

Taylor University

## Pillars at Taylor University

---

[Undergraduate Catalogs](#)

[Academic Catalogs \(1855-Present\)](#)

---

1940

### Taylor University Catalog 1940

Taylor University

Follow this and additional works at: <https://pillars.taylor.edu/catalogs>



Part of the [Higher Education Commons](#)

---

#### Recommended Citation

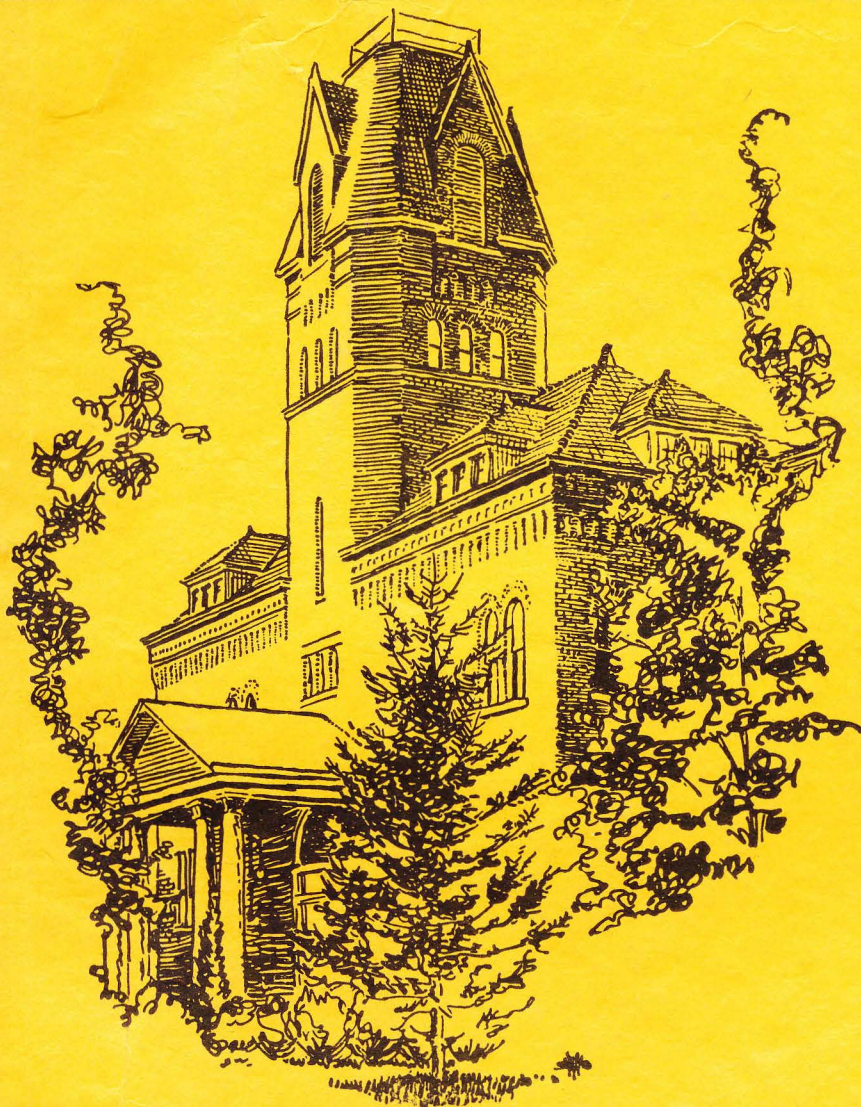
Taylor University, "Taylor University Catalog 1940" (1940). *Undergraduate Catalogs*. 106.  
<https://pillars.taylor.edu/catalogs/106>

This Book is brought to you for free and open access by the Academic Catalogs (1855-Present) at Pillars at Taylor University. It has been accepted for inclusion in Undergraduate Catalogs by an authorized administrator of Pillars at Taylor University. For more information, please contact [pillars@taylor.edu](mailto:pillars@taylor.edu).

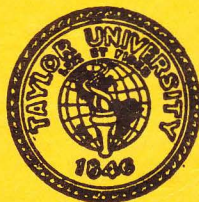
*Vault copy*

# TAYLOR UNIVERSITY

1940



**BULLETIN  
CATALOG NUMBER  
UPLAND, INDIANA**



# Taylor University Bulletin

Ninety-Fourth Annual

C A T A L O G  
N U M B E R



MARCH, 1940

*Issued as Volume XXXII, Number 1*

*of the*

TAYLOR UNIVERSITY BULLETIN,  
UPLAND, INDIANA

*Issued monthly. Entered as second class matter  
at Upland, Indiana, April 8, 1909, under Act of  
Congress of July 16, 1894.*

# Contents

|   |    |
|---|----|
| Governing Body and Board .....          | 4  |
| College Calendar .....                  | 5  |
| Administrative and Other Officers ..... | 6  |
| Faculty .....                           | 7  |
| Faculty Committees .....                | 11 |
| Historical Development .....            | 12 |
| An Effective Christian College.....     | 13 |
| Aims .....                              | 14 |
| Academic Standing .....                 | 15 |
| Location .....                          | 15 |
| Educational Equipment .....             | 16 |
| Buildings and Grounds .....             | 17 |
| General Information .....               | 18 |
| Student Organizations .....             | 18 |
| Publications .....                      | 20 |
| Standing Required for Contests.....     | 20 |
| Intercollegiate Debating .....          | 20 |
| Athletics .....                         | 21 |
| Regulations .....                       | 21 |
| Expenses .....                          | 23 |
| Board .....                             | 23 |
| Rooms .....                             | 23 |
| Tuition and Fees .....                  | 24 |
| Music Fees .....                        | 25 |
| Settlement of Bills .....               | 26 |
| Contests and Prizes .....               | 27 |
| Scholarships and Grants .....           | 28 |
| Administration .....                    | 29 |
| Admission .....                         | 29 |
| Advisers .....                          | 29 |
| Government .....                        | 29 |
| Personnel Service .....                 | 30 |
| Social Life .....                       | 31 |
| Study Hours and Lights .....            | 31 |
| Class Absence .....                     | 31 |
| Changing Courses .....                  | 31 |
| Student Load .....                      | 32 |
| Hour Schedule .....                     | 32 |
| Grade System .....                      | 32 |
| Probation .....                         | 32 |
| Irregular Work .....                    | 33 |

378  
 T21b  
 1940

|  |     |
|--|-----|
| Organization Form .....                      | 33  |
| Degrees .....                                | 34  |
| Graduation with Honors .....                 | 34  |
| College of Liberal Arts and Sciences.....    | 35  |
| Entrance Requirements for Admission.....     | 36  |
| Requirements for Graduation.....             | 37  |
| Division Requirements .....                  | 37  |
| Major and Minor Requirements .....           | 38  |
| Conditions of Graduation.....                | 38  |
| Suggested Schedules for:                     |     |
| Bachelor of Arts Degree .....                | 39  |
| Bachelor of Science in Education Degree..... | 40  |
| Two-Year Elementary Teacher Training .....   | 42  |
| Bachelor of Music Degree .....               | 43  |
| Teacher's Certificate in Music .....         | 44  |
| Music Major on Bachelor of Arts Degree.....  | 44  |
| Pre-Professional Courses .....               | 45  |
| Pre Medic Course .....                       | 45  |
| Pre Engineering Course .....                 | 46  |
| Pre Nursing Course .....                     | 46  |
| Divisional Aims and Objectives .....         | 48  |
| Courses of Study by Departments .....        | 51  |
| Biblical Literature .....                    | 51  |
| Biology .....                                | 53  |
| Chemistry .....                              | 55  |
| Economics .....                              | 57  |
| Education .....                              | 58  |
| English .....                                | 61  |
| French .....                                 | 64  |
| Geography .....                              | 65  |
| German .....                                 | 65  |
| Greek .....                                  | 66  |
| History .....                                | 68  |
| Home Economics .....                         | 70  |
| Latin .....                                  | 71  |
| Mathematics .....                            | 72  |
| Music .....                                  | 74  |
| Philosophy .....                             | 80  |
| Physical Education .....                     | 82  |
| Physics .....                                | 85  |
| Political Science .....                      | 85  |
| Psychology .....                             | 86  |
| Religious Education .....                    | 88  |
| Sociology .....                              | 90  |
| Speech .....                                 | 92  |
| School of Religion .....                     | 95  |
| Alumni Directors .....                       | 96  |
| Student Roll .....                           | 97  |
| Summary .....                                | 100 |
| Enrollment by States and Countries .....     | 100 |
| Wills and Memorials .....                    | 101 |

unac

# The William Taylor Foundation

Rev. L. G. Jacobs, D. D., President  
 Rev. A. W. Pugh, D. D., Vice President  
 Forrest C. Miller, Secretary  
 Rev. True S. Haddock, Treasurer  
 Rev. John Ward Rose, D. D., Endowment Treasurer

## BOARD OF DIRECTORS

### Term Expires 1940

John C. Bontrager ..... Elkhart, Indiana  
 Rev. True S. Haddock ..... Tipton, Indiana  
 Forrest C. Miller ..... Upland, Indiana  
 Rev. A. W. Pugh, D. D. .... Muncie, Indiana  
 Rev. Harold Paul Sloan, D.D., LL.D ..... New York, New York

### Term Expires 1941

Rev. W. H. Bransford, D. D. .... Anderson, Indiana  
 W. H. Polhemus ..... Daleville, Indiana  
 Rev. John Ward Rose, D.D. .... Elkhart, Indiana  
 Rev. Robert Lee Stuart, D. D. .... Upland, Indiana  
 Clement Laird Arthur ..... Redkey, Indiana  
 \*Mrs. Ella G. Magee (Deceased) ..... Bloomsburg, Pa.

### Term Expires 1942

Rev. B. M. Bechdolt, D. D. .... Huntington, Indiana  
 Rev. L. G. Jacobs, D. D. .... Muncie, Indiana  
 Dr. Herbert Lyon ..... Buffalo, New York  
 Grover Van Duyn ..... Terre Haute, Indiana  
 Rev. Harry Lindblom, L.H.D. .... Chicago, Illinois

## COMMITTEES OF THE BOARD

Executive—Dr. L. G. Jacobs, True S. Haddock, Forrest C. Miller,  
 R. L. Stuart, A. W. Pugh  
 Finance—Forrest C. Miller, True S. Haddock, A. W. Pugh  
 Faculty—Grover Van Duyn, B. M. Bechdolt, J. W. Rose  
 Building and Grounds—J. C. Bontrager, W. H. Bransford, W. H.  
 Polhemus, C. L. Arthur

\*Name carried in memory of this benefactress of Taylor University.

# College Calendar

1940-41

## First Semester

September 16, Monday, 7 P. M ..... Faculty Meeting  
 September 17, Tuesday ..... Freshman Day  
 September 18, 19, Wednesday and Thursday ..... Registration  
 September 21, Saturday, 8:00 P. M., Formal All-School Reception  
 November 11-15, Monday to Friday ..... Mid-Semester Tests  
 November 21, Thursday (subject to change) Thanksgiving Holiday  
 December 20, Friday, Noon ..... Christmas Vacation begins  
 January 6, Monday, Noon ..... Class Work resumed  
 January 29-February 4 ..... Final Examinations

## Second Semester

February 5, Wednesday ..... Registration  
 March 31-April 4, Monday to Friday ..... Mid-Semester Tests  
 April 10, Thursday, Noon ..... Easter Recess begins  
 April 15, Tuesday, 8:40 A. M. .... Class Work resumed  
 May 2, Friday ..... Bishop Taylor's Birthday  
 June 2-6 ..... Final Examinations  
 June 8, Sunday ..... Baccalaureate Sunday  
 June 9, Monday ..... Annual Meeting of Trustees  
 June 9, Monday ..... Alumni Reunion  
 June 10, Tuesday ..... Commencement

## Administrative and Other Officers

|                      |   |   |                            |                 |
|----------------------|---|---|----------------------------|-----------------|
| Robert Lee Stuart    | - | -                                       | -                          | President       |
| Burt W. Ayres        | - | -                                       | -                          | Vice-President  |
| Earland Ritchie      | - | -                                       | -                          | Dean of College |
| J. Arthur Howard     | - | -                                       | -                          | Registrar       |
| J. A. Huffman        | - | -                                       | Dean of School of Religion |                 |
| George Fenstermacher | - | -                                       | Dean of Men                |                 |
| Ethel Foust          | - | -                                       | Dean of Women              |                 |
| M. E. Witmer         | - | -                                       | Business Manager           |                 |
| Bessie Alford        | - | -                                       | -                          | Dietitian       |
| Ivel Guiler          | - | -                                       | -                          | Librarian       |
| Mabel Henschen       | - | -                                       | Secretary to President     |                 |
| Theodore W. Engstrom | - | -                                       | Publicity Director         |                 |
| Mrs. Helen Hurd      | - | -                                       | -                          | Hostess         |
| O. P. Smith          | - | Superintendent of Buildings and Grounds |                            |                 |
| Helen Clemens        | - | -                                       | -                          | Nurse           |



## Faculty

### COLLEGE OF LIBERAL ARTS AND SCIENCES

- ROBERT LEE STUART, D.D.  
 President (1931)\*  
 Taylor University, Ph.B., D.D.
- BESSIE L. ALFORD, M.S.  
 Assistant Professor of Home Economics (1939)  
 Illinois Wesleyan University, B.S.; University of  
 Chicago, M.S.
- BURT W. AYRES, A.M., Ph.D., LL.D.  
 Vice-President and Associate Professor of Philoso-  
 phy (1897-1906) (1910)  
 Taylor University, B.S.; A.M.; Ph.D.; LL.D.
- WILLIAM HERSCHEL BARNARD, A.M., Ed.D.  
 Professor of Education; Chairman Division of Education (1935)  
 University of Alabama, B.S. in Education; Teach-  
 ers College, Columbia University, A.M.; Indiana  
 University, Ed.D.
- ELISABETH C. BENTLEY, A.M., Ph.D.  
 Professor of English; Chairman Division of English (1935)  
 Missouri Wesleyan College, A.B.; Boston Uni-  
 versity, A.M., English; Columbia University,  
 Teachers College, A.M., Education; Cornell Uni-  
 versity, Ph.D., English.
- THEODORA BOTHWELL, Mus. M.  
 Associate Professor of Piano and Organ; Chairman  
 Division of Fine Arts (1922)  
 Syracuse University, Mus. B.; Chicago Conserva-  
 tory, Mus. M.; American Institute of Normal  
 Methods; Columbia University; Chicago Musical  
 College; Pupil of Mme. Julie Rive-King.
- VIRGINIUS E. BROWN, M.S., Ph.D.  
 Assistant Professor of Biology (1939)  
 Emory University, B.S.; Emory University, M.S.;  
 University of California, Ph.D.

\*The year of appointment is given after each name.

- JAMES CHARBONNIER, A.M., B.D.**  
 Professor of Bible, Theology and Greek (1934)  
 Geneva University College, A. B.; Yale University, A.M.; Drew Theological Seminary, B.D.; Graduate student Geneva University, Doctorate in Belles-Lettres, In pectore.
- WILBUR COOKMAN DENNIS, A.M.**  
 Assistant Professor of Speech. (Part time) (1934)  
 Ohio Wesleyan University, A. B.; Taylor University, A.M.; Graduate student, Northwestern University, five terms; Ohio Wesleyan University, two years. (Not all work beyond A.M.)
- OLIVE MAY DRAPER, A.M.**  
 Professor of Mathematics and Astronomy (1914)  
 Taylor University, A.B.; University of Michigan, A.M.; Graduate student, Columbia University, summer 1927; State University of Iowa, summers 1928, 1929, 1930 and 1931; Indiana University, summers 1935, 1937.
- JESSE EVERETT ENGLAND, A. M.**  
 Director of Physical Education (1938)  
 Ball State Teachers College, B.S. in Education; Ball State Teachers College, A. M. in Education.
- G. HARLOWE EVANS, M.S., Ph.D.**  
 Professor of Chemistry; Chairman Division of Science (1933)  
 University of Michigan, B.S. in Chemistry; University of Michigan, M.S. in Chemistry; Graduate work in Mathematics and Physics, State University of Iowa, summers, 1928, 1929, 1930; University of Michigan, Ph.D.
- GEORGE FENSTERMACHER, A.M.**  
 Dean of Men and Professor of German; Violin (1922)  
 Taylor University, A.B.; University of Chicago, A.M.; Pupil of Walter Logan, Cleveland; Pupil of Richard Czerwonky, Bush Conservatory, Chicago.
- ETHEL LENORE FOUST, A.M., M.R.E.**  
 Dean of Women and Assistant Professor of Bible and Religious Education (1934)  
 Wheaton College, A.B.; Columbia University, Teachers College, A.M.; Biblical Seminary, M.R.E.
- IVEL GUILER, A.M.**  
 Librarian (1924)  
 Taylor University, A.B.; University of Michigan, A.M., in Library Science.

- HERMAN HAUSHEER, A.M., Ph.D.  
Assistant Professor of Psychology (1939)  
University of Dubuque, A.B.; Dubuque Theological Seminary, B. D.; Universities of Paris, France and Zurich, Switzerland; University of Iowa, A.M.; Harvard University, A.M.; University of Iowa, Ph.D.
- J. ARTHUR HOWARD, A.M.  
Registrar and Professor of Sociology (1926)  
Occidental College, A.B.; University of Wisconsin, A.M.; Graduate student, University of Iowa, summer 1926; State University of Iowa, summers 1927, 1928, 1929 and 1930.
- JASPER A. HUFFMAN, B.D., D.D.  
Dean of School of Religion and Professor of Biblical Literature and Exegesis; Chairman Division of Bible (1936)  
Bluffton College, A.B.; Student University of Chicago, summer 1915; Diploma of Graduation, Theological Course, Bonebrake Theological Seminary; McCormick Theological Seminary, B.D.; Taylor University, D.D.
- RAYMOND F. KREINER, Mus. B.  
Assistant Professor of Voice (1934)  
Cornell College, Mus. B.; Attendance, Teachers' Conference, Chicago, summer 1934; Graduate student, American Conservatory, summers 1938, 1939.
- WILFORD PAUL MUSGRAVE, M.A., Ph.D.  
Professor of French and Latin; Chairman Division of Foreign Languages (1938)  
Huntington College, A.B.; Indiana University, M.A.; Pennsylvania State College, Ph.D.
- GEORGE T. OBORN, A.M., Ph.D.  
Professor of History; Chairman Division of Social Sciences (1933)  
DePauw University, A.B.; Boston University, S.T.B., A.M.; University of Chicago, Ph.D.
- JAMES WILLIAM PUGSLEY, A.B., Ph.D.  
Assistant Professor of Greek and Latin (1937)  
Cornell University, A.B.; Ph.D.

- EARLAND RITCHIE, A.M., Ph.D.  
 Dean of College and Professor of Physics (1938)  
 Ball State Teachers College, B.S.; Columbia University, A.M.; Indiana University, Ph.D.
- EDNA M. ROBINSON, A.M., Ph.D. (1939)  
 Assistant Professor of English  
 University of Chicago, A.B.; University of Chicago, A.M.; Johns Hopkins University, Ph.D.

#### SABBATICAL LEAVE OF ABSENCE

- WILLIAM J. TINKLE, A.M., Ph.D. (1933)  
 Professor of Biology; Chairman Division of Science  
 Manchester College, A.B.; Bethany Biblical Seminary, 1919-1920; University of Wisconsin, Stone Laboratory; Ohio State University, A.M., Ph.D.

#### RETIRED

- GEORGE EVANS, A.M., D.D. (1920)  
 Professor of Latin  
 Lawrence College, A.B., A.M., D.D.; Graduate student, John Hopkins University, 1904-1906, 1912-1913; University of Chicago, summer 1911.

## Faculty Committees

(First named is chairman of Committee)

**Administrative**—President Stuart, Ayres, Ritchie, Barnard, Witmer.

**Athletics**—Oborn, Ritchie, England.

**Commencement Program**—President Stuart, Dean Ritchie, Bothwell.

**Credits**—The Dean, The Vice-President, Registrar, Osborn, Musgrave, Barnard, Huffman.

**Curriculum**—Barnard, Musgrave, Evans, Ritchie.

**Honorary Degrees**—Ayres, Barnard, Fenstermacher.

**Intercollegiate Debating**—Dennis, England, Foust.

**Library**—Guiler, Bentley, Charbonnier, Oborn.

**Lyceum**—Bothwell, Charbonnier, Ritchie.

**Museum**—Brown, Oborn, H. Evans.

**Policy**—Dean Ritchie, Huffman, Howard, Fenstermacher, Barnard.

**Registration**—Registrar, Ayres for Seniors, Evans for Juniors, Draper for Sophomores, Oborn for Freshmen, Barnard for students in teacher training, Huffman for theological students, and the Dean of College for irregular students.

**Scholarships**—Ayres, Draper, H. Evans.

**Social Activities**—Oborn, Alford, England.

**Student Finance**—Witmer, Ritchie, Ayres.

**Student Organizations and Publications**—Fenstermacher, Dennis, H. Evans.

**Vespers**—Kreiner, Guiler, Page.

## Historical Development

Taylor University was first known as the Fort Wayne Female College, which was organized in 1846, by the Indiana Conference of the Methodist Episcopal Church. In 1852 it was united with the Collegiate Institute of the same place and became the Fort Wayne College, a co-educational school. In 1890 it passed under the control of the National Association of Local Preachers of the Methodist Episcopal Church and its name was changed to Taylor University. It was named for the missionary bishop, William Taylor, called in Hurst's history, the modern St. Paul.

On July 31, 1893, the institution was rechartered and moved to its present location. Rev. T. C. Reade, LL.D., was President at the time the location was changed from Fort Wayne to Upland. In its new location it began with a campus of ten acres of land and \$10,000.00 donated by the citizens of Upland. The energy, consecration and self-sacrifice of President Reade and his helpers built up the institution from these small beginnings. The rates were made extremely low that a college education might be placed within the reach of the common people.

After personal visitation and examination into 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 output of Christian manhood and womanhood heartily endorse his statement that "this work is of God." There is a sacred memory in connection with the fact that Bishop Taylor helped to lay the cornerstone of the present administration building.

In 1921 the National Association of Local Preachers of the Methodist Episcopal Church transferred Taylor University to the Alumni Association. The Alumni Association in turn 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.

It is felt that this foundation is very fittingly named, since Taylor University still holds to the same traditional policies of world evangelism, and the spreading of Scriptural Holiness which were dear to the heart of Bishop William Taylor.

The William Taylor Foundation is a corporation organized under the laws of Indiana, functioning through a Board of Directors of fifteen persons. Section two of the Articles of Association specifies that the directors of the Foundation shall be chosen as follows:

"Three (one each year) by the members of The William Taylor Foundation at its annual meeting.

Three (one each year) by the Alumni Association of Taylor University at its annual meeting.

Three (one each year) by the North Indiana Annual Conference of the Methodist Episcopal Church. These may be ministers or laymen.

The President of Taylor University shall be ex officio a member of the Board.

The five remaining members shall be elected by the ten members as above constituted; the election shall be by ballot and a majority vote is required for election.

The members of the Board of Directors of The William Taylor Foundation shall be persons of high and recognized Christian character; and shall be members of some protestant evangelical church; and in sympathy with the traditional policies of Taylor University."

These men must be sympathetic with Taylor University's missionary and evangelistic policies, and its attitude to the Holy Scriptures as the Word of God.

You can readily see the thought of this body is the perpetuating of an institution that will be interdenominational. The Board has desired from the beginning to have Taylor University definitely strengthen the work of the evangelical churches and to send the young people back into their church groups to be loyal to the Christ of these churches.

The educational work in the college is intrusted to an administrative group elected by the Board of Directors. This group has to do with the carrying out of the details of the educational task of Taylor University. It is composed of the President of the college, the Vice-President, Dean, Head of the Department of Education, and Business Manager.

## AN EFFECTIVE CHRISTIAN COLLEGE

In order that the friends of an effective Christian college may see something of the background of this institution, you will find below Article IV of the Articles of Association of The William Taylor Foundation:

"For the purpose of more explicitly setting forth the meaning of Christian Education as used by the framers of this charter and the methods and policies by which the proposed results are to be achieved, through Taylor University, or any affiliated educational institution under the control of this Foundation, the following statement of belief and practice is set forth:

The fundamental doctrines of evangelical Christianity as set forth in the common Christian creeds are accepted.

The Bible is recognized as the Word of God showing God's progressive revelation of His own thought and will to man.

The integrity of the Holy Scriptures and the personal

identity of the Holy Spirit in the work of glorifying Christ are not questioned.

The subject of the Bible is redemption, inspired by the love of God the Father, grounded in the atoning sacrifice of God the Eternal Son, and made effective to the human soul by God the Eternal Spirit.

The great reproducible experiences of evangelical Christianity as taught in the Bible, such as the new birth, or conversion of the sinner, and the baptism of the Holy Spirit for the believer, are taught as the privilege of every one.

As a result of these blessed experiences coming to us through this glorious Gospel we joyfully acknowledge our obligation to carry the good news of God's grace to all men everywhere."

A part of Article V:

"The school, Taylor University, shall be interdenominational in its service; and a member of any Christian denomination who is in harmony with the doctrine and policy of the school as set forth in Article IV, shall be (admitted to the student body). Taylor University shall be maintained with its traditional missionary and evangelistic policies and its attitude to the Holy Scriptures as the Word of God. It shall seek to maintain an atmosphere stimulating to spiritual aspiration and to the practice of Christian ethics. It shall cultivate an attitude of respect for and interest in the organized church."

No institution that has caught the spirit of Bishop William Taylor could be local or provincial in its outlook. Students come to us from many states and foreign countries. These world-wide influences in the midst of a splendid intellectual life give the students who come to Taylor University a distinct advantage.

The doors are open to Christian youth who desire a standard college education in the midst of an ideal spiritual atmosphere. Students are taught to think and to face the facts of life.

## AIMS

It is the purpose of Taylor University to provide a Liberal Arts College education of high quality, set in an atmosphere which is effectively Christian. Daily emphasis is placed upon the ethical and spiritual values in education. Taylor believes that a Liberal Arts education is the best preparation for life's task.

The Liberal Arts program is so planned to make provision for the prerequisite training of students who have chosen the special fields of medicine, engineering, law, nursing, and the ministry.

Since health information and physical education are essential factors in successful and wholesome living, an important objective



is the development of a sound body. This is sought through instruction in principles of healthful living and the development of habits of regular exercise.

Education and religion are God's surpassing gifts to the youth today. Everything that education has to offer is welcomed and used in the reaching of the objective, but always with the thought that it must be controlled and directed by the Spirit of Christ. Education and religion must not be divorced. While all of this vast field of education which is so rich in its offerings is used, in order for it to be effective it must be presented by highly trained men and women who are definitely Christian themselves and who help to create a sane, Christian atmosphere. Such influences are brought to the student life that whether ministerial or lay they are made to feel themselves a part of the great on-going Christian educational movement which they will later be called to lead.

## ACADEMIC STANDING

Taylor University is a standard College of Liberal Arts. It has been so rated by the State Board of Education and appears listed among other standard colleges of the state in Bulletin No. 16 of the United States Department of the Interior.

Taylor University students enter the great universities of America and are fully accredited for standard liberal arts work.

## LOCATION

Taylor University is located in Upland, Indiana, on the Pennsylvania Railroad between Columbus, Ohio, and Chicago, Illinois; one hundred forty-five miles from Columbus and one hundred sixty-nine miles from Chicago. It is twelve miles east of Marion, seven miles west of Hartford City, and seventy-five miles northeast of Indianapolis.

The University grounds are one mile south of the railroad station on Indiana state routes 22 and 221. The main campus lies on the corporate limits of Upland. It occupies a slightly elevated position which gives a commanding view of the surrounding country.

Upland may be reached by way of Hartford City, seven miles east, by interurban from Fort Wayne and other points; Jonesboro, six miles west, by Big Four trains (C.C.C. & St. L.) from Louisville, Cincinnati and northern points, and Chesapeake and Ohio trains from Cincinnati or Chicago.

Passengers from Detroit and eastern lines will intersect the Pennsylvania line through Upland at Union City, Indiana. Passengers from Indianapolis may come to Jonesboro on the Big Four, or to Hartford City on the traction line.

## Educational Equipment

**The Mooney Library** is housed on the main floor of the Administration building. There is a reading room, periodical room, stack room and a faculty study. The rooms are well lighted and have a capacity for seating one hundred and fifteen persons. The library is open during the day and evening of each week day, except Friday evening.

The collection contains 16,100 books and a large number of pamphlets. General and specific reference books are located in the reading room. A good selection of current periodicals, including several technical journals, are available in the periodical room. The shelves are open to both faculty and students. The books are made accessible by being classified according to the Dewey Decimal System and cataloged by author, subject and title. The library facilities are supplemented by inter-library loans, especially from the State Library.

**The Clippinger Observatory** is located on the south side of the campus. It is named in honor of Dr. Charles L. Clippinger, former dean of the college. The telescope is a ten and one-half inch reflector, equatorially mounted.

**The Science Lecture Room** used by Chemistry and Physics has tablet-arm chairs, a lecture desk, and a large combination projection lantern. The desk is fitted with gas, water, steam, compressed air, and both direct and alternating currents of electricity. The direct current is supplied from a four and one-half K. W. motor-generator set.

**The Physics Laboratory** is equipped with the necessary apparatus for laboratory and demonstration work. The room has gas, water, and both direct and alternating currents of electricity.

**The Chemical Laboratories**, occupying the north half of the ground floor of Maria Wright building, equipped with ventilating fans, are fashioned to meet latest standard requirements.

**The Biological Laboratories** are equipped with dissection tables, instruments, standard compound microscopes with table lamps for same, lenses, microtome, electric oven, aquaria, preservation tanks, herbarium, manikin, human skeletons, life-size model of human body and twelve others, life history demonstrations, balances and various nets.

**The Walker Museum** is located in a large room on the first floor of Sickler Hall and is one of the points of interest on the campus. It includes mounted skeletons of the elephant, llama, lion and several others; and the bones of the famous mastodon discovered near Taylor in 1928. These skeletons are used for demonstrations in the Zoological courses. Collections of minerals, fossils, and ores also are displayed here. Of great interest is the collection of weapons, idols, and other articles of handicraft donated by Dr. John C. Wengatz, missionary to Africa. The college would welcome similar gifts from others.

**The Athletic Field** is located just west of the gymnasium. It is equipped with volleyball, horseshoe and tennis courts, baseball diamond and track.



Entrance to Administration Building

## Buildings and Grounds

The grounds of Taylor University now total one hundred and sixty acres, a square block, one-half mile in either direction, beginning at the south edge of Upland and fronting an extension of Main Street. Added to this is a number of city lots north of the campus, some of which are improved with cottages or bungalows, used by professors or rented to patrons. "University Place" is a pleasant residential section.

**H. Maria Wright Hall** is the main building and is located near the center of the campus. It contains administrative offices, recitation rooms, laboratories and library. The third floor of this building has been remodeled to include a well equipped small auditorium for the department of Speech. It is known as Speirs Hall.

**Helena Memorial Music Hall** is located southeast of H. Maria Wright Hall. This building was made possible by the bequest of Mrs. Helena Gehman of Urbana, Ohio. The name was designated in the will. A bronze tablet bears this inscription: "Erected in honor of Rev. R. W. Gehman, a Pioneer Local Preacher of Urbana, Ohio, 1911." While the building was made possible by this bequest it was supplemented by a very substantial gift from Mr. and Mrs. Israel B. Shreiner, and by other smaller gifts.

The School of Music occupies the main floor of this building. The second floor is the Chapel, known as Shreiner Auditorium. It is equipped with Pipe Organ and Grand Piano.

**Magee-Campbell-Wisconsin Hall** is a building erected for women. The north unit is Stanley Magee Memorial. The middle unit is the John D. Campbell Building. The south unit is the Wisconsin Building. There are more than one hundred seventy bed rooms, with running water in each; a parlor; several lobbies and halls; a general dining room; the Jay County kitchen and service room; a basement for laundering; a room for recreation and social events; modern home economics suite; twelve splendid porches, with stately pillars of concrete. The building is brick and tile, constructed on a massive steel frame.

**Swallow-Robin Hall** is a three-story dark brick building, that makes a very comfortable home; formerly for young women, but now for men. This was made possible by the gift of Dr. S. C. Swallow of the Central Pennsylvania Conference, and is called the Swallow-Robin Hall in honor of himself and his wife, whose maiden name was Robin. The rooms of this hall are named for those who contributed. In this building Taylor University School of Religion is partially housed.

**Sickler Hall** is equipped with lecture rooms, Botany and Zoology laboratory, and museum and is located on the northern edge of the campus.

**Maytag Gymnasium** stands at the entrance of the athletic field. It is three stories high, and is equipped with a large sized

basketball floor and balconies. The basement is planned for an auxiliary gymnasium, swimming pool and showers. This floor is under process of completion.

**Post Office Building** is a frame structure in which is located the college post office, bookstore, restaurant, and grocery store, and some small apartments on the second floor.

**Greenhouse** is a new structure west of the heating plant. It is fully equipped with beds, benches, water pipes, steam heat and thermostatic control. It is used for experiments in Botany.

**Central Heating Plant** is a new modern building, one of the best in the state. It has a storage capacity of ten car-loads of coal and is of sufficient size to meet expanding needs. It is equipped with two large boilers and one huge, stoker-fed Marine type boiler.

## General Information

### Student Organizations

**The Literary Societies.** There are two literary societies, the Philalethean and the Thalonian. The membership of these societies is open to both men and women. However, no one person is permitted to join both societies. Their purpose is to provide experience in the field of literary activity and to develop latent talent in the members. In addition to varied activities throughout the year, the inter-society contest each commencement season holds great interest. The winners of this contest receive certificates of honor. A winner cannot compete a second time in the same field. Note regulations regarding contests on page 20.

**The Debating Clubs.** The young women have two debating clubs, the Soangetaha and the Mnanka. These clubs offer drill in the processes of logical thought and experience in platform behavior. An annual inter-club debate is held in the second semester.

**The Education Club.** The chief objective of the club is that of providing organized and supplementary activities for the students enrolled in the Departments of Education, Psychology, and Physical Education. It will not only explore the interests of students, but give opportunity for the exercise of these interests.

**The English Club.** This club has as its aim the development of its members in their use of the English language and their appreciation of English literature. Each monthly meeting is designed to accomplish this purpose.

**The Foreign Language Club.** This club offers the students the opportunity of acquiring a broader knowledge of the linguistic origins, development, and interrelationship of the various languages studied; it also provides a means of obtaining a more intimate acquaintance with the foreign civilizations.

**International Relations Club.** The purpose of this organization is to furnish an opportunity for all majors in the social

sciences to participate, under student leadership, in group discussion in subjects vitally related to their fields of major interest. Not only international issues but also domestic problems of historical or sociological character are included on the program of the club. Through the Carnegie Foundation the club is a part of an international organization including clubs in many colleges and universities around the world. The club meets twice each month.

**The Music Club.** The purpose of the Music Club is to provide students taking applied work the opportunity to perform before the entire group of students. This means that its program usually takes the form of practice recitals. Not only is the public performance cultivated, but articles on appropriate topics or book reviews may be occasionally presented.

**The Science Club.** This club is primarily intended to widen the view of those majoring in the several fields of Science. By close contacts with students and faculty members in other branches of Science, each will be benefited by the other. It should help the student to coordinate for himself the various phases of Science, thus becoming aware of the fundamental and underlying unity of the physical universe.

A portion of the time will be given to the problems of the Conservation Club, which has formerly existed as a departmental Science club.

**"T" Club.** It is the purpose of the "T" Club to promote clean athletics; to assist in improving the athletic conditions of the school; and to cooperate with the department of physical education of the University in the endeavor to give every student the opportunity and desire to participate in athletics.

**The Ministerial Association.** The Ministerial Association is under the direction of the School of Religion and is open to all students who are preparing for the Christian ministry. It is planned that this organization may prove a laboratory for all prospective ministers.

**The Holiness League.** This organization meets weekly for the study of the Bible from the standpoint of the deeper Christian experiences. It offers great spiritual help to all who participate. This organization is one of several which help to maintain the high spiritual standards of Taylor University.

**The Prayer Band.** This organization is composed of those who believe in and practice intercessory prayer. Its weekly meetings are a center of spiritual power.

**The Student Volunteer Band.** Spiritual power and a missionary spirit always go together. Knowing Taylor's spiritual status, one would expect the missionary spirit to be strong. The Volunteer Band, composed of those who expect to do missionary work in foreign or home fields, meets bi-weekly. Many of its former members are now doing effective work in all parts of the world.

**The Student Council.** This Council shall consist of four members. In the second semester each class, except the senior

class, shall elect one of its members to represent it on the Council for the following school year. The election shall be by majority vote and the person receiving the second highest vote shall be considered the alternate. These three persons shall elect a fourth member from the incoming freshman class.

#### PUBLICATIONS

The college publishes a monthly Bulletin, one issue of which is the Catalog of the University, and the Catalog of The School of Religion is a supplement.

A Student Hand Book is published to be distributed at the beginning of the fall semester. This gives general information concerning all phases of college life.

The students issue their own semi-monthly paper, **The Echo**, which reports the news of the institution, carries editorials and exchanges, and aims to assist in molding a proper college spirit.

**The Gem** is the name given by the students to their college annual, edited and published each year by the students.

#### STANDING REQUIRED FOR CONTESTS

Students who engage in contests, either athletic or literary, must be registered for at least twelve semester-hours; they must have made a passing grade in at least twelve semester-hours for the preceding semester and also for the current semester up to the time of participating in the contests. The student must have met completely the requirements for classification of classes and be a bona fide member of the organization participating in the contest. Eligibility for contests must be determined at least twenty-four hours previous to the date of the contest. Ineligibility arising from a record of conditional or incomplete work may be removed according to the usual rule. Students who participate in intercollegiate athletics must be registered for at least twelve semester-hours and must have made a passing grade in that many hours for the preceding semester and must be meeting that standard for the current semester at the time of participating in the contests. This eligibility rule is subject to revision according to the standards of the Indiana Intercollegiate Conference of which Taylor University is a member.

#### MAJOR FUNCTIONS OF OTHER EXTRA-CURRICULAR ACTIVITIES

Students participating in any major function of the various extra-curricular programs shall conform to regulations described for athletic or literary contests, and in addition must be making an average grade, yielding as many quality points as credits.

#### INTERCOLLEGIATE DEBATING

Taylor University is a member of the Indiana Debating League, and participates in the debating program of this league. Students interested in intercollegiate debating are advised to register for the course in Argumentation and Debate in the De-

partment of Speech. No credit is allowed for intercollegiate debating unless the student has registered for the course, and the student's registration load will be taken into account for those engaging in intercollegiate debating. The selection of those to represent Taylor University is on a competitive basis. Candidates for the intercollegiate debate teams must be registered for at least twelve hours and must have made an average of not less than one and one-half honor points for each semester hour for which they are registered in the preceding semester in school. Freshmen will be permitted to participate in intercollegiate debate with the consent of the head of the Department of Speech and the Dean of the College.

### ATHLETICS

The policies for control of athletics are in the hands of a committee of the faculty. Taylor University is committed to the policy of intramural sports, and a program varied enough to offer some form of activity for all the students. In season the following sports are encouraged: tennis, basketball, baseball, track, and the following recreational games: volleyball, softball, touch football, pingpong, aerial dart, shuffleboard, and horseshoes. Taylor University also engages in a limited way in intercollegiate athletics, in basketball, baseball, track and tennis. The intramural program is under the supervision of the Director of Physical Education, working in cooperation with the student managers of the "T" Club. Students may bring athletic suits and equipment which they may possess.

## Regulations

Attendance at Taylor University is a privilege and not a right. In order to safeguard those ideals of scholarship and that moral atmosphere which are the very purpose of its founding and maintenance, the college reserves the right and the student concedes to the college the right to require the withdrawal of any student at any time for any reason deemed sufficient to it, and no reason for requiring such withdrawal need be given.

It is the aim to have the discipline of the college firm, reasonable, and sympathetic. In all matters pertaining to personal conduct, students are expected to behave as responsible citizens and members of a Christian community. Any student who becomes antagonistic to the spirit and methods of the institution, or who fails to accomplish the object for which he is sent to college, thereby severs his connection with the college and will be dismissed whenever the general welfare may require it. Every effort will be made to stimulate the student to honest, conscientious effort, but the college is not willing to undertake the problem of disciplining students who are not in sympathy with its purposes.

Chapel exercises are held each school day when the entire school assembles for devotion, entertainment or instruction.



Every student is required to attend all chapel services. More than four unexcused absences from chapel subject the student to a fee of \$1.00. If this fee is not paid within one week after the notice is sent to the student, it is doubled and if not paid within two weeks after, the student is automatically disenrolled. Excuse for absence from chapel, in order to be honored, must be signed by the Dean of Men or the Dean of Women, or by the school nurse if the student is directly under her care, and must be filed within one week of the absence. At the discretion of the Committee on Credits, an excess of unexcused absences may occasion a reduction of grades.

Every student is required to attend the Sunday vesper service except that Sunday School and church, or two church services, or assisting in a service elsewhere will be accepted in lieu of the Sunday vesper service.

The college has general oversight of all student rooming houses. Students may reside only in such homes as have the college approval.

The college is not responsible for loss of personal property belonging to students in any building owned by the college whether the loss occurs by theft, fire, or unknown cause.

Parents or guardians who register students with the college thereby accept all the conditions as set forth in this catalog and pledge their cooperation in making a wholesome environment possible.

The college also reserves the right, during the college year, to make any changes which are deemed advisable in the rules and regulations, and also in the fees.

## Expenses

**Board**—Taylor University desires to offer the best in college life at the lowest possible cost. In harmony with this desire, board is furnished in the dining hall at the rate of \$4.50 per week, or \$81.00 a semester, consecutive meals to the same person and payable in advance. It is hoped to maintain the price of board at this rate. Should commodity prices rise materially, the college may be forced to raise the rate, but it will only be advanced to cover the extra cost.

For a single week or fraction of a semester, add \$1.00 a week to the semester rate.

No special rates or transfers are allowed on board.

Students rooming in the college dormitories will be expected to board at the college dining hall.

The charge for students' guests is the same rate as for students when not taken by semester.

The board we offer is not the commonplace, institutional variety. The very best qualities of foods are purchased, the preparation is supervised by a competent and experienced dietitian and under strict sanitary conditions, producing a wholesome, appetizing, well-balanced diet. In addition to this, the dignified service which we offer is unexcelled, all of which combines to make our board offering second to none.

**Rooms**—Taylor University is favored with an excellent health environment. Since it is situated on the edge of a small town, away from the smoke of the factory and the fumes of traffic, the students enjoy the advantages of pure air and sunshine with the repose of a beautiful campus and surrounding countryside.

Special attention is given to the health of the student. In fact, the health of the students is a matter of first consideration at Taylor. The consistently low rates of illness among our students over the period of years gives added proof of the adequacy of our health program. There are sanitary hospital rooms equipped with regular hospital beds and special attention is given to the diet of the student when ill. The college employs registered nurses, who look after the health interests of the student. This service is open alike to men and women.

All rooms are furnished with window shades, bed, mattress, table, chairs, and dresser with mirror. Students must furnish everything necessary for the bed, with the exception of the mattress. They must also furnish their own towels. The college launders the sheets, pillowcases, and towels, four pieces free each week.

Standard amount of wattage for lights allowed for each room is ninety watts. Any increase of this amount requires an extra fee.

The college provides rooms for young women in Campbell Hall and Magee Hall, and for young men in Wisconsin Hall and Swallow-Robin Hall. The rental rate for rooms per person is \$40.50 per semester of eighteen weeks for a double room and \$58.50 per semester of eighteen weeks for a single room.

Reservations may be secured by making a deposit of \$5.00.

This deposit automatically becomes a room deposit, and is refunded when the room is vacated and the room key is returned, less any charges for damage to the room and furniture. Deposits for reservation will not be refunded after September 1.

The college reserves all rights concerning the assignment and reassignment of rooms or the termination of their occupancy.

Any change of room within the semester, made at the request of the student, entails a charge of \$1.00.

**Tuition and Fees**—Tuition for not less than thirteen or more than sixteen semester hours in the College of Liberal Arts is \$75.00 per semester. For each hour less than thirteen or in excess of sixteen semester hours, a charge of \$6.00 per semester hour is made. Persons not registered as students, desiring to attend a course as auditors, more or less regularly, without credit, may be admitted on authorization of the Dean of the College and the payment of \$1.50 per semester hour.

Rate on a fraction of a semester's tuition is the same as a semester.

The incidental fee of \$10.00 is charged each student enrolled at the beginning of each semester. This incidental fee covers the use of the library, athletic field, tennis courts, and gymnasium; admission to games and debates; subscription to the Gem and Echo; post office box rent; nurses' fee; \*physician's services; lyceum numbers; and first transcript.

All transcripts of transfer students will be sent direct to the college named, upon request of student. All accounts with institution must be clear.

\*See page 26.

#### ESTIMATED COST FOR ONE SEMESTER

A student taking a regular load of 13 to 16 hours in the College of Liberal Arts will find the semester's expenses, exclusive of laboratory fees, to be as follows:

|                      |                 |
|----------------------|-----------------|
| Board .....          | \$ 81.00        |
| Room .....           | 40.50           |
| Tuition .....        | 75.00           |
| Incidental Fee ..... | 10.00           |
| <b>Total .....</b>   | <b>\$206.50</b> |

To this estimated total, providing a Laboratory Course is chosen, Laboratory Fees, per semester, in the amount corresponding to the course selected in the list following, must be added.

#### LABORATORY FEES

|  |         |
|--|---------|
| Biology—201-202, 351, 431, 331.....        | \$ 6.00 |
| Biology—241-242, 322 .....                 | 4.50    |
| Biology—311-312, 362, 451-452.....         | 3.00    |
| Chemistry—201-202, 211-212 .....           | 10.50   |
| Chemistry—301, 302, 401-402.....           | 15.00   |
| Education—341, 342 .....                   | .25     |
| Home Economics—101-102, 201, 202, 322..... | 3.00    |
| Home Economics—111-112, 301-302.....       | 6.00    |

**EXPENSES**

25

|   |       |
|---|-------|
| Mathematics—301-302 .....                       | 1.50  |
| Mathematics—221 .....                           | 2.25  |
| Physics—201-202, 211-212 .....                  | 7.50  |
| Speech—211, 212 .....                           | 3.00  |
| Speech—311, 312, 421, 422.....                  | 18.00 |
| Supervised Student Teaching, per semester ..... | 25.00 |

**DEPARTMENT OF MUSIC EXPENSES**

**Rates per Semester on Private Instruction**

**PIANO**

**Collegiate Department**

With Miss Bothwell

|   |          |
|---|----------|
| Two thirty minute lessons each week ..... | \$ 52.00 |
| One thirty minute lesson each week .....  | 30.00    |

**Children's Department**

With Miss Miller

|   |          |
|---|----------|
| Two thirty minute lessons each week ..... | \$ 30.00 |
| One thirty minute lesson each week .....  | 15.00    |

**ORGAN**

With Miss Bothwell

|   |          |
|---|----------|
| Two thirty minute lessons each week ..... | \$ 52.00 |
| One thirty minute lesson each week .....  | 30.00    |

**VOICE**

With Mr. Kreiner

|   |          |
|---|----------|
| Two thirty minute lessons each week .....                                 | \$ 37.00 |
| One thirty minute lesson each week .....                                  | 22.00    |
| Class (groups of 5), thirty minute lessons each week,<br>per person ..... | 7.50     |

**VIOLIN**

With Mr. Fenstermacher

|   |          |
|---|----------|
| Two thirty minute lessons each week ..... | \$ 37.00 |
| One thirty minute lesson each week .....  | 22.00    |

**Other Rates**

|  |         |
|--|---------|
| Class work per semester hour .....   | \$ 7.50 |
| Piano Rental one hour per day per semester .....   | 4.50    |
| Organ Rental—two hours or less, at the rate of 35c per hour and<br>three or more hours at the rate of 25c per hour. The small<br>Organ rate is 15c per hour for two hours or less and 10c per<br>hour for three or more hours. |         |

**OTHER FEES AND EXPENSES**

|   |         |
|---|---------|
| Special Examination .....   | \$ 1.00 |
| Graduation Fee .....  | 13.50   |
| Late Registration .....   | 2.00    |
| Change of Registration .....                                      | .50     |
| Physical Education, Junior and Senior year,<br>per semester ..... | 5.00    |

**Laboratory Fees** are charged for the use of apparatus and supplies.

**The Special Examination Fee** is charged for all special examinations or tests unless the absence is excused by the Dean of the College. Any student applying for such an examination or test must present a certificate from the Business Office showing that such a fee has been paid.

**Graduation Fee** is charged to all those who expect to graduate, and is payable six weeks before graduation. This will cover the cost of diploma and rental of cap and gown.

**Late Registration Fee** is charged each matriculated student who registers later than the registration time of any semester.

**Change of Registration Fee** is charged the student for each change made after the regular time of registration.

**Physical Education Fee for Juniors and Seniors** is charged when the required Physical Education courses for Freshmen and Sophomores are delayed to the Junior and Senior year.

**Supervised Student Teaching Fee** is charged all students who take observation and student teaching under critic teachers in outside schools, recommended by the Department of Education of the College.

Books, stationery and supplies are extra and may be purchased at the College Bookstore.

**Hospital Unit.** The college has sanitary hospital rooms, equipped with regular hospital beds, where the students, when it is deemed advisable, may be cared for by Taylor's registered nurses. Students needing hospital service will be expected to pay a fee to cover the actual expense and also charge for extended physician's services.

#### SETTLEMENT OF BILLS

It is increasingly evident that the college cannot be run except on a cash basis. Students, therefore, should be prepared to pay the semester's expense on the day of registration. Money may be remitted in advance of enrollment if desired. Registration is considered incomplete until cash payment is made for at least one-half the total amount of the semester's expense, there being no extension of time. The second payment for the first semester is due November 15th and for the second semester March 15th. Registration will be automatically cancelled if payment is not made within two weeks of these dates, except by special permission of the President.

Accounts of one semester must be adjusted in full before enrollment in the following semester will be permitted.

No degree will be conferred and no diploma, certificate, transcript of credit, letter of honorable dismissal or recommendation will be granted to students who have not discharged all financial obligations to the college.

Students who depend on current earnings may pay by installments, if they present a feasible plan of keeping well paid in advance.

A student leaving during the semester upon the order of his physician or upon the advice and consent of the Dean of Men or

the Dean of Women will be allowed an 80% refund if he leaves during the first three weeks of the semester, a 60% refund if he leaves before the end of six weeks of the semester, and a 40% refund if he leaves during the remainder of the first half of the semester, and no refund if he leaves during the second half of the semester. A student leaving without the advice and consent of either of the Deans will receive no refund. To withdraw, a student must report to the office of the Dean of the College.

Fees are not refundable.

Students withdrawing before the end of the semester and those who are suspended or asked to withdraw from the college may not receive refund on account except at the discretion of the Administrative Committee of the Board of Directors.

### CONTESTS AND PRIZES

All participants in contests for prizes must be regularly registered students in good standing. If assistants in the teaching staff, their student load must exceed their teaching load.

No student shall be eligible for scholarship or contest honors whose department record, in the estimation of the faculty, has rendered him unworthy of such honors.

The same musical or literary composition may not be used by any contestant on more than one contest.

**Ayres-Hill Prize in Vocal Music.** This prize is given by Dr. B. W. Ayres and Dr. Melvin J. Hill. It provides for two contests, one between the men and one between the women. In each of these contests there is a first prize of ten dollars, and a second prize of five dollars. Only those are eligible who are students in music in Taylor University. Anyone not having received the first prize shall be eligible to participate. Judges shall be recognized non-resident singers or teachers of voice training. The date of the contest shall be arranged by the President of the University and the Director of Voice Training.

**Skinner Piano Prize.** Given each year by Howard Morse Skinner (Class '25), for excellency in piano playing. The contest is open to advance students of piano who have studied at least one year in Taylor University. The person winning first place in contest is not eligible to enter the contest the following year. The prizes are \$15.00 and \$10.00.

**Whipkey Bible Prize.** A prize of five dollars is given each year by Rev. and Mrs. A. J. Whipkey, which is to be awarded to the student who makes the highest average grade in any full year Bible course.

**The Rose Organ Prize.** This prize is given by Mr. N. L. Rose, (Class '27). It provides for a first prize of \$15 and a second prize of \$10 for excellency in organ playing.

**Elizabeth Conquest Twenty-five Dollar Prize in Pulpit Oratory and Manner.** This prize is given by Mrs. Chester Thomas, mother of C. Lyle Thomas of the class of '33. Those eligible shall be young ministers who are seniors in the undergraduate school,

who are graduating the same year the prize is given. Each participant shall be judged on the basis of content, excellence of style, and the delivery.

**Turbeville Fifty Dollar "Gold" Prize Debate.** This prize is given by Dr. S. H. Turbeville, class of '05. The Philalethean and Thalonian Literary Societies are to select the contestants through preliminary debates. These four final debaters, two from the Philalethean Society and two from the Thalonian Society, will be awarded the fifty dollars; the one ranking highest \$20.00, second \$15.00, third \$10.00 and fourth \$5.00.

### SCHOLARSHIPS AND GRANTS

Through the gifts of friends, and certain monies set aside for this purpose, a limited number of scholarships are offered each year.

#### **Selective Honor Scholarships—**

Taylor University has for disposition a limited number of Selective Honor Scholarships which are given to some one in the upper ten per cent of their graduating class. The one to whom this is given receives a \$100.00 scholarship each year for the four years.

#### **Good Will Scholarships—**

A limited number of Good Will Scholarships, ranging from \$50.00 to \$100.00 a year are offered for Christian service and deserving scholarship.

#### **Service Grants—**

From \$25.00 to \$100.00 a year is given in campus work.

There are a limited number of loans from \$25.00 to \$100.00 a year for students preparing for Christian work.

All teachers of Grant and Blackford Counties, in service, are granted three semester hours free tuition in any department of the college. This does not include free laboratory fees.

**Note—**All students receiving scholarship aid or grants, whether Service, Good Will, or Selective Honor, must maintain satisfactory records in discipline and scholarship. If a student makes an unsatisfactory scholastic record or becomes a problem in discipline the scholarship will be withdrawn.

Scholarship grants are void if full settlement of the remainder of the account is not made by June 30th following the close of that school year for which the grant is given.

A student receiving scholarship help from Taylor University and transferring to another school any time during the four years may at the discretion of the administrative group be required to pay the amount of scholarship received before the transcript is issued.

# Administration

## ADMISSION

All candidates for admission to the college must give satisfactory evidence of good character and those entering from other colleges must present letters of honorable dismissal.

Every student desiring admission to Taylor University must make application upon the blank provided by the college. This application must be approved by the Dean and recorded with the Dean of Men and Dean of Women, who assign the rooms. Room deposit of \$5.00 should be sent in advance by those desiring room reservation. This is returnable up to September 1. It serves also as breakage and key deposit, and is refundable when the student leaves school.

New students should have a transcript of their high school records sent in advance and evaluated to determine whether or not they meet entrance condition to the college. Those desiring advanced standing should have their credentials sent direct from the college where last attending to the Dean in advance of the days of registration. No transcript can be evaluated on registration days. All transcripts for advance standing must be requested by the student.

Students who do not wish to work toward a degree or mature students, who have not had the advantage of an earlier education, may enter Taylor University and take work in Biblical Literature and Religious Education in special preparation for religious service.

## ADVISERS

Freshmen and Sophomores in the college are advised and counselled by the Dean, the Dean of Men and Dean of Women, and other selected faculty assistants. The duty of these advisers is to assist the student in all his college problems through his Freshman and Sophomore years.

At the beginning of the Junior year, when the student has selected his major study, his major professor shall serve as his adviser throughout the remainder of his college course.

The assignment of faculty advisers will be made by the Dean.

## GOVERNMENT

The opportunities and privileges of the college are sincerely open to all who wish to develop their ability and prepare for useful service to mankind.

Standards of behavior at Taylor University are determined by an understood code contained in a student handbook placed in the hands of each new student at the time of registration. Some of these rules are definitely stated in the admission blank.

A student is reminded that he has committed himself by signing the application blank to refrain from the use of tobacco, intoxicants, dancing, card playing and gambling while a student in Taylor University. Violation of this regulation makes the student subject to dismissal.



In the interest of modesty, economy and school democracy, young women are urged to provide for themselves a simple and conservative wardrobe.

Students who possess and desire to use automobiles must secure a permit from the Dean's office. The automobile must not be loaned or hired to another without permission from proper authorities.

The student is also asked to give respectful encouragement to the religious activities of the school.

Every possible encouragement is offered a student in the formation of right habits and the development of Christian character, but those who are not favorable to these regulations and who do not care to conform should not apply for admission.

The Dean of Men and the Dean of Women are responsible for the enforcement of the regulations affecting conduct and for the administration of discipline respectively for the men and the women in cases affecting only the one sex; but jointly for cases in which both men and women are involved.

Cases of importance, involving questions of doubt in matters of evidence of penalty, shall be handled by the Dean of the College, the Dean of Men and the Dean of Women. In cases that are likely to lead to the severance of the student's relation to the school, the Vice President and the President shall act with the deans in final adjudication. Parents should inform the President of any peculiarities in temperament, habits, or character of their children, that the faculty may better govern and direct them.

#### PERSONNEL SERVICE

It is the purpose of the college to render the most valuable service to every student who enters her halls.

Administrative officers, faculty advisers, various committees, and the viewpoint in organization all contribute to render this service to the student.

All new students entering the college are required to supply a photograph 1½"x2¼", and to give as much personnel data as is requested by the Director of Personnel.

A committee on student finance seeks to aid the student in the solution of his financial problems, and functioning at times with the committee on student loan, many times helps the bewildered student to find his way through this problem.

The Business Manager has direction of student self help and if the student has sufficient funds to warrant his entering college and lacks only a small fraction of the year's expense, he may be able to find assistance by this means in meeting the balance of his expenses. Each case is considered on its merits and must be taken up in advance.

The college, in its organization, employs a Dean of Men and a Dean of Women. These persons have their offices and have conferences with students, assisting them in their personal adjustments and seeking to guide them in all phases incident to college life.

Special attention is given to the health of the student. The college has sanitary hospital rooms equipped with regular hospital beds. The college provides a registered nurse who gives attention to the physical needs of the student. The aim is to prevent illness and keep the student physically fit rather than emphasize a cure after becoming ill.

A physical examination is given all freshmen upon entering college, by competent and licensed physicians. The results of this examination are placed in definite form signed by the physician and filed with the school nurse.

#### SOCIAL LIFE

Regulations concerning social life will be found in a handbook of general information for students covering this and other phases of student life. This handbook will be furnished each student. Students must not arrange for social class parties, or gatherings of any kind, without first obtaining permission from the Dean, and those outside the college who desire to have socials at their homes, should first arrange with the Dean if they desire students to attend. Parents should discourage excessive visiting of students to friends and relatives residing near the college, for this interferes with progress in their studies.

#### STUDY HOURS AND LIGHTS

Students in college halls are expected to observe the same rules of quietness and decorum that would be required in a high class hotel. Members of the management or proper officials of the college shall have the right to visit and inspect students' rooms at all times. Students should not engage in sport or congregate in each other's rooms during study hours. Study hours are from 7:45 a. m. to 3:50 p. m., except the noon hour, and 7:45 to 9:45 p. m. Light hours end at 10:30 p. m., except where special permits are secured by those who have good reasons to ask for later study hours. Campus games are not in order during study hours.

#### CLASS ABSENCE

Each absence from classes immediately preceding and following a holiday or recess will count double. More than one-eighth of all absences from a class requires a special examination. Three tardies make an absence. In all cases of class absence exceeding one-sixth of the total recitations for the semester, the teacher shall report the case, with the number of absences, to the Dean, and credit cannot be received for such semester's work without action of the Committee on Credits. Members of musical organizations and athletes who represent the school are not allowed a single unexcused absence, in the event the preceding requirements become applicable to their cases. Excused absences are granted the student offering him opportunity to make up work missed to the satisfaction of the instructor in charge. Excuses must be registered with professors within a two-week period after termination of absence. Any excused absence not made up within a reasonable time may cause deduction to be made from the semester grade.

#### CHANGING COURSES

A change of study list may be made by the Dean during the first three weeks of any semester, but after that a change may be

made only by petition to the Committee on Credits and in the latter case no refund will be made. The faculty reserves the right to withdraw any elective course for any semester if it is elected by fewer than five students.

#### STUDENT LOAD

The regular load for a student per semester is fifteen hours, besides physical education.

For special reasons the Dean may permit a student to carry two hours above regular work, but permission to carry eighteen hours must be secured by action of the Committee on Credits. A student may not reasonably expect to be permitted to carry extra work unless his average grade for the preceding semester has been high.

In estimating the amount of work to be carried, and credit to be received, three hours of practice in private work in Music or Speech will count as one period of regular class work.

#### HOUR SCHEDULE

All five hour courses meet daily, three hour courses meet on Monday, Wednesday and Friday and two hour courses meet on Tuesday and Thursday, unless otherwise indicated. All four hour courses scheduled to meet in the afternoon do not assemble on Friday and all four hour courses scheduled to meet in the morning do not assemble on Monday.

#### GRADE SYSTEM

The letter grading 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             |

Quality points are given with the grades, as follows: 3 per credit hour with A, 2 with B, 1 with C.

A condition and an incomplete lapse into a failure if not removed the following semester. Any variation from this rule must be taken up with the Committee on Credits beforehand. When a condition is removed the grade attained cannot be higher than C.

#### PROBATION

It should be the aim of each student to maintain scholarship rating equivalent to at least one quality point for each credit hour for which he is registered. This is the minimum graduation standard for the college. 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



East Porches of Wisconsin and Magee Dormitories

quality points indicate a scholarship rating of 1.0, i. e., one quality point for each hour for which the student is registered.

A student shall be placed on probation if, in any semester, he earns fewer than eight quality points on a standard load (15 semester hours) or an equivalent ratio in less than a standard load, as based on the original mark as reported at the end of the semester.

A student on probation shall so continue until he earns quality points in any one semester equal to his scheduled hours for which he is registered.

The student continuing in the probationary status for the third time consecutively is automatically ineligible for further registration in the college.

The student on probation is required to report to a special committee for advice and guidance and this special committee at its discretion may require the student to reduce his academic load, to limit his extra-curricular activities and social privileges.

#### IRREGULAR WORK

Irregular work (by private instruction) is not permitted, except in a very rare case. In such a case instruction for credit is not allowed without being passed on, in advance, by the Committee on Credits. The college collects one-half regular tuition (irrespective of fees paid the teacher for such tuition) for such credit hours, regarded as extra load, before the credit shall be recorded on the books of the school; before such credits are allowed they must be passed to the Committee on Credits through the Dean of the College.

#### ORGANIZATION FORM

The school year is divided into two semesters of eighteen weeks in length. The student may enter at the beginning of either semester but it is advisable that he register for the first semester.

The classification of students is made at the beginning of the school year on the following basis:

Freshmen: Students deficient only one unit for entrance and who are carrying 12 semester hours of college work plus physical education.

Sophomores: Students who have no entrance condition and have completed 22 semester hours and have earned 22 quality points.

Juniors: Students who have completed 54 semester hours and have earned 54 quality points.

Seniors: Students who have completed 88 semester hours and have earned 88 quality points.

A student's classification may be raised during the year as deficiencies are removed. It may be reduced if regular requirements are not met, however, the student who desires to raise his classification during the current school year in estimating his semester hours and quality points must add the regular semester hours and quality points of the preceding semester to the minimum requirements listed above.

## DEGREES

In order to graduate from any course in the College of Liberal Arts the student must have been in resident study for at least one school year, and to have received one hundred twenty-four semester hours, with the standing of one hundred twenty-four quality points, in accordance with the division requirements and the major and minor requirements.

The degree of Bachelor of Arts will be conferred upon those who have met the requirements for such degree. See page 39 for the requirements for these degrees.

The degree of Bachelor of Science in Education will be conferred upon those who have met the requirements as listed on page 40 for such degree.

For the degree of Bachelor of Music see page 43.

For the degree of Bachelor of Religion see School of Religion.

Graduation will be declared at any time in the year that the work is complete. Formal announcement of graduation is made once a year only, in June, and all persons completing the conditions of graduation during the year are listed with the class of the ensuing June.

## GRADUATION WITH HONORS

In recognition of special merit displayed by the students in their academic work, the faculty awards graduation with honors. To be eligible for these honors the student must have been registered for two years in Taylor University and have earned a minimum of sixty semester hour credits. Graduation with Magna Cum Laude includes those students who have an average of quality points of 2.7 for each credit hour of academic work. Graduation with Cum Laude includes those students who have made an average of quality points of 2.3 for each credit hour of academic work. These quality points have the following significance: Three quality points are given each semester hour with the grade A; two quality points are given for each semester hour with the grade B; and one quality point is given for each semester hour with the grade C. No quality points are awarded with the grade D which is the lowest passing grade. Honors are based only on scholastic standing at Taylor.

College of  
Liberal Arts  
and Sciences

# Admission to College of Liberal Arts

## ENTRANCE REQUIREMENTS

Taylor University is very anxious that all students who are admitted to the institution attain success. Admission to the institution is determined by the evidence relating to the whole personality of the applicant. This evidence relates to personal habits, character and ideals, environmental and cultural background, health, scholarship, extra class interests, pattern of high school work, and purpose in life. Proper achievement in the foregoing, graduation from an accredited high school, or the equivalent thereof, and a proper attitude toward the aims and objectives of the institution (as set forth on page 14) are required for admission. Fifteen units constitute a minimum for all.

(At least ten units must be chosen from this group.)

|                                      |     |
|--------------------------------------|-----|
| English—Required of all .....        | 3   |
| Algebra—Required of all .....        | 1   |
| *Foreign Language .....              | 2-4 |
| History .....                        | 1-4 |
| English (4th unit) .....             | 1   |
| Advanced Algebra .....               | ½-1 |
| **Plane Geometry .....               | 1   |
| Solid Geometry .....                 | ½   |
| Trigonometry .....                   | ½   |
| Civics .....                         | ½-1 |
| Economics and Economic History ..... | ½-1 |
| Sociology .....                      | ½   |
| Physiography .....                   | ½-1 |
| ***Biology .....                     | ½-1 |
| Zoology .....                        | ½-1 |
| ***Botany .....                      | ½-1 |
| ***Physics .....                     | 1   |
| Physiology .....                     | ½   |
| ***Chemistry .....                   | 1   |
| General Science .....                | ½-1 |

Note. Students who contemplate taking a classical course or a European language major are urged to provide themselves with at least two years of language, preferably Latin, for entrance.

\*If the student presents language for entrance he must present a minimum of two units in one language. If none is presented, he must take 6 additional hours in his language requirement.

\*\*Required of those intending to take a Mathematics major.

\*\*\*Students contemplating an A.B. program should present one year in laboratory science.



# Requirements for Graduation

## FOR THE BACHELOR OF ARTS DEGREE

The curriculum offerings of Taylor University are grouped into seven major divisions, as follows:

I. Division of Bible (departments of Biblical Literature, Philosophy, and Religious Education).

II. Division of Education (departments of Education, Physical Education, and Psychology).

III. Division of English (departments of English and Speech).

IV. Division of Foreign Language (departments of French, German, Greek, and Latin).

V. Division of Science (departments of Biology, Chemistry, Home Economics, Mathematics, and Physics).

VI. Division of Social Sciences (departments of Economics, Geography, History, Political Science, and Sociology).

VII. Division of Fine Arts (the Music Department).

### DIVISION REQUIREMENTS

#### Division I.—Bible.

Six semester hours in Biblical Literature are required for graduation.

#### Division II.—Education.

Four semester hours in Psychology 201-202 are required for graduation.

Freshmen and Sophomores are required to register for Physical Education unless excused for physical disability, in which case other work must be substituted. The classes meet two hours each week; a total of four hours is given for the two years.

#### Division III. English.

From this group twelve semester hours are required; six of these must be Course 101-102 in English and six in literature courses.

#### Division IV.—Foreign Language.

The amount of work required from this division for graduation is related to the high school credits offered for entrance. If no credit in language is offered for entrance, 20 semester hours are required. If two or three units are offered, 12 or 14 semester hours are required. If four units are offered, 6 semester hours are required. If five or more units are offered, there are no further requirements from this group. A first language begun in college must be continued through at least the second year.

#### Division V.—Science.

A minimum of eight semester hours of a laboratory science must be taken in one of the following fields: Physics, Chemistry, Botany or Zoology. A student who does not offer for entrance a unit in one of these sciences mentioned must take an additional eight semester hours in the laboratory sciences.

#### Division VI.—Social Sciences.

The students must complete six semester hours in History, and four semester hours in Economics 201-202 or four semester hours in Sociology 101-102.

### MAJOR AND MINOR REQUIREMENTS

Each candidate for a degree must choose, not later than the beginning of the junior year, a major in which he must complete at least twenty-four semester-hours and a minor sixteen semester-hours. The student shall in every case select his major and minor in consultation with the head of his major department and shall give notice to the Dean in writing. No student will be permitted to change his major without consultation with the Dean.

Majors for the Bachelor of Arts degree may be selected in the following:

|  |                      |
|--|----------------------|
| Biblical Lit. and<br>Religious Educ. (or either) | Latin<br>Mathematics |
| Biology  | Music                |
| Chemistry  | Philosophy           |
| English  | Psychology           |
| French   | Sociology            |
| History  | Speech               |

Majors for the Bachelor of Science degree in Education are available in the subjects listed for the Bachelor of Arts majors.

Majors for the Bachelor of Music degree are offered in:

|       |        |
|-------|--------|
| Piano | Voice  |
| Organ | Violin |

Majors for state certification are limited to the following:

|  |        |
|--|--------|
| English  | Speech |
| Mathematics  | Latin  |
| French   |        |
| Music (Regular certificate)                            |        |
| Social Science (Option I, II and III).                 |        |
| Science (Option I, II and III, Chemistry and Biology). |        |

### CONDITIONS OF GRADUATION

One of the requirements leading toward graduation from the college is that of a comprehensive examination in every field of major study, this examination to be given near the close of the senior year.

In order to graduate from any course in the College of Liberal Arts the student must have been in resident study for at least one school year, and to have received one hundred twenty-four semester-hour credits, with the standing of one hundred twenty-four quality points.

Credits will not be counted toward graduation in which the grade falls below D. Juniors and Seniors are required to register for a minimum of forty of the one hundred twenty-four hours required for graduation in courses numbering 300 and above.

## SUGGESTED SCHEDULE OF PRESCRIBED COURSES FOR 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. If physical education is deferred to the Junior or Senior year a special charge is made.

### \*Freshman Year

|                                       |                         |
|---------------------------------------|-------------------------|
| English 101-102 .....                 | 6 semester hours        |
| Language, Mathematics or Science..... | 8 or 6 semester hours   |
| History 101, 102 or Language.....     | 6 or 8 semester hours   |
| Economics or Sociology 101-102.....   | 4 semester hours        |
| Biblical Literature 111, 112.....     | 6 semester hours        |
| Physical Education 101, 102 .....     | 2 semester hours        |
| Total .....                           | 34 or 32 semester hours |

### Sophomore Year

|                                     |                        |
|-------------------------------------|------------------------|
| American or English Literature..... | 6 semester hours       |
| Language .....                      | 6 semester hours       |
| Psychology 201-202 .....            | 4 semester hours       |
| History or Science.....             | 6 to 10 semester hours |
| Electives .....                     | 8 to 4 semester hours  |
| Physical Education 201, 202 .....   | 2 semester hours       |
| Total .....                         | 32 semester hours      |

### Junior Year

|                              |                   |
|------------------------------|-------------------|
| Language (if required) ..... | 6 semester hours  |
| Major approximately .....    | 12 semester hours |
| Minor approximately .....    | 8 semester hours  |
| Electives .....              | 4 semester hours  |

### Senior Year

|                           |                   |
|---------------------------|-------------------|
| Major approximately ..... | 12 semester hours |
| Minor approximately ..... | 8 semester hours  |
| Electives .....           | 10 semester hours |

The student in making out his elective course for any year must give first attention to the division and major requirements for graduation as listed on page 37.

(\*) Students desiring to major in Mathematics or interested in scientific courses, should take Mathematics in their freshman year.

## OUTLINE OF COURSES OF STUDY LEADING TO BACHELOR OF SCIENCE IN EDUCATION DEGREE

### DESCRIPTION OF COURSES FOR TRAINING OF HIGH SCHOOL TEACHERS

The curriculum for the training of high school teachers varies somewhat depending upon the subject-interest and preference of the student. This special like or dislike for a subject-field is important and should be taken into consideration in registering as a Freshman. While only general or survey courses should be taken in both the Freshman and Sophomore years, still one's preference or interest should determine whether he take English, Science, Bible, Physical Education, and Language the first year or whether Mathematics, or History, or Speech, or Music, should be substituted for the Language. Certainly, one who has an interest in Language should be encouraged to continue Language study in college, however, the same is true with Science, or Mathematics, etc.

This subject-interest or preference will also have an important bearing on the specific degree the student decides upon. The difference in subject-matter requirements for each of the degrees should be studied and understood before the Freshman registers in the University. Information regarding the requirements for the bachelor of Arts degree is listed on page 39. The requirements for the Bachelor of Science degree in Education are:<sup>1</sup>

|  |                |
|--|----------------|
| English .....                              | 12 sem. hrs.   |
| Psychology (General) .....                 | 4 sem. hrs.    |
| Science (Laboratory) .....                 | 8-10 sem. hrs. |
| Bible .....                                | 6 sem. hrs.    |
| Education .....                            | 24 sem. hrs.   |
| A Teaching Major .....                     | 24 sem. hrs.   |
| A Teaching Minor .....                     | 16 sem. hrs.   |
| <sup>2</sup> A Second Teaching Minor ..... | 16 sem. hrs.   |
| Physical Education .....                   | 4 sem. hrs.    |
| <sup>3</sup> Electives .....               | 8-10 sem. hrs. |

If one desires a high school certificate at the time he receives his Bachelor's degree, selection of the courses in this department should be governed by the requirements of the student's home state. Our Indiana standard will meet the requirements of a number of states. Unless students desire it otherwise, courses are always arranged to meet the Indiana standard. It is highly important that students who desire to become teachers make up their minds as early in their course as possible. Many who enter the Teacher Training curricula have their minds made up before they enter college. It is very often too late to begin in their Junior year. As soon as their minds are made up it is imperative that students keep in constant touch with the head of this department, who is the Director of Teacher Training in Taylor University.

Those students who desire to secure a high school teaching certificate in Indiana must work off twenty-four semester hours in each of two subject-matter or content teaching fields<sup>4</sup> and take the following professional courses:<sup>5</sup>

|  |        |
|--|--------|
| Psychology (201-202) and Educational Psychology<br>(Ed. 341) ..... | 6 hrs. |
| Principles of Teaching in the High School (Ed. 312)....            | 3 hrs. |
| Secondary Education (Ed. 311) .....                                | 3 hrs. |
| Tests and Measurements (Ed. 342) .....                             | 3 hrs. |
| Methods in Two teaching Subjects (Ed. 321 or 322) .....            | 4 hrs. |
| <sup>6</sup> Student Teaching (Ed. 421 or 422) .....               | 3 hrs. |

**Suggested schedule for those who desire to teach and to receive the B. S. degree in Education:**

| GROUP I                           | GROUP II          |
|-----------------------------------|-------------------|
| 1. (a) English 101-102            | 1. Language       |
| (b) English 211-212               | 2. Mathematics    |
| 2. Bible 111-112 or 211-212       | 3. Science        |
| 3. (a) Physical Education 101-102 | 4. History        |
| (b) Physical Education 201-202    | 5. Home Economics |
| 4. Psychology 201-202             | 6. Speech         |
| 5. Education                      | 7. Sociology      |
|                                   | 8. Music          |

#### Freshman year—

- Take 1a, 2, and 3a from Group I.
- Choose any two or three courses in Group II to make total of 15 hrs.

#### Sophomore year—

- Take 1b, 3b, 4 and 5 from Group I.
- Continue with two of the fields chosen from Group II in Freshman year.
- Choice of any other one in Group II, if necessary to complete program.

#### Junior year—

- Choose Teaching Major and take one or two courses in this field.
- Choose Teaching Minor and take a course in this field.

<sup>1</sup>Candidates for this degree must have completed one hundred twenty-four hours, with the standing of one hundred twenty-four quality points.

<sup>2</sup>For Indiana teachers the minor must be raised to twenty-four hours.

<sup>3</sup>Obviously, if English or Science is one of the fields chosen for teaching the student would have more hours open in the elective field.

<sup>4</sup>It is urged that an additional teaching field of 15 hours be built up.

<sup>5</sup>These courses should be taken in the order listed.

<sup>6</sup>This course may count on an A. B. degree in the amount of three semester hours.

- (c) Choose a Second Teaching Minor and take a course in this field.
- (d) Take two courses throughout the year in Education.
- (e) Choose an elective if necessary to complete program.

#### Senior year—

- (a) Complete work in three teaching fields.
- (b) Complete required courses in Education.
- (c) Choose electives to meet the total hours required for graduation.

Taylor University is accredited for certification in the following departments: English, French, Latin, Mathematics, Science (Options I, II, and Option III in Chemistry and Biology), Social Science (Options I, II, and III), Speech and Music (regular certificate only). Courses in English, Social Science, Science and Music are designated in special bulletin in Education for license options.

#### The curricula provided for the training of teachers are:

1. The first two years of a four-year curriculum for elementary teachers. This work is so planned and arranged that a student may complete the course prescribed and easily fit into the four-year program as outlined by institutions giving the full program and complete it in two additional years.

2. A four-year curriculum for high school teachers—leading to the A. B. degree, or the B. S. degree in Education.

The two-year curriculum for elementary teachers follows:

#### Freshman Year

|   |                  |
|---|------------------|
| Freshman English—Oral & Written Composition.....        | 6 semester hours |
| General European History.....                           | 6 semester hours |
| Biology .....   | 3 semester hours |
| Introduction to Education.....                          | 3 semester hours |
| Principles of Teaching and Classroom<br>Management..... | 3 semester hours |
| Reading .....   | 3 semester hours |
| General Mathematics .....                               | 3 semester hours |
| Physical Education .....                                | 2 semester hours |

#### Sophomore Year

|                                      |                  |
|--------------------------------------|------------------|
| Survey of English Literature.....    | 6 semester hours |
| General American History.....        | 6 semester hours |
| Geography .....                      | 4 semester hours |
| Elementary Psychology (General)..... | 4 semester hours |
| Speech .....                         | 4 semester hours |
| Educational Psychology .....         | 3 semester hours |
| Children's Literature .....          | 3 semester hours |
| Physical Education .....             | 2 semester hours |

## OUTLINE OF COURSES OF STUDY LEADING TO BACHELOR OF MUSIC DEGREE

### MODEL COURSE FOR PIANO, ORGAN, VOICE OR VIOLIN MAJOR

#### First Year

|                                   | Semester hours |
|-----------------------------------|----------------|
| Major Study .....                 | 12             |
| Minor Study .....                 | 4              |
| Music 121, 122 .....              | 4              |
| Music 131, 132 .....              | 4              |
| English 101-102 .....             | 6              |
| Recitals .....                    | 2              |
| Physical Education 101, 102 ..... | 2              |
| Total .....                       | 34             |

#### Second Year

|                                   |    |
|-----------------------------------|----|
| Major Study .....                 | 12 |
| Minor Study .....                 | 2  |
| Music 201 .....                   | 2  |
| Music 202 .....                   | 2  |
| Bible 111, 112 .....              | 6  |
| Music 111, 112 .....              | 6  |
| Recitals .....                    | 2  |
| Physical Education 201, 202 ..... | 2  |
| Total .....                       | 34 |

#### Third Year

|   |    |
|---|----|
| Major Study .....                         | 12 |
| Minor Study .....                         | 4  |
| Music 301 .....                           | 2  |
| Music 412 .....                           | 2  |
| Modern Language or English 211, 212 ..... | 6  |
| *Music 311, 312 .....                     | 4  |
| Recitals .....                            | 2  |
| Total .....                               | 32 |

#### Fourth Year

|   |    |
|---|----|
| Major Study .....                         | 12 |
| Minor Study (or elective) .....           | 4  |
| Recital in Major .....                    | 4  |
| Music 401, 402 .....                      | 4  |
| History 101, 102 or Modern Language ..... | 6  |
| Recitals .....                            | 2  |
| Total .....                               | 32 |

Vocal students are required to sing in the college Chorus during entire course.

Violin students are required to play in the college Orchestra during entire course.

\*Required in piano, organ and voice majors. Violin majors substitute Ensemble Playing (Music 321, 322).

### OUTLINE FOR TEACHER'S CERTIFICATE IN MUSIC

This work is required for Indiana Certification. Students from other states will follow outline with slight variations.

- A. Theoretical and Applied ..... 14 semester hours  
 \*Piano and Voice ..... 4 semester hours  
 Music 121, 122 ..... 4 semester hours  
 Music 111, 112 ..... 6 semester hours
- B. Methods ..... 12 semester hours  
 Music 131, 132 ..... 4 semester hours  
 Music 331-332 ..... 4 semester hours  
 Music 401, 402 ..... 4 semester hours
- C. Professional methods ..... 2 semester hours  
 Music 342 ..... 2 semester hours

\*1 lesson each week and 1 hour daily practice give 1 semester hour of credit.

Students taking music as a license subject are strongly urged to elect additional semester hours in theoretical and applied music; this to be done after conference with Chairman of Division of Fine Arts.

### OUTLINE FOR MUSIC MAJOR ON BACHELOR OF ARTS DEGREE

A minimum of 30 semester hours is required, but if this course will permit, the student may take additional hours on the major.

#### A. Required Courses:

- I. Theoretical ..... 20 semester hours  
 Music 111, 112 ..... 6 semester hours  
 Music 121, 122 ..... 4 semester hours  
 Music 131, 132 ..... 4 semester hours  
 Music 201 ..... 2 semester hours  
 Music 202 ..... 2 semester hours  
 Music 412 ..... 2 semester hours
- II. Applied (Piano, Organ, Voice or Violin) 1 lesson each week and 1 hour of daily practice for four years  
 6 to 8 semester hours  
 (1 lesson each week and 1 hour of daily practice give 1 semester hour credit.)

#### B. Electives:

- A minimum of four semester hours selected from this group.  
 Music 301 ..... 2 semester hours  
 Music 302 ..... 2 semester hours  
 Music 311-312 ..... 2 semester hours  
 Music 351-352 ..... 2 semester hours



## Pre-Professional Courses

Students doing work comparable to that of Purdue University and other technical institutions will receive full credit for same. Many men who are specialists in these technical fields feel that two years of such work may well be taken in the small college on account of the personal contacts and the enriching of the life of the student. In the atmosphere here the student is not lost in the crowd, but knows personally his fellow-students and has a vital contact with the members of the staff.

### PRE MEDIC COURSE

Most authorities now urge that students looking forward to the medical profession complete the full four years in college and take their bachelor's degree with a science major before entering the School of Medicine.

It is assumed that a student entering a pre medic course of study has had Latin in his High School preparation. Whenever possible the student should make the selection of his Medical school at the beginning of his Junior year in order that he may meet the specific requirements for entrance of that school. Students expecting to enter a Medical school should make an average grade of B since Medical schools require high scholastic work as one of their conditions for entrance.

The following outline of required courses will aid the student in the arrangement of his course of study.

#### Freshman Year

|                                   |          |
|-----------------------------------|----------|
| English 101-102 .....             | 6 hours  |
| German or French .....            | 8 hours  |
| Chemistry 211-212 .....           | 10 hours |
| Mathematics 121 .....             | 3 hours  |
| Elective (second semester) .....  | 3 hours  |
| Physical Education 101, 102 ..... | 2 hours  |

#### Sophomore Year

|                                   |         |
|-----------------------------------|---------|
| English 211, 212 .....            | 6 hours |
| German or French .....            | 6 hours |
| Chemistry 301 .....               | 5 hours |
| Chemistry 302 .....               | 5 hours |
| Biology 201-202 .....             | 8 hours |
| Physical Education 201, 202 ..... | 2 hours |

#### Junior Year

|                                      |           |
|--------------------------------------|-----------|
| German or French (if required) ..... | (6) hours |
| Chemistry 401-402 .....              | 8 hours   |
| Biology 311-312 .....                | 6 hours   |
| Biology 331 .....                    | 3 hours   |
| Psychology 201-202 .....             | 4 hours   |
| History 101, 102 .....               | 6 hours   |
| Sociology 101-102 .....              | 4 hours   |

**Senior Year**

|                       |          |
|-----------------------|----------|
| Bible 111, 112 .....  | 6 hours  |
| Physics 211-212 ..... | 10 hours |
| Biology 431 .....     | 3 hours  |
| Electives .....       | 10 hours |

Electives: Biology 362 and Chemistry 411-412 are very desirable electives. Other desirable electives are: Economics; Philosophy; Political Science; Mental, Abnormal and Social Psychology and Speech.

**PRE ENGINEERING COURSE**

Students who desire to prepare for engineering, pharmacy or forestry may well spend two years at Taylor University, and if their subjects are properly selected, they may enter a technical college with junior standing. The student must make good grades, for usually a grade of D will not receive credit.

The following are the courses which should be followed for the two years for mechanical engineering. These courses will vary some for the other professions. The student should consult the dean of the college before registering since variation may occur owing to the specific requirements of the school the student desires to enter.

**First Year**

|  |                   |
|--|-------------------|
| English 101-102 .....                  | 6 semester hours  |
| Chemistry 211-212 .....                | 10 semester hours |
| Mathematics 111-112 and 121, 122 ..... | 10 semester hours |
| History 101, 102 .....                 | 6 semester hours  |
| Physical Education 101, 102 .....      | 2 semester hours  |

**Second Year**

|                                   |                   |
|-----------------------------------|-------------------|
| English 211 or 221 .....          | 3 semester hours  |
| Mathematics 211-212 .....         | 8 semester hours  |
| General Physics 211-212 .....     | 10 semester hours |
| Economics 201-202 .....           | 4 semester hours  |
| Speech 101-102 .....              | 4 semester hours  |
| Physical Education 201, 202 ..... | 2 semester hours  |

**PRE NURSING COURSE**

Arrangements have been made with the Methodist Episcopal Hospital of Indianapolis by which young women who have completed ninety-five hours of academic work including Physical Education in Taylor University and have made as many quality points may transfer to the Methodist Episcopal Hospital school of nursing and receive the Bachelor of Arts degree from Taylor University after completing twenty-seven months of the professional nurse's course. The student's course must include certain prescribed academic courses; a minimum of twenty hours of a major and a minimum of sixty hours must be earned in residence at Taylor University. "After the six semesters of college work, the student is transferred to the school of nursing on the same basis as the other students, except that the services are shortened in the various departments."

There are some reasons why this combined course should appeal to prospective nurses. In some cases young women graduate from high school before they have reached the age that

they may be admitted to a nurses training school; therefore these years may be profitably spent in laying the foundation for a special line of work. After their college course should the student not desire to take up nurse's work she has a foundation upon which by careful selection of other courses she may finish college and enter another chosen profession.

**THE PRESCRIBED ACADEMIC COURSES ARE AS FOLLOWS:**

**Freshman Year**

|                         |              |
|-------------------------|--------------|
| English 101-102 .....   | 6 hours      |
| Biology 201-202 .....   | 8 hours      |
| Language .....          | 6 or 8 hours |
| Bible .....             | 6 hours      |
| Sociology 101-102 ..... | 4 hours      |
| Phy. Ed. 101, 102 ..... | 2 hours      |

**Sophomore Year**

|                          |         |
|--------------------------|---------|
| Psychology 201-202 ..... | 4 hours |
| Chemistry 201-202 .....  | 8 hours |
| Biology 311-312 .....    | 6 hours |
| Language .....           | 6 hours |
| Electives .....          | 4 hours |
| Phy. Ed. 201, 202 .....  | 2 hours |

**Junior Year**

|                          |               |
|--------------------------|---------------|
| English Literature ..... | 6 hours       |
| Biology 331 .....        | 3 hours       |
| Biology 431 .....        | 3 hours       |
| History .....            | 6 hours       |
| *Language .....          | 6 hours       |
| Electives .....          | 6 or 12 hours |

Electives may be selected from the following:

|  |         |
|--|---------|
| Speech (Fundamentals) .....                            | 4 hours |
| Home Econ. Foods & Nutrition.....                      | 6 hours |
| Psychology (Mental Hygiene and<br>Social Psych.) ..... | 6 hours |
| Chemistry 401-402 .....                                | 8 hours |

\*If two units of language are not offered for entrance, three years' study of language is required.

## Divisional Aims and Objectives

The various departments in the University are grouped into seven Divisions, with aims and objectives as stated below:

### **I. Division of Bible.**

It is felt that there is an urgent need and an insistent demand for a high standard of training in Biblical Literature, Religious 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 the students of all evangelical groups can be prepared in a thorough and scholarly manner for Christian service in the home land and abroad.

### **II. Division of Education.**

It is the aim of this Division to integrate the work of the departments composing it; to help each department attain its aims to the maximal degree; and to re-inforce the aims and purposes of the institution.

### **III. Division of English.**

The aim of instruction in this Division is threefold: (1) to develop in the students such command of the English language as shall enable them to use it correctly, readily, and effectively in writing and in speaking; (2) to create good habits of voice and of action, and develop poise on the platform; (3) to give such knowledge and appreciation of the literary inheritance as shall be standards by which literature may be evaluated and enjoyed after college days.

### **IV. Division of Fine Arts.**

The Division of Fine Arts is maintained for the purpose of cultivating skills and appreciations of arts and music. To aid these aims the best methods and equipment for music study are fostered in conjunction with the stimulating environment of a cultured Christian college and the wholesome influence of the college community.

The work of this Division is planned to develop substantial workmanship. The scheme of instruction is comprehensive and thorough, and the courses offered are designed to give the student knowledge in both Theoretical and Applied Music.

### **V. Division of Foreign Language.**

To develop the ability (1) to read the foreign languages with fluency and appreciation; (2) to understand the thought, literature, art and institutions of the foreign peoples whose languages are studied; (3) to use the foreign languages as a background for English study, linguistics, and general research in the various fields of knowledge; (4) to provide teachers for high school certification in French and Latin and others especially interested in lan-



**Swallow-Robin Dormitory**

guages with the essential elements of their profession; (5) to develop Christian character through training in the principles of thorough scholarship.

**VI. Division of Science.**

The Division of Science has a threefold purpose in correlating 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) develop that intellectual and moral integrity and steadfast purpose in life that is so characteristic of the true Scientist and the true Christian. As these purposes are being pursued the Division hopes that the work of 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.

**VII. Division of Social Sciences.**

The basic purpose of the Division of Social Sciences is 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 in so 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 lay 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.

## Courses of Study by Departments

On the following pages is given, in concise form, a description of each course offered in the various departments. Some of these courses are required and must receive first attention of each student during his Freshman and Sophomore years. During the Junior and Senior years the major work must be given first attention by the student. Each student must consult with his major professor as to the sequence and articulation of his courses.

The numbering of courses is based on the following plan:

Courses numbered 100-199 are primarily for Freshmen.

Courses numbered 200-299 are intended primarily for Sophomores.

Courses numbered 300-399 are designed primarily for Juniors.

Courses numbered 400-499 are intended primarily for Seniors.

All numbers that end in 1 represent courses given in the first semester, and those ending in 2 represent second semester courses.

Courses whose numbers are separated by a hyphen thus: 101-102 are year courses and both semesters must be taken in order to receive credit in the course.

Courses whose numbers are separated by the comma thus: 101, 102 are year courses, but credit may be permitted by the semester.

Seniors may not register for a course numbered 100 to 199 without the approval of the Dean.

The college reserves the right to withdraw any course for which enrollment is not sufficient to warrant the organization of a class, except where such a course may be a major or minor subject of the student.

### BIBLICAL LITERATURE

(Division of Bible)

Professors Charbonnier and Huffman

Assistant Professor Foust

\*111—THE HARMONY OF THE GOSPELS 3 hours

A study of the four Gospel narratives with a view of discovering the contribution which each makes to the one Gospel which they contain. A brief perspective on the whole Bible prefaces the work of the course. There is also a hurried review of the Graeco-Roman world as it existed at the time of the birth of Christ. Attention is given to authorship, date, purpose and peculiarity of each book.

First semester.—Three hours credit.

112—THE ACTS 3 hours

The history of the early church with its missionary movements is carefully studied. The antecedents of Christianity are noted. The reactions of the early church to the teachings of Christ, and the practical outworkings of Christian faith are carefully traced.

Second semester.—Three hours credit.

\*Significance of number, see page 51.

## 211—OLD TESTAMENT SURVEY

3 hours

This course is designated to acquaint the student with the scope and significance of Old Testament history and to awaken an appreciation of the great events, personalities, and institutions of the Jewish nation. The study will stress the different types of literature and will open up the wealth of materials for devotional and practical purposes. A special feature of the course will be the art and principles of studying books as organized wholes and of seeing each as related to other books and to the Bible as a whole.

First semester.—Three hours credit.

## 212—NEW TESTAMENT SURVEY

3 hours

This course is arranged to accomplish in the New Testament what course 211 does in the Old Testament. Special attention is given to the Graeco-Roman world as the background of the New Testament and the Christian movement. A perspective is given of every book, thus affording the student a working knowledge of the New Testament. Methods of book study, consistent with the various types of New Testament literature, are practiced.

Second semester.—Three hours credit.

## 301-302—BIBLICAL ARCHAEOLOGY

2 hours

In this course the results of the archaeological explorations of the last century in Palestine, Babylonia, Egypt and other countries are studied. To observe the bearing of the discoveries upon the historicity and general trustworthiness of the Bible is one of the objects of the course.

First and second semesters.—Two hours credit each.

## 321—OLD TESTAMENT LITERATURE.

## PENTATEUCH

3 hours

The Pentateuch, with special attention to Genesis, with its account of origins—the origin of the cosmos, man, sin, salvation, nations, etc. Recitations, lectures and assigned readings.

First semester.—Three hours credit.

## 322—OLD TESTAMENT LITERATURE. POETIC

## BOOKS

3 hours

A study of Hebrew poetry of the various types, as well as a study of the poetical books of the Old Testament: Job, Psalms, Proverbs, Ecclesiastes, Lamentations, Song of Solomon.

Second semester.—Three hours credit.

## 331—PAULINE EPISTLES

3 hours

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 will be made of selected portions of each epistle.

First semester.—Three hours credit.

## 332—HEBREWS, GENERAL EPISTLES,

## REVELATION

3 hours

Attention is given to the problems of the authorship of Hebrews and its relation to the ceremonial 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. The place of the book of Reve-



lation in the New Testament canon and its relation to the Bible as a whole is dealt with. Various interpretations of the book are noted and a correct interpretation is sought.

Second semester.—Three hours credit.

**401—OLD TESTAMENT PROPHECY. THE MAJOR  
PROPHETS**

*2 hours*

A study of Isaiah with reference to the historical background and the Messianic message. The problem of the unity of the book is given careful consideration, and also a study of the two great contemporary prophets of the Exile. Special attention is given to their historical setting. In connection with this course the prophetic function is traced historically in its varying relations to Hebrew history through the various periods.

First semester.—Two hours credit.

Omitted in 1940-41.

**402—OLD TESTAMENT PROPHECY. THE MINOR  
PROPHETS AND DANIEL**

*2 hours*

Each book is studied in the light of historical research and is analyzed and discussed with a view to discovering its message to its own and modern times. Attention is given to the Messianic element which each book contains. A study of Daniel with a view to correct understanding of its forecast of history leading up to the Messianic age. Various historic interpretations of the prophecy are noted. The relation of Daniel to the New Testament Apocalypse is considered.

Second semester.—Two hours credit.

Omitted in 1940-41.

**451, 452—BIBLICAL LITERATURE PRO-SEMINAR** *1 or 2 hours*

A pro-seminar course arranged to correlate and integrate the subjects included in Biblical Literature and Religious Education. Special assignments will be made to the various students for research in some particular field. Open to majors in Biblical Literature and Religious Education.

First and second semesters.—One or two hours credit each.

## BIOLOGY

(Division of Science)

Assistant Professor Brown

Students who expect to take advanced work in Biology should take at least one year in Chemistry and, if possible, a year in Physics. Those who are majoring in the department should take enough courses giving Zoology credit so that the major can be counted in that field. Major work requires concentration.

**\*201-202—ZOOLOGY**

*4 hours*

A comprehensive study of the animal kingdom, beginning with the more abundant forms and continuing through more simple phyla, ending with the Vertebrates. Zoological principles are explained. Individual dissections and drawings are made. Required of those taking a major in Biology. Two hours discussion and four hours laboratory a week.

First and second semesters.—Four hours credit each.

\*Significance of number, see page 51.

**241-242—BOTANY***4 hours*

The structures and functions of plants, beginning with those most commonly dealt with and preceding to forms less common. Classification, Ecology, and Physiology are emphasized. Students learn to recognize the plants of the neighborhood. Two hours discussion and four hours laboratory a week.

First and second semesters.—Four hours credit each.

**311-312—HUMAN PHYSIOLOGY***3 hours*

A course covering the structure, functions and care of the human mechanism, with emphasis upon the second. There are valuable demonstrations and drills. Three hours a week.

First and second semesters.—Three hours credit each.

**322—ORNITHOLOGY***2 hours*

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. One hour discussion and two hours laboratory or field work a week.

Second semester.—Two hours credit.

Given on sufficient demand.

**331—COMPARATIVE ANATOMY***3 hours*

A careful study of typical chordates, comparing their structures. The homologies of organs are traced. The dogfish shark, turtle, and cat are studied most carefully. Designed principally for pre-medical students. One hour lecture and four hours laboratory a week. Prerequisite, course 201-202.

First semester.—Three hours credit.

Omitted in 1940-41.

**351—ENTOMOLOGY***3 hours*

A firsthand study of the most numerous class of animals. Insects are collected in the field and classified. Good practice is afforded in Taxonomy. Life history and economic importance are stressed. Principles of Ecology are illustrated. Two hours discussion and two hours laboratory or field work a week. Prerequisite, course 201-202.

First semester.—Three hours credit.

Given on sufficient demand.

**362—GENETICS***3 hours*

The principles which govern heredity and variation in plants, animals, and man are studied. Sufficient Cytology is included to explain the physical basis of heredity. Lectures are reinforced by demonstrations and problems. Recent discoveries have made this an important field. It furnishes part of the foundation for Psychology and Sociology. Three hours a week. Prerequisite, course 201-202 or 241-242.

Second semester.—Three hours credit.

Omitted in 1940-41.

**401—FOREST BOTANY***2 hours*

A study of the trees and shrubs of the eastern United States, the recognition of these in the field, and their local geographical distribution.

First semester.—Two hours credit.

## 402—SYSTEMATIC BOTANY OF VASCULAR PLANTS 2 hours

Methods and fundamental principles of the taxonomy of vascular plants, with a special reference to the Spring Flora of Central Indiana.

Second semester.—Two hours credit.

## 431—EMBRYOLOGY

3 hours

The development of the chordate embryo is studied, the principal basis being Amphioxus, frog, and chick. Both prepared slides and living embryos are employed. Designed principally for pre-medical students, but also is of value for general culture. One hour lecture and four hours laboratory a week. Prerequisite, course 201-202.

First semester.—Three hours credit.

## 451, 452—BIOLOGICAL PROBLEMS [A Pro-Seminar]

1 or 2 hours

Open only to juniors and seniors who show sufficient ability to be permitted to make a beginning at research work. The student is assigned some course of study related to the courses he already has taken and also to his major interest. Thus his training becomes well rounded.

First and second semesters.—One or two hours credit each.

**CHEMISTRY**

(Division of Science)

**Professor Evans**

A major in this department requires at least 24 semester hours of Chemistry, including courses 211-212, 301, 302, 401-402. Mathematics, Physics, Biology and Home Economics are satisfactory minors. Their selection should depend largely upon the phase of chemistry in which the student is especially interested.

It is recommended that those intending to major in Chemistry take Mathematics 111-112, 121, and 122 in their Freshman year and start their work in Chemistry not later than the Sophomore year.†

For those students wishing to continue this science in Graduate school or desiring to enter a chemical industry, at least 30 hours of Chemistry, a reading knowledge of German and a course in Calculus are highly desirable.

All pre-professional and technical students should consult with the professor about their needs at the beginning of their Freshman year.

## \*201-202—A SURVEY COURSE IN CHEMISTRY

4 hours

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. It is designed to meet the science requirement for the Liberal Arts degrees and the

†See pre medic and pre engineering requirements, pages 45 and 46 for exceptions.

\*Significance of numbers, see page 51.

Chemistry requirements for the pre nursing course (page 47). It does not meet the requirements for pre medic, pre engineering, or teacher training curricula, nor for a major or minor in Chemistry. Three hours recitation and two hours laboratory.

First and second semesters.—Four hours credit each.

**211-212—GENERAL INORGANIC CHEMISTRY** 5 hours

A study of the laws and theories of chemistry; the preparations, physical and chemical properties and uses of the more important metallic and non-metallic substances. Some of the applications of Chemistry to modern life are studied. An attempt is made to promote the sense of unity of purpose in the physical universe. The laboratory work is well correlated with the class discussions. This course is open to those studying Chemistry for the first time as well as to those who have had high school work in Chemistry. Three hours recitation and four hours laboratory.

First and second semesters.—Five hours credit each.

**301—QUALITATIVE ANALYSIS** 5 hours

A study of those theories of Chemistry and of those properties of the metallic salts which are useful in their separation and identification. The laboratory work consists of the systematic qualitative analysis of "known" and "unknown" compounds and mixtures in solution and in the solid state. Two hours recitation and six hours laboratory. Prerequisites, Chemistry 211-212.

First semester.—Five hours credit.

**302—QUANTITATIVE ANALYSIS** 5 hours

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 hours recitation and six hours laboratory. Prerequisite, Chemistry 301.

Second semester.—Five hours credit.

**401-402—ORGANIC CHEMISTRY** 4 hours

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. A similar study of the aromatic compounds with an introduction to special classes of compounds, such as: the proteins, terpenes, alkaloids and dyes is made the second semester. 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. Two hours recitation and four hours laboratory. Prerequisite, Chemistry 211-212.

First and second semesters.—Four hours credit each.

**411-412—ELEMENTARY PHYSICAL CHEMISTRY** 2 hours

A study of the fundamental laws and theories of Chemistry, such as: laws of gases, solutions, conductance, thermochemistry, photochemistry, colloids, homogeneous and heterogeneous equilibrium, chemical kinetics, electromotive force, radioactivity and atomic structure. Two hours recitation, collateral reading and reports. Prerequisites, Chemistry 301, 302, 401-402 and Physics 211-212. Mathematics 211-212 is desirable.

First and second semesters.—Two hours credit each.

Given on sufficient demand.

**421—HISTORY OF CHEMISTRY****2 hours**

A review of the lives and work of the men, and of the related scientific developments, which have been instrumental in the advancement of Chemistry. Two hours recitation, collateral reading and reports. Prerequisites, Chemistry 401-402.

First semester.—Two hours credit.

Given on sufficient demand.

**431—ADVANCED ORGANIC CHEMISTRY****3 hours**

A more complete study of some of the special classes of compounds introduced in course 402, such as: the terpenes, dyes and proteins. Also a study of some of the modern theories regarding color, molecular structure and stereoisomerism. Three hours recitation, collateral reading and reports. Prerequisite, Chemistry 401-402.

First semester.—Three hours credit.

Given on sufficient demand.

**432—ELEMENTARY COLLOID CHEMISTRY****2 or 3 hours**

An introduction to the study of the fundamental principles of colloid chemistry. This course is designed to make a full year of advanced work with either course 421 or 431, hence the credit is made flexible. Two or three hours recitation, collateral reading and reports. Prerequisite, Chemistry 401-402.

Second semester.—Two or three hours credit.

Given on sufficient demand.

**451, 452—PRO-SEMINAR IN CHEMISTRY****1 hour**

This is a review of the whole field of undergraduate Chemistry with additional reading and library research. It is open only to Seniors and is intended as a partial preparation for the comprehensive examination. Prerequisites, Chemistry 302, 401-402. Chemistry 411-412 is highly desirable.

First and second semesters.—One hour credit each.

**ECONOMICS****(Division of Social Sciences)****Professor Howard****\*201-202—PRINCIPLES OF ECONOMICS****2 hours**

A survey of the industrial life of society from an institutional approach. This course is designed to meet the needs of the student who wishes to secure a knowledge of the economic environment in which he lives. It is also outlined as a preliminary course for economics and sociology majors. Prerequisite of all other economic courses and required of sociology majors.

First and second semesters.—Two hours credit each.

**301—LABOR HISTORY AND LEGISLATION****2 hours**

A study of the development and organization of labor movements in Great Britain and the United States. Trade, industrial, and labor unionism. Principles and policies of labor and industry. Methods of procuring legislation; progress made, and recent tendencies.

First semester.—Two hours credit.

Given on sufficient demand.

**302—LABOR PROBLEMS****2 hours**

A study of the relationships between labor and free land; immigration; child labor; women in industry; insurance; working

\*Significance of numbers, see page 51.

conditions; unemployment. An analysis of the problems involved in the labor-capital struggle and an investigation of the agencies for industrial peace.

Second semester.—Two hours credit.

Given on sufficient demand.

321, 322—FINANCIAL ORGANIZATION OF SOCIETY 2 hours

The purpose of this course is to give a broad general view of our whole financial system. Review of world finances up to 1791. The United States Bank; Independent Treasury System; state banks; coinage; note issue; legislation, especially after 1863 with the National Banking System. Detailed study is made of the functions of money and banking with special reference to the Federal Reserve System.

First and second semesters.—Two hours credit each.

Alternates with Economics 301, 302.

Omitted in 1940-41.

331—ECONOMIC HISTORY OF THE UNITED STATES 3 hours

See History 432. Student may elect to take as credit for either economics or history but not for both.

Omitted in 1940-41.

## EDUCATION

(Division of Education)

**Professor Barnard**

### CRITIC TEACHERS

Brownlee, Elizabeth - French - A. B. Earlham College 1925 - Marion High School.

Lewis, Howard C. - Chemistry, English, History - A. B. Indiana University 1926 - Upland High School.

McGeath, Delight - English - A. B. Western College for Women 1925 - Hartford City High School.

Nesbit, Esther E. - Music - B. Mus. in Ed. Illinois Wesleyan University School of Music 1930 - Hartford City High School.

Pearson, Helen R. - Mathematics - A. B., A. M. Indiana University 1926, 1931 - Hartford City High School.

Pugh, J. L. - Social Science - B. S. Ball State Teachers' College 1928 - Upland High School.

Snider, K. B. - English, Mathematics - A. B. Marion College 1936, Graduate work Ball State Teachers' College - Upland High School.

Sturgeon, Mrs. Daisy K. - English, Latin - A. B. Indiana University 1904; A. M. Chicago University 1915 - Upland High School

Telle, George H. - Mathematics - A. B. Indiana University 1920 Hartford City High School.

Wilson, David - Mathematics - B. S. Ball State Teachers' College 1929 - Upland High School.

The Education Department of Taylor University is strictly a professional department which seeks, with the cooperation of the other departments, to train teachers. The best is our aim. A Christian philosophy; the importance of character education; educating for living in a democracy; and the strategic position of the teacher in inculcating and developing these concepts receives much emphasis.

**\*211—INTRODUCTION TO EDUCATION** **3 hours**

This is a general survey course of the field of education and teaching. As its name implies, it introduces the students to the theory of education and principles underlying the same. The work is suitable to the needs of either the students preparing to teach or to those who do not desire to specialize in education. First semester.—Three hours credit.

**212—CLASSROOM MANAGEMENT** **3 hours**

In this course we deal with such topics as the following: Class membership and attendance, order and discipline, incentives, health of the pupil, grading and promotion, the curriculum, the daily program, the lesson assignment, supervised study, tests and measurements, formal and informal classes. Second semester.—Three hours credit.

**231—READING AND PHONETICS** **3 hours**

Much progress has been made in the field of reading within the past decade which should be available to the teacher. This course will bring much of this material to the attention of the teacher-in-training.

First semester.—Three hours credit.

**302—HISTORY OF EDUCATION IN THE UNITED STATES** **2 hours**

The influence of European ideals upon the schools of the United States, on Colonial education; social, economic and political influence on the development of education; the rise and expansion of public education; the growth of the high school and the development of the teaching profession; support and control of public education; the entire period of education from the earliest Colonial effort down to the present time is covered. Intended for those students who desire to know about the origin and development of education in the United States. Second semester.—Two hours credit.

**311—SECONDARY EDUCATION** **3 hours**

In this course we make an effort to set forth the fundamental principles of secondary education. To do this we study briefly the secondary schools of Germany, England and France first and follow this with our own system. The main topics for class discussion center around (1) the general purpose of education, (2) the relation of secondary education to other levels of education, (3) selection of students for secondary schools, (4) the content and organization of the high school course of study, (5) the relation of secondary education and vocational education, (6) the qualifications of secondary teachers, (7) general methods of teaching, (8) progress in high school studies, and (9) comparison of results obtained.

First semester.—Three hours credit.

**312—PRINCIPLES AND TECHNIQUE OF HIGH SCHOOL INSTRUCTION** **3 hours**

General methods for teaching in the high school constitute an important part of this course. Principles that underlie the teaching of every high school subject are stressed more than particular methods or devices for each subject. The teaching technique is \*Significance of numbers, see page 51.

emphasized. Only those preparing to teach are advised to take this course.

Second semester.—Three hours credit.

### 321 or 322—THE METHODS OF TEACHING HIGH SCHOOL SUBJECTS

The following courses deal with the organization and technique of the teaching of high school subjects. They aim to give thorough acquaintance with selection, organization and presentation of methods of instruction of such subjects.

|        |                                |        |        |
|--------|--------------------------------|--------|--------|
| —Bi.   | The Teaching of Biology        | T. Th. | 2 hrs. |
| —Ch.   | The Teaching of Chemistry      | T. Th. | 2 hrs. |
| —En.   | The Teaching of English        | T. Th. | 2 hrs. |
| —Fr.   | The Teaching of French         | T. Th. | 2 hrs. |
| —La.   | The Teaching of Latin          | T. Th. | 2 hrs. |
| —Ma.   | The Teaching of Mathematics    | T. Th. | 2 hrs. |
| —Mu.   | The Teaching of Music          | T. Th. | 2 hrs. |
| —P. E. | The Teaching of Phys. Educ.    | T. Th. | 2 hrs. |
| —Sp.   | The Teaching of Speech         | T. Th. | 2 hrs. |
| —SS.   | The Teaching of Social Science | T. Th. | 2 hrs. |

### 331—CHILD PSYCHOLOGY

2 hours

This course deals with the mind of the child from birth up to puberty. Such topics as the sensory life of the child, play, curiosity, imagination, memory, language, imitation, art, musical expression, moral nature, discipline, punishment and others will be subjects for study and class discussion. Members of the class will be asked to study some child for a period of time. Same as Psychology 331.

First semester.—Two hours credit.

### 332—ADOLESCENT PSYCHOLOGY

2 hours

This course will survey the literature bearing upon adolescence. Recent scientific discoveries will be brought out in class. Special attention will be paid to the interests, abilities and instinctive tendencies of youth. Some emphasis will be placed upon the more important phases of mental hygiene in its bearing upon adolescence. Members of the class will be given an opportunity to participate in some problem which deals with the relation of the adolescent to some institution such as the home, school, church, sports and games. The purpose of this course is to furnish the teacher a better understanding of the physical, intellectual and emotional life of youth and his problems. Same as Psychology 332.

Second semester.—Two hours credit.

### 341—EDUCATIONAL PSYCHOLOGY

3 hours

The purpose of this course is to give a better understanding of the principles of psychology which are used in later courses in Education. Some of the topics to be treated are learning, transfer of training, fatigue, effects of drugs, achievement testing and intelligence testing. The above topics will be related to teaching problems and the building up of a course of study. This course is required in most states for teacher certification. It is recommended for any student of education. Prerequisites, Elementary or General Psychology.

First semester.—Three hours credit.



**342—TESTS AND MEASUREMENTS****3 hours**

This is an introductory course dealing with both standardized and informal new type tests. Problems involved in the building, administering, scoring and using and interpreting the results of tests will be considered. Some attention will be given statistical methods to enable the student to classify data and to become familiar with some of the statistical terms.

Second semester.—Three hours credit.

**401—PHILOSOPHY OF EDUCATION****2 hours**

An attempt is made in this course to present the educational theories of Dewey, Horne, Bode, Kilpatrick, and others. Conflicting excerpts from present and past educational philosophers will be studied from time to time, and each student led to form his own philosophy.

First semester.—Two hours credit.

**421 or 422—SUPERVISED STUDENT TEACHING AND OBSERVATION****3 hours**

Under the direction of the critic teacher each student assumes for one semester a portion of the responsibility for the instruction, discipline and grading of one class in the high school of Upland, Matthews, Hartford City or in other high schools as there is need. The divisions of Education 421 or 422 are open to Seniors who have made a grade of C in Education. These students should have an average grade of C in the subject in which student teaching is to be done, and also in all Education courses taken prior to supervised student teaching. All such students should have credit for approximately 20 hours in the subject to be taught and be recommended by the department in charge of the subject. (These courses may be lengthened to meet 5 or 6 hour requirement of some states.)

First and second semesters.—Three hours credit each.

Three semester hours of credit may count on an A. B. degree.

**451, 452—PRO-SEMINAR IN EDUCATIONAL PROBLEMS****1 or 2 hours**

The aim of this Seminar is primarily that of providing for the individual differences. Readings, investigations, reports, discussions and evaluations will characterize the work. Open to Seniors working for the B. S. degree in Education, with the permission of the instructor.

First and second semesters.—One or two hours credit each.

**ENGLISH****(Division of English)****Professor Bentley, Assistant Professor Robinson**

Major in English: At least thirty semester hours. A major must include courses 101-102, 211, 212. A minor consists of twenty-two semester hours and includes course 101-102. The remaining courses should be selected so as to distribute the study as much as possible in the various periods of literature. Students majoring in English should take advance courses in at least one foreign language. It is recommended that English majors take English History, some work in philosophy, and in related fields of language and literature. Speech 221, 222 may apply on an English major.

**\*101-102—FRESHMAN COMPOSITION** **3 hours**

The technique of writing. Weekly themes. Papers based on observation and on suggested collateral readings. Required of Freshmen. This course is a prerequisite to all other courses in the department of English.

First and second semesters.—Three hours credit each.

**101a-102a—FRESHMAN COMPOSITION** **4 hours**

This course is one section of English 101-102, designed for those who from the entrance examination in English are found to be in need of more intense drill and closer supervision in grammar. It will meet four times each week but will carry only three hours credit, the extra day being devoted to remedial work in English composition and grammar. At the end of the first semester, those showing the improvement desired may transfer to other sections, and if all in the class have acceptable standing, the class may become a regular 102 course. At any time during the first semester, students found deficient in other sections may be transferred to this course.

First and second semesters.—Three hours credit each.

**301—ADVANCED COMPOSITION** **3 hours**

For students who have acquired some facility in writing and who need some practice in the technicalities of writing and the organization of ideas.

First semester.—Three hours credit.

**322—ENGLISH LANGUAGE** **3 hours**

A historical and philosophical study of the development of the English language in derivation, phonetics, grammar, and idiom.

Second semester.—Three hours credit.

### Literature

**211, 212—SURVEY OF ENGLISH LITERATURE** **3 hours**

A study of English literature and of literary history from Beowulf to the present. This course serves as an introduction to the advanced courses in English literature.

First and second semesters.—Three hours credit each.

**221, 222—SURVEY OF AMERICAN LITERATURE** **3 hours**

A study of American literature and of literary history from its beginning to the present.

First and second semesters.—Three hours credit each.

**252—CHILDREN'S LITERATURE** **3 hours**

This course offers opportunity for students to read and become acquainted with stories, poems, and factual material which is suitable for children. Standards for the choice of reading material will be presented.

Second semester.—Three hours credit.

**311—CLASSIC BACKGROUNDS OF ENGLISH LITERATURE** **2 hours**

A study of some Greek and Roman classics in translation.

First semester.—Two hours credit.

Omitted in 1940-41.

\*Significance of numbers, see page 51.

- 312—**MEDIAEVAL BACKGROUND OF ENGLISH LITERATURE** 2 hours  
 A study of some Mediaeval classics in translation.  
 Second semester.—Two hours credit.  
 Omitted in 1940-41.
- 331—**MODERN DRAMA** 3 hours  
 A study of the trend of modern drama from Ibsen to the present.  
 First semester.—Three hours credit.  
 Omitted in 1940-41.
- 332—**LITERARY CRITICISM** 3 hours  
 A study of the principles of criticism from Aristotle to the present.  
 Second semester.—Three hours credit.  
 Given on sufficient demand.
- 342—**MODERN AMERICAN AND BRITISH POETRY** 3 hours  
 A study of the technique and an interpretation of recent poetry.  
 Second semester.—Three hours credit.
- 351—**POETICS** 2 hours  
 A study of the mechanics of poetry, with some writing of verse.  
 First semester.—Two hours credit.
- 352—**THE SHORT STORY** 2 hours  
 A study of the origin and development of the form, with reading and some writing of typical stories.  
 Second semester.—Two hours credit.
- 401—**MILTON** 3 hours  
 A study of Milton's poetry, with special attention to **Paradise Lost**.  
 First semester.—Three hours credit.  
 Omitted in 1940-41.
- 411—**THE ENGLISH NOVEL** 3 hours  
 A study of the origin and development of the form, with reading of types.  
 First semester.—Three hours credit.  
 Omitted in 1940-41.
- 412—**THE ROMANTIC POETS** 3 hours  
 A study of early nineteenth century poets, with special attention to Wordsworth, Coleridge, Byron, Shelley, Keats.  
 Second semester.—Three hours credit.  
 Omitted in 1940-41.
- 421—**THE VICTORIAN POETS** 3 hours  
 The study of the poetry of the Victorian age, with special attention to Tennyson and Browning.  
 First semester.—Three hours credit.
- 422—**THE ENGLISH ESSAY** 3 hours  
 A study of the English Essay from Bacon to the present.  
 Second semester.—Three hours credit.  
 Omitted in 1940-41.
- 431—**THE DEVELOPMENT OF THE ENGLISH DRAMA** 3 hours  
 A study of the English drama from its origin to Shakespeare.  
 First semester.—Three hours credit.

**432—SHAKESPEARE** **3 hours**

A study of some of the representative dramas of Shakespeare. Second semester.—Three hours credit.

**442—CORRELATION AND HONORS COURSE** **2 hours**

A study designed to correlate English courses previously taken, and to lead to research and to comprehensive examination. Required of English majors seeking honors. Second semester.—Two hours credit.

**FRENCH****(Division of Foreign Language)****Professor Musgrave**

Students 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 is needed. For those specializing in science, French and German are advisable electives. A major requires 24 hours and a minor, 16. The first year of a modern language does not count on a major. It does count 4 hours on a minor. A course of European History and some knowledge of another language are suggested for those majoring in a modern language.

**\*101-102—ELEMENTARY FRENCH** **4 hours**

Drill in grammar and pronunciation, with written exercises, dictation, and conversation in French.

First and second semesters.—Four hours credit each.

**201-202—INTERMEDIATE FRENCH** **3 hours**

Review of French grammar. Composition in French, oral reading and interpretation of modern texts with conversation based on the texts read. Prerequisite, French 101-102 or two years of high school French.

First and second semesters.—Three hours credit each.

**301, 302—SEVENTEENTH CENTURY FRENCH LITERATURE** **3 hours**

A study of the classical period with special reference to the plays of Corneille, Moliere, and Racine. Particular attention will be given to the development of literary doctrines and genres. Lectures supplemented by collateral readings and reports.

First and second semesters.—Three hours credit each.

Given on sufficient demand.

**311, 312—NINETEENTH CENTURY FRENCH LITERATURE** **3 hours**

The reading and critical study of representative authors of the nineteenth century. Collateral readings and reports.

First and second semesters.—Three hours credit each.

Given on sufficient demand.

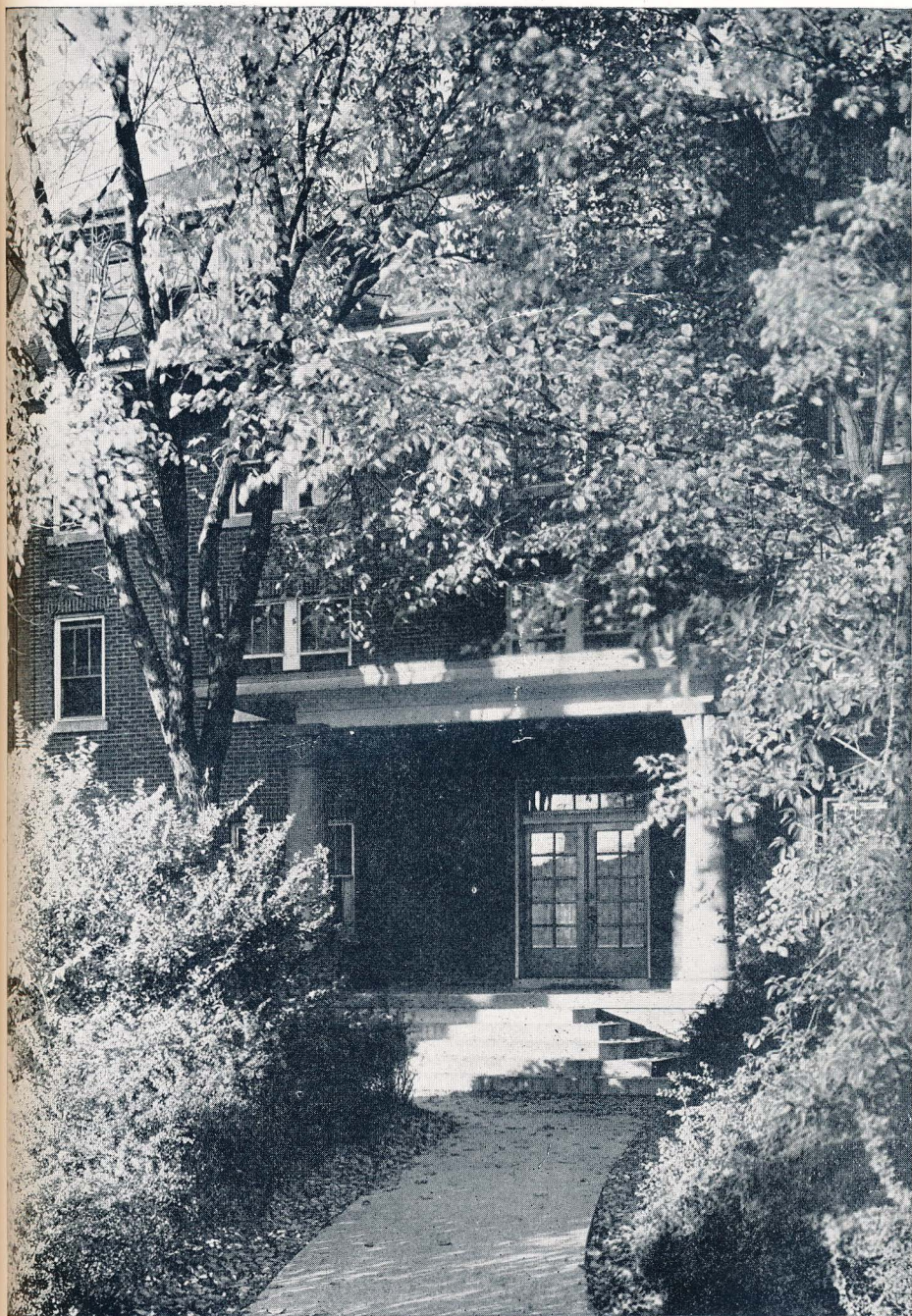
**401-402—SURVEY OF FRENCH LITERARY HISTORY** **3 hours**

A study of French Literary History from the Renaissance to contemporary writers. An introduction to the masterpieces of French Literature. Discussions, collateral readings, and reports.

First and second semesters.—Three hours credit each.

Given on sufficient demand.

\*Significance of numbers, see page 51.



**A Campus Beauty Spot: Court between Wisconsin and Magee Dormitories**

**411-412—COMPOSITION AND CONVERSATION** 3 hours

Drill in the translation of more difficult English into French. Practice in conversation with considerable emphasis upon the principles of phonetics. Prerequisite, French 201-202 or the equivalent.

First and second semesters.—Three hours credit each.

**421, 422—FRENCH CIVILIZATION [A Pro-Seminar]** 1 or 2 hours

A study of French life and institutions. Special attention will be given to the geographical, political, literary, and artistic influences which are the most important in forming an adequate acquaintance with Modern France. Representative works of contemporary authors will be read. Discussions, collateral readings, and reports.

First and second semesters.—One or two hours credit each.

Given on sufficient demand.

**GEOGRAPHY**

(Division of Social Sciences)

**Professor Barnard**

**\*201—PRINCIPLES OF GEOGRAPHY** 2 hours

A survey of world geography with emphasis upon principles, content, and methods of geography for the upper elementary grades.

First semester.—Two hours credit.

Omitted in 1940-41.

**202—HUMAN GEOGRAPHY** 2 hours

This course will emphasize the nature and distributions of the relationships between geographical environment and human activities and qualities.

Second semester.—Two hours credit.

Omitted in 1940-41.

**GERMAN**

(Division of Foreign Language)

**Professor Fenstermacher**

Students 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 is needed. For those specializing in science, French and German are advisable electives. A major requires 24 hours and a minor, 16. The first year of a modern language does not count on a major. It does count 4 hours on a minor. A course of European History and some knowledge of another language are suggested for those majoring in a modern language.

**\*101-102—BEGINNING GERMAN** 4 hours

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.

First and second semesters.—Four hours credit each.

\*Significance of numbers, see page 51.

- 201-202—INTERMEDIATE GERMAN 3 hours  
 Grammar review. Intensive and extensive reading. Composition. Prerequisite, German 101-102 or two years in high school German.  
 First and second semesters.—Three hours credit each.
- 301—GOETHE 3 hours  
 A brief introduction to the life and works of Goethe. An intensive study of one or more of his works. Prerequisite, German 201-202.  
 First semester.—Three hours credit.  
 Given on sufficient demand.
- 302—SCHILLER 3 hours  
 A brief introduction to the life and works of Schiller. An intensive study of one or more of his works.  
 Second semester.—Three hours credit.  
 Given on sufficient demand.
- 321—GERMAN ROMANTICISM 3 hours  
 A survey of German Romanticism with an intensive study of several of its chief works. Prerequisite, German 201-202.  
 First semester.—Three hours credit.  
 Given on sufficient demand.
- 322—LATE NINETEENTH CENTURY GERMAN  
 LITERATURE 3 hours  
 A study of the rise and character of the naturalistic school with an intensive study of one or more of its chief works. Prerequisite, German 201-202.  
 Second semester.—Three hours credit.  
 Given on sufficient demand.
- 331, 332—SCIENTIFIC GERMAN 2 hours  
 Reading of material relating to various sciences. Open only to students in combined courses or majoring in science. Does not count toward major or minor. Prerequisite, German 201-202.  
 First and second semesters.—Two hours credit each.  
 Given on sufficient demand.

## GREEK

(Division of Foreign Language)

**Assistant Professor Pugsley, Professor Huffman**

In order to meet the requirements for graduation described in Division IV on page 37, students desiring Greek will observe the following provision:

In event of the sixteen hour language requirement, the following alternatives are available:

- (a) Two years of classical Greek.
- (b) One year of classical Greek followed by two years of study in New Testament Greek.

Students who expect to teach Latin will find an acquaintance with Greek a great advantage, especially when planning for graduate courses.

Students majoring in Greek, especially those planning to do graduate work, will find it advisable to have a minor in Latin.

**\*101-102—ELEMENTARY GREEK** **5 hours**

Beginner's course. The acquisition of a vocabulary, mastery of the forms and fundamental principles of Greek grammar, and practice in reading easy Greek prose will be emphasized. Latin 101-102 or its equivalent are recommended as a prerequisite. First and second semesters.—Five hours credit each.

**201-202—ATTIC PROSE AND EPIC POETRY** **3 hours**

Xenophon's Anabasis and prose composition. Selections from the works of Plato, Herodotus, Lysias, Lucian, and Homer. Prerequisite, Greek 101-102. First and second semesters.—Three hours credit each. Given on sufficient demand.

**301-302—PHILOSOPHY AND DRAMA** **3 hours**

Plato's Apology and selected dialogues. Selected plays of Aeschylus, Sophocles, and Euripides. A survey of the Greek theatre and its drama in the second semester. Prerequisite, Greek 201-202 or 321-322.

First and second semesters.—Three hours credit each. Given on sufficient demand.

**311-312—GREEK AND ROMAN CIVILIZATION** **3 hours**

See Latin 321-322, page 72.

**321-322—JOHANNEAN WRITINGS (GREEK)** **3 hours**

Readings and exegetical work will be confined principally to selections from the Gospel of John, the Johannine epistles, and the Apocalypse. Some attention will be given to grammatical construction, developing the student for the more difficult work of the following years. Westcott and Hort's Greek text is used throughout.

First and second semesters.—Three hours credit each.

**411-412—HARMONY OF GOSPELS****GENERAL EPISTLES (GREEK)** **3 hours**

The harmony of the Gospels will be studied in the Greek with special attention given to the synoptics. While the student will be expected to read the Gospel narratives in all the synoptical accounts, special attention is given to the Gospel by Mark. A Greek Harmony is used. The general epistles (exclusive of the Johannine) will also be studied on the basis of the Greek text.

First and second semesters.—Three hours credit each.

Omitted in 1940-41.

**421, 422—PAULINE EPISTLES, HEBREWS (GREEK)** **3 hours**

The exegetical work of this course will be practically confined to the Pauline epistles. Several of the shorter epistles are read and studied in their entirety, and portions of the longer epistles are read. Special attention is given to the doctrinal teachings of the Pauline writings. Sufficient time is devoted to The Hebrews to give students an appreciation of its wonderful contribution to the New Testament teaching.

First and second semesters.—Three hours credit each.

\*Significance of numbers, see page 51.



## HISTORY

(Division of Social Sciences)

**Professor Oborn**

As a general rule, course 101, 102 is prerequisite to courses on the higher levels. All students expecting to continue in the department who have not taken course 101, 102 during their freshman year should take it during their sophomore year. All students deciding to major in history must consult the head of the department concerning their further courses of study.

**\*101, 102—HISTORY OF THE UNITED STATES** **3 hours**

A progressive study of the social, political, and cultural development of the people of the United States from the period of the colonization to the present time. The first semester is designed to carry the narrative through the reconstruction period following the Civil War. The second semester will begin at that point and complete the story to the present day.

First and second semesters.—Three hours credit each.

**201, 202—EUROPE IN THE MIDDLE AGES** **3 hours**

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.

First and second semesters.—Three hours credit each.

**321—GREEK HISTORY** **3 hours**

A study of the history of the people of Greece, including the Aegean civilization, the classic period, and the Hellenistic kingdoms. Special attention is given to the political, economic, and cultural life of Athens.

First semester.—Three hours credit.

Omitted in 1940-41.

**322—ROMAN HISTORY** **3 hours**

A study of the Roman people from their beginnings in Italy to the death of Justinian, with particular attention to their political, economic, social, and cultural institutions and their influence on modern civilization.

Second semester.—Three hours credit.

Omitted in 1940-41.

**331-332—MODERN AND CONTEMPORARY EUROPEAN HISTORY** **3 hours**

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 will be given to the backgrounds of the World War and to the contemporary situation.

First and second semesters.—Three hours credit each.

**341, 342—HISTORY OF ENGLAND** **2 hours**

A study of the entire course of English history from the earliest times to the present era. Special emphasis will be given

Omitted in 1940-41.

\*Significance of numbers, see page 51.

to the social and political aspects of English development.  
First and second semesters.—Two hours credit each.

401-402—INTRODUCTION TO AMERICAN GOVERNMENT 2 hours

This course is identical with Political Science 401-402, which see. Credit will be given for this course in fulfilling the requirement for a history major for the A.B. degree in Taylor University, but it is not permissible for a major in history for Indiana State certification.

First and second semesters.—Two hours credit each.  
Omitted in 1940-41.

421-422—HISTORY OF AMERICAN FOREIGN RELATIONS 2 hours

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.

First and second semesters.—Two hours credit each.

431—HISTORY OF THE AMERICAN FRONTIER 3 hours

A study of the progressive development and westward expansion of the American frontier from the colonial period to its final disappearance. Special emphasis will be given to the social and economic factors that moulded the frontier, and to the varied influence of the frontier upon the development of American civilization.

First semester.—Three hours credit.  
Omitted in 1940-41.

432—AMERICAN ECONOMIC DEVELOPMENT 3 hours

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.

Second semester.—Three hours credit.  
Omitted in 1940-41.

441, 442—AMERICAN HISTORICAL PROBLEMS 2 hours

This course will consist of a study of American historical problems as they arise out of present day conditions. A study of contemporary developments will be accompanied by individual research into the historical backgrounds of current issues confronting the American people.

Prerequisite, History 101, 102 or its equivalent.  
First and second semesters.—Two hours credit each.  
Given on sufficient demand.

451, 452—PRO-SEMINAR IN HISTORY 1 or 2 hours

This is primarily a reading course designed to aid the student in preparing for his comprehensive examination in his major field. The course will consist of directed reading, with occasional seminar sessions for consultation, reports, and discussion. Only history majors registered for their senior year will be admitted. All such majors are expected to take this course.

First and second semesters.—One or two hours credit each.

## HOME ECONOMICS

Assistant Professor Alford

The courses offered in this field are planned so they are technical enough to meet the need of the student who wants to use it in the teaching field later on, yet the constant emphasis is to make the work practical so that the young woman may really be fitted for her task as a home-maker.

### \*101-102—CLOTHING

2 hours

A study of the basic principles in clothing selection with emphasis upon the analysis of the individual's clothing problems. Laboratory work includes the fundamentals of clothing construction, the use and alteration of commercial patterns. Four hours laboratory each week.

First and second semesters.—Two hours credit each.

### 111-112—FOODS AND NUTRITION

3 hours

The composition and nutritive value of foods and the study of diet with special consideration of the energy requirement, protein, mineral and vitamin needs of the individual. A study of foods from the standpoint of costs, selection, preparation, meal planning and table service. Recitation and laboratory.

First and second semesters.—Three hours credit each.

### 201—TEXTILES

2 hours

A study of the growth and development of the textile machinery and industries and factors essential to the intelligent selection, use, laundry and care of textile materials.

First semester.—Two hours credit.

### 202—COSTUME DESIGN

2 hours

This course includes a discussion of the fundamental principles of design, their application to the selection and adaptation of clothing, and the influence of the principles of garment construction on clothing design.

Second semester.—Two hours credit.

### 301-302—DIETETICS

2 hours

This course deals with the varying requirements of the individual in health and disease from infancy to old age and the making of typical dietaries for the different periods. Special attention is given to the problem of satisfying the varying requirements of a family. Recitation and laboratory. Prerequisite, Home Economics 111-112, Chemistry 201-202.

First and second semesters.—Two hours credit each.

Given on sufficient demand.

### 311—THE HOUSE

2 hours

This course deals with the studying of house plans, the problems of plumbing, heating, lighting and ventilating, the study of household furnishings and equipment and the care of the household.

First semester.—Two hours credit.

Omitted in 1940-41.

### 312—THE FAMILY

2 hours

A study of the family as a social group with emphasis on woman in her various relations such as: a citizen, a member of

\*Significance of numbers, see page 51.

society and in the home.

Second semester.—Two hours credit.

Omitted in 1940-41.

### 322—ADVANCED CLOTHING

2 hours

This course includes advanced problems in dressmaking with emphasis on adaptation of pattern to the individual and remodeling of garments. It includes the study of the trend of fashion and style in relation to good taste in dress. Prerequisites, Home Economics 101-102.

Second semester.—Two hours credit.

## LATIN

(Division of Foreign Language)

Professor Musgrave, Assistant Professor Pugsley

A major in Latin requires the completion of at least 24 semester hours, and a minor of at least 16 semester hours, not including Course 101-102. The major requires, as collateral, courses in Greek and Roman history.

### \*101-102—ELEMENTARY LATIN

4 hours

The study of elementary grammar, including the rules of pronunciation, inflection, and syntax. The work of the second semester will consist of the reading of selections from Caesar with special attention to grammatical constructions and historical background.

First and second semesters.—Four hours credit each.

Given on sufficient demand.

### 111-112—CICERO AND VERGIL

3 hours

First semester: The study of selected orations of Cicero. Special attention will be given to a general review of the rules of syntax, word order, and political and social background of the text.

Second semester: The reading of selections from the Aenid. Emphasis upon mythology, poetic diction, and prosody. Material not usually read in high school will be read, if students have studied these authors before entering college. Prerequisite, Latin 101-102.

First and second semesters.—Three hours credit each.

### 201—ROMAN LYRIC POETRY

3 hours

Readings from the lyric poets of the classical period. A study of the history of Roman lyric verse with emphasis upon form and content.

First semester.—Three hours credit.

Given on sufficient demand.

### 211-212—THE ROMAN HISTORIANS

3 hours

The study of selections from Sallust, Livy, and Tacitus. Emphasis upon Roman historiography and Latin prose style.

First and second semesters.—Three hours credit each.

Given on sufficient demand.

### 301-302—SURVEY OF ROMAN LITERATURE

3 hours

The reading of selections from classical authors, beginning with Plautus and ending with Suetonius. Literary history and appreciation will be emphasized. Discussions, outside readings,

\*Significance of numbers, see page 51.

reports. Prerequisite, Latin 111-112.

First and second semesters.—Three hours credit each.

Given on sufficient demand.

**312—LATIN PROSE COMPOSITION 3 hours**

Thorough review of forms and syntax; practice in the translation of English to Latin; an introduction to the history of the Latin language. Prerequisite, Latin 301-302.

Second semester.—Three hours credit.

Given on sufficient demand.

**321-322—GREEK AND ROMAN CIVILIZATION 3 hours**

An introduction to the culture and civilization of ancient Greece and Rome. The contribution of Greek and Roman thought, literature, and institutions to the development of Western civilization and the Graeco-Roman influence upon early Christianity will be especially studied. Lectures, collateral readings, and reports. This course is recommended to all students majoring in Greek or Latin and is adapted to the needs of those specializing in subjects requiring a background knowledge of the ancient world. Open to Sophomores and Freshmen whose qualifications have been determined by consultation with the instructor. No knowledge of the classical languages is required.

First and second semesters.—Three hours credit each.

Mr. Pugsley in charge first semester.

Mr. Musgrave in charge second semester.

Omitted in 1940-41.

**401-402—ROMAN PHILOSOPHY AND DRAMA 2 or 3 hours**

First semester: The reading of selections from the *De Amicitia*, *De Senectute*, *Tusculan Disputations*, and the *De Rerum Natura*. Attention will be given to the development of Roman philosophy.

Second semester: Selected plays of Plautus and Terence will be studied. Special study of the Roman theatre and dramatic technique.

First and second semesters.—Two or three hours credit each.

Given on sufficient demand.

**451, 452—PRO-SEMINAR IN ROMAN STUDIES 1 or 2 hours**

A study of the various departments of Roman thought and life as they relate to each other and to other fields of investigation. An introduction to the methods of research in Classics, and extensive reading in the original authors. Attention will be given to the relationship of ancient civilization to modern times.

First and second semesters.—One or two hours credit each.

## MATHEMATICS

(Division of Science)

Professor Draper

Students expecting to major in Mathematics and those preparing for scientific work, including engineering, should elect courses 111-112, 121, 122, in the freshman year. Course 211-212 is required for a major.

**\*111-112—COLLEGE ALGEBRA 2 hours**

This course begins with a review of the fundamentals adapted

\*Significance of numbers, see page 51.

to the needs of the class, and includes such topics as functions, graphs, logarithms, permutations, combinations and probability. First and second semesters. Two hours credit each.

**121—PLANE TRIGONOMETRY** *3 hours*

A study of the trigonometric functions, their relations to each other and their application to the solution of right and oblique triangles, with equations, identities, and logarithms.

First semester.—Three hours credit.

**122—ANALYTIC GEOMETRY** *3 hours*

A study of the straight line and the conic sections by the use of the algebraic equation; higher plane curves and related topics. Prerequisites, Mathematics 111, 121.

Second semester.—Three hours credit.

**151—GENERAL MATHEMATICS** *3 hours*

A content course—emphasizes the fundamentals of Arithmetic.

First semester.—Three hours credit.

**211-212—DIFFERENTIAL AND INTEGRAL CALCULUS** *4 hours*

Derivatives, maxima and minima, partial and total differentials, single and double integration applied to the findings of areas, length of curves, and volumes. Prerequisites, Mathematics 111-112, 121, 122.

First and second semesters.—Four hours credit each.

**221—SURVEYING** *2 hours*

Theory and practice in elementary surveying. Field work in land surveying, profile and topographical leveling. Triangulation in both horizontal and vertical planes. Prerequisite, Mathematics 121.

First semester.—Two hours credit.

Given on sufficient demand.

**301-302—ASTRONOMY** *2 hours*

A general course given for its cultural value. It includes a study of the solar system, the stars, and the use of star maps and of the telescope. Does not count toward a major.

First and second semesters.—Two hours credit each.

**311—COLLEGE GEOMETRY** *3 hours*

Advanced Euclidean Geometry, with a brief survey of some of the more difficult topics of plane and solid High School Geometry.

Prerequisite, Mathematics 122.

First semester.—Three hours credit.

Omitted in 1940-41.

**312—MATHEMATICAL THEORY OF INVESTMENT** *3 hours*

Compound and simple interest, annuities, depreciation, bonds, sinking funds, insurance and other problems of the business world. Prerequisite, Mathematics 122.

Second semester.—Three hours credit.

Omitted in 1940-41.

**321—ADVANCED ANALYTIC GEOMETRY** *3 hours*

Advanced topics in plane and solid analytic geometry, including a study of the general equation of second degree, and of curve-fitting. Prerequisite, Mathematics 122.

First semester.—Three hours credit.

- 322—ADVANCED CALCULUS 3 hours  
 An advanced course in calculus. Prerequisite, Mathematics 211-212.  
 Second semester.—Three hours credit.  
 Given on sufficient demand.
- 331—THEORY OF EQUATIONS 2 hours  
 Complex numbers, determinants, solution of cubic and biquadratic equations, relations between roots and coefficients of an equation and related topics. Prerequisite, Mathematics 211-212.  
 First semester.—Two hours credit.  
 Given on sufficient demand.
- 401, 402—ADVANCED COLLEGE ALGEBRA 2 hours  
 A more thorough study of series, determinants, partial fractions, permutations, combinations, probability, and other topics selected according to the class. Prerequisite, Mathematics 211-212.  
 First and second semesters.—Two hours credit each.
- 431-432—DIFFERENTIAL EQUATIONS 2 hours  
 An introductory course in ordinary differential equations, with applications. Prerequisite, Mathematics 211-212.  
 First and second semesters.—Two hours credit each.  
 Given on sufficient demand.
- 451, 452—CORRELATION COURSE 1 or 2 hours  
 A course designed to correlate the previous work of the student in the field of mathematics, and to prepare for the comprehensive examinations in this field.  
 First and second semesters.—One or two hours credit each.

## MUSIC

(Division of Fine Arts)

Associate Professor Bothwell, Assistant Professor Kreiner

### COURSES OF STUDY LEADING TO THE BACHELOR OF MUSIC DEGREE

#### PIANO

Instruction in piano playing involves a special adaptation to the needs of each individual pupil. While technical foundation is insisted upon, musical feeling is cultivated from the outset. The courses indicated below are not arbitrary, but indicate the amount and character of the work that the student is expected to cover for his Music degree. Credit will be given for equivalent work pursued elsewhere prior to entering the college.

In adopting the plan outlined in the following courses Taylor University Department of Music attempts to give definite classification in a music course as early as possible, but with the distinct understanding that the credits indicated in the Junior and Senior years can be given to those only who have fulfilled so well all the requirements that they have received junior classification by special vote of the faculty of the Department of Music. This classification received, the student's courses are credited as earned in the usual way. If for any reason a student fails to receive junior classification in his third year, his credit in Theory and other classes will be counted, but no further credit for practical music will be given until this classification is attained. On the other

hand, a student who is so advanced in music as to receive junior classification the second year, thereby receives advanced credit and may be able to finish the course in three years.

Applicants for admission to the course in Piano which leads to the Bachelor's degree in Music will be expected to play music in the following grade, or its equivalent: easier sonatas by Haydn and Mozart; Czerny, op. 299, Books I and II; Heller, op. 47; easier Songs Without Words by Mendelssohn, and major and minor scales.

#### First Year

Technic: Czerny, op. 299; Bach, Two and Three Part Inventions; Haydn, Mozart or easier Beethoven Sonatas; romantic and modern pieces.

#### Second Year

Technic: Czerny, op. 740; Bach, Three Part Inventions and numbers from Suites; Beethoven Sonatas of medium grade; romantic and modern pieces.

#### Third Year

Technic: Cramer studies; Bach, Well-tempered Clavichord; Beethoven Sonatas; romantic and modern pieces. Junior recital.

#### Fourth Year

Technic: Clementi studies, Chopin etudes; one concerto; romantic and modern pieces. Senior recital.

### ORGAN

The three manual Tellers-Kent Organ provides an excellent means for the study of the organ. This course of instruction in the Department of Music is planned to develop a finished technique, and to give an adequate knowledge of organ literature, so that the student will know what to use and how to use it in playing and teaching. The church service and its requirements are always kept strongly in view. No student will be allowed to take up the study of the organ with a view toward graduation with it as major study, unless he can play piano selections of at least the fourth grade. Students making the organ a major study are required to take piano as a second study.

#### First Year

Preparatory work in Stainer or Clemens; Bach, Chorale Preludes and Little Preludes and Fugues; Easy Pieces. Hymn playing.

#### Second Year

Scale studies: Trios for Manuals and Pedals; Bach, Chorale Preludes, Bach, Fugues; Mendelssohn, Second Sonata; Pieces. Hymn playing.

#### Third Year

Bach, Chorale Preludes; Bach, Fugues; Mendelssohn, Third Sonata; Franck, Piece Heroique; Pieces. Junior recital.

#### Fourth Year

Bach, Chorale Preludes; Bach, Fugues; Vierne, Symphony; Widor, Symphony; Pieces. Senior recital.

### VOICE

Tone cultivation of the voice in singing consists in the correct development of pure tone quality, ease, natural poise, enunciation, legato and sustained singing. This is accomplished by learning correct tonal placement and breath control.



Song literature of the classic and modern schools is studied to develop a deeper appreciation of good music.

Upon graduation a student must have a repertoire of arias from the standard oratorios and operas, as well as English, French, German and Italian songs.

All vocal students are required to sing in the Choral Society.

### COURSES IN VOICE TRAINING

#### First Year

Diaphragmatic breathing, exercises for breath control and tone placement from Vaccai, Sieber and Randegger, Concone op. 9—Easy songs.

#### Second Year

Continued work in vocal technique, studies from Concone, Panofka, Marchesi. More difficult sacred and secular songs.

#### Third Year

Exercises in rapid scales, trills and arpeggios. Studies from various masters. Recitative and arias from the easier oratorios and German and English songs.

#### Fourth Year

Advanced vocal technique and studies, difficult songs. Study of Coloratura, Oratorio and Operatic arias in Italian, German and English.

### VIOLIN

Special emphasis is laid at all times on such essential subjects as correct position of the body and the manner of holding the violin. Great care is taken in the development of the bow arm, in order to attain the freedom and ease in its use which modern violin composition requires. Quality of work is of greater consideration than quantity. Throughout the course careful attention is given to the development of a broad pure tone, careful intonation, and a mental understanding of what is being studied. Great emphasis is placed on habits and methods of practice.

While the studies given are always suited to the need of the individual pupil, the following outline is suggestive of the work done.

#### First Year

Schradieck's Technics, Part I, Kayser op. 20, Books I, II, III. Major scales in two octaves. Solos with piano accompaniment by Dancla, Sitt, Bohm, etc.

#### Second Year

Schradieck's Technics, Kreutzer and Dont etudes, Sevcik trill and bowing studies. Major scales through two octaves, including the first five positions. Simple major arpeggios. Solos with piano accompaniment by Ries, Raff, Godard, Thome, etc.

#### Third Year

Etudes by Kreutzer, Sevcik bowing, Schradieck's scale and double stop studies. Three octave arpeggios through all keys. Solos and concertos by Viotti, de Bériot, Hauser, Handel, Wieniawski, etc.

#### Fourth Year

Etudes and studies by Rode, Fiorillo, Sauret, etc. Sonatas by Handel, Bach, Grieg. Solos and concertos by Wieniawski, Mendelssohn, Bruch, Spohr, etc.

## Courses of Instruction

Courses 111, 112; 121, 122; 201, 202; 222; 301 and 302 are accepted for credit in the College of Arts and Sciences, up to the limit of hourage.

**\*100—NORMAL TRAINING IN PIANO** *2 hours*  
Preparation for teaching Piano.  
Second semester.

**101, 102—ELEMENTARY MUSIC TRAINING** *2 hours*  
A course especially designed for ministerial students and Christian workers, and for those whose early musical education may have been neglected. This course covers work in elementary ear training, sight singing, notation terminology and conducting. First and second semesters.—Two hours—no credit.

**111, 112—HISTORY AND APPRECIATION OF MUSIC** *3 hours*  
This course may be described as music appreciation with a historic basis; the aim of the course not being to give a series of facts in Music History, but to enable the student to understand and enjoy the work of all periods of musical development. Abundant illustrations are given of every school and phase of musical development, by the teacher and with aid of the victrola. Required for graduation in Music and for a Teacher's Certificate in Public School Music.

First and second semesters.—Three hours credit each.

**121, 122—FIRST YEAR HARMONY** *2 hours*  
Music notation, keys, scales, intervals, chord connection, part writing, chords of the seventh, modulation, original work. Required for graduation in Music.

First and second semesters.—Two hours credit each.

**131, 132—EAR TRAINING AND SIGHT SINGING** *5 hours*  
Required for graduation in Music.

First and second semesters.—Two hours credit each.

**201—ADVANCED HARMONY** *2 hours*  
Transposition, chromatically altered chords, enharmonic changes, suspension, retardation, anticipation, embellishment, pedal point, original composition in all musical forms. Required for graduation in Music.

First semester.—Two hours credit.

**202—HARMONIC ANALYSIS** *2 hours*  
The analysis of illustrative passages of harmony from all schools of composition. Required for graduation in Music.  
Second semester.—Two hours credit.

**301—SIMPLE COUNTERPOINT** *2 hours*  
Two, three and four-part writing in the various species. Required for graduation in Music.

First semester.—Two hours credit.

Omitted in 1940-41.

**311, 312—KEYBOARD HARMONY** *2 hours*  
Practical application at piano of work done in Music 121, 122, 201. Required for graduation in Music with a piano, organ or voice major.

First and second semesters.—Two hours credit each.

\*Significance of numbers, see page 51.

- 321, 322—ENSEMBLE PLAYING 2 hours  
 This course is divided into two parts. Three hours are given to playing in string ensembles, such as violin trios and quartets, string quartets, etc. The three remaining hours are given to playing principal sonatas for violin and piano, or in rehearsing with various orchestral combinations. Required for graduation in Music with violin major.  
 First and second semesters.—Two hours credit each.  
 Omitted in 1940-41.
- 331-332—SCHOOL MUSIC METHODS 2 hours  
 Materials and methods for primary and intermediate grades. Presentation of the rote song, treatment of monotones, problems of rhythm and of notation; development of music reading. Care of the child voice and of the changing voice; music appreciation.  
 First and second semesters.—Two hours credit each.  
 Omitted in 1940-41.
- 342—PROFESSIONAL METHODS 2 hours  
 Testing and classification of voices, disciplinary problems, school assemblies, contest judging, tests, and measurements. Professional relationship.  
 Second semester.—Two hours credit.  
 Given on sufficient demand.
- 351-352—MUSIC IN THE HISTORY OF THE CHURCH 2 hours  
 This course is offered to students who are preparing for active Christian work. It comprises the study of hymns and tunes of the various epochs in the history of the Christian Church. Opportunity is given for the discussion of the problems to be met in the music of the present day church. Required of students majoring in Organ.  
 First and second semesters.—Two hours credit each.  
 Given on sufficient demand.
- 401—CONDUCTING 2 hours  
 Technic of the baton, vocal and instrumental score reading, methods and materials for choir, chorus and orchestra. Required for graduation in Music and for a major in Public School Music.  
 First semester.—Two hours credit.
- 402—ORCHESTRATION 2 hours  
 Study of orchestral instruments with a view to practical and effective writing. Arranging of compositions for strings and for full orchestra. Required for graduation in Bachelor of Music courses and for a major in Public School Music.  
 Second semester.—Two hours credit.
- 412—FORM 2 hours  
 Elements of music form from the motive and primary form through the development of the composite forms, with analysis of important types, both classic and modern. Required for graduation in Music.  
 Second semester.—Two hours credit.
- 451, 452—CORRELATION COURSE 1 or 2 hours  
 A course planned to correlate work previously taken in music, and to lead to research and the comprehensive examinations.  
 First or second semesters.—One or two hours credit.

## MUSICAL ORGANIZATIONS

### Orchestra

The college Orchestra affords an opportunity for those in the school who play orchestral instruments to obtain experience in ensemble playing. This organization gives a concert in the fall of each year and is one of the features of the Commencement season. Those wishing to apply for entrance into the Orchestra should make their desire known to the leader during the first week of the first semester.

### Quartets

A unique feature of Taylor University is the interest which is shown in quartet singing by men. Quartets are supervised by the Voice teacher so that excellent training in the smaller forms of ensemble singing is to be had in this way.

### Choral Society

The Choral Society is an organization of nearly one hundred college students who are selected by voice tryouts at the beginning of the school year. Rehearsals are held weekly. Several Oratorios and choral programs are given each year under the direction of the Voice teacher.

### Men's Glee Club

The Men's Glee Club is a selected group of singers whose voices and reading ability are above the average. Secular and sacred concerts are sung in their many appearances before public and radio audiences.

### Student Recitals

One of the most important incidental advantages of the department of Music is the weekly student recital. Through these informal programs, students are enabled to become familiar with a larger number of musical compositions which they would not have time to study individually. The recitals also serve to develop in the students self-control and ease in public performance. Attendance is required of all students taking any form of music work.

It is a distinct understanding that any student who registers for any kind of music work, will take part in recitals when asked to do so by the teacher. All Music students who are working for degrees must play in recitals once in the freshman year, and once each semester in the three following years.

## REGULATIONS

Students are expected to consult the Director before arranging to take part in any public program.

The rental of pianos and assignment of practice periods are exclusively in the hands of the Director of the Department. All students in piano or private work in voice, except those who have pianos in their own homes, are expected to take at least one practice period a day at the Music Hall. Students may not use the pianos beyond the specified time for which payment is made (except by special permission) and no use of the pianos is allowed on Sunday.

Students who expect credit in any field of applied music must have all lessons which are required for graduation from the head of the department of that particular field or fields.

## PHILOSOPHY

(Division of Bible)

**Associate Professor Ayres**

Students majoring in this department must take Psychology 201-202 as a prerequisite, and must include in the major courses 301-302, 321, 322. The department offers more than the twenty-four hours required for a major, but as some of the courses are offered in alternate years, the student should carefully plan the work under the guidance of his major professor. Students wishing to take a minor in Philosophy must include either Courses 301-302, or 321, 322. For the student who wishes to elect courses for general culture, or as a basis for the interpretation of literature or history, these courses are strongly advised.

**\*301-302—LOGIC**

*2 hours*

Both deductive and inductive logic are included in these courses. In the first part of the year the different kinds of terms, propositions, and syllogisms are studied, with the laws of validity. Exercises give the student practice in detecting fallacies, both formal and material. In the second semester most of the time is given to scientific method, including Mill's Canons, statistics, averages, correlations, etc. Prerequisite, Psychology 201-202; or may be taken at the same time by sophomores who expect to take their major in Philosophy.

First and second semesters.—Two hours credit each.

**311—INTRODUCTION TO PHILOSOPHY**

*3 hours*

This course introduces the student to the meaning and methods of philosophy in contrast with those used in the various limited fields of science. It is intended to lead the student to see experience as a whole. The various problems which have divided philosophers, giving various interpretations and trends are considered. The purpose is to acquaint the student with the field of philosophy, to lead him into the ability to interpret philosophical language, and to do critical thinking, rather than to inculcate any particular world view. This course alternates with 321. Prerequisite, Psychology 201-202, with Philosophy 301-302 strongly advised, or to be taken at the same time.

First semester.—Three hours credit.

**312—TYPES OF PHILOSOPHY**

*3 hours*

This course considers the various types of philosophy which have historically developed from the various problems of philosophy, and their attempted solutions. It especially takes notice of the implications of any special solution as related to other problems. This course alternates with 322. Prerequisite, the same as in 311.

Second semester.—Three hours credit.

**321—HISTORY OF ANCIENT AND MEDIEVAL  
PHILOSOPHY**

*3 hours*

This course begins with the early Greek philosophy, about 600 B. C., and covers the great philosophers, schools of thought and lines of development, through the period of scholasticism, to 1453. The thought movements are considered in relation to the general historic background, and there is an attempt to trace the

\*Significance of numbers, see page 51.



Gymnasium at Left and East Wing of Wisconsin Dormitory

continuity of certain dominating principles. Such biographical elements as add interest are used. This course, with 322, furnishes not only the necessary groundwork for all more highly specialized courses, but an excellent preparation for an intelligent interpretation of literature, theology, and religion. This course alternates with 311. It makes very little difference which of these courses is taken first. Prerequisite, the same as in 311.

First semester.—Three hours credit.

Omitted in 1940-41.

### 322—HISTORY OF MODERN PHILOSOPHY 3 hours

The transition to the modern period is included with the strictly modern period. The fundamental concepts and organizing principles of the great philosophers of this period are studied, with brief biographies of the most important. Selected readings from the works of many supplement the expositions and interpretations given by text writers and teachers. Some of these great philosophers are Bacon, Descartes, Spinoza, Leibnitz, Locke, Berkeley, Hume, Kant, Fichte, Schelling, Hegel, Schopenhauer, Comte, Mill, Spencer, Lotze. This course, with 321, furnishes an almost indispensable background for the interpretation of the history, literature and conceptual life of the world. It alternates with 312. Prerequisite, same as in 311, and, in addition, course 321.

Second semester.—Three hours credit.

Omitted in 1940-41.

### 331, 332—ETHICS 2 hours

The year's study of the moral ideal, or the way of the good life, will fall into two main divisions according to the factors emphasized. In the first semester the search for the **summum bonum**, or highest good, will be studied historically, beginning with Socrates, and coming through Plato, Aristotle, the Stoics, the Epicureans, Hobbes, Hume, the great English moralists, Utilitarianism, Kant's formalism, evolutionary ethics of Spencer.

In the second semester, there will be an earnest attempt to find the Christian ideal or way of life; to relate moral values to religion; and to consider the relation of moral values to other eternal values. Practical problems for discussion. These courses alternate with 411, 412. Prerequisite, 311, 312 or 321, 322; or this course may parallel either of these prerequisites.

First and second semesters.—Two hours credit each.

### 342—ESTHETICS 2 hours

A brief consideration of the philosophy of esthetic values and the psychology of the esthetic experience. The principles will be illustrated in the various fields of fine arts. This is an excellent cultural course for the general student. It will furnish principles for the criticism of art and will greatly aid in artistic appreciation. Prerequisite, Psychology 201-202.

Second semester.—Two hours credit.

### 401—PSYCHOLOGY OF RELIGION 3 hours

The nature, origin, and development of the religious consciousness. A study is made of the various forms of religious psychic phenomena. An attempt is made to correlate the subjective and objective factors in religious experience. Symbolism, ritual, and ceremonial are considered in relation to religious and spiritual values. Mysticism in its various forms is studied with

an attempt to find its essential elements. The Christian religious experience in childhood, adolescence, and adulthood receives special attention. Prerequisite, Psychology 201-202.

First semester.—Three hours credit.

402—PHILOSOPHY OF RELIGION 3 hours

This course deals with the most fundamental conceptions of the great historic religions, their truth and value. Most attention is given to the Christian religion. Prerequisites, Philosophy 401 and at least two other courses in philosophy (two courses meaning two course-numbers). The courses to be preferred to meet this requirement are 311, 312 or 321, 322. This course may parallel these prerequisites.

Second semester.—Three hours credit.

411—CONTEMPORARY PHILOSOPHY 2 hours

The systems of recent and living philosophers, both European and American. This course alternates with 331. Prerequisite, 311, 312 or 321, 322, preferably 321, 322.

First semester.—Two hours credit.

Omitted in 1940-41.

412—PERSONALISM 2 hours

This course will deal with this special school of idealistic and theistic philosophy. It alternates with 332. Prerequisite, the same as for 411.

Second semester.—Two hours credit.

Omitted in 1940-41.

451, 452—PRO-SEMINAR IN PHILOSOPHY 1 or 2 hours

A pro-seminar course in Philosophy for those who are majoring in this department. The aim of this course is to correlate as much as possible the important subjects covered in the major, filling in any gaps that may have occurred in the selection of courses, thus providing preparation for the comprehensive examination.

First and second semesters.—One or two hours credit each.

## PHYSICAL EDUCATION

(Division of Education)

Director J. E. England

An organized program of intramural athletics is carried on throughout the year. As a rule the teams are chosen by drawing names from the hat. Class teams are also organized. Opportunity is given for all to take part. The purpose is that a number of games may be learned and it is expected that the student attain a reasonable degree of skill in one or more. In season the following sports are encouraged: tennis, basketball, softball, track and baseball. And the following recreational sports: touch football, volleyball, table tennis, aerial darts, shuffleboard, horse-shoes, archery and badminton.

The college promotes a limited program of intercollegiate athletics as a factor in the activities of a modern college. It fosters high standards of scholarship and sportsmanship for all those that participate. Intercollegiate contests are held in basketball, baseball, track, tennis, cross-country and golf.

A physical examination is required of all new students and of



all those who take part in athletics. There is no extra charge for this examination. An examination card filled out and signed by the home physician making a satisfactory report as to eyes, ears, nose, throat, heart, lungs, general health, etc., will be accepted in lieu of this examination. If it is believed that the student's health will not permit his participation in this work a signed statement to that effect from a physician must be filed in the Dean's office in order to be excused. In such case other prescribed work must be taken.

A white gym shirt, trunks, sweat shirt, and a pair of basketball shoes are regulation equipment for men. The regular department shirt should be bought if at all possible. It can be secured only upon the campus.

A blue, one-piece suit of Indian Head material and a pair of basketball shoes are regulation equipment for women. Any part or all of your equipment may be obtained after arrival.

Physical Education is required of all Freshmen and Sophomore students to the extent of four semester hours of credit, which is included in the 124 semester hours described as meeting requirements for graduation. In the event that any student be excused because of physical disability, an additional four hours of collegiate work must be presented in lieu of the Physical Education requirement. An extra fee is charged if delayed until the Junior or Senior year.

**\*101, 102—GENERAL PHYSICAL EDUCATION** 1 hour

Required of all Freshman men. Physical ability tests, exercises, sports, and recreational games.

First and second semesters.—One hour credit each.

Required of all Freshman women. Free exercises, tactics and games.

First and second semesters.—One hour credit each.

**111—COACHING OF BASKETBALL** 3 hours

The game is thoroughly discussed. The students must participate to obtain credit. Plays, training rules, schedule making, care of equipment, treatment of injuries, organization for games, and clerical duties, are fully discussed. Both offensive and defensive instruction is given.

First semester.—Three hours credit.

Omitted in 1940-41.

**112—THEORY AND PRACTICE OF PLAY** 3 hours

Theories of various prominent play leaders of our country. Instruction is given for proper play program in order to develop skills and attitudes in class procedures. Each student will be required to teach the class according to previous instruction.

Second semester.—Three hours credit.

Omitted in 1940-41.

**121—GYMNASTIC EXERCISES** 3 hours

This course is conducted in the gymnasium. Gymnastics, marching tactics and calisthenic drills are given. Apparatus, stunts, tumbling, free exercises, and minor games. A full year's program is worked out from which a student may teach.

First semester.—Three hours credit.

\*Significance of numbers, see page 51.

**201, 202—GENERAL PHYSICAL EDUCATION** **1 hour**

Required of all Sophomore men. Sports and recreational games. A continuation of Physical Education 101, 102. Each quarter a list of games is presented from which each man is to select one to play that quarter. A different game must be selected each quarter. The games include: touch football, track, tennis, basketball, softball, volleyball, ping-pong, aerial dart, shuffleboard, and horseshoes.

First and second semesters.—One hour credit each.

Required of all Sophomore women. Free exercises, tactics, and games. A continuation of Physical Education 101, 102.

First and second semesters.—One hour credit each.

**211—FIRST AID AND PHYSICAL DIAGNOSIS** **3 hours**

Instruction is given in regard to accidents that may occur in the home, the gymnasium, the athletic field, or in camp, while treatment of sprains, dislocations, fractures, burns, hemorrhage and fainting is outlined. Methods of emergency treatment are given with actual practice as well as the latest methods of transportation of the injured. Heredity and environmental health conditions are given considerable attention. Methods of presenting health examinations, including the eyes, ears, circulatory and respiratory systems.

First semester.—Three hours credit.

**212—COACHING OF BASEBALL AND TRACK** **2 hours**

In the coaching of baseball and track both the theory and actual practice will be given. Instructions will be given in the strategy and technique of playing in the various positions; care of injuries, choosing equipment, making of schedules and laying out of playing fields. The students will actually participate in the events in order to learn the proper form from practice and observation.

Second semester.—Two hours credit.

**301—ORGANIZATION AND ADMINISTRATION OF  
PHYSICAL EDUCATION** **2 hours**

Instruction is given in the conducting of a program in Physical Education, including Health and Athletics. Clerical duties of the director are also outlined. Proper administration of gymnasium, fields and playgrounds is discussed. Procedures in classification of students and activities as well as selection of equipment, are presented.

First semester.—Two hours credit.

Omitted in 1940-41.

**302—PHYSICAL EXAMINATIONS AND  
INDIVIDUAL GYMNASTICS** **3 hours**

Instruction and application in the history, taking, and methods of examination of the lungs, heart, eyes, nose, and throat; anthropometry, testing of vision and hearing; suitable forms of exercise for individuals with bodily defects.

Second semester.—Three hours credit.

Omitted in 1940-41.

**PHYSICS**

(Division of Science)

**Professor Ritchie**

A minor in Physics consists of 16 semester hours, not including the Survey Course. Mathematics 211-212 and Physics 211-212 are prerequisites for all Physics courses numbered above the 200 group.

**\*201-202—SURVEY COURSE IN GENERAL****COLLEGE PHYSICS***4 hours*

This course is an introduction to the fundamentals of General Physics, with emphasis placed upon daily applications and modern developments. Mechanics, heat and sound will be studied in the first semester; magnetism, electricity, modern Physics and light will be considered during the second semester.

This course is designed to meet the science requirement for a Liberal Arts degree, but does not meet the requirements for medicine, pre-engineering, or teaching. Three class periods and one laboratory period per week.

First and second semesters.—Four hours credit each.

**211-212—GENERAL COLLEGE PHYSICS***5 hours*

This course is designed to meet the requirements for medicine, pre-engineering, teaching. Mechanics, heat and sound studied in the first semester; magnetism, electricity, modern physics and light will be studied in the second semester. Three class periods per week and two laboratory and problem periods per week.

First and second semesters.—Five hours credit each.

**311, 312—INTERMEDIATE PHYSICS***3 hours*

An advanced course in General Physics. A study of the more advanced topics not included in the first course, with lectures, demonstrations, laboratory work.

First and second semesters.—Three hours credit each.

Given on sufficient demand.

**321—MODERN DEVELOPMENTS IN PHYSICS***3 hours*

A study of the recent discoveries as to the nature of matter. It includes a study of the electron, X-rays, radio-activity, quantum theory and other current theories of the structure of matter.

Prerequisite, Physics 211-212 and Mathematics 122.

First semester.—Three hours credit.

Given on sufficient demand.

**POLITICAL SCIENCE**

(Division of Social Sciences)

**Professor Oborn****\*401-402—INTRODUCTION TO AMERICAN GOVERNMENT***2 hours*

A study of the foundations of the American Republic will be followed by a survey of the structure of the American Government in all of its branches and consideration of the functions and administration of government. The aim is to prepare the student for intelligent participation in American citizenship.

First and second semesters.—Two hours credit each.

Omitted in 1940-41.

\*Significance of numbers, see page 51.

**411-412—INTERNATIONAL LAW****2 hours**

The purpose of this course is to give the student an understanding of the principles and procedure governing the relations between enlightened nations. A study is made of the nature of international law, the organization of the community of nations, the substantive rules of international law, international procedure for the settlement of conflict of claims, and the procedure by self-help for the enforcement of claims.

First and second semesters.—Two hours credit each.

Given on sufficient demand

**PSYCHOLOGY****(Division of Education)****Assistant Professor Hausheer****\*201-202—ELEMENTARY PSYCHOLOGY****2 hours**

This course deals with the fundamental principles of the science of psychology. At the same time it is made practical enough so that the student taking but a single course in this field may derive lasting benefit from it. Required of all college students and should be taken in the sophomore year.

First and second semesters.—Two hours credit each.

**301—MENTAL HYGIENE****3 hours**

A survey of the principles of mental health, with reference to mental efficiency, social and emotional adjustment, and personality development. Prerequisites, Psychology 201-202.

First semester.—Three hours credit.

Omitted in 1940-41.

**302—ABNORMAL PSYCHOLOGY****3 hours**

A practical study of the nature of mental ill-health; its causes, means of prevention and the principal remedial techniques receive major attention. The course will be of special value to all who expect to engage in the education of the youth in either the field of secular or religious education. Prerequisites, Psychology 201-202.

Second semester.—Three hours credit.

Omitted in 1940-41.

**331—CHILD PSYCHOLOGY****2 hours**

The life of the child is studied from the genetic standpoint. Original nature, the dawn and development of meaning, the psychology of play, habits, and fears, the beginning of the religious consciousness, are some of the subjects treated. The course is planned for all teachers, whether in classroom, home or pulpit. Prerequisites, Psychology 201-202.

First semester.—Two hours credit.

Omitted in 1940-41.

**332—ADOLESCENT PSYCHOLOGY****2 hours**

The peculiar problems of the high school pupil in school, in society, in church, and home receive major attention. The study of the religious consciousness begun in the preceding course is continued. A study is made of the psychology of aesthetic appreciation. Prerequisites, Psychology 201-202.

Second semester.—Two hours credit.

Omitted in 1940-41.

\*Significance of numbers, see page 51.

**341—PSYCHOLOGY OF THE AUDIENCE** **3 hours**

A course in applied psychology dealing definitely with a variety of organized situations in which one or more performers confront a group of auditors or spectators for the purpose of influencing them. The peculiar psychology of each type of audience is pointed out and the many reasons for the performer's success or failure are indicated. The course points out the various devices for arousing and maintaining the interest of the audience and the effective methods of producing conviction. The influence of the audience on the performer is also analyzed. Prerequisites, Psychology 201-202.

First semester.—Three hours credit.

Given on sufficient demand.

**401—SOCIAL PSYCHOLOGY** **3 hours**

A study of fundamental human instincts; personality and social adjustment; interstimulation by communication, suggestion, imitation, discussion, and accommodation. A study of crowds, mobs, group opinions, group loyalties, group control and group agencies, leadership and social change. Prerequisites, Psychology 201-202.

First semester.—Three hours credit.

**402—PSYCHOLOGY OF PERSONALITY** **3 hours**

The problem of personality has become one of dominant influence in scholastic, commercial, legal, and medical centers. Heredity, environment, temperament, instinct, emotion, habit, "drives," intelligence, and kindred subjects are carefully examined with a view to the extraction of any contribution they may make to this absorbing and puzzling subject. The problem of creating personality receives attention. Prerequisites, Psychology 201-202.

Second semester.—Three hours credit.

**411—APPLIED PSYCHOLOGY** **2 hours**

This course will include a discussion of problems, methods, and results of psychology in the practical fields of medicine, law, education and industry and commerce.

First semester.—Two hours credit.

Given on sufficient demand.

**412—PSYCHOLOGY OF FEELING AND EMOTION** **2 hours**

This course aims to give insight and appreciation into this important, and somewhat neglected field of psychology. The various theories of feeling and emotion will be discussed together with the relationship of feeling and emotion to overt behavior.

Second semester.—Two hours credit.

Given on sufficient demand.

**451, 452—PRO-SEMINAR IN PSYCHOLOGY** **1 or 2 hours**

The course is designed to provide for individual differences in interests and for the comprehensive examination. Open to seniors with a major interest in psychology.

First and second semesters.—One or two hours credit each

## RELIGIOUS EDUCATION

(Division of Bible)

Associate Professor Ayres, Assistant Professor Foust

### \*121-122—INTRODUCTION TO HOMILETICS 1 hour

A course arranged to give early homiletical help to those who are being led into the Christian ministry or any of the sacred callings, while they are pursuing their broader foundation preparation in the A. B. course. Much of the time of the first semester is devoted to the theory of homiletics based upon a suitable text. This is interspersed with the practice of sermon outlining, sermon delivery and the various functions of the minister as soon as the course admits. The practical work is continued throughout the second semester, thus making the course as largely as possible a laboratory procedure. The course is not intended to supersede a more extensive preparation in the field of Homiletics, but to furnish an introduction to the subject.

First and second semesters.

### 311—PRINCIPLES OF RELIGIOUS EDUCATION 2 hours

The student in this course seeks for the principles underlying a real Christian philosophy of life. He faces squarely the relation of religion and education, the true motives and vital objectives in religious education and the bearing of religious education on Christian character, ethical life and life's problems. The course gives vitally helpful instruction in the training of teachers for the home, the Sunday School and all other schools of every grade. The principles underlying the teaching of Jesus are found to determine all religious teaching—in fact, all teaching. The necessity for the new birth and the authority of the Bible are maintained as basic.

First semester.—Two hours credit.

Omitted in 1940-41.

### 321—THE ORIGIN OF RELIGION 2 hours

A study of the Origin of Religion by tracing the practice of worship to its ultimate source. Two opposing theories have been held as the origin of religion and the supposed ground for the support of two antagonistic systems are carefully examined.

First semester.—Two hours credit.

\*Significance of numbers, see page 49.

Omitted in 1940-41.

### 322—THE HISTORY OF RELIGIONS 2 hours

The first few weeks of the course will be devoted to a study of the origin, growth and classification of the ethnic religions. This is followed by a historical and analytical study of the higher types of the non-Christian religions.

Second semester.—Two hours credit.

Omitted in 1940-41.

### 341—HISTORY OF THE CHRISTIAN CHURCH TO THE REFORMATION 3 hours

A survey of the history of the Christian church from its beginning to the Reformation, emphasizing the Apostolic church. The spread of Christianity in the Graeco-Roman world. Early heresies, schisms and councils, crusades, monasticism, scholas-

\*Significance of numbers, see page 51.

ticism. The Christianization of the Germanic peoples. The Renaissance and the sects and movements preparatory to the Reformation. Recitations, lectures and assignments.  
First semester.—Three hours credit.

342—THE PROTESTANT REFORMATION 3 hours

A study of the rise and development of the Conciliar movement. The Renaissance in Italy and Germany. The Reformation in Germany, Switzerland, France, Holland, England and Scotland. The Council of Trent. The Counter-Reformation and the religious wars to the Edict of Nantes. Recitations, lectures and assignments.  
Second semester.—Three hours credit.

401—PSYCHOLOGY OF RELIGION 3 hours

The nature, origin and development of the religious consciousness. A study is made of the various forms of religious psychic phenomena. An attempt is made to correlate and to evaluate both the subjective and objective factors of the various religions and religious tendencies. Same as Philosophy 401. Prerequisites, Psychology 201-202.

First semester.—Three hours credit.

402—PHILOSOPHY OF RELIGION 3 hours

This course deals with the philosophical conceptions and principles of religion in general with the place of religion in human experience. It also deals with the principal conceptions and motives of the great historic religions. Special emphasis is given to the philosophy of the Christian religion. Same as Philosophy 402. Prerequisite, Philosophy 311, 312 or 321, 322.

Second semester.—Three hours credit.

411—HISTORY OF CHRISTIAN MISSIONS 3 hours

A historical survey of the missionary activities of the Christian church from their beginning to the present time. Special attention will be given to the developments since the Reformation and the renewed activities of the last few generations.

First semester.—Three hours credit.

412—MISSION PRINCIPLES AND METHODS 3 hours

This course aims to make comparative study of the most approved methods of missionary work with respect to fields and types. Evangelistic, medical, literary, education and industrial work as conducted in the different fields will be carefully studied.

Second semester.—Three hours credit.

432—ORGANIZATION AND ADMINISTRATION OF  
RELIGIOUS EDUCATION 2 hours

Beginning with a brief survey of the history of Religious Education, this course will deal with the theory and practice of Religious Education in the local church. The purpose will be to seek to understand the application of the best methods of organizing and administering Religious Education through the Bible School, the Daily Vacation Bible School, and week day religious education in connection with the public school. Some attention may be given to the curricula and the principle of unifying the program of Religious Education in the local church.

Second semester.—Two hours credit.

Omitted in 1940-41.

441—MODERN CHRISTIANITY 3 hours

The new world, and the transplanting of European churches into the several American colonies. The development of the polity, thought and life of the several denominations. Religious decline, revivals, the Christian conquest of the advancing frontier. The effect of the Revolutionary and Civil wars on American Christianity. The contributions of missionary, educational and reform movements to our national religious life. Recitations, lectures and assignments.

First semester.—Three hours credit.

Omitted in 1940-41.

## SOCIOLOGY

(Division of Social Sciences)

Professor Howard

Courses 101-102 are prerequisites to all other courses in the department. A major in Sociology is twenty-four hours as a minimum. Economics 201-202 is required of those majoring in Sociology.

\*101-102—INTRODUCTION TO SOCIETY 2 hours

A general survey of the Biological, Physical, Psychological, and Cultural factors in the development of human society; the social processes; social organization and social control. Prerequisite to all other courses in Sociology.

First and second semesters.—Two hours credit each.

201—RURAL SOCIOLOGY 2 hours

A survey of the sociology of rural life; the psychology of rural life; rural social values; the rural standard of living. Definite problems are studied as: the rural family, the school, the church, health, recreation, and farmer town—country relationships.

First semester.—Two hours credit.

202—URBAN SOCIOLOGY 2 hours

A study of the location and growth of cities. Special attention is given to the social ecology of the city; the basis and nature of urban social types and urban social pathologies together with various corrective measures for social adjustment. Some significant consequences of urban growth and definite institutions of the urban population are considered.

Second semester.—Two hours credit

211—THE AMERICAN RACE PROBLEM 2 hours

The racial composition of the American population; racial conflict and accommodation; the theory of racial superiority; the growth of race consciousness; the role of the mulatto, and other phases of the racial problem in the American situation.

First semester.—Two hours credit.

Omitted in 1940-41.

212—IMMIGRATION AND ASSIMILATION 2 hours

A general survey of the history of immigration; the causes of migration; the cultural background of the immigrant; the influence of the presence of emigrants on American political, economic, and social institutions and the factors which effect the assimilation of the immigrant in American cultural life.

\*Significance of numbers, see page 51.



Second semester.—Two hours credit.

Omitted in 1940-41.

**311—SOCIAL PSYCHOLOGY**

*3 hours*

A study of personality and social adjustment. The dynamic effects of social contacts upon human behavior. Same as Psychology 401.

First semester.—Three hours credit.

**312—POPULATION AND EUGENICS**

*3 hours*

A study of early theories and policies of population; the growth of population; the social factors of the birth and death rates; the social and biological significance of the differential birth rate and the problem of quality involved in the differential growth of the economic and social classes.

Second semester.—Three hours credit.

Omitted in 1940-41.

**321—CRIMINOLOGY**

*3 hours*

The costs and causes of crime; the theories of punishment; penal institutions; the police and the detection of crime; the modern treatment of the criminal.

First semester.—Three hours credit.

Omitted in 1940-41.

**322—SOCIAL PATHOLOGY**

*3 hours*

A study of the causes, extent and the factors involved in social pathology. The care and treatment of the social inadequate; preventive agencies and methods.

Second semester.—Three hours credit.

Omitted in 1940-41.

**411—THE FAMILY**

*3 hours*

A historical survey of the background of the family. The psychology of family relationships and adjustments. The economic and social influences determining the changed status of the members of the family to each other. Factors causing family instability, and some suggestions for the conservation of the family.

First semester.—Three hours credit

**412—CHILD WELFARE**

*3 hours*

A critical study of the various factors influencing the development of the child's personality and the analysis of the environmental and educational factors which may influence behavior. Special attention will be given to the volitional and the emotional development of the child and the acquiring of personal habits and social traits.

Second semester.—Three hours credit.

**431, 432—SOCIAL RESEARCH [A Pro-Seminar] 1 or 2 hours**

A course dealing with the major problems of contemporary American society. Intensive reading and investigation by the student on some definite assigned problem. Papers, reports and class discussion. Prerequisite, sixteen hours in Sociology and consent of instructor.

First and second semesters.—One or two hours credit each.

Given on sufficient demand.

## SPEECH

(Division of English)

Assistant Professor Dennis

**\*101-102—FUNDAMENTALS OF SPEECH 2 hours**

A course in the principles of Speech. The aim of this course is to develop the voice and expressional powers so as to make them "fit instruments to serve the mind and soul." The speaking voice, diction, interpretation, outlining and delivery of speeches are stressed. This course is a prerequisite to all succeeding courses in Speech, except by permission of the head of the department. First and second semesters.—Two hours credit each.

**201, 202—ANALYSIS AND INTERPRETATION OF LITERATURE 2 hours**

This course attempts to give the student the ability to grasp the meaning of some of the best literature and to express that meaning through voice and action.

First and second semesters.—Two hours credit each.

Omitted in 1940-41.

**211—PLAY PRODUCTION 3 hours**

A course in the fundamentals of producing amateur dramatics. A brief survey of the development of dramatic art, practice in character interpretation, and directing of short plays.

First semester.—Three hours credit.

**212—SHAKESPEARE 3 hours**

This course aims to give the student a fairly thorough knowledge of one or two plays of Shakespeare with the view of producing one publicly. In this way the student gets not only an understanding of the text but the ability to interpret the characters.

Second semester.—Three hours credit.

**221—ARGUMENTATION AND DEBATE 3 hours**

A study of the principles of argumentation, evidence, proof, brief-drawing and persuasive speaking. Class discussions on topics of current interest. This course is applicable to an English major.

First semester.—Three hours credit.

**222—INTERCOLLEGIATE DEBATING 1 hour**

A course for those who participate in intercollegiate debating only, with meetings at least once a week. Several intercollegiate debates are scheduled each season. 221 is prerequisite to this course except by permission of Dean and the Professor of Speech. This course is applicable to an English major.

Second semester.—One hour credit.

**301—SPEECH COMPOSITION 2 hours**

An advanced course in public speaking, with emphasis on the analysis of speech models and the preparation of speeches for special occasions. Extemporaneous speaking is encouraged.

First semester.—Two hours credit.

\*Significance of numbers, see page 51.

**302—THE ORATION****2 hours**

A study of the great orators and their orations, and practice in the writing and delivery of original orations.

Second semester.—Two hours credit.

**311, 312—PRIVATE LESSONS****1 hour**

In this course special attention is given to the individual student's needs in speech. This is required of all majors in speech. First and second semesters.—One hour credit each.

**321—PARLIAMENTARY PRACTICE****2 hours**

This course aims to give the student a very comprehensive knowledge and the practical application of the rules by which a deliberative body is governed.

First semester.—Two hours credit.

Omitted in 1940-41.

**401—SPEECH IN THE PULPIT****3 hours**

A study of the various forms of pulpit discourse and sermons of great preachers with practice in the preparation and delivery of sermons. Attention will also be given to the reading of the Scripture and of hymns.

First semester.—Three hours credit.

Omitted in 1940-41.

**402—ADVANCED INTERPRETATION****3 hours**

In this course the student will be expected to do some original work in interpretation and prepare for a public program. Only students who are outstanding in speech will be admitted to this class.

Second semester.—Three hours credit.

Omitted in 1940-41.

**421, 422—PRIVATE LESSONS****1 hour**

This is a continuation of 311-312 but more advanced and is for majors in speech.

First and second semesters.—One hour credit each.

**451, 452—CORRELATION COURSE IN SPEECH****1 or 2 hours**

A study designed to correlate Speech courses previously taken and to lead to research and comprehensive examination.

First and second semesters.—One or two hours credit each.

For Details  
concerning  
SCHOOL OF RELIGION  
see  
1940-41  
BULLETIN of SCHOOL  
OF RELIGION

## Alumni Directors

Rev. Jesse Fox, President  
Hartford City, Indiana

Ernest Giggy, Vice-President  
Losantville, Indiana

Miss Iris Abbey, Secretary  
Upland, Indiana

Dr. Harlowe Evans, Treasurer  
Upland, Indiana

Rev. S. H. Turbeville  
New Castle, Indiana

Rev. J. Floyd Seelig  
Nappanee, Indiana

Rev. Charles Cookingham  
Stockholm, New Jersey



Sickler Science Hall

## Student Roll

1939-1940

## GRADUATE STUDENTS

Obara, Taeko \_\_\_\_\_ Japan Pegrarn, Charles \_\_\_\_\_ Indiana

## POSTGRADUATE STUDENTS

Alsbaugh, James \_\_\_\_\_ Indiana Brown, Deeve \_\_\_\_\_ Oregon  
 Barnes, Donald \_\_\_\_\_ Indiana Guindon, George \_\_\_\_\_ Ohio  
 Blake, Nellie \_\_\_\_\_ Indiana Johannides, Francis \_\_\_\_\_ Pennsylvania

## SENIORS

Blake, Melvin \_\_\_\_\_ Indiana Moreland, William \_\_\_\_\_ New Jersey  
 Branch, John \_\_\_\_\_ Indiana Morrow, Lorenz \_\_\_\_\_ Pennsylvania  
 Brown, Carol \_\_\_\_\_ Wisconsin Mudgett, Evelyn \_\_\_\_\_ South Dakota  
 Brown, Doris \_\_\_\_\_ Michigan Murphy, George \_\_\_\_\_ Michigan  
 Buchwalter, Omar \_\_\_\_\_ Pennsylvania Nagel, George \_\_\_\_\_ Pennsylvania  
 Clark, Ethel \_\_\_\_\_ Indiana Niebel, Gwendolyn \_\_\_\_\_ New York  
 Clevenger, Alta \_\_\_\_\_ Indiana Page, Wallace \_\_\_\_\_ New York  
 Cummings, Ralph \_\_\_\_\_ Nebraska Peters, Teuntje \_\_\_\_\_ New York  
 Davis, Harriet \_\_\_\_\_ New York Porter, Floyd \_\_\_\_\_ Michigan  
 Degelman, Oliver \_\_\_\_\_ New York Prosser, Ruth \_\_\_\_\_ Michigan  
 Dillon, Clinton \_\_\_\_\_ Michigan Sanderson, Bertha \_\_\_\_\_ New York  
 Driscoll, William \_\_\_\_\_ New York Shields, Wilma \_\_\_\_\_ Ohio  
 Foulke, Kenneth \_\_\_\_\_ Indiana Spear, Sherman \_\_\_\_\_ New York  
 Jackson, Robert \_\_\_\_\_ Ohio Stephens, Miriam \_\_\_\_\_ Pennsylvania  
 Johnson, Ruth \_\_\_\_\_ Pennsylvania Warner, John \_\_\_\_\_ Iowa  
 Knight, Dorothy \_\_\_\_\_ Indiana Webb, Mary \_\_\_\_\_ Indiana  
 Lanman, Harold \_\_\_\_\_ Maryland Weed, Maxine \_\_\_\_\_ Ohio  
 Leak, Madelyn \_\_\_\_\_ Minnesota Wildermuth, Edith \_\_\_\_\_ Indiana  
 Lehman, Olin \_\_\_\_\_ Indiana Williamson, Ellamarie \_\_\_\_\_ Indiana  
 Magsig, Lewis \_\_\_\_\_ Ohio Winne, Don \_\_\_\_\_ Michigan  
 Martin, Gerald \_\_\_\_\_ Indiana Yeater, Wayne \_\_\_\_\_ Indiana  
 McKee, Doris \_\_\_\_\_ Indiana

## JUNIORS

Anderson, Arthur \_\_\_\_\_ Ohio Long, Bruce \_\_\_\_\_ Indiana  
 Anderson, Dorothy \_\_\_\_\_ New York Longnecker, Virginia \_\_\_\_\_ Iowa  
 Anderson, Eleanor \_\_\_\_\_ Iowa Malsbary, Gail \_\_\_\_\_ Indiana  
 Bauer, Harold \_\_\_\_\_ New York Michel, Lester \_\_\_\_\_ Nebraska  
 Bell, James \_\_\_\_\_ Indiana Miller, Don \_\_\_\_\_ Pennsylvania  
 Bingaman, Kathryn \_\_\_\_\_ Michigan Miller, James \_\_\_\_\_ Ohio  
 Bingaman, Melva \_\_\_\_\_ Michigan Mitchell, Wayne \_\_\_\_\_ Indiana  
 Bishop, Richard \_\_\_\_\_ Maryland Parry, Eleanor \_\_\_\_\_ D. C.  
 Boller, Ruth \_\_\_\_\_ Indiana Richey, Ross \_\_\_\_\_ Indiana  
 Bunner, Virginia \_\_\_\_\_ Indiana Roane, Elisabeth \_\_\_\_\_ Ohio  
 Burtner, Jessie \_\_\_\_\_ Pennsylvania Roche, Glenn \_\_\_\_\_ Illinois  
 Burtner, Roger \_\_\_\_\_ Pennsylvania Russell, Lyle \_\_\_\_\_ Michigan  
 Butz, Earl \_\_\_\_\_ South Dakota Scheel, Doris \_\_\_\_\_ Michigan  
 Eldred, Alice \_\_\_\_\_ Michigan Shaffer, Helen \_\_\_\_\_ Ohio  
 Elliott, Rodah \_\_\_\_\_ Indiana Shatto, Mary \_\_\_\_\_ Indiana  
 Ferree, Dorothy \_\_\_\_\_ Ohio Skinner, Laverne \_\_\_\_\_ Indiana  
 Foster, Gerald \_\_\_\_\_ Michigan Smith, Marion \_\_\_\_\_ Oregon  
 Gividen, Noble \_\_\_\_\_ Ohio Swearingen, Noble \_\_\_\_\_ Michigan  
 Hanley, Keith \_\_\_\_\_ Indiana Sypos, Mary \_\_\_\_\_ Pennsylvania  
 Harrington, Clyde \_\_\_\_\_ South Dakota Thuerner, Elizabeth \_\_\_\_\_ Indiana  
 Hoke, Naomi \_\_\_\_\_ Ohio Vincent, Erwin \_\_\_\_\_ New York  
 Jones, Lucile \_\_\_\_\_ Michigan Wilcox, Robert \_\_\_\_\_ Pennsylvania  
 Kincheloe, Raymond \_\_\_\_\_ Indiana Wilson, Jean \_\_\_\_\_ Indiana  
 Lee, Ernest \_\_\_\_\_ New Jersey Wood, S. Henry \_\_\_\_\_ Minnesota  
 Lewis, Nettie \_\_\_\_\_ Pennsylvania Yaggy, Phillip \_\_\_\_\_ Ohio  
 Litten, Robert \_\_\_\_\_ Ohio Zoller, John \_\_\_\_\_ Michigan

## SOPHOMORES

|                            |               |                           |               |
|----------------------------|---------------|---------------------------|---------------|
| Andrews, Otho .....        | Indiana       | Lyman, Harold .....       | Illinois      |
| Armstrong, Ethel .....     | New York      | Martin, Harley .....      | Ohio          |
| Bailey, Thomas .....       | Delaware      | MacDonald, Gertrude ..... | Michigan      |
| Barney, Martin .....       | New Hampshire | McCallister, Claude ..... | Indiana       |
| Black, Gene .....          | Indiana       | McCormack, Ralph .....    | Indiana       |
| Bontrager, John .....      | Indiana       | McDonald, Gordon .....    | Indiana       |
| Boyd, Robert .....         | Ohio          | McElroy, Alberta .....    | Pennsylvania  |
| Brackbill, Dorothy .....   | Pennsylvania  | Meadows, William .....    | West Virginia |
| Brown, Carl .....          | Indiana       | Meginnis, Alphretta ..... | New York      |
| Brown, Martha .....        | Indiana       | Miller, Helen .....       | Kansas        |
| Brown, Mildred .....       | Michigan      | Miller, Rhea .....        | New York      |
| Brown, Scott .....         | Indiana       | Murbach, John .....       | Michigan      |
| Burdon, Mildred .....      | Indiana       | Muselman, Pauline .....   | Indiana       |
| Butler, Vincent .....      | Michigan      | O'Brien, Penn .....       | Indiana       |
| Byerly, Helen .....        | Pennsylvania  | O'Bryan, Helen .....      | Louisiana     |
| Carter, David .....        | Indiana       | Oliver, Evelyn .....      | Michigan      |
| Caskey, John .....         | Indiana       | Overmyer, Ethel .....     | Ohio          |
| Chandler, Lois .....       | Indiana       | Owens, Ellen .....        | Pennsylvania  |
| Clarke, Albert .....       | Indiana       | Patow, Ruth .....         | Michigan      |
| Cunningham, Louise .....   | Indiana       | Porter, Norman .....      | Maine         |
| Deloe, Betty Jane .....    | Pennsylvania  | Prosser, Esther .....     | Michigan      |
| Dopp, Maxine .....         | Michigan      | Pugh, Geraldine .....     | Indiana       |
| Durling, Helen .....       | Michigan      | Read, Charles .....       | Indiana       |
| Dyer, Alice .....          | Pennsylvania  | Reish, Miriam .....       | Indiana       |
| Eastman, Addison .....     | Michigan      | Robinson, Eleanor .....   | Indiana       |
| Evers, Betty .....         | Indiana       | Roseberry, Ruth .....     | Ohio          |
| Fosnaught, Hope .....      | Ohio          | Rowell, Ina .....         | Illinois      |
| Frykholm, Philip .....     | Massachusetts | Rowley, Fred .....        | Iowa          |
| Garrison, Sanford .....    | New Jersey    | Sandgren, Duane .....     | Minnesota     |
| Grant, Merlyn .....        | China         | Sands, Leo .....          | Indiana       |
| Greer, Bernice .....       | Michigan      | Scott, Kenneth .....      | Indiana       |
| Gricas, William .....      | Pennsylvania  | Shafer, Mary J. .....     | California    |
| Guindon, Frances .....     | Ohio          | Spitnale, Howard .....    | Ohio          |
| Hislop, Dorothy .....      | New York      | Tatman, Irene .....       | Indiana       |
| Holcombe, Warne .....      | Ohio          | Taylor, May .....         | Pennsylvania  |
| Hood, Otto .....           | Michigan      | Tobin, Henry .....        | Indiana       |
| Horn, Doris .....          | Maryland      | Tropf, Ralph .....        | Ohio          |
| Hyde, Margaret .....       | Ohio          | Trumbauer, Paul .....     | Iowa          |
| Kendall, Mary .....        | Michigan      | Unkenholz, Carol .....    | North Dakota  |
| Kimball, Marion .....      | Michigan      | Van Buren, Homer .....    | Nebraska      |
| Kincheloe, Christina ..... | Indiana       | Webb, J. Ellis .....      | Pennsylvania  |
| Kittle, Margaret .....     | Indiana       | Webster, Lucille .....    | Indiana       |
| Klemmer, Kathryn .....     | Michigan      | Wood, Jean .....          | Illinois      |
| Kruschwitz, Walter .....   | Michigan      | Zolier, William .....     | Michigan      |
| Lewis, Arnold .....        | New York      |                           |               |

## FRESHMEN

|                           |              |                          |              |
|---------------------------|--------------|--------------------------|--------------|
| Abts, Darl .....          | Ohio         | Franks, Ruth .....       | Ohio         |
| Behnken, Robert .....     | Michigan     | Glenwood, Faith .....    | New York     |
| Bengston, Ann L. ....     | Pennsylvania | Gould, Bonnie .....      | New York     |
| Bernstorf, Cranston ..... | Indiana      | Greene, Robert .....     | Indiana      |
| Blackburn, Jeanne .....   | Wisconsin    | Guyant, Lois .....       | Wisconsin    |
| Boyd, Jack .....          | Pennsylvania | Hagle, Lillian .....     | Pennsylvania |
| Brooks, Marie .....       | New Mexico   | Hamilton, Virgil .....   | Ohio         |
| Brown, J. Harvey .....    | Indiana      | Hatfield, L. Shirl ..... | Ohio         |
| Buskirk, Earl .....       | Indiana      | Havens, Vivian .....     | Michigan     |
| Celender, James .....     | Pennsylvania | Herber, Ralph .....      | Michigan     |
| Clark, Russell .....      | Pennsylvania | Hoke, Norma .....        | Ohio         |
| Colbert, Joe .....        | Indiana      | Holdzkom, Kenneth .....  | New Jersey   |
| Cortner, Jeanette .....   | Indiana      | Hubbard, Virginia .....  | Ohio         |
| Creaser, Phyllis .....    | Michigan     | Humes, Geneva .....      | Indiana      |
| Deal, John .....          | Indiana      | Hunt, John .....         | Indiana      |
| Dodge, Evelyn .....       | Iowa         | Hunt, Joyce .....        | Indiana      |
| Doty, Marianne .....      | Indiana      | Hyde, Phyllis .....      | North Dakota |
| Dougherty, Reah .....     | Pennsylvania | Hyde, Wendell .....      | Ohio         |
| Dykeman, Wynona .....     | Nebraska     | Jamison, Rowena .....    | Indiana      |
| Farling, Richard .....    | Indiana      | Jenkins, Mildred .....   | Pennsylvania |
| Farrar, Chester .....     | Michigan     | Johnson, Gertrude .....  | Pennsylvania |



## STUDENT ROLL

99

|                            |              |                           |               |
|----------------------------|--------------|---------------------------|---------------|
| Johnson, Walter .....      | Indiana      | Ringenberg, Ruth .....    | Illinois      |
| Kaparoff, Doris .....      | Ohio         | Schanzlin, Ingeborg ..... | Indiana       |
| Ladd, Betty .....          | Indiana      | Seibold, Jacob .....      | Ohio          |
| Leffler, Mary L. ....      | Indiana      | Shadley, Lois .....       | Indiana       |
| Leisman, Dorothy .....     | Michigan     | Shedd, John .....         | Massachusetts |
| Leisman, Nellie .....      | Michigan     | Sheesley, Robert .....    | Ohio          |
| Long, Ruth .....           | Pennsylvania | Sheron, Mary, J. ....     | Ohio          |
| Lowe, Wendell .....        | North Dakota | Skinner, Lois .....       | Indiana       |
| Martin, Phyllis .....      | Indiana      | Smith, Cecil .....        | Indiana       |
| McClintock, Robert .....   | Michigan     | Smith, Kathryn .....      | Indiana       |
| McGinnis, Edgar .....      | Indiana      | Sparks, Esther .....      | Indiana       |
| McFall, Dorothy .....      | Wisconsin    | Springer, Harold .....    | Ohio          |
| Mellon, James .....        | Indiana      | Staples, Thomas .....     | Michigan      |
| Miller, Margaret .....     | Pennsylvania | Steele, Harold .....      | Ohio          |
| Miller, Myrle .....        | Ohio         | Stephenson, Helen .....   | Pennsylvania  |
| Miller, Verner .....       | Pennsylvania | Stephenson, Wilbur .....  | Pennsylvania  |
| Moore, Naomi .....         | Indiana      | Stovall, Dorothea .....   | Indiana       |
| Moulton, James .....       | Michigan     | Stowe, John .....         | Pennsylvania  |
| Moulton, William .....     | Michigan     | Stubbs, Arthur .....      | Indiana       |
| Muilenburg, Margaret ..... | Michigan     | Trumbauer, Clyde .....    | Iowa          |
| Odle, Don .....            | Indiana      | Vore, Mary .....          | Indiana       |
| Olson, Harry .....         | Illinois     | Watts, Ann .....          | Indiana       |
| Pedersen, Norman .....     | Iowa         | Weaver, Jack .....        | Indiana       |
| Phillips, Thomas .....     | Indiana      | Whittern, Keith .....     | Indiana       |
| Price, Gail .....          | Ohio         | Wilder, Jeanette .....    | Massachusetts |
| Rehling, Conrad .....      | Indiana      | Young, Clarissa .....     | Michigan      |
| Rigel, Benjamin .....      | Indiana      |                           |               |

## UNCLASSIFIED

|                        |         |                          |          |
|------------------------|---------|--------------------------|----------|
| Ballinger, Clint ..... | Indiana | Huffman, Elizabeth ..... | Indiana  |
| Clemens, Helen .....   | Indiana | Nelson, Margaret .....   | Ohio     |
| Cox, Miriam .....      | Indiana | Pumphrey, Homer .....    | Indiana  |
| Hoover, David .....    | Ohio    | Van Meter, Harry .....   | New York |

## MUSIC

|                              |               |                           |              |
|------------------------------|---------------|---------------------------|--------------|
| Anderson, Arthur .....       | Ohio          | Glenwood, Faith .....     | New York     |
| Ballinger, Mary .....        | Indiana       | Greer, Bernice .....      | Michigan     |
| Barney, Martin .....         | New Hampshire | Hambidge, Wilma .....     | Indiana      |
| Behnken, Robert .....        | Michigan      | Hatfield, Jeannette ..... | Indiana      |
| Bengston, Ann L. ....        | Pennsylvania  | Havens, Vivian .....      | Michigan     |
| Blackburn, Jeanne .....      | Wisconsin     | Hausheer, Herman .....    | Indiana      |
| Blake, Melvin .....          | Indiana       | Hausheer, Maurice .....   | Indiana      |
| Blake, Nellie .....          | Indiana       | Heal, Don .....           | Indiana      |
| Bontrager, John .....        | Indiana       | Henschen, Mabel .....     | Indiana      |
| Brackbill, Dorothy .....     | Pennsylvania  | Hise, Colleen .....       | Indiana      |
| Brown, Carol .....           | Wisconsin     | Hochstedler, Clyde .....  | Indiana      |
| Brown, Doris .....           | Michigan      | Hoke, Naomi .....         | Ohio         |
| Buchwalter, Omar .....       | Pennsylvania  | Holcombe, Warne .....     | Ohio         |
| Burdon, Mildred .....        | Indiana       | Hoover, David .....       | Ohio         |
| Caskey, John .....           | Indiana       | Hyde, Margaret .....      | Ohio         |
| Clark, Alice .....           | Indiana       | Hyde, Phyllis .....       | North Dakota |
| Clark, Russell .....         | Pennsylvania  | Hyde, Wendell .....       | Ohio         |
| Clark, William .....         | Indiana       | Jackson, Robert .....     | Ohio         |
| Cook, Dale .....             | Indiana       | Jenkins, Mildred .....    | Pennsylvania |
| Cummings, Ralph .....        | Nebraska      | Johnson, Gertrude .....   | Pennsylvania |
| Cunningham, Louise .....     | Indiana       | Kelly, Evelyn .....       | Indiana      |
| Deloe, Betty .....           | Pennsylvania  | Kimball, Marion .....     | Michigan     |
| Durling, Helen .....         | Michigan      | Ladd, Martha .....        | Indiana      |
| England, Lois .....          | Indiana       | Ladd, Wilma .....         | Indiana      |
| Farrier, Chester .....       | Michigan      | Leffler, Mary .....       | Indiana      |
| Fenstermacher, Dorothy ..... | Indiana       | Malsbary, Gail .....      | Indiana      |
| Ferree, Dorothy .....        | Ohio          | Martin, Harley .....      | Ohio         |
| Fosnaught, Hope .....        | Ohio          | Martin, Phyllis .....     | Indiana      |
| Foster, Gerald .....         | Michigan      | McElroy, Alberta .....    | Pennsylvania |
| Foulke, Kenneth .....        | Indiana       | McCormack, Ralph .....    | Ohio         |
| Fox, Barbara .....           | Indiana       | Miller, Rhea .....        | New York     |
| Franks, Ruth .....           | Ohio          | Moore, Naomi .....        | Indiana      |

|                  |          |                   |              |
|------------------|----------|-------------------|--------------|
| Needler, Arthur  | Indiana  | Rowell, Ina       | Illinois     |
| Nelson, Donna    | Indiana  | Scheel, Doris     | Michigan     |
| Nelson, Dora     | Indiana  | Sheesley, Robert  | Ohio         |
| Nelson, Margaret | Ohio     | Smith, Kathryn    | Indiana      |
| Page, Wallace    | New York | Smith, Marion     | Oregon       |
| Peters, Teuntje  | New York | Sparks, Esther    | Indiana      |
| Prosser, Esther  | Michigan | Spurgeon, Gene    | Indiana      |
| Puckett, Joan    | Indiana  | Stephenson, Helen | Pennsylvania |
| Pugh, Geraldine  | Indiana  | St. John, Charles | Indiana      |
| Raymonde, Jean   | Indiana  | Stuart, Josephine | Indiana      |
| Roane, Elisabeth | Ohio     | Wildermuth, Edith | Indiana      |
| Rocke, Glenn     | Illinois | Williams, J.      | Indiana      |

## SCHOOL OF RELIGION

|                    |          |                  |              |
|--------------------|----------|------------------|--------------|
| Behnken, Robert    | Michigan | Pegram, Charles  | Indiana      |
| Bontrager, John    | Indiana  | Rowell, Ina      | Illinois     |
| Clark, Ethel       | Indiana  | Sypos, Mary      | Pennsylvania |
| Ferree, Dorothy    | Ohio     | Van Meter, Harry | New York     |
| Kincheloe, Raymond | Indiana  | Wood, S. Henry   | Minnesota    |
| Obara, Taeko       | Japan    |                  |              |

## SUMMARY

| Class         | Men |       | Total | Class                         | Men |       | Total |
|---------------|-----|-------|-------|-------------------------------|-----|-------|-------|
|               |     | Women |       |                               |     | Women |       |
| Graduate      | 1   | 1     | 2     | Unclassified                  | 4   | 4     | 8     |
| Postgraduates | 5   | 1     | 6     | Music                         | 32  | 56    | 88    |
| Seniors       | 23  | 20    | 43    | School of Religion            | 6   | 5     | 11    |
| Juniors       | 29  | 23    | 52    | Total Less Duplicates         | 163 | 162   | 325   |
| Sophomores    | 43  | 47    | 90    | States Represented            | —   | —     | 26    |
| Freshmen      | 48  | 48    | 96    | Foreign Countries Represented | —   | —     | 2     |

## ENROLLMENT BY STATES AND COUNTRIES

|                      |     |               |    |
|----------------------|-----|---------------|----|
| California           | 1   | Nebraska      | 4  |
| Delaware             | 1   | New Hampshire | 1  |
| District of Columbia | 1   | New Jersey    | 5  |
| Idaho                | 1   | New Mexico    | 1  |
| Illinois             | 6   | New York      | 18 |
| Indiana              | 128 | North Dakota  | 3  |
| Iowa                 | 10  | Ohio          | 41 |
| Kansas               | 1   | Oregon        | 1  |
| Louisiana            | 1   | Pennsylvania  | 35 |
| Maine                | 1   | South Dakota  | 3  |
| Maryland             | 4   | West Virginia | 1  |
| Massachusetts        | 3   | Wisconsin     | 4  |
| Michigan             | 45  | China         | 1  |
| Minnesota            | 3   | Japan         | 1  |

# 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 earthly 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, scholarship, 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 of The William Taylor Foundation, 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 library, 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 William Taylor Foundation 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