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Bulletin Madison College, April, 1950

Madison College (Harrisonburg, Va.)

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A State College for the education of women. Men are admitted to the summer session.
Established 1908; annual enrollment 1,800; value of plant, $3,200,000.

CURRICULA OFFERED

For Teaching: Secondary, elementary, and kindergarten.
Liberal Arts: Leading to the standard A.B. and B. S. degrees.
Home Economics: Teachers, dietitians, home and commercial demonstrators.
Library Science: Full-time public school librarians; also courses for teacher-librarians.
Business Education: Teachers, secretaries, and general business workers.
Music: Teachers, supervisors, and directors of choral clubs, orchestras, and bands.
Pre-Professional: Preliminary to nursing, laboratory technology, dentistry, medicine, law, library, and personnel work.
BULLETIN MADISON COLLEGE

SUMMER SESSION

1950

JUNE 19—AUGUST 11
(Registration—June 19)

SPECIAL FEATURES

JUNE 19-JULY 14: Laboratory Course in Guidance for High School Teachers and Principals—Mr. Alfred K. Eagle, Director.

JULY 17-AUGUST 11: Laboratory Course in Guidance for Elementary School Teachers and Principals—Dr. Raymond Poindexter, Director.

JUNE 19-AUGUST 11: Laboratory Course for Elementary School Teachers—Miss Mary Louise Seeger, Director.

JULY 3-JULY 14: Workshop in Library Science—Miss Nancy Jane Day, Director.

JULY 10-JULY 22: Workshop in Health and Physical Education—Mrs. Luellen B. Hewitt, Director.


JUNE 19-AUGUST 11: Speech Correction and Speech Clinic—Dr. C. Raymond Van Dusen, Director.

JUNE 19-AUGUST 11: Courses in The Teaching of Reading—Miss Katherine Anthony, Instructor.

JUNE 19-AUGUST 11: Course in Safety Education. Students who complete this course will be certified to give instruction in Driver Education in the high schools of Virginia—Miss Dorothy L. Savage, Instructor.

JUNE 19-AUGUST 11: Course in Driver Education—Miss Dorothy L. Savage, Instructor.

JULY -JULY : Seventh Institute on Public Education—Dr. W. J. Gifford, Chairman.

SPECIAL COURSES IN

LIBRARY SCIENCE
BUSINESS EDUCATION
READING
CHILD DEVELOPMENT
HOME ECONOMICS
SPEECH
VIRGINIA ELEMENTARY CURRICULUM

Bulletin, Madison College, Volume VII, Number 4, April, 1950. Published four times a year: January, February, March, and April. Entered as second-class matter November 7, 1934, at the post office at Harrisonburg, Virginia, under the Act of August 24, 1912.
SUMMER SCHOOL SCHOLARSHIPS

The statement below applied to the summer session of 1949. The 1950 General Assembly will decide what scholarship provisions it will enact into law for the summers of 1950 and 1951.

Six hundred summer school scholarships, not to exceed one hundred dollars each, will be available to certain teachers and students who attend summer schools in the State in 1949.

To qualify, applicants must meet the provisions stated (A) or (B).

(A) By taking courses leading to Collegiate Professional Certificate and have already graduated from college, or hold an Emergency Teacher's License.

(B) Hold a Collegiate Professional Certificate and by taking courses leading to endorsements to teach (a) in the elementary schools; (b) In such subjects in high schools as the State Department of Education may designate as subject fields in which more teachers are needed.

Recipients of scholarships must sign a note covering the amount of the scholarship and accumulated interest at 3 per cent per annum and must secure a responsible adult citizen of Virginia to endorse it. The note, including interest, will be cancelled by teaching a complete session in the Virginia Public Schools. An applicant who is teaching at the present time must have his scholarship application approved by his division superintendent of schools or, in the case of an applicant who has not taught, approval of the president of the college from which the applicant graduated is necessary.

OCCUPATIONAL FOR RECREATION

As the usual student load in the summer session is 9 semester hours, and as all but a few classes are scheduled between the hours of 7:15 a.m. and 12:35 p.m., there remains ample time each day for the enjoyment of some recreation. No classes are held on Saturdays which makes available additional time for the student to use for recreational purposes.

Swimming, volleyball, tennis, badminton, archery, and other sports are provided for and heartily encouraged. Within driving distance of the College are three golf courses: the Spotswood Golf Course, the Shenvallee Golf Course, and the Ingleside Golf Course.

The College camp will be open on the Shenandoah River for use by groups of students on week-ends and picnics may also be held on the campus.

Entertainment, receptions and teas, informal dancing, open-air singing, and like social activities are also arranged, and a happy and congenial group spirit is developed.

In addition to a general assembly each Wednesday, other lectures and forum hours are arranged. The entertainment committee will plan special musical numbers, and there will be good movies shown each week.
FEATURED OFFERINGS OF THE SUMMER SESSION

LABORATORY COURSE FOR ELEMENTARY TEACHERS

Education 40s is designed to meet the needs of experienced teachers who wish help on some of the newer phases of the Virginia elementary program. It will also be of particular value to graduates of liberal arts curricula who wish a practical introduction to teaching.

The course will meet two hours daily and will carry 6 semester hours credit. Students can carry one additional 3 hour course along with Ed. 40s but it alone will serve to renew a Virginia 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 Courses of Study will be frequently used so that the students will become thoroughly familiar with them.

See page 79 in the 1950 Summer Session Catalog.

LABORATORY COURSES IN GUIDANCE

Madison College will offer two laboratory courses in guidance during the summer session of 1950 designed especially to meet the needs of teachers and administrators who want:

1. to earn credits for the renewal of certificates;
2. to meet the guidance requirements recommended for high school accreditation by the State Board of Education;
3. to gain a greater knowledge of useful procedures and techniques in working with school children and youth;
4. to spend only four weeks in summer school in order to accomplish any or all of the purposes stated above.

GUIDANCE IN THE HIGH SCHOOL

JUNE 19TH-JULY 14TH

This course, which will meet four hours daily and carry six semester hours of credit, will present an over-all view of guidance services in the school which will include the identification of pupil problems requiring guidance, and finding best ways to work with pupils in helping them to solve their own problems. Techniques of counseling will be demonstrated in a laboratory situation.

The fee for board, room (two in a room), and laundry will be $40.00. Other fees will amount to $29.00, making a total charge of $69.00 for boarding students.

See page 81 in the 1950 Summer Session Catalog.
CHILD STUDY AND GUIDANCE IN THE ELEMENTARY SCHOOL

July 17th-August 11th

This course, which will meet four hours daily and carry six semester hours of credit, will place emphasis on how to study children and on how to guide their development. Instruments and techniques of guidance will be studied, and will be related to child growth and development as students in the course work with children in the demonstration school.

The fee for board, room (two in a room), and laundry will be $40.00. Other fees will amount to $29.00, making a total charge for the course of $69.00 to boarding students.

See page 80 in the 1950 Summer Session Catalog.

WORKSHOP IN LIBRARY SCIENCE

July 3rd-July 14th

In response to requests from a number of school librarians, the College is offering a workshop on the ways by which the librarian may serve the exceptional child. The workshop will include a consideration of the development of all children in relation to their reading, and of the library problems of advanced or retarded children in particular. An expert in the field will be in general charge of the workshop.

The workshop will be in session from Monday, July 3, through Friday, July 14; three semester hours credit will be given. The fee for board, room (two in a room), and laundry will be $20.00. Other fees will amount to $15.75, making a total charge for boarding students of $35.75.

See page 87 in the 1950 Summer Session Catalog.

WORKSHOP IN HEALTH AND PHYSICAL EDUCATION

July 10th-July 22nd

A workshop in health and physical education will be held at the College during the two-week period beginning on the morning of July 10th and ending on the afternoon of July 22nd. This workshop is open to all teachers in the elementary and secondary schools. The workshop will be directed by Mrs. Luellen B. Hewitt, Associate Professor of Health and Physical Education at Madison, and by a member of the staff of the Department of Health and Physical Education in the State Department of Education.

The purpose of the workshop will be to help teachers improve the programs of health and physical education in their schools.

The workshop will carry two semester hours credit, the equivalent of one session hour.

The charge for room, board, and laundry will be $20.00 (two in a room); other fees will amount to $17.75, making a total charge for boarding students of $37.75.

See page 83 in the 1950 Summer Session catalog.
COURSES IN SPEECH

Because of the widespread and increasing interest in the several aspects of speech and speech correction, the college is expanding its offerings in this field. During the 1950 summer session, the English Department will offer several courses in speech and will conduct a speech clinic. There will be courses in Voice and Diction, Play Production, and Speech Correction.

The courses in Voice and Diction will give a basic speech background to those students who want guidance in their personal speech techniques, as well as to those teachers and prospective teachers who want specific help with the speech problems in teaching. The Play Production course will deal with the problem of staging plays, through reading, discussion, and actual practice in the production of plays before an audience.

In conjunction with English 70, Speech Correction, there will be a speech correction clinic designed to serve three purposes: it will present an opportunity for the students in English 70 to watch an expert speech correctionist in operation and it will give them practical experience in speech correction; it will provide clinical help for all college students who need assistance with their difficult speech problems; and it will serve the children and adults of Harrisonburg and Rockingham County.

(For additional information regarding these courses, see pages 82 and 83 of the 1950 Summer Session Catalog.)

COURSES IN THE TEACHING OF READING

Ed. 64s is a survey course in the teaching of reading. It presents the newest knowledge in the field organized around the problems teachers meet in the classroom. Students will have an opportunity to observe in the laboratory school and to examine the latest textbooks and other materials.

Ed. 64As gives students experience in working with individual children who have reading problems. Students will give tests and analyze results. They will set up remedial plans, prepare materials and guide activities.

Ed. 64s or its equivalent is prerequisite for Ed. 64As, but the two courses may be taken at the same time.

Advance registration is advised for Ed. 64s. Write Miss Katherine M. Anthony.

See page 80 of the 1950 Summer Session Catalog.

COURSE IN SAFETY EDUCATION

This course is designed to emphasize safety, its importance in modern living, with special phases—home, school, community, industry—being given detailed consideration.

Topics covered in the course will include—The Meaning and Scope of the Accident Problem, The Philosophy and Place of Safety Education in Schools, Shop Safety, Street and Highway Safety, Driver Education, Physical Education and Recreational Safety, Home Safety, Safety In and About the School, The Problems of Community Safety, Rural Safe-
COURSE IN DRIVER EDUCATION

This course will give instruction in the operation of automobiles. The work of the course will include classwork and behind-the-wheel driver education. Students in the course will be taught to drive, using a dual control automobile. Near the conclusion of the course students will be examined for a driver's license by a member of the State Police.

The course will give 3 semester hours credit to students who are high school graduates.

See page 84 of the 1950 Summer Session Catalog.

WORKSHOP FOR SCHOOL LUNCHROOM EMPLOYEES

At the request of the State Department of Education, Madison College is offering a workshop for supervisors and managers of school lunch programs in the public schools of Virginia—June 25 to June 30, inclusive. This conference will be conducted by Mrs. B. R. Varner, Head of the Home Economics Department, Miss Helen G. Ward, Director of Virginia School Lunch Program, and members of the Home Economics and Dietary Staffs of Madison College.

OTHER SPECIAL PROGRAMS

BUSINESS EDUCATION

The Business Education Department is offering a number of courses which should be of interest to teachers of high school business subjects.

Students will find at Madison College one of the best equipped classrooms for training in office machines in the South.

Any elementary or high school teacher may apply 2 semester hours of college credit in typing toward the renewal of a Virginia certificate.

For a more complete statement of courses, see the 1950 Summer School Catalog, page 78.

HOME ECONOMICS

Courses have been arranged during the summer session with four groups of students in mind: Those who wish to accelerate their programs, those who wish a course in general home economics, those who wish
electives in this field, and those who wish to keep abreast of new developments.

For a more complete statement of the Home Economics program and of the various courses offered, see the 1950 Summer School Catalog, pages 37, 38, 85.

SCHOOL LIBRARY WORK

The Library Science Department is offering courses which will be useful to students with a variety of needs:

(1) Those who wish to become full-time librarians in schools may take any of the library work necessary for endorsement by the State Board of Education of teaching certificates for full-time library work. Madison College is now the only school in the State for white students which offers all the courses needed by full-time librarians in public schools. The State Board of Education requires that any high school with 200 students or more have a full-time librarian, and recommends that, beginning in 1950-51, all elementary schools with 300 students or more have full-time librarians also.

(2) Those who wish to become teacher-librarians can take any of the library work required by the State Board for holders of part-time school library positions.

(3) Teachers will find courses in which they may become familiar with the instructional materials—books or audio-visual aids—with which school libraries can enrich their work.

(4) Students who wish to prepare for graduate study in Library Science may wish to take some of the courses at Madison, as certain of the graduate library schools now accept undergraduate library courses as a basis for the advanced work which they offer.

During the winter of 1948-49 additions were made to the staff of the Library Science Department, and additional space, books, and equipment for the Department have been secured. There is now a laboratory room equipped with desks and typewriters, and with books on library science and juvenile books around the walls.

For a more complete statement of the Library Science program and of the courses offered, see the 1950 Summer School Catalog, page 34 and pages 86-87.

MUSIC

Music classes will provide constructive evaluation of music education materials and procedures in the high school program as well as a varied song repertory in the elementary music program. Other classes provide for enlarging the student's acquaintance with musical literature. Technical training in theory and the study of various instruments is also a part of the summer's offerings in music.

Applied music includes instruction in piano, organ, and voice by members of the regular winter school faculty, with college credit.
Concerts by musicians of international reputation will be presented from time to time as a part of the summer's music program.

A choral group of summer school students will be organized if a sufficient number of persons is interested.

ANNUAL INSTITUTE ON PUBLIC EDUCATION

In order to afford opportunity for discussion of the adverse effects of the war upon education and of the critical situation faced in the post-war years, Madison College, in the summer of 1944, founded an annual Institute on Public Education. For the past several years the effort has been made to study the most urgent educational problems in Virginia and the nation.

In the first year the theme selected was, "Next Steps in Education." Social and economic backgrounds were studied and reports given on current needs in education. Among the leaders in the conference were President Donovan of the University of Kentucky, and Dr. Belle Boone Beard of Sweetbriar College. Mr. James Easley reported on the educational findings of the Virginia Chamber of Commerce.

In 1945 the topic chosen was "Our Investment in Education." Hon. Colgate W. Darden, Governor of Virginia at the time, gave the keynote address on the equalization of opportunity for Virginia children. Addresses were given by Mr. C. H. Morrisett, Dr. Tipton Snavely, and Mr. T. C. Boushall, as well as Dr. Edgar Morphet, Finance Director of the Florida State Department of Education, on ways and means of adequately financing Virginia's public school system.

In 1946, the critical situation as regards an adequate teaching force and an adequate number of candidates for teaching in the colleges, indicated a nation-wide emergency. The title chosen was "Providing Competent Teachers for the Public Schools." Among the speakers who developed the causes and remedies were the following: Dr. Ernest Hollis, U. S. Office of Education, Dr. Ralph McDonald of the N. E. A., and Dr. Edgar Gammon, a member of the State Board of Education. Mr. M. W. Carothers of the Florida State College for Women developed the Florida scholarship plan as an aid to recruitment.

The 1947 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 title selected was "The Continuing Crisis in Education." The speakers on the program included Dr. George S. Counts, Columbia University, Dr. Benjamin Fine of the New York Times, and Dr. Edgar W. Knight, University of North Carolina.

The 1948 Institute took as its theme "Education and the Problems of World Peace." Addresses were made by Dean Harold Benjamin of the University of Maryland, President John Taylor of the University of Louisville, Mrs. Louise Leonard Wright, Director of the Chicago Council on Foreign Relations, Dr. Walter Van Kirk, Executive Secretary of the Federal Council of Churches of Christ in America, President Colgate Darden of the University of Virginia, and Dr. Harlow Shapley of Columbia University.

In 1949 the theme selected for the Institute was "Civilization at the Cross Roads." The speakers included Mr. Phillip Cummings, International Sociologist and Geographer; Dr. Hubert S. Evans, Columbia University; Major-General Luther D. Miller, Chief of Chaplains, Department of
Army: Dr. Homer Howard, Radford College; and Dr. C. A. Siepman, New York University.

The 1950 Institute on Public Education will be held early in July. Teachers, principals, supervisors, superintendents, and the general public are invited to attend.

COURSES OFFERED

JUNE 19-AUGUST 11

Period 1—7:15-8:15
Period 2—8:20-9:20
Period 3—9:25-10:25
Period 4—10:30-11:30
Period 5—11:35-12:35
Period 6—1:30-2:30

(Numbers in parentheses refer to periods of instruction)

ART: 1—Basic Art (Daily-4; TThF-5); 2—Basic Art (MWF-4; Daily-5); 35—Crafts (MWF-4; TThF-5); 55—Art Education Problems (Daily-2; MTTh-3); 78—Art Appreciation and History (Daily-1).

BIOLOGY: 1-2—General Biology (Daily-2; Daily-3; MTWTh-5); 60s—Biology of Man and His Environment (Daily-4); 80s—Human Growth and Development (Daily-1).

BUSINESS EDUCATION: 20—Business Mathematics (Daily-3); 31 or 32—Typewriting (MTThF-1; MTThF-4); 55 or 56—Advanced Typewriting (MTThF-3; MTThF-5); 60—Office Machines (TThF-2; TThF-5); 63 or 64—Advanced Shorthand (MWFThF-2; MTThF-5); 65—Personnel Administration (Daily-4).

CHEMISTRY: 1-2—General Chemistry (MTWTh-3; Daily-4; Daily-5); 35—Organic Chemistry (TTh-1; Daily-2).

EDUCATION: 40s—Laboratory Course In Elementary Education (Daily-2; Daily-3); 50s—Education of Handicapped and Gifted Children (Daily-1); 60—Secondary Education (Daily-1); 62—Secondary Education II (Daily-4); 63s—Language and Composition in the Elementary School (Daily-5); 64s—New Developments in the Teaching of Reading (Daily-4); 64sA—Laboratory Work in Remedial Reading (TTh-2; Daily-3); 75s—76s—Child Study and Guidance in the Elementary School (Daily-8:20-9:20, July 17-August 11; Daily-9:25-10:25, July 17-August 11; Daily-10:30-11:30, July 17-August 11; Daily-11:35-12:35, July 17-August 11); 77s—Teaching By Units (MWF-5); 81—Philosophy of Education I (Daily-6); 82—Philosophy of Education II (Daily-2); 85-86—Guidance in The High School (Daily-8:20-9:20, June 19-July 14; Daily-9:25-10:25, June 19-July 14; Daily-10:30-11:30, June 19-July 14; Daily-11:35-12:35, June 19-July 14); 90—Directed Teaching (hours to be arranged).

ENGLISH: 1a—Freshman English (Daily-2); 1b—Freshman English (Daily-4); 2—Freshman English (Daily-4); 30—Children's Literature (Daily-4); 32—A Survey of English Literature (Daily-5); 50a—Voice and Diction (Daily-1); 50b—Voice and Diction (Daily-3); 50e—Voice and Diction (Daily-4); 65—English Composition (Daily-1); 67—Dramatic Production (Daily-3); 70—Speech Correction (Daily-2); 90—The English Language (Daily-5).
Health Education: 10—Health and Physical Education Workshop (hours to be arranged, July 10-July 22); 29s—Driver Education (Daily-6); 40—Personal and Community Health (MWF-4); 49s—Safety Education (Daily-4); 60—Methods and Materials in Health Education for Public Schools (MWF-5).

Home Economics: 47—Survey Course in Home Economics (Daily-1; MWF-5); 48—Survey Course in Home Economics (Daily-2; MWF-3); 69—Organization of Materials for Teaching Home Economics (Daily-5); 79—Vocational Program In Home Economics (Daily-3); 99—Home Management Residence (Daily-6, hours to be arranged).

Library Science: 76a—Audio-Visual Materials (Daily-1); 76b—Audio-Visual Materials (Daily-2); 77—Reference and Bibliography (Daily-1); 80s—The Librarian and the Exceptional Child (Daily-2, July 3-July 14; Daily-3, July 3-July 14; Daily-4, July 3-July 14; Daily-5, July 3-July 14); 81-82—Books and Related Materials For Children and Young People (Daily-3; Daily-4); 88—Directed School Library Service (hours to be arranged); 95—Organization of Materials (Daily-2); 96—Administration of School Libraries (Daily-6); 97—Survey of Librarianship (MWF-2).

Mathematics: 5—College Algebra (Daily-2); 6—Plane Trigonometry (Daily-6); 7—General Mathematics (Daily-1); 8—General Mathematics (Daily-5).

Music: 1—Music Fundamentals (Daily-3); 54—Music History (Daily-5); 66—Music Education for Elementary Grades (Daily-4); 78—Cataloging (Daily-1); 80s—The Librarian and the Exceptional Child (Daily-2; Daily-3; Daily-4); 88—Directed School Library Service (hours to be arranged).

Physical Education: 10s—Elementary Swimming (Daily-5); 20s—Recreation for the School Community (MWF-2); 35s—The School Program of Physical Education (Daily-1).

Physical Science: 1-2—General Physics (Daily-2; Daily-3; MTWTh-4); 3-4—General Physics (F-1; TThF-5); 31-32—Fundamentals of Science (MTWTh-2; Daily-1; Daily-3).

Psychology and Philosophy: 31-32—General Psychology (Daily-2; Daily-3); 85—Genetic Psychology (Daily-5); 87—Advanced Educational Psychology (Daily-3); 95—Social Problems (Daily-1; 96—Economic Problems (Daily-4).
EXPENSES
(Session of Eight Weeks)

College fees for Virginia students: $43.00
Room, board, and laundry: $80.00

Total per term: $123.00

1. Students from other states are charged an additional tuition fee of $30.00.
2. Any student may room alone by paying $8.00 additional.

Note: Laboratory fees and the cost of books and supplies are not included in the above statement of expenses.

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 and in the Training School, 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. The various workshops offered this summer will be of especial interest to auditors.

Inasmuch as the College has ample accommodations for a larger student body than usually attends the summer session, it will admit such teachers this summer at regular rates for board but with observers' fees of $1.00 per day, $5.00 per week, or $12.00 for the session.

For 1950 Summer School Catalog, Address
The Dean of the Summer Session
Wilson Hall
(Administration Building)
SUMMER SESSION, 1951
FOR MEN AND WOMEN

EIGHT WEEKS SESSION
JUNE 18—AUGUST 10
Students register Monday, June 18
State Board of Education

Blake T. Newton, President
Hague

Mrs. Rose MacDonald Skoggs
Berryville

Mrs. Gladys V. Morton
Charlotte Court House

Edgar G. Gammon
Hampden-Sydney

Robert Y. Button
Culpeper

Leonard G. Muse
Roanoke

William N. Neff
Abingdon

Dowell J. Howard
State Superintendent of Public Instruction and Secretary of the Board
Richmond
Officers of Administration

G. Tyler Miller, B.S.
President

Samuel P. Duke, A.M., LLD.
President Emeritus

Walter J. Gifford, Ph.D.
Dean of the College

Percy H. Warren, M.A.
Dean of the Summer Session

H. K. Gibbons, B.L.
Business Manager

Clyde P. Shorts, A.M.
Secretary of the Faculty

Hope F. Vandever, M.A.
Dean of Women

Dorothy S. Garber, B.S.
Dean of Freshman Women; Alumnae Sec'y

Helen M. Frank, A.M.
Registrar

Alfred K. Eagle, M.A.
Director of Student Guidance and Personnel
Summer Session Calendar

1951

SATURDAY, JUNE 16—
Dormitories open.

MONDAY, JUNE 18—
Dining room opens—Breakfast is the first meal served.
Registration of students.

TUESDAY, JUNE 19—
Classes begin.

THURSDAY, AUGUST 9—
Final Exercises—Conferring of Degrees.

FRIDAY, AUGUST 10—
Summer Session ends.
Dining room closes after luncheon is served.

SATURDAY, AUGUST 11—
Dormitories close at noon.
Special Features of Summer Session

Short Term Courses—June 18th—July 20th:
Science in the Elementary School
Child Study and Guidance in the Elementary School
Guidance in the High School
Workshop in Health and Physical Education—
June 25th—July 6th.
Courses for Elementary School Teachers.
Courses for High School Teachers.
Courses in Library Science.
Education in Arts and Crafts.
Special Courses in the Teaching of Reading.
Speech Education and Dramatics.
Audio-Visual Education.
Training School for Student Teaching and Observation.
Conference, Virginia Future Homemakers of America—
June 10th—June 15th.
Conference for School Lunchroom Employees.
Institute on Public Education.
Educational and Vocational Counseling for Students.
Special Dormitory Regulations for Mature Students.
Rooming Accommodations for Men.
Veterans Admitted Under GI Bill.
Rooming Accommodations for Students and Their Children.
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.
No Classes on Saturdays.
INTRODUCTORY 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 700 in the summer session.

The College is under the immediate control of the Virginia State Board of Education and is devoted primarily to the educations of teachers. It also prepares librarians for the public schools, 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 Colleges for Teacher Education, the Association of American Colleges, and the Association of Virginia Colleges.

The expenses for a boarding Virginia student, including all expenses except for laboratory fees, books, and supplies, amount to $128.00 for the session of eight weeks. Tuition for day students is $48.00. For an out-of-state student the expenses are $30.00 greater 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.
ADMISSION REQUIREMENTS*

To be admitted unconditionally to the summer session, 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. Persons 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.

ADMISSION OF VETERANS

Veterans are admitted to Madison College under the GI Bill of Rights.

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 session, it will admit such teachers this summer at regular rates for board but with observers’ fees of $5 per week, or $15.00 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.

*Further details of admission of students are given under “Admission and Classification.”
EXPENSES AND SUMMER SCHOOL SCHOLARSHIPS

EXPENSES

All fees are payable in advance.

College fees for Virginia students $45.00
Room, board, and laundry 80.00
Campus fees 3.00

Total $128.00

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

All students from other states are charged $30.00 more per session than the above schedule of expenses.

The fees for one course will be $20.00, the fees for two or more courses will be $45.00.

If any student wishes to room alone she may secure such accommodations by paying $8.00 additional. Single rooms are available in Junior and Senior Halls if the occupant agrees to pay the two-person rate.

Fees for room, board and laundry are $10.00 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.

REFUNDS

Fees

Refund of fees will not be made except in case of withdrawal of a student on account of illness or some other unavoidable emergency.
A day student withdrawing for the above reasons within ten days after registering shall have fees refunded in full except the sum of $7.50 to cover cost of registration and the name shall be stricken from the rolls.

If student withdraws or is dropped from the rolls for the above reasons after the tenth day of the summer session and before the middle thereof, fees shall be returned pro rata.

If student withdraws or is dropped from the rolls for the above reasons after the middle of the summer session, no refund shall be made for that semester 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 $7.50 shall be made to cover the cost of registration.

Room and Board

A student withdrawing from boarding department on account of illness or some other unavoidable reason will be entitled to a pro rata reduction of the charge for board, room and laundry.

No reduction in charge for board will be made for late entrance of less than 8 days, and no reduction in board will be made for absences during the term of less than 14 days, the rate of reduction to be 35% of the charge for board, room and laundry for the allowed time of absence.

A student withdrawing from the boarding department for any cause, other than illness or some other unavoidable reason, will only be entitled to a reduction of 35% of the charge for board, room and laundry for the time missed.

SUMMER SCHOOL SCHOLARSHIPS

At the 1947 Special Session of the Virginia General Assembly, a system of state Scholarships was established for Virginia teachers attending summer school sessions in Virginia colleges. At succeeding sessions the plan was continued, and for the Biennium of 1950-52 the summer school scholarships will be available.
varying from $60 for attendance of four weeks, to $100 for seven weeks or more.

Applicants for scholarships are recommended by the Superintendent of the school division in which they teach.

The following teachers are eligible:

Those who have completed two or more years of accredited college work and who

(1) Are following a program leading to the Collegiate Professional Certificate —

(2) Have a Collegiate Professional Certificate and are studying to secure added endorsements for teaching in the elementary grades or for teaching a subject which has been declared by the State Board of Education to be in a field in which an acute shortage of qualified teachers exists. The application form will show the fields designated by the Board.

Persons are also eligible who desire to study during the summer following graduation in order to complete courses leading toward the Collegiate Professional Certificate. Applications for such persons will be signed by the President, Dean or Scholarship Officer of the college from which the person will graduate.

Scholarship applicants, when approved, must execute a promissory note covering the amount of the scholarship, plus interest at three per cent, but by teaching in Virginia Public Schools the year following the summer school study, the note can be cancelled. Scholarship holders who fail to carry through the program of study shown on the application, or who fail to complete the teaching through which the obligation can be cancelled, must repay the loan, with interest at 3%.
THE CAMPUS AND BUILDINGS

LOCATION—ENVIRONMENT

Harrisonburg is a delightful city of 10,000 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 background for the College. The elevation of 1300 feet ensures 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 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 $3,000,000. The College group consists of twenty-two 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; the residence of the President Emeritus; a home management house for home economics; Wellington Apartments for faculty members; and thirteen dormitories or residence halls—Jackson, Ashby, Spotswood, Sheldon, Johnston, Senior Hall,
Junior Hall, Logan 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 building was constructed in 1939. It contains 58,000 books, including special collections of reference books, books on education, and juvenile books, each collection housed in a separate reading room. Fifteen newspapers and more than 330 magazines are received regularly.

Laboratories

Ample laboratory facilities are available for 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 facilities in institutional management.
STUDENT LIFE
LIVING ACCOMMODATIONS

Adequate Facilities
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.

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.

Mothers and Their Children
Two of the College houses are reserved for Mothers who bring children with them. The children may attend the Training School. A recreation program is arranged for the children.

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.
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.

STUDENT ACTIVITIES AND RECREATION

Varied Program

As far as possible the student activities of the winter session are carried over into the summer session in order to develop the loyalty and the school spirit that are 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, basket ball, volley ball, tennis, archery, and other activities 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 session. Every student is urged to take part in some co-curricular activity.

Motion Pictures

The College has the most improved type of motion picture equipment and will show motion pictures of both educational and popular type during the summer session. 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.

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 1951 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 program as printed below was given on July 17th and 18th, 1950.

Leadership for School and Community

FIRST SESSION: Monday Afternoon at 2:30 o’clock

Presiding: Walter J. Gifford, Dean of Madison College

FREE INSTITUTIONS IN CONTEMPORARY AMERICA

I. “The American School—Education for What?”
   Dr. Harold Benjamin

II. “The Awakening American Press”
   Mr. John Phillip Lewis

SECOND SESSION: Tuesday Morning at 10:00 o’clock

Presiding: Alfred K. Eagle, Professor of Guidance, Madison College

SOME NEXT STEPS

I. “The Most Urgent Needs in American Education”
   Dr. Benjamin

II. “How to Get a Good Press for the Schools”
   Mr. Lewis
THIRD SESSION: Tuesday Afternoon at 3:00 o'clock
Presiding: G. Tyler Miller, President of Madison College

THE PRESS AND THE SCHOOLS
FORUM:
Dr. Dowell Howard
Mr. E. Lewis Knowles
Dr. Benjamin and Mr. Lewis

FOURTH SESSION: Tuesday Evening at 7:45 o'clock
Presiding: Percy H. Warren, Dean of the Summer Session, Madison College

THE PEOPLE AND THEIR SCHOOLS
I. "The Teacher and the Community"
   Dr. Benjamin
II. "The Community and its Obligation to its Youth"
   Mr. Lewis

Excursions
Tentative Schedule of Excursions for the Summer of 1951

Saturday, June 23—Trip to Washington, D. C., to see museums, Capitol, National Cathedral, and numerous other points of interest.

Sunday, July 1—Luray Caverns and Singing Tower.

Saturday, July 7—Monticello, Ashlawn, Michie Tavern, and University of Virginia.

Saturday, July 14—Lee Chapel and Museum, Stonewall Jackson's Tomb, the Natural Bridge by daylight and the musical program at night.

Other trips will be arranged to suit the interests of groups of students.

Week-End Camp on Shenandoah River

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

GOVERNMENT OF STUDENTS

Student-Centered

In the main, student social welfare, dormitory life, and discipline are maintained by student self-government but the final authority and responsibility for the results attained by student government rest with the president and the faculty of the college.

Regulations of Social Life

Every effort is made to make student life in the summer session 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.

Faculty Control

It is required of every student who avails himself of the privileges of an education by the State at Madison College that he exhibit, at all times, the qualities of good citizenship as upheld and defined by the best public opinion of our Commonwealth. Nothing short of this can be permitted in a Virginia College for students preparing to assume the duties and responsibilities of life in the school, in the home, or in the world outside.
COLLEGE REGULATIONS

1. All students are required to attend classes and all other regular exercises of the College from the first day of the session to the closing day unless excused for good cause.

2. Permission for absence from classes, other than approved class cuts, is given only on account of sickness or of some unavoidable cause or emergency.

3. All women students who do not reside at home or with a near relative are required to live in a college residence hall until all such accommodations have been reserved.

4. Women students may room in private homes in town only when there is no room for such students in dormitories and only when their quarters are selected and approved by the President of the College.

5. Women students who remain in private homes in Harrisonburg during short vacations will be subject to the same regulations as campus boarding students.

6. No resident student of the College may leave either the town or her room for the night without the approval of the Dean of Women. Permission to leave Harrisonburg must be granted in writing or in person by a student's parent or guardian.

7. All students missing classes or failing to report to residence halls on time immediately before or immediately after any college vacation must appear in person before the Administrative Council of the Faculty and furnish satisfactory excuses for their absences. A written excuse from a doctor is required for all absences due to illness.

8. Students are not permitted to use or have in their possession intoxicating liquors of any kind.

9. The College does not permit hazing in any form.

10. The Administrative Council and the President of the College must approve such action before the Student Government Council may suspend or dismiss a student from college.
11. The College is not authorized to extend credit to students. Each student must therefore pay all fees for the preceding terms before registering for a subsequent term.

12. Students may not use in their bedrooms any electrical appliances except radios and the use of these must conform strictly to the hours set for their use. A fee of 50 cents for the summer session is charged for each radio.

13. Students registering in College must register under their proper, legal names and students who are married while in College must immediately register under their married names.

14. No selling by anyone is permitted on the campus unless granted permission by the College except the bookstore, the tea room, and the agents of daily newspapers.

15. Good citizenship, as well as satisfactory scholastic achievement, is required of all students at all times and any students who conduct themselves so as to disturb the sleep or study of other students will forfeit her right to a room in the College residence hall.

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.
SPECIAL NOTICES

ENROLLING CHILDREN IN THE TRAINING SCHOOL

Students of the summer session who bring children with them may enroll their children in the Training School. Students who do plan to have their children attend the Training School should write to Dr. Raymond Poindexter at the College, informing him concerning the age and grade placement of the children. This should be done before May 15.

PETS

No pets are permitted on the Campus at Madison.

STUDY LAMPS

The College does not provide desk lamps. If students desire to use this equipment, they are asked to bring lamps with them.

BED LINEN

Bed linen is furnished by the College. One bath towel and one face towel are supplied each week. If additional towels are desired, students are asked to bring them.

CLASSES IN MORNING

The College arranges its class schedule so that most of the classes are completed during the morning session. Only one class period is scheduled in the afternoon. This schedule means that most students have time in which to get into the open air and take trips to nearby caverns and points of historical interest, thus renewing their physical strength as they improve their professional equipment. *No classes are held on Saturdays.*

EXCUSES FOR ABSENCES

Excuses for necessary absences are obtained from Dr. Gifford, Chairman of the Attendance Committee. Excuses for absences should be secured prior to the absences, if possible.
ROUN ASSIGNMENTS

Students are asked to go to the office of the Dean of Women in Alumnae Hall to receive their room assignments.

DINING ROOM

The first meal for summer session students will be breakfast on Monday morning, June 18. The last meal served in the dining hall during the summer session will be luncheon on Friday, August 10.

Scheme of Registration

Registration will begin at 9:30 A.M. in Wilson Auditorium on Monday, June 18th. 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 and students and faculty members are required to attend this assembly.

Schedule of Classes on Wednesdays

In order to provide time for weekly assembly periods the schedule printed below will be followed on Wednesdays.

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<thead>
<tr>
<th>Class Period</th>
<th>Begins</th>
<th>Ends</th>
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<tr>
<td>I</td>
<td>7:15</td>
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<td>II</td>
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<td>Assembly</td>
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<td>V</td>
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<tr>
<td>Lunch</td>
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<td>VI</td>
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GENERAL INFORMATION

PURPOSES OF THE SUMMER SESSION

The program for the 1951 summer session has been designed to serve a wide variety of students. A considerable portion of the summer enrollment each year consists of teachers and administrators in public and private schools who wish to improve their professional competence. Courses and workshops have been provided to meet the needs of this large group of students.

Courses are also provided to meet the needs of students who are in college during the regular school year. A substantial offering in the various academic subjects is a feature of the summer session.

The summer session program is especially designed for:

1. Teachers who wish to meet the requirements for the bachelor's degree.
2. Teachers who desire to earn credits to be used in renewing certificates.
3. Teachers interested in attaining more competence as a result of study in specific fields or areas of work.
4. Graduates of liberal arts colleges who wish to qualify for the Collegiate Professional Certificate.
5. Students currently enrolled in the regular session who wish to accelerate their programs, or who desire to adjust any irregularities in their programs of study.
6. High school graduates who wish to enter College during the summer, and who may want to complete their work for a degree in three calendar years.
7. Special students who wish to study during 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.

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 discontinued the issuance of the Normal Professional certificate and 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, music 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.

THE RENEWAL OF CERTIFICATES

The most satisfactory of the various methods of certificate renewal is the completion of six semester hours work. With a little care in selection of courses they can also be applied on a diploma or a higher certificate.
ADDITIONAL COLLEGE CREDITS

Students at other colleges, including liberal arts colleges, have found in the past through the wide ranges of courses offered here a fine opportunity to make up deficiencies and secure advanced credit toward degrees and diplomas.

TRAINING SCHOOL FOR DEMONSTRATION AND STUDENT TEACHING

The Training School will be in operation during the summer term. There will be three groups of elementary children and one of secondary level in grades seven and eight. All groups will be at Main Street School and all observations and directed teaching will be done there.

The supervisors in the Training School have all had definite experience in working with the Virginia courses of study. Each supervisor will teach demonstration lessons for college classes, and cooperate with the various workshops.

DIRECTED TEACHING FOR TRANSFERS FROM OTHER COLLEGES

In the summer school of 1951 there will be opportunity for a few students from other colleges to take directed teaching. These students must include in the prerequisites for teaching recent work in elementary or secondary education courses, according to the level at which each will want to teach. Unless this recent work includes actual participation in classroom activities, the student will be asked to do such work before or during the period of teaching.

Students wishing to teach their first term of residence in the college will be asked to furnish a statement concerning suitable personality for teaching from a responsible person in their college or school system.

All questions concerning enrollment for teaching should be arranged through writing directly to Dr. Raymond J. Poindexter, Director of Student Teaching, as early as possible.
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 session 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 A PROGRAM OF STUDY

Correspondence with the dean of the college, with the registrar, with the dean of the summer session, 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 registrar of this college at an early date.

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 freshman women and the dean of women are available at all times to counsel students on social and personal problems.
THE ACCELERATED PROGRAM

When the need for educated service is as great as it is today, many students desire to complete their education as quickly as possible. Madison College was the first Virginia college to organize its work on an all-year basis. It has been possible for more than thirty years for students to complete a four-year curriculum at Madison College in three years by taking work in the summer sessions as well as in the 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 work in the summer session must continue throughout the first year and sometimes longer with an irregular program.

Freshmen are admitted in June, however, and a program of study will be arranged for each entering freshman by the Director of Guidance. The office of the Director of Guidance is in the basement of Reed Hall.

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.

Except for entering freshmen, students should secure the assistance of Curriculum Advisers for their particular curriculum. The chairmen of these advisory groups for the summer are as follows: Curriculum I, Miss Anthony; Curricula II and III, Mr. Houchell; Curricula IV, IX, and X, Mrs. Varner; Curricula V, XI, and B, Mr. Turille; Curriculum VI, Miss Shaeffer; Curriculum VII, Mr. Frederikson; Curriculum VIII, Mr. Chappel; and pre-professional programs, Mr. Gifford.
FEATURES TO BE ANNOUNCED LATER

A special summer session bulletin will be issued in April in which the full program of the College will be described. Plans are now under way for adding to the offering indicated in the catalog.

There is a possibility that some courses for graduate credit may be offered at Madison, beginning in the summer session of 1951. If this is done, the graduate courses will be given in connection with a cooperative program of graduate study, which is now under consideration by several of the institutions of higher learning in Virginia.

A statement concerning this matter will be found in the special bulletin. Copies of the special bulletin may be obtained by writing to Percy H. Warren, dean of the summer session. 
FEATURED OFFERINGS OF THE SUMMER SESSION

COURSE: THE ELEMENTARY SCHOOL PROGRAM

Education 40s is designed to meet the needs of experienced teachers who wish help on some of the newer phases of the Virginia elementary program. It will also be of particular value to graduates of liberal arts curricula who wish a practical introduction to teaching.

The course will meet two hours daily and will carry 6 semester hours credit. Students can carry one additional 3 hour course along with Ed. 40s but it alone will serve to renew a Virginia 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 Courses of Study will be frequently used so that the students will become thoroughly familiar with them.

See page 74 in the catalog.

COURSES IN GUIDANCE

Madison College will offer two laboratory courses in guidance during the summer session of 1951 designed especially to meet the needs of teachers and administrators who want:

(1) to earn credits for the renewal of certificates;

(2) to meet the guidance requirements recommended for high school accreditation by the State Board of Education;

(3) to gain a greater knowledge of useful procedures and techniques in working with school children and youth;
to spend only five weeks in summer school in order to accomplish any or all of the purposes stated above.

**GUIDANCE IN THE HIGH SCHOOL**

*June 18th—July 20th*

This course, which will give six semester hours of credit, will present an over-all view of guidance services in the school which will include the identification of pupil problems requiring guidance, and finding best ways to work with pupils in helping them to solve their own problems. Techniques of counseling will be demonstrated in a laboratory situation.

The fee for board, room (two in a room), and laundry will be $50.00. Other fees will amount to $33.00, making a total charge of $83.00 for boarding students.

See page 75 in the catalog.

**CHILD STUDY AND GUIDANCE IN THE ELEMENTARY SCHOOL**

*June 18th—July 20th*

This course, which will give six semester hours of credit, will place emphasis on how to study children and on how to guide their development. Instruments and techniques of guidance will be studied, and will be related to child growth and development as students in the course work with children in the demonstration school.

The fee for board, room (two in a room), and laundry will be $50.00. Other fees will amount to $33.00, making a total charge for the course of $83.00 to boarding students.

See page 74 in the catalog.

**SCIENCE FOR THE ELEMENTARY SCHOOL**

*June 18th—July 20th*

Today even though one does not engage in some occupation requiring specialization in science, to live intelligently he needs a
knowledge of science, and facility in the use of the scientific method as a way of thinking and a method of problem solving. One needs to have a comprehension of the contribution science may make in developing health, safety, security, comfort—in improving the quality of living of all mankind.

Science for the elementary school child is in his everyday living. It will be the purpose of this course to help teachers to make the normal experiences of day to day living meaningful to children. The course will deal with the questions concerning science which arise in the minds of boys and girls as they live in the world about them. Both biological and physical science will be considered from the standpoint of use by the elementary school teacher.

Emphases of the course will include: subject matter; materials of instruction; methods of instruction; and evaluation.

Discussions, conferences, visual instruction, demonstrations and field trips will be among the procedures used in working with the students who enroll.

The course will cover a five-week period and will give six semester hours of credit.

The charge for room, board and laundry will be $50.00 (two in a room); other fees will amount to $33.00.

See page 72.

WORKSHOP IN HEALTH AND PHYSICAL EDUCATION

June 25th—July 6th

A workshop in health and physical education will be held at the College during the two-week period beginning on the morning of June 25th and ending on July 6th. This workshop is open to all teachers in the elementary and secondary schools.

The purpose of the workshop will be to help teachers improve the programs of health and physical education in their schools.

The workshop will carry two semester hours credit, the equivalent of one session hour.
The charge for room, board (including picnic), and laundry will be $22.00 (two in a room); other fees will amount to $16.00. See page 79 in the catalog.

**OPPORTUNITIES IN READING**

Teachers with problems in the teaching of reading will find the Madison Reading Center a very stimulating place in which to work. Those planning a basic program in reading will be interested in the collection of new readers with manuals, workbooks, and teaching aids. They will also want to examine the reading games and the samples of standardized tests in reading. Some may want to know the telebinocular and to learn its possibilities for screening out pupils in need of visual examination.

Teachers planning a remedial reading program will be interested in the collection of diagnostic tests in reading and spelling. They will want to examine the reading games, the practice books, and the readers with low vocabulary load and high interest level. They will want to become familiar with the instruments usually used in a remedial program. Possibilities in the Reading Center include the ophthalmograph, the audiometer, the metronoscope, and the reading accelerator. At the present time, the Center has also, on a loan basis from the Kellogg Foundation, a projectomagnifier. This is an instrument for the partially sighted pupil.

The Madison Memorial Library has a large collection of monographs and books on the teaching of reading. Its juvenile collections are very complete both in work-type and pleasure reading books.

All students on campus profit by the materials and equipment in the Reading Center. Students in Ed. 65s will spend part of their time in the Center working with materials and acquiring such knowledge of the instruments as they have need for. Students in Ed. 106 will spend a considerable part of their time in the Center. They will study materials used in remedial work and learn to prepare certain types; they will learn to administer and interpret tests; they will have an opportunity to develop skill in the use of the telebinocular or other instruments.
COURSES IN SPEECH AND DRAMATICS

With the increasing interest in the various aspects of speech, speech correction, and dramatics, the college continues to expand its offerings in this field. During the 1951 summer session, the English Department will offer four courses in speech and dramatics and will conduct a speech and hearing clinic. There will be courses in Voice and Diction, Play Production, Speech Correction, and a new course entitled, The Bases of Speech.

In connection with English 70, Speech Correction, there will be a speech and hearing clinic designed to serve three purposes; it will offer an opportunity for the students in English 70 to watch an expert speech correctionist in operation and it will give them practical experience in speech correction; it will provide clinical help for all college students who need assistance with their difficult speech problems; and it will serve the children and adults of Harrisonburg and Rockingham County.

(For additional information regarding these courses, see page 78.)

COURSE IN SAFETY AND FIRST AID

This course is designed to emphasize safety, its importance in modern living, with special phases—home, school, community, industry—being given detailed consideration. Special attention is given to highway safety and the teaching of driving with the use of a dual control automobile.

Students who complete this course will be certified to give instruction in Driver Education in the public schools of Virginia.

This course is open only to students who are licensed to drive an automobile. The Standard Red Cross First Aid Course is given and students qualify for the certificate.

The course will carry three semester hours credit.

See page 81 of the catalog.

COURSE IN DRIVER EDUCATION

This course will give instruction in the operation of automobiles. The work of the course will include classwork and behind-
the-wheel driver education. Students in the course will be taught to drive, using a dual control automobile. Near the conclusion of the course students will be examined for a driver's license by a member of the State Police.

The course will give 1 semester hour credit to students who are high school graduates.

See page 79 of the catalog.

COURSES IN BUSINESS EDUCATION

A complete department of business education is available in the college program, providing for opportunities to be educated not only for teaching business subjects but also for active participation in business or commerce.

Teachers in any curriculum can now receive credit for typewriting up to two semester 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.

A full year of first-year accounting is being offered for the first time during the 1951 summer school. The student may take B.E. 66 for the first 4 weeks and B.E. 67 for the second 4 weeks.

See page 72 of the catalog.

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 Social and Family Relationship (H. E. 55), Child Development (H. E. 89), and Home Management Residence (H. E. 99).

Students in the elementary curriculum can complete a year's work in home economics (H. E. 47-H. E. 48) during the sum-
These courses are designed as electives for any student registered in the College. The Survey Course in Home Economics (H. E. 47) gives the most recent knowledge of nutrition presented in a simple way. Food is prepared to give the student knowledge of best procedures for good nutrition, palatability, and attractiveness. The teacher's contributions to the school lunch program with the educational implications are studied. The second course in the survey of home economics (H. E. 48) gives a practical background of knowledge in clothing selection, care, and construction. Money management, time, and energy as they pertain to the home are also a part of this course. The content is especially planned to meet the needs of the public school teacher and the business woman.

The State Department of Education and Madison College are holding a conference for supervisors and managers of school lunch programs in the public schools of Virginia—July 8 to July 13, inclusive. This conference will be directed by Mrs. B. R. Varner, Head of the Home Economics Department, Miss Helen G. Ward, Supervisor of Virginia School Lunch Program, and the State Supervisors of Home Economics Education.

The Virginia Future Homemakers of America will hold their annual conference at Madison College June 10-June 15, inclusive, directed by Mrs. Helen Hopper, Assistant State Supervisor of Home Economics Education. The Madison College home economics staff and the staff of the State Department of Home Economics Education will assist in conducting the conference.

See page 81 of the catalog.

PROGRAM IN LIBRARY SCIENCE

Courses in Library Science are planned for four groups of students: first, those who wish to prepare for full-time work in school libraries; second, those who are planning to teach in elementary or secondary schools and who wish to qualify as teacher-librarians; third, those who wish to prepare for work towards a master's degree in a graduate library school; and fourth, those who wish to elect one or more courses in Library Science as part of their general education.
Successful completion of the series of courses for full-time librarians will entitle the student to endorsement by the State Board of Education of the Collegiate Professional Certificate for full-time librarianship in any Virginia public school. Completion of the shorter series of courses for teacher-librarians will make possible the endorsement of the Collegiate Professional Certificates for part-time library work in the smaller schools of the state.

The Library Science Department occupies a suite of rooms in the Madison Memorial Library where a collection of books on library science and a collection of juvenile books are housed. Desks and typewriters are available in the laboratory for student use.

See page 82 of the catalog.

**AUDIO-VISUAL EDUCATION**

The College offers a course in Audio-Visual Materials which is designed to acquaint teachers with 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.

The course is recommended for persons who wish to be qualified as representatives in the schools for service from the bureaus of teaching materials established by the State Board of Education. One of these regional bureaus is located at the College and the films which it contains are available for the course.

See page 82 of the catalog.
ADMISSION, CLASSIFICATION AND GRADUATION

ADMISSION REQUIREMENTS

Madison College seeks to obtain as students young people 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) The general requirement for admission is graduation from a high school or private secondary school accredited by the Department of the State in which the school is located, with a rating in the upper one-half of the graduating class. However, a student who ranks in the third quartile of the graduating class may be accepted on the basis of a satisfactory score on tests designed to predict whether or not he may pursue college work successfully and/or personal interviews with the Director of Guidance. The Committee on Admissions must approve all such cases.

(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. Persons 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 dean of the summer session.

**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, he will receive credit for all courses which are a fair equivalent of courses in the curriculum which he chooses. However, grades which are made on work done in other colleges and universities are not used in determining a student's average grade for classification or graduation.

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 became 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, except that students who hold the Normal Professional Certificate may secure 40 semester hours in this way. 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 he has transferred.

Students with fewer 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 work of guidance is fundamentally a coordination of all the various services of the college. The faculty and administration give each student necessary guidance 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 his 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. The student, however, must assume final responsibility for meeting the requirements of the curriculum which he 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, 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. The summer session of 1951 is equivalent to a half semester of eight weeks.

The College reserves the right not to organize any class, should there be fewer 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.

**Student Load**

In all curricula the normal load in the winter session 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.

Nine or ten semester hours of credit is the standard load for students in the summer session. Students with excellent records
who wish to carry eleven or twelve semester hours will secure
the approval of the Dean of the College and the Chairman of Ad-
visers for the curriculum being pursued.

The College assumes no responsibility for giving any credit
for a course not listed on the program card in the Registrar's
office.

Each student should select his courses carefully, taking into
consideration the requirements of his curriculum, his previous
education for the work required in the various classes, and his
interest and special aptitudes for the kinds of academic perform-
ance required in the courses. In order to avoid hasty, ill-consider-
ed choices, the student should seek the help of his curriculum ad-
viser at the time of registration. Each student must accept re-
sponsibility for meeting the requirements of the curriculum he
chooses.

After the student has completed his class schedule, no classes
may be dropped, no additions made, and no transfers to other
sections may be permitted without the approval of the curriculum
chairman and the Dean of the College. In the first semester such
changes as are necessary must be made during the first two weeks.
After this deadline has passed, no student may ask to drop a class
except at the mid-semester. At that time permission may be grant-
ed by the Dean of the College on the recommendation of the in-
structor and the curriculum chairman when it is evident that con-
tinuation in the class will be detrimental to the best interest of the
student. At the beginning of the second semester a period is set a-
side for necessary adjustments. In the summer session adjust-
ments must be made during the first week.

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 possi-
ble after the summer 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 quali-
tative record in his 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, unsatisfactory work incurring 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 except by repetition of the course.

A student who has grades of E and F in more than 40% of his 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, and for this D no quality points are given.

Absence from examination is reported as X, which automatically 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 his work, at the time of withdrawal, was D or above. If a student is permitted to drop a course in which his 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 must make a minimum average grade of C (2.00) on those courses taken at Madison College which are 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, his scholarship index is 2.50. Students who wish to enroll in Ed. 51-52, Ed. 61-62, or other junior courses, prerequisite to supervised teaching, must have an index of 1.9.

If a student's scholarship index remains persistently below the standard, he will need to repeat courses in which he 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. Mid-semester reports on courses in which a student seems to be failing are sent to all students, and in the case of freshmen and sophomores to the parents also.

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

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 for absences from classes.

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 requirements for a diploma or degree are 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 his work. The summer session is advantageous for this purpose.

*The 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 he 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 the 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.

**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 technicians or research workers.

The Bachelor of Science degree is also offered for work done in the three non-teaching professional curricula—IX, X, and XI,
and 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 Coordinator 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 earning 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 he is seeking promotion or is changing the type of work in which he has formerly been engaged.
PROGRAM OF STUDIES

GENERAL PLAN

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 people 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.
PROGRAM FOR FRESHMEN

For freshmen whose choice of work and curriculum is not fully made, the plan below is offered as a first year program. A student following this program will be expected to choose his curriculum by the end of the freshman year.

On the other hand, a student who has fully decided upon one curriculum will find specific recommendations regarding the choice of courses later on in this catalog.

Faculty advisers will assist both groups at registration time in order that the wisest possible choices of subjects may be made both in the light of the student's preparation and his interests.

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<th>Class</th>
<th>Semester</th>
<th>Periods</th>
<th>Hrs. Credit</th>
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<tr>
<td>Eng. 1-2.—Freshman English</td>
<td>Semester I</td>
<td>3</td>
<td>3</td>
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<td></td>
<td>Semester II</td>
<td>3</td>
<td>3</td>
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<tr>
<td>S. S. 1-2.—American Government or</td>
<td>Semester I</td>
<td>3</td>
<td>3</td>
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<tr>
<td>S. S. 5-6.—American History</td>
<td>Semester II</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Science</td>
<td>Semester I</td>
<td>4</td>
<td>3</td>
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<td></td>
<td>Semester II</td>
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<td></td>
<td>(Biol. 1-2.—General Biology)</td>
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<td>(Chem. 1-2.—General Chemistry)</td>
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<td>(P. S. 1-2.—General Physics)</td>
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<td>P. E. 1-2.—Physical Education</td>
<td>Semester</td>
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<td>Semester</td>
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<tr>
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<td>Semester I</td>
<td>10</td>
<td>10</td>
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<tr>
<td>ELECTIVES</td>
<td>Semester II</td>
<td>6 or 6 or</td>
<td>7</td>
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In addition to the constants all freshmen carry two courses. These courses may be selected from the electives listed below.

Art 1-2. Basic Art
Foreign Language: French, German, Latin, or Spanish
Geog. 5-6. Geographic Principles, or Geol. 1-2. Geology
H. E. 1-2. Foods and Nutrition
Math. 5-6. College Algebra and Trigonometry

Students, who are certain that they want to specialize in science or in physical education, may choose only one of the electives and carry a second science from the ones listed in the constants.

Students who are especially interested in one curriculum but wish to defer a final choice may carry one or more of the required courses in that curriculum instead of electives. Such students should seek counsel at registration. They should also read carefully the footnotes at the bottom of the page on which the requirements for that curriculum are tabulated.

Students whose high school records justify it may add a single one-credit course to the regular load giving a total of 17 hours a semester.
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
1. FOUR-YEAR CURRICULA IN TEACHER EDUCATION

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 can earn a minor in science. By a careful choice of subjects a second minor may be obtained.

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 is designed to provide a 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 semester hours of credit: Art 9; English, 18; General Mathematics, 6; Geography, 6; Home Economics, 6; Music, 9; Physical and Health Education, 8; Psychology, 6; Science (Biological and Physical) 12; Social Science, 12; Education: Elementary Education, 8; Directed Teaching, 6; Philosophy of Education, 6. Total constants, 112. **Electives**, 16. Total, 128.

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Class</th>
<th>Semester</th>
<th>Periods</th>
<th>Hrs.</th>
<th>Credit</th>
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<tr>
<td>Semester I</td>
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<tr>
<td>Eng. 1-2—Freshman English</td>
<td>3</td>
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<td>P. E. 1-2.—Physical Education</td>
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<td>Science: Biology 1-2, Chemistry 1-2, or Physics 1-2</td>
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<tr>
<td>S. S. 1-2.—American Government, or S. S. 5-6.—American History</td>
<td>3</td>
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<tr>
<td>Electives¹</td>
<td></td>
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<td></td>
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</tbody>
</table>

| Sophomore Year | Semester | | |
|----------------|----------|----|
| Art 1-2—Basic Art² or Music 1-2—Music Fundamentals | 5 | 3 |
| Eng. 30.—Children's Literature | 3 | 3 |
| Eng. 50.—Voice and Diction | 3 | 0 |
| P. E. 33-34.—Physical Education Techniques | 4 | 2 |
| Psy. 31-32.—General Psychology | 4 | 3 |
| P. S. 31-32.—Fundamentals of Science | 4 | 3 |
| Electives³ | | |

| Junior Year | Semester | | |
|-------------|----------|----|
| Art 55.—Art Education Problems | 5 | 3 |
| Ed. 51-52.—Elementary Education | 5 | 4 |
| Geog. 55.—Man's Physical World | 3 | 3 |
| Geog. 56.—Climates and Man | 0 | 3 |
| H. E. 47-48.—Survey Course in Home Economics | 5 | 3 |
| Mus. 66.—Music Education for Elementary Children | 0 | 3 |
| S. S. 55-56.—Virginia History | 3 | 3 |

| Senior Year | Semester | | |
|-------------|----------|----|
| Ed. 81-82.—Philosophy of Education | 3 | 3 |
| Ed. 90.—Directed Teaching⁴ | | 6 |
| H. Ed. 60.—Health Education | 0 | 0 |
| English Elective⁵ | 3 | 3 |
| Free Electives⁶ | | |

¹Students in Curriculum I must take Art 1-2, Math. 1-2, and Music 1-2 in the first two years and are advised to take two courses in the freshman year.
²Student must take both Art 1-2, Mus. 1-2, and Math. 7-8, before the junior year.
³Electives to bring the total number of credits to 128.
⁴One group arranges its schedule to teach in the fall semester and one group to teach in the spring semester.
⁵One semester of work must be in advanced literature.
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, Social Science and History.*

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.

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 and related subjects.

### MAJORS

#### Curriculum II
- A.B. in Education
  - Art
  - Biology
  - Chemistry
  - English
  - French
  - Latin
- Library Science
  - Mathematics
  - Music
- Philosophy and Psychology
- General Science
- Social Science and History
- Spanish

#### Curriculum III
- B.S. in Education
  - Art
  - Biology
  - Chemistry
  - English
  - French
  - Latin
- Library Science
  - Mathematics
  - Music
- Philosophy and Psychology
- Physical Education
- Physics
- General Science
  - Social Science and History
  - Spanish

#### Curriculum VII
- A.B. in Liberal Arts
  - Art
  - Biology
  - Chemistry
  - English
  - French
  - Latin
  - Mathematics
  - Music
  - Philosophy and Psychology
  - Physical Education
  - Physics
  - General Science
  - Social Science and History
  - Spanish

#### Curriculum VIII
- B.S. in Liberal Arts
  - Art
  - Biology
  - Chemistry
  - English
  - French
  - Latin
  - Mathematics
  - Music
  - Philosophy and Psychology
  - Physics
  - General Science
  - Social Science and History
  - Spanish

### MINORS

#### Curriculum II
- Art
- Biology
- Chemistry
- English
- French
- Geography
- Latin
- Library Science
  - Mathematics
  - Music
- Philosophy and Psychology
- Physics
- General Science
- Social Science and History
- Spanish

#### Curriculum III
- Art
- Biology
- Chemistry
- English
- French
- Geography
- Latin
- Library Science
  - Mathematics
  - Music
- Philosophy and Psychology
- Physical Education
- Physics
- General Science
  - Social Science and History
  - Spanish

#### Curriculum VII
- Art
- Biology
- Chemistry
- English
- French
- Geography
- Latin
- Mathematics
- Music
- Philosophy and Psychology
- Physics
- General Science
  - Social Science and History
  - Spanish

#### Curriculum VIII
- Art
- Biology
- Chemistry
- English
- French
- Geography
- Latin
- Mathematics
- Music
- Philosophy and Psychology
- Physics
- General Science
  - Social Science and History
  - Spanish
**CURRICULUM II**

**Bachelor of Arts in Secondary Education**

*Constants* in required semester hours of credit: English, 18; Fine Arts (Music or Art), 6; Foreign Language, 12 (18, if 6 credits are not taken in Mathematics); Physical and Health Education, 6; Psychology, 6; Science, 6; Social Science, 18; Education: Secondary Education, 6; Directed Teaching, 6; Philosophy of Education, 6. Total constants, 96. *Electives* including major and minors, 32. Total, 128.

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<tr>
<th>Class</th>
<th>Periods</th>
<th>Semester</th>
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<tr>
<td>Freshman Year</td>
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<tr>
<td>Eng. 1-2.—Freshman English</td>
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<tr>
<td>P. E. 1-2.—Physical Education</td>
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<td>3</td>
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<tr>
<td>Science: Biology 1-2, Chemistry 1-2, or Physics 1-2</td>
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<td>4</td>
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<tr>
<td>S. S. 1-2.—American Government, or S. S. 5-6.—American History</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
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<tr>
<th>Sophomore Year</th>
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<tr>
<td>Eng. 31-32.—English Literature</td>
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<tr>
<td>Fine Arts (Music or Art)</td>
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<td>Foreign Language or Mathematics</td>
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<td>3</td>
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<td>P. E. 41-42.—Physical Education</td>
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<td>2</td>
</tr>
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<td>Psy. 31-32.—General Psychology</td>
<td>4</td>
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<td>Elective Sequence</td>
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<td>Ed. 61-62.—Secondary Education</td>
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<tr>
<td>English</td>
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<tr>
<td>Foreign Language (if not completed)</td>
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<td>3</td>
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<tr>
<td>H. Ed. 60.—Health Education</td>
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<td>Social Science</td>
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<td>3</td>
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<tr>
<td>Major, Minors, and Electives</td>
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<th>Senior Year</th>
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</thead>
<tbody>
<tr>
<td>Ed. 81-82.—Philosophy of Education</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Ed. 90.—Directed Teaching (one semester)</td>
<td>6 or 6</td>
<td></td>
</tr>
<tr>
<td>Social Science (if not completed)</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Major, Minors, and Electives</td>
<td>-</td>
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</tr>
</tbody>
</table>

1Students should elect a foreign language as two years (12 credits) of one foreign language are required in this curriculum. A third year in the same or a different foreign language is alternative with Math. 5-6. (Prerequisite: high school algebra and geometry.)

2Eng. 31-32 and Eng. 40 are required of English majors. Others may elect either of these courses or Eng. 51-52.

3Credits required for graduation, 128. See page 86 for a list of majors and minors.

4In addition to Eng. 50, the student may elect any English course numbered above 50.
CURRICULUM III

Bachelor of Science in Secondary Education

Constants in required semester hours of credit: English, 18 (or 12)¹; Fine Arts (Music or Art), 6; Physical and Health Education, 6; Psychology, 6; Science (any two: Biology, Chemistry, and Physics), 12; Social Science (may include Geography), 18; Education: Secondary Education, 6; Directed Teaching, 6; Philosophy of Education, 6. Total constants, 78 to 84. Electives including major and minors, 44-50. Total 128.

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Class</th>
<th>Semester</th>
<th>Periods</th>
<th>Hrs. Credit</th>
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<tbody>
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<td>Eng. 1-2.—Freshman English</td>
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<td>P. E. 1-2.—Physical Education</td>
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<td>II</td>
<td>3</td>
<td>1</td>
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<tr>
<td>Science: Biology 1-2, Chemistry 1-2, or Physics 1-2</td>
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<td>I</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>S. S. 1-2.—American Government, or S. S. 5-6.—American History</td>
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<td>II</td>
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<tr>
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<table>
<thead>
<tr>
<th>Sophomore Year</th>
<th>Class</th>
<th>Semester</th>
<th>Periods</th>
<th>Hrs. Credit</th>
</tr>
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<tbody>
<tr>
<td>Eng. 31-32.—English Literature³</td>
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<tr>
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<td>P. E. 41-42.—Physical Education⁴</td>
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<td>2</td>
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</tr>
<tr>
<td>Psy. 31-32.—General Psychology</td>
<td>1</td>
<td></td>
<td>3</td>
<td>3</td>
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<tr>
<td>Second Science</td>
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<tr>
<td>Major and Minors (Elective Sequence)⁴</td>
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<table>
<thead>
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<th>Junior Year</th>
<th>Class</th>
<th>Semester</th>
<th>Periods</th>
<th>Hrs. Credit</th>
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<tbody>
<tr>
<td>Ed. 61-62.—Secondary Education</td>
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<tr>
<td>English¹</td>
<td>1</td>
<td>II</td>
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<td>3</td>
</tr>
<tr>
<td>H. Ed. 60.—Health Education</td>
<td>1</td>
<td></td>
<td>2</td>
<td>2</td>
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<tr>
<td>Social Science</td>
<td>1</td>
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<tr>
<td>Major, Minors, and Electives⁴</td>
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<table>
<thead>
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<th>Senior Year</th>
<th>Class</th>
<th>Semester</th>
<th>Periods</th>
<th>Hrs. Credit</th>
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<tr>
<td>Ed. 81-82.—Philosophy of Education</td>
<td>1</td>
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<td>Ed. 90.—Directed Teaching (one semester)</td>
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<td>II</td>
<td>6</td>
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<td>Social Science (if not completed)</td>
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<tr>
<td>Major, Minors, and Electives⁴</td>
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</table>

¹Majors in art, mathematics, music, physical education, and science, will be permitted to offer only 12 semester hours of English, these to consist of Eng. 1-2, Eng. 50, and one literature course numbered above 25.
²Students who have already decided upon a major will select one elective in terms of that choice.
³Eng. 31-32 and Eng. 40 are required of English majors. Others may elect either of these courses or Eng. 51-52.
⁴Credits required for graduation, 128. See page 86 for a list of majors and minors.
⁵A student who is earning a major or a minor in physical education will take P. E. 31-32.
**CURRICULUM IV**

**Bachelor of Science in Home Economics Education**

*Constants* in required semester hours of credit: American Government, or American History, 6; Art, 6; Biology, 6; Chemistry, 9; English, 12; Physical and Health Education, 7; Physics, 3; Psychology, 6; Social and Economic Problems, 6; Clothing and Textiles, 9; Foods and Nutrition, 12; Home Management, 7; The Family, 9; Education: Home Economics Education, 6; Directed Teaching in Home Economics, 6; Philosophy of Education, 6. Total constants, 116. *Electives*, 12. Total, 128.

### Freshman Year

<table>
<thead>
<tr>
<th>Class</th>
<th>Semester</th>
<th>Periods</th>
<th>Hrs.</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
<td>II</td>
<td>I</td>
<td>II</td>
</tr>
<tr>
<td>Eng. 1-2.—Freshman English</td>
<td>3 3</td>
<td>3 3</td>
<td></td>
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<tr>
<td>P. E. 1-2.—Physical Education</td>
<td>3 3</td>
<td>1 1</td>
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<tr>
<td>Science: Biology 1-2, Chemistry 1-2, or Physics 1-2</td>
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<td>3 3</td>
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<td>S. S. 1-2.—American Government, or S. S. 5-6.—American History</td>
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<td>Electives</td>
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### Sophomore Year

16 16

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<thead>
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<th>Hrs.</th>
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<td>I</td>
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<td>Chem. 35r.—Organic Chemistry</td>
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<td>H. E. 31-32.—Clothing and Textiles</td>
<td>5 5</td>
<td>3 3</td>
<td></td>
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<tr>
<td>H. E. 41-42.—Foods; Housing and Equipment</td>
<td>5 5</td>
<td>3 3</td>
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<tr>
<td>P. E. 41-42.—Physical Education</td>
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<td>P. S. 40.—Household Physics</td>
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<td>Psy. 31-32.—General Psychology</td>
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### Junior Year

16 16

<table>
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<tr>
<td></td>
<td>I</td>
<td>II</td>
<td>I</td>
<td>II</td>
</tr>
<tr>
<td>Eng. 31-32.—English Literature</td>
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<tr>
<td>H. Ed. 50.—Health of the Family</td>
<td>0 4</td>
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<tr>
<td>H. E. 55-56.—The Family</td>
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<td>3 3</td>
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<tr>
<td>H. E. 59.—Clothing for the Family</td>
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<tr>
<td>H. E. 60.—Nutrition</td>
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<td>H. E. Ed. 69.—Organization of Materials for Teaching Home Economics</td>
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### Senior Year

16 16

<table>
<thead>
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<th>Periods</th>
<th>Hrs.</th>
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<tr>
<td></td>
<td>I</td>
<td>II</td>
<td>I</td>
<td>II</td>
</tr>
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<td>Eng. 81-82.—Philosophy of Education</td>
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<td>H. E. 89.—Child Development</td>
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<td>H. E. 99.—Home Management Residence</td>
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<tr>
<td>Electives</td>
<td></td>
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<td></td>
<td>3 3</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 elective work in the two fields and spending one additional semester in residence. Only students of high scholastic standing and excellent health should follow this plan.

1Students who have made a definite decision to major in home economics should elect *home economics*, *chemistry*, and *art*, although any of the electives in the program for freshmen will be fully credited in this curriculum.

2P. S. 1-2, freshman year, may be substituted for this course.

3Eng. 45-46 or Eng. 31-52 may be substituted.

4Electives to bring the total credits to 128 semester hours.
CURRICULUM V

Bachelor of Science for High School Teachers of Business

Constants in required semester hours of credit: English, 12; Physical and Health Education, 6; Psychology, 6; Science, 6; Social Science (including Economics), 18; Business Education: Shorthand and Stenography, 15; Accounting, 12; Typewriting, 6; Secretarial Practice and Filing, 2; Introduction to Business, 2; Business Mathematics, 3; Economic Geography, 2; Office Machines, 2; Business Law, 3; Merchandising, 2; Education: Secondary Education, 6; Directed Teaching in Business Education, 6; Philosophy of Education, 6. Total constants, 115. Electives 13. Total 128.

**Freshman Year**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Periods</th>
<th>I</th>
<th>II</th>
<th>Hrs. Credit</th>
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<tbody>
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<td>P. E. 1-2.—Physical Education.</td>
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<tr>
<td>Science: Biology 1-2, Chemistry 1-2, or Physics 1-2.</td>
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<tr>
<td>S. S. 1-2.—American Government, or S. S. 5-6.—American History.</td>
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**Sophomore Year**

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<th>II</th>
<th>Hrs. Credit</th>
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<td>Eng. 31-32.—English Literature.²</td>
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<td>P. E. 41-42.—Physical Education.</td>
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<td>Psy. 31-32.—General Psychology.</td>
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**Junior Year**

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<th>Hrs. Credit</th>
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<td>B. E. 56.—Secretarial Practice and Filing.</td>
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<td>B. E. 60.—Office Machines.</td>
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<td>B. E. 63-64.—Advanced Shorthand.</td>
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<td>B. E. 66-67.—Accounting.</td>
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<td>S. S. 71-72.—Economics.</td>
<td>3</td>
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**Senior Year**

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<th>II</th>
<th>Hrs. Credit</th>
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<td>B. E. 85-86.—Advanced Accounting.</td>
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<td>B. E. 93.—Business Law.</td>
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<tr>
<td>Ed. 81-82.—Philosophy of Education.</td>
<td>3</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Ed. 90.—Directed Teaching.</td>
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<td>6 or 6</td>
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<tr>
<td>H. Ed. 60.—Health Education.</td>
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<td>2 or 2</td>
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<td>Electives³</td>
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<td></td>
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</tr>
</tbody>
</table>

¹Students who have made a definite commitment to take this curriculum will elect Business Foundations, B. E. 10 and B. E. 20.
²Eng. 45-46 or Eng. 51-52 may be substituted.
³Semester hours credit required for graduation, 128. At the end of the sophomore year the student should have earned 64 credits. Electives will include social science to bring total credits in that field to 18.
CURRICULUM VI

Bachelor of Music Degree

*Constants in required semester hours of credit: English, 12; History and Social Science, 12; Physical and Health Education, 6; Psychology, 6; Education: Music Education, 6; Directed Teaching, 6; Philosophy of Education, 6; Physics of Music, 3; Biology, 3; Music 48. Total constants, 108. Academic electives, 12. Free Electives, 8. Total, 128.*

**PLAN I**

Freshman Year

<table>
<thead>
<tr>
<th>Class</th>
<th>Semester</th>
<th>Periods</th>
<th>Hrs.</th>
<th>Credit</th>
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<td><strong>Semester</strong></td>
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<td>II</td>
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<td>Eng. 1-2.— Freshman English</td>
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<tr>
<td>P. E. 1-2.— Physical Education I</td>
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<tr>
<td>Science: Biology 1-2, Chemistry 1-2, or</td>
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<td>Physics 1-2.</td>
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<tr>
<td>S. S. 1-2.— American Government, or</td>
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<td>3</td>
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<tr>
<td>S. S. 5-6.— American History</td>
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<td>Electives²</td>
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Sophomore Year

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<th>Hrs.</th>
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<tr>
<td>Eng. 31-32.— English Literature³</td>
<td>3</td>
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<td>Psy. 31-32.— General Psychology</td>
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<td>3</td>
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<tr>
<td>P. E. 41-42.— Physical Education</td>
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<td>1</td>
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<tr>
<td>Social Science</td>
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<tr>
<td>Music 31-32.— Theory II</td>
<td>3</td>
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<tr>
<td>Music 41-42.— Keyboard Harmony</td>
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<tr>
<td>Applied Music Major: Voice, Piano, Organ, or</td>
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<td>2</td>
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<tr>
<td>Orchestra Instrument</td>
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17 17

See next page for footnotes.
### Junior Year

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<th>Hrs. Credit</th>
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<tr>
<td></td>
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<tr>
<td>Music Education 65.—Jr. and Sr. High</td>
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<td>Music Education 66.—Elementary</td>
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<tr>
<td>Music 71-72.—Conducting</td>
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<td>1</td>
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<tr>
<td>Applied Music Major: Voice, Piano, Organ, or Orchestra Instrument</td>
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<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Applied Music Minor</td>
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<tr>
<td>Music Electives</td>
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<tr>
<td>Academic Electives</td>
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### Senior Year

<table>
<thead>
<tr>
<th>Class</th>
<th>Semester</th>
<th>Periods</th>
<th>Hrs. Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
<td>II</td>
<td>I</td>
</tr>
<tr>
<td>Ed. 81-82.—Philosophy of Education</td>
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<td>3</td>
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<tr>
<td>Ed. 90.—Directed Teaching</td>
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<td>6 or 6</td>
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<td>H. Ed. 60.—Health Education</td>
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<td>2 or 2</td>
</tr>
<tr>
<td>Applied Music Major</td>
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<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Applied Music Minor</td>
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<td>2</td>
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</tr>
<tr>
<td>Music Electives</td>
<td>2</td>
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<td>3</td>
</tr>
<tr>
<td>Academic Electives</td>
<td>2</td>
<td>2</td>
<td>15</td>
</tr>
</tbody>
</table>

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1. Students may prepare to teach vocal school music, instrumental school music, voice, piano, or organ.
2. Students who have made a definite decision to pursue Curriculum VI should elect the following music courses: Music 11-12, Theory 1; Applied Music Major—Piano 11-12, Voice 11-12, Organ 11-12, or Orchestra Instrument 11-12; Applied Music Minor—Piano 1-2, Voice 1-2, Organ 1-2, or any Orchestra Instrument 1-2; Bio. 6 and P. S. 5.
3. In addition to the major, the student may pursue one phase of private music study for the four years as a minor or divide her interests between two or more phases. With special permission at time of registration, credits in Music 51-52, Music Instruments, and in Band, Orchestra, and Chorus may be counted as applied music.
4. To bring the total amount of theory credits to 24 (8 credits needed). Any of the following courses may be used for meeting this theory requirement: Music 53-54, Music History; Music 65-66, Counterpoint; Music 95-96, Composition; or Music 51-52, Music Instruments (upon approval of the adviser at time of registration).
5. To bring the number of academic credits to 48 and total number of credits to 128.
6. Eng. 45-46 or 51-52 may be substituted.
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 53.

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 accepted in the 12 hours noted above.
CURRICULUM VII

Bachelor of Arts—Liberal Arts

Constants in required semester hours of credit: English, 12; Fine Arts (Music or Art), 6; Foreign Language, 12 (18 if 6 credits are not taken in Mathematics); Philosophy, 6; Physical and Health Education, 6; Psychology, 6; Science (any two: Biology, Chemistry, and Physics), 12; Social Science (may include Geography), 18. Total constants, 84. Electives, including major and minors, 44. Total 128.

Freshman Year

<table>
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<tr>
<th>Class</th>
<th>Semester</th>
<th>Periods</th>
<th>Hrs.</th>
<th>Credit</th>
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<td>I</td>
<td>II</td>
<td>I</td>
<td>II</td>
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<tr>
<td>Eng. 1-2.—Freshman English</td>
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<td>3 3</td>
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<td>P. E. 1-2.—Physical Education</td>
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<td>1 1</td>
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<tr>
<td>Science: Biology 1-2, Chemistry 1-2, or</td>
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<td>3 3</td>
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<tr>
<td>Physics 1-2</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>S. S. 1-2.—American Government, or</td>
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<td>3 3</td>
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<tr>
<td>S. S. 5-6.—American History</td>
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Sophomore Year

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<th>Hrs.</th>
<th>Credit</th>
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<td></td>
<td>I</td>
<td>II</td>
<td>I</td>
<td>II</td>
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<tr>
<td>Foreign Language or Mathematics</td>
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</tr>
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<td>P. E. 41-42.—Physical Education</td>
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<td>1 1</td>
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<td>Psy. 31-32.—General Psychology</td>
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<td>4 4</td>
<td>3 3</td>
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Junior Year

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<th>Hrs.</th>
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<tr>
<td></td>
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<td>II</td>
<td>I</td>
<td>II</td>
</tr>
<tr>
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<td>H. Ed. 40.—Hygiene</td>
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<td>Major, Minors, Electives³</td>
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Senior Year

<table>
<thead>
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<th>Class</th>
<th>Semester</th>
<th>Periods</th>
<th>Hrs.</th>
<th>Credit</th>
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<td>II</td>
<td>I</td>
<td>II</td>
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<td>Phil. 91-92.—General Philosophy</td>
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<tr>
<td>Social Science (if not completed)</td>
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<td>3 3</td>
<td>3 3</td>
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<tr>
<td>Major, Minors, Electives³</td>
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</table>

Students should choose a foreign language, two years (12 credits) of which are required. A third year in the same or a different language is alternative with Math. 5-6. (Prerequisite: high school algebra and geometry.)

Eng. 31-32 and Eng. 40 are required of English majors. Others may elect either of these courses or Eng. 51-52 or Eng. 45-46.

Credits required for graduation, 128. See page 86 for a list of majors and minors.
CURRICULUM VIII

Bachelor of Science—Liberal Arts

Constants in required semester hours of credit: English, 12; Fine Arts (Music or Art), 6; Mathematics, 6; Physical and Health Education, 6; Psychology, 6; Science: (any two: Biology, Chemistry, and Physics), 18; Social Science (may include Geography), 18. Total constants, 72, Electives including major and minors, 56. Total, 128.

### Freshman Year

<table>
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<th>Semester</th>
<th>Periods</th>
<th>Hrs. Credit</th>
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<td>Science: Biology 1-2, Chemistry 1-2, or Physics 1-2</td>
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<td>1-2</td>
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<tr>
<td>American Government, or American History</td>
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<td>1-2</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
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</table>

### Sophomore Year

<table>
<thead>
<tr>
<th>Class</th>
<th>Semester</th>
<th>Periods</th>
<th>Hrs. Credit</th>
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<tbody>
<tr>
<td>English Literature</td>
<td></td>
<td>31-32</td>
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<tr>
<td>Fine Arts (Music or Art)</td>
<td></td>
<td>3-3</td>
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</tr>
<tr>
<td>Physical Education</td>
<td></td>
<td>41-42</td>
<td>2</td>
</tr>
<tr>
<td>General Psychology</td>
<td></td>
<td>31-32</td>
<td>2</td>
</tr>
<tr>
<td>Science</td>
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<tr>
<td>Elective sequence</td>
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### Junior Year

<table>
<thead>
<tr>
<th>Class</th>
<th>Semester</th>
<th>Periods</th>
<th>Hrs. Credit</th>
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<tbody>
<tr>
<td>Hygiene</td>
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<td>40</td>
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</tr>
<tr>
<td>Science (if not completed)</td>
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</tr>
<tr>
<td>Social Science</td>
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<tr>
<td>Major, Minors, and Electives</td>
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</table>

### Senior Year

<table>
<thead>
<tr>
<th>Class</th>
<th>Semester</th>
<th>Periods</th>
<th>Hrs. Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Science (if not completed)</td>
<td></td>
<td>40</td>
<td>3</td>
</tr>
<tr>
<td>Major, Minors, and Electives</td>
<td></td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

1Students should choose as one elective, Math. 5-6. (Prerequisite: high school algebra and geometry.)
2Eng. 31-32 and Eng. 40 are required of English majors. Others may elect either of these courses or Eng. 51-52 or Eng. 45-46.
3Credits required for graduation, 128. See page 86 for a list of majors and minors.
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 36 semester hours of elective work. 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 interest 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 semester hours of credit: American Government or American History, 6; Art, 6; Biology, 6; Chemistry, 12; English, 12; Physical and Health Education, 7; Physics, 3; Psychology, 6; Social and Economic Problems, 6; Clothing and Textiles, 6; Foods and Nutrition, 17; Home Management, 7; The Family, 9; Education, 3; Institution Management, 12. Total constants, 118. Electives, 10. Total, 128.

#### Freshman Year

<table>
<thead>
<tr>
<th>Class</th>
<th>Periods</th>
<th>Semester</th>
<th>Hrs. Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester</strong></td>
<td></td>
<td>I</td>
<td>II</td>
</tr>
<tr>
<td>Eng. 1-2.—Freshman English</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>P. E. 1-2.—Physical Education</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Science: Biology 1-2, Chemistry 1-2, or Physics 1-2</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>S. S. 1-2.—American Government, or S. S. 5-6.—American History</td>
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<tr>
<td>Electives*</td>
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#### Sophomore Year

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<tr>
<th>Class</th>
<th>Semester</th>
<th>Hrs. Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bio. 25-28.—Human Physiology and Bacteriology</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Chem. 35r.-38.—Organic Chemistry; Biochemistry</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>H. E. 31-32.—Clothing and Textiles</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>H. E. 41-42.—Foods; Housing and Equipment</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>P. E. 41-42.—Physical Education</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Psy. 31-32.—General Psychology</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
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#### Junior Year

<table>
<thead>
<tr>
<th>Class</th>
<th>Semester</th>
<th>Hrs. Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed. 67.—Principles of Teaching</td>
<td>3</td>
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</tr>
<tr>
<td>Eng. 31-32.—English Literature</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>H. Ed. 50.—Health of the Family</td>
<td>0</td>
<td>4</td>
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<tr>
<td>H. E. 55-56.—The Family</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>H. E. 60.—Nutrition</td>
<td>4</td>
<td>0</td>
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<tr>
<td>P. S. 40.—Household Physics*</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>S. S. 95-96.—Social and Economic Problems</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Electives*</td>
<td>7</td>
<td>7</td>
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#### Senior Year

<table>
<thead>
<tr>
<th>Class</th>
<th>Semester</th>
<th>Hrs. Credit</th>
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</thead>
<tbody>
<tr>
<td>H. E. 80.—Directed Institution Management</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>H. E. 81-82.—Institution Buying; Accounting</td>
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<td>3</td>
</tr>
<tr>
<td>H. E. 87.—Institution Organization and Management</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>H. E. 89.—Child Development</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>H. E. 96.—Experimental Cookery</td>
<td>0</td>
<td>3</td>
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<tr>
<td>H. E. 98.—Diet in Disease</td>
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<td>4</td>
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<tr>
<td>H. E. 99.—Home Management Residence</td>
<td>4</td>
<td>0</td>
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<tr>
<td>Electives*</td>
<td>16</td>
<td>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 one additional semester in residence. Only students of high scholastic standing and excellent health should follow this plan.

1Students who have made a definite decision to major in home economics should elect home economics, chemistry and art although any of the electives in the program for freshmen will be fully credited in this curriculum.

2Eng. 45-46 or Eng. 51-52 may be substituted.

3P. S. 1-2, freshman year, may be substituted for this course.

4Electives to bring the total credits to 128 semester hours.
CURRICULUM X*
Bachelor of Science in Home Economics
(General Curriculum)

*Constants in required semester hours of credit: American Government or American History, 6; Art, 6; Biology, 6; Chemistry, 9; English, 12; Physical and Health Education, 7; Psychology, 6; Social and Economic Problems, 6; Clothing and Textiles, 6; Foods and Nutrition, 12; Home Management, 7; The Family, 9. Total constants, 92. Electives, 36. Total, 128.

Freshman Year

<table>
<thead>
<tr>
<th>Semester</th>
<th>Class Periods</th>
<th>Hrs. Credit</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>Eng. 1-2.—Freshman English</strong></td>
<td>3 3 3 3</td>
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<tr>
<td></td>
<td><strong>P. E. 1-2.—Physical Education</strong></td>
<td>3 3 1 1</td>
</tr>
<tr>
<td></td>
<td><strong>Science: Biology, 1-2, Chemistry 1-2, or Physics 1-2</strong></td>
<td>4 4 3 3</td>
</tr>
<tr>
<td></td>
<td><strong>S. S. 1-2.—American Government, or S. S. 5-6.—American History</strong></td>
<td>3 3 3 3</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td>6 6</td>
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Sophomore Year

<table>
<thead>
<tr>
<th>Class Periods</th>
<th>Hrs. Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bio. 25-28.—Human Physiology and Bacteriology, or Bio. 1-2.—General Biology</strong></td>
<td>4 4 3 3</td>
</tr>
<tr>
<td><strong>Chem. 35r.—Organic Chemistry</strong></td>
<td>4 0 3 0</td>
</tr>
<tr>
<td><strong>H. E. 31-32.—Clothing and Textiles</strong></td>
<td>5 5 3 3</td>
</tr>
<tr>
<td><strong>H. E. 41-42.—Foods; Housing and Equipment</strong></td>
<td>5 5 3 3</td>
</tr>
<tr>
<td><strong>P. E. 41-42.—Physical Education</strong></td>
<td>2 2 1 1</td>
</tr>
<tr>
<td><strong>Psy. 31-32.—General Psychology</strong></td>
<td>3 3 3 3</td>
</tr>
<tr>
<td>Electives</td>
<td>3 3 3 3</td>
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Junior Year

<table>
<thead>
<tr>
<th>Class Periods</th>
<th>Hrs. Credit</th>
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<tbody>
<tr>
<td><strong>Eng. 31-32.—English Literature</strong></td>
<td>3 3 3 3</td>
</tr>
<tr>
<td><strong>H. Ed. 50.—Health of the Family</strong></td>
<td>0 4 0 3</td>
</tr>
<tr>
<td><strong>H. E. 55-56.—The Family</strong></td>
<td>3 3 3 3</td>
</tr>
<tr>
<td><strong>H. E. 60.—Nutrition</strong></td>
<td>4 0 3 0</td>
</tr>
<tr>
<td><strong>S. S. 95-96.—Social and Economic Problems</strong></td>
<td>3 3 3 3</td>
</tr>
<tr>
<td>Electives</td>
<td>3 3 3 3</td>
</tr>
</tbody>
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Senior Year

<table>
<thead>
<tr>
<th>Class Periods</th>
<th>Hrs. Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>H. E. 89.—Child Development</strong></td>
<td>0 3 0 3</td>
</tr>
<tr>
<td><strong>H. E. 99.—Home Management Residence</strong></td>
<td>4 0 4 0</td>
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<tr>
<td>Restricted Electives (Art and Home Economics)</td>
<td>3 3</td>
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<tr>
<td>Free Electives</td>
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*Students who choose Curriculum X have 36 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.

1Students who have made a definite decision to major in home economics should elect home economics, chemistry, and art although any of the electives in the program for freshmen will be fully credited in this curriculum.

2Eng. 45-46 or Eng. 51-52 may be substituted.

3Electives to bring total credits to 128 semester hours.
CURRICULUM XI

Bachelor of Science Degree in Business Education

Constants in required semester hours of credit in Plan I:
English, 12; Physical and Health Education, 6; Psychology, 6; Science, 6; Social Science (may include Geography), 18; Business Education: Accounting, 12; Business Mathematics, 3; General Business Subjects, 14; Secretarial and Office Practice, 2; Shorthand and Stenography, 15; Typewriting, 8. Total constants, 102. Electives, 26. Total, 128.

PLAN I
SECRETARIAL MAJOR

Freshman Year

<table>
<thead>
<tr>
<th>Class</th>
<th>Semester</th>
<th>Periods</th>
<th>Hrs. Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eng. 1-2.—Freshman English...................</td>
<td>I II</td>
<td>3 3</td>
<td>3 3</td>
</tr>
<tr>
<td>P. E. 1-2.—Physical Education 1..............</td>
<td>I II</td>
<td>3 3</td>
<td>1 1</td>
</tr>
<tr>
<td>Science: Biology 1-2, Chemistry 1-2, or Physics 1-2</td>
<td>I II</td>
<td>4 4</td>
<td>3 3</td>
</tr>
<tr>
<td>S. S. 1-2.—American Government, or S. S. 5-6.—American History</td>
<td>I II</td>
<td>3 3</td>
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<tr>
<td>Electives^1</td>
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<td>1 1</td>
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Sophomore Year

<table>
<thead>
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<th>Semester</th>
<th>Periods</th>
<th>Hrs. Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. E. 30.—Economic Geography...............</td>
<td>I II</td>
<td>2 0</td>
<td>2 0</td>
</tr>
<tr>
<td>B. E. 31-32.—Typewriting...................</td>
<td>I II</td>
<td>5 5</td>
<td>2 2</td>
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<tr>
<td>B. E. 33-34.—Shorthand......................</td>
<td>I II</td>
<td>4 4</td>
<td>3 3</td>
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<tr>
<td>Eng. 31-32.—English Literature^2..........</td>
<td>I II</td>
<td>3 3</td>
<td>3 3</td>
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<td>P. E. 41-42.—Physical Education..............</td>
<td>I II</td>
<td>2 2</td>
<td>1 1</td>
</tr>
<tr>
<td>Psy. 31-32.—General Psychology...............</td>
<td>I II</td>
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Junior Year

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<th>Semester</th>
<th>Periods</th>
<th>Hrs. Credit</th>
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<tbody>
<tr>
<td>B. E. 50.—Merchandising....................</td>
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<td>0 2</td>
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<tr>
<td>B. E. 55.—Advanced Typewriting...............</td>
<td>I II</td>
<td>5 5</td>
<td>2 2</td>
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<tr>
<td>B. E. 56.—Secretarial Practice and Filing...</td>
<td>I II</td>
<td>5 5</td>
<td>0 2</td>
</tr>
<tr>
<td>B. E. 60.—Office Machines...................</td>
<td>I II</td>
<td>5 0</td>
<td>2 0</td>
</tr>
<tr>
<td>B. E. 63-64.—Advanced Shorthand...............</td>
<td>I II</td>
<td>4 4</td>
<td>3 3</td>
</tr>
<tr>
<td>B. E. 66-67.—Accounting.....................</td>
<td>I II</td>
<td>4 4</td>
<td>3 3</td>
</tr>
<tr>
<td>H. Ed. 40.—Hygiene..........................</td>
<td>I II</td>
<td>2 0</td>
<td>2 0</td>
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<tr>
<td>S. S. 71-72.—Economics.....................</td>
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<tr>
<td>Electives^3</td>
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Senior Year

<table>
<thead>
<tr>
<th>Class</th>
<th>Semester</th>
<th>Periods</th>
<th>Hrs. Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. E. 78.—Stenography....................</td>
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<td>0 3</td>
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<tr>
<td>B. E. 85-86.—Advanced Accounting...........</td>
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<td>3 3</td>
<td>3 3</td>
</tr>
<tr>
<td>B. E. 87.—Marketing........................</td>
<td>I II</td>
<td>3 0</td>
<td>3 0</td>
</tr>
<tr>
<td>B. E. 88.—Money and Banking................</td>
<td>I II</td>
<td>0 3</td>
<td>0 3</td>
</tr>
<tr>
<td>B. E. 95.—Business Law........................</td>
<td>I II</td>
<td>3 0</td>
<td>3 0</td>
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<tr>
<td>Electives^3</td>
<td></td>
<td>8 7</td>
<td>8 7</td>
</tr>
</tbody>
</table>

^1 Students who have made a definite commitment to take this curriculum will elect B.E. 10 and B.E. 20.
^2 Eng. 45-46 or Eng. 51-52 may be substituted.
^3 Electives will include social science to bring the total credits in that field to 18.
### VARIATIONS OF CURRICULUM XI

#### PLAN II

**BUSINESS ADMINISTRATION MAJOR**  
(accounting)

<table>
<thead>
<tr>
<th>Class</th>
<th>Semester</th>
<th>Periods</th>
<th>Hrs. Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. E. 10.—Introduction to Business</td>
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<td>2</td>
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<tr>
<td>B. E. 10.—Introduction to Business</td>
<td>II</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>B. E. 20.—Business Mathematics</td>
<td>I</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>B. E. 20.—Business Mathematics</td>
<td>II</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>B. E. 31-32.—Typewriting</td>
<td>I</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>B. E. 31-32.—Typewriting</td>
<td>II</td>
<td>5</td>
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<td>B. E. 38.—Business Correspondence</td>
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<td>3</td>
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<tr>
<td>B. E. 38.—Business Correspondence</td>
<td>II</td>
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<tr>
<td>B. E. 60.—Office Machines</td>
<td>I</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>B. E. 60.—Office Machines</td>
<td>II</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>B. E. 66-67.—Accounting</td>
<td>I</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>B. E. 66-67.—Accounting</td>
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<td>3</td>
<td>3</td>
</tr>
<tr>
<td>B. E. 85-86.—Advanced Accounting</td>
<td>I</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>B. E. 85-86.—Advanced Accounting</td>
<td>II</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>B. E. 88.—Money and Banking</td>
<td>I</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>B. E. 88.—Money and Banking</td>
<td>II</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>B. E. 95.—Business Law</td>
<td>I</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>B. E. 95.—Business Law</td>
<td>II</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Eng. 1-2.—Freshman English</td>
<td>I</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Eng. 1-2.—Freshman English</td>
<td>II</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Eng. 31-32.—English Literature</td>
<td>I</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Eng. 31-32.—English Literature</td>
<td>II</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>H. Ed. 40.—Hygiene</td>
<td>I</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>H. Ed. 40.—Hygiene</td>
<td>II</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>P. E. 1-2.—Physical Education</td>
<td>I</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>P. E. 1-2.—Physical Education</td>
<td>II</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>P. E. 41-42.—Physical Education</td>
<td>I</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>P. E. 41-42.—Physical Education</td>
<td>II</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Psy. 31-32.—General Psychology</td>
<td>I</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Psy. 31-32.—General Psychology</td>
<td>II</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>S. S. 1-2.—American Government, or S. S. 5-6.—American History</td>
<td>I</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>S. S. 1-2.—American Government, or S. S. 5-6.—American History</td>
<td>II</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>S. S. 71-72.—Economics</td>
<td>I</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>S. S. 71-72.—Economics</td>
<td>II</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td>I</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td>II</td>
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</tr>
</tbody>
</table>

and

**Group I**

<table>
<thead>
<tr>
<th>Class</th>
<th>Semester</th>
<th>Periods</th>
<th>Hrs. Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. E. 33-34.—Shorthand</td>
<td></td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>B. E. 37.—Office Efficiency, or B. E. 65.—Personnel Administration</td>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>B. E. 55.—Advanced Typewriting</td>
<td></td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>B. E. 56.—Secretarial Practice and Filing</td>
<td></td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>B. E. 63-64.—Advanced Shorthand</td>
<td></td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

or **Group II**

<table>
<thead>
<tr>
<th>Class</th>
<th>Semester</th>
<th>Periods</th>
<th>Hrs. Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. E. 37.—Office Efficiency, or B. E. 65.—Personnel Administration</td>
<td>I</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>B. E. 50.—Merchandising</td>
<td>I</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>B. E. 87.—Marketing</td>
<td>I</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

or **Group III**

Total of 12 semester hours in one science field.

---

1Eng. 45-46 or Eng. 51-52 may be substituted.
**PLAN III**

**SECRETARIAL MAJOR**

*(with science background)*

<table>
<thead>
<tr>
<th>Class</th>
<th>Semester</th>
<th>Periods</th>
<th>Hrs. Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
<td>II</td>
<td>I</td>
</tr>
<tr>
<td>B. E. 10.—Introduction to Business</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>B. E. 20.—Business Mathematics</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>B. E. 30.—Economic Geography</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>B. E. 31-32.—Typewriting</td>
<td>5</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>B. E. 33-34.—Shorthand</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>B. E. 38.—Business Correspondence</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>B. E. 55.—Advanced Typewriting</td>
<td>5</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>B. E. 56.—Secretarial Practice and Filing</td>
<td>0</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>B. E. 60.—Office Machines</td>
<td>5</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>B. E. 63-64.—Advanced Shorthand</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>B. E. 87.—Marketing</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>B. E. 88.—Money and Banking</td>
<td>0</td>
<td>3</td>
<td>0</td>
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<tr>
<td>Eng. 1-2.—Freshman English</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Eng. 31-32.—English Literature(^1)</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>H. Ed. 40.—Hygiene</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>P. E. 1-2.—Physical Education</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>P. E. 41-42.—Physical Education</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Psy. 31-32.—General Psychology</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>S. S. 1-2.—American Government or S. S. 5-6.—American History</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>S. S. 65-66.—Recent European History</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td>3</td>
<td>3</td>
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</tr>
</tbody>
</table>

A total of 18 semester hours in the sciences.

\(^1\)Eng. 45-46 or Eng. 51-52 may be substituted.
CURRICULUM B
Two-Year Curriculum in Business Education
Leading to the Secretarial Diploma
(Enrollment limited to sixty freshmen 1950-51)

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 work as can be included in a four-year program. It can be recommended only as an emergency arrangement.

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>Class</th>
<th>Semester</th>
<th>Periods</th>
<th>Hrs.</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. E. 10.—Introduction to Business</td>
<td>I</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>B. E. 20.—Business Mathematics</td>
<td>II</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>B. E. 30.—Economic Geography</td>
<td>I</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>B. E. 31-32.—Typewriting$^1$</td>
<td>II</td>
<td>5</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>B. E. 33-34.—Shorthand$^1$</td>
<td>I</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Eng. 1-2.—Freshman English</td>
<td>II</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>P. E. 1-2.—Physical Education</td>
<td>I</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Science: Biology 1-2, Chemistry 1-2, or Physics 1-2</td>
<td>II</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class</th>
<th>Semester</th>
<th>Periods</th>
<th>Hrs.</th>
<th>Credit</th>
</tr>
</thead>
</table>
| Students presenting one or more units of high school typewriting and/or high school shorthand will take a placement test in these subjects administered by the Department of Business Education. Students will be placed in the section of typewriting and/or shorthand recommended by their advisers as the proper entering semester. Those excused from certain semesters of first year typewriting and shorthand may elect sufficient courses to complete necessary semester hours on their programs.

Sophomore Year

<table>
<thead>
<tr>
<th>Class</th>
<th>Semester</th>
<th>Periods</th>
<th>Hrs.</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. E. 55.—Advanced Typewriting</td>
<td>I</td>
<td>5</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>B. E. 56.—Secretarial Practice and Filing</td>
<td>II</td>
<td>0</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>B. E. 63-64.—Advanced Shorthand</td>
<td>I</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>B. E. 66-67—Accounting</td>
<td>II</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>B. E. 60.—Office Machines</td>
<td>I</td>
<td>0</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>B. E. 50.—Merchandising</td>
<td>II</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>P. E. 41-42.—Physical Education</td>
<td>I</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Psy. 31-32.—General Psychology</td>
<td>II</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>S. S. 1-2.—American Government, or S. S. 5-6.—American History</td>
<td>I</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class</th>
<th>Semester</th>
<th>Periods</th>
<th>Hrs.</th>
<th>Credit</th>
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<tbody>
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</table>

|        |          |         |      |        |

Students presenting one or more units of high school typewriting and/or high school shorthand will take a placement test in these subjects administered by the Department of Business Education. Students will be placed in the section of typewriting and/or shorthand recommended by their advisers as the proper entering semester. Those excused from certain semesters of first year typewriting and shorthand may elect sufficient courses to complete necessary semester hours on their programs.
DEPARTMENTS OF INSTRUCTION

The courses which are offered in each department of instruction are listed on the pages that follow. There are only minor changes from the courses listed in the last annual bulletin for the winter session.

Students who entered under the quarter plan, that is, previous to September 1947, will need to be on guard not to repeat courses under different numbers and perhaps with different titles. When in doubt take up the matter with the registrar and the instructor or department head. Students are also held responsible for checking on the prerequisites before enrolling in any course.

All courses that end in numbers 1-2 and 3-4 are year courses, both semesters of which must be finished before credit is obtained. Course numbers ending in 5-6 and 7-8 may be elected in part or as a whole, except that frequently the second semester's work may not be elected unless one has credit for the first semester's work. Courses whose numbers end in 0 and 9, or are followed by r, may be given in either or both semesters in the winter session and in the summer session. Course numbers followed by the letter s, for example, Ed. 30s, refer to courses offered in the summer session only.

I. ART

Art 1. Basic Art.—2 single and 3 double periods a week; 3 credits.

MISS WALKER

ART 1* is a foundation course upon which art expression, art judgments, and art appreciation are based. It consists of a study of color in all its aspects, design, lettering and color as applied to various compositions. Art appreciation problems and discussion are included. Open to all students—no prerequisites. Materials fee: 4.00.

Art 55. Art Education Problems.—2 single and 3 double periods a week; 3 credits.

MISS WALKER

ART 55 is designed to meet the art needs of elementary and secondary teachers. It includes selection of materials, planning an art program, integration of art with other subjects, practical experiences with various art materials in executing problems applicable to different age levels. Probably observations in the Demonstration School will be given. Materials fee: $4.00.

*Art 1 and Art 65 are scheduled for the same hours. A student may choose one of these.
Art 65. Crafts.—2 single and 3 double periods a week; 3 credits.

MISS WALKER

ART 65* consists of craft problems given to promote the handling of various materials and tools used in elementary and secondary schools and recreational centers. Media used are plastics, leather, wood, reed, cloth, clay, and so forth. Initiative is exercised in creating structural and decorative design in simple, useful objects. Open to students of all curricula. Materials fee: $4.00.

Art 77. Art Appreciation and History.—Daily; 3 credits.

MISS WALKER

An appreciative chronological survey of architecture and sculpture of many European countries and the United States from the beginning to the present. It aims to answer the need of all teachers and to serve as a general cultural course. No prerequisites. Materials fee: $1.00.

II. BIOLOGY

Bio. 1-2. General Biology.—8 single and 3 double periods a week; 6 credits.

MR. MILLER AND MR. SHAWVER

This course is equivalent to the year course in general biology which is given during the fall and spring semesters. It is a basic course in general biology and gives the technical background necessary for further work in biology and for an understanding of allied subjects, as well as for efficient living. Laboratory fee: $9.00.

This course was offered formerly as Biology 131, 132, 133.

Bio. 50s. Biological Science in the Elementary School and in the Junior High School.—Daily; 3 credits.

MR. SHAWVER

A 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.

Bio. 80s. Human Growth and Development.—Daily; 3 credits.

MR. WARREN

This course deals with human growth and development from the beginning of life through adolescence. Detailed attention will be given to the manner in which the hereditary pattern is established at the time of fertilization and how the hereditary pattern interacts with environmental factors as the human organism grows and develops. The implications of developmental changes for education are considered.

This course was offered formerly as Biology 385 and as Biology 70s.
The attention of students in Biology is called to the following course:
Sci. 60s. Science for the Elementary School.—Five weeks (June 18-July 20) 16 periods a week; 6 credits.

MR. FORBES, MR. WELLS, MR. SHAWVER, MR. CHAPPEL, MR. PITTMAN, AND MR. WARREN.

This course will include instruction in subject matter—in both biological and physical science; consideration of the objectives of science, materials of instruction, and evaluation.

The course will be a practical one and will attempt to help elementary school teachers to provide appropriate science experiences for their pupils.

Discussions, conferences, visual instruction, demonstrations and field trips will be among the procedures used in working with the students. Laboratory fee: $2.00.

III. BUSINESS EDUCATION

B. E. 60. Office Machines.—4 double periods 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, and other commonly used office machines. Speed and accuracy in operation are emphasized. Laboratory fee for depreciation of equipment: $4.00.

B. E. 63 or 64. Advanced Shorthand.—2 single and 3 double periods a week; 3 credits.

DR. TURILLE

Speed, phrasing, and enlargement of shorthand vocabulary are emphasized. This course includes a great deal of transcription. Dictation rates from 80 to 120 words per minute are given. Business practices in dictation and transcription are presented. Standards of achievement in business offices are followed.

B. E. 65. Personnel Administration.—Daily; 3 credits.

DR. 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. 66 and 67. Accounting.—8 double periods a week; 6 credits.

MR. SANDERS

This course is offered for those who want a full year's work in college accounting in one summer session. The course is designed to give the student a thorough understanding of the function of accounting in the operation of a business enterprise; a mastery of the theory of debits and credits; proficiency in the use of special journals, controlling accounts, subsidiary ledgers, valuation accounts, accrued and deferred items, working papers; practice in the preparation of typical and-of-period statements; and a study of many other related topics.
The first four weeks will cover B. E. 66 and the second four weeks B. E. 67. B. E. 66 is prerequisite to B. E. 67. Except in the case of unusually strong students, it is suggested that those enrolling for B. E. 66-67 should not take any additional work in the summer session.

B. E. 68. Principles in Business Education.—Daily; 2 credits.

DR. TURILLE

A study of the principles and problems involved in the teaching of secondary school business education. A professionalized course in the improvement of instruction in the business skill courses of typewriting, shorthand, and office machines. The teaching of bookkeeping and the basic business courses is also discussed.

IV. CHEMISTRY

Chem. 1-2. General Chemistry.—8 single and 3 double periods a week; 6 credits.

MR. CHAPPELL

Some of the fundamental principles of chemistry are studied, with much emphasis placed upon the application of these principles to daily living. A detailed study of some of the non-metallic elements is made during the first part of the course. The course also includes a brief introduction to organic chemistry and a study of the metals, many of their compounds, and their industrial manufacture and uses. Laboratory fee: $9.00.

Chem. 35. Organic Chemistry.—3 single and 2 double periods a week; 3 credits.

MR. CHAPPELL

This course includes work on aliphatic, aromatic, heterocyclic, and other important kinds of organic compounds. Type reactions, probable structure, and theories of organic reactions are stressed. Typical carbon compounds are prepared in the laboratory and their properties are studied. Prerequisite: Chem. 1-2. Laboratory fee: $6.00. This course was offered formerly as Chem. 231, etc.

The attention of students in Chemistry is called to the following course:

Sci. 60s. Science for the Elementary School.—Five weeks (June 18-July 20) 16 periods a week; 6 credits.

MR. FORBES, MR. WELLS, MR. SHAWVER, MR. CHAPPELL, MR. PITTMAN AND MR. WARREN.

This course will include instruction in subject matter—in both biological and physical science; consideration of the objectives of science, materials of instruction, and evaluation.

The course will be a practical one and will attempt to help elementary school teachers to provide appropriate science experiences for their pupils. Discussions, conferences, visual instruction, demonstrations and field trips will be among the procedures used in working with the students. Laboratory fee: $2.00.
V. EDUCATION, PSYCHOLOGY, AND PHILOSOPHY

A. Education

Ed. 40s. The Elementary School Program.—2 periods daily; 6 credits. MISS SEEGER

The purpose of this course is to give teachers a better understanding of the elementary school program. It will stress ways of understanding children, techniques in the school subjects, and the organization of materials. Observations in the training school will be a definite part of the course.

This course was offered formerly as Education 350.

Ed. 61. Secondary Education I.—Daily; 3 credits. MR. HOUNCHELL

This is the equivalent of the first semester course in secondary education, adapted to needs of summer students and changed conditions in the training school. A study of the history and principles of secondary education, with application to the needs of adolescent pupils in the present. The classroom teacher’s responsibilities for guidance are emphasized. Curriculum scope and organization, with changes in recent, present, and pending emphasis, including a study of the Virginia published materials by grades and subjects.

This course is a good choice for students who need professional credit for certification purposes.

It was offered formerly as Education 331.

Ed. 62. Secondary Education II.—Daily; 3 credits. MR. HOUNCHELL

Equivalent of regular second semester course in secondary education. Can be taken with Ed. 61 or separately. Unit organization and teaching by units. Activities as a feature of present school programs. Individual problems in unit organization are worked out according to interests of members of the group. Study of the responsibilities of classroom teachers in caring for pupils and causing learning. The literature of education on classroom management, centering around problems encountered in practice, is a main activity.

This course is a good choice for students who need professional credit for certification purposes.

It was offered formerly as Education 332-333; also 392-393.

Ed. 65s. Language Arts in the Elementary School.—Daily; 3 credits. MISS ANTHONY

This course considers the problems related to the basic reading program of the elementary school. It also treats procedures and materials in the teaching of language and composition. Observations in the elementary school are included. Students have access to the instruments and materials in the Madison Reading Laboratory. Not open to students who have had either Ed. 63s or Ed. 64s.

Ed. 75s-76s. Child Study and Guidance in the Elementary School.—5 weeks (June 18th to July 20th); 16 periods a week; 6 credits. MRS. WINDER

Emphasis will be placed on how to study children and on how to guide their development. Instruments and techniques of guidance will be studied and related to child growth and development as students work with children in the elementary school. Materials fee: $2.00. Advance registration is advised; write Mr. Poindexter, Director of Elementary Training Schools.
Ed. 81. Philosophy of Education I.—Daily; 3 credits.  

An historical study of the rise of organized education in western society, with emphasis upon basic sources of theory and practice as found in the arts, sciences, and philosophy.  

This course was offered formerly as Education 461.

Ed. 82. Philosophy of Education II.—Daily; 3 credits.  

A study of the major philosophical determinants and viewpoints of modern education. Intended as a cultural and evaluative approach to practical problems of teaching.  

This course was offered formerly as Education 463.

Ed. 85-86. Guidance in the High School.—5 weeks (June 18th to July 20th); 16 periods a week; 6 credits.  

An over-all view of adequate guidance services in the school will include: identifying pupil problems requiring guidance and finding best ways to work with pupils in helping them to solve their own problems. Techniques of counseling will be demonstrated in a laboratory situation. Materials fee: $2.00.

Ed. 90. Directed Teaching.—6 credits.  

This course gives experience in teaching under public school conditions with emphasis on the use of the Virginia curriculum. Two group conferences will be arranged each week. Advance registration is necessary; write Mr. R. J. Poindexter, Director of Training.

Students needing 3 semester hours credit may register for Education 90-A.  

This course was offered formerly as Education 420 or 425.

Ed. 95s. Teaching Problems.—Daily; 3 or 6 credits.  

Organized on individual basis with 3 credits in either half of the summer term or 6 credits in the whole term. Two hours of class meeting weekly and laboratory working hours according to credit.

The course is made up of applied research and study of educational literature bearing upon any chosen problem of teaching. The problem may be in a field of subject matter teaching, or in the broader scope of teaching procedure, or in classroom and school management. It is not intended as a course in school administration or supervision, but those responsible for instruction may study their problems as they relate to actual teaching. Problems chosen may be at elementary or secondary level. The summer training school may be used as the work there may be needed and helpful.

Mature teachers who want to arrange a study experience as a substitute for Ed. 90 on the basis that such experience is more valuable than the Directed Teaching (Ed. 90), will be considered individually for such fac-
tors as their interests, experience, and plans for employment. More than one person from a particular school may be allowed to work on a problem jointly. Applications should be made ahead of registration to the Dean of the Summer Session, who will consult the Dean, Registrar, and instructors in this course. Other members of the summer school staff may be called upon to work with particular problems assigned.

Ed. 100s. Remedial Reading.—Daily; 3 credits.

This is a basic course dealing with the diagnosis and correction of reading difficulties in the elementary school and in the high school. Students with a special interest may arrange laboratory hours to work in the elementary school or in the Madison Reading Laboratory. (See p. 31 of this catalog.) Open to seniors and to graduate students. Advance registration is advised; write Miss Katherine Anthony. Prerequisite: 12 semester hours of education or psychology.

Ed. 101s. Philosophy of American Education.—Daily; 3 credits.

This course deals with basic educational philosophies with particular reference to contemporary American education. A study is made of conflicting issues with analysis of the writing not only of leading philosophers but of newspaper and magazine writers. Prerequisite: 12 semester hours in education and psychology.

Ed. 102s. School and Community Relations.—Daily; 3 credits.

This course deals with problems of school and community relations, such as: the philosophy underlying these relationships; the techniques, agents, agencies and practices involved in developing and maintaining a wholesome school and community relations program. Prerequisite: 12 semester hours in education and psychology.

Ed. 103. Problems of Curriculum Development.—Daily; 3 credits.

The principles and patterns of curriculum organization as found in theory and practice are studied and evaluated in this course. Furthermore, an analysis is made of several types of curricula patterns as the subject centered, the correlated, fused, core and experience curriculum. Techniques for reorganizing the school curriculum program are considered. Prerequisite: 12 semester hours of education or psychology.

B. PSYCHOLOGY AND PHILOSOPHY

Psy. 31-32. General Psychology.—2 periods daily; 6 credits.

This represents a full year of psychology and satisfies the minimum requirement for all graduates.

Four objectives are set for this course: first, an understanding of the general principles of psychology; second, a study of the development of
the child from infancy through adolescence; third, the application of the principles brought out in this development to the student's own problems; and, fourth, a study of the laws of learning applied to the education of the child in the home and school. There will be experiments and observations in the Training School.

*This course was offered formerly as Psychology 221, 222, 223.*

**Psy. 56. Psychology of Personality.**—Daily; 3 credits.  
MR. SHORTS

This course deals with the development of human personality, particularly in the early stages. The implications of mental hygiene for the school child and for the teacher will be studied. Special emphasis will be placed on the interplay of original nature and the various forces of environment and of society on the development of the integrated personality. *Prerequisite:* Psy. 31-32 or equivalent.

*This course was offered formerly as Psychology 323.*

**Psy. 87. Advanced Educational Psychology.**—Daily; 3 credits.  
MR. HAMRICK

A study of the bases of pupil motivations, of evaluations of pupil personality and accomplishment, of the nature of learning and how it may be directed to useful ends, and of a cross-section of reported questions and problems deriving from teachers' experiences in the field. *Prerequisite:* Psy. 31-32, or equivalent.

**Phil. 69s. Ethics.**—Daily; 3 credits.  
MR. GIFFORD

A brief course in the fundamentals of modern ethics with historical background. Applications will be made to such institutions as the home, church, and state; however, the major emphasis will be upon typical problems of the school and classroom.

The attention of students in Education is called to the following course:

**Sci. 60s. Science for the Elementary School.**—Five weeks (June 18-July 20) 16 periods a week; 6 credits.  
MR. FORBES, MR. WELLS, MR. SHAWVER, MR. CHAPPELL, MR. PITTMAN, AND MR. WARREN.

This course will include instruction in subject matter—in both biological and physical science; consideration of the objectives of science, materials of instruction, and evaluation.

The course will be a practical one and will attempt to help elementary school teachers to provide appropriate science experiences for their pupils. Discussions, conferences, visual instruction, demonstrations and field trips will be among the procedures used in working with the students. Laboratory fee: $2.00.

**VI. ENGLISH**

**Eng. 1. Freshman English.**—Daily; 3 credits.  
MR. HUFFMAN

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. 2. Freshman English.—Daily; 3 credits.  
MISS BOJE  
Skill in the selection of material and its organization into finished prose composition, including the directed preparation of a research paper. Some practice in oral English is included.

Eng. 30. Children's Literature.—Daily; 3 credits.  
MISS SEEGER  
Standard literature for children, including material originally written for adults and later appropriated by children. Emphasis is placed on the means of stimulating and improving children's reading interests.

Eng. 50. Voice and Diction.—Daily; 3 credits. (2 sections)  
MR. SCHUBERT, MR. CURTIS  
Improvement of the student's vocal conditions, articulation, and enunciation; emphasis on the coordination of all agents of expression. Materials fee: $1.00.

Eng. 55. Shakespeare.—Daily; 3 credits.  
MISS BOJE  
The best of Shakespeare's tragedies and comedies, with emphasis on dramatic technique and the Elizabethan theater.

Eng. 60. The Bases of Speech.—Daily; 3 credits.  
MR. LAHAIE  
The nature of the most important aspects of speech: social, physical, physiological, phonetic, psychological, and semantic—from the point of view of both speech and the language arts.

Eng. 67. Dramatic Production.—Daily; 3 credits.  
MR. SCHUBERT  
A study of the staging and directing of plays, with practical experience in play production.

Eng. 69. Vocabulary Development.—Daily; 3 credits.  
MR. CURTIS  
This course is designed to aid two groups of students: those who wish to improve their own vocabularies in reading, writing, speaking, and listening; and (2) those who want aid in teaching vocabulary in the elementary and secondary schools.

Eng. 70. Speech Correction.—Daily; 3 credits.  
MR. LAHAIE  
A study of functional speech disorders and the theories and techniques of correcting them. This course is designed to meet the needs of two groups of students: those who want help in overcoming their own speech difficulties; those who want to learn techniques for helping others. A speech clinic will be operated in conjunction with this course.

Eng. 79. Major American Writers.—Daily; 3 credits.  
MR. HUFFMAN  
American traditions, history, and philosophy are traced analytically and somewhat critically in the principal works of major American writers from 1825 to 1925.
Eng. 90. The English Language.—Daily; 3 credits.  
Mr. Curtis  
The development of the language with comparative readings in Old, Middle, and Modern English, vocabulary sources, levels of usage, standards of pronunciation; problems of syntax, phonology, and semantics will be examined historically. Modern grammatical usage will be studied.

VII. GEOGRAPHY

Geog. 56. Climates and Man.—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.  
This course was offered formerly as Geog. 332.

Geog. 69s. World Trade.—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.

Geog. 70s. Materials for Geography Teaching.—Daily; 3 credits.  
Mr. Hanson  
This course includes a study of selected areas by which the student is familiarized with various visual aids. Geographic materials and equipment are studied. Library studies are planned to acquaint with the literature in the field of geography. Prerequisite: One course in geography or three years' teaching.

VIII. HEALTH AND PHYSICAL EDUCATION

H. Ed. 10. Health and Physical Education Workshop. Two Weeks (June 25—July 6)—Hours to be arranged; 2 credits.  
Staff  
A two-weeks workshop designed to help teachers with problems in health and physical education. Open to teachers in elementary and secondary schools and to administrators and supervisors.

H. Ed. 29s. Driver Education.—5 periods a week; 1 credit.  
Miss Savage  
This course will give instruction in the operation of automobiles. The work of the course will include class work and behind-the-wheel driver education. Students in the course will be taught to drive, using a dual control automobile. Near the conclusion of the course, students will be examined for a driver's license by a member of the State Police Force. $5.00 laboratory fee.
H. Ed. 40. Personal and Community Health.—3 periods a week; 2 credits.

DR. MONGER

A study of the principles of wholesome living and their application in the student's own life as a person and as a citizen in the community. Ways for improvement of health and the prevention of disease are discussed. The school health program as part of the total community health program is studied.

H. Ed. 60. Methods and Materials in Health Education for Public Schools.—3 periods a week; 2 credits.

DR. MONGER

A course in the teaching of health designed to meet the requirements of the West Law; to study the scope of the school health program and the teacher's responsibilities with reference to it; to learn the method and materials of health teaching; to develop skill in and understanding of the techniques of weighing and measuring, vision and hearing testing, the daily health inspection, observation of pupil behavior, the screening process in health examinations; and to acquire a functional knowledge of communicable disease.

Required of all students in a teaching major.

P. E. 10s. Swimming.—Daily; 1 credit.

MISS SAVAGE

The subject matter of the course is arranged to suit the needs of the students in the class.

This course is not open to students of the winter session, except by special permission.

P. E. 15s. Dance.—Daily; 1 credit.

MRS. HEWITT

The subject matter of the course is arranged to suit the needs of the students in the class.

This course is not open to students of the winter session except by special permission.

P. E. 20s. Community and School Recreation.—5 periods a week; 3 credits.

MRS. HEWITT

A consideration of the community's recreation with special emphasis upon the school program, activities for the playground for club groups, for parties and outings of many kinds.

Not open to students who have had P. E. 38.

P. E. 35s. The School Program of Physical Education.—5 periods a week; 3 credits.

MRS. HEWITT

Objectives, materials, and methods for the school program; this course is designed especially to help the teacher with her class work but it may be adapted to the needs of secondary teachers also.
H. Ed. 37. Safety and First Aid.—Daily; 3 credits.  
MISS SAVAGE

A course in the various phases of accident prevention, and various procedures to promote safety at home, in school, and on the street. The standard Red Cross work in first aid is taught and the Red Cross First Aid Certificate may be obtained if desired.  
_Students who complete this course successfully will be certified by the State Board of Education to give instruction in Driver Education in the public schools of Virginia._  
Students must arrange for two hours a week outside of class to give instruction in driving.

IX. HOME ECONOMICS

H. E. 47. Survey Course in Home Economics.—2 single and 3 double periods a week; 3 credits.  
MISS PATTERSON

This course is designed for students not majoring in home economics but desiring a practical background of knowledge in nutrition, food preparation, and simple table service. It emphasizes the teacher's part in the program of the school lunch and an understanding of the nutritional needs of the school child. Laboratory fee: $4.00.

H. E. 48. Survey Course in Home Economics.—2 single and 3 double periods a week; 3 credits.  
MISS PATTERSON

This course is designed for students not majoring in home economics but desiring a practical background of knowledge in clothing selection, care, and construction. Money management, time, and energy as they pertain to the home are studied. Housing, furniture, and its arrangement for the home are also a part of this course. The content is especially planned to meet the needs of the public school teacher and the business woman. Laboratory fee: $3.00.

H. E. 55. Social and Family Relationships.—Daily; 3 credits.  
MRS. VARNER

This course includes the study of the history of the family as a social and economic unit, and modern problems of boy-girl relationships, courtship, marriage, and marital adjustments. Special emphasis is placed on personality as a harmonizing factor in social and family relationships. _Open to juniors and seniors in all curricula._

H. E. 89. Child Development.—Daily; 3 credits.  
MRS. VARNER

A study is made of the physical, mental, social, and emotional development of the young child in the home. Special emphasis is given to the importance of home relationships. The kindergarten, first grade, and nursery schools of Harrisonburg are used for observation studies. Each student will also observe and participate in the care of a baby in a home. _Open to juniors and seniors in all curricula._

MISS PATTERSON

This course is planned to give students the different experiences of homemaking on a family basis. It coordinates other courses in home economics and the activities of the home. The course is designed to help students see the problems. The different phases of work are rotated so as to give each student experience in care of the home and equipment in planning, managing, buying, preparing and serving meals, and in the care of children. Time and energy studies are made with emphasis on management. Laboratory fee: $5.00.

X. LIBRARY SCIENCE

The Virginia State Board of Education will endorse the Collegiate Professional Certificate for service as a full-time librarian in a Virginia public school upon the completion of a program of thirty semester hours. The thirty-hour program consists of a major of twenty-four semester hours within the Department of Library Science and of six semester hours in liberal arts or education selected with the advice of the head of the Department. High schools of 200 students or more are required to have full-time librarians, and the State Board recommends that beginning with the academic year 1953-54 elementary schools with 300 or more students have them also.

The State Board will endorse the Collegiate Professional Certificate for service as a teacher-librarian after the completion of a minor in Library Science (18 semester hours). Until July 1, 1952, the Board will also make this endorsement upon the completion of the minimum program of 12 semester hours.


Students who have taken courses not listed above should consult the head of the Department about possible substitutions.

Several of the courses listed below require considerable time in daily preparation, so Library Science students should not plan to take a total of more than nine semester hours of work during the term.

L. S. 76. Audio-Visual Materials.—Daily; 3 credits.

MISS HOOVER

Attention is given to (1) the role of auditory and visual aids in the achievement of education objectives; (2) principles of selection and evaluation of audio-visual materials; (3) techniques for using audio-visual materials in the classroom; and (4) the operation of equipment. Laboratory fee: $3.00.

This course was offered formerly as Library Science 343.
L. S. 77. Reference and Bibliography.—Daily; 3 credits. MISS NELSON

A study of encyclopedias, dictionaries, yearbooks, periodical indexes, and reference books in various subject fields. Attention is given to the technique of reference work.

This course was offered formerly as Library Science 371.

L. S. 78. Cataloging.—Daily; 3 credits. MISS NELSON

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.

This course was offered formerly as Library Science 373.

L. S. 81-82. Books and Related Materials for Children and Young People.—Double period daily; 6 credits. MISS CUNDIFF

A survey of the basic subject materials available for elementary and secondary school libraries. Students will evaluate reference and other books, pamphlets, and audio-visual materials and will prepare bibliographies for selected units of instruction. Materials fee: $2.00.

This course was offered formerly as Library Science 341-342.

L. S. 88. Directed School Library Service.—3 credits. MISS MILLER

Work, under supervision, in the training schools in all the phases of library service. Enrollment in this course is limited because facilities are limited. Prospective students should write to the head of the Department as early as possible about admission.

L. S. 95. Organization of Materials.—Daily; 3 credits. MISS CUNDIFF

Acquisition and preparation of books and other materials for use. Methods of ordering, simplified cataloging, the mechanical preparation of materials, and circulation systems are considered. Materials fee: $2.00.

This course was offered formerly as Library Science 86.

L. S. 96. Administration of School Libraries.—Daily; 3 credits. MISS NELSON

The functions, organization, planning, equipment, and management of the school library. Methods of teaching the use of books and libraries will also be considered.

This course was offered formerly as Library Science 372, 85.

L. S. 97. Survey of Librarianship.—Daily; 3 credits. MR. MCMULLEN

Designed to acquaint the prospective school librarian with the whole field of libraries and library work. It includes the history, accomplishments, and objectives of various types of libraries, with emphasis on current trends and the relation of libraries to society.
XI. MATHEMATICS

Math. 5. College Algebra.—Daily; 3 credits.

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. Prerequisite: one entrance unit in algebra.

Math. 6. Plane Trigonometry.—Daily; 3 credits.

This course includes a study of the properties and relations of the trigonometric functions and solutions of right and oblique triangles. Prerequisite: One entrance unit in algebra and one entrance unit in plane geometry.

Mathematics 5 and 6 were offered formerly as Mathematics 131, 132, 133.

Math. 7. General Mathematics.—Daily; 3 credits.

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. 8. General Mathematics.—Daily; 3 credits.

This is the second half of the mathematics course for elementary teachers. It will cover the minimum requirement in subject matter that is essential as a foundation for teaching this subject in the upper grades. Attention will be given to such topics as: percentage and its applications, problem solving, measurement, use of the formula, graph, simple equations and intuitive geometry.

Mathematics 7 and 8 were offered formerly as Mathematics 121, 122, 123.

XII. 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. Twenty-four 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:
Instruction in Voice-Piano

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<tr>
<th>Instruments</th>
<th>Practice Charge</th>
<th>Total Charge</th>
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<tr>
<td>Total</td>
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<tr>
<td>30 lessons per session</td>
<td>$50.00</td>
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<tr>
<td>15 lessons per session</td>
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<tr>
<td>1 to 8 lessons per session</td>
<td>1.90 per lesson</td>
<td>.30 per lesson</td>
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Instruction in Practice Total

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<tr>
<th>Organ</th>
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<tr>
<td>30 lessons per session</td>
<td>$50.00</td>
<td>$10.00</td>
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<tr>
<td>15 lessons per session</td>
<td>30.00</td>
<td>10.00</td>
</tr>
<tr>
<td>1 to 8 lessons per session</td>
<td>1.90 per lesson</td>
<td>.60 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. Credit for private lessons is given only when enough lessons are taken to equal one full credit of work which is 30 half hour lessons with a minimum of 96 hours of practice for the session.

A registration fee of $7.50 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 9, 39, 59, 79.—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.

Voice 9, 39, 59, 79.—1 credit. Miss Schneider

This course is suited to the needs of the individual. Breath control, voice building, diction, and interpretation are given special attention.

Organ 9, 39, 59, 79.—1 credit. Mr. Marshall

This course is suited to the needs of the individual student.

Instruments 9, 39, 59, 79.—1 credit. Mr. Marshall

Emphasis on correct breathing, development of embouchure, different types of tonguing, transposition and studies including the phases of technique needed by the student for her stage of development. Students may register for a course on any of the brass or woodwind instruments by placing the name of the instrument desired.

Chorus 9, 39, 59, 79.—4 periods a week; 1 credit. Miss Shaeffer

The chorus is open to men and women students. Experience will be given in singing various types of choral music. Procedures in organizing school choruses will be discussed and materials suitable for junior and senior high school choruses will be studied. Conducting will be included for those who need this experience. The chorus will serve as a college choir when needed.
Music 30s. Listening to Music.—Daily; 3 credits. MISS SHAFFER

This course is intended for all who wish to understand (much of the) music heard in concert. It does not follow historical development, and does not require any previous technical study. Stringham's text, "Listening to Music, Creatively", is used.

Music 50s. Songs for All Occasions.—Daily; 3 credits. MISS SHAFFER

The course will include the selection and study of songs, and carols, of practical use in all school activities. Special attention will be given to interpretation, diction, and tone quality in singing. No individual singing will be required.

Music 53. Music History.—Daily; 3 credits. MISS SHAFFER

This course will include the study of primitive music, music of the polyphonic and classical schools to the beginning of the nineteenth century. Finney's History of Music is used as an outline. Recordings are used to demonstrate the various styles of music. Much of the material used in this course will be of special interest to elementary teachers.

Music 66. Music Education for Elementary Grades.—Daily; 3 credits. MR. MORLAN

A study of the musical responses and needs of elementary children and of appropriate experiences that can be provided them through the cooperative efforts of the special music teacher and the non-specialized grade teacher. The activities include singing, listening, playing, dancing, marching, reading, creating, 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 in each grade. Also, the using of music in school programs, holiday celebrations, and the integrated program. 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 the piano. Laboratory fee: $3.00.

XIII. PHYSICS AND PHYSICAL SCIENCE

P. S. 1-2. General Physics.—8 single and 3 double periods a week; 6 credits. MR. PITTMAN

This course is recommended for all prospective teachers of science or for students planning to pursue a scientific career, and other students who desire to make physics their science elective. Mechanics, heat, magnetism, electricity, sound and light are covered. This course is equivalent to the full year of physics which is given during the winter session. Laboratory fee: $9.00.

P. S. 1 and 2 were offered formerly as P. S. 61-62.
P. S. 3-4. General Physics.—2 single periods and 1 double period a week; 2 credits.  
MR. PITTMAN

Students desiring to secure eight credits in Physics will take this course combined with P. S. 1-2. The work will consist largely of problems and additional laboratory work. Prerequisite: Credit or registration in General Physics. Laboratory fee: $3.00.

P. S. 31-32. Fundamentals of Science.—8 single and 3 double periods a week; 6 credits.  
MR. WELLS

This course is designed especially to meet the needs of elementary school teachers. The work includes the methods, materials, and literature of elementary school science as well as basic science subject matter. Students are given ample opportunity to develop competence in teaching science by working individually and in small groups on projects related to the grade level they plan to teach. Laboratory fee: $9.00.

XIV. SOCIAL SCIENCE AND HISTORY

S. S. 5. American History.—Daily; 3 credits.  
MR. SMITH

This course covers in outline form U. S. history from the days of New World explorers to the Compromise of 1850. Political, economic, and social aspects of the colonial, revolutionary and early republican periods will be presented and analyzed.

S. S. 6. American History.—Daily; 3 credits.  
MR. SMITH

This is a sequence to S. S. 5. The course covers in outline form U. S. history from the Compromise of 1850 to the present. It treats with the causes and results of the Civil War, the development of modern political parties, the rise of big business, the passing of the frontier, and the causes and results of the Spanish-American War and the First and Second World Wars.
(S. S. 5 and 6 were offered formerly as S. S. 161, 162, 163.)

S. S. 55. Virginia History.—Daily; 3 credits.  
MR. DINGLEDINE

This course gives special emphasis to the colonial, revolutionary, and post-revolutionary periods, but the history of Virginia is covered down to the present.

S. S. 56. Virginia Government and Problems.—Daily; 3 credits.  
MR. DINGLEDINE

This course deals with state, county, and city government in Virginia, and present economic, social, and political problems facing the Commonwealth.
S. S. 60. Current Public Affairs.—Daily; 3 credits.

MR. FREDERIKSON

This course aims to evaluate problems of current interest through a study of newspapers, magazines, and recent books. Emphasis will be placed on a study of national and international developments.

*This course was offered formerly as S. S. 360 and S. S. 70.*

S. S. 65. Recent European History.—Daily; 3 credits.

MR. McILWRAITH

This course covers from the Reformation to 1830. Emphasis is given to the great religious, commercial, intellectual, French, and industrial revolutions.

S. S. 66. Recent European History.—Daily; 3 credits.

MR. McILWRAITH

This course covers from 1830 to the present. Emphasis is given to the rise of modern nations, the growth of imperialism, and the causes and results of the First and Second World Wars.

*S. S. 65 and 66 were offered formerly as S. S. 341, 342, 343.*

S. S. 68. Russia and the Far East.—Daily; 3 credits.

MR. FREDERIKSON

This course aims to acquaint the student with the role of Russia and her dangerous communistic ideology in world affairs today. Attention is also given to significant developments in China, India, and other Asiatic countries.

*S. S. 68 was offered formerly as S. S. 292, 393.*

S. S. 70. History of American Foreign Relations.—Daily; 3 credits.

MR. SMITH

This course is designed to give students a broad outline of United States foreign policies and relations from 1776 to 1951.

The attention of students in social science is called to the following course:

H. E. 55. Social and Family Relationships.—Daily; 3 credits.

MRS. VARNER

This course includes the study of the history of the family as a social and economic unit, and modern problems of boy-girl relationships, courtship, marriage, and marital adjustments. Special emphasis is placed on personality as a harmonizing factor in social and family relationships.

*Open to juniors and seniors in all curricula.*
OFFICERS OF ADMINISTRATION

G. Tyler Miller, B.S. .................. President
Samuel P. Duke, A.M., LL.D. ........... President Emeritus
Walter J. Gifford, Ph.D. ................ Dean of the College
Percy H. Warren, M.A. ............... Dean of the Summer Session
H. K. Gibbons, B.L. .................... Business Manager
Clyde P. Shorts, A.M. ................. Secretary of the Faculty
Hope F. Vandever, M.A. .............. Dean of Women
Dorothy S. Garber, B.S. ............... Dean of Freshman Women; Alumnae Sec'y.

HeLEN M. Frank, A.M. .................. Registrar
Alfred K. Eagle, M.A. ................... Director of Student Guidance and Personnel

LIBRARY STAFF

Haynes McMullen, M.S., Ph.D. ........ Librarian
Ferne R. Hoover, M.A. ................ Assistant Librarian
Ruth E. Miller, B.S., B.S. in L.S. ..... Assistant Librarian
Jean Nelson, M.A., B.S. in L.S. ..... Assistant Professor of Library Science

Stewart P. Smith, A.B., M.S., B.S. in L.S. Assistant Librarian
Leta C. Showalter, A.B., B.S. in L.S. Assistant Librarian

HEALTH SERVICE

Unity Monger, M.D. .................... School Physician
Eva Fretwell, R.N. ..................... School Nurse
Marie H. Thompson ..................... School Nurse
Edythe Shilling, R.N. .................. School Nurse

FOOD SERVICE

Sue J. Raine, A.M. ...................... Dietitian
Jean Copper, B.S. ..................... Assistant Dietitian
Juanita Fishback ....................... Manager, College Tea Room
OFFICE PERSONNEL AND SECRETARIES

ALMA FLICK  .................................. Secretary to the President
CAROLYN CARICOF  ............ Assistant Secretary to the President
THELMA BRANCH  ............................... Secretary to the Dean
AILEE GOCHENOURL  Secretary to the Dean of the Summer Session
BESS T. HAMAKER  ............ Assistant to the Business Manager
ELIZABETH ANDERSON, B.C.S.  Assistant to the Business Manager
DORRIS MCELYEA  ............................. Assistant to the Business Manager
ALICE WILFONG  Assistant to the Business Manager
REBA PHALEN  .................................. Secretary to the Dean of Women
EDNA RITCHIE .................. Secretary to the Dean of Freshman Women
PAULINE LONG ..................... Secretary to the Registrar
GERTRUDE KOONTZ  Assistant Secretary to the Registrar
BERNICE M. KLINE, B.S., M.S.  Secretary to Director of Guidance
RUTH J. ROCHE, A.B.  Secretary to the Curriculum Planning Committee
CLAARA WEAKLEY  Secretary, Regional Film Library
ADELE GOOD  ................................. Secretary to Librarian
MARGARET BIRD .................. Secretary to Library Science Department
GRETHECN GOWL  .................. Secretary to Dietitian
RAE BRIGHT .................. Secretary to Home Economics Dept.
MARTHA HOUNCHELL, B.S.  Secretary to Directors of Training
ANNIE GARNETT  .................. Supply Room Clerk

HOSTESSES OF RESIDENCE HALLS

ELIZABETH CURTIS  .............. Hostess
MARY L. STEVENS  .............. Hostess
LUNA H. BAKER  .............. Hostess

BUILDINGS, GROUNDS, AND LAUNDRY

FRANK ROBERTS  .................. Superintendent of Buildings and Grounds
WILLIETTE E. HOPKINS  ............ Director of Dormitories
BERDIE MOYERS  .................. Laundry Foreman
THE FACULTY OF THE COLLEGE
(For the Summer Session)

G. TYLER MILLER, B.S. .......................President
B.S., Virginia Military Institute.

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

KATHERINE MINER ANTHONY, B.S., M.A. 
Professor of Education
Graduate, State Normal School, Livingston, Alabama; B.S., M.A., George Pea-
body College for Teachers; student, University of Tennessee, Lake Chautauqua,
N. Y., and Teachers College, Columbia (summer sessions); student, Uni-
versity of Chicago.

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

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

JEAN COPPER, B.S. .......................Assistant Dietitian
B.S., Madison College.

RUBY ETHEL CUNDIFF, A.B., M.S. ....Professor of Library Science
A.B., Baker University; M.S., School of Library Service, Columbia University.

JAY L. CURTIS, A.B., A.M., Ph.D. ....Associate Professor of English
A.B., A.M., Ph.D., University of North Carolina.

RAYMOND C. DINGLEDINE, B.A., M.A., Ph.D.,
Assistant Professor of History and Social Science
B.A., M.A., Ph.D., University of Virginia.

ALFRED K. EAGLE, B.S., M.A.
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B.S., University of Virginia; M.A., Teachers College, Columbia University.

WILLIAM C. FORBES, A.B., M.A., Ed.D.
Associate Professor of Science
A.B., M.A., Kent State University; Ed.D., Columbia University.

HELEN M. FRANK, A.B., A.M.
Registrar; Associate Professor of Business Education
A.B., Fairmount College; A.M., Teachers College, Columbia University.

OTTO F. FREDERICKSON, B.S., A.M., Ph.D.
Professor of History and Social Science
B.S., State Teachers College, Emporia; A.M., Colorado State College of Edu-
cation; Ph.D., University of Kansas.

DOROTHY S. GARBER, B.S. ...........Dean of Freshman Women
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.

CLEM GRABNER, JR., A.B., M.A.  
Assistant Professor of Mathematics  
A.B., Western Michigan College of Education; M.A., Indiana 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.

ELIZABETH JAQUELIN HARRIS  
Assistant Professor of Music  
Certificate, Peabody Conservatory; pupil of Ernest Hutcheson; student, Juilliard Summer School and University of New Mexico.

LUELLEN B. HEWITT, B.E., M.A.  
Associate Professor of Physical Education  
B.E., Western Illinois State Teachers College; M.A., State University of Iowa.

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  
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.

RALPH V. LAHAIE, B.S., M.A.  
Assistant Professor of Speech; Director, Speech and Hearing Clinic  
B.S., Central Michigan College of Education; M.A., University of Florida.

JOHN N. McILWRAITH, B.S., A.M.  
Professor of History and Social Science  
B.S., A.M., Teachers College, Columbia University.

HAYNES McMULLEN, A.B., B.S., in L.S., M.S., Ph.D.  
Librarian; Professor of Library Science  
A.B., Centre College; B.S. in L.S., M.S., University of Illinois; Ph.D., 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.
GLENN C. SMITH, B.S., M.S., Ph.D.

LETA C. SHOWALTER, A.B., B.S.
Assistant Librarian

MURL. SHAWVER, B.S.Ed., M.Ed.
Assistant Professor of Biology

EDNA TROUT SHAFFER
Associate Professor of Music

MARY LOUISE SEEGER, B.S., A.M.
Associate Professor of Education

LELAND SCHUBERT, B.A., M.F.A., Ph.D.
Professor of English

MARY LOUISE SEEGER, B.S., A.M.
Associate Professor of Education

EDNA TROUT SHAFFER
Associate Professor of Music

MURL SHAWVER, B.S.Ed., M.Ed.
Assistant Professor of Biology

LETA C. SHOWALTER, A.B., B.S.
Assistant Librarian

GLENN C. SMITH, B.S., M.S., Ph.D.
STEWART P. SMITH, A.B., B.S., M.S. Assistant Librarian
A.B., Presbyterian College; B.S. in L.S., George Peabody College for Teachers; M.S., University of Illinois.

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.

BERNICE REANEY VARNER, B.S., M.A. Professor of Home Economics
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; M.A., Teachers College, Columbia 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., Columbia University.

JOHN C. WELLS, A.B., M.A. Associate Professor of Physics
A.B., Colgate University; M.A., Teachers College, Columbia University.

STUDENT TEACHING FACULTY

RAYMOND J. POINDEXTER, A.B., M.A., Ph.D. Director of Training

BERNICE BUSH, B.S., M.A. Assistant Professor; Supervisor of First Grade
B.S., Longwood College; M.A., Teachers College, Columbia University.

RUTH COOPER, B.S., M.A. Assistant Professor; Supervisor of First Grade
B.S., Radford College; M.A., George Peabody College for Teachers.

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

Additional appointments to the Training School Staff will be made later.
## Schedule of Courses—Summer 1951

**Period 1—7:15-8:15**

<table>
<thead>
<tr>
<th>Course</th>
<th>Name of Course</th>
<th>Instructor</th>
<th>Days</th>
<th>Room</th>
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<tr>
<td>*Art 1</td>
<td>Basic Art</td>
<td>Walker</td>
<td>Daily</td>
<td>W40</td>
</tr>
<tr>
<td>*Art 65</td>
<td>Crafts</td>
<td>Walker</td>
<td>Daily</td>
<td>W40</td>
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<tr>
<td>Bio. 80s</td>
<td>Human Growth and Development</td>
<td>Warren</td>
<td>Daily</td>
<td>W28</td>
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<tr>
<td>*Sci. 60s</td>
<td>Science for the Elementary School</td>
<td>Forbes</td>
<td>Daily (June 18- July 20)</td>
<td>W25</td>
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<td>*B. E. 66 and 67</td>
<td>Accounting</td>
<td>Sanders</td>
<td>Daily</td>
<td>L2</td>
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<tr>
<td>*Chem. 35</td>
<td>Organic Chemistry</td>
<td>Chappell</td>
<td>TTh</td>
<td>M27</td>
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<tr>
<td>Ed. 61</td>
<td>Secondary Education I</td>
<td>Hounchell</td>
<td>Daily</td>
<td>R4</td>
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<td>Eng. 1</td>
<td>Freshman English</td>
<td>Huffman</td>
<td>Daily</td>
<td>W32</td>
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<td>Eng. 50b</td>
<td>Voice and Diction</td>
<td>Curtis</td>
<td>Daily</td>
<td>W31</td>
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<tr>
<td>Geog. 56</td>
<td>Climates and Man</td>
<td>Hanson</td>
<td>Daily</td>
<td>R11</td>
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<td>L. S. 76a</td>
<td>Audio-Visual Materials</td>
<td>Hoover</td>
<td>Daily</td>
<td>W24</td>
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<td>L. S. 78</td>
<td>Cataloging</td>
<td>Nelson</td>
<td>Daily</td>
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<td>Math. 7</td>
<td>General Mathematics</td>
<td>Ikenberry</td>
<td>Daily</td>
<td>W8</td>
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<td>P. E. 20s</td>
<td>Community and School</td>
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<td>Recreation</td>
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<td>Hewitt</td>
<td>Daily</td>
<td>R. Gym.</td>
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<td>S. S. 55</td>
<td>Virginia History</td>
<td>Dingedine</td>
<td>Daily</td>
<td>R14</td>
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</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; WH (with no number following) for the Recording Studio in Wilson; L, for Library; GR, Basement of Reed; BR, Breeze Room.
<table>
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<th>Period</th>
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<th>Instructor</th>
<th>Days</th>
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<td>Miller-Shawver</td>
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<td>Turille</td>
<td>MTWTh</td>
<td>R6</td>
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<td>Child Study and Guidance in the Elementary School</td>
<td>Winder</td>
<td>Daily</td>
<td>R3</td>
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<td>Guidance in the High School</td>
<td>Eagle</td>
<td>Daily</td>
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<td>Ed. 101s</td>
<td>Philosophy of American Education</td>
<td>Gifford</td>
<td>Daily</td>
<td>W22</td>
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<td>*Psy. 31-32</td>
<td>General Psychology</td>
<td>Shorts</td>
<td>Daily</td>
<td>W21</td>
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<td>Eng. 67</td>
<td>Dramatic Production</td>
<td>Schubert</td>
<td>Daily</td>
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<td>Major American Writers</td>
<td>Hullman</td>
<td>Daily</td>
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<td>*H. E. 48</td>
<td>Survey Course in Home Economics</td>
<td>Patterson</td>
<td>Daily</td>
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<td>H. Ed. 60</td>
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<td>Hoover</td>
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<td>Grabner</td>
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<td>Music 66</td>
<td>Music Education for Elementary Grades</td>
<td>Morlan</td>
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<td>*P. S. 1-2</td>
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<td>Pittman</td>
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<td>Russia and the Far East</td>
<td>Frederikson</td>
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<td>Walker</td>
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<td>Principles of Business Education</td>
<td>Chappell</td>
<td>Daily</td>
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<td>*Chem. 1-2</td>
<td>General Chemistry</td>
<td>Seeger</td>
<td>Daily</td>
<td>W22</td>
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<td>*Ed. 40s</td>
<td>The Elementary School Program</td>
<td>Hounchell</td>
<td>Daily</td>
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<td>Secondary Education II</td>
<td>Anthony</td>
<td>Daily</td>
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<td>Ed. 65s</td>
<td>Language Arts in Elementary School</td>
<td>Winder</td>
<td>Daily (June 18-July 20)</td>
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<td>Shorts</td>
<td>Daily</td>
<td>W21</td>
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<td>Eng. 2</td>
<td>Freshman English</td>
<td>Boje</td>
<td>Daily</td>
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<td>Voice and Diction</td>
<td>Schubert</td>
<td>Daily</td>
<td>W31</td>
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<td>Vocabulary Development</td>
<td>Curtis</td>
<td>Daily</td>
<td>W37</td>
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<td>Varner</td>
<td>Daily</td>
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<td>Personal and Community Health</td>
<td>Monger</td>
<td>MWF</td>
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<td>Administration of School Libraries</td>
<td>Nelson</td>
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<td>Survey of Librarianship</td>
<td>McMullen</td>
<td>Daily</td>
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<td>Music History</td>
<td>Shaeffer</td>
<td>Daily</td>
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<td>Daily</td>
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<td>History of American Foreign Relations</td>
<td>Smith</td>
<td>Daily</td>
<td>R14</td>
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<td>Art Education Problems</td>
<td>Walker</td>
<td>Daily</td>
<td>W40</td>
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<td>School</td>
<td>Forbes</td>
<td>Daily</td>
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<td>(June 18-    July 20)</td>
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<tr>
<td>B. E. 65</td>
<td>Personnel Administration</td>
<td>Turille</td>
<td>Daily</td>
<td>R6</td>
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<td>Daily</td>
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<td>Seeger</td>
<td>Daily</td>
<td>W22</td>
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<td>Winder</td>
<td>Daily</td>
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<td>Hamrick</td>
<td>Daily</td>
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<td>Poindexter</td>
<td>Daily</td>
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<td>Ethics</td>
<td>Gifford</td>
<td>Daily</td>
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MADISON COLLEGE
HARRISONBURG, VIRGINIA

Application for Admission
SUMMER SESSION

Date: .................................., 19...

Mr. ........................................
Miss. ........................................
Mrs. ........................................

Last Name ...................................
First Name ..................................
Middle Name .................................

Age ...........................................

Address ......................................

Are you a high school graduate? ........... Year graduated? ............

Name and address of the high school: ...........................................

Have you attended Madison College before? ..............................

If so, when were you last in attendance? .................................

If registered previously under another name, give name as registered:

If a former Madison student, have you attended any other colleges since
your last residence at Madison? ............................................

If so, give the names and addresses of other colleges attended with dates
of attendance: ...............................................................  

INSTRUCTIONS TO APPLICANTS

1. Fill out both sides of this form and mail it to Percy H. Warren, Dean
   of the Summer Session, Madison College, Harrisonburg, Virginia.

2. Transcripts of work done at other Institutions.
   a. If you are transferring from another institution and plan to work
      toward a degree at Madison, please ask the Colleges that you have
      attended to forward official transcripts of your record to the Regis-
      trar. This should be done as far in advance of the opening of the
      Summer Session as possible.
   b. If you wish only to transfer the credits that you earn in the Sum-
      mer Session to another institution, or to use them in renewing a
      teaching certificate, the College does not require that you obtain a
      transcript of your record from other institutions. Instead you
      may have a statement of good standing or honorable dismissal sub-
      mitted by the institutions which you have attended.
If a college graduate, give year of graduation: ....... Degree obtained: .......
Name of Institution: .................................................
Are you in good standing or entitled to honorable dismissal from all insti-
tutions you have attended? ........................................
Do you plan to attend this summer to:
   a. Renew your certificate? □
Check  b. Change certificate to Collegiate Professional □
One  c. Work toward a degree at Madison College? □
   In what Curriculum? ............................................
   d. Earn credits to be transferred to another college? □
Indicate courses in which you may want to enroll:
   Department       Course Number       Title of Course
   ...........................................................................
   ...........................................................................
   ...........................................................................
   ...........................................................................
Room Reservation: Dormitory and room preferred: .................
Roommate desired: ...................................................
(Read carefully the instructions on the other side of this page.)