WILSON HALL
(Administration Building)
SUMMER SESSION, 1947
FOR MEN AND WOMEN

First Term, June 16-July 19
(Students register Monday, June 16)

Second Term, July 19-August 22
(Students register Saturday, July 19)

Students may enter at the beginning of either term of the Summer Quarter. Attendance during three full quarters, whether consecutive or not, will be considered as one school year, and so credited for the diploma and certificates offered by the College, provided work of appropriate character is done. Students entering for second term only register on Saturday, July 19.
GENERAL STATEMENT

Madison College, a Virginia state college for women, at Harrisonburg was established in 1908 by the Legislature of Virginia. The College enrolls at the present time approximately 1,300 students in the winter session and 600 in the summer quarter.

The College is under the immediate control of the Virginia State Board of Education and is devoted primarily to the education of teachers. It also offers work in liberal arts, and in professional curricula such as business education, the education of dietitians, home economists, institutional managers, and other specialists in the home economics field. The College also offers pre-professional education for nurses, laboratory technicians, and students of law and medicine.

Eleven distinct curricula are offered by the College leading to the A.B., B.S., A.B. in Education, B.S. in Education, or the Bachelor of Music degree. The College offers also a two-year Curriculum in Business Education to a limited number of students.

The College is an accredited member of the Southern Association of Colleges and Secondary Schools, the American Association of Teachers Colleges, the Association of American Colleges, and the Virginia Association of Colleges.

The expenses for a boarding Virginia student, including all expenses except for laboratory fees, books, and supplies, amount to $66.00 for each term. Tuition for day students is $21.00 per term. For an out-of-state student the expenses are $17.00 greater per term than for a Virginia student.

Men as well as women are admitted to the summer session of the college. Rooming accommodations, as well as meals, will be provided at the college for men students.

Detailed information regarding the College will be found in the succeeding pages of this catalog.
SPECIAL FEATURES OF SUMMER QUARTER

FIRST TERM—June 16-July 19 (Five Weeks)
SECOND TERM—July 19—August 22 (Five Weeks)

Refresher Course for Reentering Teachers
Courses for the Visiting Teacher
Guidance (Three Courses)
Educational and Vocational Counseling for Students
Music Workshops—June 30-July 19 and July 21-August 9
  Dr. Glenn Gildersleeve and Dr. Luther A. Richman, State
  Supervisor of Education in Music, Directors
Health Education Workshop—June 16-July 5
  Directors, Mr. Eliot V. Graves and Dr. Harold K. Jack, The
  State Department of Education
Audio-Visual Education
Institute on Public Education
Veterans Admitted Under GI Bill
Complete Program for Juniors and Seniors in Elementary
  Teaching and Supervision
Regular Courses for Secondary Teaching
Speech Education and Dramatics
Education in Arts and Crafts
Courses in Library Science
Special Dormitory Regulations for Mature Students
Rooming Accommodations for Men
Delightful Mountain Environment:
  Cool Nights
  Elevation 1300 Feet
Recreational Facilities
  Outdoor and Indoor Swimming Pools
  Tennis Courts, Athletic Fields
  Two Gymnasiums
  Series of Lectures and Artists
  Excursions—Scenic and Historical
College Camp on Shenandoah River
EDUCATION AND NATIONAL RECOVERY

America has emerged victorious from the most critical war in its history and naturally finds itself now confronted with the most serious and most complex problems of national recovery. International cooperation for the promotion of peace, the preservation of our democratic way of life and the realization of democracy, freedom of speech, freedom of the press, freedom of religion for all peoples, economic or business recovery and reconversion, the promotion of the health and vigor of our people, the cultivation of our interests in the fine arts and the other significant inheritances of all times, are the problems that confront us as a nation and as individual citizens.

Even the most casual examination of these problems indicates unmistakably that their solution lies in education, in the elementary and secondary schools for the masses of our people and in the higher institutions of learning for our leadership.

The new army for the solution of these problems and for the winning of the peace then becomes an army of teachers—one just as vital and as necessary for our national welfare today as our military forces were during the recent war.

Many teachers may be tempted again by temporary financial inducements to leave the traditional fields of employment for women but America must still look to women to carry on the great undertakings of teaching, nursing, and the many occupations in the home economics field connected with the home and family life. As a nation, too, we shall suffer seriously if we do not attract to and hold in these professions more of our superior women.

THE ACCELERATED PROGRAM

When the demand in certain fields of employment is as great as it is today, many women and men alike wish to complete their education as quickly as possible. Madison was the first Virginia college to organize its work on a four-quarter basis. It has been possible for thirty-seven years for students to complete a four-year curriculum at Madison College in three calendar years by pursuing their work in summer sessions as well as in winter sessions.
ACCELERATION FOR FRESHMAN STUDENTS

Acceleration for freshmen may be accomplished by freshmen entering college in June and completing the work three years hence.

In the opinion of the College, it is better for all freshmen to enter together in September and pursue a regular program throughout the first, usually the most difficult year of college. The freshman who begins her work in the summer quarter must continue her work throughout her first year and sometimes longer with an irregular program.

The faculty of the College has arranged, however, the following programs for freshmen who enter college in the summer quarter. These programs are not rigid but are the most satisfactory combinations of courses for beginning freshmen so that two complete courses may be completed in one summer quarter of ten weeks. Students must consult with Curriculum Advisers in case they desire a different program. Freshmen will be expected to choose subjects from either the 100 or 200 brackets.

Curricula I, II, III, IV, VI, VII, VIII, IX, and X.

First Term:

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<th>Course</th>
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<tr>
<td>English 131-132—Freshman English</td>
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<td>Social Science 161—American History</td>
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<td>English 131—Freshman English</td>
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<td>Chemistry 131—General Chemistry</td>
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Second Term:

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<th>Course</th>
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<tr>
<td>English 133—Freshman English</td>
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<tr>
<td>Social Science 162-163—American History</td>
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<td>or</td>
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<td>English 132-133—Freshman English</td>
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<tr>
<td>Chemistry 132-133—General Chemistry</td>
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</tbody>
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Curricula V, XI, and B.

First Term:

English 131-132—Freshman English  
Social Science 161—American History  

or  

English 131-132—Freshman English  
B.E. 221 or 222—Beginning Typewriting  

Second Term:

English 133—Freshman English  
Social Science 162-163—American History  

or  

English 133—Freshman English  
B. E. 222 or 223—Typewriting  
S. S. 162 or S. S. 163—American History  

THE ACCELERATED PROGRAM FOR  
UPPER CLASSMEN

Upper classmen who plan to finish a four-year curriculum in three calendar years will need to make choices with special care in the summer session. Wherever it is possible to take complete sequences or work off short course requirements much gain will be had in relieving possible conflicts later on.

In the main, students should secure the assistance of Curriculum Advisers for their particular curriculum. The chairmen of these advisory groups are, as follows: Curriculum I, Miss Anthony; Curricula II and III, Mr. Hounchell; Curricula IV, IX, and X, Mrs. Varner; Curricula V, XI, and B, Mr. Turille; Curriculum VI, Mr. Gildersleeve; Curriculum VII, Miss Woelfel; Curriculum VIII, Miss Phillips; and pre-professional programs, Mr. Gifford.
REFRESHER COURSE FOR ELEMENTARY TEACHERS REENTERING TEACHING

The fall of 1947 will probably find Virginia schools still faced with a shortage of teachers so acute that unless many former teachers are called back into service many of the schools may have to be closed. These former teachers have usually had rich experience in work and in family life. They will make a valuable contribution to Virginia children provided they can have access to certain "refresher" activities. Madison College will give such a refresher course for the summer school of 1947.

This course will be offered the first term only. It will meet two hours daily and will carry 6 quarter hours credit. The student will be able to take an additional 3 credit course. Thus, in one term the student can secure the 9 credits required for renewal of certificate in Virginia or, by attending both terms of the summer school, the student can complete the 18 credits required for revival of an expired certificate.

The work in this course will be organized around practical problems the teachers will face this fall. One or more division superintendents and one or more elementary supervisors will visit the class for discussion of these problems. Among topics stressed in the course will be: recent developments in studying children and in making community surveys, activities in the elementary school, and efficient methods in building and maintaining mastery in fundamental skills. The Virginia Elementary Course of Study will be frequently used so that the students will become thoroughly familiar with it.

The recent war effort has caused the schools to avail themselves of much new knowledge in fields such as nutrition, consumer education, and geography. Various members of the Madison College faculty have been cooperating with the Training School Supervisors in the selection and organization of such materials. Students in the "refresher" course will have opportunity for conferences with these faculty members; they will also be able to see the new materials used by the Training School Supervisors in the summer school.
HOME ECONOMICS PROGRAM

Courses in home economics for the summer are planned for four groups of students: first, students who wish to accelerate their programs; second, students in the elementary curriculum who need a year in general home economics; third, students who wish to elect courses in home economics; fourth, teachers who desire the newer knowledge of special home economics courses.

The courses which will accelerate the program are Consumer Problems (H. E. 300), Social and Family Relationships (H. E. 310), and Child Development (Ed. 400.)

Students in the elementary curriculum can complete a year's work in home economics (H. E. 301-H. E. 302-H. E. 303) during the summer.

Three courses are designed as electives for any student registered in the college. Each course carries three credits and is recognized by each curriculum in the college. They are Consumer Problems (H. E. 300), Social and Family Relations (H. E. 310), and Child Development (Ed. 400).

College graduates who have not had home economics courses in recent years and who wish to return to the field of vocational home economics teaching or to some other activity requiring home economics background may choose from the courses offered during the summer. Consumer Problems (H. E. 300) may serve as a refresher course due to many changes brought about by postwar conditions. Child Development (Ed. 400) takes up the physical and psychological development of the child and is a desirable course for every teacher or parent. There is urgent need for more home economics teachers, and it is hoped that former teachers will return to this field. Nutritionists, dietitians, research workers, and nursery school supervisors are also in demand.

PROGRAM IN LIBRARY SCIENCE

The Library Science program for the summer session is arranged so that students with no previous work in the field can take a full program of three courses each term to complete the requirements of the State Board of Education for teacher-
MADISON COLLEGE

library work. Students who already have completed courses in Library Science can pursue additional courses during either term. The course in Audio-visual Materials is also recommended for librarians who want to be qualified to serve as the school's representative for service from the Regional Centers which have been established by the State Department of Education for the distribution of teaching materials.

AUDIO-VISUAL EDUCATION

In cooperation with the program of the State Department of Education the college will give during each term a course in Audio-visual Materials. The course is designed to acquaint teachers with the contents and use of the films, film strips, slides and recordings, available to the public schools in Virginia, and to provide instruction and practice in the use of various kinds of audio-visual equipment and materials.

The materials which have been placed in Madison College Regional Center for the use of public schools in this area will be available for the course.

INSTITUTE ON PUBLIC EDUCATION

In the summer session of 1944, a one-day Institute on Public Education was held at Madison College. The interest that was shown led to the establishment of the Institute as a permanent feature. The conference for 1947 will be on some timely topic in current education and will in all likelihood be held early in July. A program will be sent later to interested teachers, school administrators, and patrons.

The 1946 Institute focused attention on the problem of how we may strengthen the sine qua non of public education, that is to say, its teachers. The program as printed below was given on July 12 and 13, 1946.

THIRD INSTITUTE ON PUBLIC EDUCATION
PROVIDING COMPETENT TEACHERS FOR OUR PUBLIC SCHOOLS

FIRST SESSION: Friday morning, 11:00 to 12:30
Presiding: Samuel P. Duke, President of Madison College
"An Analysis of the Problem"—Ernest V. Hollis, Principal Specialist in Higher Education, U. S. Office of Education

"The Actual Teacher Shortage"—Ralph McDonald, Specialist in Higher Education, National Education Association

SECOND SESSION: Friday afternoon, 3:00 to 5:00
Presiding: M’Ledge Moffett, Dean of Radford College

ELEMENTS IN THE SOLUTION OF VIRGINIA’S PROBLEMS
(12-minute discussions)

“How Can the High Schools Encourage More Boys and Girls to Enter the Teaching Profession?”—J. Irving Brooks, Principal, Highland Springs, Virginia.

“Do Present Certification Requirements Insure a Continuing Supply of Efficient Teachers?”—J. L. Blair Buck, Director of Teacher Education, Virginia State Board of Education.

“Are the Colleges Properly Preparing Prospective Teachers?”—George J. Oliver, Head of Department of Education, The College of William and Mary

“What Is Essential to an In-Service Program?”—M. L. Carper, Superintendent of Alleghany County Schools

“Will Improved Retirement Provisions and More Uniform Sick Benefits Help to Stabilize the Profession?”—D. E. McQuilkin, Superintendent of Schools, Roanoke, Virginia

General Discussion, led by G. Tyler Miller, State Superintendent of Public Instruction.

THIRD SESSION: Friday night, 8:00 to 9:30
Presiding: Blake T. Newton, President of Virginia State Board of Education

“The Role of the Teacher in America”—The Honorable Brooks Hays, Member of Congress from Arkansas

FOURTH SESSION: Saturday morning, 10:00 to 12:00
Presiding: David W. Peters, President of Radford College

“Adequate Salaries for Adequate Teachers”—Edgar G. Gammon, Member of State Board of Education

“Scholarships for Teachers: A Justifiable Government Subsidy”—M. W. Carothers, Registrar, Florida State College for Women, Tallahassee, Florida

Summary of the Institute—Ernest V. Hollis
GUIDANCE

During the reconversion period following any war, youth finds itself in a bewildered world in which decisions regarding educational and vocational choices are more difficult to make than in the war period when employment is relatively easy to secure. This group includes both high school students and returning veterans who depend largely on the public school personnel for intelligent guidance in the process of adjusting, choosing, and planning. No greater challenge has presented itself to administrators and teachers in recent years than the present situation which calls for adequate knowledge of appropriate guidance procedures and techniques.

To help the public school personnel meet the increasing demand for improved guidance services, Madison College will offer three courses during the summer session designed to give the fundamentals of an adequate guidance program. The staff has built up files of the most recent vocational information and standardized tests covering the areas of intelligence, achievement, special aptitudes, interests, and personality. Students will be afforded ample opportunity to acquaint themselves with the selection and use of these and other instruments of guidance. Organization and administration, techniques of counseling, and the opportunities for guidance in the regular class and extracurricular activities are other phases of the total guidance program that will be emphasized.

Students who enroll in Ed. 381, Ed. 382, and Ed. 383 (guidance courses) will be encouraged to adapt the content of the courses to their local school situations; therefore, individual guidance problems will be welcomed by the instructor.

THE VISITING TEACHER

The report of the Virginia Education Commission emphasized the importance of the visiting teacher, a professional worker whose function it is to co-ordinate the program of home and school so that the unadjusted child is given the best possible help. The 1945 session of the General Assembly manifested its ap-
proval of the visiting teacher by the appropriation of a substantial sum to aid the localities in employing such workers.

Teaching experience is an excellent background for the profession of visiting teacher. Madison College offers a number of courses in the summer of 1947 that will prove helpful to teachers wishing to qualify as visiting teachers.

For teachers who need further information concerning the programs of the public schools, Ed. 350, Ed. 392, and Ed. 393 are recommended. Observations in the Training School are a part of each of these courses.

For teachers who wish to help in understanding children and in guidance techniques, Ed. 381, Ed. 382, Ed. 383, Ed. 405, and Ed. 415, offer a well rounded experience.

For teachers who wish an understanding of psychiatric principles in order to deal with abnormalities in behavior, Psy. 323 is a good introductory course.

For teachers who wish help in basic social relationships involving child, family, and community as well as school, Ed. 415, H. E. 310, and S. S. 311 are recommended.

**MUSIC WORKSHOPS**

Two Workshops in Music will be conducted during the summer quarter of 1947 under the direction of Dr. Glenn Gildersleeve, Head of the Department of Music and recently State Supervisor of Music Education in Delaware, and Dr. Luther A. Richman, State Supervisor of Music for Virginia.

The first Workshop for teachers of primary music will begin June 30th and continue through July 19th. The second Workshop for teachers of intermediate music will begin July 21st and continue through August 9th.

Each Workshop will carry 6 quarter hours’ credit, the equivalent of 2 session hours, or 4 semester hours of credit.

A number of other experts in the field of education will assist Dr. Richman and Dr. Gildersleeve.

The fee for each Workshop will be $12.50; the fee for room, board, and laundry will be $9.00 per week.
HEALTH EDUCATION WORKSHOP

The State Department of Education, in cooperation with Madison College, will conduct a Health Education Workshop at Madison College from June 16th to July 5th inclusive. The Workshop will be under the direction of Mr. Eliot V. Graves and Dr. Harold K. Jack of the State Department of Education.

Personnel attending the Workshop will be selected by the Division Superintendents of the School Divisions which have been participating in the W. K. Kellogg Project. Representatives from the State Teachers Colleges are also to be included in the Workshop project.

Undergraduate credit will be given to those who desire the same upon payment of the regular college credit fee.

Mr. Graves needs no introduction to Virginia workers in health education as he is well known for his distinguished service in the field of health and physical education in the State of Virginia for many years.

Dr. Harold K. Jack has been recently added to the Division of Health and Physical Education of the State Department of Education in Virginia. Dr. Jack is from Minnesota where he served for the past eleven years as State Director of Health, Physical Education, and Recreation. Dr. Jack received his B.S. from the University of Minnesota and his M.A. and Ph.D. from New York University where he later served as a member of the faculty. He is author of "Physical Education for Small Elementary Schools" which is used as a reference in many Virginia schools.

AUDITORS OR OBSERVERS

Many teachers fatigued from a strenuous year of teaching, without the urgent need of college or certificate credit, may like to attend the summer session, observe in various classes, attend a special series of lectures, take excursions and field trips, and yet not be subject to the regular requirements of class attendance and preparation.

Inasmuch as the college has ample accommodations for a larger student body than usually attends the summer quarter, it will admit such teachers this summer at regular rates for board but with observers' fee of $1.00 per day, $5.00 per week, or $7.50 per term.
ADMISSION OF VETERANS

The following are the conditions under which veterans may enter Madison College under the GI Bill of Rights, as passed by Congress unless they are changed by Congress in the meantime:

“Educational aid for veterans is available from the Veterans’ Administration provided: (1) You were discharged under conditions other than dishonorable; (2) you served 90 days or more (not counting the time in Army Specialized Training Program or Navy College Training Program, which course was a continuation of a civilian course and which was pursued to completion, or as a Cadet or Midshipman in a Service Academy) or were discharged or released from service because of an actual service-incurred injury or disability; and (3) you start such education not later than four years after discharge or end of war (whichever date is later).

“Length of training: One year (or its equivalent in part-time study). If you complete these courses (except refresher or retraining courses) satisfactorily, you will be entitled to additional education or training not to exceed the length of time you spent in active service after September 16, 1940, and before the end of the present war (not including ASTP or Navy College program). No course of education or training shall exceed 4 years.

“Types of courses: You may select your own course at any educational or training institution which accepts you as qualified to undertake them, provided the institution is on the list approved by the Veterans’ Administration.

“Types of educational institution: Public or private, elementary, secondary and other schools furnishing education for adults; business schools and colleges; scientific and technical institutions; colleges, vocational schools, junior colleges, teachers’ colleges, normal schools, professional schools, universities, and other educational and training institutions, including industrial establishments providing apprentice or other training on the job.

“Expenses paid: The Veterans’ Administration will pay to the educational or training institution the customary cost of tuition,
and such laboratory, library, infirmary and similar payments as are customarily charged, and may pay for books, supplies, equipment and such other necessary expenses (exclusive of board, lodging, other living expenses and travel) as are required. Such payments shall not exceed $500 for an ordinary school year. By shortening the period of instruction, this amount may be increased under certain conditions.

"Living allowance: The Veterans' Administration will also provide subsistence allowance of $65 a month if you have no dependents, $90 if you have. (This may be reduced, however, if you attend on a part-time basis or receive compensation for work done as part of your training).

"You may also want to apply for school or college credit for what you learned in the service—or a record of it to show your prospective employer. For information and application blank, write to:

"ARMY—U. S. Armed Forces Institute, Madison 3, Wisconsin.

"NAVY—Bureau of Naval Personnel, Navy Department, Washington 25, D. C.

"MARINE CORPS—Marine Corps Institute, Marine Barracks, Washington 25, D. C.

"COAST GUARD—U. S. Coast Guard Headquarters, Washington 25, D. C."

The above statements are subject, of course, to change by the Federal Government.
SCHOLARSHIP LAW ENACTED BY THE
LEGISLATURE OF 1947

(1) Scholarships for senior and junior college students and emergency teachers who obligate themselves to prepare for elementary teaching and to teach in the public schools of Virginia for four years, a sum not to exceed $300,000 for the second year of the biennium.

This appropriation shall be conditional and shall be administered by the Governor in accordance with the following provisions: Upon recommendation of the State Board of Education, the Governor is authorized in his discretion to approve scholarships of not more than $300 each year for senior and junior students attending Virginia colleges, provided they are residents of Virginia, and agree to prepare for teaching in the elementary grades and to teach in the schools of Virginia upon graduation from college; provided further that each such student to be recommended for an elementary teacher's scholarship by the State Board of Education shall be selected on the certification of the head of the institution the student is attending that such student in the opinion of the faculty and college officials has given evidence of being qualified by personality, character and demonstrated scholastic ability for teaching in the elementary grades; and provided further, however, that each student receiving such scholarship aid shall sign and execute notes to the Commonwealth of Virginia endorsed by responsible adults for the amount of financial aid thus received, which obligations shall bear interest from date at the rate of three per centum per year and shall be cancelled at the rate of $150 including interest on the cancelled portion of the obligation for each year that the recipient teaches in the public school after graduation from college, and any amount uncancelled by such service shall be repaid in full to the State within a period of four years with interest from date at the rate of three per centum per year.

The same provisions as set forth above shall apply to the awarding of scholarships to persons who have taught in the public schools of Virginia on emergency licenses for at least one year in which case each such person may be eligible to receive scholar-
ship aid at $300 per year for a period not to exceed two years, upon recommendation of the State Board of Education, based upon certification by the Superintendents of Schools under whom the said person has taught that he or she has given satisfactory service and in his opinion, is qualified by personality, character and demonstrated fitness for teaching in the elementary grades. The obligation to the State of the recipient of such scholarship aid will be at the rate of $300 with interest from date at the rate of three per centum per year, for each year such aid is received, and shall be cancelled at the rate of $150 per year including accumulated interest on the cancelled portion of the obligation by further teaching service or shall be repaid as provided for junior and senior college students who receive such scholarship aid.

It is provided also that the number of such scholarships outstanding shall not be in excess of 1,000 during any one school session and such scholarships shall be given to students enrolled at either State supported or private educational institutions in Virginia which provide appropriate courses in the preparation of elementary teachers, approved by the State Board of Education.

(2) Summer school scholarships to provide preparation for teaching for college graduates and emergency teachers who obligate themselves to take work in summer school in education courses in State supported and private educational institutions in Virginia and to teach in the public schools of Virginia, a sum not to exceed $30,000 for the second year of the biennium.

This appropriation shall be conditional and shall be administered by the Governor in accordance with the following provisions: upon recommendation of the State Board of Education, the Governor is authorized in his discretion to approve not in excess of 300 scholarships not to exceed $100 each for college graduates and teachers with emergency licenses based on two or more years of college training who shall be residents of Virginia and who will attend summer school in State supported and private educational institutions in Virginia to take prescribed teacher education courses and agree to teach in the public schools of Virginia for the school session immediately following summer school attendance on such scholarship; provided further, however, that
each such student to be recommended for a summer school scholarship by the State Board of Education shall be selected upon the certification by the head of the institution from which he or she is graduated, or in the case of teachers with emergency licenses, by the Division Superintendents of Schools under whom the said teacher has taught that he or she has given evidence of being qualified for the teaching profession by personality, character and demonstrated scholastic ability; and provided further, however, that each recipient of such summer school scholarship aid shall sign and execute a note to the Commonwealth of Virginia, endorsed by a responsible adult, for the amount of financial aid thus received with interest from date at the rate of three per centum per year which obligation including interest shall be cancelled at the rate of not more than $100 for each year that the recipient teaches in the public schools of Virginia after summer school attendance on such scholarship and any amount uncancelled by such teaching service shall be repaid in full to the State with interest from date at the rate of three per centum per year.

It is provided also that the number of such scholarships awarded shall not be in excess of 300 each summer, and that such scholarships may be given to college graduates or teachers with emergency licenses based on two or more years of college training who attend summer school at either State supported or private educational institutions in Virginia which offer courses in teacher preparation, approved by the State Board of Education.
OPPORTUNITIES AFFORDED BY THE SUMMER SESSION
(Regular Program)

The Collegiate Professional Certificate

This is the highest certificate given by the State Board of Education and for many years the teachers colleges have prepared the great majority of people earning this certificate. The summer school is composed largely of students who are now pursuing courses leading to this certificate.

The State Board of Education has recently discontinued the issuance of the Normal Professional certificate and new teachers who enter the profession now are required to earn the Collegiate Professional certificate or have at least four years of college education. Teachers now at work in the field are finding that in many school divisions in Virginia standards are being raised so rapidly that obtaining this higher certificate is often the only means to real security in their profession. Curricula outlined in the latter part of the catalog prepare teachers for this goal in the elementary and secondary fields, and also in business education and in home economics teaching. At the present time there is a genuine shortage in the number of holders of the Collegiate Professional certificate in all branches of teaching.

Special Preparation in Home Economics

As this institution is one of those set aside in the State for the preparation of teachers under the regulations of the Federal Board for Vocational Education, the summer program has been planned to enable teachers to supplement or continue preparation in this field. Other workers requiring a home economics background such as dietitians, institutional managers, commercial and home demonstration agents, will find excellent opportunities in the summer quarter for advancement of their preparation.

Curricula in Business Education

A complete department of business education has been added to the college program, providing for opportunities to be educated not only for teaching commercial subjects but also for active participation in business or commerce. A limited amount of this work is given in the summer quarter.

Teachers in any curriculum can now receive credit for typing up to three quarter hours to apply on renewal of their
certificates. This credit in typewriting for elementary and secondary school teachers has been recently approved by the State Director of Certification.

Additional College Credits

Students at other colleges, including liberal arts colleges, have found in the past through the wide range of courses offered here a fine opportunity to make up deficiencies and secure advanced credit toward degrees and diplomas. As the student body at this institution has become more and more of junior and senior level, the offerings are much improved each year for such students as well as for students of the Harrisonburg winter session. Since the summer school is a regular and vital part of the school year, such students may save time in the completion of the work for a degree.

The Renewal of Certificates

The most satisfactory of the various methods of certificate renewal is the completion of three courses in a five weeks' summer term. With a little care in selection of these courses they can also be applied on a diploma or a higher certificate.

Broadening One's General Educational and Professional Equipment

Both through the courses offered, through the library and laboratory facilities, and through the special lectures and lyceum numbers, teachers and other professional workers will find in the summer quarter both the atmosphere and the opportunity for real cultural development. Auditors and observers not seeking credit will have all other fees but board reduced to approximately one-half the usual rate. Many teachers find this an opportunity for real physical and mental renewal at a very inexpensive rate.

Planning Your Program of Study

Correspondence with the dean of the college, with heads of departments, or with members of the faculty and administrative staff, will enable prospective students to secure additional information about curricula, and the nature of courses offered in different departments, and to develop a specific plan for graduation. If prospective students have credits from other higher institutions, it is best to ask the proper person in such schools to send the credits to the president of this college at an early date.
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SUE J. RAINF, A.M............................................................... Assistant Dietitian
JEAN COPPER, B.S............................................................... Assistant Dietitian
WILLIETTE E. HOPKINS.......................................................... Director of Dormitories
WALTER H. EARLY............................................................... Superintendent of Buildings and Grounds
HAYNE McMULLEN, M.S........................................................ Librarian
FERN R. HOOVER, M.A........................................................ Assistant Librarian
MARTHA BOAZ, B.S............................................................. Assistant Librarian
UNITY MONGER, M.D........................................................... School Physician
EVA FREITWELL, R.N............................................................ School Nurse
EDNA RUTH CLINE, R.N....................................................... School Nurse
EDITTY T. KEISTER, R.N....................................................... School Nurse
H. K. GIBBONS, B.L............................................................. Business Manager
BESS T. HAMAKER............................................................... Assistant to the Business Manager
HELEN SHARPS................................................................. Assistant to the Business Manager
HELEN GETZ................................................................. Assistant to the Business Manager
ELIZABETH R. ANDERSON, B.C.S..................................... Assistant to the Business Manager
ALMA FLOCK................................................................. Secretary to the President
LOIS THOMPSON............................................................ Assistant Secretary to the President
THELMA K. BRANCH........................................................ Secretary to the Dean
PAULINE C. LONG........................................................ Secretary to the Registrar
MARGARET HYDE........................................................ Assistant Secretary to the Registrar
EDNA RITCHIE............................................................... Secretary to the Dean of Freshmen
FRANCES N. DETER........................................................ Secretary to the Dietitian
CHARLOTTE ALLEN, M.A................................................ Secretary to Home Economics Dept.
VALLIE LEE DAVIS, B.S.................................................. Secretary, Regional Film Library
HELEN LONG FRANK......................................................... Secretary to Librarian
DORIS SORENSON.......................................................... Manager, College Tea Room
RUTH S. HUDSON, B.O......................................................... Hostess
MARY L. STEVENS........................................................ Hostess
ELIZABETH CURTIS........................................................ Hostess
ANNIE GARNETT........................................................ Supply Room Clerk
ANNA RAMSEY........................................................... Superintendent Laundry

*On leave.
THE FACULTY OF THE COLLEGE
(For the Summer Quarter)

SAMUEL PAGE DUKE, A.B., A.M., LL.D.................. President
A.B., Randolph-Macon College; A.M., Teachers College, Columbia University; LL.D., Hampden-Sydney College, LL.D., Bridgewater College.

ALIMAE AIKEN, B.S., A.M......................... Professor of Art
Graduate, Texas State College for Women, Denton, Texas; student, Art Institute of Chicago (summer); B.S., A.M., Teachers College, Columbia University; student, Art Academy, Florence, Italy.

MARHTA T. BOAZ, B.S., B.S. in L.S.
Assistant Librarian; Assistant Professor of Library Science
B.S., Madison College; B.S., in Library Science, George Peabody College.

MARIE LOUISE BOJE, A.B., A.M........ Associate Professor of English
A.B., Western Reserve University; A.M., Columbia University; student, Cleveland School of Education.

WILBERT CHAPPELL, B.S., A.M., Ph.D......... Professor of Chemistry
B.S., Ottawa University; A.M., Ph.D., University of Kansas.

ALFRED K. EAGLE, B.S., M.A........... Professor of Guidance;
Director of Student Guidance and Personnel
B.S., University of Virginia; M.A. and Diploma: Principal of High Schools, Teachers College, Columbia University; student, University of Chicago.

JANE ELIASON, B.S., M.A.......... Supervisor of Student Teaching
B.S., Madison College; M.A., George Peabody College for Teachers.

OTTO F. FREDERIKSON, B.S., A.M., Ph.D.
Professor of History and Social Sciences
B.S., State Teachers College, Emporia; A.M., State Teachers College, Greeley; student, University of Minnesota, University of Iowa, University of Nebraska; Ph.D., University of Kansas.

DOROTHY S. GARBER, B.S.............. Dean of Freshmen
B.S., Madison College.

WALTER JOHN GIFFORD, A.B., A.M., Ph.D.
Professor of Education; Dean of the College
A.B., Oberlin College; A.M., Ph.D., Columbia University.

GLENN GILDERSLEEVE, A.B., M.A., Doctor Music
Professor of Music
A.B., and Doctor of Music, Nebraska Wesleyan; M.A., Teachers College, Columbia; Advanced Study, Surette Summer School, Eastman School of Music, David Mannes School of Music, Graduate Voice Study—George Harris, Jr. and Theo Van Yorx (New York City).

MABEL B. GLADIN, B.S........ Dietitian and Director of the Dining Hall;
Associate Professor of Home Economics
B.S., Georgia State College for Women; graduate in dietetics, Medical College of Virginia.

ELIOT V. GRAVES State Supervisor of Physical and Health Education

FRANCES R. GROVE, B.S., M.A........... Assistant Professor of Art
B.S., Madison College; student, University of Virginia; M.A., Teachers College, Columbia University.
CLARENCE R. HAMRICK, B.S., M.S., Ph.D.

Associate Professor of Education
B.S., Hampden-Sydney; M.S., Ph.D., University of Virginia.

RAUS McDILL HANSON, B.S., A.M.

Professor of Geography
B.S., Nebraska Wesleyan University; A.M., University of Nebraska; student, Kings College, University of London.

ELIZABETH JAQUELIN HARRIS

Assistant Professor of Music
Certificate, Peabody Conservatory, Seymour Music School; pupil of Ernest Hutcheson; student, Julliard Summer School.

FERNE R. HOOVER, A.B., M.A.

Assistant Librarian; Assistant Professor of Library Science
A.B., Bridgewater College; M.A., George Peabody College for Teachers.

PAUL HOUNCHELL, B.A., M.A., Ph.D.

Professor of Education; Director of Secondary Training Schools
B.A., Georgetown College; M.A., Ph.D., George Peabody College for Teachers.

CHARLES HERBERT HUFFMAN, A.B., A.M., Ph.D.

Professor of English
A.B., Bridgewater College; A.M., Clark University; Ph.D., University of Virginia.

J. EMMERT IKENBERRY, A.B., M.A., Ph.D.

Professor of Mathematics
A.B., Bridgewater College; M.A., Ph.D., Cornell University.

HAROLD K. JACK, Ph.D.

Assistant State Supervisor of Physical and Health Education
Ph.D., New York University.

CONRAD TRAVIS LOGAN, A.B., A.M.

Professor of English
A.B., Randolph-Macon College; A.M., Columbia University; graduate student, Teachers College, Columbia University.

JOHN N. McILWRAITH, B.S., A.M.

Professor of History and Social Sciences
B.S., A.M., Teachers College, Columbia University; graduate, State Normal School, Bridgewater, Mass.; student, Harvard University.

HAYNES McMULLEN, A.B., B.S., M.S.

Librarian and Professor of Library Science
A.B., Centre College; B.S., M.S. in Library Science, University of Illinois; graduate student, Graduate Library School, University of Chicago.

CLIFFORD T. MARSHALL, B.M., M.M.

Associate Professor of Music
B.M., Eastman School of Music; M.M., Sherwood School of Music.

EDWIN DEWITT MILLER, A.B., M.A., Ph.D.

Associate Professor of Biology
A.B., Bridgewater College; M.A., Ph.D., University of Virginia.

RUTH E. MILLER, B.S., B.S. in L.S.

Librarian, Harrisonburg High School
B.S., Madison College; B.S., in Library Science, George Peabody College for Teachers.
UNITY F. MONGER, B.S., M.D.
School Physician and Professor of Health Education
B.S., Madison College; M.D., Medical College of Virginia.

BENJAMIN W. PARTLOW, B.S., M.S.
Associate Professor of Chemistry
B.S., Washington & Lee University; student, Massachusetts Institute of Technology; M.S., George Washington University.

WILBUR S. PENCE, B.A., M.A. . . . . . . . . . . . . High School Counselor
B.A., Bridgewater College; M.A., Columbia University.

MELVIN A. PITTMAN, B.S., M.S., Ph.D. . . . . . . Professor of Physics
B.S., The Citadel; M.S., University of South Carolina; Ph.D., Johns Hopkins University.

SUE J. RAINE, B.S., A.M.
Assistant Dietitian; Assistant Professor of Home Economics
B.S., Madison College; A.M., Teachers College, Columbia University.

LUTHER A. RICHMAN, Ed.D... State Supervisor of Music for Virginia
Ed.D., University of Cincinnati.

VIOLETTA DAVIS RYAN, B.S., M.A.
Supervisor of Junior High School
B.S., Madison College, Harrisonburg; M.A., Columbia University.

LONDON A. SANDERS, B.S., M.S., M.Ed.
Associate Professor of Business Education
B.S., M.S., University of Tennessee; M.Ed., University of Pittsburgh.

DOROTHY L. SAVAGE, B.S., M.A.
Associate Professor of Physical Education
B.S., M.A., Teachers College, Columbia University.

EDYTHE SCHNEIDER, B.M...........Assistant Professor of Music
B.M., Bush Conservatory; Pupil of Frank LaForge and Coenraad Bos, New York.

MARY LOUISE SEEGER, B.S., A.M.
Associate Professor of Education
Diploma, Kindergarten Training School, Indianapolis, Indiana; diploma, Kindergarten Supervision, Teachers College, Columbia University; B.S., A.M., Teachers College, Columbia University.

EDNA TROUT SHAEFFER.............. Associate Professor of Music
Pupil of Dennee, New England Conservatory of Music, Boston; student, school of music and pipe organ, Teachers College, Columbia University.

CLYDE P. SHORTS, A.B., A.M........... Professor of Education
Graduate, Edinboro State Normal, Edinboro, Pa.; A.B., University of Pittsburgh; A.M., Teachers College, Columbia University; student, Pittsburgh School of Childhood and University of Wisconsin.

MARTHA D. SIEG, B.A., M.A........... Supervisor of Home Economics
B.A., Wittenburg College; M.A., University of Tennessee.

GLENN C. SMITH, B.S., M.S., Ph.D.
Associate Professor of History and Social Sciences
Student, Penn State College; B.S., East Stroudsburg State Teachers College; M.S., Temple University; Ph.D., University of Virginia; Graduate of U. S. Naval Teachers Training Center.
RUTH S. TALIAFERRO, B.S.  Acting Registrar
B.S., Mississippi State College for Women; graduate, University of Tennessee.

STEPHEN J. TURILLE, A.B., M.A., Ed.D.  Professor of Business Education
A.B., Nebraska State Teachers College; M.A., University of Minnesota; Ed.D., Harvard University.

HOPE F. VANDEVER, A.B., M.A.  Dean of Women
A.B., Baker University; student, Colorado University, University of Wisconsin, University of Kansas; M.A., Columbia University.

BERNICE REANEY VARNER, B.S., M.A.  Professor of Home Economics
Graduate, Home Economics Course, Illinois Wesleyan University; student, Ward-Belmont, Teachers College, Columbia University, Illinois State Normal University, Johns Hopkins Hospital, University of Chicago; B.S., M.A., George Peabody College for Teachers.

GLADA B. WALKER, A.B., M.A.  Associate Professor of Art
A.B., Louisiana Polytechnic Institute; student, University of Chicago, American Academy of Art, Chicago Academy of Fine Art, and Pratt Institute; M.A., Teachers College, Columbia University; Carnegie student, Harvard University.

PERCY H. WARREN, B.S., M.A.  Professor of Biology; Dean of the Summer Session
B.S., College of William and Mary; M.A., Teachers College, Columbia University.

TRAINING SCHOOL FACULTY

The Training School will be operated both terms.

PAUL HOUNCHELL, B.A., M.A., Ph.D.  Director of Training
RUTH COOPER, B.S., M.A.
B.S., Radford College; M.A., George Peabody College for Teachers.

GLADYS G. CRAIG, B.S., M.A.
B.S., Madison College; M.A., George Peabody College for Teachers.

LYDIA PURSER MEEKS, A.B., M.A.
A.B., East Carolina Teachers College; M.A., Teachers College, Columbia University.

VIOLETTA DAVIS RYAN, B.S., M.A.
B.S., Madison College; M.A., Teachers College, Columbia University.

LUCIBEL SHULL, B.S., M.A.
B.S., Teachers College, Johnson City, Tenn.; M.A., George Peabody College for Teachers.

ETHEL SPILMAN, A.B.
A.B., Presbyterian College for Women; student, University of North Carolina and Summer School of the South.

EVELYN WATKINS, A.B., M.A.
A.B., Mississippi State College for Women; M.A., Columbia University.
GENERAL INFORMATION

THE SUMMER SESSION

A large number of Virginia teachers have been concerned for several years in helping develop a program for the improvement of instruction organized around the needs and interests of boys and girls of the elementary and secondary schools. As a result of these efforts a large body of curriculum materials has emerged. Greater emphasis has been placed upon procedures and techniques which deal with the whole child in his total environment. At present, success of the Virginia program depends upon teachers in every school who can build by sound teaching on the beginnings already made.

Madison College has been closely identified with the Virginia program for the improvement of instruction from the beginning and is now engaged in phases of interpretation and evaluation of this program. Success now depends most of all upon adequately prepared teachers and librarians, both in liberal and professional education. The program of the College presents a balanced offering of academic and professional opportunities designed to help active teachers meet their responsibilities.

Summer School Emphasis

The summer school at Harrisonburg emphasizes a number of features which should benefit teachers now working in elementary and secondary schools who want to become fully qualified for their work.

1. General Preparation in College Courses. Requirements for the college degree now call for eighty per cent or more of academic work. A full line of college courses in subject fields is a main part of the summer offering. Many teachers should give most attention to subjects which lead to college graduation.

2. Faculty, Regular Staff. All courses are taught by regular members of the staff or by visiting teachers of superior ability.
3. Training Schools for Demonstration and Student Teaching. The Training School will be operated both terms of the summer school. During the first term there will be four groups of elementary school children and one group of secondary level. All groups will be at the Main Street School during the first term and all observations and directed teaching will be done there. During the second term there will be three training school groups on the campus, two elementary and one secondary. All observations and directed teaching will be on the campus during the second term. The supervisors are all members of the winter training school staff. They have all had very definite experience in working with the new curriculum. Each supervisor will teach a part of each day so that summer school students will have ample opportunity for observation.

Supervised Teaching for Transfers from Other Colleges

During the summer of 1947 there will be opportunity for a few students from other colleges to take supervised teaching. These students must include in the prerequisites for supervised teaching recent work in elementary or secondary education, according to the grade level at which each student will teach. Unless this recent work includes actual participation in classroom activities, the student must do such work either before or parallel with the supervised teaching. Three plans are open to such students.

a. Take the prerequisite course in education referred to above during the first term and Ed. 420 during the first term. This gives six quarter hours credit in supervised teaching.

b. Take the prerequisite course in education parallel with Ed. 420 during the first term and Ed. 425 during the second term. This gives nine quarter hours credit in supervised teaching.

c. Take the prerequisite course parallel with Ed. 420 either term. This gives six quarter hours credit in supervised teaching.

Students electing Ed. 420 or 425 during their first quarter of residence at Harrisonburg will be asked to furnish a statement concerning suitable personality for teaching from a responsible person in their college or school system.
Since only a limited number of places are available, those interested should communicate with Dr. Paul Hounchell, Director of Training, as early as possible.

4. **Evaluation and Philosophy of Education.** Teachers of Virginia need to take stock of their situation and determine the next steps they can take. Some courses will give major emphasis to this phase and others will touch upon it as there is opportunity.

5. **Program of Lectures and Conferences.** As in the past the College will endeavor to present a series of lectures open to all students. Speakers will include prominent lecturers from other colleges and universities, Virginia supervisors, superintendents, and college teachers. All speakers will be available for consultation by the students. A special bulletin announcing this program will be sent upon request.

6. **Emphasis on Music.** Interest in public school music is being quickened by the vigorous leadership of Dr. Glenn Gildersleeve and Dr. Luther A. Richman, the State Supervisor of Music, who will conduct workshops at the college during the summer quarter.

**Status of the Summer Quarter**

All of the work of the summer quarter is of collegiate grade. Full credit, except to special students, is given toward all certificates, diplomas, and degrees offered during the winter session for all work completed during the summer quarter except courses in business education. These will carry credit only for those majoring in business education.

The College is a full member of the Association of Colleges and Secondary Schools of the Southern States and is a member also of the American Association of Teachers Colleges, and the Association of American Colleges. This means that the graduates of the College receive full credit and value for their work in appropriate courses in the standard universities and colleges of America.
Admission Requirements*

To be admitted unconditionally to the summer quarter, the applicant must be a graduate of an accredited high school or secondary school or else be an experienced teacher holding a first grade certificate or a certificate of higher rank. Teachers twenty years of age or older who do not meet these requirements may be admitted as special students without college credit until the usual entrance requirements are met. High school graduates must have such records as to recommend them for admission to College.

Auditors or Observers Without College Credit
and at Reduced Cost

Many teachers fatigued from a strenuous year of teaching without the urgent need of college or certificate credit may like to attend the summer session, observe in various classes, attend a special series of lectures, take excursions and field trips, and yet not be subject to the regular requirements of class attendance and preparation.

Inasmuch as the College has ample accommodations for a larger student body than usually attends the summer quarter, it will admit such teachers this summer at regular rates for board but with observers' fees of $1 per day, $5 per week, or $7.50 per term.

Thorough provision with a definite scheme of guidance will be made for teachers, under this plan, to recuperate their physical strength in the invigorating mountain climate of the Valley and, at the same time, to renew their enthusiasm for, and grasp of, the newer and better ideals in teaching.

Location—Environment

Harrisonburg is a delightful city of 9,000 people, situated near the center of the beautiful Shenandoah Valley, midway between the Alleghany Mountains and the Blue Ridge. The colorings and outlines of the mountains form an attractive and inspiring back-

*Further details of admission of students are given under “Admission and Classification.”
ground for the College. The elevation of 1300 feet insures an invigorating atmosphere and cool nights. Splendid soft freestone water is supplied to the College by the city from its watershed in the Shenandoah Mountains fifteen miles away.

**Mountain Climate and Scenery**

The presence in the Valley of a number of caverns, the Shenandoah National Park, the Skyline Drive, the George Washington National Forest, the Natural Bridge, and a great variety of alluring mountain scenery, is making of this section of Virginia one of the great playgrounds of America for the vacation-seeker and tourist.

**Buildings and Grounds**

The College campus consists of 60 acres facing on the famous Valley Pike, the Main Street of the City of Harrisonburg.

The College plant is striking in appearance and represents a total value of approximately $2,200,000. The College group consists of twenty-one buildings, sixteen of them being constructed of native blue limestone with red tiled roofs. The infirmary and two small dormitories are converted residences. The College plant embraces an administration building, Wilson Hall; a service building, Harrison Hall, a science building, Maury Hall; the health education building, Walter Reed Hall; the James Madison Memorial Library; a student activities building, Alumnae Hall; an infirmary, Cleveland Cottage; the President's residence, Hillcrest; a practice house for home economics; and twelve dormitories or residence halls—Jackson, Ashby, Spotswood, Sheldon, Johnston, Senior Hall, Junior Hall, Carter House, Lincoln House, Messick House, Sprinkel House, and Shenandoah Apartments. The equipment includes two gymnasiums and two swimming pools—one indoor, one outdoor.

**Library**

The Madison Memorial Library, a building constructed at a cost of $140,000.00, has been occupied since 1939.

It contains 45,000 books, including special collections of
reference books, popular books of current interest, juvenile books, and books on the social sciences, each collection housed in a separate reading room. Fifteen newspapers and more than 250 magazines are received regularly.

Laboratories

Ample laboratory facilities are available for practical work in biology, chemistry, physics, home economics, audio-visual education, and fine and industrial arts. The kitchen, dining halls, and the college tea room are used as laboratory material in institutional management.

New Buildings

The Legislatures of 1942, 1944, and 1946 have appropriated $862,500.00 for the construction at Madison College of an addition to the Science Hall, a new dormitory, a new infirmary, for remodeling and refurnishing Jackson, Ashby, and Spotswood Halls, and for a Music and Fine Arts building.

Training in Speech and Dramatics

Because of the constant demand for better classroom speaking, correcting speech defects, and for training in public speaking, such courses have been added to the summer’s offerings. Teachers who themselves direct high school dramatics will find the opportunities offered summer school students to participate in the presentation of a full-length play to be of great practical value.

Business Education

Courses in business education will be given for those students who wish such instruction for commercial purposes and to others who may wish assistance in the performance of their usual duties as teachers. Such courses will carry regular credit for those majoring in business education.

Opportunities for Recreation

The policy of the College at all times is to offer ample opportunities to its students for enjoyable and healthful recreation. This is especially true in the summer when many teachers need
recreation, perhaps as much as they need instruction. The college is equipped with a large athletic field, tennis and volley ball courts, two gymnasiums, and two swimming pools. These make possible an inclusive and comprehensive program of general physical education for the entire student body.

Near the College is a golf club, the Spotswood Country Club, which is available to faculty members and students. There are also excellent courses at Staunton and New Market.

Excursions will be organized to visit such places as the beautiful caverns of the Valley, the Shenandoah National Park and the Skyline Drive, the Natural Bridge, the Natural Chimneys, or to take hikes to the tops of some of the nearby mountain peaks. Excursions are also made to places of civic and historic interest, such as Charlottesville, Washington, Lexington, and Williamsburg.

**Sound Pictures**

The College has the most improved type of sound picture equipment and will give sound pictures of both educational and popular type during the summer quarter. The cost is provided for in the regular fees.

**Organs**

A four-manual pipe organ has recently been installed in the auditorium and will be available for instructional, concert, and chapel uses. For instructional purposes the college has provided a two-manual organ and a Hammond electric organ.

**Lyceum Course**

During the coming summer the College will provide for the students a limited series of lectures and entertainments. When these features are combined with the student activities it will be seen that the program of recreation should provide that spirit of happiness and congeniality that is essential to the most successful work.
Above—Home Management Dining Room
Below—A Group at Tea
Week-End Camp on Shenandoah River

A distinct feature of the summer quarter at Harrisonburg is the use of the College Camp on the Shenandoah River. A farm on the river above Port Republic has been purchased and converted into a camp where students in large groups may go to spend a few days in recreation. This camp is liberally patronized by summer students.

Living Accommodations

The College is able to supply ample dormitory and dining room accommodations to all of its students without crowding. All students will be able to secure dormitory rooms with only two occupants and there will be a number of rooms, at a small additional cost, for one occupant only.

Women Students

*Women boarding students who do not live at home or with near relatives must live on the campus. Students will not be admitted to the college unless their living arrangements are approved by the President or the Dean of Women of the College.*

Men Students

The College will be able to furnish dormitory and dining room accommodations for a limited number of men as well as women. The same rates will apply to both men and women.

Dining Hall and Tea Room

The College is splendidly equipped with modern kitchen equipment and three beautiful dining halls that will accommodate 1,000 students at one time. Meals are scientifically planned and prepared under the direction of a trained dietitian. The College tea room will furnish lunch for day students who wish such provision.
Expenses

All fees are payable in advance.

**First Term**

College fees for Virginia students .......................... $21.00
Room, board and laundry .................................... 45.00

Total ....................................................... $66.00

**Second Term**

College fees for Virginia students .......................... $21.00
Room, board and laundry .................................... 45.00

Total ....................................................... $66.00

The above schedule of fees does not cover laboratory fees or the cost of books and supplies.

All students from other states are charged $17.00 more per term, or $34.00 more per quarter tuition than the above schedule of expenses.

If any student wishes to room alone she may secure such accommodation by paying $5.00 additional per term. Single rooms are not available in Junior and Senior Halls on account of P.W.A. regulations.

Fees for room, board and laundry are $9.00 per week and for fractional parts of a week $1.50 per day.

Small additional charges are made for radios and rent of post office boxes.

Medical attention is provided only for boarding students.

All financial accounts must be settled before the award of any diploma or certificate credit.

Refund of Fees

A student withdrawing within five days after registering shall have her fees refunded in full except the sum of $5.00 to cover cost of registration and her name shall be stricken from the rolls.

If she withdraws or is dropped from the rolls for any cause after the tenth day of the term and before the middle thereof, her fees shall be returned pro rata.

If she withdraws or is dropped from the rolls for any cause
after the middle of any term no refund shall be made for that term except in case of sickness, when the refund shall be prorated upon certificate of the college physician or other reputable medical practitioner.

In any case a minimum charge of $5.00 shall be made to cover the cost of registration.

A student withdrawing from College before the end of a term will be charged board for the time actually in residence at the monthly, weekly, or daily rate of pay as the case may be.

**Student Activities**

As far as possible the student activities of the winter session are carried over into the summer quarter in order to develop the loyalty and school spirit that is so characteristic of the students of the college. A student government and honor system is developed to take care of the major problems of student government; swimming, dramatics, basket ball, volley ball, tennis, archery, golf, and other sports are provided for; and class organizations and a chorus are formed. The local chapter of the national scholarship society, Kappa Delta Pi, also functions regularly in the summer quarter. Every student is urged to take part in some extra-curricular activity.

**STUDENT COUNSELING**

A counseling service was inaugurated at Madison College during the fall of 1945 under the supervision of a full-time director of student guidance and personnel.

Students having problems of educational and vocational choice are encouraged to arrange individual conferences with the director during office hours. A complete file of vocational information in the guidance office is available to students and assistance is provided for the intelligent use of the material.

To help students discover their dominant interests and aptitudes, a testing service is maintained. The director is glad to assist students to interpret the results of specialized tests in light of their vocational interests or choices. Trends in employment and opportunities in various fields of work are pointed out.

The dean of freshmen and the dean of women are available at all times to counsel students on social and personal problems.
Regulations of Social Life

Every effort is made to make student life in the summer quarter enjoyable as well as profitable. Entertainments, receptions, excursions, and like social activities are encouraged, and a happy and congenial group spirit is developed.

In regard to social conduct, every student is required to conform strictly and sympathetically to the regulations of the student government association and the school authorities.

Advanced and Mature Students

Advanced and mature students are granted by the Faculty of the College, special privileges which allow greater freedom. Such students are placed, as far as practicable, in separate dormitories.

Classes in Morning Only

The College arranges its class schedule so that classes are completed during the morning session which extends to 1:00 P. M. This morning schedule means that a teacher has practically one-half of each day in which to get into the open air and take trips to nearby caverns and points of historical interest, thus renewing his physical strength as he improves his professional equipment.

Junior and Senior Halls P. W. A. Notice

Notice is hereby given to all students of Madison College that the college officials reserve the right to assign students to rooms in Senior Hall and Junior Hall in preference to rooms in other dormitories or living quarters. The purpose of the reservation of this right and its exercise is to assure maximum occupancy of such designated dormitories until the debt incurred in connection with their construction has been liquidated. The cost for room accommodations in these dormitories is the same as in other dormitories on the campus.
Scheme of Registration

Registration will begin at 9:30 A. M. in the Faculty room on Monday, June 16, for the first term. Complete schedule of registration hours is as follows:

- 9:30 A. M. to Noon; 1:30 P. M. to 4:30 P. M.; 7:30 P. M. to 9:30 P. M. (Faculty meeting 8:30 A. M.)

General Assembly of the College

A general assembly of the student body and faculty is held on each Wednesday afternoon at 2:00 P. M. and students and faculty members are required to attend this assembly.
ADMISSION REQUIREMENTS

Madison College seeks to obtain as students young women possessing, in a high degree, the qualifications for intellectual and social leadership. Such qualities as good character, pleasing personality, good mental ability, excellent physical and mental health, and sincerity of purpose, are essential for future success. With these qualifications in mind, students are admitted on the following bases:

1. (a) Graduation from a public or private secondary school accredited by the State Board of Education or other recognized state accrediting agent of the state of residence. A complete record of secondary school work required on a form supplied by Madison College. In 1947-48 students ranking in the lower third of their graduating classes will not be admitted. In lieu of such record, one must complete examinations at the College before entrance.

(b) Or the completion of a term, a semester, a year, or more of work in some other collegiate institution with a good scholastic record and honorable dismissal. Transcripts of the work completed in secondary school and also of the collegiate work are required.

2. A satisfactory report on the applicant’s character, personality, and intellectual promise made by the principal of the secondary school, these data to be supplied on the usual blank for certification for admission to college.

3. A health examination given by the applicant’s physician certifying that the applicant is in good health, free from any communicable disease, and is physically capable of performing the usual duties required by the college program.

Experienced teachers who hold an elementary certificate but who have not fully met the requirements for graduation from high school should apply for information as to the requirements of the State Board of Education. Women over twenty years of
age may be admitted as special students if satisfactory evidence is shown that they have the ability to pursue successfully the courses for which they desire to register. No college credit will be given until entrance requirements are fully met.

Application for Admission

An admission blank appears at the back of this catalog. It should be filled in by the applicant and forwarded to the President of the College. No deposit fee is required for registration.

Advanced Standing

Students transferring from other institutions of collegiate rank must present a record of honorable dismissal and must satisfy the entrance requirements of this college. If a student is accepted for entrance, she will receive credit for all courses which are a fair equivalent of courses in the curriculum which she chooses.

Any student wishing to transfer credits from another college should ask the registrar or dean of that college to send a full statement of credits to the President of this College several weeks in advance of the opening of this session. Former students of this institution, whose courses have been interrupted, will conform to the requirements of the latest catalog. Students completing the four-year curricula are required to earn 128 semester hours of credit, and also to meet the qualitative standards of the College.

One college session hour of credit is the equivalent of two semester hours or three quarter hours. Beginning with the session 1947-48, the semester hour is the unit of credit used at Madison College. A student bringing a total of 48 quarter hours receives credit for 32 semester hours, provided all courses are acceptable in the curriculum chosen.

Not more than twenty-five percent of the work toward any degree or diploma may be done through extension or correspondence. Such work shall be relevant to the degree or diploma for which the student is enrolled. Students will make arrangements with the Dean of the College in the choice of such courses.
Classification

A student is classified freshman, sophomore, junior, or senior on the basis of work accomplished either in this College or in other colleges from which she has transferred.

Students with less than 28 semester hours of credit will be rated as freshmen. Students with 28 to 59 semester hours of credit and a quality rating of 1.75 will be rated as sophomores. Students with 60 to 92 semester hours of credit and a quality rating of 1.90 will be rated as juniors. Students with more than 92 semester hours of credit and a quality rating of 2.00 will be rated as seniors.

Selection of Curriculum and Courses

The faculty and administration give each student necessary advice in the choice of a curriculum and program of studies. Each of the various curricula has one or more faculty advisers. Conferences provide opportunity for reviewing a student’s record, and making plans for her further work. When it seems desirable, students may be allowed to transfer from one curriculum to another with the approval of the Dean of the College, although it frequently means some loss of time and credit.

Correspondence with the Dean relative to the choice of studies will receive careful attention. Interviews can often be arranged in advance of registration. The Dean, heads of departments concerned, and faculty advisers are allowed to make suitable substitutions where it proves necessary. The student, however, is expected to assume final responsibility for meeting the requirements of the curriculum which she selects.

The student’s attention is called to the fact that, in the description of individual courses, a number have been described as “year courses.” In these courses the completion of the year’s work is required before full credit is given towards a diploma or a degree. Exceptions include students who bring a satisfactory record for a fraction of such year courses, and, therefore, are allowed to enter the course in the second semester. The same principle holds in the summer session but is of necessity administered with more flexibility in the case of mature students.
In September, 1947, Madison College will change over to the semester plan. Courses in this catalog are still arranged on the quarter basis. Summer school students who are returning in the fall must arrange their work so as to complete as far as possible courses which they begin this summer or have begun in previous years. Next summer's work will be arranged on a half-semester basis.

The College reserves the right not to organize any class, should there be less than five applicants.

Students may take, as electives, only those courses whose catalog numbers indicate that they are planned for students not more than one year removed from them in classification, except as permission is secured of the Dean. Courses numbered 1-24 are intended for freshmen; 25-49 for sophomores; 50-74 for juniors; and courses 75-99 for seniors. An exception will be made in Business Education 31-32 and 33-34; freshmen in Curricula B, V, and XI with adequate preparation may be allowed to take these courses for credit. In this catalog, courses numbered in the 100's are for freshmen; in the 200's for sophomores; and in the 300's and 400's for juniors and seniors.

**Student Load**

In all curricula the normal load is represented by 16 semester hours of credit. The number of classroom periods will vary, depending upon the number of laboratory courses a student is taking. Any student including incoming freshmen may add to the normal load, one of the one-credit courses in applied music without special permission, making a load of 17 credits. Students of sophomore, junior, and senior standing, with a cumulative rating of “B” or better, may carry a load of 18 or 19 credits without special permission.

Sophomores who have completed in the preceding year not less than 30 hours of work, with a rating of “C” or better, may apply for additional credit not to exceed 19. The Chairman of the Committee of Advisers for that curriculum has power to grant approval in such cases.

Juniors and seniors who are meeting the minimum quality rating of C (2.00), and who need an additional three-credit course for one or more semesters in order to meet the graduation requirements, may also take a load of 18 or 19 credits.
Students in the summer quarter will secure permission of the Dean for more than 10 quarter hours per term or 20 quarter hours for the whole session.

No classes may then be dropped from this schedule, no additions may be made to this schedule, and no transfers may be made to other sections unless these changes are approved by the Dean. In the fall semester schedule changes must be approved during the first two weeks; in the summer terms, during the first week. At the beginning of the second semester, a special day is set aside for necessary adjustments. The College assumes no responsibility for giving any credit for a course not listed on the program card in the Registrar's office.

Records of Students

The College keeps a complete record of each student's work and sends a statement to the parent or guardian as soon as possible after the semester's work is completed. Work missed by late entrance or absence must be made up.

To be awarded any certificate, diploma, or degree a student must have a satisfactory record, not only as to grades and qualitative record in her studies, but also as to faithfulness in the performance of all College duties. All financial accounts must be settled before the award of any diploma or certificate credit.

On semester reports, grades are reported in letters—A, B, C, D, E, and F. A indicates distinctive achievement and genuine excellence; B, independence of work and high grade accuracy of knowledge; C, familiarity with the work of the course, and evidence of growth and mastery; D, passable achievement, in work of such quantity and quality as to be allowed for graduation, provided it is balanced by better than average work in other courses; E, a condition which may be removed by examination, or, in a year course, by making a C in the succeeding semester; and F, failure which may not be removed by examination.

A student who has grades of E and F in more than 40% of her program is required to remove these conditions by another semester of work. When an E is made up by any other procedure than the repetition of the course, the highest grade obtainable is D.

Absence from examination is reported as X, which automati-
cally becomes F, if a student does not present in the next semester a satisfactory excuse from some member of the administration. A mark of I means incomplete and is given only when a student, for sickness or some equally satisfactory reason, is unable to complete the work. If completed the next semester in residence, the grade will be determined in the usual way; otherwise the grade becomes an F.

A mark of W is used to indicate that a student has, with the permission of the Dean of the College, withdrawn from a course in which her mark, at the time of withdrawal, was D or above. If a student is permitted to drop a course in which her work is E or F, at the time of withdrawal, this course will be noted as a failure and recorded as an F.

Attention is called to the establishment of year courses in a number of departments. Such courses are indicated in the course descriptions later on in this catalog. A record will be made when a student has finished a fraction of such a course but credit is withheld until the course is completed.

**Qualitative Rating System**

In keeping with current college practice quality points are assigned per semester hour of credit as follows: A, 4 quality points; B, 3 quality points; C, 2 quality points; and D, 1 quality point. Thus the grade of B in a course bearing 3 semester hours credit would give 9 quality points; a grade of C, 6 quality points. No quality points will be allowed for an E which is removed by examination, or otherwise, than by repetition of the course. Courses may be repeated, subject to the approval of the Dean or Classification Committee, in order to increase the number of quality points.

Students who entered Madison College after September 1, 1942 must make a minimum average grade of C (2.00) on those courses offered for meeting requirements for a degree or a diploma. Students who entered this college prior to September 1, 1942 must make a scholarship index of 1.75. This index is computed by dividing the number of semester hours pursued into the number of quality points earned. For example, if a student takes 16 semester hours of work and earns 40 quality points, her scholarship index is 2.50.
If a student’s scholarship index remains persistently below the standard, she will need to repeat courses in which she has made low grades, and to spend more than the normal amount of time in the curriculum. Summer school courses offer an excellent opportunity for such students.

**Unsatisfactory Scholarship**

The policy of Madison College is to encourage students in every way possible to continue their work in the institution until they receive their degrees. Special attention will be given to those who for one reason or another are not doing satisfactory work in their courses.

However, students who fail or are conditioned on fifty percent of their work for any semester are placed on academic probation for the succeeding semester. A student failing to have a cumulative rating of 1.25 at the end of her first year of residence will be automatically dropped from the roll. Students will also be dropped from the roll at the end of two years of residence whose ratings are less than 1.50.

**Attendance and Excused Absences**

All students are required to attend all regular exercises of the College from the first day of the session to the closing day, unless excused for a satisfactory reason. This includes classes and examinations, and also Monday and Wednesday assembly exercises. The Committee on Attendance has jurisdiction over the granting of excuses.

Boarding students will secure excuses for absences due to personal illness from the College Physician, for professional interviews from the Dean of the College, and for other reasons of weight from the Committee on Attendance. Day students will secure excuses for necessary absences from the Dean of the College.

The Registrar is empowered to approve class leaves dependent upon the quality rating of the student. For a full statement regarding class leaves consult the Student Handbook.
Additional Requirements for Graduation

The majority of students can meet the requirements of Curriculum B in two years, and of Curricula I to XI in four years. Students whose work is of high standard may petition the Classification Committee to complete the work for a four-year curriculum in less than the usual time. Students whose work is below average will need to spend more time in residence.

Fifty per cent of the credits for a diploma must be obtained by residence work in this college. The same principle applies to candidates for a degree except that, in the discretion of the Classification Committee, three-fourths of a student's work may be accepted from other institutions provided the student brings a satisfactory record of previous work. The student must be a resident in this institution during the semester in which the requirement for a diploma or degree is completed. The minimum number of credits for a student graduating in one year of residence shall be 32 semester hours. One year or two semesters must be spent in residence.

A student who, for any acceptable reason, is absent from a class, not to exceed one-fifth of the time during a semester, will be required to do such extra work as the faculty may assign. This may necessitate a longer period of attendance to complete her work. The summer quarter is advantageous for this purpose, as it is divided into two terms.

Responsibility for meeting the requirements of any curriculum rests with the student. Each student who expects graduation at the end of any semester must file a written application with the Registrar at the opening of that semester.

Students in the teaching curricula will make application to the Registrar for Virginia teaching certificates the last semester in residence. Such students should consult the State Board of Education Bulletin, entitled "Regulations Governing the Certification of Teachers."

Degrees, Diplomas, and Certificates

Bachelor of Arts in Education

Granted upon the completion of Curriculum II as outlined for the A.B. degree in secondary education.

The holder is entitled to the Collegiate Professional Certificate.
This certificate, valid for ten years, enables the holder to teach in high school those subjects in which she has specialized, and also in the upper elementary grades—six, seven, and eight. This certificate is renewable for ten-year periods.

**Bachelor of Science in Education**

Granted upon the completion of Curricula I, III, IV, V, and also VI as set up in catalogs previous to 1946-47.

The holder is entitled to the Collegiate Professional Certificate, which is valid for ten years and renewable for like periods. Students completing Curriculum I may be employed in any grade in the elementary school, and may teach in the high school those subjects in which they have concentrated, for example, music, art, social science, or English. Students completing Curricula III, IV, and V, are entitled to teach in high school those subjects in which they have specialized, and also to teach in the upper elementary grades—six, seven, and eight. Students completing the old Curriculum VI leading to the degree of Bachelor of Science in Education are prepared to handle public school music, and, by a suitable choice of studies, may also prepare for regular elementary teaching or for teaching one or two other high school subjects.

**Bachelor of Music**

Granted upon completion of Curriculum VI as outlined in this catalog.

This curriculum has been set up to meet the need of students desiring to specialize in music beyond a major or minor which can be earned in other curricula. By a suitable selection of courses students may prepare to teach vocal, instrumental, or applied music and will receive the Collegiate Professional certificate. Students in other curricula may select courses which will give them a general education in music but which do not lead to certification.

**Bachelor of Arts**

Granted upon the completion of Curriculum VII, as outlined for the Bachelor of Arts degree.

Students who wish to specialize in the languages and do not
wish to teach may take this degree with profit. They will be prepared to go on to graduate work in those fields of concentration which they have followed in college.

**Bachelor of Science**

Granted upon the completion of Curriculum VIII, as outlined for the Bachelor of Science degree.

Students who wish to specialize in the sciences may take this degree with profit. They will be able to continue for graduate degrees at other higher institutions, or, by careful choice of courses, may prepare for specialized work as laboratory technician or research worker.

The Bachelor of Science degree is also offered for work done in the three non-teaching professional curricula, IX, X, and XI, for specialized work in home economics and business education.

**Secretarial Diploma**

Granted upon the completion of Curriculum B, a two-year program of studies, which is devoted to the intensive preparation of stenographers, secretaries, and general clerical workers. All students interested in secretarial work who find it possible to remain in college for four years are urged to enroll in Curriculum XI, which offers the Bachelor of Science degree and a much more comprehensive preparation for stenographic and secretarial work. Those interested in teaching business subjects in high schools should enroll in Curriculum V. The course requirements of Curriculum B are arranged in such a manner that a student who completes this curriculum may shift to either Curriculum XI or Curriculum V without loss of time or credit.

**Extension and Renewal of Certificates**

A certificate may be extended or renewed by the State Department of Education subject to the requirements of the State Board of Education. All students contemplating the renewal, extension, or reinstatement of a certificate should write to the Director of Teacher Education, State Board of Education, Richmond, Va., for instructions.

Typically, certificates are renewed by successful teaching, by reading the books in the Teachers’ Reading Course, and by earn-
ing six semester hours credit. These credits may be offered toward a degree, if chosen with that purpose in mind.

Placement of Graduates

The College aims to be of the utmost service in bringing its graduates to the attention of prospective employers. Naturally, those students making the best scholarship and citizenship records, offering the best experience record, and having the most adequate education are in the greatest demand. All four-year graduates are expected to cooperate in furnishing adequate data to the Dean of the College who is director of placement. No charges are made for this service.

During the freshman and sophomore years students should investigate opportunities for work in those fields in which they desire to specialize.

Candidates for degrees who desire to obtain teaching positions in states other than Virginia must take responsibility for selecting such credits as will meet the requirements for certification in the state in which they desire to be certificated.

Correspondence is welcomed with alumnae and former students who wish to locate better positions. Frequently well-equipped alumnae can be aided in securing positions which mean a definite promotion.

Division superintendents and principals desiring teachers, and others desiring competent workers in those fields for which preparation is made at Madison College, are requested to state their needs to the Dean. Correspondence is invited at all times concerning the work of persons who are in attendance at the College. Interviews will be arranged at the convenience of the prospective employer.

Considerable help in placement can also be given graduates who have not prepared for teaching, such as dietitians, tea room managers, nutritionists, social workers, chemists, physicists, secretaries, and clerical workers. A careful record in the way of credentials and faculty testimonials is always on file so that prospective employers can be furnished adequate data about a graduate whether she is seeking promotion or is changing the type of work in which she has formerly been engaged.
The curricula offered have been planned to meet the conditions and needs of the state. All curricula, professional and non-professional, are directed toward the development of young women of sound scholarship, with poise and ability to think intelligently, and with the willingness and qualifications to work cooperatively with others in their chosen fields. A program of co-curricular activities supplements the curricular offerings as a means to the realization of these goals.

The College prepares teachers for kindergarten, primary, grammar grade, junior high school, high school, home economics, art, music, physical education, and business education. Graduates of the College are now successfully teaching in all grades of school work from the kindergarten through the high school, are holding positions as principals, teachers, and supervisors, and are giving instruction in colleges.

The College recognizes also its duty to prepare young women for occupations peculiarly adapted to women, such as dietitians, nutrition workers, commercial and home demonstration agents, laboratory technicians, secretaries, stenographers, clerical workers, nurses (pre-nursing), and homemakers.

The curricula leading to the Bachelor of Arts and the Bachelor of Science degrees enable students not interested in teaching to secure academic training equivalent to that offered in liberal arts colleges. The College also prepares students for advanced training in librarianship, medicine, law, psychology, welfare work, and other professions for which the A.B. and B.S. degrees are prerequisite.

Work completed at Madison College is fully credited at institutions of the highest rank and many students have pursued graduate courses with credit to themselves and to the College. A study of the records of those who undertake such work indicates that Madison College graduates are well prepared for university work.
CURRICULA OFFERED

1. Four-Year Curricula in Teacher Education

Curriculum I. Bachelor of Science in Education (Elementary Education)
Curriculum II. Bachelor of Arts in Education (Secondary Education)
Curriculum III. Bachelor of Science in Education (Secondary Education)
Curriculum IV. Bachelor of Science in Education (Home Economics Education)
Curriculum V. Bachelor of Science in Education (For Teachers of Business)
Curriculum VI. Bachelor of Music*

2. Four-Year Curricula in Liberal Arts

Curriculum VII. Bachelor of Arts
Curriculum VIII. Bachelor of Science

3. Four-Year Non-Teaching Professional Curricula

Curriculum IX. Bachelor of Science (Institution Management)
Curriculum X. Bachelor of Science (General Home Economics)
Curriculum XI. Bachelor of Science (Business Education)

4. Two-Year Curriculum

Curriculum B. Two-Year Curriculum for Secretaries

*Students entering this curriculum prior to September, 1946, will complete the curriculum as outlined in the annual catalog for 1945-1946.
Suggestions for Students for Whom No Specific Curricula Are Offered

Young women today are finding that an increasing number of vocational opportunities are being opened up to them. No college can offer specific curricula to meet all of these needs but Madison College does offer courses which make it possible for students to lay a solid foundation of preparation for a number of fields as indicated below.

Pre-Nursing

Students expecting to enter nursing can advantageously select Curriculum VIII. Subjects which bear most directly upon the work of nursing and which will prepare for ease of adjustment to the hospital training program are as follows: Biology 131-132-133 and 321-322-323, Chemistry 131-132-133 and 231-232-233, and Psychology 221-222-223.

The modern nurse is expected also to have a broad background of culture and, for that reason, courses in English, social science, foreign language, and so forth are recommended. Students who complete the curriculum and earn the degree will find that they have a real advantage both in the school of nursing which they attend and in the securing of positions afterwards.

Pre-Technician

The rapid development of new drugs has created an increasing need for medical technologists who will work in connection with laboratories, hospitals, or occasionally with individual doctors in making analyses in the discovery of germs. In general the same recommendations as to curriculum and courses can be made for this group as for those preparing to go into nursing. Moreover, the candidates for admission to hospitals or universities which train technologists have laid down the following requirements: biology, eighteen quarter hours, including zoology; bacteriology, five quarter hours; and chemistry, eighteen quarter hours. A third year of chemistry, quantitative analysis, and physics are also recommended. While the excellent student can crowd most of this into two or three years, students who wish the more adequate preparation will complete the curriculum. An additional year, or year and a half, of laboratory training is required in some hospitals or medical colleges.
Pre-Medical

In recent years an increasing number of graduates of Madison College are studying medicine. There is an apparent dearth of doctors and women are being welcomed in the medical schools.

Curriculum VIII again offers the best opportunity, though students can prepare for medical training by pursuing other curricula. Not less than three years of carefully selected work, and preferably a degree, form the basis of entrance to our medical colleges. Medical colleges are interested in two types of preparatory education. They want students to be thoroughly grounded in biology, chemistry, physics, psychology, and English composition. They are also stressing the desirability of a broad cultural training in advanced English, foreign language, social science, philosophy, and so forth. Students are advised at the end of their college education to take the aptitude test of the Association of American Medical Colleges.

Pre-Legal

Students desiring to enter the study of law should in most cases take Curriculum VII and earn the Bachelor of Arts degree but they may take other curricula and obtain approximately the same preparation. Students who contemplate entering law school will need to become proficient in one or more foreign languages, in English—particularly composition and spoken English, in psychology, and in social science.

Library Work

Although other curricula will be satisfactory in enabling students to prepare for the best positions in library work, Curriculum VII forms the best basis. Students will need good preparation in English composition and literature and in foreign language. A general broad, basic education in the various fields of study offered in college is very important. An additional year in a good library school leads typically to the A.B. in Library Science. There is strong demand for librarians.

A student who plans to become a teacher-librarian in an elementary or secondary school will choose one of the teaching curricula and take the recommended courses in library science here at the college.
I. FOUR-YEAR CURRICULA IN TEACHER EDUCATION

Curriculum I was first set up in 1932 to meet a need for better equipped teachers for elementary schools. Students graduating in this curriculum will be prepared to teach in any of the elementary grades from the kindergarten through the seventh grade. The largest single demand for teachers is for graduates of this curriculum.

Curricula II and III are designed to meet the needs of teachers in junior and senior high schools who will work in the standard academic program. Students choosing the sciences should normally take the degree of Bachelor of Science in Education, and those taking the foreign languages, the Bachelor of Arts in Education. Students need to keep in mind that, unlike Curriculum I which is offered in only a few Virginia colleges, the equivalent of these two curricula is offered in a much larger number.

Curriculum IV is designed for teaching home economics in the high schools of the State. This curriculum meets the requirements of the Federal Board for Vocational Education. All graduates in this curriculum earn a minor in science. By a careful choice of subjects a second minor may be obtained which will enable the graduate to teach in a third field.

Curriculum V is a curriculum designed to meet the need of teachers of business—typewriting, shorthand, bookkeeping, and related business subjects. By a wise choice of electives, students can also prepare to teach in one or two other fields.

Curriculum VI has been revised so as to provide a more thorough preparation in music, both vocal and instrumental. Students entering prior to September, 1946 will complete the older set-up in the Bachelor of Science with a Major in Music. Students entering in September, 1946 and thereafter will secure the new Bachelor of Music degree. Students in other four-year curricula may still secure a major or a minor in music by a careful selection of courses.
CURRICULUM I

Bachelor of Science in Elementary Education

Constants in required quarter hours of credit: Art, 9; English 27; Geography, 9; General Mathematics, 9; Home Economics, 9; Music, 9; Physical and Health Education, 12; Psychology, 9; Science (Biological and Physical), 18; Social Science, 18; Education: Elementary Education, 9; Directed Teaching, 9; Philosophy of Education, 9. Total constants, 156—Electives, 36. Total, 192.

Freshman Year

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<tr>
<th>PROGRAM OF CLASSES</th>
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<th>Quarter I</th>
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<tbody>
<tr>
<td>Art 221-222-223—Art Structure</td>
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<tr>
<td>Eng. 251-252-253—Literature for Children</td>
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<tr>
<td>P. E. 271-272-273—Physical and Health Education</td>
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<td>Psy. 221-222-223—General Psychology</td>
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<td>P. S. 261-262-263—Fundamentals of Science</td>
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Sophomore Year

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<tr>
<td>Ed. 311-312-313—Elementary Education</td>
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<tr>
<td>Eng. 371-372-373—Oral Interpretation of Literature</td>
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<td>Geog. 331-332-333—Fundamentals of Geography</td>
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<td>H. E. 301-302-303—General Home Economics</td>
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<td>S. S. 311-312-313—History of Virginia</td>
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Junior Year

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<td>Ed. 435—Directed Teaching (one quarter)</td>
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<td>Ed. 461-462-463—Foundations of Education</td>
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Senior Year

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<tr>
<td>Ed. 381-382-383</td>
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1 Electives to bring the total number of credits to 192, an average of 48 credits per year. A 3-credit course in one quarter may be substituted for 3 one-credit courses. 2English 381-382-383 may be substituted. 3May be taken in any quarter. An equivalent load in electives will be taken in the other two quarters.
MAJORS AND MINORS IN CURRICULA II, III, VII, AND VIII

In the four-year Curricula II, III, VII, and VIII, a major-minor plan has been adopted to give assurance of a fair degree of concentration of the student’s work.

The student will choose one major and two minors. Students will do well to consider the desirability of having these fields of concentration bear some relation to one another. Students who wish to prepare for teaching the newer integrated Virginia program in the junior and senior high school may prepare to teach English, General Science, and Social Science.

The minor in General Science includes one year each of Biology, Chemistry, and Physics. It is normally expected that the major in Science will consist of one more year in each of two of these fields, though other combinations can be acceptably worked out, including the addition of Geology.

Curriculum advisers are assigned to all of these curricula to assist in the selection of suitable combinations of courses and of electives, and will work in cooperation with the heads of the departments of major and minor choices. The department head of the major subject will advise in the selection of suitable minors.

MAJORS

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<thead>
<tr>
<th>Curriculum II</th>
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<th>Curriculum VII</th>
<th>Curriculum VIII</th>
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<td>B.S. in Liberal Arts</td>
<td>Art</td>
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<tr>
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<tr>
<td>Biology</td>
<td>Chemistry</td>
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<td>Music</td>
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</tr>
<tr>
<td>Music</td>
<td>Physical Education</td>
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<td>Social Science</td>
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<td>Philosophy and Psychology</td>
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<td>General Science</td>
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</tr>
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<td>Physics</td>
<td>General Science</td>
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MINORS

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<tr>
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<th>Curriculum VII</th>
<th>Curriculum VIII</th>
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<td>Chemistry</td>
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<td>Latin</td>
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<tr>
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MADISON COLLEGE
### CURRICULUM II

**Bachelor of Arts in Secondary Education**

*Constants* in required quarter hours of credit: English, 27; Fine Arts (Music or Art), 9; Foreign Language, 18 (27 if 9 credits are not taken in Mathematics); Physical and Health Education, 9; Psychology, 9; Science, 9; Social Science, 27; Education: Secondary Education, 9; Directed Teaching, 9; Philosophy of Education, 9. Total constants, 144. *Electives* including major and minors, 48. Total, 192.

#### Freshman Year

**PROGRAM OF CLASSES**

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Periods</th>
<th>Hrs. Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>II</td>
<td>III</td>
</tr>
<tr>
<td>Science; Biology, Chemistry, Geology, or Physics</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Eng. 131-132-133—Freshman English</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>P. E. 131-132-133—Physical Education I</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language¹</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Social Science²</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Elective sequence³</td>
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16 16 16

#### Sophomore Year

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<thead>
<tr>
<th>Class Quarter</th>
<th>Periods</th>
<th>Hrs. Credit</th>
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<tbody>
<tr>
<td>Eng. 231-232-233—Survey of English Literature</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language or Mathematics</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Psy. 221-222-223—General Psychology</td>
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<td>4</td>
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<tr>
<td>Fine Arts (Music or Art)</td>
<td>3</td>
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<tr>
<td>P. E. 231-232-233—Physical Education II</td>
<td>2</td>
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<tr>
<td>Elective sequence</td>
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16 16 16

#### Junior Year

<table>
<thead>
<tr>
<th>Class Periods</th>
<th>Hrs. Credit</th>
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</thead>
<tbody>
<tr>
<td>English 381-382-383—Basic Principles of Speech</td>
<td>3</td>
</tr>
<tr>
<td>Ed. 331-332-333—Secondary Education</td>
<td>4</td>
</tr>
<tr>
<td>Foreign Language (if not completed)</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td>3</td>
</tr>
<tr>
<td>H. Ed. 370—Health Education</td>
<td>-</td>
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<td>Major, Minors, and Electives⁵</td>
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16 16 16

#### Senior Year

<table>
<thead>
<tr>
<th>Class Periods</th>
<th>Hrs. Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Science (if not completed)</td>
<td>3</td>
</tr>
<tr>
<td>Ed. 461-462-463—Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>Ed. 435—Directed Teaching (one-half year)</td>
<td>9</td>
</tr>
<tr>
<td>Major, Minors, and Electives⁶</td>
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</tbody>
</table>

16 16 16

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¹Two years (18 credits) of one foreign language are required in this curriculum.

²A third year in the same or a different foreign language is alternative with Math. 131-132-133. (Prerequisite: high school algebra and geometry.)

³This may be S.S. 161-162-163, S.S. 151-152-153, or S.S. 131-132-133.

⁴This may be in art, science, foreign language, music, or social science.

⁵Either Eng. 231-232-233, or Eng. 241-242-243 is required for English majors. Other courses in English numbered in the 200's may be elected by other students.

⁶Eng. 371-372-373 may be substituted.

⁷Credits required for graduation, 192. A 3-credit course in one quarter may be substituted for 3 one-credit courses.
CURRICULUM III

Bachelor of Science in Secondary Education

Constants in required quarter hours of credit: English, 27; Fine Arts (Music or Art), 9; Physical and Health Education, 9; Psychology, 9; Science (any two: Biology, Chemistry, Geology, and Physics), 18; Social Science (including Geography), 27; Education: Secondary Education, 9; Directed Teaching, 9; Philosophy of Education, 9. Total constants, 126. Electives including major and minors, 66. Total, 192.

**Freshman Year**

<table>
<thead>
<tr>
<th>PROGRAM OF CLASSES</th>
<th>Quarter</th>
<th>Class</th>
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</thead>
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<tr>
<td></td>
<td>Hrs.</td>
<td>Credit</td>
</tr>
<tr>
<td></td>
<td>I</td>
<td>II</td>
</tr>
<tr>
<td><strong>Elective sequences</strong></td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td><strong>Science: Biology, Chemistry, Geology, or Physics</strong></td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Eng. 131-132-133—Freshman English</td>
<td>3</td>
<td>3</td>
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<tr>
<td>P. E. 131-132-133—Physical Education I</td>
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<td>Social Science</td>
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**Sophomore Year**

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td></td>
<td>I</td>
<td>II</td>
</tr>
<tr>
<td>Ed. 331-332-333—Secondary Education</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Eng. 381-382-383—Basic Principles of Speech</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Social Science</td>
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<td>3</td>
</tr>
<tr>
<td>H. Ed. 370—Health Education</td>
<td>3 or 3 or 3</td>
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<td>Major, Minors, and Electives</td>
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**Junior Year**

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
<td>II</td>
</tr>
<tr>
<td>Ed. 435—Directed Teaching (one-half year)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Ed. 461-462-463—Foundations of Education</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Social Science (if not completed)</td>
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<td>3</td>
</tr>
<tr>
<td>Major, Minors, and Electives</td>
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**Senior Year**

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<tr>
<th></th>
<th>Hrs.</th>
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<td>I</td>
<td>II</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>16</td>
</tr>
</tbody>
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1This may be S. S. 161-162-163, S. S. 151-152-153, or S. S. 131-132-133.
2These may be in art, science, foreign language, mathematics, or social science. 
Math. 131-132-133 is recommended for those majoring in science, but has, as a prerequisite, high school algebra and geometry.
3Either Eng. 231-232-233 or Eng. 241-242-243 is required for English majors. Other courses in English numbered in the 200's may be elected by other students.
4Credits required for graduation, 192. A 3-credit course may be substituted for 3 one-credit courses.
5Eng. 371-372-373 may be substituted.
CURRICULUM IV*

Bachelor of Science in Home Economics Education

Constants in required quarter hours of credit: American Government, 9; Art, 9; Biology, 9; Chemistry, 18; English, 18; Physical and Health Education, 9; Physics, 9; Psychology, 9; Social and Economic Problems, 9; Clothing and Textiles, 12; Foods and Nutrition, 21; The Family, 18; Education: Home Economics Education, 9; Directed Teaching in Home Economics, 9; Philosophy of Education, 9. Total constants, 177. Electives, 15. Total, 192.

Freshman Year

<table>
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<th>PROGRAM OF CLASSES</th>
<th>Class Periods</th>
<th>Quarter Hrs. Credit</th>
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<tbody>
<tr>
<td></td>
<td>Quarter I II III</td>
<td>I II III I II III</td>
</tr>
<tr>
<td>Art 231-232-233—Design</td>
<td>5 5 5</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Chem. 131-132-133—General Chemistry</td>
<td>4 4 4</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Eng. 131-132-133—Freshman English</td>
<td>3 3 3</td>
<td>3 3 3</td>
</tr>
<tr>
<td>H. E. 141-142-143—Foods and Nutrition</td>
<td>5 5 5</td>
<td>3 3 3</td>
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<tr>
<td>P. E. 131-132-133—Physical Education I</td>
<td>3 3 3</td>
<td>1 1 1</td>
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<tr>
<td>S. S. 151-152-153—American Government</td>
<td>3 3 3</td>
<td>3 3 3</td>
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Sophomore Year

<table>
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<th>Quarter Hrs. Credit</th>
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<tbody>
<tr>
<td></td>
<td>Quarter I II III</td>
<td>I II III I II III</td>
</tr>
<tr>
<td>Art 231-232-233—Design</td>
<td>5 5 5</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Chem. 231-232-233—Chemistry of the Carbon Compounds</td>
<td>4 4 4</td>
<td>3 3 3</td>
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<tr>
<td>Eng. 221-222-223—Types of Modern Literature</td>
<td>3 3 3</td>
<td>3 3 3</td>
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<tr>
<td>H. E. 231-232-233—Clothing and Textiles</td>
<td>5 5 5</td>
<td>3 3 3</td>
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<td>P. E. 231-232-233—Physical Education II</td>
<td>2 2 2</td>
<td>1 1 1</td>
</tr>
<tr>
<td>Psy. 221-222-223—General Psychology</td>
<td>4 4 4</td>
<td>3 3 3</td>
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Junior Year

<table>
<thead>
<tr>
<th>PROGRAM OF CLASSES</th>
<th>Class Periods</th>
<th>Quarter Hrs. Credit</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Quarter I II III</td>
<td>I II III I II III</td>
</tr>
<tr>
<td>Ed. 361-362-363—Foundations of Education</td>
<td>3 3 3</td>
<td>3 3 3</td>
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<tr>
<td>H. E. 300-310-320—The Family</td>
<td>3 3 3</td>
<td>3 3 3</td>
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<tr>
<td>H. E. 361-362-363—Food Preservation; Table Service; Housing and Equipment</td>
<td>5 5 5</td>
<td>3 3 3</td>
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<td>H. E. 370-380—Nutrition</td>
<td>4 4 0</td>
<td>3 3 0</td>
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<td>H. Ed. 350—Home Nursing and Infant Care</td>
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<td>P. S. 351-352-353—General Physics</td>
<td>4 4 4</td>
<td>3 3 3</td>
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Senior Year

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<th>PROGRAM OF CLASSES</th>
<th>Class Periods</th>
<th>Quarter Hrs. Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Quarter I II III</td>
<td>I II III I II III</td>
</tr>
<tr>
<td>Ed. 400-410-420—Home Economics Education</td>
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<td>3 3 3</td>
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<td>Ed. 435—Directed Teaching in Home Economics</td>
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<td>9 or 9 or 9</td>
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<tr>
<td>H. E. 430—Clothing for the Family</td>
<td>5 or 5</td>
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<tr>
<td>H. E. 440—Home Management Residence</td>
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<td>6 or 6</td>
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<tr>
<td>S. S. 471-472-473—Social and Econ. Problems</td>
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<td>3 3 3</td>
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<tr>
<td>Electives</td>
<td>-</td>
<td>-</td>
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<tr>
<td>-</td>
<td>-</td>
<td>16 16 16</td>
</tr>
</tbody>
</table>

*Students wishing to major both in teaching home economics, Curriculum IV, and in institution management, Curriculum IX, may arrange to do so by electing work in the two fields and spending not less than one additional quarter in residence. Only students of high scholastic standing and excellent health should follow this plan.

1Any other English course numbered in the 200's may be substituted.

2Electives to bring the total credits to 192 quarter hours. A 3-credit course may be substituted in one quarter for 3 one-credit courses.
CURRICULUM V

Bachelor of Science for High School Teachers of Business

**Constants** in required quarter hours of credit: Business Education: Shorthand and Stenography, 21; Accounting, 18; Typewriting, 10; Secretarial and Office Practice, 4; Business Mathematics, 3; General Business Subjects, 13; English, 18; Physical and Health Education, 9; Psychology, 9; Science, 9; Social Science (including Geography), 27; Education: Secondary Education, 9; Directed Teaching in Business Education, 9; Philosophy of Education, 9. Total constants, 168. Electives, 24. Total, 192.

**Freshman Year**

<table>
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<th>PROGRAM OF CLASSES</th>
<th>Class Periods</th>
<th>Quarter Hrs. Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eng. 131-132-133—Freshman English</td>
<td>3 3 3</td>
<td>3 3 3</td>
</tr>
<tr>
<td>S. S. 151-152-153—American Government or</td>
<td>3 3 3</td>
<td>3 3 3</td>
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<tr>
<td>S. S. 161-162-163—American History</td>
<td>4 4 4</td>
<td>3 3 3</td>
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<tr>
<td>Science: Biology, Chemistry, Geology, or Physics</td>
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<td>3 3 3</td>
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<tr>
<td>B. E. 151-152-153—Business Foundations</td>
<td>3 3 3</td>
<td>3 3 3</td>
</tr>
<tr>
<td>P. E. 131-132-133—Physical Education I</td>
<td>5 5 5</td>
<td>3 3 3</td>
</tr>
<tr>
<td>H. E. 201-202-203—General Home Economics</td>
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**Sophomore Year**

<table>
<thead>
<tr>
<th>PROGRAM OF CLASSES</th>
<th>Class Periods</th>
<th>Quarter Hrs. Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eng. 221-222-223—Types of Modern Literature</td>
<td>3 3 3</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Psy. 221-222-223—General Psychology</td>
<td>4 4 4</td>
<td>3 3 3</td>
</tr>
<tr>
<td>B. E. 221-222-223—Typewriting</td>
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<td>2 2 2</td>
</tr>
<tr>
<td>B. E. 231-232-233—Shorthand</td>
<td>4 4 4</td>
<td>3 3 3</td>
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<td>P. E. 231-232-233—Physical Education II</td>
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<td>1 1 1</td>
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<tr>
<td>H. Ed. 370—Health Education</td>
<td>3</td>
<td>3 or 3 or 3</td>
</tr>
<tr>
<td>Electives (including Social Science—6 credits)</td>
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**Junior Year**

<table>
<thead>
<tr>
<th>PROGRAM OF CLASSES</th>
<th>Class Periods</th>
<th>Quarter Hrs. Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>S. S. 371-372-373—Economics</td>
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<td>3 3 3</td>
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<tr>
<td>Ed. 331-332-333—Secondary Education</td>
<td>4 4 4</td>
<td>3 3 3</td>
</tr>
<tr>
<td>B. E. 341-342-343—Accounting</td>
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<td>3 3 3</td>
</tr>
<tr>
<td>B. E. 331-332-333—Advanced Shorthand</td>
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<td>3 3 3</td>
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<tr>
<td>B. E. 321-322—Advanced Typewriting</td>
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<td>B. E. 323—Secretarial Practice and Filing</td>
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<tr>
<td>B. E. 351—Office Machines</td>
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<tr>
<td>B. E. 352-353—Merchandising</td>
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<td>0 2 2</td>
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**Senior Year**

<table>
<thead>
<tr>
<th>PROGRAM OF CLASSES</th>
<th>Class Periods</th>
<th>Quarter Hrs. Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed. 461-462-463—Foundations of Education</td>
<td>3 3 3</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Ed. 435—Directed Teaching</td>
<td>5 5 5</td>
<td>3 3 3</td>
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<tr>
<td>B. E. 441-442-443—Advanced Accounting</td>
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<td>B. E. 481-482—Business Law</td>
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<td>0 0 3</td>
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<tr>
<td>Electives</td>
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<td>-</td>
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</tbody>
</table>

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1. Instead of H. E. 201-202-203, students may elect Art 121-122-123—Art Appreciation; Math. 131-132-133—College Algebra and Trigonometry (prerequisite: high school algebra and geometry); a year of foreign language, an additional year of science, or music.

2. Any other English course numbered in the 200's may be substituted.

3. Credits required for graduation, 192. A 4-credit course in one quarter may be substituted for 3 one-credit courses.
CURRICULUM VI

Bachelor of Music Degree

Constants in required quarter hours of credit: English, 18; Music, 72; Physical and Health Education, 9; Psychology, 9; Social Science, 18; Education: Music Education, 9; Directed Teaching, 9; Philosophy of Education, 9. Total constants 153. Of the 39 remaining credits, 27 must be in academic subjects. Total, 192.

PLAN I

Freshman Year

<table>
<thead>
<tr>
<th>Program of Classes</th>
<th>Class</th>
<th>Quarter Hrs. Credit</th>
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<td>P. E. 131-132-133—Physical Education....</td>
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<td>Music 181-182-183—Harmony I.............</td>
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<td>Voice 121-122-123.</td>
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Sophomore Year

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Junior Year

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<td>Music 361-362-363—Counterpoint.</td>
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Senior Year

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<td>Music 481-482-483—Composition3.</td>
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<td>Voice 421-422-423.</td>
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</table>

1This curriculum replaces Curriculum VI—Bachelor of Science in Education with Music Major. Students who started the older program will complete that program as outlined in the Annual Catalog for 1945-46.

2Credits required for graduation, 192.

3The 12 credits in music allowed out of the 39 unassigned credits will include Music 381-382-383 and Music 481-482-483.
### PLAN II

#### Freshman Year

<table>
<thead>
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<th>PROGRAM OF CLASSES</th>
<th>Class Hrs. Credit</th>
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<tr>
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<tr>
<td>Eng. 131-132-133—Freshman English</td>
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<td>P. E. 131-132-133—Physical Education</td>
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<td>S. S. 161-162-163—American History</td>
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<tr>
<td>Mus. 171-172-173—Instrumental Music I</td>
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<tr>
<td>Mus. 181-182-183—Harmony I</td>
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<td>Applied Music—Major Instrument</td>
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<td>Applied Music—Minor Instrument</td>
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#### Sophomore Year

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<tbody>
<tr>
<td></td>
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<td>2nd Quarter</td>
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<tr>
<td>Eng. 221-222-223—Types of Modern Literature</td>
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<td>3 3 3</td>
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<tr>
<td>Psy. 221-222-223—General Psychology</td>
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<tr>
<td>Mus. 271-272-273—Instrumental Music II</td>
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<td>Mus. 281-282-283—Harmony II</td>
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<td>Mus. 291-292-293—Ear Training, Keyboard</td>
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<td>Applied Music—Major Instrument</td>
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#### Junior Year

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<tr>
<td>Ed. 341-342-343—Music Education</td>
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<td>3 3 3</td>
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<tr>
<td>Ed. 461-462-463—Foundations of Education</td>
<td>3 3 3</td>
<td>3 3 3</td>
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<tr>
<td>P. E. 261-262-263B—Dancing and Eurythmics</td>
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<td>1 1 1</td>
</tr>
<tr>
<td>Mus. 361-362-363—Counterpoint</td>
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<td>2 2 2</td>
</tr>
<tr>
<td>Mus. 371-372-373—Instrumental Music III</td>
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<tr>
<td>Mus. 381-382-383—Conducting</td>
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<td>1 1 1</td>
</tr>
<tr>
<td>Applied Music—Major Instrument</td>
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<td>Applied Music—Minor Instrument</td>
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<td>1 1 1</td>
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#### Senior Year

<table>
<thead>
<tr>
<th>PROGRAM OF CLASSES</th>
<th>Class Hrs. Credit</th>
<th>Quarter Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1st Quarter</td>
<td>2nd Quarter</td>
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<tr>
<td>Ed. 435—Directed Teaching</td>
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<tr>
<td>H. Ed. 370—Health Education</td>
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<tr>
<td>Mus. 471-472-473—Instrumental Music IV</td>
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<tr>
<td>Applied Music—Major Instrument</td>
<td>2 2 2</td>
<td>2 2 2</td>
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<tr>
<td>Applied Music—Minor Instrument</td>
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<td>1 1 1</td>
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<tr>
<td>Mus. 481-482—Composition</td>
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<td>13 13 13</td>
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</table>

1Credits required for graduation, 192. Students in Plan II will be expected to participate either in the College Orchestra or the College Band. The 12 credits in music allowed out of the 39 unassigned credits will include Music 171-172-173, Music 271-272-273, Music 371-372-373, and Music 471-472-473.
II. FOUR-YEAR CURRICULA IN LIBERAL ARTS

Since Virginia has provided four state colleges distinctly for the general education of women, they have been given the privilege of offering standard liberal arts work leading both to the Bachelor of Arts and the Bachelor of Science Degrees. The requirements for the majors and minors are indicated on page 55.

In Curriculum VII the emphasis is laid on language. It is possible, however, through electives to obtain a broad, general cultural education. A student may specialize in fields of study which may be continued in graduate work. This curriculum affords a good foundation for the later study of law or library science. The A.B. degree is given on completion of this curriculum.

Curriculum VIII emphasizes science and has large possibilities through electives for general education and as a preparation for graduate study. This curriculum should be taken by those who expect later to take training to become nurses, medical technologists, or physicians. The B.S. degree is given on completion of this curriculum.

Students desiring to do graduate study leading to such professions as psychiatry, personnel work, and social welfare can advantageously take one of these curricula and specialize in psychology and social science.

Additional standard courses in foreign language, English, and Biblical literature may be taken as electives. Subject to the approval of the Curriculum Adviser or the Dean of the College, not more than 12 semester hours of credit may be earned in the professional or semi-vocational fields: library science education, physical education, business education, and home economics. Such electives must be chosen from those courses numbered from 50 to 99. Vocational courses taken in the freshman year as part of the Program for Freshmen will also be included in the 12 hours noted above.
CURRICULUM VII

Bachelor of Arts—Liberal Arts

Constants in required quarter hours of credit: English, 18; Fine Arts (Music or Art), 9; Foreign Language, 18 (27 if 9 credits are not taken in Mathematics); Philosophy, 9; Physical and Health Education, 9; Psychology, 9; Science (any two: Biology, Chemistry, Geology, and Physics), 18; Social Science (including Geography), 27. Total constants, 126. Electives, including major and minors, 66. Total, 192.

**Freshman Year**

<table>
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<td>Eng. 131-132-133—Freshman English</td>
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<td>P. E. 131-132-133—Physical Education</td>
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<td>Foreign Language</td>
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<td>Fine Arts (Music or Art)</td>
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16 16 16

**Sophomore Year**

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<td>P. E. 261-262-263—A, B, or C—Advanced Practice</td>
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<td>Psy. 221-222-223—General Psychology</td>
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16 16 16

**Junior Year**

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16 16 16

**Senior Year**

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<tr>
<td>Major, Minors, and Electives</td>
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16 16 16

1Two years (18 credits) of one foreign language required. A third year in the same or a different language is alternative with Math. 131-132-133 (prerequisite: high school algebra and geometry).
2This may be S. S. 161-162-163; S. S. 151-152-153; or S. S. 131-132-133.
3Either Eng. 231-232-233 or Eng. 241-242-243 is required of English majors. Other students may elect any English course numbered in the 200's.
4Credits required for graduation, 192. See page 62.
CURRICULUM VIII

Bachelor of Science—Liberal Arts

Constants in required quarter hours of credit: English, 18; Fine Arts (Music or Art), 9; Mathematics, 9; Physical and Health Education, 9; Psychology, 9; Science (any two: Biology, Chemistry, Geology, and Physics), 27; Social Science (including Geography), 27. Total constants, 108. Electives including major and minors, 84. Total, 192.

### Freshman Year

**PROGRAM OF CLASSES**

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<th>Periods</th>
<th>Hrs. Credit</th>
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<tbody>
<tr>
<td>I</td>
<td>II</td>
<td>III</td>
</tr>
<tr>
<td>Science: Biology, Chemistry, Geology, or Physics</td>
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</tr>
<tr>
<td>Eng. 131-132-133—Freshman English</td>
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<tr>
<td>Math. 131-132-133—College Algebra and Trigonometry</td>
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<td>P. E. 131-132-133—Physical Education</td>
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<td>Social Science</td>
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### Sophomore Year

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<tbody>
<tr>
<td>I</td>
<td>II</td>
<td>III</td>
</tr>
<tr>
<td>Eng. 231-232-233—Survey of English Literature</td>
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<td>P. E. 261-262-263—A, B, or C—Advanced Practice</td>
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<tr>
<td>Psy. 221-222-223—General Psychology</td>
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<tr>
<td>Science</td>
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<td>Elective sequence</td>
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### Junior Year

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<tbody>
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<tr>
<td>Science (if not completed)</td>
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<tr>
<td>Social Science</td>
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</tr>
<tr>
<td>H. Ed. 370—Health Education</td>
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<tr>
<td>Major, Minors, Electives</td>
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### Senior Year

<table>
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<th>Hrs. Credit</th>
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<tbody>
<tr>
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<td>III</td>
</tr>
<tr>
<td>Social Science (if not completed)</td>
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<td>3</td>
</tr>
<tr>
<td>Major, Minors, Electives</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
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</tbody>
</table>

1. Prerequisite: high school algebra and geometry.
2. This may be S.S. 161-162-163, S.S. 151-152-153, or S.S. 131-132-133.
3. This may be in art, foreign language, music, science, or social science.
5. Credits required for graduation, 192. See page 62.
III. FOUR-YEAR NON-TEACHING PROFESSIONAL CURRICULA

Curriculum IX leads to a bachelor of science degree with a major in Dietetics and Institution Management. This course also provides a minor in science. This curriculum meets the requirements set up by the American Dietetic Association. Graduates are eligible for entrance as interns in hospital and administrative courses approved by the American Dietetic Association. This single year of successful apprentice training gives the graduate active membership in the Association and enables her to accept a full time position as a graduate dietitian. Other graduates enter commercial fields with industrial plants, public service companies, school lunch rooms, government cafeterias, as hostesses in commercial tea rooms, American air lines, and so forth. The field of institution management and dietetics is steadily expanding and offers possibilities for various types of employment.

Curriculum X which leads to the Bachelor of Science degree in General Home Economics is planned to give freer selection than is possible in the other home economics curricula, so that a student can follow her line of special interest to a larger degree. Students who choose Curriculum X have 29 semester hours to be elected. It is possible to have a home economics major and an additional major in art, science, English, social science, music or some other field in which the student shows aptitude and interest. This curriculum offers splendid equipment for the responsibilities of home making.

Curriculum XI, which leads to the Bachelor of Science degree in Business Education, is available for students who desire a thorough and adequate training as secretaries and office workers. Students who undertake this course are equipped to go on to graduate work in the field of business education and commerce. Such students will do well to elect modern foreign language.

To meet the interests of individual students, Curriculum XI may be varied to include majors in accounting, or in secretarial science combined with a minor in biology, chemistry, or physics, when preparation for a career in those industries in which scientific knowledge is fundamental to placement, security, and advancement, is the vocational objective.
## CURRICULUM IX

### Bachelor of Science in Institution Management

**Constants** in required quarter hours of credit: American Government, 9; Art, 9; Biology, 18; Chemistry, 18; English, 18; Physical and Health Education, 9; Physics, 9; Psychology, 9; Social and Economic Problems, 9.

Clothing and Textiles, 9; Foods and Nutrition, 27; The Family, 15; Instruction Management, 18. Total constants, 177.

### Electives
15. Total, 192.

#### Freshman Year

**PROGRAM OF CLASSES**

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<th>Quarter</th>
<th>Periods</th>
<th>Hrs. Credit</th>
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<td></td>
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<td>I   II  III</td>
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<tr>
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<td>Chem. 131-132-133—General Chemistry</td>
<td>4 4 4</td>
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<tr>
<td>H. E. 141-142-143—Foods and Nutrition</td>
<td>5 5 5</td>
<td>3 3 3</td>
<td></td>
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<tr>
<td>P. E. 131-132-133—Physical Education I</td>
<td>3 3 3</td>
<td>1 1 1</td>
<td></td>
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<tr>
<td>S. S. 151-152-153—American Government</td>
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#### Sophomore Year

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<tr>
<td></td>
<td></td>
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<td>I II III</td>
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<tr>
<td>Art 231-232-233—Design</td>
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<td>Chem. 231-232-233—Chemistry of the Carbon Compounds</td>
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<tr>
<td>Eng. 221-222-223—Types of Modern Literature</td>
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<td>3 3 3</td>
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<td>H. E. 231-232-233—Clothing and Textiles</td>
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<td>3 3 3</td>
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<tr>
<td>P. E. 201-262-263—A, B, or C—Advanced Practice</td>
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<td>1 1 1</td>
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<tr>
<td>Psy. 221-222-223—General Psychology</td>
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#### Junior Year

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<td>H. E. 300-310-320—The Family</td>
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<td>3 3 3</td>
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<tr>
<td>H. E. 361-362-360—Food Preservation; Table Service; Experimental Cookery</td>
<td>5 5 5</td>
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<td>H. E. 370-380—Nutrition</td>
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<td>0 3 3</td>
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<tr>
<td>P. S. 331-332-333—General Physics</td>
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#### Senior Year

<table>
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<tr>
<td></td>
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<td>I   II  III</td>
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<td>H. E. 440—Home Management Residence</td>
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<td>S. S. 471-472-473—Social and Econ. Problems</td>
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<td>3 3 3</td>
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<td>Electives³</td>
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</tbody>
</table>

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³Students wishing to major both in teaching home economics, Curriculum IV, and in institution management, Curriculum IX, may arrange to do so by electing work in the two fields and spending not less than one additional quarter in residence. Only students of high scholastic standing and excellent health should follow this plan.

³Any other English course numbered in the 200's may be substituted.

³Students who plan to enter A. D. A. approved hospital or administrative courses will take at least two quarters of general education in the junior or senior year, and are advised to take at least two quarters of Chemistry 331-332-333 (Qualitative and Quantitative Analysis) in the senior year. Also electives to bring the total credits to 192 quarter hours. A 3-credit course in one quarter may be substituted for 3 one-credit courses.
CURRICULUM X
Bachelor of Science in Home Economics
(General Curriculum)

Constants in required quarter hours of credit: American Government, 9; Art, 9; Biology, 9; Chemistry, 18; English, 18; Physical and Health Education, 9; Physics, 9; Psychology, 9; Social and Economic Problems, 9.

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>CLASS PROGRAM OF CLASSES</th>
<th>Quarter Periods</th>
<th>Hrs. Credit</th>
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<tbody>
<tr>
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<td>Class</td>
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<td>II</td>
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<td>Chem. 131-132-133—General Chemistry</td>
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<td>Eng. 131-132-133—Freshman English</td>
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<td>H. E. 141-142-143—Foods and Nutrition</td>
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<td>P. E. 131-132-133—Physical Education I</td>
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<td>S. S. 151-152-153—American Government</td>
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<td>Chem. 231-232-233—Chemistry of the Carbon Compounds</td>
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<td>Eng. 221-222-223—Types of Modern Literature</td>
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<td>H. E. 231-232-233—Clothing and Textiles</td>
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<td>P. E. 261-262-263—A, B, or C—Advanced Practice</td>
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<td>Psy. 221-222-223—General Psychology</td>
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<tbody>
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<td>H. E. 300-310-320—The Family</td>
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<tr>
<td>H. E. 361-362-363—Food Preservation; Table Service; Housing and Equipment</td>
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<td>H. E. 370-380—Nutrition</td>
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<td>H. Ed. 350—Home Nursing and Infant Care</td>
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<td>0</td>
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<td>S. S. 471-472-473—Social and Econ. Problems</td>
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<tr>
<td>Free Electives</td>
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1Other English courses numbered in the 200's may be substituted.

2Electives to bring total credits to 192 quarter hours. A 3-credit course in one quarter may be substituted for 3 one-credit courses.
CURRICULUM XI

Bachelor of Science Degree in Business Education

*Constants* in required quarter hours of credit: Business Education: Accounting, 18; Business Mathematics, 3; General Business Subjects, 22; Secretarial and Office Practice, 4; Shorthand and Stenography, 21; Typewriting, 10; English, 18; Physical and Health Education, 9; Psychology, 9; Science, 9; Social Science (including Geography), 27. Total constants, 150. Electives, 42. Total, 192.

**PLAN I**

**Freshman Year**

<table>
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<th>PROGRAM OF CLASSES</th>
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<th>Hrs. Credit</th>
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**Sophomore Year**

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<td>Psy. 221-222-223—General Psychology.............</td>
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<td>B. E. 221-222-223—Typewriting....................</td>
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<td>B. E. 231-232-233—Shorthand......................</td>
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<td>P. E. 261-262-263—A, B, or C—Advanced Practice</td>
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**Junior Year**

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<td>B. E. 341-342-343—Accounting.....................</td>
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<td>B. E. 352-353—Merchandising......................</td>
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**Senior Year**

<table>
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<tbody>
<tr>
<td>B. E. 441-442-443—Advanced Accounting.............</td>
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<td>B. E. 463—Money and Banking.......................</td>
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<td>Electives</td>
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1 Instead of H. E. 201-202-203, students may elect Art 121-122-123—Art Appreciation; Math. 131-132-133—College Algebra and Trigonometry (prerequisite: high school algebra and geometry); a year of foreign language, an additional year of science, or music.

2 Any other English course numbered in the 200's may be substituted.

3 Credits required for graduation, 192. A 3-credit course in one quarter may be substituted for 3 one-credit courses.
VARIATIONS OF CURRICULUM XI

PLAN II
ACCOUNTING MAJOR

PROGRAM OF CLASSES

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<tr>
<td>I</td>
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<tr>
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<td>3 3 3</td>
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<tr>
<td>B. E. 221-222-223—Typewriting</td>
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<td>2 2 2</td>
</tr>
<tr>
<td>B. E. 341-342-343—Accounting</td>
<td>4 4 4</td>
<td>3 3 3</td>
</tr>
<tr>
<td>B. E. 351—Office Machines</td>
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<td>B. E. 441-442-443—Accounting</td>
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<td>3 3 3</td>
</tr>
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<td>B. E. 462—Business Organization and Management</td>
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<td>B. E. 463—Money and Banking</td>
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<tr>
<td>B. E. 481-482—Business Law</td>
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<tr>
<td>Eng. 131-132-133—Freshman English</td>
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</tr>
<tr>
<td>Eng. 221-222-223—Types of Modern Literature</td>
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<tr>
<td>H. Ed. 370—Health Education</td>
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<td>3 0 0</td>
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<td>S. S. 151-152-153—American Government or</td>
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<tr>
<td>S. S. 161-162-163—American History</td>
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<tr>
<td>S. S. 341-342-343—Recent European History</td>
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<tr>
<td>Psy. 221-222-223—General Psychology</td>
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<td>3 3 3</td>
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<tr>
<td>P. E. 131-132-133—Physical Education I</td>
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<tr>
<td>P. E. 261-262-263—A, B, or C—Advanced Practice</td>
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Group I

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<tr>
<th>Quarter</th>
<th>Class Periods</th>
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<tr>
<td>B. E. 321-322-323—Advanced Typewriting and Office Practice</td>
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<tr>
<td>B. E. 231-232-233—Shorthand</td>
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<tr>
<td>B. E. 261—Personnel Administration</td>
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<tr>
<td>B. E. 331-332-333—Advanced Shorthand</td>
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or Group II

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<tr>
<td>B. E. 352—Merchandising</td>
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<tr>
<td>B. E. 361—Personnel Administration or</td>
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<td>B. E. 241—Office Efficiency</td>
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<tr>
<td>B. E. 461—Marketing</td>
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or Group III

Total of 18 hours in one science field.

PLAN III
SECRETARIAL MAJOR

REQUIRED COURSES

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<tr>
<th>Quarter</th>
<th>Class Periods</th>
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<tbody>
<tr>
<td>I</td>
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<tr>
<td>B. E. 151-152-153—Business Foundations</td>
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<td>B. E. 221-222-223—Typewriting</td>
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<td>B. E. 231-232-233—Shorthand</td>
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<td>B. E. 241—Office Efficiency</td>
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<tr>
<td>B. E. 242—Business Correspondence</td>
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<tr>
<td>B. E. 321-322-323—Advanced Typewriting and Secretarial Practice</td>
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<tr>
<td>B. E. 331-332-333—Advanced Shorthand</td>
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<tr>
<td>B. E. 341-342-343—Accounting</td>
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<td>B. E. 351—Office Machines</td>
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<tr>
<td>Eng. 131-132-133—Freshman English</td>
<td>3 3 3</td>
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<tr>
<td>Eng. 221-222-223—Types of Modern Literature</td>
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<td>H. Ed. 370—Health Education</td>
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<tr>
<td>Psy. 221-222-223—General Psychology</td>
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<tr>
<td>P. E. 131-132-133—Physical Education I</td>
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<tr>
<td>P. E. 261-262-263—A, B, or C—Advanced Practice</td>
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A Minor of 27 hours in one science field.
IV. TWO-YEAR PROFESSIONAL CURRICULUM

CURRICULUM B

Two-Year Curriculum in Business Education
Leading to the Secretarial Diploma

The College offers this two-year program for secretaries to meet the needs of such students as are unable to complete the four-year program, Curriculum XI. It naturally does not include as much general or cultural work as can be included in a four-year program. It can be recommended only as an emergency arrangement. Only a limited number of students can be accepted in this curriculum.

Any student who finds it possible to stay in school longer can adjust into Curriculum XI, since courses are so arranged as to facilitate such adjustment. It will be equally feasible to change to Curriculum V, the four-year program in teacher education which prepares for the teaching of business subjects.

Freshman Year

<table>
<thead>
<tr>
<th>PROGRAM OF CLASSES</th>
<th>Class Periods</th>
<th>Quarter Hrs. Credit</th>
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<tbody>
<tr>
<td>Eng. 131-132-133—Freshman English</td>
<td>3 3 3</td>
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<tr>
<td>Science: Biology, Chemistry, Geology, or Physics</td>
<td>4 4 4</td>
<td>3 3 3</td>
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<tr>
<td>Bus. Ed. 221-222-223—Typewriting</td>
<td>5 5 5</td>
<td>2 2 2</td>
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<tr>
<td>Bus. Ed. 231-232-233—Shorthand</td>
<td>4 4 4</td>
<td>3 3 3</td>
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<tr>
<td>Bus. Ed. 151-152-153—Business Foundations</td>
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<tr>
<td>P. E. 131-132-133—Physical Education</td>
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Sophomore Year

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<tr>
<th>PROGRAM OF CLASSES</th>
<th>Class Periods</th>
<th>Quarter Hrs. Credit</th>
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<tr>
<td>S. S. 151-152-153—American Government or S. S. 161-162-163—American History</td>
<td>3 3 3</td>
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<tr>
<td>Psy. 221-222-223—General Psychology</td>
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<tr>
<td>Bus. Ed. 331-332-333—Advanced Shorthand</td>
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<tr>
<td>Bus. Ed. 341-342-343—Accounting</td>
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<tr>
<td>Bus. Ed. 321-322—Advanced Typewriting</td>
<td>5 5 5</td>
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<tr>
<td>Bus. Ed. 323—Secretarial Practice and Filing</td>
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<td>Bus. Ed. 351—Office Machines</td>
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<tr>
<td>Business Ed. 352-353—Merchandising</td>
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<tr>
<td>P. E. 261-262-263—A, B, or C—Advanced Practice</td>
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Students presenting two units of high school typing are registered in B. E. 321-322-323 which is followed by B. E. 381-382-383. Students presenting two units of shorthand are not to register in shorthand (B. E. 331-332-333) until their second year. They will elect H. E. 201-202-203, General Home Economics; Art 121-122-123, Art Appreciation; Math. 131-132-133, College Algebra and Trigonometry (prerequisite, high school algebra and geometry); Music 161-162-163; a year of a foreign language, or an additional science, during their first year.
DESCRIPTION OF COURSES OFFERED

Madison Colleges as well as a number of other state colleges will change from the quarter to the semester type of organization in September, 1947. The summer session of 1948 will be organized as a half semester.

In the choice of courses this summer therefore an effort must be made to complete courses begun either in the winter sessions or in previous summers, or to take the full year's work in courses undertaken for the first time, as, for example, Biol. 131-2-3, Eng. 131-2-3, and Psy. 221-2-3, and so forth. With the proper care at registration, overlapping of courses can be largely prevented. Each student will need to be responsible for checking on these matters.

I. Department of Art

Courses Offered First Term

Art 221. Art Structure.—First term; 3 double and 3 single periods a week; 3 credits. MISS GROVE

A course designed to meet the needs of elementary and secondary teachers. It includes selection of materials, planning an art program, correlation of art with other subjects, practical experiences with art materials and processes and observation in the Demonstration School. Materials fee: $2.50.

Art 311. Art Appreciation.—First term; daily; 3 credits. MISS GROVE

An appreciative, chronological survey of masterpieces of architecture and sculpture of most European countries from the beginning to the present. Illustrated lectures and discussion method are used. Serves the purpose of a general cultural course or a course useful to the teacher of grades and high school. Materials fee: $1.00.

Art 312. Art Appreciation.—First term; daily; 3 credits. MISS WALKER

An appreciative, chronological survey of masterpieces of paintings of most European countries from the beginning to the present. Illustrated lectures and discussion method are used. It serves the purpose of a general cultural course or a course useful to the teacher of grades and high school. Art 311 is not a prerequisite. Materials fee: $1.00.

Art 341. Crafts.—First term; 3 double and 3 single periods a week; 3 credits. MISS WALKER

Simple problems to promote the handling of many crafts materials and tools used in public schools, recreational centers, summer camps, and the home. Media used are wood, plastics, metal, cloth, reed, string, leather, and so forth. Experience in creating structural and decorative design in simple, useful objects. Materials fee: $2.75.
Art 342. Crafts.—*First term; 3 double and 3 single periods a week; 3 credits.*

MISS GROVE

Students choose individual problems as simple wood construction, metal work, clay modeling, block cutting, and printing, weaving, leather tooling, and so forth. Experiences in this class are applicable to the grades and high school, occupational therapy, summer camps and the home. Crafts 341 is not a prerequisite. Materials fee: $2.75.

Art 361. Drawing and Painting.—*First term; 3 double and 3 single periods a week; 3 credits.*

MISS WALKER

Still life, landscape, and figure studies are rendered in quick sketches, accurate drawings, and in experimental techniques and compositions. Media used are charcoal, black and white wash, ink, pencil, lithographic pencil, crayon, water color, and oil. Useful to the grade and high school teacher, and to those who wish to obtain a cultural and professional foundation. Materials fee: $2.75.

Courses Offered Second Term

Art 223. Art Structure.—*Second term; 3 double and 3 single periods a week; 3 credits.*

MISS AIKEN

A course designed to meet the needs of elementary and high school teachers. It includes such problems as methods of conducting art classes, art programs, art materials and purchasing art materials, community art problems, exhibitions, special displays, room arrangement, art appreciation, and various experiences in simple problems in crayon, paint, clay, paper, wood, and so forth. Art 221 and Art 222 are not prerequisites. Materials fee: $2.50.

Art 313. Art Appreciation.—*Second term; daily; 3 credits.*

MISS AIKEN

An appreciative, chronological survey of architecture, sculpture, and painting of the United States from the beginning to the present. Illustrated lectures and discussion method are used. Useful to teachers of all grades and high school, and as general cultural course. Art 311 and 312 are not prerequisites. Materials fee: $1.00.

Art 343. Crafts.—*Second term; 3 double and 3 single periods a week; 3 credits.*

MISS AIKEN

Problems applicable to all grades, high schools, occupational therapy, recreational activities, and the home will be executed. Media used are wood, plastics, metal, cloth, leather, reed, and so forth. Materials fee: $2.75.
II. Department of Biology

Courses Offered First Term

Biol. 131. General Biology.—First term; 2 double laboratory periods and 4 single periods a week; 3 credits.

MR. MILLER

Planned to help teachers in the field with their work as affected by biology. Students will study in laboratory, field, and conference periods the problem which they meet in their individual teaching situations. Laboratory fee: $1.00.

Biol. 132. General Biology.—First term; 2 double laboratory periods and 4 single periods a week; 3 credits.

This course is a continuation of Biol. 131 and is subject to the same regulations. Both Biol. 131 and Biol. 132 may be taken the same term but Biol. 132 may not be taken alone unless Biol. 131 has been previously taken. Laboratory fee: $1.00.

Biol. 380. Biology of Man and His Environment.—First term; daily; 3 credits.

MR. MILLER

This course deals with man's relation to his environment, how he uses and controls it, adaptations, and the organisms composing it.

Biol. 385. Biological Science in the Elementary School and in the Junior High School.—First term; daily; 3 credits.

MR. WARREN

A professionalized course that considers content and the objectives, organization, techniques of instruction, provision of teaching materials, and evaluation of outcomes in biological science in grades one through nine. Frequent use will be made of demonstrations.

Courses Offered Second Term

Biol. 133. General Biology.—Second term; 2 double laboratory periods and 4 single periods a week; 3 credits.

MR. MILLER

This course is a continuation of Biol. 131-132 which are, however, not prerequisite. Laboratory fee: $1.00.
Biol. 363. Heredity.—Second term; daily; 3 credits.

Mr. Miller

This course deals with the study of heredity and eugenics and is valuable for students in any curriculum.

Biol. 390. Field Biology.—Second term; 2 double laboratory periods and 4 single periods a week; 3 credits.

Mr. Miller

A study of aquatic and terrestrial forms, both macroscopic and microscopic, plant and animal. Field trips for study and collecting will be planned. The course is adapted to the needs of both high school and elementary teachers. Laboratory fee: $1.00.

Biol. 395. The Biological Development of Children.—Second term; daily; 3 credits.

Mr. Warren

This course deals with the physical development of children from the beginning of life through the period of adolescence. The implications of developmental changes for education are considered. Demonstrations will be used frequently.
III. Department of Business Education

**COURSES OFFERED FIRST TERM**

**B. E. 221 or 222. Typewriting.**—*First term; 2 periods daily; 5 days a week; 2 credits.*

**MR. SANDERS**

The development of the proper technique and mastery of the typewriter keyboard. By means of achievement and remedial drills the typewriting technique is perfected. Students work with such applied typewriting assignments as centering, tabulation, basic business letter writing, envelope addressing, and business forms. This course may be taken in any curricula for certification credit by the State Department of Education. Laboratory fee for depreciation of equipment: $1.00 a term.

**B. E. 321 or 322 or 323. Advanced Typewriting.**—*First term; 2 periods daily; 5 days a week; 2 credits.*

**MR. TURILLE**

Continued training in the perfection of the typewriting technique. Applied typewriting projects are undertaken. Those taking the last quarter of work are given the opportunity for attaining skill in the use of duplicating equipment. An understanding of various filing routines and systems is also provided in the third quarter. Laboratory fee for depreciation of equipment: $1.00 for 321 or 322; $2.00 for 323.

**B. E. 341 or 342. Accounting.**—*First term; 4 double periods a week; 3 credits.*

**MR. SANDERS**

This course is intended to give the student an understanding and basic application of the function and use of accounting in the operation of a business enterprise. The theory of debits and credits, the accounting cycle, financial statements, controlling accounts, subsidiary ledgers, valuation accounts, accruals and deferrals, and accounting records peculiar to corporations are stressed.

**B. E. 351. Office Machines.**—*First term; 2 periods daily; 5 days a week; 2 credits.*

**MR. SANDERS**

This course is designed to give the student an understanding and vocational use of calculating machines, voice-writing machines, duplicating machines, and other commonly used office machines. Speed and accuracy in operation are emphasized. Laboratory fee for depreciation of equipment: $3.00.
B. E. 361. **Personnel Administration.**—*First term; 1 period daily; 3 credits.*

MR. TURILLE

The purpose of this course is to study employee-employer relationships in business and in industry. Personnel policies and methods are examined. The selection, placement, training, and promotion of employees; their production incentives, health, and safety. Recent trends in employment practices are stressed.

B. E. 493. **Improvement of Instruction in Bookkeeping.**—

*First term; 1 period daily; 3 credits.*

MR. TURILLE

The various methods of presenting the bookkeeping cycle to high school students are discussed. The journal approach, ledger approach, balance sheet approach, and combination approaches are studied. Practices and procedures in the teaching of bookkeeping are examined. Research into current professional literature in the field of bookkeeping is undertaken. Problems applying theory are assigned.

**Courses Offered Second Term**

B. E. 153. **Business Mathematics.**—*Second term; 1 period daily; 3 credits.*

MR. SANDERS

A course designed to include practical problems in interest, percentage, discounts, and taxes. The fundamental processes of addition, subtraction, multiplication, and division for whole numbers, mixed numbers, fractions, and decimals are reviewed in connection with the problems solved.

B. E. 222 or 223. **Typewriting.**—*Second term; 2 periods daily; 5 days a week; 2 credits.*

MR. SANDERS

This course is a continuation of B. E. 221. Speed-building and accuracy are stressed. Basic problems in business letter-writing, simple tabulation, arrangement, erasing and carbon technique, direct dictation, and related work are studied and applied to representative business situations. Five periods a week are devoted to instruction alternated with five periods of supervised practice. Laboratory fee for depreciation of equipment: $1.00.
B. E. 242. **Business Correspondence.**—*Second term; 1 period daily; 3 credits.*

**MR. TURILLE**

This is a course in the principles and application of effective business correspondence. The course is designed to develop skill in composition of business letters and report materials such as office personnel are often required to complete. Application, credit, adjustment, collection, sales, follow-up, and promotional letters are composed, analyzed, and written in mailable form. The latter implies satisfactory arrangement, style, spelling, and sentence structure.

B. E. 331 or 332 or 333. **Advanced Shorthand.**—*Second term; 4 double periods a week; 3 credits.*

**MR. TURILLE**

Speed, phrasing, and enlargement of shorthand vocabulary are emphasized. This course includes a great deal of transcription. Dictation rates from 80 to over 110 words per minute are given. Business practices in dictation and transcription are presented. Standards of achievement in the business office are followed in the course.

B. E. 342 or 343. **Accounting.**—*Second term; 4 double periods a week; 3 credits.*

**MR. SANDERS**

A continuation of the beginning course in Accounting. Application of accounting principles to corporate books. Consideration is given to use of supplementary records such as the Notes Receivable and the Notes Payable Registers. A detailed study of the voucher system of recordkeeping. An introduction into departmental accounting.
IV. Department of Chemistry

Courses Offered First Term

Chem. 131. General Chemistry.—First term; 2 double laboratory periods and 4 single periods a week; 3 credits.

MR. CHAPPELL

The first quarter's work in general chemistry. The fundamental laws of chemistry are studied. A detailed study of non-metallic elements is begun in this course. Laboratory fee: $3.00.

Chem. 231. Chemistry of the Carbon Compounds.—First term; first fifteen days; 4 double laboratory periods and 8 single periods a week; 3 credits.

MR. CHAPPELL

A study is made of the compounds of carbon and of the theories governing their reactions. Some of the more important compounds are prepared in the laboratory and their reactions studied.

Prerequisite: Chem. 131-132-133. Laboratory fee: $4.00.

Chem. 232. Chemistry of the Carbon Compounds.—First term; second fifteen days; 4 double laboratory periods and 8 single periods a week; 3 credits.

MR. CHAPPELL

A continuation of Chemistry 231.

Prerequisite: Chem. 231. Laboratory fee: $4.00.

Courses Offered Second Term

Chem. 132. General Chemistry.—Second term; first fifteen days; 4 double laboratory periods and 8 single periods a week; 3 credits.

MR. CHAPPELL

This course is a continuation of Chem. 131, with further study of the non-metallic elements. A brief introduction is given to the chemistry of carbon and some of its compounds.

Prerequisite: Chem. 131. Laboratory fee: $3.00.

Chem. 133. General Chemistry.—Second term; second fifteen days; 4 double laboratory periods and 8 single periods a week; 3 credits.

MR. CHAPPELL

A study of the more common metallic elements and their compounds. It is the conclusion of the work usually offered in the first year of college chemistry.

Prerequisite: Chem. 131-132. Laboratory fee: $3.00.

Chem. 233. Biochemistry.—Second term; 2 double laboratory periods and 4 single periods a week; 3 credits.

MR. CHAPPELL

A study of the applications of chemistry to living processes. It includes a study of the various foodstuffs, their digestion and metabolism, bodily secretions and excretions, animal calorimetry and nutrition.

Prerequisite: Chem. 231-232. Laboratory fee: $4.00.
V. Department of Education, Psychology, and Philosophy

COURSES OFFERED FIRST TERM

A. Education

Ed. 310. Co-Curricular Activities.—First term; daily; 3 credits.

For principals and teachers in secondary schools. Some factors or topics to be considered are: student council, home room, class organizations, school clubs, assembly, commencement, the activities period, school publications, athletic games and contests, financing co-curricular activities, the point system, dramatics, school band, and safety patrol.

Ed. 331. Secondary Education. —First term; daily; 3 credits.

A study of the history and principles of secondary education, with application to needs of adolescent pupils. The classroom teacher’s guidance responsibilities are emphasized.

Ed. 350. The Virginia Elementary Program.—First term; 2 hours daily; 6 credits.

This is a refresher course for experienced teachers coming back into the schools. Students will become familiar with the revised edition of The Course of Study for Virginia Elementary Schools. Readings and discussions will be definitely related to observations in the College elementary schools. Conferences will be scheduled with the faculty concerning recent developments in subject matter fields. Observations in the Training School.

Ed. 381-382. High School Guidance Practices.—First term; 2 periods daily; 6 credits.

This course will give an over-all view of adequate guidance services, including: basic principles; the identification of pupil guidance problems; the development and use of the individual pupil inventory; the selection, administration, and interpretation of appropriate standard tests; counseling; and, the organization and administration of the guidance program.

Ed. 384. Guidance in the Elementary School.—First term; daily; 3 credits.

Elementary school teachers and administrators must accept a share of the responsibility for developing adequate guidance services for pupils from the time they enter the public school until they leave. A knowledge of the special techniques to be used in the study of children and those to be employed in counseling individual pupils becomes a necessity for every person engaged in elementary school work. To meet the need, this new course has been designed.

In addition to a survey of the literature in the field of guidance, students will be encouraged to work on problems representative of their local situations.
Ed. 405. **The Elementary School Child.**—*First term; daily; 3 credits.*

**MISS SEEGER**

In this course an intensive study of the development of the elementary school child will be made, through readings including scientific studies and observations. A course in general psychology is prerequisite.

Ed. 415. **Public Relations Program of the School.**—*First term; daily; 3 credits.*

**MR. PENCE**

Some factors that make for the public approval and disapproval of the school will be considered. Topics to be considered are: co-curricular activities, school morale, expenditures of school moneys, pressure groups, cooperation with the press and other community agencies, clubs, parent-teacher organizations, and school handbooks. For principals and teachers of high and elementary schools.

Ed. 419. **Education of Handicapped and Gifted Children.**—*First term; daily; 3 credits.*

**MR. PENCE**

This course is designed for all teachers interested in meeting the needs of all the members of their groups. Special consideration will be given to children who are handicapped physically, socially, and mentally, as well as to those who are gifted. Considerable attention will be given to truancy, delinquency, and diagnostic and remedial teaching in relation to handicapped and gifted children.

Ed. 420. **Directed Teaching.**—*First term; daily; 6 credits.*

**MR. HOUNCHELL AND SUPERVISORS**

Gives experience in teaching under public school conditions with emphasis on the use of the Virginia curricula. One group conference will be arranged each week. Advanced registration is necessary. Write Mr. Paul Hounchell, Director of Training.

This course is for seniors in Curricula I, II, III, V, and VI. Students who also complete Ed. 425 in the second term will be credited with Ed. 435, *Directed Teaching*, which is a standard 9 credit course offered in the winter session. Ed. 425, *Directed Teaching*, is offered for those needing only 3 credits in the first term. Students from other colleges should see page 27 of this bulletin for a statement concerning prerequisites and credits.

Ed. 461. **Foundations of Education.**—*First term; daily; 3 credits.*

**MR. HAMRICK**

An historical approach to the rise of organized education in western society, with emphasis upon basic sources of theory and practice as found in psychology, economics, government, religion, sociology, and science.
Ed. 462. Foundations of Education.—First term; daily; 3 credits.

MR. HAMRICK

A study of the major philosophical determinants and viewpoints of modern education. Intended as a cultural and evaluative approach to practical problems of the teaching profession. This is the second unit in Ed. 461-462-463.

Ed. 463. Foundations of Education.—First term; daily; 3 credits.

MR. HAMRICK

A study of the nature of democracy and its bearings upon the evolving educational process. Intended as an enrichment of the student's appreciation and understanding of the role of education and of the teacher in America today. This is the third unit in Ed. 461-462-463.

Ed. 485. Language in the Elementary School.—First term; daily; 3 credits.

MRS. RYAN

This is a survey course in materials and methods in language in the elementary school. Topics include the place of oral English, creative writing, usage, and principles of composition and grammar needed in the elementary school. There will be regular observations in the Training School. Newer textbooks in language will be examined.

B. Psychology and Philosophy

*Psy. 221. General Psychology.—First term; daily; 3 credits.

MR. SHORTS

A study of the physical and mental bases of human behavior with applications to the students' own problems and to the problems of the growing child. Required in all curricula.

*Psy. 222. General Psychology.—First term; daily; 3 credits.

MR. SHORTS

Develops the major problems of educational psychology, particularly the learning process and the recognition of, and provision for, individual differences. Should be preceded by, or parallel with Psy. 221. Required in all curricula.

*Students are advised to take the whole sequence Psy. 221-222-223. Psy. 223 is given the second term.
PSY. 322. **Abnormal Psychology.**—*First term; daily; 3 credits.*

MR. SHORTS

Presents the subject in three natural divisions: first, a study of feeblemindedness with its accompanying educational and social problems; second, the milder forms of mental deviation including neurasthenia, hysteria, etc., with a study of their recognition, prevention, and treatment; third, the more serious types of psychoses requiring institutional treatment. Attention will be paid to such milder forms of abnormality as appear among school children. **Prerequisite:** Psy. 221 or equivalent.

PSY. 323. **Psychology of Personality.**—*First term; daily; 3 credits.*

MISS SEEGER

The practical analysis of the elements in, and cultivation of, the normal, wholesome personality. Particularly recommended to teachers who wish to understand their children better. **Prerequisite:** Psy. 221 or equivalent.

**Courses Offered Second Term**

**A. Education**

**Ed. 383. High School Guidance Practices.**—*Second term; daily; 3 credits.*

MR. EAGLE

A survey of the fields of work in the U. S. with consideration of requirements for entrance, trends in vocations, and methods of presenting such information to pupils will constitute one part of the course. Placement, follow-up procedures, and clinical guidance experiences will complete the offering.

**Ed. 387. Use of Environmental Resources.**—*Second term; daily; 3 credits.*

MISS ELIASON

This course aims to give the student a broad opportunity to study at first hand, the various environmental resources for the teacher's use; not only fauna and flora, but also human resources, people and institutions. Field trips, readings, individual projects.

**Ed. 392. The Public School Curriculum.**—*Second term; daily; 3 credits.*

MR. HOUNCHELL

Scope and organization of the Virginia curriculum. Changes in subject matter emphases—recent, present, and pending. Study of published materials for Virginia program by grades and subjects. Unit organization and teaching by units. Activities as part of the school program. Individual problems will be worked out according to interests of the members of the group. Substitute for Ed. 312 or Ed. 332. Observations in the Training School. Open to students with teaching experience in Curriculum I.

**Ed. 393. Classroom Management and Teaching.**—*Second term; daily; 3 credits.*

MR. HOUNCHELL

Study of the responsibilities of the classroom teacher in caring for children and causing learning. Planning and use of materials, including the place of unit organization and teaching by units. Emphasis upon assignment, direction of study, activities program. Observations in Training School. The latest Virginia elementary and secondary manuals of the Course of Study will be used according to need. May be substituted for Ed. 313 or Ed. 333.
Ed. 425. DIRECTED TEACHING.—Second term; daily; 3 credits.
Mr. HOUNCHELL AND SUPERVISORS

This course with Ed. 420 completes the 9 hours of supervised teaching required for the Collegiate Professional certificate. Such students will be credited with Ed. 435 as in the winter session. One group conference each week will be arranged. Advanced registration is necessary. Write Mr. Paul Hounchell, Director of Training. Ed. 420 is offered for those needing 6 credits in the second term.

This course is for seniors in Curricula I, II, III, V, and VI. Students from other colleges should see page 27 of this bulletin for a statement concerning prerequisites and credits.

Ed. 461. FOUNDATIONS OF EDUCATION.—Second term; daily; 3 credits.
Mr. HAMRICK

An historical approach to the rise of organized education in western society, with emphasis upon basic sources of theory and practice as found in psychology, economics, government, religion, sociology, and science.

Ed. 462. FOUNDATIONS OF MODERN EDUCATION.—Second term; daily; 3 credits.
Mr. HAMRICK

A study of the major philosophical determinants and viewpoints of modern education. Intended as a cultural and evaluative approach to practical problems of the teaching profession. This is the second unit in Ed. 461-462-463.

Ed. 463. FOUNDATIONS OF MODERN EDUCATION.—Second term; daily; 3 credits.
Mr. HAMRICK

A study of the nature of democracy and its bearings upon the evolving educational process. Intended as an enrichment of the student’s appreciation and understanding of the role of education and of the teacher in America today. This is the third unit in Ed. 461-462-463.

Ed. 490. NEW DEVELOPMENTS IN TEACHING READING.—Second term; daily; 3 credits.
Miss ELIASON

A survey of reading problems with opportunity to make a special investigation of a specific problem such as reading readiness. Examination of new children’s readers and of devices for studying eye behavior. Observations in the campus school, including participation in the diagnosis and correction of reading difficulties.

B. PSYCHOLOGY

Psy. 223. GENERAL PSYCHOLOGY.—Second term; daily; 3 credits.
Mr. SHORTS

Lays special emphasis on the problems—emotional, social, moral, religious, of the boy and girl. Also considers further problems of educational psychology. Prerequisite: Psy. 221, or its equivalent.

Psy. 323. PSYCHOLOGY OF PERSONALITY.—Second term; daily; 3 credits.
Mr. SHORTS

Deals with the development of human personality, particularly in its earlier stages. The implications of mental hygiene for the school child and for the teacher will be studied. Special emphasis will be placed in the inter-play of original nature and the various forces of environment and of society on the development of the integrated personality.
VI. Department of English Language and Literature

COURSES OFFERED FIRST TERM

ENG. 131. FRESHMAN ENGLISH (I).—First term; daily; 3 credits (3 sections).
MISS BOJE, MR. LOGAN

Principles of grammar that function in the single paragraph and other service forms of composition. An introduction to the best procedures for effective use of the library.

ENG. 132. FRESHMAN ENGLISH (II).—First term; daily; 3 credits.
MR. HUFFMAN

Skill in the selection of material and its organization into finished prose compositions of some length, including the directed preparation of a research paper.

ENG. 221. TYPES OF MODERN LITERATURE (I).—First term; daily; 3 credits.
MR. HUFFMAN

The aim is to stimulate interest and arouse appreciation for literature and to give the student criteria for estimating true values. Readings in short stories and novels.

ENG. 222. TYPES OF MODERN LITERATURE (II).—First term; daily; 3 credits.
MR. LOGAN

This course, designed to provide wide reading experience, is concerned in its second part with plays and biographies.

ENG. 223. TYPES OF MODERN LITERATURE (III).—First term; daily; 3 credits.
MISS BOJE

The third part of this course continues its stimulation of wide reading interests through a study of poems and essays by American, English, and European authors.

ENG. 251. A SURVEY OF CHILDREN’S LITERATURE.—First term; daily; 3 credits.
MISS SEEGER

Traditional literature—folk tales, myths, fables, legends, ballads, romances.

ENG. 321. A SURVEY OF DRAMA.—First term; daily; 3 credits.
MR. HUFFMAN

The development of drama is traced from its origin through Greek, Roman, French, and English literature to the present. Exclusive of Shakespeare, plays are read which illustrate principles of structure and growth. The structure of the physical theatre is explained in its bearing on the character of drama.
Eng. 371. Oral Interpretation (I).—First term; daily; 3 credits. (2 sections).

A study of the technique of effective reading, aiming at skill in reading both aloud and silently; the correction of speech defects; the study of elementary phonetics; the acquiring of a pleasing platform manner; the training of the sense of literary appreciation.

Eng. 381. Public Speaking.—First term; daily; 3 credits.

The study of modern extemporaneous public speaking, especially designed for teachers. Practice in the gathering of material and the delivery of speeches, involving the problems of attention, interest and basic planning; numerous impromptu talks on subjects of current interest, conducted according to parliamentary rules. Speeches will be recorded and analyzed.

Courses Offered Second Term

Eng. 132. Freshman English (II).—Second term; daily; 3 credits. (2 sections).

Skill in the selection of material and its organization into finished prose compositions of some length, including the directed preparation of a research paper.

Eng. 133. Freshman English (III).—Second term; daily; 3 credits.

Abundant practice is provided in the writing of various types: essays, episodes, sketches, letters, dialogue, and verse. Desirable habits of reading are also encouraged.

Eng. 241. Survey of American Literature (I).—Second term; daily; 3 credits.

A general survey of American literature up to 1850, with readings, discussions, and reports.

Eng. 253. Literature for Children.—Second term; daily; 3 credits.

Contemporary literature for children, including the Newbery prize awards. Emphasis is placed on the means of stimulating and improving children's reading interests. Required in Curriculum I.

Eng. 323. Shakespeare's Tragedies.—Second term; daily; 3 credits.

Five or six of Shakespeare's greatest tragedies are read. Research on topics related to the subject matter of the course is required.
VII. Department of Geography

Courses Offered First Term

Geog. 315. Global Geography.—First term; daily; 3 credits.

MR. HANSON

Stressing geographic principles and processes as they influence different peoples in their economic undertakings, this global study gives attention to world trade and international contacts as affected by modern transportation.

Geog. 331. Man’s Physical World.—First term; daily; 3 credits.

MR. HANSON

The course begins with special attention to minerals, rocks, and soils. This is followed by studying map-production and standard time. Earth features, planets and stars are other topics studied. Throughout the course, stress is given to the influence of each factor upon the modes of living, industries, institutions, and distribution of peoples.

Geog. 332. Climates and Man.—First term; daily; 3 credits.

MR. HANSON

A world survey course organized to study climatic regions. The chief types of climate, their characteristics and distribution, with man’s response to each type are studied.

Courses Offered Second Term

Geog. 343. Geography of Latin America.—Second term; daily; 3 credits.

MR. HANSON

A study of the countries of Latin America which purposes to describe how the people of each country are influenced by the position of the country, its relief, its climate, and its resources. For different economic areas, the extent to which their natural assets and limitations may influence interregional and intercontinental trade, especially with North America, is stressed.

Geog. 345. Geography of Virginia.—Second term; daily; 3 credits.

MR. HANSON

Linked with a study of the natural environment, the course will consider the natural resources of the state as they influence the present occupations. Also, some study will be made of probable future developments.

Geog. 410. World Trade.—Second term; daily; 3 credits.

MR. HANSON

This course considers production, trade, and international relations as affected by such factors as physical environment, human differences, population distribution, capital equipment, and governmental agencies.
VIII. Department of Health and Physical Education

A. Health Education

Courses Offered First Term

H. Ed. 345. Hygiene.—*First term; daily; 3 credits.*

MISS SAVAGE

A study of the principles of wholesome living and their application to
the individual’s own life. Ways for improvement of health and prevention
of disease are discussed.

H. Ed. 370. Health Education.—*First term; daily; 3 credits.*

DR. MONGER

A course in the teaching of health, designed to meet the requirements
of the West law.

B. Physical Education

Courses Offered First Term

P. E. 261A. Elementary Swimming for Women.—*First
term; 5 periods a week; 1 credit.*

MISS SAVAGE

A course for those who do not know how to swim. The subject matter
of the course is arranged to suit the needs of the students in the class.

P. E. 320. Safety and First Aid.—*First term; daily; 3
credits.*

MISS SAVAGE

A course dealing with the various phases of accident prevention, school
procedures to promote safety, and first aid. The standard Red Cross work
in first aid is taught and a certificate can be obtained.

A. Health Education

Courses Offered Second Term

H. Ed. 345. Hygiene.—*Second term; daily; 3 credits.*

MISS SAVAGE

A study of the principles of wholesome living and their application to
the individual’s own life. Ways for improvement of health and prevention
of disease are discussed.

H. Ed. 370. Health Education.—*Second term; daily; 3
credits.*

DR. MONGER

A course in the teaching of health to meet the requirements of the
West law.
B. Physical Education

Courses Offered Second Term

P. E. 262A. Intermediate Swimming for Women.—Second term; 5 periods a week; 1 credit.

MISS SAVAGE

A course for those who have learned to swim. The subject matter of the course is arranged to meet the needs of the students in the class.

P. E. 320. Safety and First Aid.—Second term; daily; 3 credits.

MISS SAVAGE

A course dealing with the various phases of accident prevention, school procedures to promote safety, and first aid. The standard Red Cross work in first aid is taught and a certificate can be obtained.

IX. Department of History and Social Science

Courses Offered First Term

S. S. 151. American Government.—First term; daily; 3 credits.

MR. SMITH

This course deals with the constitutional basis of government in the United States, the nature of the federal system, and the instrumentalities of popular control.

S. S. 152. American Government.—First term; daily; 3 credits.

MR. SMITH

This course is a continuation of S. S. 151 and deals largely with the structure and functions of our federal government.

S. S. 161. American History: Early Period.—First term; daily; 3 credits.

MR. McILWRAITH

This course is a survey of American history from its early beginnings to the Jacksonian Era.
S. S. 311. History of Virginia.—First term; daily; 3 credits.

MR. SMITH

The purpose of this course is to give the student an understanding of Virginia communities. The history of the state is woven into the background of Virginia's social, economic, and political problems of to-day. The course is largely informative, but emphasis is given to the role of the teacher in the community. The first quarter is devoted largely to the geography of Virginia, a historical summary, and to the evolution and structure of Virginia's government. Required in Curriculum I and elective for other students.

S. S. 341. Europe from 1500 to 1789.—First term; daily; 3 credits.

MR. McILWRAITH

This course covers from the Reformation to the French Revolution. Special attention is given to the political, economic, social, and colonial changes of the period.

S. S. 360. Current Public Affairs.—First term; daily; 3 credits.

MR. McILWRAITH

This course, based upon a survey of present-day problems, aims to develop a proper evaluation of current magazine and newspaper reading. Students in this course will observe the demonstration of the new curriculum in the Training School.

S. S. 392. Russia.—First term; daily; 3 credits.

MR. FREDERIKSON

The purpose of this course is to acquaint the student with the history, culture, and significance of Russia. Emphasis is given to the political, economic and social structure of Russia and the growing role of that nation in World affairs.

S. S. 471. Social Problems.—First term; daily; 3 credits.

MR. FREDERIKSON

This course aims to acquaint the student with outstanding social problems such as those connected with crime, illiteracy, recreation, accidents, physical and mental deficiencies and diseases, population quality, race, propaganda, leadership, and prevention of war. This course may be substituted for S. S. 312.

S. S. 472. Economic Problems.—First term; daily; 3 credits.

MR. FREDERIKSON

This course is designed to acquaint the student with the nature of the American economic order and also to inform him of the characteristics of the rival economic systems of socialism, communism, and fascism. Special stress is placed upon labor and production problems associated with the present war and attention is given to the relationship of government to business.
**Courses Offered Second Term**

S. S. 153. **American Government.**—*Second term; daily; 3 credits.*

**MR. SMITH**

This course is a continuation of S. S. 152 and deals largely with the services and functions of our state and local governments.

S. S. 162. **American History: Middle Period.**—*Second term; daily; 3 credits.*

**MR. SMITH**

This course covers the period from the Jacksonian Era to the Spanish-American War.

S. S. 163. **American History: Recent Period.**—*Second term; daily; 3 credits.*

**MR. FREDERIKSON**

This course deals with the political, social, and economic history of the United States since the Spanish-American War.

S. S. 320. **History of American Foreign Relations.**—*Second term; daily; 3 credits.*

**MR. SMITH**

The object of this course is to give the student a broad outline of our country's foreign policies and relations from the Revolutionary Period to the present time.

S. S. 342. **Europe from 1789 to 1878.**—*Second term; daily; 3 credits.*

**MR. McILWRAITH**

A study of Europe from the French Revolution to the Congress of Berlin. Stress is laid on the democratic and nationalistic movements.

S. S. 343. **Europe from 1878 to the Present.**—*Second term; daily; 3 credits.*

**MR. McILWRAITH**

This course covers European history from the Congress of Berlin to the present. Emphasis will be placed upon the nationalistic and imperialistic rivalries of the leading world powers.

S. S. 360. **Current Public Affairs.**—*Second term; daily; 3 credits.*

**MR. McILWRAITH**

This course, based upon a survey of present-day problems, aims to develop a proper evaluation of current magazine and newspaper reading. Students in this course will observe the demonstration of the new curriculum in the Training School.
S. S. 393. **THE FAR EAST**.—*Second term; daily; 3 credits.*

MR. FREDERIKSON

The purpose of this course is to acquaint the student with the history, culture, and significance of the countries of Asia. Attention is given to the role of the Far East in the post-war world and also to the awakening nationalism among Asiatic peoples, especially in India and China.

S. S. 473. **ECONOMIC PROBLEMS**.—*Second term; daily; 3 credits.*

MR. FREDERIKSON

This course deals with a number of the more important economic problems. Special attention is given to inflation, taxation, public debt, and post-war business, labor, and agricultural adjustments.

X. **Department of Home Economics**

**Courses Offered First Term**

H. E. 303. **HOME ECONOMICS FOR TEACHERS OF THE ELEMENTARY SCHOOL**.—*First term; daily; 3 credits.*

MRS. VARNER

This course deals with the principles of planning and furnishing the home, the care of the house, and problems in arrangement and budgeting. It is the third quarter of a year's course in home economics and is planned around the activities of the home to meet the problems of the new curriculum in the elementary grades. Materials fee: $1.00.

H. E. 310. **SOCIAL AND FAMILY RELATIONSHIPS**.—*First term; daily; 3 credits.*

MRS. VARNER

This is a course dealing with the relationships within the family group and the relationships between home and society at large. It includes a brief survey of the development of the family as a social unit, and the psychological, social, and economic problems arising in the modern family. Open to juniors and seniors in all curricula.

Ed. 400. **CHILD DEVELOPMENT**.—*First term; daily; 3 credits.*

MRS. VARNER

A study is made of factors involved in physical, mental, social, and emotional development of the young child. Special emphasis will be given to the importance of home relationships. The kindergarten, first grade, and nursery schools of Harrisonburg will be used for observation studies. Each student will also observe a baby in a home. Open to all students.
H. E. 450. Directed Institution Management.—First term; 9 credits.
No credit will be given until 9 credits have been completed.

MISS GLADIN

Directed Institution Management.
This course is designed to give the student, under supervision, an opportunity to participate in each phase of the management of a large food unit. The preparation and serving of teas, luncheons, and dinners as they pertain to the social life of the college form a part of the student's experience.

Quantity Cookery.
This course gives the student experience in the preparation of food for large food groups. Large quantity recipes, menus suited to needs and the conditions pertaining to a large food unit are studied. Market lists are made out; supplies requisitioned; and the food actually prepared in the college kitchen and tea room. Quantity Cookery is given with Directed Institution Management.

Courses Offered Second Term

H. E. 300. Consumer Problems.—Second term; daily; 3 credits.

MISS SIEG

This course is designed to help the student solve personal and household problems of consumption efficiently through acquaintance with recent publications in the field of buying. Special consideration is given standardization of merchandise, branding and labeling, specifications, advertising, and special household commodity information. Open to juniors and seniors in all curricula.

H. E. 301. Home Economics for Teachers of the Elementary School.—Second term; 2 double and 4 single periods a week; 3 credits.

MISS SIEG

This course is organized around the home economics activities of the new curriculum of the elementary school. It deals with fundamental principles of nutrition, food preparation, and serving. Some observation in the elementary grades will be provided so those who take this course can see the use made of home economics subject matter and activities in the integrated program. Laboratory fee: $3.00.

H. E. 302. Home Economics for Teachers of the Elementary School.—Second term; 2 double and 4 single periods a week; 3 credits.

MISS SIEG

This course represents a quarter's work of a year's course in home economics especially designed for elementary school teachers. The emphasis is on clothing selection and construction, with some study of textiles. Handwork which is recommended by the Virginia Course of Study for the elementary grades is emphasized. Laboratory fee: $2.00.

No credit will be given until 9 credits have been completed.

Directed Institution Management.

This course is designed to give the student, under supervision, an opportunity to participate in each phase of the management of a large food unit. The preparation and serving of teas, luncheons, and dinners as they pertain to the social life of the college form a part of the student's experience.

Quantity Cookery.

This course gives the student experience in the preparation of food for large food groups. Large quantity recipes, menus suited to needs and the conditions pertaining to a large food unit are studied. Market lists are made out; supplies requisitioned; and the food actually prepared in the college kitchen and tea room. Quantity Cookery is given with Directed Institution Management.

XI. Department of Library Science

The Library Science Department offers courses for the preparation of teacher-librarians in Virginia schools. The Collegiate Professional Certificate will be endorsed by the State Board of Education for serving as librarian in schools with 200 students or less upon presentation of six college session hours of credit. Six courses are necessary for this endorsement; they must include L. S. 341, 342, 371 and Eng. 251 or 253.

Courses Offered First Term


MISS MILLER

Examination and discussion of books and other materials of instruction for the secondary school. Students will prepare lists of materials for selected units of instruction.


MISS HOOVER

This course offers the in-service as well as the pre-service teacher or librarian an opportunity to become acquainted with the many types of audio-visual teaching materials now being used in public schools. Attention is given to (1) the role and status of auditory and visual aids in assisting the achievement of educational objectives; (2) principles involved in the selection and evaluation of audio-visual materials for specific educational purposes; (3) techniques for utilizing audio-visual materials in the classroom; (4) mechanical aspects of the operation of projectors and other types of equipment. (This course may not be taken for credit by those who have taken A. V. 300 or Ed. 300 in previous summers.)
L. S. 371. Reference and Bibliography.—First term; daily; 3 credits.

MR. McMULLEN

A study of encyclopedias, dictionaries, yearbooks, periodical indexes and other reference books. Methods of teaching the use of books and libraries will also be considered.

Eng. 251. A Survey of Children's Literature.—First term; daily; 3 credits.

MISS SEEGER

(See English Department for full description of this course.)

Courses Offered Second Term

L. S. 341. Teaching Materials for the Elementary School.—Second term; daily; 3 credits.

MISS BOAZ

Examination and discussion of books and other materials of instruction for the elementary school. Students will prepare lists of materials for selected units of instruction.

L. S. 343. Audio-Visual Materials.—Second term; daily; 3 credits.

MISS HOOVER

This course offers the in-service as well as the pre-service teacher or librarian an opportunity to become acquainted with the many types of audio-visual teaching materials now being used in public schools. Attention is given to (1) the role and status of auditory and visual aids in assisting the achievement of educational objectives; (2) principles involved in the selection and evaluation of audio-visual materials for specific educational purposes; (3) techniques for utilizing audio-visual materials in the classroom; (4) mechanical aspects of the operation of projectors and other types of equipment. (This course may not be taken for credit by those who have taken A. V. 300 or Ed. 300 in previous summers.)

L. S. 372. Administration of School Libraries.—Second term; daily; 3 credits.

MISS HOOVER

The functions, organization, planning, equipment, and management of the small school library.

L. S. 373. Classification and Cataloging.—Second term; daily; 3 credits.

MISS BOAZ

A study of the principles and methods of the preparation of books for use in small libraries. Students will classify and catalog under supervision. Ability to use a typewriter is important.

Eng. 253. Literature for Children.—Second term; daily; 3 credits.

MISS ELIASON

(See English Department for full description of this course.)
XII. Department of Mathematics

Courses Offered First Term

Math. 121. General Mathematics.—First term; daily; 3 credits.  
Mr. Ikenberry

This course is designed to give teachers of the elementary schools a connected idea of the subject matter of arithmetic with particular emphasis on its nature, significance, and use. Additional topics are chosen to show the development of arithmetic and its place in human culture and to provide for the teacher an enriched background of mathematical experience.

Math. 122. General Mathematics.—First term; daily; 3 credits.  
Mr. Ikenberry

This course is a continuation of Mathematics 121 but does not presuppose a knowledge of Mathematics 121.

Math. 131.* College Algebra.—First term; daily; 3 credits.  
Mr. Ikenberry

This course includes a rapid summary of the topics of elementary algebra followed by synthetic division, the remainder theorem, the factor theorem, theory of equations, solution of equations of degree higher than the second degree, binomial theorem and logarithms.

Courses Offered Second Term

Math. 123. General Mathematics.—Second term; daily; 3 credits.  
Mr. Ikenberry

This course is a continuation of Mathematics 121 and 122 but does not presuppose a knowledge of either.

Math. 132.* College Algebra.—Second term; daily; 3 credits.  
Mr. Ikenberry

This course contains such topics as determinants, arithmetic and geometric series, inversion of series, logarithms, partial fractions, permutations and combinations, probability, and the mathematics of investment.

Math. 133.* Trigonometry.—Second term; daily; 3 credits.  
Mr. Ikenberry

This is a course in the essentials of Plane Trigonometry.

*For those students taking Math. 131-132-133 as a year's course, the prerequisite will be one year of algebra and one year of plane geometry.
XIII. Department of Music

APPLIED MUSIC

Opportunity is offered for individual instruction in applied music; namely, piano, voice, organ, and orchestral instruments. Nine hours of credit in applied music may be offered for the B.S. and A.B. degrees. Thirty-six hours may be offered toward the B.M. degree. Music teachers will be given special help in the selection of the more modern materials, and in methods to improve their teaching efficiency.

FEES—INDIVIDUAL INSTRUCTION

For individual lessons in music—voice, piano, organ, or orchestral instruments, the tuition will be as follows:

<table>
<thead>
<tr>
<th>Instruction in Voice-Piano</th>
<th>Practice Charge</th>
<th>Total Charge</th>
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<tr>
<td>orchestral instruments</td>
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<tr>
<td>22 lessons per quarter</td>
<td>$25.00</td>
<td>$3.00</td>
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<tr>
<td>11 lessons per quarter</td>
<td>13.00</td>
<td>3.00</td>
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<tr>
<td>1 to 10 lessons per quarter</td>
<td>1.25 per lesson</td>
<td>.15 per lesson</td>
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<table>
<thead>
<tr>
<th>Instruction in Organ Practice</th>
<th>Total Charge</th>
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</thead>
<tbody>
<tr>
<td>22 lessons per quarter</td>
<td>$25.00</td>
</tr>
<tr>
<td>11 lessons per quarter</td>
<td>13.00</td>
</tr>
<tr>
<td>1 to 10 lessons per quarter</td>
<td>1.25 per lesson</td>
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The number of lessons each student wishes to take will be arranged with instructors at the time of registration.

A registration fee of $5.00 is charged music students who take only courses given as private or individual instruction if they desire and are qualified for college credit for such course or courses.

PIANO 111, 211, 311, 411.—First term; 1 credit.

MISS HARRIS

The work in piano is suited to the needs of the individual with special attention given to the fundamentals of correct technique. Every effort is made to acquaint the student with the best in piano literature and to inculcate an appreciation for piano music in general.
Above—Second Floor of Library
Below—Browsing Room
 grade teachers may secure individual help from staff members in organizing or having the help of a music specialist. Daily observation in the training of procedures for the building of desirable attitudes, skills and habits. Use of song records for aiding teachers who do not sing or play piano and planning their work for the coming year. Fee $12.50.

A study and observation of the musical responsiveness and needs of younger children and of appropriate experiences that can be provided them by the non-specialized grade teacher. Relationships of the special music teacher and the classroom teacher. The selecting of material and adapting of procedures for the building of desirable attitudes, skills and habits. Using music to enrich other school experiences. Becoming acquainted with the use of song records for aiding teachers who do not sing or play piano or have the help of a music specialist. Daily observation in the training school. Discussion, reading and the acquisition of fundamental skills in bodily rhythm, playing and singing. Special music teachers who supervise grade teachers may secure individual help from staff members in organizing and planning their work for the coming year. Fee $12.50.
Courses Offered Second Term

Mus. 240. Folk Music.—Second term; daily; 3 credits.  
MISS SHAEFFER

Folk songs are interesting and appropriate for all school programs and music activities. This course should be of special interest to those majoring in physical education, English, social science, and music. Traditional Ballads, White Spirituals, and songs from the Latin-American countries are among those which are studied.

No previous study of music will be required.

Mus. 250. Music Essentials.—Second term; daily; 3 credits.  
MISS SHAEFFER

The fundamentals and elementary theory needed to teach music as outlined in the State Course of Study will be surveyed and studied. Some new song material will be learned. Individual help will be given to assist in those problems in music which occur in all schools. With the growing interest in music throughout Virginia, all elementary teachers need the experiences offered in this course.

Mus. 270. Listening to Music.—Second term; daily; 3 credits  
MISS SHAEFFER

Endeavor will be made to provide an acquaintance and general understanding of music through listening to various examples of music literature from the simplest folk dance to the more complex forms of opera, symphony, and others. Stringham's "Listening to Music Creatively" will serve as a guide and outline. No technical knowledge of music is needed as a prerequisite to the course. This is a continuation of Music 260 given the first term but can be taken without having had the first term's work.

—Three weeks; July 21st through August 9th. From 7:30 to 12:30 daily in Harrison Hall and Main Street School. 6 credits.  
MR. RICHMAN, MR. GILDERSEELE, AND OTHERS

Study of the activities and materials suitable for older pupils which can be provided them by non-specialized grade teachers. The activities are singing, listening, playing, dancing, marching, creating, reading, and the relating of these to each other and to other school and home experiences in ways appropriate to the social and emotional maturity of pupils; also, using music in school programs, holiday celebrations, and the integrated program. Guiding and evaluating out-of-school radio and movie musical experiences will be discussed. Provision will be made for the individual differences existing between teachers, pupils, and types of schools. Particular attention will be given to the use of records for the teacher who does not sing or play piano. Daily observation in the training school. Discussion, reading and the acquisition of fundamental skills in folk dancing, playing and singing. Special music teachers who supervise grade teachers may
secure individual help from staff members in organizing and planning their work for the coming year. Fee: $12.50.

Special Note: In addition to the above summer school offering in music, a course in the PROBLEMS OF TEACHING INSTRUMENTAL MUSIC and one in FUNDAMENTALS OF HARMONY can also be provided if enough students make advance requests to justify either or both courses.

XIV. Department of Physics and Physical Science

P. S. 261-262-263. Fundamentals of Science. (Unit Course.)
This course is designed especially for prospective elementary teachers and is based on the State course of study. Science teaching materials and devices useful in the elementary and junior high school play a major role in the course. Each student develops projects and experiments for teaching the science content of the State course of study.

P. S. 351-352-353. General Physics. (Unit course.)
This course is recommended for all prospective teachers of science or for students planning to pursue a scientific career, and for other students who desire to make physics their science elective. Mechanics, heat, sound, light, and electricity are covered.

Courses Offered First Term

P. S. 261. First term; 2 double and 4 single periods a week; 3 credits. Laboratory fee: $3.00.  
MR. PITTMAN

P. S. 262. First term; 2 double and 4 single periods a week; 3 credits. Laboratory fee: $3.00.  
MR. PITTMAN

P. S. 351. First term; 2 double and 4 single periods a week; 3 credits. Laboratory fee: $3.00.  
MR. PITTMAN

Courses Offered Second Term

P. S. 263. Second term; 2 double and 4 single periods a week; 3 credits. Laboratory fee: $3.00.  
MR. PARTLOW

P. S. 352. Second term; 2 double and 4 single periods a week; 3 credits. Laboratory fee: $3.00.  
MR. PARTLOW

P. S. 353. Second term; 2 double and 4 single periods a week; 3 credits. Laboratory fee: $3.00.  
MR. PARTLOW
### PERIOD I—7:35-8:25

<table>
<thead>
<tr>
<th>CLASS</th>
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<td>Miller</td>
<td>TTh</td>
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<td>Sanders</td>
<td>MThF</td>
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<td>General Chemistry</td>
<td>Chappell</td>
<td>TTh</td>
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<td>Ed. 331</td>
<td>Secondary Education</td>
<td>Hounchell</td>
<td>Daily</td>
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<tr>
<td>Ed. 461</td>
<td>Foundations of Education</td>
<td>Hamrick</td>
<td>Daily</td>
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<tr>
<td>Eng. 321</td>
<td>A Survey of Drama</td>
<td>Huffman</td>
<td>Daily</td>
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<tr>
<td>Eng. 371a</td>
<td>Oral Interpretation (I)</td>
<td>Hanson</td>
<td>Daily</td>
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<tr>
<td>Geog. 315</td>
<td>Global Geography</td>
<td>Hoover</td>
<td>Daily</td>
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<td>L. S. 343</td>
<td>Audio-Visual Materials</td>
<td>Ikenberry</td>
<td>Daily</td>
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<td>Math. 122</td>
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### PERIOD II—8:30-9:20

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<td>Walker</td>
<td>Daily</td>
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<td>Miller</td>
<td>Daily</td>
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<td>Biol. 385</td>
<td>Biological Science in the Elementary School and in the Junior High School</td>
<td>Warren</td>
<td>Daily</td>
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<td>MTWThF</td>
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<td>Sanders</td>
<td>MTWTh</td>
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<tr>
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<td>General Chemistry</td>
<td>Chappell</td>
<td>Daily</td>
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<tr>
<td>*Ed. 350</td>
<td>The Virginia Elementary Program</td>
<td>Ryan</td>
<td>Daily</td>
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<td>*Ed. 381-382</td>
<td>High School Guidance Practices</td>
<td>Eagle</td>
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<td>Hamrick</td>
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<td>H. Ed. 345</td>
<td>Hygiene</td>
<td>Savage</td>
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<td>McMullen</td>
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<td>Shaeffer</td>
<td>Daily</td>
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<td>Psy. 221</td>
<td>General Psychology</td>
<td>Shorts</td>
<td>Daily</td>
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<td>S. S. 311</td>
<td>History of Virginia</td>
<td>Smith</td>
<td>Daily</td>
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<td>S. S. 471</td>
<td>Social Problems</td>
<td>Frederikson</td>
<td>Daily</td>
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†Room assignments are as follows: R stands for Reed Hall; W, for Wilson Hall; M, for Maury Hall; RG, for gymnasium in Reed Hall; AG, for gymnasium in Ashby Hall; JH, for basement in Johnston Hall; MR (with no number following) for the Music Room in Harrison Hall; WR (with no number following) for the Recording Studio in Wilson Hall; L, for Library; GR, Basement of Reed; Inf., Infirmary.

*Double period courses.
### PERIOD III—9:25-10:15

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<td>*Biol. 132</td>
<td>General Biology</td>
<td>Miller</td>
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<td>Chemistry of the Carbon</td>
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<td>*Ed. 350</td>
<td>The Virginia Educational Program</td>
<td>Ryan</td>
<td>Daily</td>
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<td>High School Guidance Practices</td>
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<td>Psy. 323</td>
<td>Psychology of Personality</td>
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<td>American Government</td>
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### PERIOD IV—10:20-11:10

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<td>*Art 361</td>
<td>Drawing and Painting</td>
<td>Walker</td>
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<td>Miller</td>
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<td>The Elementary School Child</td>
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<td>Foundations of Modern Education</td>
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<td>Eng. 131c</td>
<td>Freshman English (I)</td>
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<td>Pittman</td>
<td>Daily</td>
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<td>S. S. 472</td>
<td>Economic Problems</td>
<td>Frederikson</td>
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**PERIOD V—11:15-12:05**

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<td>Art Appreciation</td>
<td>Walker</td>
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<td>Biol. 380</td>
<td>Biology of Man and His Environment</td>
<td>Miller</td>
<td>Daily</td>
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<td>Sanders</td>
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<td>B. E. 493</td>
<td>Improvement of Instruction in Bookkeeping</td>
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<td>Language in the Elementary School</td>
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<td>Freshman English (II)</td>
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<td>Eng. 371B</td>
<td>Oral Interpretation (I)</td>
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<td>Climates and Man</td>
<td>Monger</td>
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<td>Psy. 322</td>
<td>Abnormal Psychology</td>
<td>Shorts</td>
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<td>S. S. 341</td>
<td>Europe from 1500 to 1789</td>
<td>McIlwraith</td>
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**PERIOD VI—12:10-1:00**

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<td>Office Machines</td>
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<td>M TWFS</td>
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<td>B. E. 361</td>
<td>Personnel Administration</td>
<td>Turille</td>
<td>Daily</td>
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<td>Co-curricular Activities in the Elementary School</td>
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<td>Eng. 131b</td>
<td>Freshman English (I)</td>
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<td>Eng. 251</td>
<td>A Survey of Children's Literature</td>
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<td>Daily</td>
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<tr>
<td>H. E. 310</td>
<td>Social and Family Relationships</td>
<td>Varner</td>
<td>Daily</td>
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<td>L. S. 342</td>
<td>Teaching Materials for the Secondary School</td>
<td>Miller</td>
<td>Daily</td>
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<td>Mus. 260</td>
<td>Listening to Music</td>
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<td>S. S. 161</td>
<td>American History</td>
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**PERIOD VII—2:00-3:00**

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# SCHEDULE OF CLASSES†—SUMMER 1947
## Second Term
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<td>Foundations of Modern Education</td>
<td>Hamrick</td>
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<td>W22</td>
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<td>Geog. 343</td>
<td>Geography of Latin America</td>
<td>Hanso</td>
<td>Daily</td>
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<td>Consumer Problems</td>
<td>Sieg</td>
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<td>Audio-visual Materials</td>
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### PERIOD II—8:30-9:20

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<td>The Public School</td>
<td>Hounchell</td>
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<td>Huffman</td>
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<td>Geography of Virginia</td>
<td>Hanson</td>
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<td>Hygiene</td>
<td>Savage</td>
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### PERIOD III—9:25-10:15

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<td>Sanders</td>
<td>MTWThF</td>
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<td>*B. E. 331 or 332</td>
<td>Advanced Shorthand</td>
<td>Turille</td>
<td>MTWF</td>
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<tr>
<td>*Chem. 132-133</td>
<td>General Chemistry</td>
<td>Chappell</td>
<td>Daily</td>
<td>M11-27</td>
</tr>
<tr>
<td>Ed. 383</td>
<td>High School Guidance Practices</td>
<td>Eagle</td>
<td>Daily</td>
<td>W8</td>
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<tr>
<td>Ed. 387</td>
<td>Use of Environmental Resources</td>
<td>Eliason</td>
<td>Daily</td>
<td>W24</td>
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<tr>
<td>Eng. 323</td>
<td>Shakespeare's Tragedies</td>
<td>Logan</td>
<td>Daily</td>
<td>W31</td>
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<tr>
<td>*H. Ec. 301</td>
<td>Home Economics for Teachers of the Elementary School</td>
<td>Sieg</td>
<td>Daily</td>
<td>M9</td>
</tr>
<tr>
<td>L. S. 372</td>
<td>Administration of School Libraries</td>
<td>Hoover</td>
<td>Daily</td>
<td>L1</td>
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<tr>
<td>P. E. 320</td>
<td>Safety and First Aid</td>
<td>Savage</td>
<td>Daily</td>
<td>R11</td>
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<td>Psy. 223</td>
<td>General Psychology</td>
<td>Shorts</td>
<td>Daily</td>
<td>W21</td>
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<tr>
<td>*P. S. 352</td>
<td>General Physics</td>
<td>Partlow</td>
<td>Daily</td>
<td>JH</td>
</tr>
<tr>
<td>S. S. 342</td>
<td>Europe from 1789 to 1878</td>
<td>Mcllwraith</td>
<td>Daily</td>
<td>R14</td>
</tr>
<tr>
<td>S. S. 393</td>
<td>The Far East</td>
<td>Frederikson</td>
<td>Daily</td>
<td>R12</td>
</tr>
</tbody>
</table>

†Room assignments are as follows: R stands for Reed Hall; W, for Wilson Hall; M, for Maury Hall; RG, for gymnasium in Reed Hall; AG, for gymnasium in Ashby Hall; JH, for basement in Johnston Hall; MR (with no number following) for the Music Room in Harrison Hall; WR (with no number following) for the Recording Studio in Wilson Hall; L, for Library; GR, Basement of Reed; Int., Infirmary.

*Double period courses.
### PERIOD IV—10:20-11:10

<table>
<thead>
<tr>
<th>CLASS</th>
<th>INSTRUCTOR</th>
<th>DAYS</th>
<th>ROOM</th>
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<tbody>
<tr>
<td>*Art 223</td>
<td>Art Structure</td>
<td>Aiken</td>
<td>MWF</td>
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<td>*Art 343</td>
<td>Crafts</td>
<td>Miller</td>
<td>TThS</td>
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<tr>
<td>Biol. 363</td>
<td>Heredity</td>
<td>Sanders</td>
<td>MTWTh</td>
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<tr>
<td>*B. E. 342 or 343</td>
<td>Accounting</td>
<td>Eng. 133</td>
<td>Daily</td>
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<tr>
<td>Ed. 463</td>
<td>Foundations of Modern</td>
<td>Ed. 490</td>
<td>Daily</td>
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<tr>
<td>Geog. 410</td>
<td>New Developments in</td>
<td>Eng. 133</td>
<td>Daily</td>
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<tr>
<td>*H. Ec. 301</td>
<td>World Trade</td>
<td>Geog. 410</td>
<td>Daily</td>
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<td>*H. Ec. 302</td>
<td>Home Economics for Teachers of the Elementary School</td>
<td>*H. Ec. 301</td>
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<td>L. S. 341</td>
<td>Teaching Materials for the Elementary School</td>
<td>*H. Ec. 302</td>
<td>M9</td>
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<tr>
<td>Math. 132</td>
<td>College Algebra</td>
<td>L. S. 341</td>
<td>WF</td>
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<td>*P. S. 352</td>
<td>General Physics</td>
<td>Math. 132</td>
<td>Daily</td>
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<tr>
<td>*P. S. 353</td>
<td>General Physics</td>
<td>*P. S. 352</td>
<td>Daily</td>
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<tr>
<td>S. S. 163</td>
<td>American History: Recent Period</td>
<td>S. S. 163</td>
<td>Daily</td>
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<tr>
<td>S. S. 343</td>
<td>Europe from 1878 to the Present</td>
<td>S. S. 343</td>
<td>Daily</td>
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### PERIOD V—11:15-12:05

<table>
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<tr>
<td>*Art 223</td>
<td>Art Structure</td>
<td>Aiken</td>
<td>Daily</td>
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<tr>
<td>*Biol. 390</td>
<td>Field Biology</td>
<td>Miller</td>
<td>Daily</td>
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<tr>
<td>B. E. 153</td>
<td>Business Mathematics</td>
<td>Sanders</td>
<td>Daily</td>
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<tr>
<td>B. E. 242</td>
<td>Business Correspondence</td>
<td>Turille</td>
<td>Daily</td>
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<tr>
<td>*Chem. 233</td>
<td>Biochemistry</td>
<td>Chappell</td>
<td>Daily</td>
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<tr>
<td>Ed. 393</td>
<td>Classroom Management in Teaching</td>
<td>Hounchell</td>
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<tr>
<td>Eng. 132a</td>
<td>Freshman English</td>
<td>Huffman</td>
<td>Daily</td>
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<tr>
<td>H. Ed. 370</td>
<td>Health Education</td>
<td>Monger</td>
<td>Daily</td>
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<td>*H. Ec. 302</td>
<td>Home Economics for Teachers of the Elementary School</td>
<td>Sieg</td>
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<td>P. E. 262A</td>
<td>Intermediate Swimming for Women</td>
<td>Savage</td>
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<td>Psy. 323</td>
<td>Psychology of Personality</td>
<td>Shorts</td>
<td>Daily</td>
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<tr>
<td>Math. 133</td>
<td>Trigonometry</td>
<td>Ikenberry</td>
<td>Daily</td>
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<td>Music 250</td>
<td>Music Essentials</td>
<td>Shaeffer</td>
<td>Daily</td>
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<td>*P. S. 353</td>
<td>General Physics</td>
<td>Partlow</td>
<td>Daily</td>
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<tr>
<td>S. S. 153</td>
<td>American Government</td>
<td>Smith</td>
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### PERIOD VI—12:10-1:00

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<tr>
<td>Art 313</td>
<td>Art Appreciation</td>
<td>Aiken</td>
<td>Daily</td>
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<tr>
<td>*Biol. 390</td>
<td>Field Biology</td>
<td>Miller</td>
<td>Daily</td>
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<tr>
<td>B. E. 331 or 332</td>
<td>Advanced Shorthand</td>
<td>Turille</td>
<td>MTW</td>
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<tr>
<td>or 333</td>
<td>*Chem. 233</td>
<td>Biochemistry</td>
<td>MTWF</td>
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<tr>
<td>Eng. 132b</td>
<td>Freshman English</td>
<td>Logan</td>
<td>TTh</td>
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<tr>
<td>Eng. 233</td>
<td>Literature for Children</td>
<td>Eliason</td>
<td>Daily</td>
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<tr>
<td>L. S. 373</td>
<td>Classification and Cataloging</td>
<td>Boaz</td>
<td>Daily</td>
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<tr>
<td>Mus. 270</td>
<td>Listening to Music</td>
<td>Shaeffer</td>
<td>Daily</td>
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<tr>
<td>S. S. 162</td>
<td>American History: Middle Period</td>
<td>Smith</td>
<td>Daily</td>
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<td>S. S. 360</td>
<td>Current Public Affairs</td>
<td>McIlwraith</td>
<td>Daily</td>
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### PERIOD VII—2:00-3:00

<table>
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<tr>
<th>CLASS</th>
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<tbody>
<tr>
<td>Assembly</td>
<td>W</td>
<td>W</td>
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</tbody>
</table>

APPLICATION
(Summer Quarter)

MADISON COLLEGE, HARRISONBURG, VIRGINIA

Date

Name
Age...
Post Office
Curriculum desired
Year of Curriculum...Quarter of Curriculum...
Graduate of what high school...
Was the school accredited at time of graduation?
If not a graduate, what certificate do you hold?

Desired roommate...

Registering for First, Second, or Both Terms...

DIRECTIONS TO STUDENTS

1. Please read carefully this Bulletin.

2. If you have not applied for admission to the summer quarter (unless you will live at home), please do so at once.

3. Students coming to Harrisonburg by train should purchase tickets either to Staunton, Va. (C. & O. Ry.) or to Elkton, Va. (N. & W. Ry.). If you wish the college to provide transportation from the railroad station to Harrisonburg, please notify the President’s Office. On arrival, give your baggage check to the college representative at the railroad station, or, if not given there, take it to the Business Manager’s Office on your arrival.

4. All day students should report for registration on Monday morning, June 16th, for the first term, and should report for registration for the second term on Saturday, July 19th.