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The Taylor Program

Student Personnel Services

Student Expenses

Admission, Eligibility and Records

Academic Regulations

The Curriculum
FEBRUARY 1963


Issued as Volume LV, Number 6
of the
TAYLOR UNIVERSITY BULLETIN
UPLAND, INDIANA

Issued monthly except April and August. Entered as second
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of Congress July 16, 1864.
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Foreword

This catalog presents an outline of courses, requirements for admission and general information for the academic years 1963-64 and 1964-65. The register of officers and teachers is for the year 1962-63.

Correspondence may be addressed as follows:

GENERAL INFORMATION—Correspondence having to do with matters other than those specified below should be addressed to the Office of the President.

REQUESTS FOR LITERATURE—Office of Public Relations

APPLICATION FOR ADMISSION—Director of Admissions

COURSES OF STUDY—Academic Dean

INFORMATION CONCERNING SCHOLARSHIPS, EMPLOYMENT AND OTHER STUDENT INTERESTS—Dean of Students

ACADEMIC RECORDS AND TRANSCRIPTS—Registrar

BUSINESS MATTERS (including housing for married students)—Business Manager

ALUMNI AFFAIRS—Alumni Secretary

TAYLOR UNIVERSITY
Upland, Indiana

Telephone: Wyandotte 8-2751
Area Code 317
College Calendar

1963-64

September 5-7, Thursday-Saturday ....... Faculty Study Conference
September 8-14, Sunday-Saturday ............. New Student Week
September 13, Friday .................... Registration of Returning Students
September 16, Monday .................... Classes Begin
September 27, Friday ..................... Matriculation Day
October 6-13, Sunday-Sunday ............ Spiritual Emphasis Week
October 26, Saturday ..................... Homecoming Day
October 29, Tuesday ..................... English Proficiency Tests
November 9, Saturday ................... Parents' Day
November 13-15, Wednesday-Friday ........ Missionary Conference
November 27, Wednesday, 12:20 p.m. Thanksgiving Vacation Begins
December 2, Monday, 12:30 p.m. ....... Thanksgiving Vacation Ends

1964

January 6, Monday, 12:30 p.m. ............ Christmas Vacation Ends
January 20-23, Monday-Thursday ............ Evaluation Week
January 28, Tuesday ..................... Registration for Second Semester
January 29, Wednesday .................... Classes Begin
January 31, Friday ....................... Reade Memorial Lectures
February 9-16, Sunday-Sunday ............ Spiritual Emphasis Week
March 27, Friday, 12:20 p.m. ............ Spring Vacation Begins
April 6, Monday, 12:30 p.m. ............ Spring Vacation Ends
April 17-19, Friday-Sunday ................. Youth Conference
April 30 - May 3, Thursday-Sunday ........ Fine Arts Festival
May 2, Saturday ......................... Bishop William Taylor's Birthday
May 7, Thursday ......................... Senior Comprehensive Examinations
May 31, Sunday, 7:30 p.m. ................. Baccalaureate
June 1-4, Monday-Thursday ............... Evaluation Week
June 5, Friday .......................... Alumni Day
June 6, Saturday, 9:30 a.m. ............... Commencement
1964-65

September 3-5, Thursday-Saturday ..... Faculty Study Conference
September 6-12, Sunday-Saturday ............ New Student Week
September 11, Friday .................. Registration of Returning Students
September 14, Monday ..................... Classes Begin
September 25, Friday ..................... Matriculation Day
October 4-11, Sunday-Sunday .......... Spiritual Emphasis Week
October 27, Tuesday ...................... English Proficiency Tests
October 31, Saturday ..................... Homecoming Day
November 11-13, Wednesday-Friday ..... Missionary Conference
November 14, Saturday ..................... Parents' Day
November 25, Wednesday, 12:20 p.m. Thanksgiving Vacation Begins
November 30, Monday, 12:30 p.m. ...... Thanksgiving Vacation Ends
December 18, Friday, 12:20 p.m. ..... Christmas Vacation Begins

1965

January 4, Monday, 12:30 p.m. ......... Christmas Vacation Ends
January 18-21, Monday-Thursday ........... Evaluation Week
January 26, Tuesday ..................... Registration for Second Semester
January 27, Wednesday ..................... Classes Begin
February 3, Wednesday .................. Reade Memorial Lectures
February 7-14, Sunday-Sunday .......... Spiritual Emphasis Week
April 9-11, Friday-Sunday .............. Youth Conference
April 16, Friday, 12:20 p.m. ............. Spring Vacation Begins
April 26, Monday, 12:30 p.m. ............. Spring Vacation Ends
May 2, Sunday ....................... Bishop William Taylor's Birthday
May 6-9, Thursday-Sunday ............... Fine Arts Festival
May 13, Thursday .................... Senior Comprehensive Examinations
May 30, Sunday, 7:30 p.m. ............ Baccalaureate
May 31 - June 3, Monday-Thursday .... Evaluation Week
June 4, Friday ......................... Alumni Day
June 5, Saturday, 9:30 a.m. ............ Commencement
Board of Trustees

Dr. B. Joseph Martin, President of the University Member Ex-Officio
Dr. Charles W. Shilling, Chairman .................. Arlington, Virginia
Dr. M. C. Patterson, Vice Chairman ........ Grosse Pointe Park, Michigan
Dr. G. Harlowe Evans, Secretary ............... Bloomington, Illinois
Mr. Arthur L. Hodson, Treasurer ............... Upland, Indiana
Mr. Lester C. Gerig, Endowment Treasurer ...... Fort Wayne, Indiana

Mr. David Cox ................................ Alexandria, Indiana
Dr. Theodore W. Engstrom ......................... Wheaton, Illinois
Rev. Herbert M. Frazer .............................................. Cincinnati, Ohio
Dr. J. Paul Gentile ................................... Fort Wayne, Indiana
Mr. D. L. Haffner ................................... Garrett, Indiana
Dr. Richard W. Halfast ................................ Kokomo, Indiana
Mr. D. Paul Huffman ................................ Elkhart, Indiana
Mr. Loren R. Humphrey ............................... Goddard, Kansas
Rev. Donald F. LaSuer ................................ Warsaw, Indiana
Dr. Verner S. Mumbulo ................................ Detroit, Michigan
Dr. Robert W. Pierce ................................ Pasadena, California
Mrs. Kathryne B. Sears ................................ Cedar Rapids, Iowa
Mr. Howard M. Skinner ................................ Muskegon, Michigan
Mr. Earl D. Sticklen ................................ Drexel Hill, Pennsylvania
Dr. Hugh S. Townley ................................ Saginaw, Michigan
Mr. Clarence H. Varns ................................ Middlebury, Indiana
Dr. John C. Wengatz ................................ Winter Park, Florida

HONORARY TRUSTEES

Mr. Clement L. Arthur .............................. Kirklin, Indiana
Mr. Linton A. Wood ................................. Hendersonville, North Carolina

COMMITTEES OF THE BOARD

Executive Committee
Educational Policies Committee
Finance Committee
Public Relations Committee

ASSOCIATES

The Taylor University Associates are Christian leaders from various parts of the nation who act as a board of reference in relation to the trustees and administration of the college in the interest of advancing a strong program of Christian higher education.

Mr. H. G. Bacon ................................. Lake City, Michigan
Mr. James W. Charbonnier ....................... Evanston, Illinois
Mr. Maurice Coburn ............................. Chicago, Illinois
Dr. Robert A. Cook ............................... Briarcliff Manor, New York
Mr. Edward T. Darling .......................... Birmingham, Michigan
Dr. James A. DeWeerd ......................... Pennville, Indiana
Bishop Ralph E. Dodge .......................... Southern Rhodesia, Africa
Mr. David J. Ford .................................. Wabash, Indiana
Dr. James D. Gibson ................................. Wilmot, Kentucky
Dr. Fred M. Lange ..................................... Dallas, Texas
Mr. Christian H. Muselman .......................... Berne, Indiana
Mr. Grover C. Oliver .................................. Plattsburgh, New York
Mr. Robert Parr ......................................... Lebanon, Indiana
Dr. Paul S. Rees .......................................... Pasadena, California
Mr. Lester Rich ........................................... Archbold, Ohio
Dr. Norval Rich ............................................ Decatur, Indiana
Mr. Merle N. Rocke ..................................... Fort Wayne, Indiana
Mr. Maurice N. Rupp ..................................... Fort Wayne, Indiana
Mr. Jay B. Trauring ..................................... Hartford City, Indiana
Dr. Robert A. Walker ................................. Chicago, Illinois
Dr. George R. Warner ..................................... Marion, Indiana

Administrative Staff

B. Joseph Martin ................................. President of the University
Milo A. Rediger ...................... Vice President and Academic Dean
Paul D. Keller ....................... Business Manager
Henry W. Nelson ........................................ Dean of Students
E. Sterl Phinney ............................... Registrar and Director of Admissions
Robert J. Freese .................... Admissions Counselor
Edward W. Bruerd .............................. Alumni Executive Secretary
Wilbur Cleveland .................. Director of Publicity
Alice K. Holcombe ................ Head Librarian
Lois Weed ...................................... Assistant Librarian
Mary E. Badger .......................... Head Resident Counselor
Sam Delcamp .................................. Head Resident Counselor
Paul W. Phinney ...................... Assistant Resident Counselor
Ralph Boyd .............................. Superintendent of Buildings and Grounds
Joseph Biermann ............................. Food Service Manager

HEALTH SERVICE

Dr. Miles Donaldson and Dr. Fred Dunbar ....... College Physicians
Lily Haakonsen .................................. College Nurse

HEALTH SERVICE CONSULTANTS

Dr. M. Arthur Grant .............................. Fairmount, Indiana
Dr. Wendell Ayres ................................ Marion, Indiana
Dr. J. P. Powell ................................ Marion, Indiana
Dr. Joe Davis ................................ Marion, Indiana
Dr. Clayton Barabe .............................. Hartford City, Indiana
Dr. G. A. Owsley ................................ Hartford City, Indiana
Dr. Dean Jackson ................................ Hartford City, Indiana
Faculty

B. JOSEPH MARTIN, President of the University 1960
Pasadena College, A.B., Th.B.; University of Southern California, M.Th., Ph.D.; Houghton College, LL.D.

JENNIE ANDREWS, Professor of Elementary Education 1951
Marion College, A.B., B.S.Ed.; The State University of Iowa, A. M.; Graduate study at the University of Minnesota and the University of Arizona

PAUL F. BARKMAN, Associate Professor of Psychology 1956
Bethel College, A.B.; Biblical Seminary in New York, S.T.B.; New York University, M.A., Ph.D.

JANET A. BENNING, Assistant Professor of Women's Physical Education 1960
Taylor University, B.S.Ed.; Ball State Teachers College, M. A.; Graduate study at Cortland State Teachers College and Genesee State Teachers College

AUDREY J. BERNDT, Instructor; Assistant Librarian 1962
Taylor University, A.B.; Graduate study at the University of Minnesota

THEODORA BOTHWELL, Professor Emeritus—Music 1922
Syracuse University, Mus. B.; Chicago Conservatory, Mus. M.; American Institute of Normal Methods; Columbia University; Chicago Musical College; Pupil of Mme. Julie River-King (Retired 1954)

CHARLES D. BROMLEY, Assistant Professor of Education and Director of Testing 1961
Eureka College, B.S.; Indiana University, M.S.; Graduate study at Eastern Illinois University, Kent State University, and Indiana University

F. FREEMAN BURKHALTER, Professor of Music Education 1961
Northwestern University, B.M.E., M.M.; Columbia University, Ed.D.

HAZEL E. BUTZ, Professor of English and Chairman of the Division of Language and Literature 1946
Taylor University, B.S.Ed.; Indiana University, A.M., Ph.D.

EUGENE A. CAMPANALE, Visiting Professor of Education 1962
University of Notre Dame, A.B., M.A.; Indiana University, Ed. D.

BARBARA C. CARRUTH, Assistant Professor of Music 1961
Asbury College, A.B.; University of Michigan, M.M.; Graduate study at the University of Michigan
CHARLES W. CARTER, Professor of Philosophy and Religion 1959
Marion College, Th.B., A.B.; Winona Lake School of Theology, M.A.; Asbury Theological Seminary, B.D.; Butler University, M.A.; Butler University Graduate School of Religion, Th.M.

MILDRED N. CHAPMAN, Associate Professor of Education 1956
Asbury College, A.B.; University of Kentucky, M.A., Ed.D.

HILDETH MARIE CROSS, Professor of Psychology 1948
Asbury College, A.B.; University of Michigan, A.M.; The State University of Iowa, Ph.D.

ROBERT W. DAVENPORT, Assistant Professor of Physical Education; Football Coach 1958
University of California at Los Angeles, B.S.; Ball State Teachers College, M.A.Ed.

CHARLES M. DAVIS, Associate Professor of English 1962
Indiana State College, A.B.; Chicago University, M.A.; Graduate study at Indiana University

VONCIEL DAVIS, Instructor in English 1960
Marion College, A.B., B.S.Ed.; Graduate study at the University of Wisconsin

MARVIN G. DEAN, Associate Professor of Music and Chairman of the Division of Fine Arts 1959
Michigan State University, B.M.; American Conservatory of Music, M.M.; Graduate study at the University of Kentucky and George Peabody College for Teachers

MARY YOUNG DEAN, Assistant Professor of Music 1959
Bethany College, B.M.; Kansas State University, M.S.; Graduate study at Chicago Musical College and George Peabody College for Teachers

OLIVE MAY DRAPER, Professor Emeritus—Mathematics and Astronomy 1914
Taylor University, A.B.; The University of Michigan, A.M.; Graduate study at Columbia University, The State University of Iowa and Indiana University (Retired 1955)

J. LEE DYE, Assistant Professor of Business Education 1962
Sterling College, B.S.; Kansas State Teachers College, M.S.

JESSE G. EVANS, Assistant Professor of Music 1961
Monmouth College, A.B.; Ohio State University, B.S., M.A.; Graduate study at Western Reserve University, the University of Colorado and Indiana University

GEORGE A. GLASS, Assistant Professor of Physical Education; Track Coach 1960
Taylor University, B.S.Ed.; Ball State Teachers College, M.A.Ed.
GLADYS M. GREATHOUSE, Professor of Speech and Dramatics  
Asbury College, A.B.; University of Kentucky, M.A.Ed.; Graduate study at the University of Wisconsin  

FREDERICK W. HAAS, Assistant Professor of Speech  
Northwestern Schools, B.A.; University of Wisconsin, M.S.; Graduate study at the University of Wisconsin  

GWEN M. HAAS, Instructor in Music  
Nyack Missionary College, B.S.M.; MacPhail College of Music, B.M.; Graduate study at the University of Wisconsin  

GEORGE S. HAINES, Assistant Professor of Education  
Purdue University, B.S.Ed., M.S.Ed.; Graduate study at George Peabody College for Teachers  

MEREDITH C. HAINES, Associate Professor of Social Science and Religion  
Asbury College, B.A.; Asbury Theological Seminary, B.D.; University of Southern California, M.A.; Graduate study at Asbury Theological Seminary, Ball State Teachers College and Indiana University  

ROBERT B. HAYES, Associate Professor of Education and Chairman of the Division of Education  
Asbury College, A.B.; University of Kansas, M.Ed., Ed.D.  

DALE E. HEATH, Assistant Professor of Greek and Christian Education  
Greenville College, A.B.; Asbury Theological Seminary, B.D.; Graduate study at Western Reserve University, John Carroll University and McCormick Theological Seminary  

ALICE K. HOLCOMBE, Associate Professor; Head Librarian  
Taylor University, A.B.; The University of Michigan, B.A.L.S.  

JOHN B. JANTZEN, Assistant Professor of French  
Whitworth College, A.B.; Ball State Teachers College, M.A.Ed.; Graduate study at Kennedy School of Missions; Language (French) study in Brussels, Belgium  

PAUL D. KELLER, Business Manager and Assistant Professor of Music  
Manchester College, B.S.; Cincinnati Conservatory of Music, Mus.M.  

JACKIE W. KING, Instructor in Physical Education; Baseball Coach  
Taylor University, B.S.Ed.; Graduate study at Western Michigan University and Ball State Teachers College
GORDON M. KRUEGER, Professor of Chemistry 1955
University of Kansas, A.B., A.M.; Graduate study at the University of Minnesota, Ball State Teachers College, and Michigan State University

HERBERT G. LEE, Associate Professor of English 1955
Western Carolina Teachers' College, B.S.; University of North Carolina, M.A.; Graduate study at Northwestern University

JAMES K. LEE, Professor of Chemistry 1959
Central China University, B.S.; Catholic University of America, M.S.; Catholic University of America, Ph.D.

WILLIAM M. LOEWEN, Instructor in Sociology 1959
Taylor University, A.B.; Ball State Teachers College, M.A.

FREDERICK H. LUTHY, Assistant Professor of Religion 1955
Taylor University, A.B.; Bonebrake Seminary, B.D.; Butler University, M.A.; Graduate study at Ball State Teachers College and the State University of Iowa

BERNICE A. McCURDY, Associate Professor of Education 1962
Anderson College, B.A.; Ball State Teachers College, M.A.; Indiana University, Ed.D.

FRANCES M. MILLER, Assistant Professor of English 1961
Bowling Green State University, B.S., M.A.; Graduate study at Bowling Green State University

MELVIN L. MOESCHBERGER, Instructor in Mathematics 1962
Taylor University, B.S.Ed.

HENRY W. NELSON, Dean of Students and Associate Professor of Psychology and Education 1962
Taylor University, A.B.; Boston University, M.Ed.; Graduate study at Boston University and Columbia University

ELMER N. NUSSBAUM, Professor of Physics and Director of Research and Special Training 1949
Taylor University, A.B.; Ball State Teachers College, A.M.; University of Rochester, Ph.D.; Graduate study at the University of Washington

DON J. O'DLE, Associate Professor of Physical Education and Director of Athletics 1947
Taylor University, B.S.Ed.; Indiana University, M.S.

WALTER OLIVER, Instructor in Spanish 1959
Taylor University, A.B.; Graduate study at the University of Michigan and Chicago University

GRACE D. OLSON, Professor of History 1945
Taylor University, A.B.; The University of Michigan, A.M.; Graduate study at The University of Michigan and Western Reserve University
KAN ORI, Assistant Professor of Political Science 1961
Taylor University, A.B.; Indiana University, M.A., Ph.D.

JACK D. PATTON, Assistant Professor of Art 1952
Taylor University, A.B.; Ball State Teachers College, M.A.Ed.

E. STERL PHINNEY, Registrar and Director of Admissions, 1947
Associate Professor of History
Marion College, Th.B., A.B.; Butler University, M.A.;
Graduate study at the University of Oregon

ELISABETH POE, Associate Professor of Biology 1953
Marion College, A.B., B. Rel.; The University of Michigan, A.M.;
Graduate study at The University of Michigan and the University of Virginia

DONALD H. PORTER, Professor of Mathematics and Physics 1959
and Chairman of the Division of Natural Sciences
Marion College, A.B.; B.S.Ed.; Indiana University, M.A., Ph.D.

MILO A. REDIGER, Vice-President and Academic Dean and 1943
Professor of Philosophy and Religion
Taylor University, A.B.; New York University, A.M., Ph.D.;
Graduate study at The Biblical Seminary in New York

FRANK H. ROYE, Associate Professor of Sociology 1955
Transylvania College, B.A.; Southern Baptist Theological Seminary, B.D., Th.D.

CHARLES K. SIMS, Assistant Professor of Music 1962
University of Kentucky, B.M.; University of Michigan, M.M.

HAROLD Z. SNYDER, Assistant Professor of Biology 1962
University of Michigan, A.B., B.S., M.S.; Michigan State University, Ph.D.

ROSS C. SNYDER, Assistant Professor of Education 1961
Taylor University, B.S.Ed.; Ball State Teachers College, M.A.Ed.; Graduate study at Butler University, the University of Florida and Ball State Teachers College

RICHARD L. STEINER, Instructor in French 1962
Taylor University, A.B.; Biblical Seminary in New York, S.T.B.; Graduate study at Ball State Teachers College; Language (French) study in Brussels, Belgium

HILDA L. STEYER, Associate Professor of Music 1954
Asbury College, B.A.; Cincinnati Conservatory of Music, B.Mus., M.Mus.

C. RICHARD TERMAN, Assistant Professor of Biology 1961
Spring Arbor Junior College, A.A.; Albion College, A.B.;
Michigan State University, M.S., Ph.D.
W. RALPH THOMPSON, Professor of Religion and Chairman of the Division of Philosophy and Religion 1950
Greenville College, A.B., Th.B.; Winona Lake School of Theology, B.D.; The Biblical Seminary in New York, S.T.B.; Ball State Teachers College, M.A.Ed.; Northern Baptist Theological Seminary, Th.M., Th.D.

JULIUS J. VALBERG, Associate Professor of Modern Languages and History 1950
University of Latvia, A.M., Dr.J.U.; Graduate study at The University of Cologne, Germany; Institute Universitaire, Geneva, Switzerland; Harvard University Law School; and Indiana University

KENNETH E. VAN SISE, Associate Professor of Business and Economics 1962
Yale University, B.A.; New York University, M.B.A.; Graduate study at New York University

EVELYN VAN TIL, Assistant Professor of English and Journalism 1958
Calvin College, A.B.; Purdue University, M.S.; Graduate study at Indiana University and the State University of Iowa

DALTON A. VAN VALKENBURG, Assistant Professor of Business and Economics and Chairman of the Division of Social Sciences 1956
University of Michigan, B.B.A., M.B.A.; Graduate study at Indiana University

LOIS A. WEED, Assistant Professor; Assistant Librarian 1953
Taylor University, A.B.; University of Kentucky, M.S.L.S.

RAY R. WELCH, Instructor in Organ 1962
Indiana University, B.M.E.

ROBERT C. WOLFE, Instructor in Chemistry and Physics 1962
Taylor University, B.S.Ed.; Graduate study at Indiana University

VIDA G. WOOD, Associate Professor of Biology 1954
Teachers College, Columbia University, B.S.Ed.; New York State College for Teachers, M.S.; Graduate study at Purdue University

JAMES YOUNG, Associate Professor of Speech and Dramatics 1958
Asbury College, A.B.; Michigan State University, M.A.; University of Michigan, Ph.D.
SUPERVISING TEACHERS

Academic year of 1962-63

Adams County Central Schools

Richard Allspaw
Wanda Archbold
Lucille Beavers
Frank Green
Martha Habegger
Carl Honaker

Margaret Kuhn
Robert Shoup
Donald Sprunger
Rowena Stucky
Mary Williamson

Alexandria

Thomas Blester
William Gaither
Barbara Garringer

Nina Jones
Linda Ramsey
Mary Ringer

Berne

Beth Blue
Esther Hirschy
Norma Jones
Donald Keller
Leonard Kingsley
Carolyn Leichty
Elise Leistner
Hilda Lehman
J. Stuart Lehman

Doyle Lehman
Helen Macklin
Surena Marthenke
Mary Schlagenhauf
Bruce Smith
Barbara Sprunger
Jeanette Sprunger
Jerry Sprunger
Lowell Sprunger

Decatur

Hubert Feasel

Fort Wayne

Leonora Bleke
Maryann Chapman
Ural Edwards
Clean Fleck
Raymond Garrett
James McFadden
Mildred Meese
Irene Miller

Leslie Reeves
Marshall Schoeff
Elden Stoops
Robert Vachon
Naida Walker
John Walter
Ruth Wimmer

Hartford City

Catherine Burchard

Kokomo-Center Township Consolidated School Corporation

E. Phillips Blackburn, Supt.

Edith Adler
Charles Baer
Robert Bushong
Dorothy Bushman
William Fox
Helen Gustin
Cecil Hunter

Leona Jackson
Mildred Kern
Paul King
Martha McGowan
William Rammell
Paul Troyer

Marion

Donald L. Simon, Supt.

Phillip Albertson
Velma Arthur
Milo Atwood
Mark Baldwin
Ruth Bragg
Elizabeth Campbell
Frances Child

Annalee Cloud
James Coppock
Grace Crandall
Harland Downing
Wayne Easterday
Lillian Hewitt
Mary Keesling
**Faculty**

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<td>Joanne Kendall</td>
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**Oak Hill School Corporation**

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<td>Marvin E. Green</td>
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<td>Charles Hope</td>
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**Richmond**

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**FACULTY COMMITTEES**

- Academic Affairs
- Admissions
- Advisory Council
- English Proficiency
- Faculty Council
- Radio and Television
- Student Aid and Scholarship
- Teacher Education

**FACULTY-STUDENT COMMITTEES**

- Athletic
- Chapel
- Fine Arts
- Library
- Public Relations
- Religious Services
- Student Affairs
**The Taylor Program**

**HISTORICAL DEVELOPMENT**

Taylor University was organized in 1846 in Fort Wayne, Indiana, by what was then the Indiana Conference of the Methodist Episcopal Church, and was known as the Fort Wayne Female College. In 1855 it was united with the Collegiate Institute of the same city and became known as Fort Wayne College, a co-educational institution. In 1890 it passed to the control of the National Association of Local Preachers of the Methodist Episcopal Church, and its name was changed to Taylor University in honor of the missionary bishop, William Taylor, called by the historian Hurst, “the modern St. Paul.”

In July, 1893, the institution was rechartered and moved to its present location. Rev. T. C. Reade, L.L.D., was president at the time of this change. The gift of a campus of ten acres and $10,000 in cash from the citizens of Upland played no small part in the establishment of the school in its present location. The energy, consecration and self-sacrifice of President Reade and his aides were important factors in the building of a college which had as one of its aims the placing of a college education within the reach of persons of modest means.

After personal visitation and examination of the character and work of the college, Bishop Taylor gave it his hearty endorsement, prayed for it three times every day and assisted it by his influence and with his means. It found a place in his great heart because of its spirituality, its missionary enthusiasm and its interest in students needing financial assistance. All who have become familiar with its product of Christian manhood and womanhood heartily endorse his statement that “this work is of God.” The original administration building, which was the first to be erected at Upland, had additional historical significance because Bishop Taylor assisted in the laying of its cornerstone.

In 1921 The National Association of Local Preachers of the Methodist Episcopal Church transferred the institution to the Alumni Association and they, in turn, at a later date conveyed it to The Legal Hundred of Taylor University. Later the William Taylor Foundation was organized and to this body passed the control of Taylor University. This foundation was fittingly named, since Taylor University still emphasizes the same objectives of world evangelism and the spreading of scriptural holiness which were the motivating passions of Bishop William Taylor.

Although today Taylor University is a private interdenominational liberal arts college, owned and operated by a Board of Trus-
tees numbering twenty-six, The William Taylor Foundation continues as an affiliate body whose purpose it is to receive and hold funds, trusts, bequests and other gifts for the college.

The members of the Board of Trustees of Taylor University are persons of high and recognized Christian character, members of some Protestant evangelical church, and in sympathy with the traditional policies of the institution. These men are sympathetic with Taylor University's missionary and evangelical emphases, and its appreciation of the Holy Scriptures as the Word of God. In selecting the membership of the board, careful thought is given so that every member meets these high requirements.

The purpose of the Board of Trustees of Taylor University is to perpetuate an institution that will be interdenominational in service and firmly committed to the program of Christian higher education. It seeks to make a distinct contribution to the work of the evangelical churches of our country and the world, and it determines to send its students back to their churches to be loyal to the Christ of their faith.

**EFFECTIVELY CHRISTIAN**

It is the aim of the governing board and the faculty of Taylor University to provide an educational experience for students which contributes effectively to intellectual and spiritual development within the framework of evangelical Christianity. Accordingly, the college is committed to the following statement of doctrine:

1. We believe the Bible to be the inspired, the only infallible, authoritative Word of God.
2. We believe that there is one God, eternally existent in three persons: Father, Son and Holy Spirit.
3. We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return in power and glory.
4. We believe that, for the salvation of lost and sinful men, regeneration by the Holy Spirit is absolutely essential.
5. We believe also in the cleansing and empowering ministry of the Holy Spirit for the believer, which enables him to live a godly life.
6. We believe in the resurrection of both the saved and the lost; they that are saved unto the resurrection of life and they that are lost unto the resurrection of damnation.
7. We believe in the spiritual unity of believers in our Lord Jesus Christ.

The college seeks to cultivate an atmosphere which stimulates spiritual aspiration and the practice of Christian ethics. It fosters an attitude of respect for, and interest in, the organized church.

An institution that has caught the spirit of Bishop William Tay-
lor cannot be provincial in its outlook. Students come to Taylor University from many states and foreign countries, as a result of which the entire campus community enjoys a cosmopolitan atmosphere.

Taylor University was founded upon the Wesleyan interpretation of evangelical Christianity, and it emphasizes the necessity of the spirit-filled life for effective personal living and world-wide service. Students are admitted with a view to their acceptance of these ideals, as well as their contribution to a kind of social and intellectual climate which is conducive to a unique program of Christian higher education.

AIMS

**Basic Educational Philosophy:** The Taylor program is set within the framework of Christian higher education, and aims to provide liberal arts and pre-professional training in a setting which is vitally Christian, intellectually vigorous, socially wholesome, and physically healthful. It is assumed that sound scholarship and Christian faith and experience are mutually interdependent and meaningful, and that sound education must correlate these in the growing experience of the student. High scholastic achievement is to be combined with Christian faith and culture in the development of citizenship and leadership for family, church, and state in a democratic society.

The college seeks to provide a liberal educational adventure within a Christian community. Objectives, curriculum, counseling and teaching are conceived in this framework. An attempt is made to integrate learning and doing in a pattern of experience which recognizes that man is both a spiritual being with an eternal destiny and a responsible member of a socially interdependent society.

All who work in the organization are expected to combine high academic standards with true spiritual values and so to foster the development of students in harmony with these objectives which, specifically stated, are:

1. To offer an effective liberal arts education fused with a vitally Christian interpretation of truth and life. The first two years of the liberal arts program are designed to provide (a) an introduction to the basic fields of learning and (b) the development of general culture, citizenship in a democracy, Christian ideals and personal qualities.
2. To organize the liberal arts program so as to include adequate pre-professional training in engineering, law, medicine, ministry, business and nursing.
3. To prepare students for teaching in the elementary and secondary public schools.
4. To aid the student to develop and maintain a strong body through the practice of proper health habits.
5. To enrich the cultural experience of the students and develop proper social attitudes.
6. To insure the maximum effectiveness of its program through constant study and improvement in the areas of instruction, curriculum, and personnel services.
ACADEMIC STANDING

Taylor University is accredited by the North Central Association of Colleges and Secondary Schools, the State Department of Public Instruction of Indiana, and the National Council for Accreditation of Teacher Education. Memberships include the American Council on Education, Association of American Colleges and the National Commission of Christian Higher Education of the Association of American Colleges.

Training of Veterans: Taylor University is also accredited by the State Department of Public Instruction for the training of persons who qualify under Public Laws 550, 634, and 16. These provide for Korean veterans, Korean orphans, and the physically handicapped.

BUILDINGS AND EDUCATIONAL EQUIPMENT

The grounds of Taylor University total one hundred sixty acres, one-half mile in either direction, beginning at the south edge of Upland and fronting an extension of Main Street. The campus proper occupies the north half of this acreage. In addition, a considerable number of city lots are located north of this part of the campus on which are dormitories, residential and other properties which form a part of the educational plant.

*Helena Memorial Music Hall* was made possible by the bequest of Mrs. Helena Gehman of Urbana, Ohio, and by a substantial supplementary gift from Mr. and Mrs. Israel B. Shreiner. The main and ground floors of the building accommodate teaching studios, rehearsal rooms and private practice rooms. The second floor is Shreiner Auditorium which is equipped with an Allen organ.

The *Ayres-Alumni Memorial Library* contains two large reading rooms, stack space for 50,000 volumes, record listening rooms, and facilities for the use of audio-visual aids. The present holdings total 46,000 volumes and 440 periodicals.

Since the administration building was destroyed by fire, administrative offices have been located temporarily on the ground floor of this building.

*Sickler Hall*, known as the Education Building, contains lecture rooms, laboratories and offices for the education department, and a faculty research laboratory.

The *Prayer Chapel* is located in Sickler Hall and is appropriately furnished for individual and small group devotional experiences.

The *Science Building* contains lecture rooms, physics and biology laboratories and faculty offices.

The *Chemistry Building* was constructed to replace chemistry teaching facilities which were lost when the old administration building was destroyed by fire. It contains chemistry laboratories and classrooms for chemistry, mathematics and psychology courses.
The Education Annex consists of four units, three of which include at least one classroom and two faculty offices. The fourth houses a new language laboratory.

The A. E. C. Research Laboratory was equipped with funds from a grant by the Atomic Energy Commission and is used in the conduct of research projects sponsored by grants from that commission.

Maytag Gymnasium stands near the entrance of the athletic field. It is three stories high, and is equipped with a regulation-size basketball floor and balconies. The basement contains dressing rooms for both men and women, showers, and an auxiliary gymnasium.

Magee-Campbell-Wisconsin Hall is a residence for women. The north unit is Stanley Magee Memorial; the middle unit, the John D. Campbell Building; the south unit, the Wisconsin Building. There are one hundred seventy rooms with running water in each, a lounge, several large lobbies, a laundry and a student center.

The Health Center is located on the first floor of Wisconsin Hall in the west wing. It consists of a dispensary, a unit of beds for men and a unit of beds for women.

Samuel Morris Hall is a men's residence with eighty-eight double rooms, a public lounge on the first floor and student lounges on each of the four floors. It was constructed during the year 1957-58 and is occupied by one hundred seventy-six students. The building is named for Sammy Morris, a former student from Africa who is featured in the film, "Angel in Ebony."

Swallow-Robin Hall, a three-story brick building, is an additional residence for women. This building was made possible by the gift of Dr. S. C. Swallow of the Central Pennsylvania Methodist Conference, and was named Swallow-Robin in honor of Dr. Swallow and his wife, whose maiden name was Robin. The rooms of this hall are named for those who contributed.

The Storer Food Center is a central food-service building which includes a dome-shaped, glass-enclosed dining room with a seating capacity of six hundred, a private dining room known as the Kerwood Room, and a complete food preparation area.

Fairlane Village consists of thirty-nine two- and three-bedroom units for married students. Because of enrollment pressures, most of these units are temporarily occupied by single students.

The Trailer Court offers accommodations for nineteen house trailers. A modern utility house is located on the court and all utilities are available for each house trailer.

Bookstore and Varsity Grill is a frame structure which houses the college bookstore and snack shop. Several student organization offices are located on the second floor. A post office is located in a separate annex east of this building.

The Central Heating Plant is located just off the campus proper and supplies heat to all of the university buildings.
The Clippinger Observatory, named in honor of Dr. Charles L. Clippinger, former dean of the college, is located on the south side of the campus. A five inch refractor, the gift of the late Rev. Edgar S. Robinson, is mounted on a tripod and may be set up for observation in any convenient place.

LOCATION

Taylor University is located at Upland, Indiana, and near cities that have the following bus, railroad or air service:

UPLAND:
   Bus: Indiana Motor Bus Co.

HARTFORD CITY:
   Bus: Trailways.

HUNTINGTON:
   Railroad: Erie, Wabash.

MARION:
   Bus: Greyhound, Indiana Motor Bus Co.
   Airline: Lake Central

MUNCIE:
   Bus: Indiana Motor Bus Co.
   Railroad: New York Central, Nickel Plate.
   Airline: Lake Central

FORT WAYNE:
   Bus: Trailways, Greyhound
   Railroad: Pennsylvania, Wabash, Nickel Plate.
   Airline: TWA, United, Delta

The proposed date for relocation of the campus at Fort Wayne, Indiana, is September, 1964.
Perhaps the most valuable result of all education is the ability to make yourself do the thing you have to do, when it ought to be done, whether you like it or not.
—Thomas Huxley

Student Personnel Services

The student personnel services program aims to reach the interests, needs, and purposes of all students and to make available qualified assistance for superior educational, social, vocational, and spiritual attainments. Reaching these goals involves the united efforts of numerous university personnel including the deans, the registrar, faculty advisers, head resident counselors, nurses and others.

A student affairs committee, composed of faculty and students, meets regularly to discuss areas of particular concern such as orientation, housing, health, student employment, academic guidance and personal counseling, student activities and student conduct.

ORIENTATION

The first week of the fall semester is devoted to assisting new students in their initial adjustments to the college environment. Through the use of group discussions, films, tests, and individual conferences, new students are assisted in gaining information and relating themselves to the college program.

HOUSING AND BOARD

Housing is provided for both women and men. The college reserves all rights concerning the assignment and reassignment of rooms, or the termination of their occupancy. It also reserves the right during the college year to make changes which are deemed advisable in the rules or regulations.

All single students not commuting from their own homes are expected to live in university housing. Exceptions may be made by the personnel staff upon application in writing by the student to his head resident counselor. Only cases of great need, such as medical cases which require a menu not offered in the dining hall, are approved. Unmarried students who live out of the dormitories and not at home are expected to observe the same general rules and regulations as apply to dormitory residents. Men are responsible to the assigned head resident counselor of men, and women are responsible to the head resident counselor of Magee dormitory.

All rooms are furnished with window shades, bed, mattress, desk,
chairs and dresser. Each week the college provides and launders five pieces of laundry, which include a sheet, pillowcase, towels, and wash cloth. Students are required to furnish all bedding not mentioned above.

Meals are furnished in the dining hall at a flat rate, consecutive meals to the same person and payable in advance. The Taylor food service has a reputation for excellent food. Because of rising costs of foods and services, the administration reserves the right to increase the rate for room and board at any time. Students rooming in the college residence halls are expected to board at the college dining hall.

HEALTH SERVICE

All full-time resident students are required to subscribe to the student insurance plan, and each resident student must pay the Taylor health service fee. Coverage is effective on and off campus and for a period of twelve months.

The health service fee is used to provide the services of registered nurses in caring for minor ailments, and the ordinary drugs and medicines necessary in such care. The counsel service given by the staff physicians on their regular visits to the campus is included. It is understood that their work is to consist only of the treatment of minor ailments and diagnosis of more serious conditions.

For non-resident students, who do not pay the regular health service fee, a small charge will be made for clinic calls and medications.

The college provides infirmary rooms where the student may be cared for by the nursing staff for a period of three days each semester without charge. The student insurance program operates from this point.

Before admission, each student is required to present a statement from a licensed physician showing that he has been vaccinated within the last seven years against smallpox or has had smallpox. The college health blank, filled out by a licensed physician, must also be presented before admission is completed.

The college is not responsible for injuries received by students on or off campus, except those covered by institutional workman's compensation and the student insurance plan. The student insurance program provides both accident and medical benefits on and off campus.

COUNSELING

The dean of students is director of the student personnel services program, and his office is open to every kind of student problem. If he cannot meet the particular need, he will know where the qualified aid is. Academic matters may be discussed with the deans, registrar, and faculty advisers. Vocational problems are the concerns of the deans, faculty advisers, and head resident counselors. Personal problems may be taken to the deans, head resident counselors, nurses, and other appropriate individuals.
Upon being admitted to the university, each student is assigned a faculty adviser by the director of admissions on the basis of the student's expressed interests. The adviser assists the student in selecting his course of study and in interpreting the requirements in their proper sequence. The student is expected to contact the adviser regarding his academic progress.

**SPECIAL SERVICES**

These services are available to all students needing or seeking help in the areas of the basic skills or in the areas of personal or academic guidance.

*Testing:* General testing programs are administered for the purposes of classification and appraisal of academic progress. Special individual aptitude and achievement tests are given, either at the request of the student himself or his adviser. Other tests for the identification of special interests or personality traits are also available.

*Reading Improvement:* A non-credit course of two hours per week during each semester is available to those students who desire to improve their reading skills. The course is open primarily to incoming freshmen during the fall semester and to students of advanced standing during the spring.

*English Proficiency:* One of the basic requirements for graduation is the attainment of a certain level of proficiency in the use of English. Students found to be deficient are referred to a faculty committee which guides them in their efforts to attain the necessary level of proficiency. The approval of this committee is required for removal from the deficiency list.

*Tutorial Aid:* For students who may be seriously deficient in certain subject matter areas, the services of able upperclassmen may be secured for tutorial help.

**STUDENT AID POLICIES**

Scholarships, awards, grants-in-aid, loans, and campus employment must be formally applied for by all students. New students should obtain and return application forms at the admissions office. Returning students should apply to the dean of students' office. Application for scholarships by new students must be completed not later than the first of April preceding the semester during which the scholarships will be effective, unless stated otherwise. Financial aid applications go to the Student Aid and Scholarship Committee for consideration. Applicants will be notified when their applications are approved or disallowed.

The primary purpose of the financial aid program is to provide assistance to qualified students who otherwise could not enter or continue in college. Special recognition for academic accomplishments is made possible by the admission status granted and not primarily by the financial aid program.

Taylor University is a member of the College Scholarship Serv-
ice, an organization which assists applicants and colleges in financial aid considerations. All students seeking scholarships, loans, and grants-in-aid must provide, in addition to the Taylor application form, the Parents' Confidential Statement of the College Scholarship Service. Information concerning this service may be secured from the high school, or from College Scholarship Service, Box 176, Princeton, New Jersey, or from College Scholarship Service, Box 27896, Los Angeles, California.

All scholarships, awards, loans, grants-in-aid, and student employment are granted and continued on the basis of financial need, academic standing, potential, and sympathy with the moral and spiritual purposes of the college. Entering students are eligible for only one scholarship, award, or grant plus employment. Those receiving financial aid may be asked to assist the college on special occasions as hosts and hostesses or in other capacities.

To continue a scholarship, the student must be in continuous attendance, consecutive by semesters and years. However, permission may be granted for a break in the continuity of attendance provided the reason for the interruption is worthy of such consideration. If the student should withdraw from college because of his inability to continue his education, the amount of the scholarship used will be a gift to him. Should he transfer to another institution to continue his education, the amount of the scholarship used may become due and payable to the university before a transcript of credits will be furnished. Should withdrawal occur within a semester, the scholarship will not be effective for that semester.

The Student Aid and Scholarship Committee will evaluate annually the conditions upon which a scholarship continues in effect. All decisions of this committee are considered part of the financial aid policies.

SCHOLARSHIPS

*Selective Honor Scholarships*: Selective Honor Scholarships are awarded to students of superior academic attainment on the basis of financial need, character, and promise of future usefulness. Ten scholarships of $800 each ($200 each year for four years) are available to first-semester freshman students. They are continued for four years by maintaining a 1.0 average through the freshman year, a 1.5 average through the sophomore year, and a 2.0 average through the junior year. Recipients must room and board in college facilities. Four years of study at Taylor University are expected.

*President's Scholarships*: Qualifications are the same as for Selective Honor Scholarships. Ten scholarships of $400 each ($100 each year for four years) are available to first-semester freshman students. Recipients may be commuters.

*I. N. Reitenour Scholarship Fund*: In 1955 a bequest was made to Taylor University by I. N. Reitenour of Union City, Indiana. The interest from this bequest provides scholarships for entering freshmen of $1000 applied at the rate of $125 per semester. The scholar-
ships are initially awarded and continued through four years on the basis of scholarship, need, character, and promise of future usefulness. The recipients of this scholarship are selected from among the applicants for the Selective Honor Scholarships.

The Reader's Digest Scholarships: Four scholarships of $250 each for one year are provided by the Reader's Digest Foundation to entering freshmen who meet the qualifications stated for Selective Honor Scholarships.

The Presser Foundation Scholarship Grant: The Presser Foundation Scholarship Grant of $400 is divided between two or more students. Only students of good character and satisfactory standing, who without the help provided by the Presser Foundation could not carry on their studies, may be made recipients of these scholarships. Preference is given to those who expect to become teachers of music.

Dr. L. Monroe Vayhinger Memorial Music Scholarships: Three scholarships of $150 each are offered annually to new students who major or minor in music and who give promise of superior accomplishment in this field. The scholarships are applied at the rate of $75 a semester for the first year. Recipients will be nominated by the faculty of the music department and must be approved by the Student Aid and Scholarship Committee no later than the first of September. These scholarships are given in memory of Dr. L. Monroe Vayhinger, president of Taylor University from 1908-1921.

The M. Lee Wilson Memorial Scholarship: A scholarship of $100 is given annually by Mrs. Melvina Wilson and Mr. and Mrs. Richard Turner as a memorial to the Reverend M. Lee Wilson. Qualifications include preparation and potential for the ministry or mission field, financial need, and a B average. Preference is given to a Methodist young man.

Frase and Shy-Fleser Scholarships: These scholarships provide $100 and $200 respectively for one year to male students who show promise of contributing to Taylor University through the physical education department. The candidate must be fully in sympathy with the ethical, moral, and spiritual emphasis of Taylor University, and give evidence of financial need. Nominees will be selected by the faculty of the physical education department and submitted for approval to the Student Aid and Scholarship Committee no later than the first of September. One scholarship is sponsored by Bruce Frase '51, Wayne Frase '52, and Stuart Frase '55, and one is sponsored by Edward Shy '50 and Calvin Fleser '48.

International Student Scholarships: Two scholarships of $600 each are granted each year to qualified students from foreign countries. Recipients must room and board in college facilities and maintain satisfactory progress toward graduation. Each scholarship may be continued for four years by action of the committee on scholarships. The deadline for a completed scholarship application and admission to the college is the January first preceding the semester during which the scholarship will be effective.
Mrs. R. R. Weed Memorial Scholarship: An award of $100 is given annually by Reverend R. R. Weed as a memorial to his wife. The recipient must be an upperclassman who is preparing for some type of full-time Christian service and who had a B average at the end of the sophomore year of college.

All-College Scholarship: An expense scholarship in the amount of $200 is awarded to the student who earns the highest scholastic standing during the academic college year. The winner is selected from the junior, sophomore, or freshman class, and the scholarship is effective during the academic year following the commencement season at which the award is made.

Alumni Scholarship: The Taylor University Alumni Association provides a scholarship of $100 to be given to a junior student who has shown evidence of Christian character, leadership qualities and a scholarship point-hour ratio of 2 or above. This is an expense scholarship applied to the student’s account in the college year following the commencement at which the award is made. A committee appointed by the Alumni Association nominates the candidate to the Student Aid and Scholarship Committee. (The winner of this scholarship must be other than the winner of the All-College Scholarship).

The Shilling Scholarship for Excellence in Science: This scholarship of $100 is given by Doctor C. W. Shilling, of the class of 1923, in memory of his parents, Reverend and Mrs. John H. Shilling. It is awarded to a junior majoring in chemistry or biology, whose point-hour average for his junior year is at least 2.3. The faculty of the division of science makes nomination to the Student Aid and Scholarship Committee.

Lange Scholarship Fund: This scholarship fund has been given by Mr. and Mrs. Fred M. Lange of Dallas, Texas, and has been established in perpetuity with the income to be awarded to worthy students at the discretion of the Student Aid and Scholarship Committee. Grants shall be given on the basis of need and academic attainment along with character qualifications and promise of leadership in their chosen profession. For each two dollars of earnings of this fund given in scholarship, one dollar will be used for the operating fund of the college.

Coughenour Alumni Sports Scholarship: This scholarship of $250 is granted annually to a new or returning student who gives evidence of combining academic and athletic success with a positive Christian testimony. Financial need, an academic average of “B”, good character, and active participation in Christian activities are essential qualifications. This scholarship of $250 is given by Dr. and Mrs. Robert Coughenour.

Musicator Scholarship: A scholarship of $100 is offered annually by the Music Club to a sophomore, junior, or senior music major. Christian character, scholarship, and need are the determining factors in the choice of the recipient. The same person may be the recipient more than once. Transfer students must be in residence at least one
whole semester before becoming eligible. Applications must be submitted to the president of Music Club by the first of December. Final nominations from the applicants submitted by Music Club will be made by the faculty of the music department and approved by the Student Aid and Scholarship Committee. This scholarship will be available the second semester.

GRANTS-IN-AID AND LOANS

Grants-in-Aid: Aid to a limited number of upperclassmen is available through contributions made for this purpose by friends of the institution. Application is made to the dean of students.

Taylor Student Loan Funds: The Taylor Loan Fund has been formed from monies sent in by alumni and friends for this purpose. Loans are made after the first semester of attendance and only to students having a satisfactory academic and citizenship record.

The following amounts are available annually: not more than $100 to a freshman, $200 to a sophomore, $300 to a junior, and $400 to a senior. The maximum loaned to any one student is $800 over a four-year period.

Interest is payable on each anniversary date of the loan and is at the rate of 1% per annum while the student is in attendance and at 4% per annum thereafter until the note is paid in full. The first payment on the principal is due not later than four months after the student leaves the college. Interest is computed on the unpaid balance and loans may be paid in full at any time. Payments are made monthly and are in the amount of 10% of the principal on loans up to $300 and 5% on loans over this amount. Application is made to the business manager.

Methodist Student Loan Funds: Methodist students who are registered as full-time degree candidates and who maintain at least a C average may apply for a Methodist Student Loan. Applicants must be recommended by both the church and college as dependable Christians showing promise of usefulness to the church and society. Application is made to the dean of students.

National Defense Student Loan Program: The Federal Government sponsors a student loan program which enables a full-time student to borrow money. Preference is given on the following factors: evidence of financial need on the part of the student and the parents, superior academic achievement and potential, and preparation for teaching. Application is made to the business manager.

Other Loan Programs: Many good plans for meeting educational expenses are available through banks and specialized companies. Education should be regarded as an investment and, like many good investments, it may be necessary to purchase it on an installment plan. Information is available through the director of admissions.

Vocational Rehabilitation Aid: Students from Indiana, as well as those from a number of other states, having vocational handicaps are eligible for aid in varying amounts.
STUDENT EMPLOYMENT

General Policies: The primary obligation of the student is to his studies. Employment policies attempt to define the usually effective balance and limits of academic and non-academic concerns. Freshmen may not engage in more than fifteen hours of employment without the special permission of the dean of students; upperclassmen, not more than twenty; and, no student may accept off-campus employment without permission. Additional work hours mean fewer academic hours.

On-Campus Employment: Students may work in the kitchen, dining room, residence halls, library and academic buildings. Opportunities for secretarial and instructional assistance are also available. Campus work is intended to aid the student in relation to those incidentals which are an inevitable part of life at college.

Off-Campus Employment: A limited number of young people work in nearby communities. Not many part-time jobs are available, since most of the factories insist upon a forty-hour week. It is recommended that resident students should not take off-campus jobs because of the long hours and time spent going to and from work.

Application for Employment: Application forms for on-campus employment are obtained by entering students from the director of admissions. Completion of a work application does not guarantee a place on the working staff. The applications permit work supervisors to select new students tentatively. Hiring is done after a personal interview during freshman week. Applications for off-campus employment may be obtained from the dean of students after the student's arrival on campus.

CONTESTS AND AWARDS

McLennan Oratory Award: This award is given annually by the Rev. Ross McLennan in memory of his brother. First prize, $60; second prize, $40. Subject matter must deal with control of the liquor traffic, with special emphasis on prohibition.

Shilling Art Award: This award is made possible by friends and the two sons, Commander John H. and Doctor Charles W. Shilling, in honor of Mrs. Mary O. Shilling. Mrs. Shilling was on the staff in the art department of the university for many years. She promoted an appreciation for art throughout her life. The contest will be conducted by the art department during the second semester of each college year. Prizes of $15 and $10 will be given in both water color and oil painting.

Coburn Track Award: An award of $100 is given to a young man, on the basis of need, who has distinguished himself during the preceding season as a track man and has demonstrated satisfactory social, academic and spiritual qualities. Recipients are nominated by the faculty of the physical education department and approved by the Student Aid and Scholarship Committee. The name of the winner is inscribed on a bronze plaque in the gymnasium. This award is sponsored by Maurice Coburn, '49.
Carl Daugherty Baseball Award: This award is given to a young man, on the basis of need, who has distinguished himself during the preceding season in baseball, and has demonstrated satisfactory social, academic, and spiritual qualities. Recipients are nominated by the faculty of the physical education department and approved by the Student Aid and Scholarship Committee. This award is sponsored by Carl Daugherty, of the class of 1950.

The Gates-Howard Award: This award consists of a bronze name plate attached to a plaque, the gift of J. B. Gates and Arthur W. Howard, both of the class of 1934. It is given upon faculty recommendation to the upperclassman having brought the greatest honor to the school through athletics, combined with Christian character and scholarship.

Granitz-Nelson Football Award: An award of $100 is given in the sophomore year to a young man, on the basis of need, who has distinguished himself during the freshman year in football and has demonstrated satisfactory social, academic and spiritual qualities. Recipients are nominated by the faculty of the physical education department and approved by the Student Aid and Scholarship Committee. The name is inscribed on a bronze plaque in the gymnasium. The award is sponsored by John Nelson, '52, and Don Granitz, '52.

Jackson-Lindland Basketball Award: An award of $100 is given to a young man, on the basis of need, who has distinguished himself during the preceding season as a basketball player and has demonstrated satisfactory social, academic and spiritual qualities. Recipients are nominated by the faculty of the physical education department and approved by the Student Aid and Scholarship Committee. The name of the winner is inscribed on a bronze plaque in the gymnasium. The award is sponsored by Herman Lindland, '52, and Forrest Jackson, '54.

COLLEGE COMMUNITY LIFE

Student Conduct: General student conduct is governed by the student handbook, which is published by the Student Affairs Committee. By enrolling in the college, each student agrees to observe these standards of conduct. Any student who becomes antagonistic to the spirit and policy of the institution, or who fails to accomplish the true purposes of college life on a Christian campus, may forfeit the privilege of continuing as a student. Dancing, card playing, and the use of tobacco and intoxicants are not permitted while the student is associated with Taylor University.

Non-commuting freshman students are not permitted to have or use automobiles on the campus or in the area. Others may have a car if they register it with the dean of students on registration day, maintain satisfactory academic and citizenship status, obey all car regulations of the university, have a driver's license, and provide evidence of liability insurance.

One form of campus discipline is citizenship probation. Citizenship probation is an aid to help one overcome bad social habits, lack of
respect for other people and property, and undue carelessness. Living in a closely-knit community, one is expected to regard the rights of others. The highest social and ethical standards are to be observed. Cheating, untruthfulness, and any other form of dishonesty or undesirable social conduct will be a cause for probation.

Cultural Activities: The university conducts a regular lyceum course consisting of lectures and musical concerts. Several major dramatic productions are given under the direction of the speech and music department. These departments sponsor numerous public recitals, concerts, and programs.

Social Activities: Throughout the year the university and student organizations sponsor social functions of an all-campus nature, such as the student-faculty reception, the fall homecoming, and banquets. A faculty-student committee is responsible for scheduling activities for each Friday and Saturday evening.

Religious Activities: All students are expected to attend the church of their choice within the community and the campus Sunday evening service.

Chapel services are scheduled on Mondays, Wednesdays, and Fridays, and class and faculty prayer meetings are held on Thursdays. All students are expected to attend the regular chapel worship services. Occasionally, general assemblies are announced instead of the regular chapel worship, and these come within the same regulations.

Other annual activities include a fall and spring spiritual emphasis week, a missionary conference, and a youth conference. Students may participate in gospel teams following the first semester and a few student pastorates are open to upperclassmen.

Athletic Activities: The purpose of the athletic program at Taylor University is to give the students who possess an above-average degree of athletic ability an opportunity to develop physically, mentally, socially, and spiritually. Taylor’s athletic program places a strong emphasis on the highest type of sportsmanship and Christian living. The athletic program also provides an opportunity for the physical education professional students to gain experience and insight into this one phase of their chosen profession.

Taylor participates in the following intercollegiate sports: basketball, football, baseball, track, cross country, golf, and tennis. The college maintains active membership in the Hoosier College Conference, the Indiana Intercollegiate Athletic Association and the National Association of Intercollegiate Athletics.

The opportunity is offered for all to take part in athletics. A complete intramural program is afforded for all those who wish to participate. Students are encouraged to take part in any of the following sports: basketball, touch football, softball, track, volleyball, golf, archery, table tennis, shuffleboard, horseshoes, bowling, and fencing. Other sports are included in the program from time to time as interest and facilities justify them.

Women have an opportunity to participate in athletics at Taylor
University. A strong emphasis is given to the intramural program. There is a limited intercollegiate schedule which includes six to eight basketball games. No women's games are played at night, and no interstate travel is allowed.

The men's intercollegiate contests are scheduled as follows:

- Cross Country—eight meets plus the conference and state meets.
- Football—not more than nine games.
- Basketball—not more than eighteen games during the regular college year plus games during vacation or between semesters. When a team is outstanding, it is permitted to participate in the NAIA play-offs.
- Track—seven meets plus conference and state meets.
- Baseball—not more than fifteen games plus games during spring vacation.
- Golf—not more than eight meets plus conference and state meets.
- Tennis—not more than eight matches plus conference and state meets.

**GOVERNING BODIES**

The Councils: Three councils, the Advisory Council, the Faculty Council, and the Student Council, provide channels of communication and operation for their representative groups.

The Standing Committees: Faculty-student committees formulate policies and programs in important areas of the campus community. These committees are as follows: Athletic, Fine Arts, Library, Public Relations, Religious Services, and Student Affairs Committee. The primary student committees are as follows: Executive, Social, Finance, Service, Student Organizations, and Academic Affairs. Faculty committees are as follows: Academic Affairs, Admissions, and Student Aid and Scholarship.

Other Governing Bodies: Other major governing bodies are Student Honor Board, Residence Hall Councils, Inter-Class Council, and Academic Class Cabinets.

**STUDENT ORGANIZATIONS**

**Academic Classes:** Each class meets for business at the call of the president, and engages in various social events during the year.

**Divisional Clubs:** The general purpose of these clubs is to give to students majoring and minoring in the various divisions an opportunity to participate in study and research which correlate course material, and to obtain thereby an overall view of the field of study. Taylor University has clubs for the various divisions and in some departments within divisions. Majors are expected to hold membership in their divisional or departmental club. The student may also participate in the club activities of the division in which he is minoring, provided there is no conflict with the activities of the club in his major field.
Divisional clubs are as follows: English Club, Language Club, Music Club, Science Club, Social Science Club, and Student Education Association.

Organizations of General Interests: The following organizations have been developed to permit expression and promote understanding in areas of particular interest: Alpha Pi Iota (pre-medical and pre-dental club), Ambassadors for Christ (missionary), Chi Alpha Omega (scholarship), Collegiate Christian Business Men's Committee, Gamma Delta Beta (cultural), Deeper Life Fellowship (Christian experience), International Student Fellowship, Soc-Psy-Ety, (sociology and psychology), Symposium Dialecticum (discussion), T-Club (athletics), and Women's Recreation Association.

Student Publications: The Echo, the student bi-weekly paper, reports the news of the institution, carries editorials and exchanges, and aims to assist in molding a proper college spirit. The Tower is the literary magazine published annually which features the original works of students and faculty. A yearbook is also edited and published by the students.

ABOUT THE PICTURES...
The price of ignorance is greater than the cost of education.

Student Expenses

The cost of education at Taylor University is kept as low as possible. The college reserves the right, however, to advance rates if and when necessary.

ESTIMATED COST FOR ONE SEMESTER

A full-time boarding student taking a regular load of twelve to sixteen (12-16) hours will find the semester’s expenses, exclusive of any special fees, to be as follows:

Tuition, Board and Room (2 in a room) ...................... $825
Tuition, Board and Room (3 or 4 in a room, and Fairlane Village) ........................................... 815

Included in the above is regular tuition, laboratory fees, incidental fee, health service, board and room (linen rental charge and weekly laundry of sheet, pillow case, wash cloth and towels).

Tuition—The tuition charge for 12-16 hours is $453. (This includes laboratory fees and incidental fee.) The charge for less than 12 hours is $35 per hour. The charge for more than 16 hours is $25 per hour. Persons not registered as students may attend courses as auditors without credit upon authorization of the academic dean and the payment of $12 per hour.

SPECIAL FEES

Student Insurance: $20 for single students and $80 for a family. This is charged each resident and full-time student not already covered by Blue Cross-Blue Shield. It is an annual fee and covers the student from the time he arrives on campus until his return the next Fall. The charge for those entering second semester is $14 (single) and $51 (family).

Incidental: $20 per semester (included in tuition charge for 12 hours or more). This is charged each student carrying 9 hours or more for college credit. (Athletic activities, student newspaper, yearbook, lyceum series, post office, and recreational facilities are included). Permanent employees and their wives or husbands are exempt from the incidental fee. (Anyone not paying the incidental fee will be charged the regular student rates when using the specific benefits covered by the fee.)
**Student Expenses**

Special Examination: $4. This fee is charged for all special examinations and make-up tests unless written exemption from it is issued by the academic dean. The professor will require a receipt from the business office showing that the fee has been paid.

Graduation: $20. This fee is paid by all who expect to receive a degree, and is included in the cost for the last semester of the senior year. It includes the diploma, rental of cap and gown, and other graduation expenses.

Late Registration: $10 per week after the designated registration days of any semester.

Change of Registration: $2 for each change made after the regular time of registration.

Supervised Student Teaching: $8 per hour. This includes the cost of applying for certification, and placement service for three years.

Supervised Social Case Work: $25 per semester.

Reading Improvement Service: $25 per semester.

Private Music Lessons, per semester: (1 lesson per week)

- Organ (includes 5 periods per week practice) $70
- Piano (includes 5 periods per week practice) $50
- Instruments (includes 5 periods per week practice) $44
- Voice (includes 5 periods per week practice) $50

Voice and Piano Class (5 in a class)

(includes 5 periods per week practice) $15 each

Instrument rental: $6 per semester.

**PAYMENT OF BILLS**

A 1% discount is allowed if the semester's bill is paid in full at registration time or before.

Payment of the amount due for each semester may be made in one of the following ways:

a. Payment by mail in advance of registration.

b. A minimum payment of $450 for full-time boarding students and $225 for full-time non-boarding students (in addition to advance deposit) must be paid before registration is completed. Part-time students must pay at least one-half of the semester bill. The balance for the first semester is due by November 15th, and for second semester the Wednesday following the resumption of classes after Easter vacation. Class attendance is not permitted if a student's account is not current.

c. Extreme hardship cases may be worked out in advance with the business manager.

Workbill credit will automatically be applied to the account if not paid in full when final balance for semester is due. A minimum charge of $2 or 10% of the bill, whichever is greater, will be made
for collection of overdue bills. All accounts must be paid in full before academic credit is granted.

WITHDRAWALS AND REFUNDS

Withdrawals from the college must be approved by the academic dean before any refunds are made. Fees are not refundable. Any student who must withdraw because of citizenship will not receive a refund.

Refunds are based on the total semester bill and on the date the official withdrawal form is completed (not on the date the student stops attending classes). A service fee of $25 is charged students who complete registration but must withdraw before attending classes. Any unusual deviations from the above are at the discretion of the business manager.

There is no refund of tuition if a course is dropped after the first week of the semester.

Tuition and private instruction fees, which are refundable upon consent of the academic dean, are on the following basis:

<table>
<thead>
<tr>
<th>Withdrawal Period</th>
<th>Refund Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Withdrawals from college up to the end of the 3rd week</td>
<td>60%</td>
</tr>
<tr>
<td>Withdrawals for the next three weeks</td>
<td>40%</td>
</tr>
<tr>
<td>Withdrawals during the third 3-weeks period</td>
<td>20%</td>
</tr>
<tr>
<td>Withdrawals any time after the end of the 9th week</td>
<td>None</td>
</tr>
<tr>
<td>Board: unused portion (full weeks only)</td>
<td>90%</td>
</tr>
<tr>
<td>Room</td>
<td>None</td>
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</tbody>
</table>

ADDITIONAL INFORMATION FOR VETERANS

Veterans should apply promptly to their nearest veterans office for an original or a supplemental certificate of eligibility. The Veterans Administration will make no subsistence payments to GIs, nor will it assume any obligation to pay for tuition, fees, etc., to the college, until the veteran's certificate of eligibility is approved, processed through the college, and forwarded to the nearest regional office of the Veterans Administration. Delays may occur in the receipt of subsistence checks, and veterans coming to college should so finance themselves that they can pay their college bills when due, as the college cannot defer individual student payments until receipt of subsistence checks. If any payments are disallowed by the V. A., for any reason, the veterans are expected to settle their accounts with the college promptly upon notification of such disallowance.

Veterans should check the regulations concerning the time limits for beginning training under their GI Bill. Information may be had at the Veterans Administration.
Financing college education calls for advance planning. It begins with laying funds aside for the child's education while he is yet young. Parents whose children have reached college age, but who have not made this provision, may need to explore various modern methods of educational financing. An intelligent approach to the problem is as important as early planning. This may include a willingness to borrow funds for education as most American families borrow for automobiles and home appliances. A college education costs no more than the material luxuries which few people would deny themselves during a four-year period equivalent to a college course.

A number of savings-loan programs which spread the cost of a four-year college education over six years are available from various corporations or agencies. These combine the factors related to family resources and the student's earning power into effective and efficient financial plans for continuous education.
Some students who get out of college will soon be wishing they had gotten more out of it.

Admission, Eligibility and Records

Students are selected with a view to a correlation of their interests with the aims of the college and their ability to pursue the Taylor program.

ADMISSION

All candidates for admission must give satisfactory evidence of good character and declare a willingness to abide by the standards of Taylor University. The basic academic requirements are: graduation from an accredited high school, rank in the upper one-half of the class and presentation of scores from the Scholastic Aptitude Test of the College Entrance Examination Board. The application is made on forms provided by the university and must be accompanied by a non-refundable application fee of $10. These credentials include a high school transcript, an application, a brief autobiography, a record for the personnel office, a pastor's recommendation, and a health report. An instruction sheet accompanies the forms.

High School Credits (minimums): English, 3 units; algebra, 1 unit; laboratory science, 1 unit; social studies, 2 units; a total of 15 Carnegie units. High School Credits Requested: English, 4 units; foreign language, 2 units; social studies, 2 units; science, 2 units; mathematics, 2 units; electives, 3 or 4. A student may be considered for admission with no laboratory science, but 16 instead of 8 semester hours will be required for graduation at Taylor University.

College Entrance Examination Board Tests: Each applicant seeking admission to the freshman class is required to present the scores on the Scholastic Aptitude Test of the College Entrance Examination Board. Applicants should plan to take the test in December, January, or March of the high school senior year. To register for this test, secure a Bulletin of Information from the high school principal or guidance counselor. Complete the registration card found in the Bulletin and mail with the fee to the College Entrance Examination Board, % Educational Testing Service, Box 592, Princeton, New Jersey. If you live in the far western states, Alaska, far western Canada, Mexico, Australia, Pacific Islands (including Japan & Formosa) mail your registration card to College Entrance Examination Board, P.O. Box 27896, Los Angeles 27, California. Educational Testing Service is the professional service organization of the College Entrance Examination Board that administers and scores the
tests. Applicants seeking admission to Taylor University must see that their score reports come directly from Educational Testing Service rather than from the high school or from another college.

Advanced Placement: To seek advanced standing or college course credit, the applicant must take the Advanced Placement Examination of the College Entrance Examination Board in the field of study for which he may qualify by having taken a college-level course. Advanced Placement Examinations are offered in May of each year in the following fields: American History, Biology, Chemistry, English Composition, European History, French, German, Latin, Literature, Mathematics, Physics, Spanish. A Bulletin of Information for Students is available through the high school or College Board Advanced Placement Examinations, % Educational Testing Service, Box 592, Princeton, New Jersey.

Transfer Student Admission: A transfer student must present the credentials required of high school students and, in addition, a transcript (with honorable dismissal) of the academic record and a personnel report (Form A-4) from each college attended. A cumulative B-average in college studies is normally required. The College Board test is not required of transfer students who have successfully completed one semester of college.

Taylor University will accept in transfer only courses in which the record shows a grade of C or above, except in the case of sequence courses in which the second semester shows definite improvement over the first, these exceptions to be made only at the discretion of the registrar and dean. They are not to exceed a total of ten semester hours. Credit granted for work accepted in transfer is provisional, subject to the completion of one semester of satisfactory work in Taylor University.

Transfer students must take in residence at Taylor University a minimum of one-half the credit hours required in the major field of study.

Admission to Taylor University does not automatically grant admission to the teacher education program. Each student, after a minimum of one semester of study in residence, must apply to the Teacher Education Committee for formal admission to this program.

Acceptance: Applicants will receive notice of the Admissions Committee’s decision within six weeks after the date the College Board test is taken, if all other credentials are in order. All acceptances are validated by the submission of a satisfactory transcript upon graduation from high school. The supplementary transcript must include the listing of subjects and grades for courses completed since the submission of the first transcript, and the final rank in class. Transfer students must submit satisfactory supplementary transcripts for work completed subsequent to application for admission.

Advance Payment: After receiving notice of acceptance for admission an Advance Payment of $100 is due. This payment is the applicant's acceptance of admission and a reservation in Taylor's student body. Ten dollars of the amount covers the admissions de-
deposit and ninety dollars applies to the semester's bill. The admission deposit is refundable upon the termination of studies at Taylor University, if all bills are paid.

New Students accepted before February 15 make the Advance Payment by March 15; those accepted on February 15 or after pay within thirty days from date of acceptance. Those accepted for second semester admission pay by October 1, or within thirty days if acceptance is dated September 1 or after. Late acceptees may be asked to pay in less than thirty days.

Returning Pre-Registered Students make the Advance Payment by July 15. There is no refund after this date in case of cancellation.

Former Students follow the payment schedule of new students.

Late payment can be accepted only if space in the student body is available.

Refund Policy: If notice of cancellation is received in the admissions office

<table>
<thead>
<tr>
<th>For September Admission</th>
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<tr>
<td>between March 15 and May 31</td>
<td>$95.00</td>
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<td>between June 1 and July 14</td>
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<table>
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<th>For Second Semester Admission</th>
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</tr>
<tr>
<td>on December 1 or after</td>
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</tbody>
</table>

REGISTRATION

Registration for all students will be held on the first day or days of each semester. Entering students will be assigned to faculty advisers for conference and approval of registration. Advanced students who have chosen major fields must have their registration approved by their major professors.

Late registration is permissible only by the consent of the academic dean. A late registration fee of ten dollars per week, or fraction thereof, must be paid by the student unless excused by the dean. After two weeks of classes, students may carry only twelve hours of work. There will be no enrollment after three weeks of classes.

Residence work is defined as work taken in regular course for which the student registers at the beginning of a regular semester. Residence status for all matters pertaining to student personnel services is interpreted to include students living in the college dormitories, college-operated apartments and trailer courts, or in the university addition of Upland.

ELIGIBILITY

Co-curricular Activities: A student must be a regularly enrolled undergraduate carrying and passing a minimum of twelve semester hours and earning at least one quality point per hour. Above twelve hours and points, the student must not fall below the scale of satis-
factory progress toward graduation. He must not be on academic or citizenship probation. If a student fails to meet these requirements, he is ineligible for the whole of his next semester.

**Intercollegiate Athletics:** In addition to general eligibility requirements, Taylor University observes the regulations of the Hoosier College Conference.

**Musical Organizations:** Eligibility for musical organizations is determined on a year's basis, provided the student is enrolled in the musical organization for academic credit. A student may not join such an organization in the first semester if he is admitted on probation or is ineligible, and he may not be permitted to enroll for the second semester if he becomes ineligible or is on probation as a result of first semester grades. However, if he becomes ineligible or is on probation at the beginning of the second semester, having been in the organization for the first semester, he may then continue for the second semester provided he makes other adjustments in the use of his time and energy in order to balance this responsibility.

**Restrictions:** As an aid in overcoming academic deficiencies, the student who is ineligible or is on academic probation is expected to observe the following: no unexcused absences from classes or chapel, and no employment on or off campus without the permission of the dean of students. A resident student on probation may not have or use an automobile.

**TRANSCRIPTS OF RECORD**

An official transcript of the student's academic record bears the registrar's signature and the university seal. An unofficial transcript does not have the seal. Taylor University assumes no responsibility for the accuracy of a transcript after it leaves the registrar's office.

A transcript of an academic record normally includes a list of all courses attempted, the grades and quality points earned, and the credit received. Most transcripts also bear the high school graduation date. Credits accepted in transfer are a part of the record. Because of the January 1960 fire which destroyed the administration building, certain exceptions exist, especially in the records of nongraduates.

Two weeks must be allowed after the close of a semester for the issuance of an up-to-date transcript.

Transcript requests must be made in writing. To protect the student's record, no request is accepted by telephone.

Each student is entitled to one free transcript. Additional copies cost $1 each. The fee must accompany the transcript order. Delivery will be delayed until payment is received. No transcript will be issued unless all bills to Taylor University have been paid or are current according to agreement with the business office.

**GRADE REPORTS**

At the close of each semester, the registrar sends the grade report to each student's parents or guardian. In the case of married students, the grade reports are sent directly to the student.
It is an important part of the discipline of education to cultivate interest in subjects which are uninteresting to us.

Academic Regulations

Academic policies and regulations are administered by the offices of the academic dean and the registrar.

STUDENT CLASSIFICATION

The school year is divided into two semesters. The student may enter at the beginning of either semester, but it is advisable that he register in the fall.

A student cannot be classified until he has met the entrance requirements and has no greater deficiency than one unit of high school work. The classification of students is made at the beginning of the school year on the following basis:

Freshmen: Beginning students who are carrying twelve or more semester hours of college work.

Sophomores: Students who have no entrance condition, have completed twenty-two semester hours and have earned twenty-two quality points.

Juniors: Students who have completed fifty-four semester hours and have earned at least an equal number of quality points.

Seniors: Students who have completed eighty-eight semester hours and have earned at least eighty-eight quality points.

Special: Non-degree students admitted on the basis of maturity and ability, but who fail to meet regular-standing requirements or who plan to study for personal improvement only. They may qualify for regular standing by removing entrance deficiencies and by earning a minimum C (1.0) average. Normally, there is a 30-hour limit. Credits earned as a special student may apply toward a degree when regular standing is attained.

A student’s classification is, in any given semester, based on the total number of credit hours and quality points earned to date. Status in academic classes relative to the holding of offices and participation in social functions is to be determined with reference to these classifications.

CLASS ATTENDANCE

Regular attendance is expected in all classes. For sophomores and freshmen, excuses for absences which are obviously beyond the student’s control are to be obtained from the academic dean, the dean’s secretary, or if due to illness, from the director of health services.
Academic Regulations

Excuses must be registered with the professors concerned within one week after the absence or the last consecutive absence. Students are expected to arrange with their professors for make-up work. If work is not made up within a reasonable time there will be a deduction from the semester grade.

For sophomores and freshmen whose standing meets eligibility requirements, unexcused absences equal to the number of class meetings per week are permitted during a semester without penalty. A laboratory period is equivalent to a regular class period and absences from lectures and laboratories are not interchangeable.

These permitted absences are not vacations from class attendance, but may be used for such activities as conferences, engagements related to outside work, job interviews, et cetera. Absences for officially scheduled and faculty-approved activities will consume these cuts, but in such cases the student is not limited by the number of class meetings per week. For each unexcused absence beyond the number permitted, one-half hour of credit and a proportionate number of quality points, figured to the nearest half, will be deducted from the cumulative total of credit hours and grade points. The same regulation applies to chapel attendance.

Absences from classes during the twenty-four-hour period immediately preceding or following a school holiday count double. Three tardies count as one absence.

Absences because of approved late registration or changes of registration are excused, but they consume cuts for which the student would otherwise be eligible.

If a student has absences in any course exceeding one-sixth of the total class periods of the course, credit is withheld unless exception is made by special action of the Committee on Academic Affairs.

For seniors and juniors whose cumulative grade point average is 2.3 or above, class attendance is voluntary. Chapel attendance regulations are the same as for lower classmen.

GRADING SYSTEM

The letter marking system is as follows:

A—Superior  F—Failure  
B—Better than average  W— Withdrawal from college  
C—Average  WP—Withdrawal while passing  
D—Passing  WF—Withdrawal but failing  
E—Condition  Inc.—Incomplete

An incomplete is given when a student, because of illness or other circumstances beyond his control occurring during the last month of a semester, is unable to complete his work by the end of the semester.

In case of withdrawal from a course, the quality of the student's work will be indicated as either passing or failing, provided the withdrawal occurs after the period during which changes of registration are permitted.

A condition or an incomplete mark lapses into a failure if not removed the following semester. Any variation from this rule must be taken up with the Committee on Academic Affairs. When a condition is removed, the mark attained may not be higher than C.
Quality points are given with the marks as follows: 3 per credit hour for A, 2 for B, 1 for C, 0 for D, -1 for F.

In order to maintain the minimum graduation standard of the college, a student is required to earn a scholarship rating equivalent to at least one quality point for each credit hour for which he is registered. The average scholarship rating in terms of quality points is found by dividing the total number of hours for which the student is registered into the total number of quality points earned. For example, 15 scheduled hours and 15 quality points indicate a scholarship rating of 1.0, i.e., an average of C.

GRADUATION HONORS

In recognition of superior scholarship, the college awards honors of three grades at graduation, namely, Cum Laude, Magna Cum Laude and Summa Cum Laude.

Cum Laude is awarded those students who have an average of quality points of not less than 2.3 for each credit hour of academic work. To be eligible for this honor, the student must have been in residence at Taylor University during all of his junior and senior years and have earned a minimum of sixty semester hours of credit.

Magna Cum Laude is awarded those students who have an average of quality points of not less than 2.7 for each credit hour of academic work. To be eligible for this honor, the student must have been in residence study at Taylor University throughout the entire four-year course.

Summa Cum Laude is awarded those students who have a standing of 2.85 in all of their college work. This is also based on a full course of study at Taylor University.

Chi Alpha Omega is a scholastic honor society, election to which is limited to not more than 10% of the senior class.

HONORS PROGRAM

In most of the departments, opportunities are offered to superior students for independent work under the direction of the department head. Honors courses are open to seniors and juniors in the major and minor fields of study on the condition that a B average has been maintained in all work done in that field.

JUNIOR YEAR ABROAD

To students who give evidence of superior achievement, opportunities are open to spend the junior year studying abroad in any one of several countries. Applications must be made to the Academic Affairs Committee during the sophomore year, and students will be recommended by that committee on the basis of individual qualifications.

ACADEMIC PROGRESS TOWARD GRADUATION

A freshman is on probation unless his point-hour ratio for the first semester is .6 or above. He will not be permitted to register at the beginning of the sophomore year unless his point-hour ratio for the entire freshman year is .7 or above.
A sophomore is on probation unless he has, at the end of the first semester of that year, a scholarship standing of .8 or above. He will not be permitted to register at the beginning of the junior year unless his average is .85 or above, this standing to be based on all work done since entering Taylor.

A junior is on probation at the end of the first semester of that year unless his point-hour ratio is .9 or above based on all courses pursued up to that time. He will not be permitted to register at the beginning of the senior year unless his point-hour average is .95 or above, this average to be based on all work done since entering Taylor.

A senior must have earned at least 108 quality points and a scholarship standing of 1.0 at the end of the first semester of the senior year in order to be considered a candidate for graduation in June.

The case of any student who falls below these minimum levels may be presented to the Academic Affairs Committee for consideration for an extension of probation, which may be granted if the record is near the minimum requirements. Students on probation may be advised to limit co-curricular activity and are ineligible for class cuts.

These point-hour ratios are to be understood as minimum requirements for remaining in college. Other scholastic standings as they relate to major fields of study, teacher education curricula, et cetera, are listed in the statement of general requirements for graduation.

STUDENT HOUR LOAD

Twelve to sixteen credit hours per week constitute a normal load of academic work. Freshmen who have campus work are not permitted to carry more than the normal student load, except in the case of music ensemble groups, and no student who holds a forty-hour off-campus job may carry more than the minimum normal load. Permission to carry seventeen hours may be granted, provided the student's scholastic standing is C or above. In order to carry eighteen hours, the student's cumulative scholastic standing must be at least 2.0, for nineteen hours it must be 2.3 and for twenty hours it must be 2.6. Approval for eighteen or more hours is secured by petition from the academic dean.

COURSE NUMBERS AND LEVELS

The curriculum is divided into junior and senior college levels, with more significant distinctions between the sophomore and junior years than between the levels within the lower and upper divisions.

Hyphenated numbers represent sequence courses, both parts of which must be taken in order to receive credit.

Freshmen are not permitted to take courses above the 200 level. Seniors who may be permitted to register for 100-level courses must present one additional hour for each three toward the total for graduation.

The college reserves the right to withdraw any scheduled course for which enrollment is insufficient to warrant the organization of a class.
Courses are numbered according to the following plan:

100-199, primarily for freshmen
200-299, primarily for sophomores
300-399, primarily for juniors
400-499, primarily for seniors

CHANGE OF REGISTRATION

Change of registration may be made during the first week of the semester with the approval of the adviser and the academic dean. After this, no change of registration may be made except withdrawal from a course with official permission. Such permission will be granted only on the basis of conditions beyond the student's control, and which justify a reduction of hours to less than a normal load.

GENERAL GRADUATION REQUIREMENTS

Residence—The student must have been in residence for at least one entire school year, and must have completed a minimum of thirty semester hours. He must also have been in residence study during the entire senior year unless special permission has been given in advance by the Academic Affairs Committee to take work elsewhere in order to make up a slight deficiency in required credit. (The regulation with respect to senior residence study does not apply to the affiliation programs.)

Credit Hours—At least one hundred twenty-four semester hours of credit in college courses. (Credits are not counted toward graduation for courses in which the mark falls below D.)

Quality Points—Quality points at least equal to the number of credit hours earned in Taylor University. (Transfer credits accepted from other colleges are not included in the computation of scholastic index.)

Major Field—The student must have earned an average of at least 1.25 quality points for each semester in the major field of study, and no letter mark of D made above the 100 level is applicable to the major. In addition to these minimum standings, the student in teacher education must have the approval of the Teacher Education Committee.

Upper-Division Hours—A minimum of forty semester hours in upper-division courses, preferably taken during the junior and senior years, must be presented to meet the graduation requirements.

English Proficiency—In the case of deficiencies in the proper use of English, the candidate for graduation must have secured the approval of the English Proficiency Committee by the end of the junior year.

Comprehensive Examination—A candidate for a degree must pass a comprehensive examination in his major field of study. This examination is given near the close of the senior year. Students in the affiliation programs whose residence study is completed at the close of the junior year are required to take the comprehensive examination at the end of that year. A candidate for the Bachelor of Science in Education degree must pass a comprehensive examination in his major teaching field.
Time of Graduation—A student may complete his requirements at the close of a first or second semester of the academic year or at the end of a summer session. Formal announcement of graduation is made at the end of each school year and all students completing the conditions for graduation in the preceding January or the following August may participate in the commencement activities.

DEGREE REQUIREMENTS

The departments of the university are organized into six divisions, in each of which there is a minimum requirement for graduation.

For Bachelor of Arts and Bachelor of Science in Education degrees:

Division I—Philosophy and Religion
Five semester hours of Biblical literature, normally Religion 120, and Philosophy 350. (Religion 461-462 and Philosophy 272 may be substituted for Philosophy 350.)

Division II—Education
Four semesters of general physical education.

Division III—Fine Arts
Fine Arts 230.

Division IV—Language and Literature
Ten to twelve semester hours of English, including English 101-102 and five hours of literature.

Division V—Natural Sciences
A minimum of eight semester hours of laboratory science. A student who does not offer a laboratory science for entrance must take an additional eight hours.

Division VI—Social Sciences
Five semester hours of history.
One of the following: Sociology 100, Economics 201, or Political Science 201.
Psychology 200.

For the Bachelor of Arts only:
Two years of a foreign language, unless four or more units of high school language study are offered for entrance. Any language begun in college must be continued through the second year, and no student may receive credit for the first year of any language in which he has more than one year of high school credit.

A major, chosen not later than at the beginning of the junior year, of at least twenty-four semester hours, and a minor of at least sixteen hours. (Specific departmental requirements are indicated in the departmental sections of the catalog.) The student shall in every case select his major and minor in consultation with his adviser. No student will be permitted to change his major after the sophomore year without consultation with the academic dean.

For those preparing to teach:
Professional education courses and teaching fields as outlined in the program of teacher education at Taylor University.
The Curriculum

The curriculum offerings of Taylor University are grouped according to the six major divisions. Their objectives are:

Division of Philosophy and Religion (departments of Philosophy and Religion): to provide training in Biblical literature, Christian education, philosophy, and related subjects, taught in such a manner that the student's personal faith will be strengthened and his fellowship with God made richer. The departments in this division present their work so that the students of all evangelical groups can be prepared in a thorough and scholarly manner for Christian service in the home land and abroad.

Division of Education (departments of Education and Physical Education): (a) to assist the prospective teacher in the development of insights and skills necessary for entrance into the teaching profession; (b) to aid the student in developing and maintaining good physical and mental health; (c) to encourage and assist students to develop leisure-time activities which will be beneficial while they are attending Taylor and after they leave the campus.

Division of Fine Arts (departments of Art and Music): (a) to provide avenues of appreciation and artistic expression for the general student body through group or individual participation; (b) to develop substantial skills for the professions which employ the arts in total or in part.

Division of Language and Literature (departments of English, Greek, Modern Languages and Speech): to integrate its subject fields and to aid in the development of Christian character. The aims of instruction are sixfold: (a) to develop in the student a command of correct usage in both spoken and written language; (b) to develop speed, comprehension and critical ability in reading; (c) to give such knowledge and appreciation of the literary inheritance as shall be standards by which literature may be evaluated and enjoyed throughout life; (d) to guide the student into an understanding of the literature, art and institutions of foreign peoples; (e) to provide prospective teachers in subject fields within the division with the essential elements of their profession; (f) to provide a background for English study, linguistic and general research in the various fields of knowledge.

Division of Natural Sciences (departments of Astronomy, Biology, Chemistry, Mathematics and Physics): to correlate the work of the various departments of science so that the student may: (a) become more fully acquainted with the physical and biological aspects of
God's creation; (b) be trained to understand and to use the scientific method; (c) if he plans to teach, gain a comprehensive understanding of these subjects; (d) develop that intellectual and moral integrity and steadfast purpose in life that is so characteristic of the true scientist and true Christian. As these purposes are being pursued, the division hopes that the work of the majors from other divisions may be supplemented and their view of life broadened, and that those majoring in some phase of science may be inspired to continue that study throughout life. The division also attempts to meet the needs of students preparing for engineering, nursing and medicine.

Division of Social Sciences (departments of Business and Economics, Geography, History, Political Science, Psychology and Sociology): to study and interpret the institutions of society and to understand the problems of a constantly changing and increasingly interdependent social order. The different fields of social study deal, according to their special purposes, with present institutions and their problems or with the historical development of present day civilization. The objective and scientific attitude is maintained as far as possible with the hope that the student may secure an unbiased, critical and judicial interpretation of society. It is the fundamental purpose of the division to aid in laying the foundations for Christian citizenship and to develop in the students attitudes of mind and standards of judgment and ideals that will enable them to play an effective role in building a better social order.

THE BACHELOR OF ARTS DEGREE

Following is the suggested arrangement of courses by years. Students are expected to observe this arrangement unless there is good reason for change. General physical education must be taken during the first two years.

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<thead>
<tr>
<th>Freshman Year</th>
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<td>Eng. 101-102</td>
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<td>5-6</td>
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<td>Psy. 200</td>
<td>3</td>
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<tr>
<td>Rel. 120</td>
<td>5</td>
<td>History</td>
<td>5-6</td>
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<td>Phys. Ed.</td>
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<td>Electives</td>
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<th>Cr. Hrs.</th>
<th>Senior Year</th>
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<tr>
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<tr>
<td>Minor (approx.)</td>
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DIVISIONAL AREAS AND COURSES

Some of the divisions offer area majors and courses that aim to deal with materials related to all of the departments of which the division is composed.
The Curriculum

Division of Fine Arts

230—SURVEY OF THE FINE ARTS 3 hrs. cr.
A course designed to integrate the studies of music, sculpture, architecture and painting with the times that produced them. An attempt to understand the artistic principles by which we evaluate aesthetic and cultural qualities. Offered annually both semesters.

Division of Natural Sciences

222—PHYSICAL SCIENCE SURVEY 4 hrs. cr.
This course presents astronomy, physics, chemistry and geology as a unified field of knowledge. Three hours lecture and two hours laboratory per week. The laboratory experience includes projects and methods in the teaching of elementary school science. Open only to elementary education majors and to students offering less than one unit of high school science. Offered annually.

Division of Social Sciences

322—GENERAL STATISTICS 3 hrs. cr.
An introduction to the elementary principles and techniques for analyzing numerical data. Includes a study of central tendency, dispersion, correlation, inference from random samples, graphical presentation, and interpretation. Offered annually.

Major in Social Science: In order to permit students to cross departmental lines and take courses related to, but outside of, the department of their special interest, a major in social science is offered. Requirements for this major are as follows:

- Sociology 100, 211 ........................................ 6 semester hours
- Political Science 201, 202 ................................. 6 semester hours
- Economics 201, 202 ........................................ 6 semester hours
- Geography 201 or 212 ..................................... 3 semester hours
- History 120 or 220 ......................................... 5 semester hours
- Concentration (chosen in a department within the social science division) .................. 16 semester hours
- Electives within the division .......................... 3 semester hours

No minor is required.

All Divisions

(Department)—SPECIAL STUDY IN ................ 1 hr. cr.
Upon recommendation of a department head, and with the approval of the divisional chairman and the academic dean, a senior may serve as an instructional assistant in his major department for one hour of credit in one or two semesters. He must have a cumulative average of at least 1.6, and in his major area at least 2.0.

The credit is essentially in the nature of honors, and does not carry a grade indication. The instructor presents to the dean's office during the first two weeks of the semester an outline of the student assistant's responsibilities.
ART
Division of Fine Arts
Patton

A minor for the A.B. program consists of 18 hours and must include Art 322. A minor teaching area (24 hours) is available.

101—AR.T ESSENTIALS 2 hrs. cr.
The course is designed to give the student a knowledge of the fundamental principles of art through actual experience with such media as charcoal, pencil, tempera, watercolor, etc. Offered annually.

110—ART FOR TEACHERS 3 hrs. cr.
The course is designed to provide the prospective teacher with a knowledge of the fundamental principles of art through actual experience with such media as charcoal, pencil, tempera, and fingerpaint. Easily available materials are utilized for crafts. Lettering, pictorial art, design, and the history and appreciation of art are emphasized. Methods applicable to elementary grade students are introduced. Offered annually both semesters.

211—POTTERY 3 hrs. cr.
Pottery-making from moist clay to fired piece including free form, coil, slab, pouring methods, and potter's wheel. The student is introduced to ceramic sculpture. Slip painting, graffito decoration and glazing are the finishing methods used. Offered annually.

221—LETTERING AND POSTER MAKING 3 hrs. cr.
Principles of design applied to lettering and posters with emphasis upon commercial lettering. Media and techniques include showcard paint, ink, brush, pen, applique, airbrush, silkscreen, etc. Practical projects are introduced. Offered annually.

231—DRAWING 3 hrs. cr.
A course utilizing pencil, charcoal, pastel, pen and ink, scratchboard and felt pen techniques. The principles of art are stressed. Through practice the student becomes proficient in pictorial representation in still life, landscape, and figure drawing. Offered annually.

242—PAINTING: WATER COLOR 3 hrs. cr.
Still life, landscape and human figure as subject matter. The student learns to paint quick sketches, observing certain principles of painting, developing the technique to produce larger, finished works. Offered annually.

302—DESIGN 3 hrs. cr.
A course in the principles and elements of design with emphasis on the development of individual creative expression and the application of design to specific problems. Problems relative to two and three dimensional design are introduced. Prerequisite, Art 101. Offered annually.
312—PAINTING: OILS
Still life and landscape as subject matter with the employment of oils as media. Class meets two double periods per week. Prerequisite, Art 231 or permission of the instructor. Offered annually.

322—HISTORY OF ART
The purpose of this course is to develop in the student a basis for an understanding of art history from ancient to modern times. The student learns to recognize styles and techniques as employed by artists in each period. Offered annually.

332—GRAPHIC ART
A course dealing with the historical and present-day methods of printing for the reproduction of pictorial art and lettering. Design and form are stressed in fine and commercial art. Offered annually.

ASTRONOMY

DIVISION OF NATURAL SCIENCES

302—GENERAL ASTRONOMY
A descriptive course taking up the study of the stars, planets and other heavenly bodies. A cultural course for which no advanced mathematics is required. Lectures, demonstrations, outdoor work with the telescope. Offered 1963-64.

BIOLOGY

DIVISION OF NATURAL SCIENCES
Poe, Snyder, Terman, Wood

Majors are offered in three fields: biology, botany, and zoology. A major consists of thirty-two hours.

A minor in botany or zoology consists of twenty hours; in biology, twenty-four hours.

All majors and minors are required to take 211-212. Students who intend to do graduate work and/or teach must take at least two semesters of chemistry; however, four semesters are strongly recommended. Physics is also recommended.

All majors are required to attend a seminar during two of their last four semesters.

A.B. and B.S. majors, except students in pre-nursing and pre-medical technology, are required to take the Graduate Record Examination.

Curriculum for Natural Resources Majors
(Forestry-Fisheries and Wildlife, Park Management, Resource Development)

Taylor University offers the first two years of basic courses which will prepare the student to transfer to another college or uni-
versity offering the complete professional programs in natural resources. The curriculum can be modified depending on the specific requirements of the institution to which the student wishes to transfer. The student should note that Religion 120, a requirement at Taylor, in most cases transfers as an elective in the humanities area.

211-212—INTRODUCTORY BIOLOGY 4 hrs. cr.
A comprehensive study of the field of biology with emphasis on the major biological principles, cellular structure of plants and animals, and a brief survey of the plant and animal kingdoms. Two hours lecture and four hours laboratory each week. Offered annually.

231—CONSERVATION 3 hrs. cr.
A survey of the conservation problem related to water, soil, minerals and plant life. Emphasis is given to the needs and protection of wild life. These problems are studied in relation to social organization. If taken at the summer camp, field work will be emphasized. Offered annually.

302—PLANT AND ANIMAL ECOLOGY 3 hrs. cr.
A study of the habitat of animals and the economic relationships involved in the interrelationships of plants and animals. Laboratory work in the field. Prerequisite, Biology 211-212.

311—TAXONOMY: TREES AND SHRUBS 3 hrs. cr.
Identification, classification, geographic distribution and economic importance, with emphasis on the important genera of the north eastern United States. One hour lecture and four hours field or laboratory. Prerequisite, Biology 211-212 or permission of the instructor.

312—TAXONOMY: HERBACEOUS FLOWERING PLANTS 3 hrs. cr.
Identification and classification with emphasis on important families of the local flora. One hour lecture and four hours field or laboratory. Prerequisite, Biology 211-212 or permission of the instructor.

322—ORNITHOLOGY 2 hrs. cr.
A study of the anatomy, classification, life history and migrations of birds. Individual observation is required. Biological principles are illustrated well by this class of animals. Laboratory work in the fields. One hour lecture and two hours laboratory. Offered annually.

331—COMPARATIVE ANATOMY 4 hrs. cr.
Classification, distribution, and comparison of typical chordate animals with emphasis on the vertebrates. Two hours lecture and four hours laboratory a week. Prerequisite, Biology 211-212. Offered annually.

332—EMBRYOLOGY 4 hrs. cr.
The development of the chordate embryo is studied, the principal basis being frog, chick, and pig. Both prepared slides and living embryos are employed. Designed principally for pre-medical students and majors. Two hours lecture and four hours laboratory a week. Prerequisite, Biology 211-212. Offered annually.
341-342—HUMAN ANATOMY AND PHYSIOLOGY 4 hrs. cr.
A course covering the structure and functions of the human body. The subject matter is divided into systems. Three hours lecture and one two-hour laboratory period each week. Offered annually.

351—PLANT PHYSIOLOGY 3 hrs. cr.
A study of vascular plant physiology, emphasizing photosynthesis, respiration, growth, biosynthesis, hormonal control, et cetera. Two hours lecture and two hours laboratory each week. Prerequisite, Biology 211-212.

352—PLANT MORPHOLOGY 3 hrs. cr.
The study of the structures and functions of plants, including the main plant groups, beginning with the lower forms and proceeding to the higher forms of plant life. Two hours lecture and two hours laboratory each week. Prerequisite, Biology 211-212.

362—GENETICS 3 hrs. cr.
The principles which govern heredity and variation in plants, animals, and man. Sufficient cytology is included to explain the physical basis of heredity. Prerequisite, Biology 211-212, or permission of instructor.

371—BACTERIOLOGY 4 hrs. cr.
A study of bacteria, viruses and molds that cause disease. The course deals with the fundamental principles underlying the activities of bacteria and with the preparation of slides and cultures. Two hours lecture and four hours laboratory work per week. Prerequisite, Biology 211-212, or permission of instructor. Offered annually.

422—PARASITOLOGY 3 hrs. cr.
The study of animal parasites affecting the human, both external and internal. Classification and life histories are stressed and some attention is called to prevention and treatment. Recommended for pre-medical students and missionary candidates. Two hours lecture, and two hours laboratory a week. Prerequisite, Biology 211-212, or permission of instructor.

440—HONORS 1 or 2 hrs. cr.
This course involves research procedures and techniques, as well as the literature of the particular problem. Open to senior majors and minors who have a B average in the field of study and with permission of the head of the department.

450—SEMINAR IN BIOLOGY 1 or 2 hrs. cr.
Assigned problems designed to supplement, correlate, and emphasize the former courses of the student by means of research in literature.

BUSINESS AND ECONOMICS

Division of Social Sciences

Van Sise, Dye, Van Valkenburg

The Department of Business and Economics aims to prepare students for creative participation in the national economy as busi-
nessmen, teachers, secretaries, public administrators, as well as good citizens.

**Business Administration**

A major in Business Administration leading to the A.B. degree consists of 45 hours, with no minor field required, distributed as follows:

- Economics courses ........................................ 9 hrs.
- Business Administration courses ......................... 21 hrs.
- Statistics (Social Science 322) .......................... 3 hrs.

The remaining hours are to be approved courses from the following fields, so chosen that there will be included in the student's total major program a minimum of one course from each: mathematics, political science, sociology, business administration, and economics.

A minor in Business Administration consists of 20 hours.

Students interested in pursuing advanced studies in business may refer to page 106 for details concerning the affiliation program with Indiana University.

101—**INTRODUCTION TO BUSINESS** 3 hrs. cr.

An introductory course to the general field of business. A background is given to the student for a proper understanding of business. The course deals with ownership, physical factors, personnel, marketing, finance, management and government as they are related to a small or large business, and the interrelations of these in an organization. *Offered annually.*

241—**FUNDAMENTALS OF ACCOUNTING** 6 hrs. cr.

A study of accounting terminology and of business records in single proprietorship, partnership and corporation accounting. This course covers the processes of journalizing, posting, preparation of work sheets and the construction and analysis of financial statements. It includes also the organization, operation and dissolution of partnerships and of corporations. Five lectures and a two-hour laboratory period each week. *Offered annually.*

311, 312—**BUSINESS LAW** 3 hrs. cr.

The nature, development and substance of business law are covered. A study is made of the laws of contracts, agency, negotiable instruments, business organization, property, and sales. 311 is a prerequisite for 312. *Offered 1964-65.*

331—**PRINCIPLES OF MARKETING** 3 hrs. cr.

A survey of the institutions and processes involved in the flow of goods from producer to consumer. *Offered 1963-64.*

351—**PRINCIPLES OF MANAGEMENT** 3 hrs. cr.

A course designed to prepare students in the fundamentals of all phases of administrative and operative management. Successful management principles and techniques are given for all fields of business. These principles include business objectives, policies, functions, exec-
utive leadership, organization structure and morale, operative procedures, and control procedures. Offered 1964-65.

352—BUSINESS FINANCE 3 hrs. cr.
A study of methods of financing both small and large businesses through short-term and long-term financing; includes working capital management, corporation finance, and all problems relative to financing all sizes of business. Prerequisite 241. Offered 1964-65.

401—INTERMEDIATE ACCOUNTING 3 hrs. cr.
An extensive treatment of partnership and corporation accounting, including such topics as statements from incomplete data, liquid assets, inventories, fixed assets, investments, liabilities, reserves and net worth. Prerequisite 241. Offered 1964-65.

402—PERSONNEL ADMINISTRATION 3 hrs. cr.
A study of the characteristics, purposes, objectives and techniques of personnel administration. Among the topics discussed are the role of the personnel administrator in modern industry, the improvement of human relations in business, and the procurement, interviewing, selection, training, promotion, transfer and separation of personnel. Offered 1963-64.

412—PRINCIPLES OF ADVERTISING 3 hrs. cr.
A survey of the principles and structure of advertising as it relates to basic marketing strategy, including problems in advertising and sales promotion. Offered 1964-65.

441, 442—HONORS 1 or 2 hrs. cr.
Open to senior majors and minors who have a B average in the field of study, and with permission of the head of the department.

451, 452—SEMINAR IN BUSINESS AND ECONOMICS 1 or 2 hrs. cr.
An integration of the work of the department, through directed research, reading, or solving of business problems.

**Business Education**

The business education courses are designed for students choosing business as a teaching field on the Bachelor of Science degree and secretarial students. These courses may not be counted toward the Business Administration major or minor on the Bachelor of Arts degree. No credit for these courses may be applied toward a Bachelor of Arts degree for non-business students.

Students preparing to become professional secretaries pursue the A.B. degree with a major in Business Administration, using elective hours for courses listed under Business Education. The secretarial program is designed to prepare the secretarial graduate for the "Certified Professional Secretary" examination, administered by the National Secretaries Association, which examination may be taken after the applicant has had three years of secretarial experience.

A Secretarial Science minor of twenty hours is offered on the
A.B. degree. At least one-half of these hours must be Business Education courses, but any courses offered by the Business and Economics Department may be counted toward the total. Six hours must be upper division courses.

111—FUNDAMENTALS OF TYPEWRITING 2 hrs. cr.
Emphasis is placed on the development of correct typing technique, accuracy, and speed. The basic elements of letters, tables, manuscripts, and business forms are given special attention. Credit does not count toward degree requirements.

121—THEORY OF SHORTHAND 3 hrs. cr.
Instruction in the elementary principles of Gregg shorthand. Emphasis is placed on reading and writing shorthand. To receive credit for 121, course 122 must follow. Offered 1963-64.

122—INTERMEDIATE SHORTHAND 3 hrs. cr.
Emphasis is placed on recording dictation and the continued development of reading and vocabulary. The fundamentals of transcription are introduced. Prerequisite, 121, or permission of instructor, and typing ability. Offered 1963-64.

212—SECRETARIAL TYPEWRITING 4 hrs. cr.
Designed to develop speed, accuracy, efficiency, and skill in typing. It includes the typographical organization, punctuation and composition of letters, statistical tabulation, charts, tables, manuscripts, reports and business forms. Prerequisite 111 or permission of instructor. Offered annually.

221—ADVANCED TRANSCRIPTION 3 hrs. cr.
To develop greater competency in recording and transcribing dictation. Emphasis is placed on both quality and quantity in preparing business communications and reports. Prerequisite 122, or permission of instructor, and typing ability. Offered 1964-65.

232—OFFICE MACHINES 3 hrs. cr.
Various machines found in business offices are introduced. Training is given on adding, calculating, voicewriting, typewriting, and duplicating machines. Offered 1963-64.

301—SECRETARIAL TRAINING 3 hrs. cr.
Emphasis is placed on the development of personality, resourcefulness and initiative on the part of the secretary. Skill in typing, shorthand, filing, and correspondence are stressed. Prerequisite 212, 122 or permission of instructor. Offered 1964-65.

Economics

A major in economics requires at least twenty-four hours. A minor in economics consists of sixteen hours. The principles courses are prerequisites to all other courses in economics.
201, 202—PRINCIPLES OF ECONOMICS 3 hrs. cr.
A study of the basic principles and institutions in the functioning of economic society, designed to acquaint the student with a knowledge of his economic environment. First semester (201) is prerequisite to second semester (202). Offered annually.

302—LABOR PROBLEMS 3 hrs. cr.
A survey of the history and the legislation of labor up to the present day. An analysis is made of the causes and manifestations of unrest, the economic significance and major attempts to remedy this unrest by means of legislation. Offered 1963-64.

322—INTERNATIONAL ECONOMICS 3 hrs. cr.
An analysis of the character and interactions of the world's major economies. A study of international trade and capital movements, and application of modern techniques of economic analysis to international economic theory. Offered 1963-64.

361—PUBLIC FINANCE 3 hrs. cr.
A survey of the field of government finance; expenditures, revenues, and debt management; and the effects of these governmental activities upon other segments of the economy. Offered 1964-65.

421—MANAGERIAL ECONOMICS 3 hrs. cr.

422—MONEY AND BANKING 3 hrs. cr.
A survey is made of the history of money and banking and of the various monetary systems, including the Federal Reserve System, investment and commercial banks. This is followed by an analysis of the relationships among money, bank credit, foreign exchange, interest rates and prices. Offered 1964-65.

432—ECONOMIC HISTORY (See History 432) 3 hrs. cr.

441, 442—HONORS 1 or 2 hrs. cr.
(See under Business Administration)

451, 452—SEMINAR IN BUSINESS & ECONOMICS 1 or 2 hrs. cr.
(See under Business Administration)

CHEMISTRY

DIVISION OF NATURAL SCIENCES

Krueger, J. Lee, Wolfe

A major in this department requires at least 28 semester hours of chemistry including courses 201-202, 301, 302, and 311, 312. Mathematics, physics or biology are satisfactory minors.

Required related courses are Math. 130, 230 (or their equivalent)
and Physics 211-212. A reading knowledge of German (usually interpreted as two years of college instruction) is strongly recommended for a chemistry major.

To be recommended for Graduate School, a chemistry major must have 431-432 and Math. 341, 342.

A chemistry minor consists of 18 hours.

To fulfill Indiana teaching requirements, a student majoring in chemistry must have a minimum of 32 hours of chemistry, 8 hours of basic courses in physics or physical chemistry, and calculus. (Effective, 1st semester of 1963)

201-202—GENERAL INORGANIC CHEMISTRY 4 hrs. cr.

This course is an introduction to the broad and useful field of chemistry through an elementary study of its principles and interesting applications. Some of the new applications of chemistry for better living are illustrated and the modern views of the structure of the atom are emphasized. Three hours recitation and two hours of laboratory a week. Offered annually.

301—QUALITATIVE ANALYSIS 5 hrs. cr.

A study of those theories of chemistry and those properties of the metallic salts which are useful in their separation and identification. The laboratory work consists of the systematic semi-micro qualitative analysis of "known" and "unknown" compounds and mixtures in solution and in the solid state. Two hours recitation and six hours laboratory a week. Prerequisite, Chemistry 201-202. Offered 1963-64.

302—QUANTITATIVE ANALYSIS 5 hrs. cr.

An elementary course in quantitative analysis including the theory and practice of gravimetric and volumetric analysis. The laboratory work is preceded by a detailed study of the methods to be used. Two hour recitation and six hours laboratory a week. Prerequisite, Chemistry 301. Offered 1963-64.

311, 312—ORGANIC CHEMISTRY 5 hrs. cr.

A study of the chemistry of carbon compounds. The methods of preparation, the distinctive characteristics and reactions of the various types of aliphatic compounds and carbohydrates are studied the first semester. In the second semester a similar study is made of the aromatic compounds with an introduction to special classes of compounds, such as the proteins, terpenes, alkaloids and dyes. The laboratory work consists of preparation of various types of organic compounds, a study of their distinctive reactions and an introduction to qualitative organic analysis. Three hours recitation and four hours laboratory a week. Prerequisite, Chemistry 201-202. Offered 1964-65.

411, 412—PROBLEMS IN CHEMISTRY Cr. arr.

This course is designed to give the student an insight into the methods employed in research work. An individual semi-original problem is chosen and library and laboratory work are conducted in this field. Prerequisite, junior or senior standing, and consent of instructor.
431-432—PHYSICAL CHEMISTRY 4 hrs. cr.

A study of the properties of gases, liquids, and solids; theory of solutions, homogeneous and heterogeneous equilibria; electrochemistry, chemical kinetics, thermochemistry and chemical thermodynamics. Prerequisites: Chemistry 201-202, Physics 211-212, and Mathematics 341, 342. Offered 1963-64.

451, 452—HONORS 1 or 2 hrs. cr.

Open to majors and minors who have a B average in the field of study, and with permission of the head of the department.

EDUCATION

DIVISION OF EDUCATION

Hayes, Andrews, Bromley, Campanale, Chapman, Haines, McCurdy, Snyder

The education department works in cooperation with other departments to prepare students for teaching in elementary and secondary schools. The objectives of the department are:

1) to provide guidance for the Taylor University program of teacher education
2) to provide professional education which is needed to develop the insights and skills of a professional teacher
3) to assist the students completing the teacher education program to obtain the teaching position for which they are best qualified.

Students desiring to prepare for teaching should follow the steps described below:

1) Enroll in Ed. 220, Orientation to Teaching, during their sophomore year.
2) Submit an application for admission to the teacher education program upon the completion of the third semester. Transfer students must complete at least one semester at Taylor University prior to the filing of the application.
3) Upon approval of the application for admission to the teacher education program, the student preparing to teach in secondary schools will select a teaching field—an area major of at least 52 semester hours or a teaching major of at least 40 semester hours.

Students selecting the teaching major are encouraged to complete or work toward one teaching minor of at least 24 semester hours. The teaching minor should be selected to broaden the preparation of the teacher, strengthen the teaching major, and to provide a second teaching field. Area majors, teaching majors and teaching minors have been planned, and listed requirements may be obtained from the office of the director of teacher education. Teaching fields in which preparation is provided at Taylor University are to be selected from the list which appears at the end of this paragraph. To indicate the level of preparation provided in each field, the following
numbers will appear after each subject name: (1) area major, (2) teaching major, (3) teaching minor.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Arts and Crafts (3)</th>
<th>Biological Sciences (2) (3)</th>
<th>Chemistry (2) (3)</th>
<th>English (2) (3)</th>
<th>Foreign Language (3)</th>
<th>General Science (3)</th>
<th>Mathematics (2) (3)</th>
<th>Music Education (1) (2) (3)</th>
<th>Physical Education and Health (2) (3)</th>
<th>Physics (2) (3)</th>
<th>Psychology (3)</th>
<th>Social Studies (1) (2) (3)</th>
<th>Speech (2) (3)</th>
</tr>
</thead>
</table>

The student preparing to teach in elementary schools must follow the program as outlined by Taylor University for prospective elementary teachers. A student following the elementary education program may also prepare for teaching in the junior high schools by completing the program for junior high school teachers. Details about these programs may be obtained from the Director of Teacher Education.

The student is admitted to the teacher education program during the last part of the sophomore year; however, his status may be reviewed each semester. A major review of all applications is made prior to placement for student teaching.

Admission to and continuation in the teacher education program is subject to approval of the Committee on Teacher Education. In determining a student's fitness for the teaching profession, the Committee considers academic potential, scholarship, health, communication skills, personality, and character.

Experiences with children and youth are considered a vital part of the preparation of the teacher. Beginning with the first professional education course and continuing through the senior year, planned experiences are provided for each prospective teacher. The culmination of these experiences occurs in the senior year with nine weeks of fulltime student teaching. During this final experience the student is expected to live in the community in which he teaches and to assume, as much as is possible, the total responsibilities of a teacher. During the remaining nine weeks of the semester in which the student enrolls for student teaching, he will return to the campus and complete courses which are specifically arranged for this semester.

220—ORIENTATION TO TEACHING

An introduction to the work of the teacher, an analysis of the competencies necessary for this work, and an assessment by the student of his fitness for this work. Attention is focused upon the student's plans for entry into the teaching profession. Offered annually both semesters.

310—EDUCATIONAL PSYCHOLOGY

The nature of the learning process and factors that influence learning efficiency. Prerequisites, Psychology 200 or 230. Offered annually both semesters.
320—METHODS FOR SECONDARY SCHOOL TEACHERS  

Procedures in the secondary school classroom which will promote creative thinking are stressed. Attention is given to a variety of methods of teaching in secondary schools. Objectives, methods, materials, trends in teaching, and curriculum planning for specific subjects are studied. A student planning his program should check with the director of teacher education to determine in which semester he may enroll for this course. Prerequisites, Ed. 220 and 310. Offered annually both semesters.

340—TESTS AND MEASUREMENTS  

A study of basic principles of mental measurements as they apply to instructional and psychological problems; includes the construction of tests for use in the classroom and a survey of standardized tests; introduction of basic statistical procedures. Prerequisite, Ed. 310. Offered annually both semesters.

350—METHODS FOR ELEMENTARY SCHOOL TEACHERS I  

Includes the study of materials and methods used in teaching the language arts. Materials in the curriculum laboratory are studied, evaluated, and demonstrated. Prerequisites, Ed. 220 and 310. Offered annually both semesters.

360—METHODS FOR ELEMENTARY SCHOOL TEACHERS II  

Includes the study of materials and methods of teaching arithmetic, science and social studies. Development of units for teaching, construction of devices to be utilized in teaching arithmetic, demonstration teaching and work in the curriculum laboratory are emphasized. Prerequisites, Ed. 220 and 310. Offered annually both semesters.

380—CHILDREN'S LITERATURE  

An intensive study of the reading interests of children from five years old to fifteen is provided. Criteria for selection of materials and effective methods of story-telling, dramatization, and choral speaking are stressed. Attention is given to reading and evaluating various types of children's books. Offered annually both semesters.

412—AUDIO-VISUAL AIDS (See Religion 482)  

420—SUPERVISED STUDENT TEACHING  

Nine weeks of full time off-campus laboratory experiences are provided in cooperating schools. Prerequisites: a. Approval of the Committee on Teacher Education; b. Senior standing; c. Completion of methods courses. Offered annually both semesters.

431, 432—SUPERVISED STUDENT TEACHING  

An elective course in student teaching for the student who needs or desires additional experience in student teaching. Prerequisite, completion of Education 420 or, with the permission of the supervisor, this course and Education 420 may be taken concurrently. Offered annually.
441, 442—HONORS 1 or 2 hrs. cr.
The primary objective of this course is to provide for maximum edu-
cational growth through the stimulation of initiative and the promo-
tion of independent research. Open to elementary education majors
with an average of B in the major. Offered annually.

450—THE AMERICAN EDUCATIONAL SYSTEM 2 hrs. cr.
An introduction to the development, present status and trends in edu-
cation in the United States. School organization and the role of the
teacher are emphasized. Offered annually both semesters.

470—SEMINAR IN EDUCATION 1 hr. cr.
Designed to correlate the subjects studied in the education cur-
riculum. The student reads more widely in the specific fields in
which he has a need or interest. He is led to evaluate his own develop-
ment as a prospective teacher. Careful attention is given to plans for
administering his work in the classroom of the public school. Offered
annually both semesters.

481—GUIDANCE AND COUNSELING 2 hrs. cr.
A survey of the foundations of modern guidance. Includes a study of
guidance programs utilized by public schools, and counseling methods
which can be used by the classroom teacher. Prerequisite, 5 hours in
psychology. Offered annually.

482—SEMINAR IN READING 3 hrs. cr.
Designed to give further work in the developmental reading pro-
gram. The student will read widely in the specific fields in which
he has a need and interest. Research and literature concerned with
reading will be studied and evaluated. Curriculum laboratory ma-
terials will be used. Word attack and reading skills, vocabulary de-
velopment, the individualized program, programmed learning, speed,
and comprehension will be considered as they are related to the
work of the student in the classroom. The college reading improve-
ment center will be utilized. Prerequisite: Education 350, or per-
mission of the instructor. Offered annually.

492—INTRODUCTION TO COLLEGE TEACHING 3 hrs. cr.
Designed to acquaint the student with the preparation and work of
the college teacher. Includes a study of purposes and organization
in higher education, teaching-learning in the college classroom, and
preparation for college teaching. Each student will have a brief
experience in teaching under the guidance of an instructor in his
major area. Recommendation of the department head of the major
area is necessary for enrollment. Offered annually.

ENGLISH

DIVISION OF LANGUAGE AND LITERATURE

Butz, C. Davis, V. Davis, Lee, Miller

Every student is required to take Freshman Composition and
five hours of literature. English 101 is prerequisite to English 102.

On the Bachelor of Arts Degree a major in English consists of at
least thirty semester hours and a minor of twenty, both in addition to
English 101. The following courses are required in the major: 102, 200, 220, 321 or 322, 371 or 372, and 421. The minor must include 102, 200 (or 220), and two of the following: 321, 322, 371, 372, 421.

Students majoring in English are urged to take courses in speech, English history, philosophy, and foreign language. Advanced Composition is highly recommended for both the major and minor.

The following programs are offered for students qualifying to teach in the secondary school.

Major in English (40 hrs.): Composition, journalism, and language—Eng. 211, 300, 312, 432; speech—100 or 301; 25 hrs. of literature—Eng. 200, 220, 321 or 322, 362, 371 or 372, 421, 450, and an elective from 331, 342, 412.

Minor in English (24 hrs.): Composition and language—Eng. 300, 312; 18 hrs. of literature—Eng. 220, 321 or 322, 362, 371 or 372; 4 hrs. from 331, 342, 412, 421 or 5 hrs. of 200.

Composition and Language

To qualify for graduation, all students must demonstrate the ability to read and write the English language acceptably. Any student who does not pass the English proficiency test in the sophomore year, or whose subsequent class work indicates a serious deficiency in English, will be required to correct the deficiency under the direction of the English Proficiency Committee.

101-102—FRESHMAN COMPOSITION 3 hrs. cr.
Designed to develop clarity, correctness, and effectiveness in written expression. Weekly themes and readings in the modern essay. Research paper in second semester. A prerequisite to all other courses in the department of English. Offered annually. This course is also offered for selected students as 101-2, 5 hrs. cr.

211—PRINCIPLES OF JOURNALISM 3 hrs. cr.
Emphasis on reporting, news evaluation, the writing of various types of news and feature stories, news editing, editorial policy-making, and newspaper make-up. Offered annually.

300—GRAMMAR FOR TEACHERS 3 hrs. cr.
A study of the structure of the English language and current English usage. Designed for prospective elementary and secondary teachers of English. No credit allowed on the A.B. degree. Offered annually both semesters.

302—FICTION WRITING 3 hrs. cr.
Descriptive and narrative techniques; emphasis on characterization and the short story. Writing, reading, criticism. Offered 1963-64.
312—ADVANCED COMPOSITION  3 hrs. cr.
Writing of personal, reflective, expository, critical, and argumentative papers. Stress on clear and forceful use of the language. Offered 1964-65.

432—HISTORY OF THE ENGLISH LANGUAGE  3 hrs. cr.

Literature

200—WORLD MASTERPIECES  5 hrs. cr.
A study of selected literary masterpieces from classical Greek to the twentieth century. Works by Homer, Plato, the Greek dramatists, Dante, Spenser, Chaucer, Marlowe, Shakespeare, Chekhov, Milton, Swift, Voltaire, Maupassant, Ibsen, and Steinbeck. Offered annually both semesters.

220—AMERICAN LITERATURE  5 hrs. cr.
A survey of the writings of the important figures in American literature from Colonial times to the present. Offered annually both semesters.

321—ROMANTIC LITERATURE  3 hrs. cr.
An intensive study of English poetry and prose of the Romantic Movement with special emphasis on Wordsworth, Coleridge, Byron, Shelley, Keats, Lamb, Hazlitt, and DeQuincey. Offered 1963-64.

322—VICTORIAN LITERATURE  3 hrs. cr.
A study of English poetry and prose from 1832 to 1890. Much attention is given to Tennyson and Browning. Representative works of Carlyle, Macaulay, Mill, Newman, Thackeray, Ruskin, Arnold, Huxley, and Pater are included. Offered 1963-64.

331—MODERN DRAMA  2 hrs. cr.
A study of European, English, Irish, and American drama since Ibsen. Offered 1964-65.

342—CONTEMPORARY POETRY  2 hrs. cr.
Significant English poets since Thomas Hardy and American poets since Walt Whitman. Offered 1964-65.

362—SHAKESPEARE  3 hrs. cr.
A careful study of about twelve of Shakespeare's histories, comedies, and tragedies, with a more rapid reading of other plays. Offered annually.

371—ENGLISH RENAISSANCE  3 hrs. cr.
A study of the English non-dramatic literature from 1485 to 1660. Offered 1964-65.
372—ENGLISH NEO-CLASSICAL LITERATURE 3 hrs. cr.
Literature of the Restoration and the eighteenth century, centered around Dryden, Addison and Steele, Pope, Swift, Johnson, minor neo-classical writers, and the pre-romanticists. Interpretation of the literature of the two periods against their social, political, and philosophical backgrounds. Offered 1964-65.

401—MILTON 3 hrs. cr.
A chronological study of the poetry and prose of Milton with emphasis upon Paradise Lost. Offered 1963-64.

412—AMERICAN NOVEL 2 hrs. cr.
Reading and analysis of nine nineteenth and twentieth century American novels. Offered 1963-64.

421—ENGLISH LITERATURE TO 1500 2 hrs. cr.
A survey of Old and Middle English literature with emphasis on Beowulf and Chaucer's works. Offered 1964-65.

441, 442—HONORS 1 or 2 hrs. cr.
Open to senior majors and minors with a B average in the field of study and with permission of the head of the department.

450—SEMINAR IN ENGLISH 2 hrs. cr.
An approach to literature by means of the basic principles of literary criticism. Individual research. Offered annually both semesters.

GEOGRAPHY
DIVISION OF SOCIAL SCIENCES
Haines

201—INTRODUCTION TO GEOGRAPHY 3 hrs. cr.
A topical approach to the content and objectives of geography, a basic presentation of geographical concepts, a study of the nature and elements of the physical environment, and a consideration of cultural geography. Offered 1964-65.

212—WORLD GEOGRAPHY 3 hrs. cr.
A regional approach to the study of geography designed to give the student information about contemporary world geography. Attention is given to individual countries, their problems, and human activities as related to physical and cultural environment. Offered 1963-64.
GREEK
DIVISION OF LANGUAGE AND LITERATURE
Heath

Students who expect to major in religion or to prepare for seminary will find it advisable to take Greek as the language requirement for graduation. A minor consists of three years of Greek.

201-202—ELEMENTARY NEW TESTAMENT GREEK 4 hrs. cr.
The acquisition of a vocabulary, mastery of the forms and fundamental principles of grammar, and practice in reading the Greek New Testament are emphasized. Prerequisite: sophomore standing or permission of the instructor. Offered annually.

301-302—SYNOPTIC GOSPELS (Greek) 3 hrs. cr.
A careful study of the synoptic gospels with special attention to the gospel of Mark and those portions of Matthew and Luke not found in Mark. Syntax and grammatical and exegetical principles of Greek are stressed. Prerequisite: Greek 201-202. Offered 1963-64.

311-312—THE EPISTLES (Greek) 3 hrs. cr.
Passages selected from the epistles according to the needs and background of the class will be read. Special attention will be given to the exegesis of certain passages of doctrinal importance. Prerequisite: Greek 201-202. Offered 1964-65.

HISTORY
DIVISION OF SOCIAL SCIENCES
Olson, Haines, Ori, Phinney, Valberg

Course 120 is advised as a prerequisite to courses on the higher levels in the European field. As a general rule, course 220 is prerequisite to courses on the higher levels in the American field. All students expecting to continue in the department who do not have a strong background of American History on the secondary level should take course 220 during their sophomore year. Thirty hours constitutes a major and twenty hours a minor for the A.B. degree.

120—WORLD HISTORY 5 hrs. cr.
This course offers a general survey of the development of western civilization from the earliest times to the present. It begins with a study of the principles and theories relating to the development of civilization, followed by a rapid survey of the European backgrounds of western civilization. The remainder of the course presents an historical study of the social organizations and the institutions of western civilization. Offered annually both semesters.

220—HISTORY OF THE UNITED STATES 5 hrs. cr.
This course deals with the progressive social, political, and cultural development of the people of the United States from the colonization period up to the present time. Offered annually both semesters.
311—HISTORY OF LATIN AMERICA  
3 hrs. cr.
A survey of the history of the nations between the Rio Grande and Cape Horn. Particular attention is devoted to their relationship to the United States and to the development of the major Latin American republics since achieving independence. Offered 1964-65.

312—HISTORY OF THE FAR EAST  
3 hrs. cr.
A study of the history of the Far East with chief emphasis on China, Japan and India and their international relations in modern times. Attention will be given not only to the political developments of these countries, but also to the social and economic changes which are taking place. Offered 1964-65.

322—GREEK AND ROMAN HISTORY  
5 hrs. cr.
This course begins with the history of the Greeks, including the Aegean civilization, the classic period, the Hellenistic kingdoms and continues with the history of the Romans from their beginnings in Italy to the death of Justinian. Attention is given to the political, economic and social institutions of both peoples and their influences upon modern civilization. Offered 1963-64.

331—MODERN AND CONTEMPORARY EUROPEAN HISTORY  
5 hrs. cr.
A study of the political, social and cultural history of modern Europe which begins with a brief consideration of the fundamental transformations that ushered in the modern age and traces the development of the modern states with a view to understanding the problems of the present era. Special emphasis is given to the backgrounds of the World Wars and to the contemporary situation. Offered 1963-64.

342—HISTORY OF ENGLAND  
5 hrs. cr.
A survey of the development of the English nation from the earliest times to the present. Emphasis is laid upon constitutional origins and development, the Industrial Revolution, the growth of the Empire, international problems and English achievements in the cultural and intellectual fields. Offered 1964-65.

351—COLONIAL HISTORY  
3 hrs. cr.
The colonization of North America by the Spanish, French, Dutch, and English; European rivalries; colonial society; the Revolutionary War. Offered 1963-64.

361—EUROPE IN THE MIDDLE AGES  
5 hrs. cr.
This course begins with a background survey of the Roman world and the German invasions, and deals progressively with the papacy, feudalism, monasticism, the beginnings of modern nations, medieval culture, the crusades, the development of commerce and the revival of learning. Offered 1964-65.

371—AMERICAN CONSTITUTIONAL HISTORY  
3 hrs. cr.
This course deals with the origins of the United States Constitution, the framing and ratification of the Constitution, the organization and powers of the federal government, the rise of judicial review, doctrines of states’ rights and nullification, state police power and
federal commerce power, secession and reconstruction, the Supreme Court's interpretation of the Fourteenth Amendment, and the constitutionality of New Deal statutes. Prerequisite: a course in American Government or History. Offered 1964-65.

381, 382—RUSSIAN CIVILIZATION  
3 hrs. cr.

Political, economic, and cultural history of Russia from the origin of the Russian state. The Russian Orthodox Church, its origin and influence, is stressed. In the first semester political history is carried up to World War I. In the second semester attention is given to Russian literature, art and music of the nineteenth century. Twentieth century governmental institutions are examined. Offered 1963-64.

422—HISTORY OF AMERICAN FOREIGN RELATIONS  
3 hrs. cr.

A survey of the diplomatic relations of the United States from the beginning of our national history to the present time which aims to acquaint the student with our foreign policies and diplomatic procedure. Offered 1964-65.

432—AMERICAN ECONOMIC DEVELOPMENT  
3 hrs. cr.

A study of the history of the economic development of the people of the United States which begins with a survey of the colonial period and treats the agricultural and industrial progress, the rise of capitalism, and the present economic situation. Offered 1963-64.

441, 442—HONORS  
1 or 2 hrs. cr.

Open to senior majors and minors who have a B average in the field of study, and with permission of the head of the department. Offered annually.

451—SEMINAR IN HISTORY  
2 hrs. cr.

Studies in historiography, philosophy of history, and thesis writing. Attention given to bibliographies and research projects in preparation for advanced studies. Offered annually.

MATHMATICS

DIVISION OF NATURAL SCIENCES

Porter, Bromley, Moeschberger

The student expecting to major or minor in mathematics must have one unit of high school plane geometry, any deficiency to be made up before the beginning of the sophomore year. In the freshman year, students planning to major in mathematics and those preparing for scientific work, including engineering, should elect course 111-112, provided they have had at least one and one-half units of high school algebra. Otherwise, 101, followed by 112, should be chosen. Usually, a student with two years of high school algebra will not take 111. Courses 112, 130 and 230 may also be waived if equivalent courses have been completed in high school. Individual counseling and a placement test will determine the first course to be taken.

A major consists of at least 32 hours, and a minor of 20. Courses 301, 312, 352, and 431 are required in preparation to teach mathe-
matics, courses 301, 312, 431, and 432 are required for an A.B. major. At least one year of college physics is strongly recommended for all majors and minors in the field.

101—BASIC ALGEBRA  
4 hrs. cr.

This course is designed particularly for those entering with only one year of high school algebra and who are not properly prepared to take college algebra. Fundamental procedures of algebra, including operations with signed numbers, fundamental operations with algebraic expressions, exponents, radicals, linear and quadratic equations, special products and factoring will be studied. This course does not count toward a major or a minor in mathematics. Meets five days per week. Offered annually.

111-112—COLLEGE ALGEBRA  
2 hrs. cr.

This course begins with a review of the fundamentals of algebra, and includes such topics as fractions, graphs, quadratics, logarithms, progressions, permutations, combinations, probability, determinants, mathematical induction, and partial fractions. Prerequisite, at least 1½ units of high school algebra. Offered annually.

130—PLANE TRIGONOMETRY  
3 hrs. cr.

A study of the trigonometric functions, their relations to each other and their application to the solution of right and oblique triangles, trigonometric equations, identities, and logarithms. May be taken concurrently with Math. 111 or 112. Offered annually.

201-202—GENERAL MATHEMATICS  
4 hrs. cr.

A course designed for the preparation of elementary teachers. A study of the basic concepts of arithmetic, including historical development, skills in the use of numbers, the structure of the number system, and theory of arithmetic procedures, followed by the fundamentals of algebra and geometry. Does not count toward a major or minor in mathematics. Offered annually.

221—SURVEYING  
2 hrs. cr.

Theory and practice in elementary surveying. Field work in land surveying, profile and topographical leveling. Triangulation in both horizontal and vertical planes. Prerequisite, Mathematics 130. Four hours laboratory each week.

230—ANALYTIC GEOMETRY  
3 hrs. cr.

A thorough study of the straight line and the conic sections by the use of the algebraic equation. Prerequisites, Math 111, 130, or their equivalents. Offered annually.

301—INTRODUCTION TO MODERN ALGEBRA  
4 hrs. cr.

A development of algebra by the axiomatic method and the theory of sets; a study of vectors, scalar multiplication and lengths as applied in the algebra of the complex plane, in vector geometry and matrix algebra. Offered 1964-65.

312—COLLEGE GEOMETRY  
3 hrs. cr.

Advanced Euclidean geometry, with a brief survey of some of
more difficult topics of plane geometry. It is designed principally
for the prospective teacher of secondary school mathematics, to
endeavor to gain a sufficient knowledge of the subject and the power
to make geometric analyses. Offered annually.

341, 342—DIFFERENTIAL AND INTEGRAL CALCULUS  
Derivatives, maxima and minima, partial and total differentials, single
and double integration applied to the finding of areas, length of
curves, and volumes. Prerequisite, Math 230. Offered annually.

352—PROBABILITY AND STATISTICS  
An introduction to probability theory; binomial, Poisson, and normal
distributions; random variables; testing hypotheses; regression, anal-
ysis of variance; design of experiments. Offered 1964-65.

401—THEORY OF EQUATIONS  
Complex numbers, determinants, solution of cubic and quartic equa-
tions, relations between roots and coefficients of an equation, and
related topics. Prerequisite, Math. 341. Offered 1963-64.

431—DIFFERENTIAL EQUATIONS  
Solution of differential equations of the first order and first degree,
orthogonal trajectories, linear differential equations with constant
coefficients, nonhomogeneous equations by undetermined coefficients
and variation of parameters, operational methods, applications to
vibration problems and electrical circuits, and an introduction to series
solutions. Prerequisite: Mathematics 342. Offered annually.

432—ADVANCED CALCULUS  
Sequences, series, partial derivatives, multiple integrals, convergence,
point sets, limits, continuity, differentiability, the Riemann integral,
complex variables and functions of several real variables. Prerequisite:
Mathematics 342. Offered annually.

451—SEMINAR IN MATHEMATICS  
A course designed to correlate the previous work of the student in the
field of mathematics to prepare him for advanced graduate work, and
to coordinate his study for the comprehensive examinations in this
field. Offered annually.

MODERN LANGUAGES

DIVISION OF LANGUAGE AND LITERATURE

Students qualifying for the Bachelor of Arts Degree must take two
years of a foreign language unless they have had four years of a
language in high school. One exception occurs in French, in which
French 101-102, 200 or French 200, 302 meet this requirement. Stu-
dents expecting to do graduate work in any university are advised
to gain a reading knowledge of French and German, at least two
years' study of each. For those specializing in science, French and
German are advisable electives.

A modern language major is offered only in French. This major
(which also constitutes a minor for teachers) consists of twenty-five hours above the freshman level.

A foreign language minor on the A. B. program is offered in French, German, and Spanish. A minor consists of eighteen hours above the freshman level.

French
Jantzen, Steiner

101-102—ELEMENTARY FRENCH 4 hrs. cr.
An intensive course stressing the use of spoken language, including the essentials of grammar, reading, dictation, and an introduction to French culture. Laboratory activities. Offered annually.

200—INTERMEDIATE FRENCH 5 hrs. cr.
Reading of selected texts, grammar review, oral practice, collateral reading. Laboratory activities. Offered annually both semesters.

302—FRENCH CONVERSATION AND COMPOSITION 5 hrs. cr.
A course intended to develop facility in speaking, understanding, and writing French. Emphasis upon conversation, composition, and dictation. Conducted primarily in French. Prerequisite to other upper division courses except by consent of the instructor. Offered annually.

311—SEVENTEENTH CENTURY FRENCH LITERATURE 5 hrs. cr.

312—EIGHTEENTH CENTURY FRENCH LITERATURE 5 hrs. cr.
A survey of the period with an intensive study of one work of each of several representative authors. Offered annually.

401—NINETEENTH CENTURY FRENCH LITERATURE 5 hrs. cr.
A survey of the period with an intensive study of one work of each of several representative authors.

402—CONTEMPORARY NOVEL AND DRAMA 5 hrs. cr.
A survey of the period with an introduction to some of the outstanding trends in novel and drama. Offered 1963-64.

German
Valberg

101-102—ELEMENTARY GERMAN 4 hrs. cr.
Drill upon connected pronunciation and the rudiments of grammar, conversation, and the training of the ear as well as of the eye. German is used in much of the classroom instruction. During the year several hundred pages of easy prose are read. Offered annually.

201-202—INTERMEDIATE GERMAN 3 hrs. cr.
Grammar review. Intensive and extensive reading. Prerequisite: German 101-102 or two years of high school German. Offered annually.
The Curriculum

301—GOETHE 3 hrs. cr.
A brief introduction to the life and works of Goethe. An intensive study of one or more of his works. Prerequisite: German 201-202.

302—SCHILLER 3 hrs. cr.
A brief introduction to the life and works of Schiller. An intensive study of one or more of his works. Prerequisite: German, 201-202.

321—GERMAN ROMANTICISM 3 hrs. cr.
A survey of German Romanticism with an intensive study of several of its chief works. Prerequisite: German 201-202.

322—LATE NINETEENTH CENTURY GERMAN LITERATURE 3 hrs. cr.
A study of the rise and character of the naturalistic school with an intensive study of several representative works. Prerequisite: German 201-202.

Russian
Valberg

101-102—ELEMENTARY RUSSIAN 4 hrs. cr.
A concentrated course for beginners, consisting of fundamentals, drill in pronunciation and spelling, grammatical construction, and reading of graded texts of a general nature. Laboratory activities. Offered annually.

201-202—INTERMEDIATE RUSSIAN 3 hrs. cr.

Spanish
Oliver

101-102—ELEMENTARY SPANISH 4 hrs. cr.
Intensive conversational approach. Essentials of grammar are stressed. Oral and written themes are required. One hour per week of language laboratory is obligatory. Offered annually.

201-202—INTERMEDIATE SPANISH 3 hrs. cr.
Continued emphasis on conversational Spanish. A reader is introduced. Oral and written themes are required. Idiomatic usage is stressed. One hour of laboratory per week is required. Offered annually.

301, 302—READINGS IN THE SPANISH NOVEL 3 hrs. cr.
Intensive and extensive reading is required. Notes on lectures given will be necessary. Oral and written reports are obligatory. Class conducted in Spanish. Offered 1963-64.
311, 312—READINGS IN SPANISH DRAMA 3 hrs. cr.
Intensive reading of several Spanish plays in class. Class lectures. Extensive reading outside of class with oral and written reports required. Class conducted in Spanish. Offered 1964-65.

MUSIC
DIVISION OF FINE ARTS

Dean, Burkhalter, Carruth, M. Dean, Evans, Sims, Steyer

The music department offers the Bachelor of Arts degree with a major in music, and the Bachelor of Science in Education degree with preparation for teaching music in the public schools.

Bachelor of Arts Degree: This curriculum gives the student training in the history, literature, theory, and performance of music, together with a broad knowledge of general areas of learning. This plan of study offers majors in piano, organ, voice, orchestral and band instruments. Concentration in applied music is suitable for those planning to do private teaching, church music, and for those desiring to pursue graduate applied study leading to public performance or teaching of music at the college level.

Students desiring to become church choir directors, church organists, organist-directors, or music evangelists may select courses from the religion department, as well as courses from other departments applicable to preparation in this field, after consultation with their advisers.

A major in music on the A.B. degree consists of forty-six hours. Music courses include a major instrument (sixteen hours for piano and organ majors and twelve hours for voice and instrumental majors); four hours of piano for voice and instrumental majors; five hours of ensemble. Other courses required are 141-142, 151-152, 241-242, 251-252, 321, 341, 361 or 362, 372, 402. One of the following courses is required, depending upon the student's major instrument: 381, 382, 391, 392. The piano requirement may be waived if the student passes a proficiency examination, in which case ensemble and/or additional hours on the major instrument may be substituted. The proficiency examination includes the ability to read at sight easy song accompaniments, and, with preparation, to play those of medium difficulty.

Bachelor of Science in Education Degree: The curriculum leading toward this degree prepares students for positions as teachers or supervisors of music in the public schools at the elementary or secondary levels, or for both levels. Students should consult with their advisers and the head of the education department to be assured of meeting certification requirements of the states in which they will be teaching. All students must meet Indiana requirements.

Two Bachelor of Science programs are offered by the Music Department. The B.S. degree in Music Education consisting of fifty-two hours (teaching area major) prepares the student to teach both
choral-general music and instrumental music at both the elementary and secondary levels. This program includes a major instrument (eight hours); a minor instrument (three hours); ensemble (seven hours if majoring in piano, organ or voice, or six hours if majoring in a string, wind or percussion instrument). Other courses required are 141-142, 151-152, 221, 222, 231, 232, 241-242, 251-252, 311, 321, 331 (prerequisite or concurrently, Ed. 320), 332 (prerequisite or concurrently, Ed. 320), 341, 351 or 352, 361, 362, 372. Three hours of piano are required as a minor instrument of those whose major instrument is voice, string, wind or percussion instrument. This requirement may be waived if the student passes the proficiency examination, in which case another instrument and/or ensemble will be substituted. Students whose major instrument is piano must take three hours of voice as their minor instrument unless waived by a proficiency examination, in which case another instrument and/or ensemble will be substituted. One hour of private voice is required of students whose major instrument is string, wind or percussion instrument. This requirement may be waived by proficiency examination, in which case another instrument and/or ensemble will be substituted. Students who desire organ as their major instrument must have sufficient background in piano as determined by an examining committee and approved by the head of the department.

The B.S. degree in Music Education consisting of forty-two hours (teaching major) qualifies the student to teach either choral-general or instrumental music at both the elementary and secondary levels.

Courses in the choral-general music program (voice or piano majors) include a major instrument (eight hours); a minor instrument (three hours); ensemble (five hours). Other courses required are 141-142, 151-152, 241-242, 251-252, 311, 321, 331 (special phase of and concurrently Ed. 320), 341, 351, 361, 372. Three hours of piano are required as a minor instrument of those whose major instrument is voice. This requirement may be waived if the student passes the proficiency examination, in which case another instrument and/or ensemble will be substituted. Students whose major instrument is piano must take three hours of voice as their minor instrument unless waived by proficiency examination, in which case another instrument and/or ensemble will be substituted. Students who desire organ as their major instrument must have sufficient background in piano as determined by an examining committee and approved by the head of the department.

Courses in the instrumental music program (percussion, wind or string majors) include a major instrument (eight hours); a minor instrument—piano (two hours); ensemble (four hours). Other courses required are 141-142, 151-152, 221, 222, 231, 232, 241-242, 251-252, 321, 332 (special phase of and concurrently, Ed. 320), 341, 352, 362, 372. The piano requirement may be waived if the student passes the proficiency examination, in which case another instrument and/or ensemble will be substituted. If the student has been primarily a pianist, he must take a wind or string instrument as his major instrument and piano as his minor instrument unless waived
by a proficiency examination, in which case another instrument
and/or ensemble will be substituted.

Students on the fifty-two hour program majoring in piano, or-
organ, band or orchestral instrument, and students on the forty-two
hour program majoring in piano, must pass a proficiency test in voice. The
vocal requirement includes ability to sing with a voice of pleas-
ing quality for teaching songs in the classroom. Students majoring
in voice, band or orchestral instrument on either program must pass
a proficiency test in piano. The requirement in piano shall be that
of playing average accompaniments required for public school use.

A.B. Minor Requirements: A music minor in the A.B. program
consists of twenty-five hours including a major instrument (six
hours); piano for students whose major instrument is voice, string,
wind or percussion instrument (three hours); ensemble (four hours
if a voice or instrument major, or five hours if a piano or organ
major). Other courses required are 141-142, 151-152, 361 or 362, 372. Organ and piano majors are required to take one of the following:
241 and 251, 341, or 402. The piano requirement may be waived with
the approval of the student's instructor and the head of the de-
partment. In this case, another instrument and/or ensemble will be
substituted.

B.S. Teaching Minor Requirements: The teaching minor program
in the B.S. degree consists of twenty-six hours with an emphasis
either in choral-general or instrumental music.

Courses in the choral-general music program include a major
instrument (five hours); a minor instrument (three hours), en-
semble (four hours); 141-142, 151-152, 331 (prerequisite or concur-
rently Ed. 320), 361, 372. The major and minor instruments must
be voice and piano unless organ is substituted for piano by approval
of an examining committee and the head of the department. The
minor instrument may be waived if the student passes the proficien-
cy examination, in which case another instrument and/or ensemble
will be substituted.

Courses in the instrumental program include a major instru-
ment (four hours); a minor instrument—piano (two hours), unless
this instrument is waived with approval of the student's instructor
and the head of the department. In this case, another instrument
and/or ensemble will be substituted. If a student has been primarily
a pianist, he must take a wind, percussion or string instrument as
his major instrument and piano as his minor instrument unless
waived for another instrument and/or ensemble. Other music re-
quirements include ensemble (three hours); 141-142, 151-152, 332
(prerequisite or concurrently Ed. 320), 362, 372. Three of the fol-
lowing instrumental courses are required: 221, 222, 231, 232. (The
student will select courses other than the one that includes his major
instrument.)

General Information: Suggested Curricula sheets outlining rec-
ommended arrangement of courses by semesters on the A.B. or B.S.
program are available during registration or may be secured by writ-
ing the admissions office.
Non-music majors are encouraged to elect music courses and to join choral and instrumental organizations.

All ensembles must be approved by the music department before they perform off campus.

The fees for private lessons and for piano and organ rental are listed under "Special Fees."

**Special Prerequisites:** All prospective students should make application well in advance of the fall semester. A personal interview with the members of the music faculty is highly desirable. It is recommended that this be done during the spring semester preceding matriculation. This is especially desirable if a student wishes to apply for a music scholarship. Upon request from the admissions office, music scholarship application forms are available for new students. Returning students should apply to the head of the music department.

Freshmen planning to major in music must audition for placement in their major instruments or voice during New Student Week, which precedes fall registration. Students not demonstrating adequate proficiency in their major instruments or voice must take Preparatory Applied until, in the opinion of the audition committee, they are qualified to pursue applied study at the college level. Freshmen entering second semester should contact the head of the music department for an audition time.

Freshmen are also given a theory placement examination during New Student Week. Students not demonstrating adequate knowledge of music fundamentals are required to take two hours credit of piano as a prerequisite to Basic Theory 141-142 and Sight Singing and Ear Training 151-152.

Music majors transferring from accredited institutions must audition for placement in their major and minor instruments. A placement examination in music theory is required unless two years of basic theory have been completed, in which case theory credits will be accepted automatically. Transfer students from non-accredited schools are required to audition or to take examinations in all music subjects in order to determine the credit transferable.

**General Regulations:** Attendance at student and faculty recitals, concerts, lyceum programs, and Music Club is required of all music majors. One unexcused absence is permitted each semester. The penalty for excessive unexcused absences or tardiness is the same as that for excessive unexcused absences or tardiness in a class. (See "Class Attendance.") Attendance requirements will be in accordance with the policy used relative to chapel attendance. (See the Student Handbook.) Excused absences due to illness should be submitted to the head of the department. Likewise, if a student has a valid reason for being absent, an excuse for this must be granted by the head of the department in advance of the program, unless there is some emergency involved. Students minoring in music on the A.B. degree, or taking the teaching minor on the B.S. degree, are also required to attend the various musical programs and Music Club, unless Music Club conflicts with a club requirement in the student's major field. Music minors will be permitted two unexcused absences a semester. Unexcused absences in excess of two per semester will result in the same penalty given music majors.
All music majors taking private instruction for college credit are heard in their major instruments by an examining committee at the close of each semester. Students not demonstrating adequate proficiency to proceed into the next course in credit sequence will be required, upon recommendation of the examining committee, to take Remedial Applied. Permission to proceed from Remedial Applied into the next credit course will be granted only upon recommendation of the examining committee.

Proficiency tests are given at the close of each semester by the same examining committees that hear the students in their major instruments.

For one hour credit in applied work a student must take one half-hour lesson each week and is expected to practice not less than one hour each day five days a week. Each student must have his instructor's approval before taking part in any public performance.

All music majors are required to appear in recitals according to the discretion of the instructor. Bachelor of Arts majors are required to give a full graduation recital in their senior year. Bachelor of Science majors are required to give a half recital in their junior or senior year. A private rather than a public recital may be given on either major when recommended by the student's instructor and approved by the head of the department.

All members of vocal ensembles are required to participate in the Oratorio Chorus. In a few cases, piano accompanying may be substituted as part of the ensemble requirement. This latter exception must have approval of the head of the department.

Applied Music

Course numbers for organ, piano, voice, string, wind, and percussion instruments are as follows: First year—1,2; second year—3,4; third year—5,6; fourth year—7,8. Remedial Applied courses 01 through 08 follow the same numbering system.

001, 002—PREPARATORY APPLIED No cr.
A course (private study) required of all applicants for the music major not demonstrating adequate proficiency in their major instruments to pursue college-level work. Students taking this course may proceed into credit courses only upon recommendation of the faculty examining committee. (See second paragraph under Special Prerequisites.) Offered annually.

01 to 08—REMEDIAL APPLIED No cr.
At the close of any semester a music major not showing sufficient progress in his major instrument may be placed in this course (private study) upon the recommendation of the examining committee. The student may proceed into the next credit level of applied study when, in the opinion of the committee, the student has developed adequate proficiency. Lesson and practice requirements are the same as for a credit course. (See second paragraph under General Regulations.) Offered annually.
1 to 8—PIANO  1 hr. cr.

Applicants for admission to the course which leads to a piano major in music should be able to play with practice the easier sonatas by Haydn, Mozart, and Beethoven; School of Velocity, Op. 299, Czerny; Two and Three Part Inventions by Bach, or their equivalent, and the major and minor scales and arpeggios.

Work in piano will include the learning of proper practice methods, building good technique, acquiring sufficient repertoire, and gaining a broad knowledge of piano literature and the composers thereof. Students not majoring in piano or music may enroll in piano courses suited to their backgrounds and needs. Offered annually.

1 to 8—ORGAN  1 hr. cr.

This course of instruction is planned to develop technique and to build a repertoire suitable for church playing. Students should consult with the instructor before registering for organ to ascertain whether a sufficient level in piano has been achieved. Offered annually.

1 to 8—VOICE  1 hr. cr.

Attention is given to artistic interpretation, development of good technique, building of correct physical and mental poise. Repertoire includes representative English, French, German, and Italian songs. Beginners with no previous training as well as advanced students may enroll. Offered annually.

1 to 8—BAND AND ORCHESTRAL INSTRUMENTS  1 hr. cr.

Private instruction is offered in orchestral and band instruments. Work in instruments will include the learning of proper practice methods, building good technique, and acquiring sufficient repertoire. The music department has a limited number of instruments for use by students. It is advisable for each student to make provision to secure the instrument to be studied from other sources. Students not majoring in an instrument or music may enroll in instrument courses suited to their backgrounds and needs. Offered annually.

110—CLASS VOICE INSTRUCTION  1 hr. cr.

Designed for general voice development with attention also given to the fundamentals of interpretation and diction for those who possess vocal talent but who do not wish to pay the fee for private lessons. Soloists may be required to register for this course before representing the school off campus. Credit does not count toward graduation if student is minoring or majoring in music. Offered annually both semesters.

120—CHURCH PIANO CLASS  1 hr. cr.

Studies in technique, sight reading, keyboard harmony, transposition, and modulation adapted to the needs of church services, formal and informal. Emphasis on hymn playing and accompaniments for choir and congregational singing. In most cases, accompanists desiring to represent the school off campus are required to take this course at least one semester. Credit does not count toward graduation if student is minoring or majoring in music. Prerequisite: Ability to play hymns as written. Offered annually both semesters.
130—FUNDAMENTALS OF CONDUCTING  1 hr. cr.
A study of fundamental conducting techniques and training in song leadership for church and school groups. Basic procedures in choir leading. Practical conducting experience. In most cases, song leaders will be required to enroll in this course before being permitted to direct church music off campus. Credit does not count toward graduation if student is minoring or majoring in music. Offered annually both semesters.

361, 362—CONDUCTING  2 hrs. cr.
A study of the techniques of conducting. Participation in actual conducting and reading of both choral and instrumental materials. First semester, vocal; second, instrumental. Offered annually.

361, 362—CONDUCTING  2 hrs. cr.
A study of fundamental conducting techniques and training in song leadership for church and school groups. Basic procedures in choir leading. Practical conducting experience. In most cases, song leaders will be required to enroll in this course before being permitted to direct church music off campus. Credit does not count toward graduation if student is minoring or majoring in music. Offered annually both semesters.

361, 362—CONDUCTING  2 hrs. cr.
A study of the techniques of conducting. Participation in actual conducting and reading of both choral and instrumental materials. First semester, vocal; second, instrumental. Offered annually.

381—ORGAN METHODS AND MATERIALS  1 hr. cr.
For students preparing to teach applied music. Emphasis is placed on the teaching of interpretation and style, memorization, sight reading, technique, lesson procedures for individual and group instruction; survey, analysis, and evaluation of teaching materials. Offered 1964-65.

382—PIANO METHODS AND MATERIALS  1 hr. cr.
A course introducing the methods of teaching piano. Includes study of the problems of teaching, the development of technique, evaluation and selection of materials for different age groups and various stages of advancement for both child and adult beginners, with supervised practical experience. Offered annually.

391—INSTRUMENTAL METHODS AND MATERIALS  1 hr. cr.
For description of course see Music 381. Offered 1963-64.

392—VOICE METHODS AND MATERIALS  1 hr. cr.
For description of course see Music 381. Offered 1963-64.

411, 412—SUPERVISED PIANO TEACHING  1 hr. cr.
Supervised teaching of young children, including scheduled conferences with supervisor for guidance. Prerequisites: advanced piano study and Music 382. Offered annually.

Ensemble

100—ENSEMBLE TECHNIQUES  1 hr. cr.
A study of sacred repertoire for both vocal and instrumental trios and quartets with emphasis on interpretation. Constructive criticism relative to all aspects of artistic and effective performance. Usually small ensembles or students interested in joining such ensembles will be required to take this course before being approved for performance off campus, and they will be strongly encouraged to participate in music organizations. Credit does not count toward graduation if student is minoring or majoring in music. Offered annually both semesters.

201, 202—ORATORIO CHORUS  1 hr. cr.
Open without audition to all students enrolled in the university. This organization, numbering over 150 voices, presents a major portion of
Handel's Messiah during the first semester and an additional oratorio in the second semester. Offered annually.

261-262—THE TAYLOR UNIVERSITY CHORALE 1 hr. cr.
This organization is composed of approximately 70 mixed voices, 40 to be selected for the annual spring tour. Students are chosen by audition. The women's section of the Chorale also makes up the Women's Glee Club, and the men's section forms the Men's Glee Club. Both of these groups perform for campus functions. The repertoire includes a varied program consisting of literature selected from early centuries to contemporary periods, including hymns and spirituals. Members are required to register for Oratorio Chorus. Offered annually.

271, 272—CHAMBER ENSEMBLE 1 hr. cr.
A choice of a small brass, woodwind, or string group which will meet separately and will be under different directors who are specialists in these fields. These groups perform at chapel and in concerts. Open by audition to all students. Offered annually.

281-282—THE TAYLOR UNIVERSITY BANDS 1 hr. cr.
The Trojan Marching Band is an organization of 56-64 instrumentalists, plus majorettes and extras, which presents half-time pageants at all football games.
The Symphonic Band is a select organization of 60-70 instrumentalists which presents concerts throughout the year and makes a tour in the spring. This organization also serves as host for high school band festivals and clinics during the year. The marching band terminates at the end of the football season, at which time the symphonic band begins. Offered annually.

291-292—THE TAYLOR UNIVERSITY SYMPHONY ORCHESTRA 1 hr. cr.
Composed of instrumentalists selected from the campus and surrounding communities. Performances with choral groups and full orchestral concerts highlight each season. Offered annually.

Music Education

221—PERCUSSION INSTRUMENTS 1 hr. cr.
Class instruction for public school teaching. Offered 1964-65.

222—BRASS INSTRUMENTS 1 hr. cr.
Class instruction for public school teaching. Offered 1964-65.

231—WOODWIND INSTRUMENTS 1 hr. cr.
Class instruction for public school teaching. Offered 1963-64.

232—STRING INSTRUMENTS 1 hr. cr.
Class instruction for public school teaching. Offered 1963-64.
300—MUSIC IN THE ELEMENTARY CLASSROOM  2 hrs. cr.
Methods of teaching and correlating music and rhythmic activities in
the programs of the elementary school. A study of materials and
their presentation. Required for the B.S. degree in elementary edu-
cation. Prerequisite, Mus. 161 or permission of the instructor. Of-
fered annually both semesters.

311—ELEMENTARY SCHOOL MUSIC  2 hrs. cr.
Designed for music majors. Methods, materials, child voice, song
repertoire, interpretation, listening, reading, audio-visual and re-
cordings. Offered annually.

331—CHORAL METHODS FOR SECONDARY SCHOOL
  TEACHERS (See Education 320)  2 hrs. cr.
A study of the objectives and techniques of the choral program in
the secondary school, with emphasis on rehearsal procedures, re-
ertoire, and organization. Required of students taking the 52 hour
teaching area major or the 42 hour choral-general teaching major, or
the 26 hour choral-general teaching minor. Prerequisite or concur-
cently, Ed. 320. Offered annually.

332—INSTRUMENTAL METHODS FOR SECONDARY
  SCHOOL TEACHERS (See Education 320)  2 hrs. cr.
A study of the objectives and techniques of the instrumental pro-
gram in the secondary school, with emphasis on rehearsal procedures,
repertoire, and organization. Required of students taking the 52 hour
teaching area major, or the 42 hour instrumental teaching ma-
jor, or the 26 hour instrumental teaching minor. Prerequisite or con-
currently, Ed. 320. Offered annually.

421, 422—SEMINAR IN MUSIC  1 hr. cr.
A course designed to correlate work previously studied in music, and
to prepare the student for graduate study. Research and projects are
assigned, providing practical experience according to individual needs
and interests. Offered annually.

Music History and Literature

211—PROTESTANT CHURCH MUSIC  2 hrs. cr.
This course will include a critical survey of hymnology from its ear-
est beginnings to the present, and a study concerning the use of
organ, piano and instruments in religious services. Offered annually.

321—MUSIC LITERATURE  2 hrs. cr.
A study of representative music works from all periods, with emphasis
on stylistic characteristics. Lectures, performance, and supervised
record listening. Open also to non-music majors who have had some
training in music. Offered annually.

372—MUSIC HISTORY  4 hrs. cr.
The historical study of music from the early centuries to the
twentieth century. Concomitant phases of political history and art
are correlated. Illustrations of every era, school, and phase of music
history are utilized. Offered 1964-65.
Music Theory

111—MUSIC FUNDAMENTALS  
2 hrs. cr.
A study of notation, tonal and rhythmic aspects of music for the purpose of developing in the non-music major the ability to conduct music activities at an elementary level. Credit does not count toward graduation if student is majoring or minoring in music. Offered annually.

141-142—BASIC THEORY I  
2 hrs. cr.
A coordinated study which includes the basic fundamentals of music, elemental form, melodic construction and chorale harmonization. The entire course is based on a creative and analytical approach to the theory of music beginning with the harmonic techniques of the 18th century. It is recommended that students take one year of piano before enrolling in this course. Offered annually.

151-152—SIGHT SINGING AND EAR TRAINING I  
1 hr. cr.
The various methods of learning sight singing are employed. Ear training consists of melodic and harmonic dictation. Offered annually.

241-242—BASIC THEORY II  
2 hrs. cr.
An integrated course in advanced theory, presenting various phases of music through music itself. A correlation of advanced written and keyboard harmony, simple song forms, and the analysis of illustrative passages from the music of the 18th, 19th and 20th centuries. Prerequisites, Mus. 141-142 and 151-152 or permission of the instructor. Offered annually.

251-252—SIGHT SINGING AND EAR TRAINING II  
1 hr. cr.
Harmonic dictation in two, three and four parts is presented. Sight singing in treble, bass and alto clefs with emphasis on quick perception of melodic intervals. Offered annually.

341—COUNTERPOINT  
2 hrs. cr.
A presentation of the fundamental principles of polyphonic composition, combined with a study of the formal designs and methods of structural treatment used in the harmonic contrapuntal concept of music. Offered annually.

351—CHORAL ARRANGING  
2 hrs. cr.
Study of the ranges, tonal possibilities and technical limitations of the different voices, and analysis of scores of standard choral compositions. Arranging and adapting scores for various vocal combinations. Offered annually.

352—INSTRUMENTAL ARRANGING  
2 hrs. cr.
Study of band and orchestral instruments with a view to practical and effective writing. Arranging of compositions for various instrumental combinations. Students will be expected to arrange a composition for full orchestra at the close of the semester. Offered annually.
402—FORM AND ANALYSIS
2 hrs. cr.
A study of music style from an aesthetic point of view. Beginning with the simple song form, it leads up to the more complex forms of the classical and romantic periods with such modern techniques as time will allow. It will consider not only the form of the compositions, but the harmonic and contrapuntal resources also, with the student analyzing the actual compositions. Offered 1963-64.

PHILOSOPHY

DIVISION OF PHILOSOPHY AND RELIGION

Carter

A major consists of twenty-four hours, and must include courses 201, 272, and 350. A minor consists of sixteen hours, and must include courses 350, and either 201 or 272.

201—LOGIC
3 hrs. cr.
A systematic study of the principles of reasoning, and the methods of obtaining valid knowledge and correct conclusions. Offered 1963-64.

272—ETHICS
3 hrs. cr.
This is a survey of the principal ethical theories and systems, with application of principles to pressing moral and social problems of the day. Offered annually.

322—PHILOSOPHY OF RELIGION
3 hrs. cr.
A philosophic approach to the problems and conceptions of religion, together with their implications for theism and Christianity. Special attention will be given to the development of religious philosophy in America as it relates to the modern cults. Offered 1963-64.

331, 332—HISTORY OF PHILOSOPHY
3 hrs. cr.
This course considers the development of philosophical thought from the ancient Greeks to modern times. Offered 1964-65.

341—AESTHETICS
2 hrs. cr.
A consideration of the psychology of the aesthetic experience and an interpretation of the philosophy of aesthetic values. This is an excellent cultural course for the general student. Offered 1964-65.

350—PHILOSOPHY AND CHRISTIAN THOUGHT
5 hrs. cr.
This course is an introduction to the basic problems of philosophy and their relation to classical Protestant Christian thought. The course is designed to acquaint the student with the terminology and concepts of philosophy and their relationship to the basic Christian teachings, as also to aid him in the integration of all knowledge and the development of a Christian philosophy of life. Offered annually both semesters.

411—AMERICAN AND CONTEMPORARY PHILOSOPHY
5 hrs. cr.
This course surveys the influence of European philosophy upon American thought and life from Puritanism to the present, with special
emphasis upon historical American developments such as pragmatism in education and personalism in religion. Special attention will be devoted to contemporary thought. Offered 1963-64.

431—WORLD RELIGIONS (See Rel. 431) 2 hrs. cr.

432—GREAT PHILOSOPHIES 2 hrs. cr.
A study of the problems and principles of philosophy as found in the major philosophical works of one or more of the great philosophers such as Plato, Aristotle, Immanuel Kant, James. Offered 1963-64.

441, 442—HONORS 1 or 2 hrs. cr.
Open to senior majors and minors who have a B average in the field of study, and with permission of the head of the department.

451, 452—SEMINAR IN PHILOSOPHY 1 hr. cr.
A course designed to correlate and integrate philosophic problems and principles. Special research problems will be assigned to meet the needs and interests of the major student.

PHYSICAL EDUCATION AND HEALTH

Division of Education

Odle, Benning, Davenport, Glass, King

Opportunity is given for all students to take part in the organized physical education program which is carried on throughout the year. An extensive intramural program offers participation in all sports in season, and leisure-time use of recreational facilities is encouraged. The college promotes a program of intercollegiate athletics in which high standards of scholarship and sportsmanship are fostered for all participants. Intercollegiate contests are held in football, basketball, baseball, track, tennis, cross-country and golf. A physical examination, for which there is no additional charge, is required of all who participate in intercollegiate athletics.

Men expecting to complete a teaching major in physical education and health leading to a B.S. in Education degree must have a total of 44 hours of credit in physical education and health, including the following courses: 111, 122, 132, 250, 311, 332, 341-342, 372, 402, 431, and 432. In addition to these courses, two of the following four courses must be completed: 261, 312, 351, and 382. Men who are expecting to complete a teaching minor in physical education and health must have a total of 25 hours in physical education, including the following courses: 111, 122, 132, 250, 311, 402, 431, and 432.

Women who wish to complete a teaching major in physical education and health must have 40 hours of credit in physical education including 111, 122, 132, 250, 311, 341-342, 361, 362, 372 and 402. Women wishing to complete a teaching minor in physical education and health must have 25 hours of physical education and health credit including the following courses: 111, 122, 132, 311, 361, 362, and 402.
Students expecting to minor in physical education and health in the A.B. program should have 18 hours in physical education including the following: 122, 250, 311, 372, 431, and 432.

Persons preparing to teach Driver Education in public schools should enroll in P. E. 111 (1 hr.), 132 and 371.

Students interested in training and working in the area of Corrective Therapy may do so through the physical education department and its affiliation with the Veterans Administration Hospital in Marion, Indiana. Those interested must enroll in P. E. 322 and 423 and plan their schedules with the head of the physical education department.

All dress items for physical education classes must be purchased at the campus bookstore. If the student already owns non-marking gym shoes, these are acceptable.

**GENERAL PHYSICAL EDUCATION**

1 hr. cr.

Provides the understanding and skills necessary to participate in a variety of physical activities which should improve one physically, socially, spiritually, and mentally. Required of all students, and must be taken during the first two years. Does not apply toward a major or minor. *Offered annually both semesters.*

**111—FIRST AID AND CARE OF ATHLETIC INJURIES** 1 or 3 hrs. cr.

A study of the principles and teachings of the American Red Cross first aid program. Special emphasis is placed upon common athletic injuries, dealing with prevention, recognition, and care. Non-physical education majors and minors who wish to study first aid should register for one credit hour. They will attend the class for the first six weeks, during which the first aid sections of the course will be covered. Physical education majors and minors should register for three credit hours. *Offered annually.*

**122—ORIENTATION TO PHYSICAL EDUCATION** 3 hrs. cr.

Designed to give the student an understanding of the place of physical education in the world today. Includes the history of physical education, contemporary happenings, and the theories of physical education. *Offered annually.*

**130—ELEMENTARY SCHOOL HEALTH AND SAFETY** 2 hrs. cr.

Provides the elementary education student a basic understanding of what should be taught to the elementary school students concerning health and safety. Includes both content and methods. *Offered annually both semesters.*

**132—SCHOOL HEALTH EDUCATION AND SAFETY** 3 hrs. cr.

Proper health and safety practices are studied, with emphasis on the materials that should be taught in a high school health class. *Offered annually.*

**242—ELEMENTARY SCHOOL GAMES AND RHYTHMICS** 2 hrs. cr.

A study of games and rhythmic activities that can be used in the public school as well as how they can be taught by the elementary teacher. *Offered annually.*
250—AQUATICS  
2 hrs. cr.
Includes the development and improvement of the student's ability to swim, the study of the nine recognized swimming strokes, and senior life-saving. Offered annually both semesters.

261—COACHING OF BASKETBALL  
3 hrs. cr.
Offensive and defensive play are studied, with emphasis on modern trends in basketball. Rules, fundamentals, schedule making, scouting, care and choice of equipment, and techniques of team selection are included. Offered annually.

311—GYMNASTICS AND RHYTHMICS  
4 hrs. cr.
Designed to give a physical education instructor an understanding of the place for and skills of both gymnastics and rhythmics in order that they might be used to a greater advantage in physical education. Offered annually.

312—COACHING OF BASEBALL  
2 hrs. cr.
Aimed at providing the student an understanding of the fundamentals and strategy of both the offensive and defensive sides of baseball. Also included are problems pertinent to a baseball coach. Offered 1964-65.

322—CORRECTIVE AND REMEDIAL EXERCISE  
3 hrs. cr.
The student is provided an opportunity to develop the ability to analyze activity, identify injury and malformation, and prescribe proper conditioning and corrective exercise. Offered annually.

332—ADVANCED SCHOOL HEALTH EDUCATION  
2 hrs. cr.
Development and strengthening of the understanding of proper health practices. Methods and materials that can be used in teaching a high school health class are considered. Prerequisite: P. E. 132. Offered annually.

341-342—HUMAN ANATOMY AND PHYSIOLOGY  
4 hrs. cr.
(see Biology 341-342)

351—COACHING OF FOOTBALL  
3 hrs. cr.
A presentation of modern football including both the advantages and disadvantages. Game fundamentals such as punting, passing, blocking, and tackling are studied. Attention is also given to the care and purchase of equipment, selection of squad, selection of managers, and selection and supervision of assistants. Offered 1964-65.

361—TEACHING OF TEAM SPORTS FOR WOMEN  
4 hrs. cr.
Development of understanding on the part of the physical education instructor of team sports that should be taught and the methods and techniques that can be used in teaching them. Offered 1964-65.

362—TEACHING OF INDIVIDUAL SPORTS FOR WOMEN  
4 hrs. cr.
A survey of individual sports and the methods and techniques that can be used in teaching them. Offered 1964-65.
371—TECHNIQUES OF DRIVER EDUCATION 3 hrs. cr.
Provides preparation for high school teachers of driver education. Both the classroom phase and the behind-the-wheel techniques are presented. Every enrollee will have an opportunity to teach automobile driving to beginners. Offered annually.

372—RECREATION AND CAMPING 3 hrs. cr.
A study of the place of recreation and camping in our American society. Deals with the planning, promotion, and supervision of all types of recreation programs. May be taken at the summer camp with a special camping emphasis. Offered annually.

382—COACHING OF TRACK AND FIELD 3 hrs. cr.
Track and field activities are discussed with demonstrations of techniques and proper form for each. Further study is made in the care of injuries, purchase and care of equipment, scheduling, and management of track and field meets. Offered 1963-64.

402—ORGANIZATION, ADMINISTRATION, AND EVALUATION OF PHYSICAL EDUCATION 4 hrs. cr.
Methods of organizing and administering a physical education, intramural, and athletic program are studied, as well as the methods of testing and evaluation that should be used in physical education. Considerable time is spent discussing budgeting, purchasing, and care of athletic equipment. Offered annually.

423—CLINICAL OBSERVATION AND PRACTICE IN CORRECTIVE THERAPY 6 hrs. cr.
An intensive six-week course under the auspices of the professional staff of the Veterans Administration Hospital, Marion, Indiana. Provides classroom and practical clinical experience in corrective therapy as integrated into the Physical Medicine and Rehabilitation program of a hospital. Open to senior and graduate physical education majors. Prerequisite: P. E. 322 and permission of the instructor. Offered annually.

431—TEACHING OF TEAM SPORTS FOR MEN 3 hrs. cr.
Designed to give the physical education instructor an understanding of team sports. Methods and techniques of teaching these sports are considered. Team sports studied are field hockey, soccer, speed ball, touch and flag football, wrestling, lacrosse, mass team games, and the use of various unusual pieces of physical education equipment. Offered annually.

432—TEACHING OF INDIVIDUAL SPORTS FOR MEN 3 hrs. cr.
A study of individual sports as well as methods and techniques of presenting these to a class. Individual sports studied are archery, badminton, bowling, golf, handball, shuffleboard, tennis, table tennis, weight lifting, horseshoes, paddle tennis, and snow activities. Individual and dual games for use in general physical education classes are also considered. Offered annually.

441, 442—HONORS 1 or 2 hrs. cr.
Open to individuals completing a teaching major or a minor who have a B average in the field of study, and with permission of the head of the department.
A major consists of 32 hours. Required related courses for a major are Mathematics 431 and Chemistry 431-432. A minor consists of 18 hours and must include Physics 312. Mathematics 341-342 is required for a minor.

211-212—GENERAL COLLEGE PHYSICS 4 or 5 hrs. cr.
Mechanics, heat and sound are studied in the first semester; and magnetism, electricity, modern physics and light are studied in the second semester. Three class periods, and two or four hours laboratory per week. Prerequisite, one year of college mathematics or permission of instructor. Offered annually.

311-312—MODERN AND NUCLEAR PHYSICS 4 hrs. cr.
Major topics of consideration in the course are atomic structure, X-rays, radio-activity, quantum theory and other current theories of the structure of matter. Three classroom periods and two hours laboratory each week. Offered 1963-64.

321—ELECTRICITY AND MAGNETISM 4 hrs. cr.
An intermediate course in electricity and magnetism. Three classroom periods and two hours laboratory each week. Prerequisite, Physics 212 and Mathematics 341, or permission of instructor. Offered 1963-64.

331—OPTICS 3 hrs. cr.
A study of geometrical and physical optics, including refraction, reflection, dispersion, interference, diffraction, polarization, and spectrum analysis. The theory of optical instruments is discussed. Two classroom periods and one two-hour laboratory period per week. Offered 1964-65.

332—PHYSICAL ELECTRONICS 3 hrs. cr.
A course dealing with the theory and application of electron tubes. Emphasis is placed on the properties and the electronic circuits which are of special interest to the physicist. Two classroom periods and one two-hour laboratory period per week. Offered 1963-64.

341-342—ANALYTICAL MECHANICS 3 hrs. cr.
A study of statics, including equilibrium, virtual work, elasticity and gravitational potential followed by an introduction to dynamics including kinematics, oscillations, energy, central forces, planetary motion and collisions. Three lectures per week. Prerequisites: Physics 211-212 and Mathematics 341. Offered 1964-65.

441, 442—HONORS 1 or 2 hrs. cr.
Open to majors and minors who have a B average in the field of study, and with permission of the head of the department.
A major in political science is appropriate for those who plan a career in politics, law, civil or foreign service, newspaper work, or teaching. For the Bachelor of Arts degree, a major consists of thirty semester hours and a minor of sixteen hours.

201, 202—INTRODUCTION TO UNITED STATES GOVERNMENT 3 hrs. cr.
A general survey of American government. The first semester deals with the American constitutional system, politics, congress and the presidency. The second semester covers the judiciary and civil rights, political ideologies, foreign affairs and national defense as well as the state and local governmental systems. Offered annually.

301, 302—EUROPEAN GOVERNMENTS 2 hrs. cr.
A study of the constitutions, organs of government, public administration, and political parties of the principal European powers. Great Britain and Russia are considered the first semester, and France, Italy, Germany and Switzerland the second semester. Offered 1963-64.

312—DEVELOPMENT OF PUBLIC POLICY 3 hrs. cr.
Describes and examines the political process including the voting behavior of the people and the functions and interactions of political parties, interest groups, and public opinion in a democratic polity. Offered annually.

321—PUBLIC ADMINISTRATION 3 hrs. cr.
An examination of structure, function, organization, and personnel of public administration. Emphasis on American bureaucracy and the problems of public control and bureaucratic responsibility. Offered annually.

332—AMERICAN POLITICAL IDEAS 3 hrs. cr.
A study of political ideas in the United States from the colonial period to the present time, through the reading of primary documents. Offered 1964-65.

342—WESTERN POLITICAL THOUGHT 4 hrs. cr.
A general survey of Western political thought from early Greece to the present time, including philosophies of city-state, universal community, nationalism, liberalism, fascism, national socialism and communism. Offered 1963-64.

371—AMERICAN CONSTITUTIONAL HISTORY 3 hrs. cr.
(See History 371.)

401—GOVERNMENT AND POLITICS OF THE FAR EAST 3 hrs. cr.
An examination of political systems in selected Asian countries. Special attention is given to the relationship of political leadership and institutions and to the problems of policy formation and execution. Offered 1963-64.
402—CONSTITUTIONAL LAW 3 hrs. cr.
An analysis of leading constitutional cases. Powers of congress, the supreme court, and the president, federalism, commerce power, taxing power, contract clause, police power, due process, equal protection of laws and civil liberties are examined. Offered 1964-65.

411—WORLD POLITICS 3 hrs. cr.
A study of political relations of nation-states. Problems of nationalism, colonialism, power-politics, and world organizations are discussed. Offered 1964-65.

422—HISTORY OF AMERICAN FOREIGN RELATIONS 3 hrs. cr.
(See History 422.)

441, 442—HONORS 1 or 2 hrs. cr.
Open to senior majors and minors who have a B average in the field of study, and with permission of the head of the department.

451, 452—SEMINAR IN POLITICAL SCIENCE 1 or 2 hrs. cr.
Acquaints students with research methodology and literature in the field. Designed to prepare students for graduate study in political science.

PSYCHOLOGY

DIVISION OF SOCIAL SCIENCES
Barkman, Bromley, Cross, Nelson

Psychology is the science of human behavior. It deals with man's inner experience and motivation, and his relationship with the world outside himself. A knowledge of psychology is important to all occupations in which an understanding of human nature is necessary.

A major consists of twenty-four semester hours, and a minor of sixteen semester hours, both in addition to Psychology 101. Somewhat different curricula are recommended for majors who are preparing to be psychologists, social workers, and ministers. Psychology 200 is prerequisite to all other courses in the department. Psychology 210 is required for a major.

101—COLLEGE PROBLEMS 1 hr. cr.
A course which focuses on the self-direction and disciplines required in higher education. Attitudes, skills, and knowledge essential to a high level of accomplishment are studied. Required of all freshmen.

200—GENERAL PSYCHOLOGY I 3 hrs. cr.
An introduction to the subject matter and methods of psychology, including the study of individual differences, sensation, motivation, and personal adjustment. Offered annually both semesters.

210—GENERAL PSYCHOLOGY II 2 hrs. cr.
A continuation of Psychology 200, dealing with the subjects of learning, physiological psychology, and social psychology. Offered annually both semesters.
230—HUMAN DEVELOPMENT  3 hrs. cr.
A study of human behavior and development from birth through old age. Emphasis is placed on the psychological aspects of development, with particular reference to related biological and social factors. Each student is required to spend one hour per week, or its equivalent, in addition to class sessions, in a situation which applies the principles of the course. Offered annually both semesters.

310—EDUCATIONAL PSYCHOLOGY  2 hrs. cr.  
(See Education 310)

321—SOCIAL PSYCHOLOGY  3 hrs. cr.
A study of the experience and behavior of individuals in relation to social stimulus situations, including study of group dynamics and of crowd psychology. Offered 1963-64.

322—GENERAL STATISTICS (See Social Science 322)  3 hrs. cr.

340—TESTS AND MEASUREMENTS  2 hrs. cr.  
(See Education 340)

341—PSYCHOLOGY OF THE ATYPICAL  3 hrs. cr.
The main concern of the course is the study and appraisal of educational methods which make for maximal effectiveness and adjustment in both the retarded and the superior. Offered 1964-65.

351—PRINCIPLES OF LEADERSHIP  3 hrs. cr.
A course designed to introduce the student to the philosophy and methods of leadership. Those enrolled will work with the freshmen in Psychology 101. Prerequisites: three hours in psychology and the consent of the instructor. Offered annually.

361—EXPERIMENTAL PSYCHOLOGY  3 hrs. cr.
An introduction to the methods of scientific research as they apply to the field of psychology. The design and conduct of experiments is studied, and the student engages in selected laboratory experiments. Offered annually.

362—MENTAL HYGIENE  3 hrs. cr.
A study of the psychology of personal adjustment, the prevention of emotional and mental disorders, and the organized efforts to promote mental health. A laboratory course. Students spend eight two-hour periods per semester assisting or observing in the therapy departments of a mental hospital, in addition to the regular three class sessions per week. Offered 1964-65.

401—PSYCHOLOGY OF PERSONALITY  3 hrs. cr.
The major current systematic psychological theories of personality are studied carefully, with some consideration for their usefulness for research, professional psychology, and the professional interests of those who are enrolled in the course. Offered 1963-64.

402—PSYCHOLOGY OF THE ABNORMAL  3 hrs. cr.
A study of the nature, causes and treatment of major and minor mental disorders. Offered 1963-64.
421—PSYCHOLOGY OF RELIGION  
A psychological analysis of religious experience and behavior, with special emphasis on Christianity. Attention is given to teachings of the Bible which are related to principles of psychology. Offered 1964-65.

432—HISTORY OF PSYCHOLOGY  
A study of the developmental history of psychology as it emerged from philosophy as a distinct discipline, with an increasing emphasis on the scientific approach and method. Offered 1963-64.

441, 442—HONORS  
Open to senior majors and minors who have a B average in the field of study, and with permission of the head of the department. Honors scholars may choose either a reading project or an experimental research project. Ordinarily, Social Science 322 is prerequisite to the latter.

452—SEMINAR IN PSYCHOLOGY  
The course is planned to provide for individual interests in the general field of psychology. Research problems are assigned for study and report. Further objectives are (1) to integrate, at the undergraduate level, the various aspects of psychology and (2) to provide an adequate background for graduate study. Open only to seniors who are majoring in psychology.

**RELIGION**

**Division of Philosophy and Religion**

Thompson, Carter, Haines, Heath, Luthy, Steiner

Thirty hours in Religion are required for a major. These include a core of concentration of sixteen hours from one of the subdivisions of the department plus requirements listed in the subdivision chosen.

For a minor, twenty hours, at least twelve of which should be in upper division courses, may be chosen from one or more of the subdivisions of the department.

E. T. T. A. Church School Teacher's Diploma: Taylor University holds membership in the Evangelical Teacher Training Association. Students who incorporate into their study programs a core of approved subjects will, at the time of graduation, be awarded a diploma by the association. The core of approved courses is as follows:

- Biblical literature, history or geography 10 semester hours
- Missions 2 semester hours
- Personal evangelism Non-credit
- From the Christian education courses 10 semester hours

452—SEMINAR IN RELIGION  
A course intended to correlate and integrate the subjects of the major field. Special assignments are made for research in particular fields. Recommended for all majors in religion.
Biblical Literature

Majors must include 272, 341, 342, 461, and 462 when choosing this core of concentration.

120—SURVEY OF THE BIBLE 5 hrs. cr.
A survey of each book is made, and the relationship of the individual books to the entire Bible is emphasized. Attention is given to the background and message of each book and to its relationship to God's plan of redemption. Offered annually both semesters.

231—The HARMONY OF THE GOSPELS 3 hrs. cr.
A study of the four Gospel narratives with a view to discovering the contribution of each to the story of the life and teachings of Jesus. Development of independent powers of Bible interpretation is encouraged through the use of both the inductive and comparative methods of study. There is also a review of the political, geographic, and social world of the time of Christ. Offered annually.

232—THE BOOK OF ACTS 2 hrs. cr.
The Book of Acts is studied inductively with particular attention given to the work of the Holy Spirit and the missionary methods of the apostolic church. Offered annually.

321, 322—OLD TESTAMENT LITERATURE 3 hrs. cr.
The first semester is a study of the Pentateuch with special attention to the Genesis account of the origin of the cosmos, man, sin, salvation, etc. The second semester deals with Hebrew poetry as presented in the books of Job, Psalms, Proverbs, Ecclesiastes, Lamentations and the Song of Solomon. Offered annually.

331—PAULINE EPISTLES 3 hrs. cr.
Attention is given to the life, ministry, and writings of Paul. The Doctrinal, Pastoral, and Personal Epistles of Paul are studied with reference to their geographical and historical settings, the organization of the Apostolic Church, and the development of Christian doctrine. Careful exegesis is made of selected portions of each epistle. Offered annually.

332—HEBREWS, GENERAL EPISTLES, REVELATION 3 hrs. cr.
Attention is given to the problems of the authorship of Hebrews and its relation to the ceremonies of the Old Testament. The authorship, time, and background of each of the General Epistles is studied. The contribution of each book to the New Testament doctrine is evaluated. A study is made of the place of Revelation in the New Testament canon and its relation to the Bible as a whole. Offered annually.

352—OLD TESTAMENT PROPHECY 3 hrs. cr.
A study of the major and minor prophetic works of the Old Testament with special emphasis given to the historical background, Messianic message, content, and specific theological concepts and teachings which are pertinent to modern times. The critical problems of unity, date, and the like will also be discussed. Offered 1964-65.
361—JEWISH HISTORY, CULTURE, AND GEOGRAPHY  3 hrs. cr.
Beginning with the later prophets and the period of the Exile the development of Mishnaic Judaism is traced through the Talmudic period. The latter part of the course deals with modern Judaism and possibilities of rapprochement between Judaism and Christianity. Offered 1964-65.

411-412—THE EPISLLES (See Greek 311-312)  3 hrs. cr.
491-492—SYNOPTIC GOSPELS (See Greek 301-302)  3 hrs. cr.
(A maximum of six hours may be applied toward the Biblical Literature concentration area.)

Christian Education

Majors must include 120, 201, 272, 302, 441 or 442, 461 and 462 when choosing this core of concentration.

110—ART FOR TEACHERS (See Art 110)  2 hrs. cr.
130—FUNDAMENTALS OF ConductING (See Music 130)

201—PRINCIPLES AND ADMINISTRATION OF CHRISTIAN EDUCATION  2 hrs. cr.
An introduction to the field of Christian education consisting of fundamental concepts emphasizing theological, psychological, and organizational factors which bear upon form and method. Offered annually.

211—PROTESTANT CHURCH MUSIC (See Music 211)  2 hrs. cr.
230—HUMAN DEVELOPMENT (See Psychology 230)  3 hrs. cr.
302—HISTORY AND PHILOSOPHY OF CHRISTIAN EDUCATION  2 hrs. cr.
The changing philosophical climate of religious education as seen against historical backgrounds from pre-Christian Judaism to the American scene. Offered annually.

381—MATERIALS AND METHODS IN CHRISTIAN EDUCATION  2 hrs. cr.
Critical and evaluational studies of Christian educational literature of denominational and undenominational publishers. Offered annually.

382—THE PARISH MINISTRY  3 hrs. cr.
A study of major phases of the work of the pastor and of the director of Christian education. A required course for the first year of a student pastorate. Offered annually.

421—PSYCHOLOGY OF RELIGION (See Psychology 421)  3 hrs. cr.

441-442—GUIDANCE IN FIELD WORK  1-2 hrs. cr.
Practical work in the Christian Education subdivision, or in local churches or schools. Intended to assist the student in the implementation of theory with practice. Offered annually both semesters.
472—RECREATION AND CAMPING 3 hrs. cr.
(See Physical Education 372)

482—AUDIO-VISUAL AIDS 2 hrs. cr.
Construction, evaluation, and use of audio-visual aids in the teaching of both children and adults. Offered annually.

**Missions and Church History**

A minor in missions consisting of twenty hours of carefully selected courses is provided by this department with a view to meeting the needs of missionary candidates in any department of the university.

Requirements for minor: Divisional graduation requirements plus courses 252, 232 or 391, 311, and 431.

252—CULTURAL ANTHROPOLOGY (See Sociology 252) 3 hrs. cr.

311—HISTORY OF CHRISTIAN MISSIONS 3 hrs. cr.
A historical survey of the missionary activities of the Christian church from their beginning to the present time. Special attention is given to missions in the Middle Ages, their development since the Reformation, the renewed activities of the nineteenth century, the unfinished task, and the contemporary status of the young churches in various mission fields of the world. Offered 1964-65.

341, 342—HISTORY OF THE CHRISTIAN CHURCH 3 hrs. cr.
The progress of the Christian Church from its beginning until the Reformation is traced in the first semester. The second semester deals with the growth of the church from the Reformation to the present. Offered 1963-64.

391—PHILOSOPHY AND METHODS OF MISSIONS 2 hrs. cr.
A survey of the principles and methods of Christian missions from Christ to the present time, with special attention to the Biblical basis and the prime motivating factors. Direct evangelistic, educational, medical, industrial, literary, radio, and occupational missionary methods are given special attention. The preparation of the missionary for his task is also considered. Offered 1963-64.

431—WORLD RELIGIONS 2 hrs. cr.
An examination of primitive animism, followed by a careful study of the world’s great religions with a view to acquainting the student with their underlying philosophies, principal teachings, and comparative features. Offered 1964-65.

432—MISSIONS SEMINAR (Area Studies) 2 hrs. cr.
This course consists of a specialized study of one of the several great mission fields, such as Latin America, Africa, India, Japan, or China. The geography, people, history, economics, sociology, government, language, religion, and the history and methods of Christian missions will be considered.
THE CURRICULUM

Biblical Philosophy and Theology

272—ETHICS (See Philosophy 272). Required for major. 3 hrs. cr.

350—PHILOSOPHY AND CHRISTIAN THOUGHT
(See Philosophy 350) 5 hrs. cr.

372—PHILOSOPHY OF RELIGION
(See Philosophy 322) 3 hrs. cr.

461-462—SYSTEMATIC THEOLOGY 2 hrs. cr.

A systematic study of the doctrines of Christianity in light of revelation, reason and experience. Attacks on Christian doctrine will also be considered. Required for a major. Prerequisite: six hours of Biblical Literature (besides Religion 120), or Philosophy 350 except for students with senior standing. Offered annually.

SOCIOMETRY

DIVISION OF SOCIAL SCIENCES

Roye, Loewen

Sociology is that discipline which seeks to differentiate and to define the fundamental processes of social interaction resulting in human personality and social organization. It seeks to formulate principles, laws, and generalizations with regard to human nature and society which may have universal validity and applicability. It is concerned with the behavior of humans in group relationships and with organized systems of practices and social rules, as these are expressed in social institutions developed to regulate and to standardize behavior toward recognized group values.

Sociology applied professionally to the problems of living in modern society is known as social work. Courses receiving welfare credit should be included in the curriculum of a student who wishes to meet the undergraduate standards of the National Association of Schools of Social Administration.

A major in sociology consists of twenty-four (24) semester hours, a minor of sixteen (16) hours.

100—PRINCIPLES OF SOCIOLOGY 3 hrs. cr.

A study of the fundamental principles and processes in our social structure and social development. The course provides a systematic basis for further advanced study in sociology and a knowledge of those principles with which any program of social reform must reckon. Offered each semester.

211—CONTEMPORARY SOCIAL PROBLEMS 3 hrs. cr.

A general introduction to social problems in contemporary society which arise from social and personal disorganization. Such problems as poverty, crime and delinquency, divorce and marital maladjustments will be examined in the light of the basic principles of sociology. Prerequisite: 100. Offered annually.
The sociology of farm and village life. It seeks to analyze and to describe human groups essentially dependent upon agriculture for a livelihood, and to study the relation of rural life to the character and personality of farm people. It deals with rural institutions, contemporary rural problems and fundamental social phenomena of rural life. Offered 1964-65.

The study of human relations, behavior, and organization involved in city life as seen in the phenomena of relatively great population density, more or less permanent communities, great interdependence, high division of labor, anonymity, heterogeneity and impersonality. Offered 1964-65.

A study of marriage and the family from the approach of practical preparation for family living and home building. The customs, mores and practices of contemporary social relationships between the sexes. as in dating, courtship and marriage; the foundations of successful marriage; the prediction of success or failure in marriage. Offered annually.

An introduction to the culture of present-day representative pre-literate primitive people of the world. Social and cultural origins, primitive social control, the background of modern folkways, mores and community and institutional life are studied. The findings will be related to contemporary social problems. Designed for sociology majors, and as an orientation course for those interested in missions. Offered annually.

A study of major and minor migrations to America, viewing their distinctive characteristics and contributions to American culture, and observing the basic processes of interaction and reaction in the relations of diverse nationalities and races in the American scene. Offered 1963-64.

A study of the many and diverse relations of man's numbers to his social welfare, with particular attention being given to early theories and policies of population, the growth of population, vital statistics as social factors, and the socio-economic and biological significance of birth and growth differentials with special reference to contemporary social problems. Prerequisite: 100. Offered 1963-64.

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331-332—INTRODUCTION TO THE FIELD OF SOCIAL WELFARE 3 hrs. cr.
A survey of social theory and practice as applied to current social problems. A study of social and economic factors affecting human welfare in the urban and rural communities. Attention is given to the nature and structure of social welfare services available to rural and urban peoples. It is designed especially for pre-social work majors, teachers, ministers, and other community leaders. (Welfare credit.) Prerequisite: 100 or consent of the instructor. Offered annually.

342—CRIMINOLOGY 3 hrs. cr.
A study of crime as a social phenomenon, surveying schools of criminology, theories of crime and punishment, causes and costs of criminal behavior, police and the detection of crime, penal institutions, modern treatment of the criminal, and methods and success of rehabilitation and control. Prerequisite: 100. Offered 1964-65.

351—HISTORY OF SOCIAL THOUGHT 3 hrs. cr.
A brief introduction to the social philosophies before the time of Comte. The main emphasis will be placed upon the contributions of sociologists since the time of Comte. This will be done by a study of the writings and concepts of leading sociologists both in Europe and America. Offered 1963-64.

401, 402—SOCIAL SERVICE TO INDIVIDUALS 2 hrs. cr.
An introduction to the history, principles, and processes of social casework, to social welfare administration, and to methods of interviewing pertinent to good casework. The classroom work or theory will be given the first semester and may be taken for two hours credit. The second semester work will give the student an opportunity for practical observation of public welfare agencies in operation. A program of intensive study will be set up under the competent direction and sponsorship of the Grant County Welfare Department. The student will learn through active participation in the work of the department. If the student elects the second semester, welfare credit may be received. Open to majors in sociology or by consent of instructor. Offered 1964-65.

411—THE FAMILY 3 hrs. cr.
A survey of the history of the family; the psychology of family relationships and adjustments as a social institution; economic and social influences affecting the status of members of the family to each other; changing family folkways, disorganization of the family, factors causing family instability, and some suggestions for the conservation of the family. Offered only to upper level sociology majors or with consent of instructor. Offered 1964-65.

441, 442—HONORS 1 or 2 hrs. cr.
Open to majors and minors who have a B average in the field of study, and with permission of the head of the department.
452—SEMINAR IN SOCIOLOGY 2 hrs. cr.
A capstone course dealing with the application of theory and concepts of sociology to the major problems of contemporary American society. Intensive reading and investigation by the student of assigned problems. Papers, reports and class discussion. Prerequisite: sixteen hours in Sociology and consent of instructor. Offered annually.

SPEECH

DIVISION OF LANGUAGE AND LITERATURE

Young, Cross, Greathouse, Haas

A major for the A.B. degree in speech consists of 28 hours, and a minor of 16 hours. Speech 100 is prerequisite to all other courses. Students who have had at least one semester of speech in high school may petition the speech department for permission to omit Speech 100. A written and oral test will be the basis for the decision of the department. The following courses must be included in the major: 100, 200, 211, 220, 311, and 322. The minor must include 100, 200, 211, and 220.

The following programs are offered for students qualifying to teach speech in the secondary school.

Major (42 hrs.): This includes Speech 100, 200, 211, 220, 311, 312, 322, 341, 411, and 412; Eng. 300, 331, 362, and six hours of electives in literature.

Minor (24 hrs.): This includes Speech 100, 200, 211, 220, 311, 322, 411, and 212 or 412.

100—FUNDAMENTALS OF SPEECH 3 hrs. cr.
A course designed to develop an understanding of the basic principles of speech and proficiency in their use. The speech situation in both formal and informal contexts is studied, and emphasis is on the development of genuinely communicative oral expression. Offered annually both semesters.

102—VOICE AND DICTION 3 hrs. cr.
A practical course in speech training with special emphasis on the correction of deviate voice qualities and imperfect enunciation. Attention also will be given to accepted patterns of pronunciation of English words. Offered annually.

200—ORAL INTERPRETATION 3 hrs. cr.
A basic course aimed to develop adequate mental and emotional responsiveness to the meaning of literature and the ability to express that meaning through the use of imagery, mood, and theme. Offered annually both semesters.

211—INTRODUCTION TO PLAY PRODUCTION 3 hrs. cr.
A study of the entire theatre experience, designed to increase the student's appreciation of drama as an art form. The script, acting,
directing, design, and theatre history are discussed from an aesthetic and practical viewpoint. Prerequisite to all other theatre courses. Offered annually.

212—ACTING 3 hrs. cr.
A course in the principles of stage technique and characterization. Primary emphasis is upon roles developed in class. Prerequisite: 211. Offered annually.

220—TECHNIQUES OF ORAL PERSUASION 3 hrs. cr.
A course in persuasive speech in which emphasis is placed upon logical development, inference, and other methods of argumentation. Cross-examination will be used frequently. Offered annually both semesters.

301—ADVANCED PUBLIC SPEAKING 3 hrs. cr.
An advanced course in public speaking dealing with the composition and delivery of the extemporaneous speech, with emphasis on the analysis of speech models and the preparation of speeches for social occasions. Offered annually.

311—PHONETICS 3 hrs. cr.
A course dealing primarily with English speech sounds. Study of the International Phonetic Alphabet and its practical uses is included. Special emphasis is given to the use of phonics in the teaching and learning of reading. Offered annually.

312—SPEECH SCIENCE 3 hrs. cr.
A course dealing with the technical aspects of speech: a) the physical basis of sound, b) the functional organs of speech, c) genetics, semantics, socio-psychological, and other related factors. Special attention is given to the integration of these elements and their bearing on speech skills. Offered 1963-64.

322—RADIO AND TELEVISION 3 hrs. cr.
A lecture-laboratory course covering the basic techniques of radio and television production. Opportunity will be provided for actual participation in programs and activities. Offered annually.

341—INTRODUCTION TO DEBATING 3 hrs. cr.
A study of the principles and procedures of argumentation peculiar to the debate situation. Prerequisite: Speech 220, or permission of instructor. Offered 1964-65.

351, 352—INTERCOLLEGIATE DEBATING 1-2 hrs. cr.
Open only to those who participate in intercollegiate debating and by permission of the instructor. A maximum of eight hours may be acquired for credit. Offered annually.

362—RELIGIOUS DRAMA 3 hrs. cr.
A study of the development of church drama and a consideration of its proper place and function in the church program. Available materials, costuming, and other special problems are discussed. Offered 1963-64.
401—ADVANCED ORAL INTERPRETATION 3 hrs. cr.
Designed to give advanced study in the oral interpretation of types of literature. Offered 1963-64.

411—PLAY DIRECTING 3 hrs. cr.
A study of bases, procedures, and problems of play direction. Laboratory experience is provided. Prerequisite: Speech 211. Offered annually.

412—STAGECRAFT AND DESIGN 3 hrs. cr.
A survey of the technical phases of play production. Deals with design, construction, and painting of scenery, costuming, lighting, and make-up. Laboratory experience. Prerequisite: Speech 211. Offered 1964-65.

421—RADIO AND TELEVISION PRODUCTION 2 hrs. cr.
A correlation of radio and television laboratory work culminating in the direction and production of commercial programs. Research papers in various areas of communication may be presented. Prerequisite: Speech 322. Offered annually.

432—INTRODUCTION TO SPEECH PATHOLOGY 3 hrs. cr.
A study of the underlying factors in speech disorders and methods to be used in therapeutic and corrective processes. A practical course for prospective elementary teachers as well as speech majors. Prerequisite: Speech 311 and the permission of the instructor. Offered 1964-65.

452—SEMINAR IN SPEECH 2 hrs. cr.
A study designed to correlate speech courses previously taken and to lead to research and comprehensive examination.
Pre-Professional Courses

Liberal arts education emphasizes the learning which is desirable for all students who would grow into mature persons and citizens of a democratic society. However, this is also basic preparation for the various professions and vocations. Taylor University offers pre-professional courses in several areas; some of them are affiliation programs with the state universities.

**BUSINESS ADMINISTRATION COURSE**

Taylor University offers the liberal arts portion of an affiliation program in business administration with Indiana University's School of Business. It leads to the Master of Business Administration degree. Students spend three years at Taylor, completing ninety-five hours of the Bachelor of Arts course. If the student maintains a scholastic standing of 1.6 or higher and meets all other entrance requirements, he will be admitted to the University for a two and one-half year program. Upon the successful completion of the first year, he will receive the Bachelor of Arts degree from Taylor University, and upon the successful completion of three additional semesters, Indiana University will grant the Master of Business Administration degree.

Another alternative is to spend only one year at Indiana University, receiving the degree from Taylor. A scholastic standing of at least 1.0 is required in this program.

**PRE-ENGINEERING COURSE**

Taylor University participates in an affiliation program with Purdue University. Students will spend three years on the Taylor campus and will normally do at least two years of residence work at Purdue. Upon completion of the course for a degree in engineering at Purdue, Taylor University will grant the Bachelor of Arts degree.

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Cr. Hrs.</th>
<th>Sophomore Year</th>
<th>Cr. Hrs.</th>
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</thead>
<tbody>
<tr>
<td>English 101-102</td>
<td>5-6</td>
<td>Fine Arts 230</td>
<td>3</td>
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<tr>
<td>Chemistry 201-202</td>
<td>8</td>
<td>Language</td>
<td>6-8</td>
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<tr>
<td>Mathematics 111-112, 130, 230</td>
<td>8-10</td>
<td>Psychology 200</td>
<td>3</td>
</tr>
<tr>
<td>Religion 120</td>
<td>5</td>
<td>Mathematics 341-342</td>
<td>8</td>
</tr>
<tr>
<td>Phys. Education</td>
<td>2</td>
<td>Physics 211-212</td>
<td>10</td>
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<tr>
<td>Psychology 101</td>
<td>1</td>
<td>Phys. Education</td>
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<tr>
<th>Junior Year</th>
<th>Cr. Hrs.</th>
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<tbody>
<tr>
<td>Mathematics 431, 432</td>
<td>6</td>
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<tr>
<td>History</td>
<td>5-6</td>
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<tr>
<td>Language</td>
<td>6</td>
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<tr>
<td>Literature</td>
<td>5-6</td>
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<tr>
<td>Philosophy 350</td>
<td>5</td>
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<tr>
<td>Bus. &amp; Econ. 201</td>
<td>3</td>
</tr>
<tr>
<td>Spch. 100 or Physics 321</td>
<td>3-4</td>
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</table>
PRE-NURSING COURSE

The Bachelor of Arts degree will be granted upon the completion of ninety-five credit hours at Taylor University and the prescribed course in nursing at an approved training hospital. A minimum of thirty hours, including a major of twenty hours, must be earned in residence at Taylor.

This combined course prepares the student to advance in the profession to such positions as superintendent of nurses, instructor in a nurses' training school, or supervisor of public health.

**Freshman Year**

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<tr>
<th>Course</th>
<th>Cr. Hrs.</th>
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<tbody>
<tr>
<td>English 101-102</td>
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<tr>
<td>Biology 211-212</td>
<td>8</td>
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<tr>
<td>Language</td>
<td>6-8</td>
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<tr>
<td>Religion 120</td>
<td>5</td>
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<tr>
<td>Sociology</td>
<td>2</td>
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<tr>
<td>Phys. Education</td>
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<tr>
<td>Psychology 101</td>
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**Sophomore Year**

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<tr>
<th>Course</th>
<th>Cr. Hrs.</th>
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<tbody>
<tr>
<td>Psychology 200</td>
<td>3</td>
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<tr>
<td>Chemistry 201-202</td>
<td>8</td>
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<tr>
<td>Biology 341-342</td>
<td>6</td>
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<tr>
<td>Language</td>
<td>6</td>
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<tr>
<td>Phys. Education</td>
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<tr>
<td>Electives</td>
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**Junior Year**

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<thead>
<tr>
<th>Course</th>
<th>Cr. Hrs.</th>
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<tbody>
<tr>
<td>Fine Arts 230</td>
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<tr>
<td>Philosophy 350</td>
<td>5</td>
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<tr>
<td>Literature</td>
<td>5-6</td>
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<tr>
<td>Biology 331 or 371</td>
<td>4</td>
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<tr>
<td>Biology 332</td>
<td>4</td>
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<tr>
<td>History</td>
<td>5-6</td>
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<tr>
<td>Electives</td>
<td>4-8</td>
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</tbody>
</table>

PRE-MEDICAL TECHNOLOGY COURSE

The registry of medical technologists requires three years of college work as minimum pre-professional preparation. Upon the completion of this program at Taylor University and twelve months of medical technology training at an approved hospital, the Bachelor of Arts degree will be granted. The student will receive a Certificate of Medical Technology after taking the registry examination given by The American Society of Clinical Pathologists.

Chemistry and biology are satisfactory fields from which to choose a major (20 hours) and a minor (16 hours).

**Freshman Year**

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<thead>
<tr>
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<tr>
<td>English 101-102</td>
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<tr>
<td>Chemistry 201-202</td>
<td>8</td>
</tr>
<tr>
<td>Language</td>
<td>6-8</td>
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<tr>
<td>Religion 120</td>
<td>5</td>
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<tr>
<td>Phys. Education</td>
<td>2</td>
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<tr>
<td>Psychology 101</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics</td>
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**Sophomore Year**

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<tr>
<td>Language</td>
<td>6</td>
</tr>
<tr>
<td>Biology 211-212</td>
<td>8</td>
</tr>
<tr>
<td>Chemistry 302</td>
<td>5</td>
</tr>
<tr>
<td>Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Phys. Education</td>
<td>2</td>
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</table>

**Junior Year**

<table>
<thead>
<tr>
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<tbody>
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<td>Literature</td>
<td>5-6</td>
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<tr>
<td>Philosophy 350</td>
<td>5</td>
</tr>
<tr>
<td>Biology 371</td>
<td>4</td>
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<tr>
<td>Chemistry 311</td>
<td>5</td>
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<tr>
<td>Fine Arts 230</td>
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<tr>
<td>Biology 341-342</td>
<td>8</td>
</tr>
<tr>
<td>Psychology 200</td>
<td>3</td>
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</table>
The Curriculum

PRE-THEOLOGICAL COURSE

This curriculum is based on standards which are suggested for seminaries by the American Association of Theological Schools.

<table>
<thead>
<tr>
<th>Freshman Year</th>
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<th>Sophomore Year</th>
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</thead>
<tbody>
<tr>
<td>English 101-102</td>
<td>5-6</td>
<td>Literature</td>
<td>5-6</td>
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<tr>
<td>Religion 120</td>
<td>5</td>
<td>Language</td>
<td>6</td>
</tr>
<tr>
<td>Language (Greek preferred)</td>
<td>8</td>
<td>Science</td>
<td>8</td>
</tr>
<tr>
<td>Sociology</td>
<td>3</td>
<td>Psychology 200</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>5</td>
<td>Philosophy</td>
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<td>Fine Arts 230</td>
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<tr>
<td>Psychology 101</td>
<td>1</td>
<td>Phys. Education</td>
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Junior Year

| Phil. 350 or Rel. 461-462 | 4-5 | Major | 12 |
| Philosophy | 6 | Minor | 10 |
| Speech | 3 | Electives | 8-10 |
| Major | 12 |
| Minor | 6 |

Philosophy, psychology, history, English, social science and sociology are recommended as major fields. Music, speech, philosophy, social science and religion are good electives.

PRE-MEDICAL COURSE

It is assumed that a student entering the pre-medical course has had Latin in high school. Whenever possible, the student should select his medical school at the beginning of the junior year in order that he may meet specific entrance requirements. It is necessary to maintain a B average to qualify for admission to medical school.

A pre-medical student may take a major in either chemistry or biology. The departmental requirements are given elsewhere in this bulletin.

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<td>English 101-102</td>
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<td>Chemistry 201-202</td>
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<td>Biology 211-212</td>
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<td>Phys. Education</td>
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Junior Year

| Literature | 5-6 | Philosophy 350 | 5 |
| Physics 211-212 | 10 | Biology 331, 332, 362 | 11 |
| Chemistry 301-302 | 10 | Chemistry 311, 312 | 10 |
| Electives | 6-8 | Electives | 6-8 |

PRE-LAW COURSE

The best preparation for graduate training in the field of law is a regular four-year college course leading to the Bachelor of Arts degree. Majors in political science or business administration are recommended by most law schools. However, other majors are possible. The major should be chosen in consultation with the chairman of the social science division.

Graduates who have followed this course of study and who have earned above-average grades generally may enroll in any one of several nationally-recognized law schools.
Record of Degrees Conferred
June 1961

BACHELOR OF ARTS

John Alexander Affleck, cum laude
Richard Allen Baarendse
James Roderick Banker
Harold J. Beal
Audrey Joanne Berndt
Robert Lee Biberstein
David D. Blumer
*James David Bormann
Ray David Boyer, cum laude
Joseph D. Brain,
summa cum laude
Martha Elaine Brose
**Marjorie Elizabeth Cook
Gary Charles Cooper
Samuel Lawrence Delcamp
*Phyllis Gail Ensor
Gary L. Forbes
Larry R. Fuhrer
Jerry L. Goss
Sarah June Gove
**Joan Sue Graffis
*Carolyn Joyce Haas
**Dorothy Louise Hand
Patricia Jane Hard
*Joyce Ellen Huebner
Garth Dyson Irey
Robert Franklin Jackson
Barbara Jean Johnson
Leon Benjamin Jones
*Lawrence R. Katz
Marjorie Ann Komp
John Chung Lee, cum laude
Donald Arthur Leigh,
cum laude
Marilyn Lee Linden
Gregory George Maurer
C. LeRoy Mickley
Robert Eugene Olson
John Newell Oswalt, cum laude
Minnie Stella Patton
Irvin J. Polk
H. Frederick Pomeroy
Joseph Franklin Pyle,
cum laude
James Alan Reynolds,
cum laude
Ronald Keith Riggs, cum laude
Donald Henry Rolfs
Veryl Charles Roth
Nancy Jean Shaffer
Richard Larry Smith
Richard L. Stepp, cum laude
Clarence Fitzgerald Stuart, Jr.
Cecil Hugh Summers
Carl Ivan Thompson,
cum laude
Dennis Charles Thompson
Bernard E. Tucker
Clayton Edward Turner
Janet Anne Watson, cum laude
Dale Arden Williams
R. Scott Wilson
*Roger Earl Winn

BACHELOR OF SCIENCE IN EDUCATION

*Sonja Louise Anderson
Raymond R. Bachman
Judith Barbara Boll,
cum laude
Judith Hoffman Bontrager
Bruce Newton Brenneman
Robert E. Bruce, Jr.
**Stanley Lee Burden, Jr.
Mary Suzanne Carlson
Donald Duane Clark
James Russell Crowder
Marjorie Ann Eby, cum laude
*Lucille O. Entz
**Roger Ernest Erfourth
Gary Wayne Foss
Daniel Matthews Freeman
Constance Lorraine Grant
Charles Dillman Griffin
*Joan Sylvia Haaland,
magna cum laude
*Charles Richard Hill
Elaine Marie Hosman
Rachel Jean Howell
Lois Ann Kedge
William Russell Klinger
Hubert Jerome Kuhn
Judith Ann Lammon
**Alberta Weeks Merz
Janice Kay Miller,
cum laude
Stanley Manring Morton
Glenn Wayne Newsome
Nancy Ida Norrenberns
*Nancy Jo Oyer

109
Robert Lee Palmer, *cum laude* Marlene C. Silvis
Phyllis Jean Pettigrew Ronald Gene Spade
Gordon O. Polsgrove Ruth Ann Stockinger, *cum laude*
Oris L. Reece Judith Jane Sweet
William Carey Ringenberg, *cum laude* Charles Rex Taylor
Robert John Rudolph *Diane Marilyn Tenpas
Sally Doris Runyon David Henry Townsend
Sharon Ann Rupp, *cum laude* Ruth Ann Volk
Carolyn Bernice Sandstrom Marilyn Ann Webb, *cum laude*
**Ruth Hildegard Schinkel** Philip Allen Wickersham
Mary Margaret Sheedy **Paul Robert Williams
*J. Anthony Silva***
*Degree granted in January.
**Degree granted in August.

June 1962

**DOCTOR OF DIVINITY**

Winona Lake, Indiana

**DOCTOR OF LAWS**

Indianapolis, Indiana

**BACHELOR OF ARTS**

**Ruth Carolyn Ayres** Johngman Lee
Stephen J. Balanda R. Philip Loy
Morris Lee Barber Carl Burton Lundquist
Irene M. Barrett *John Douglas Macoll
**Mary Evelyn Beach** Lloyd William Madden, Jr.
Gary Glenn Berner, *cum laude* **Stephen L. Manley
Kenneth Earl Blackwell Lois Ellen Martin
Betty Ann Bowers, *cum laude* Samuel Roger Martin
**James Harris Bragan** L. Jeannette McClure, *cum laude
David Stewart Bruce Joan Roberta McIntosh
*Janet Foltz Bruce* Dwight L. Meier
Elaine Eldrie Brunz Benjamin M. Mosher
John Lewis Chilcott Richard Daniel Nicewonger
**Boniface Banda Chiwengo** June Andrea Nilsen, *cum laude
John Arnold Cromer Myron Everett Oyler
Finis Jennings Dake, Jr. Maurice Edward Paul
Arthur Wallace Deyo, *magna cum laude* Gary Lee Petzold, *cum laude
David Louie Dryer Paul Wilson Phinney
Janet Eloise Edwards Audrey L. Raab
**Carley B. Farmer, *cum laude** Roger Wayne Roth,
Arda Mae Fuller *magna cum laude*
Thomas William Gehner J. William Schneck
Ruth Ann Gehres **Bertha Evelyn Shepherd
**Rosalyn J. Gray** **Grace Marianne Skoda
**Loretta Marie Gruver** **Richard Steven Slaughter, Jr.
Harry Olav Haakonsen** Carlton James Snow, *cum laude
Kathryn Louise Heavilin, *summa cum laude** Rebecca Parrish Stevens
*magna cum laude* Charles Edward Sticklen
Robert Thomas Hill Ruth Naomi Strong
Donald Louis Horney J. Edward Terdal
Andrea Ruth Jensen James Leslie Terhune, *cum laude
*Al Kundenreich* Daniel W. Thor
Linda Larsen Ina Ruth Tigar
Record of Degrees Conferred

Marion Jeannette Ward
Samuel Irving Watne
Clifford Wayne Weeks
J. W. Williams
Jonell Marie Willis
Frances Jeannette Woy, cum laude
**Fred Wilson Yazzie
LaDonna Ann Zikes

Bachelor of Science in Education

Patricia Kathleen Amstutz
Donna June Applegate
**Barbara Archer
**Sheldon Joe Bassett
Phyllis Margaret Batho
William Albert Bennett
Doris Ann Bluhm
*David Stewart Bruce
Priscilla Jean Bruce
**Judith Ann Carlson
Janet Ann Case, cum laude
Lois Ann Clough
*Suzanne Beth Coats
Jeanette Davies
Patricia Ann Deans
**Judith Gail Dillingham
Martha Anne Dunn, cum laude
Raymond Edgar Durham
David Loren Eakins
*Judith Gail Entrikin
Lois Jean Fitch
**Nelson Fredrick Gould, Jr.
Jeanne Mae Graning
Karen Sanford Hansen, cum laude
Oma Jane Heinlein
**Beverly Jean Horn
Linda Lee Hyatt
Robert L. Jackson
Judith D. Johnson, cum laude
June Frances Kearney
Talmage L. Keenan
Margaret Nelson King
Marjorie Ann Komp, cum laude
**Lynne Claudette Koons
Lou Ellen Larson
Margery Elsie Livingston, cum laude

*Degree granted in January.
**Degree granted in August.

Joyce Corinne Martinson
*Gregory George Maurer
J. Donald McDougall
Janet Eileen Mendenhall
Barbara Joan Miller
Melvin Lee Moeschberger, cum laude
Marjorie Ellen Monce
Martha Mullins
Juanita M. Oren, cum laude
Paul Cecil Pascoe, cum laude
Carel A. Prater
Anita Van Winkle Rice, magna cum laude

**Kay Rader Ringenberg
Gladys Patricia Rothaar
Patricia Lynne Rufenacht, cum laude
Janice Ardona Salisbury
*Tamara Schilko
Donald Eugene Schwarzkopf
Lanelle Joan Shafer, cum laude
Sharon L. Shannahan
George Douglas Smith
Betty Jean Sorensen
Janet Lynn Spitler

**Ned McGee Stucky
*Paula Janene Sutphin
Sally Virginia Sweet
**Michael Szabo
**Bette T. Tao
Andrew Trotogot
Lloyd Ellen Tucker
Carolyn Ruth Varga
**Mary Emma Weldler
**Carol Marie Wiggers
Mozelle Ilene Williams
Joyce Marie Worgul
## Enrollment Summary

### 1961-62

<table>
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<th>Semester</th>
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<th>WOMEN</th>
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**SECOND SEMESTER**

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**FOR THE COLLEGE YEAR (no duplications)**

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<td><strong>1961-62</strong></td>
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### 1962-63

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<td>Seniors</td>
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<td>388</td>
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The Alumni Association

The Alumni Association is an organization of graduates, former students and recipients of honorary degrees of Taylor University. Parents of alumni and spouses who are not alumni are given associate membership. Its purposes are to unite alumni in closer bonds of fellowship, to stimulate loyalty to the university, and to strengthen the university by disseminating information concerning her service to the church and society.

Activities of the Association are co-ordinated by a Board of Directors, members of which are elected for a three-year term. Alumni also elect five members (one each year for a five-year term) to the Taylor University Board of Trustees.

The program of the Alumni Association includes publication of an alumni magazine, organization of regional alumni groups, the planning of Homecoming, Alumni Day and a Career Conference, and the enlisting of support for Taylor University. This program is carried out by a full-time executive secretary and an alumni office is maintained on the campus.

ALUMNI ASSOCIATION BOARD OF DIRECTORS 1963-65

Term expires June, 1965
   Edgar Bolles, second vice-president
   Lloyd Willert
   Gordon Beck

Term expires June, 1964
   Robert Coughenour, president
   Paul Steiner, first vice-president
   Gene Rupp

Term expires June, 1963
   Ernest Shumaker
   Dalton Van Valkenburg
   Bonnie Odle, secretary
Wills and Memorials

"The American college represents our Westminster Abbey for treasuring the money and the memory of man. The man who gives an adequate gift to a well-equipped American college is more sure of an immortality than any other private citizen. He has given his name into the keeping of an institution which is sure to treasure his memory so long as clear thinking, right feeling, and high character are the best parts of humanity."

—President Thwing

Whenever you are planning to leave certain amounts to Taylor University, whether for memorial buildings, scholarships or whatever purpose you may have in mind, the following items should be in this document:

ITEM 1: Use the following designation: "I give, devise, and bequeath to Taylor University, a corporation organized and existing under the laws of Indiana, with its office and place of business at Upland, Grant County, State of Indiana."

ITEM 2: Be sure to describe accurately how you want the fund used. If it is a memorial building, or memorial scholarship fund, make your description specific as to the use of this fund.

ITEM 3: "I designate the President of Taylor University and the President of The Board of Trustees of Taylor University as my official representatives in carrying out my plans for bequests to Taylor University, giving them the full right to sell any real estate, and any of the personal property, which may be included in said devise or bequest, at the death of the donor, and reinvest the proceeds thereof in the establishment of said Fund, all without any order of any court whatsoever."

If you have been thinking about making your will, do it now. Many put it off too long. Taylor welcomes any questions you may have in mind relative to any wills or memorials.

For complete information or personal conference, write to the

PRESIDENT'S OFFICE
Taylor University
UPLAND, INDIANA
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