structural linguistics.

**EngS. 202 - Literature II****3 cr.**

The materials of this course will include works written in the English language—American, British, Canadian, Australian, South African, etc. Special emphasis will be put on contemporary writing as it reflects important problems.

**EngS. 357 - Shakespeare****3 cr.**

In this course, the major plays are studied, many others are read rapidly, and the Elizabethan age is given a brief historical survey.

**EngS. 374 - Creative Dramatics and Story Telling****3 cr.**

An advanced course in play production, it deals with the technical aspects of composition, picturization, movement, rhythm, and pantomime. Each student will cast, rehearse, and direct a one-act play as the main project.

**EngS. 171 - Oral Interpretation****3 cr.**

This course emphasizes the understanding and appreciation of literature through developing skill in reading aloud. Special attention is given to selecting, adapting, and preparing material for presentation in high school classes.

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**GEOGRAPHY DEPARTMENT**

Interest in geography and the teaching of geography is increasing. Recently, requests for trained geography teachers have been more than the supply. In addition, universities are accepting our geography majors as assistants in the graduate geography department. Geography, acting as the catalyst between the social and natural sciences, is finding an influential place in modern society.

This summer the Geography Department will offer a wide variety of courses to teachers-in-service and accelerating students. As much as twelve credit hours of work in geography may be obtained during the summer sessions.

**Geog. 101 - World Geography****3 cr.**

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. 151 - Economic Geography****3 cr.**

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

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**REQUIRED IN THE ELEMENTARY CURRICULUM**
**Geog. 102 - 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, soils, and natural resources—which mold their destiny. The inter-relationships between the United States and Pennsylvania and the rest of the world are stressed. Prerequisite: World Geography.

**Geog. 360 - Geography of Latin America****3 cr.**

In this course a regional study is made of Middle and South America. Special emphasis is given to regional differences and similarities. Latin American relations with other areas, especially the United States, are stressed.

**Geog. 352 - Conservation Workshop****3 cr.**

See description on page 10.

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**FOREIGN LANGUAGE DEPARTMENT**

In the main summer session of 1958 the Department of Foreign Languages will make it possible for the student to begin the study of Spanish. In view of the fact that for certain students this course may be terminal, stress will be given particularly to the reading objective; pronunciation, however, will be given adequate attention. Recorded materials will be provided.

Students who present one year or more of college French or Spanish may elect French X or Spanish X. The content of these courses will be adjusted so far as possible to the needs of the class.

**Sp. 151 - Spanish I for Reading 3 cr.**

This course is designed for students who are looking forward to graduate study or who for other reasons wish to concentrate on the reading objective. Students will be encouraged to attain an acceptable pronunciation but there will be little oral drill. Grammar will be reduced to the minimum essentials for reading comprehension.

**Fr. 464 - French X 3 cr. hrs.**  
**Sp. 464 - Spanish X 3 cr. hrs.**

These courses, deriving their content from recent plays which reflect current language and customs, will stress conversational usage. They are open to those who have had one year or more of college French or Spanish. More advanced students will do additional reading.

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### HEALTH AND PHYSICAL EDUCATION DEPARTMENT

The widespread extension of Driver Education and Training among the high schools of the nation has confronted school administrators with the perplexing problem of finding teachers equipped by preparation and experience to offer such courses. Qualified enthusiastic high school teachers of Driver Education and Training are in increasing demand and face an interesting and productive career.

#### Certification in the Field of Education for Safe Living

The State Council of Education approved this new certification January 9, 1948. The four courses below, General Safety Education, Driver Education, Organization and Administration of Safety Education, and Methods and Materials in Safety Education in the Secondary Schools, will meet all of the requirements for certification in this field.

**HPe 101 - Health 2 cr.**

Health consists of a study of the individual and community problems with the chief emphasis placed on the improvement of the student's own health.

**HPe 102 - Physical Education I 1 cr.**

This course provides a seasonal program of sports and activities that will have some carry-over value. The activities will improve the physical fitness of the student and develop a number of sport skills.

**HPe 203 - Physical Education II 1 cr.**

A continuation of Physical Education I with greater emphasis on participation in activities learned in Physical Education I.

**HPe 204 - Physical Education III** **1 cr.**

This course will provide for greater specialization in selected activities to bring personal performance ability to advanced levels. "The equivalent of the American Red Cross Standard First Aid Course will be included in this course."

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

The Teaching of Health and Physical Education covers units designed to present the meaning, aim, scope and materials related to Healthful School Living, Health Service, Health Instruction, Elementary Grade Activities in Physical Education. Lesson Planning and Practice Teaching.

**HPe 251 - General Safety Education** **3 cr.**

The General Safety Education course is one which will be valuable to teachers of all grade levels and all departments. It deals with the recognition of unsafe conditions and practices, and the methods by which they may be eliminated or minimized, in an accident prevention program. The study includes home, school, occupational, and public safety.

**HPe 252 - Driver Education** **3 cr.**

Driver Education is a combination of class instruction in traffic safety and driver training in actual behind-the-wheel practice in a dual control car. It prepares the student to teach driver education in a high school. The prerequisites for the course are: the student should have driving ability above the average and evidence of holding a driver's license, plus at least two years of driving experience without having a major accident for which the driver is responsible.

**HPe 254 - Organization and Administration of Safety Education** **3 cr.**

The Organization and Administration of Safety Education deals with the basic principles of organizing, administering and supervising safety education procedures in schools. A large part of the course is devoted to methods of teaching pupil safety activities in school and community.

**HPe 253 - Methods and Materials in Safety Education in the Secondary Schools** **3 cr.**

Methods and materials in Safety Education in the Secondary Schools is a course that emphasizes the use of correlating and integrating safety with many different subjects and school activities, teaching as a separate subject and centering safety education around pupil organizations and special projects.

### HOME ECONOMICS DEPARTMENT

The home economics department is making every possible effort to help teachers in the field keep up to date or bring themselves up to date if they are returning to teaching and to help present and future teachers become certified. Clinic in Home Economics Education is accepted as Methods in Home Economics Education (Vocational) for experienced teachers. The subject matter courses offered are to meet indicated needs of regular students and teachers-in-service.

A second purpose is to better prepare all men and women to be healthy, happy and more efficient individuals, future heads of families, homemakers and parents. Home and Family Living is a general education course required of non-majors. All subject matter courses are open to anyone who is interested and can profit from the course.

**HE. 111 - Foods I** **3 cr.**

Basic principles of meal planning, food selection and preparation are covered as they relate to family meals. Table service and marketing are included. Demonstrations and other teaching techniques give emphasis to the preparation for teaching. Laboratory work provides experience and evaluation of standards. Three nurses uniforms and comfortable white shoes are needed.

**HE. 211 - Foods II** **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 selection and cookery, poultry dressing, methods of making breads, cakes and pastry. Recent research and experimentation indicating new and improved methods of cookery are considered. Demonstrations and other teaching techniques serve as a preparation for teaching.

**Psy. 215 - Child Development** **2 or 3 cr.**

Development from conception to adolescence is studied. The child as an individual and the adult's opportunities and responsibilities for assisting each child toward optimum development is emphasized.

**HE. 411 - Family Relations** **2 or 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. 413 - Consumer Economics****2 or 3 cr.**

An understanding of economic problems of consumer buyers is sought. Problems of production, distribution, merchandising, and buying are studied. Emphasis is placed upon help available from government, private agencies and consumers themselves. A program for the education of intelligent consumers is planned. Gaining maximum satisfaction from goods and services available to each family is an important goal.

**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. 451 - Clinic in Home Economics Education****3 cr.**

This course provides further study for teaching various areas needed for adequate living in the home and the community. The philosophy underlying learning, evaluation, curriculum planning and effective teaching is studied and applied to specific field situations.

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### GENERAL EDUCATION REQUIREMENTS

**HE. 352 - Home and Family Living****3 cr.**

Many needs of men and women as heads of families and homemakers and as parents are met. Units studied are: how nutritionally adequate meals provide for body food need; food purchasing, preparation and service; child care, development and guidance; the family and the role of each member; clothing selection and care; housing the family; furnishing and equipping the home; house care and management; and wise use of human and material resources.

#### For Nurses

**Nutrition and Community Health****2 or 3 cr.**

This course, a requirement for the degree in Public School Nursing, will be offered in Main Session.

**HE. 352 - Home and Family Living****3 cr.**

Many needs of men and women as heads of families and homemakers and as parents are met. Units studied are: how nutritionally adequate meals provide for body food need; food purchasing, preparation and service, child care, development and guidance; the family and the role of each member; clothing selection and care; housing the family; furnishing and equipping the home; house care and management; and wise use of human and material resources.

**KEITH SCHOOL****Student Teaching**

Student teaching in the summer is offered 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 within one year previous to student teaching semester. (2) At least twelve hours of work in professional courses. (3) Five years of experience or previous student teaching at Indiana for students wishing to do student teaching during a summer session. (4) 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 30. Applications must be filed by May 1 to assure enough opportunities for all who desire to do their student teaching this summer.

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**MATHEMATICS DEPARTMENT**

**Ed. 451** - Teaching of Mathematics in the Secondary School has for its major objective the preparation of teachers of mathematics for the modern high school. Units include content of the curriculum, objectives, current literature, methods of instruction, unit and lesson planning, evaluation, observation and preparation of curriculum materials.

**Math. 111 - Fundamentals of Mathematics** is concerned with cultivating the students' general understanding and appreciation of mathematics. Emphasis will be placed on development of the number system, the processes of arithmetic, equations, graphs, statistics, meaning of proof and the place of mathematics in our present culture. The various mathematical interests of the students will be considered. In the pre-session this course will be given for students specializing in elementary education and in the second week will join with the workshop in science and mathematics. In the regular session of summer school it will be given primarily for students specializing in secondary education.

**Math. 256 - Spherical Trigonometry and Navigation** will include the usual treatment of theorems of space and emphasize methods of proof and applications of algebra and elementary analysis to solid mensuration; spherical trigonometry; and practical applications of

space concepts in the field of navigation. Methods of teaching the various topics will also be emphasized. The course should be valuable both to students of mathematics and teachers of algebra, geometry and trigonometry. Pre-requisite: Mathematical Analysis I.

**Math. 254 - Mathematics of Finance** will give the student a background for teaching general and consumer mathematics. It introduces the student to problems in annuities, sinking funds, amortization, depreciation, investment, installment buying and loan associations. It also includes the theory of probability as related life insurance and annuities. Pre-requisite: College Algebra.

**Math. 253 - Advanced College Algebra** **3 cr.**

This is a second course in Algebra designed to develop a knowledge of algebraic theory and skill in the processes. It includes a study of theory of equations, determinants, partial fractions, infinite series, complex numbers, cubic and biquartic equations, and mathematics of investment. Prerequisites: College Algebra, Trigonometry, and Analytic Geometry.

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### MUSIC DEPARTMENT

The Music Department offers the following courses to meet the needs of students in General Education, Elementary Education and Music Education:

**Mus. 312 - History of Music II** **3 cr.**

This course begins with Beethoven and the development of the Romantic movement. It deals with the great masters of the nineteenth century and with the development of such art forms as the art song, the piano solo, the symphonic poem, the latter nineteenth century opera, and modern trends of the twentieth century.

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

This course provides an orientation in music experience from present to past, and is required of all college students. It aims (1) to enrich the student's cultural experience, as well as (2) to equip the prospective teacher with an understanding of music as it relates to general education and the art of daily living. The possibility of correlations with other subjects is explored. No prerequisite courses or special abilities are required.

**High School Summer Band**

This activity was begun in the summer of 1956 as a service to high school students of Western Pennsylvania. Through the advice

and cooperation of high school band directors, students are selected for this three or four weeks of intensive training upon band instruments. Concerts are prepared and given by the band and small ensembles. The high school students are housed in college dormitories.

**Mus. 415 - Orchestration** **3 cr.**

In this course a study is made of the essential characteristics of each instrument of the symphony and symphonic band with particular stress upon the limitations of each instrument, together with the transposition and range problems of each instrument.

**Mus. 411 - Methods II (high school)** **3 cr.**

This study involves an analysis of the changing adolescent voice, its special problems; a survey of materials and methods for this area; the correlation of music with other subjects; the problems involved in supervision and in organizing the music curriculum. Observation and an increasing amount of participation in teaching are required. Prerequisite: Methods I.

**El. 212 - Teaching of Music in the Elementary Grades** **3 cr.**

This course continues the five-fold music program in grades four through six. Additional ability in song reading and part singing is attained. Type lessons are taught by the students and constructively evaluated by class and teacher. Prerequisite: Teaching of Music in the Primary Grades.

**Vocal Music Workshop**

Training will be provided according to individual need in class and private voice with credits granted according to the amount of work completed.

**Music Theory Workshop**

This course provides what is regularly given in Theory III or IV: This course includes the study of chromatic harmonies and modulation to remote keys, as well as writing for Men's and Women's Choruses; the study of the song-forms and simple rondo forms; harmonic dictation; continued harmonization at the keyboard, including transportation; further work with chromatic harmonies; study of the higher rondo, sonatina and sonato-allegro forms; original writing.

**The College Community Chorus**

College students and music lovers of the community who are interested are invited to weekly rehearsals and the preparation of a choral concert which is given late in July.

### PUBLIC SCHOOL NURSING

The college offers a degree program in Public School Nursing. This requires 45 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. For complete requirements consult the main catalog or write to the Dean of Instruction.

### SCIENCE DEPARTMENT

The summer school program of the Science Department is planned to provide for the following categories of students:

1. Those students who are completing the requirements for a degree.
2. Those specializing in one of the fields of Science.
3. Those students who are seeking additional certifications or permanent certification.

Students specializing in Biological Science will have exceptional opportunities for field work which are not possible during the regular terms.

For the general student Basic Biology, Basic Physical Science and Science in Modern Civilization will be offered.

Teachers in service facing an increasing emphasis on Science in the elementary school will be interested in Science for the Elementary Grades which takes up subject-matter specifically adaptable to the first six grades.

Special attention should be taken of the following courses which will be offered this summer.

#### **Sci. 363 - Field Zoology** **3 cr.**

This is a course in the study of animals in the field, the collection of such forms and the preparation and use of them for class instruction. Students are required to make collections of the more abundant forms for use in teaching.

#### **Sci. 171-2 - Inorganic Chemistry I and II** **3 cr.**

Chemistry I includes the study of non-metals, gas laws, valance, grammolecular volume, ionization, solutions, oxidation, and reduction. Chemistry II includes atomic structure and periodic classification of elements, the metals, and simple qualitative tests for cations and anions. Since these two courses give eight credits, students will be required to attend summer school for eight weeks starting with the regular six weeks session.

**REQUIRED OF ALL STUDENTS****Sci. 101 - Basic Biology** **3 cr.**

This course deals with the principles of biology. Topics include cellular structure and physiology, growth and repair, reproduction and development, control sources of food energy, inheritance, and man's interrelationship with his biological environment. The classification of plants and animals is reviewed briefly.

**Sci. 102 - Basic Physical Science** **3 cr.**

This course utilizes the fields of earth science and astronomy to provide a broadened background of science. The nature and use of energy is the central theme for the study of heat, light, chemical, electrical, and atomic energy. Emphasis is placed on the methods and the thinking of scientists in recognizing and solving problems.

**Sci. 111 - Science in Modern Civilization** **3 cr.**

This course is designed to acquaint the secondary student with some of the major discoveries of science in all fields and the effects of discoveries upon man's way of life. Emphasis is placed upon developing and understanding of science and its implications. Discoveries leading to more abundant supplies of energy, discoveries contributing to better health and longer life, more rapid transportation, to a more abundant and better food supply, better housing, better clothing, and to greater destructive potential are some of the topics developed.

**Required for Students in Home Economics****Sci. 173 - Inorganic Chemistry** **3 cr.**

This course includes an introductory study of the non-metals, the gas laws, atomic structure, valance, ionization, solutions, oxidation and reduction, and the periodic classification of the elements.

**Sci. 277 - Organic and Biochemistry** **3 cr.**

This course is designed to include those topics from the fields of organic chemistry and biochemistry that are most important for the student of home economics. Among the topics included are the aliphatic organic compounds, the physiological functions of materials, proteins, carbohydrates, fats, minerals, digestion, absorption, and metabolism.

**Required for Students in Elementary Education****El. 311 - Science for the Elementary Grades** **3 cr.**

This course, following the year of basic science, is designed to provide the elementary teacher with a more adequate background for

teaching science in the elementary school. Units or problems are selected to achieve this purpose which cut across various fields of science. Emphasis is placed upon developing resourcefulness in gathering data and using the scientific method in the solution of such problems.

**El. 312 - Teaching of Elementary Science** **3 cr.**

Based on the previous work in science, this course takes up the planning and presentation of material suitable to the elementary field. Students are required to perform demonstrations and take part in science activities which illustrate facts or principles taught in the elementary science program. Considerable attention is given to the literature of the elementary science program as well as other aids such as community resources and simple equipment that can be secured for experimentation and other activities.

**Sci. 287 - Modern Physics** **3 cr.**

This is a course in twentieth century physics. The topics include thermionics, spectra, X-rays, and radioactivity. Considerable time is devoted to atomic structure and the newer developments in the field of atomic energy. Physics I and II are prerequisites.

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### SOCIAL STUDIES DEPARTMENT

To meet certification and graduation requirements, the Social Studies Department will offer the following courses in the summer sessions:

**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 preliterary 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 governments; 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. 401 - American Government** **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. 402 - Introduction to Philosophy** **3 cr.**

A course in which attention is given to the method of reflective thought and reasoned inquiry, the nature of truth, man's place in the universe, and the relation between science and religion. Special emphasis is given such schools of thought as humanism, rationalism, naturalism, and idealism as well as the great thinkers who dominated these schools of thought.

**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. 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-relationships 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. 252 - 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.

**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.

**SS. 351 - 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.

**SS. 379 - Pennsylvania History Workshop****3 cr.**

A description of this course, which features a tour of Pennsylvania and adjoining states, is to be found elsewhere in this bulletin under Workshops, Post-Session, Pre-registration by July 20.

**EXPENSES AND FEES****(Subject to Change)**

**Contingent Fee for All Students Enrolled.** The contingent fee for the regular summer session is \$11.00 per semester hour. A minimum contingent fee of \$33.00 is charged. Thus a student who enrolls for the usual six hours of work will pay:

Contingent Fee .....	\$66.00
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**Contingent Fee for Special Curricula.** In addition to the above fee for the regular summer session, students enrolled in the special curricula will pay additional contingent fees as follows:

Art .....	\$ 6.00
Business Education .....	4.00
Home Economics .....	9.00
Music Education .....	15.00

**OTHER FEES**

Housing Fee .....	\$84.00
Room with running water, extra .....	3.00
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

**Pre-Session and Post-Session Fees.** All fees for the pre- and post-sessions of three weeks are one-half the fees for the regular six-weeks session except: (1) the contingent fee which remains at \$11.00 per semester hour; and (2) the degree fee which remains at \$5.00 and covers the cost of the diploma.

**Late Registration Fee.** A student who registers after the date officially set for registration June 9 for the pre-session, June 30 for the regular session, and August 11 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 President because of illness or other unavoidable cause.

**Additional Special Fees for Private Instruction in Music.** In addition to the fee mentioned above, a charge of \$8.00 for the main session is made for one lesson per week, in voice, piano, band, or orchestral instruments. This fee is to be paid by students who wish

private instruction other than that assigned by the Director, and also by persons not registered in the Music Department who wish music instruction.

The fee for practice use of piano, band, or orchestral instruments for one period per day for the regular summer session is \$2.00.

**Activity Fee.** The activity fee for the regular summer session is \$5.00, and \$2.50 each for the pre- and the post-session.

**Out of State Fees.** A student whose residence is outside of Pennsylvania may take advantage of Indiana's facilities by paying the same fees as residents of the state.

**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 9; regular session, Monday, June 30; and post-session, Monday, August 11, 1958.

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

Checks for all 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 John Lingenfelter, Treasurer; 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 Registrar and sending a deposit of \$10.00. Checks should be made payable to the Commonwealth of Pennsylvania.

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. The college does not guarantee a suitable room except in cases where the reservation deposit has been paid in advance and accepted. Applications for rooms are filed in the order in which they are received. Students are requested to write to the Dean of Women if there is any preference in rooms, and to indicate whether a room with or without water is desired.



