NORMAL COLLEGE

of the

AMERICAN GYMNASiC UNION

(Accredited)
Affiliated with Indiana University

415-419 EAST MICHIGAN STREET
INDIANAPOLIS
INDIANA

1935-1936

Published by the Normal College
March, 1935
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COLLEGE CALENDAR

The college year comprises 36 weeks of six days each, or 216 days. It is divided into two semester of 16 weeks each, and into the camp term of four weeks.

FIRST SEMESTER

1935
September 27  Friday  Entrance examinations begin.
September 28  Saturday Entrance examinations end.
Matriculation.
September 30  Monday  Instruction begins.
November 28  Thursday Thanksgiving Day; a holiday.
December 23  Monday  Christmas recess begins.

1936
January 6  Monday  Instruction resumed.
February 1  Saturday  First semester ends.

SECOND SEMESTER

1936
February 3  Monday  Second semester begins.
February 22  Saturday  Washington's Birthday; a holiday.
March 30  Monday  Spring recess begins.
April 6  Monday  Instruction resumed.
May 28  Thursday  Commencement.
May 30  Saturday  Class leaves for camp.
June 1  Monday  Camp opens.
June 27  Saturday  Camp closes.
Air View of the Normal College Camp.
# College Calendar

## SESSION DAYS, 1935-1936

*End of College Month*

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THE AMERICAN GYMNASTIC UNION
Organized in 1850.

The American Gymnastic Union is a league of gymnastic societies of the United States of America, organized for the purpose of bringing up men and women strong in body, mind and morals, and of promoting the dissemination of liberal and progressive ideas. In the harmonious education of body and mind this Union recognizes one of the most important prerequisites for establishing, preserving and perfecting a true democracy. Its societies are required to organize adult and juvenile classes for the purpose of pursuing courses of physical training based on rational principles, and to further the intellectual and moral welfare of pupils and adults by establishing suitable schools, and providing for instructive lectures and debates.

National Executive Committee,
Pittsburgh, Pa.

George Seibel, President
Dr. Herm. Groth, Vice-President
William Voelker, Corresponding Secretary
Carl Erdlen, Recording Secretary
Henry J. Thier, Treasurer

Theo. Ahrens, Louisville, Ky.
Wm. Brosius, Boston, Mass.
Carl Entenmann,
Los Angeles, Cal.
Chas. A. Geder, Pittsburgh, Pa.
Bernhard Krause, Cleveland, O.

Wm. Mueller, St. Paul, Minn.
Leopold Saltiel, Chicago, Ill.
Gustav Schweppendick,
New York, N. Y.
Richard Turnt, Pittsburgh, Pa.
GOVERNMENT OF THE NORMAL COLLEGE

The government of the Normal College is vested in a Board of Trustees composed of thirteen members of the American Gymnastic Union, and divided into four groups, as follows:

First Group.—Four alumni of the Normal School of Gymnastics, or of the Normal College of the American Gymnastic Union, at least three of whom do not reside in the city in which the College is located, or in its environs.

Second Group.—Four members of the American Gymnastic Union, at least two of whom are residents of the city in which the College is located, or of its environs.

Third Group.—The three deans of the Normal College are ex-officio members of the Board of Trustees.

Fourth Group—Two representatives of the Alumni Association of the Normal College.

EXAMINATIONS IN NORMAL COLLEGE SUBJECTS

Sections 22-24 of the By-Laws of the Normal College read as follows:

Sec. 22. The students of the Normal College shall be examined in each subject pursued by them, before or upon the completion thereof. All written examinations in the subjects pursued by students shall be held under the supervision of a Director of Examination. The Dean of the Department of Education shall be ex-officio Director of Examinations. In conducting written examinations, and in grading and correcting examination papers, the Director of Examinations shall be assisted by other members of the Faculty, and by examination proctors appointed by him.

Sec. 23. The questions for written examinations shall be prepared under the supervision of the Director of Examinations by members of the Faculty and other persons to be designated by him.

Sec. 24. The Trustees of the first and third groups shall compose a Board of Examiners. Each member of the Board of Examiners shall be empowered to have the classes examined orally, by the instructor in charge, at any time without previous notice.
BOARD OF TRUSTEES

GEORGE VONNEGUT, Secretary of the Vonnegut Hardware Co.
Indianapolis, President ........................................ 1939

THEO. STEMPFEL, Indianapolis, Treasurer ....................... 1937

OSCAR H. KOSTER, President, Oval and Koster, Indianapolis .... 1937

LEO M. RAPPAPORT, Attorney, Indianapolis ..................... 1939

KARL H. HECKRICH, G. G., Physical Director, Minneapolis
Athletic Club, Minneapolis, Minn. ............................. 1937

RUDOLF HOFMEISTER, G. G., M. D., Practicing Physician, St.
Louis, Mo. .......................................................... 1939

PAUL KRIMMEL, B. P. E., Director of Physical Education, Syra-
cuse Public Schools ............................................... 1939

GROVER W. MUELLER, B. P. E., M. S., Supervisor of Health and
Physical Education, Philadelphia Public Schools ................. 1937

CARL B. SPUTH, M. D., Dean of the Department of Science and
Hygiene .............................................................. Ex-officio

EMIL RINSCH, A. M., Acting Dean of the Department of Edu-
cation, Social Science, and Languages .......................... Ex-officio

RUDOLPH R. SCHREIBER, B. P. E., Acting Dean of the Depart-
ment of the Theory and Practice of Physical Educa-
tion ................................................................. Ex-officio

OTTO ECKL, G. G., Physical Director, Concordia Gymnastic So-
ciety, St. Louis, Mo. .................................................

W. K. STREIT, B. S., A. M., Director of Physical and Health
Education, Cincinnati Public Schools ...........................
FACULTY

Carl B. Spath, M. D., President; Dean of the Department of Science and Hygiene; Professor of Physiology; Lecturer on Applied Anatomy, Physical Diagnosis and First Aid; Medical Examiner; College Physician.

Emil Rinsch, A. M., Acting Dean of the Department of Education, Social Science and Languages; Instructor in Education and History; College Credit Examiner.

Rudolph R. Schreiber, B. P. E., Acting Dean of the Department of the Theory and Practice of Physical Education; Lecturer on Principles and Instructor in Activities of Physical Education.

Karl H. Heckrich, G. G., Physical Director, Minneapolis Athletic Club, Minneapolis, Minn., Non-resident Lecturer on Physical Education.

Rudolf Hofmeister, G. G., M. D., Practicing Physician, St. Louis, Mo., Non-resident Lecturer on Physical Education.

Paul Krimmel, B. P. E., Director of Physical Education, Syracuse Public Schools. Non-resident Lecturer on Physical Education.

Grover W. Mueller, B. P. E., M. S., Supervisor of Health and Physical Education, Philadelphia Public Schools, Non-resident Lecturer on Physical Education.

Emil Rath, M. P. E., A. M., Director of Physical and Health Education, Indianapolis Public Schools, Lecturer on Principles, and Instructor in Activities of Physical Education.

Clara Ledig Hester, B. P. E., Instructor in Physical Education Activities; Lecturer on Methods in Physical Education.

Paul D. Hinkle, B. S., Professor of Physical Education and Athletics, Butler University; Instructor in Football and Basketball.

George W. Lipps, G. G., Instructor in Physical Education Activities and Fencing.

Morris Neu, B. P. E., Instructor in Physical Education, Public Schools; Instructor in Boxing, Wrestling, Baseball and Tennis.

Edwin N. Kime, M. D., Indiana University School of Medicine and Indiana Dental College; Professor of Anatomy; Lecturer on Physical Therapy; Medical Examiner.
Normal College of the American Gymnastic Union

AMOS C. MICHAEL, A. B., M. D., Indiana University Extension Instructor in Physiology; Professor of Physiology.

FRANK J. WELCHER, Ph. D., Indiana Extension Lecturer in Chemistry; Professor of Chemistry.

RUSSELL NOYES, Ph. D., Assistant Professor of English, Indiana University; Assistant Professor of English.

ANNA LOCKE, A. M., Assistant Professor of English.

EMMET A. RICE, A. M., Vice-Principal, Shortridge High School; Lecturer on History of Physical Education.

EUGENE MUELLER, Professor of German.

EMMA BOPP, Assistant Professor of German.

R. C. CRAIG, Head of Art Department, Arsenal Technical High School; Lecturer on Art in Physical Education.

JULIA NIEBERGALL, Pianist.

H. STEICHMANN, College Secretary.
HISTORY OF THE NORMAL COLLEGE

The Normal College of the American Gymnastic Union is the oldest American institution for the training of teachers of physical education.

The national convention of the North American Gymnastic Union held at Rochester, N. Y., in 1860, levied a weekly per capita tax that was deemed sufficient, at the time, for founding and maintaining a normal school of gymnastics. The proposed school was opened at Rochester early in 1861. The Civil War, however, made it impossible to continue the school. When President Lincoln issued his first call for volunteers, the North American Gymnastic Union sent forth, under the Stars and Stripes, the flower of its membership—thousands of men skilled in the use of arms and prepared for the hardships of war by years of strenuous physical training. More than sixty per cent of the total membership of the North American Gymnastic Union enlisted in the Union Army.

The Normal School of the North American Gymnastic Union was reorganized in 1866. Prior to 1875, the school was a traveling institute of gymnastics, whose earliest courses were completed in the city of New York. The institute was then transferred to Chicago. In October, 1871, the great fire in Chicago ended the existence of the institute in that city, and in 1872 the school was reopened in the city of New York.

From 1875 to 1888, Milwaukee was the seat of the Normal School. From 1889 to 1891, the school temporarily made its home in the city of Indianapolis. At the end of this transitional period, the North American Gymnastic Union had completed a gymnasium building adjoining the new home of the National German-American Teachers' Seminary and the German and English Academy at Milwaukee. The three schools were united in a way that enabled each to preserve its individuality, and at the same time to utilize the teaching facilities of the other two schools.

In September, 1907, the Normal School of Gymnastics was again moved to Indianapolis under the name of "The Normal College of the North American Gymnastic Union;" it offered one-year, two-year, and four-year college courses, the work of each college year including courses in letters and science equivalent to one year's work as counted by universities toward the baccalaureate degree.

In March, 1907, the Normal College was incorporated under the laws of the State of Indiana as an institution of learning empowered to confer academic titles and degrees.
In June, 1910, the College was accredited by the Indiana State Board of Education. Its graduates are exempted from teachers' examination in Indiana and states reciprocating with Indiana.

The name of the institution was changed, in June, 1919, to Normal College of the American Gymnastic Union.

In September, 1932, the Normal College became affiliated with Indiana University.
GENERAL INFORMATION

The Normal College of the American Gymnastic Union is an institution established for the purpose of educating teachers of physical education for schools maintained by gymnastic societies, for public schools, and for higher educational institutions. The College is empowered by law to confer academic degrees on matriculates that complete certain prescribed courses.

The Normal College is associated with, and controlled by, the American Gymnastic Union. It is not a money-making institution, as the tuition fees cover but a fraction of its expenses. The additional income required for the defrayal of expenses is derived from appropriations made by the American Gymnastic Union.

The Normal College is affiliated with Indiana University. Upon completion of the three-year course of the Normal College, students may enter the Indiana University School of Education for the fourth year's course and upon satisfactory completion thereof will receive the Normal College degree of Bachelor of Physical Education and the Indiana University's degree of Bachelor of Science in Education with a major in Physical Education.

The State Board of Education will issue upon completion of this course, a license for teaching Physical Education, Physiology and Hygiene, and a third subject of the student's choosing. (See Schedule of College Courses.)

DEPARTMENTS

The Normal College comprises the following departments:

First. The Department of the Theory and Practice of Physical Education.

Second. The Department of Science and Hygiene.

Third. The Department of Education, Social Science and Languages.

The head of each department is a member of the Faculty who is styled Dean of such department. The three Deans constitute the Administrative Board of the Faculty.

COMPLIANCE WITH COLLEGE RULES

Students are expected to attend regularly the exercises prescribed for the classes to which they are assigned, as well as the examinations held from time to time, and to conform in a cheerful manner to the
rules adopted for the government of the Normal College and its students. Flagrant delinquencies will be dealt with by the Administrative Board of the Faculty, and may lead to the suspension or dismissal of the student.

COURSES OFFERED

The Normal College offers the following courses:

1. **College Courses**

   Open only to matriculates.

   A *three-year course* leading to diploma and certification as teacher of Physical Education in Elementary Schools.

   A *four-year course* leading to the degree of Bachelor of Physical Education (B. P. E.), and to certification as Teacher of Physical Education for Elementary and High Schools. The fourth year's course is to be taken at Indiana University. (See Schedule of College Courses.)

   Graduate courses leading to the degree of Master of Physical Education (M. P. E.).

2. **Elementary and Special Courses**

   An elementary *two-year course*, open to male non-matriculates that have attained a high degree of proficiency in physical education activities and meet such additional requirements as may be prescribed, including a satisfactory knowledge of German. Students who complete this course will receive a certificate stating that they are qualified to teach physical education in schools maintained by societies of the American Gymnastic Union. The course will not be given unless at least eight students register for it.

   Special courses in subjects taught during the college year. Persons desiring to attend the Normal College for special work in any department may be admitted as special students if they give satisfactory evidence that they are qualified to pursue with profit the subjects they wish to take. Special students receive certificates that cover the work satisfactorily completed by them.
General Information

THE COLLEGE BUILDING

The Normal College occupies the east wing of the Athenæum of Indianapolis, corner of Michigan and New Jersey streets. The rooms in the east wing include two gymnasiuems, two bath rooms, three locker and dressing rooms, a rest room for women, four lecture rooms, a room for medical and physical examinations, a room for corrective work, a library and reading room, two office rooms. The College also has the use of the auditorium, 52 by 62 feet, and the concert hall, 77 by 132 feet, in the west wing of the building. The total floor space available for the purposes of the College exceeds 30,000 square feet.

THE COLLEGE CAMP

In order to give its students a thorough and practical course in camping, the Normal College has acquired fifteen acres of ground at Elkhart Lake in Wisconsin, and has established there a fully equipped camp. It is erected on high ground, forty feet above the lake. Play spaces, an outdoor playground, an athletic field with 120-yard straight-away track, two large covered halls for exercising, a large dining hall accommodating 150 persons, a rest and writing room for women, a club house for the men, and other buildings have been constructed. Cabins, 12 by 16 feet, are erected on wooden floors and lighted by electricity. Sanitation is properly taken care of.

All Freshmen and Sophomores are required to attend the camp for four weeks in June. A fee of $25 will be charged for transportation from Indianapolis to Elkhart Lake, and back as far as Chicago, and for various camp expenses. The fee for room and board at Camp is $34.00 for the four-weeks' camping course. Cots and mattresses will be furnished. Students are required to bring their own sheets, pillow cases and pillows, blankets and towels, tennis shoes, a bath robe or raincoat, and a flashlight in addition to the usual necessaries.

TUITION FEES

Tuition fees for the year are payable in two installments, respectively due on the first day of each semester. All fees are strictly payable in advance.

College Courses and Elementary Course

The regular tuition fee for these courses is two hundred dollars ($200.00) per year.
Special Courses

The regular tuition fees for special courses offered during the college year are given in connection with the rules governing these courses (see Special Courses).

Additional Fees

In addition to the tuition fee, the following fees are payable:

- Camp fee (see "The College Camp") $25.00
- Medical examination of Freshmen 2.00
- Locker rent, per year 2.00
- Graduation fee 5.00
- All-Student Association dues (to defray expenses of social affairs, games, year-book, etc.), per year 10.00

Students completing a course in absence, excepting when completing it at Indiana University, are charged $10.00 graduation fee.

Reduced Tuition Fees

The regular tuition fee for the college courses, the elementary course, and special courses, are reduced as stated below if the student belongs to one of the following classes:

Class A.—Young men who meet the requirements for matriculation, or the requirements for admission to the elementary course or special courses, and who prove, by means of certificates duly executed on the blank furnished for this purpose by the Normal College (Certificate M) that they have been members of the American Gymnastic Union for at least one year prior to such matriculation or admission, and that they have regularly attended, for not less than three years, physical education classes taught by a competent teacher in the gymnasium of a society that belongs to the American Gymnastic Union.

Class B.—Young women who meet the requirements for matriculation and prove, by means of certificates duly executed on the blank provided for this purpose (Certificate D), that prior to their matriculation their fathers have been members of the American Gymnastic Union for at least three years, and that they themselves have attended, for not less than three years, physical education classes instructed by a competent teacher in the gymnasium of a society belonging to the American Gymnastic Union.

Students belonging to Class A or Class B are required to pay only three-fifths, or sixty per cent of the regular tuition fees fixed for the courses they take.
SCHOLARSHIPS AND LOAN FUND

Pursuant to resolutions adopted by conventions of the American Gymnastic Union, the Normal College grants, under certain conditions, scholarships consisting of free tuition, to male members of that organization. For detailed information, write for the scholarship announcement.

The Women's Auxiliary of the American Gymnastic Union has established a Student Loan Fund for the purpose of aiding male members of the American Gymnastic Union who wish to prepare themselves for teaching in societies of that organization. A sum not to exceed $200.00 per year, may be borrowed by such students, to be repaid when a teaching position is obtained.

ROOM AND BOARD FOR WOMEN

Non-resident women students will find excellent accommodations in a home operated under supervision of the College. The rate for room and board is $7.00 per week. Rules similar to those observed in dormitories, are enforced.

ROOMS AND BOARD FOR MEN

Well-furnished rooms accommodating one or two persons can be rented in the vicinity of the College building at $7.50 per month, heat and light included. Good board can be had near the College at $5.00 per week. Within ten minutes' walk from the College, there are a number of restaurants that furnish good meals at moderate prices.

A list of desirable rooms, boarding places, and restaurants will be found at the office of the Normal College. At this office, guides will be supplied from 9 a. m. to 5 p. m. on the Wednesday and Thursday preceding the entrance examinations, to assist students in finding suitable rooms and board. Persons who wish to avail themselves of this assistance should report at the office on one of the two days given above, and not later than 10 o'clock a. m. on Thursday.
GYMNASIUM SUITS

The required gymnasium suit for men consists of black flannel track trousers (length half way to knee), white wool sleeveless Jersey, and black slippers. A "rest costume" is used to cover the other suit while attending lectures and when not on the gymnasium floor. It is also worn for the mild forms of work given to combined classes of men and women. Both costumes may be purchased in Indianapolis stores.

An athletic suit consisting of white duck track trousers, sleeveless white track shirt and spiked jumping shoes is required for track and field activities.

A civilian costume consisting of a suit of dark blue material, soft, white shirt with attached collar, and black bow tie, is recommended.

The required suit for women on the gymnasium floor is a one-piece black poplin suit without sleeves, and with a detachable white collar. This suit can be purchased in the Indianapolis Stores which carry the College standard uniforms. Black hose and soft black ballet slippers are worn with this uniform.

A black flannel smock also purchasable in Indianapolis, is required for classroom wear whenever the gymnasium costume is worn.

The costume for dancing consists of a silk crepe sleeveless slip of a light color worn over bloomers matching this costume. Either white or black ballets and light socks are worn.

For outdoor sports, the usual costume is worn.
Required Costumes
GENERAL INFORMATION

SCHEDULE OF COLLEGE COURSES

The time allotted to instruction in each subject is given in semester hours. A semester hour is equivalent to one fifty-minute period of classroom instruction per week for sixteen weeks. In the laboratory and floor classes two fifty-minute periods per week for sixteen weeks constitute one semester hour of credit.

All subjects that have numbers between 10 and 19 are for Freshmen; between 20 and 29 for Sophomores; and between 30 and 39 for Juniors. All subjects are required of all students with the following exceptions: Wrestling and Boxing are required only of the men. Aesthetic Dancing is optional for men while Fencing is optional for women. German is optional except for Scholarship students.

The fourth year's course is to be completed at Indiana University. By the terms of affiliation of the Normal College with the State University, students having completed the Normal College three-year course, will be admitted to senior standing in the School of Education of Indiana University and upon satisfactory completion of the fourth year's course will receive from the University the degree of Bachelor of Science in Education with a major in Physical Education and a minor in Physiology and Hygiene and a third subject.

The fourth year's work may also be completed in other institutions. In the latter case, the students may choose other subjects than those listed in the schedule, but should adhere to the curriculum as closely as possible, and they must submit to the Administrative Board of the Faculty a statement of the subjects elected by them; credit will not be allowed for such work unless the choice of subjects and institutions was previously approved by the Board. The fourth year's work must represent not less than 30 semester hours, or 25 semester hours and a thesis, and teaching experience at least equal to subject P. Ed. 426. Work completed in absence must be of a grade above the "below average" grade of the institution in which it was taken. If the fourth year's work is done in absence, it must be completed within three years and three months after finishing three years' work in the Normal College; any courses to be completed after that time must be taken in residence.

A graduation fee of $10.00 is payable by students completing work in institutions other than Indiana University.
FRESHMAN YEAR

<table>
<thead>
<tr>
<th>Department</th>
<th>No.</th>
<th>Subject</th>
<th>Class Hrs.</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice and Theory of</td>
<td></td>
<td>Fundamentals:</td>
<td></td>
<td></td>
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<tr>
<td>Physical Education</td>
<td>Pr. 10</td>
<td>Fundamental Gymnastics</td>
<td>3</td>
<td>1½</td>
</tr>
<tr>
<td></td>
<td>Pr. 11</td>
<td>Graded and Advanced Dancing (the latter elective for Men)</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Pr. 12</td>
<td>Apparatus Work, Tumbling, Pyramids</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Pr. 13</td>
<td>Graded Games and Contests</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Pr. 14</td>
<td>Football (Men); Hockey (Women)</td>
<td>3</td>
<td>1½</td>
</tr>
<tr>
<td></td>
<td>Pr. 15</td>
<td>Wrestling and Boxing (Men only)</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Th. 10</td>
<td>Introduction to Physical Education</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
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<td>Th. 11</td>
<td>Music and Art in Physical Education</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Science</td>
<td>Sc. 10</td>
<td>Human Anatomy</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Sc. 11</td>
<td>General Chemistry</td>
<td>7</td>
<td>5</td>
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<td></td>
<td>Ed. 10</td>
<td>General Psychology</td>
<td>3</td>
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<tr>
<td>Education Language</td>
<td>Ltr. 10</td>
<td>English (Composition and Rhetoric)</td>
<td>4</td>
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<tr>
<td></td>
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<td>Electives</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

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Camp Courses

| Practice and Theory of Physical Education | Pr. 16 | Soccer, Speedball (Men); Fieldball (Women) | 1 ¼ |
|                                          | Pr. 17 | Track and Field Activities                  | 1 ½ |
|                                          | Pr. 18 | Swimming, Diving and Life Saving            | 2 1  |
|                                          | Th. 12 | Campercraft                                  | 2 1 3|

Required Number of Semester Hours... 35

Full credit is given for all subjects requiring the usual preparation; credit for work requiring less preparation is reduced to one-half of the time actually spent in class. Physical education activities consist not only of practice, but a good amount of study (textbooks, lesson arrangement, etc.) is demanded.
# Schedule of College Courses

## Sophomore Year

<table>
<thead>
<tr>
<th>Department</th>
<th>No.</th>
<th>Subject</th>
<th>Class Hrs</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Practice and Theory of Physical Education</td>
<td>Pr. 20</td>
<td>Fundamental Gymnastics</td>
<td>3</td>
<td>1 1/2</td>
</tr>
<tr>
<td></td>
<td>Pr. 21</td>
<td>Graded and Advanced Dancing (the latter elective for men)</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Pr. 22</td>
<td>Apparatus Work, Tumbling, Pyramids.</td>
<td>4</td>
<td>2</td>
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<tr>
<td></td>
<td>Pr. 23</td>
<td>Graded Games and Contests.</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
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<td>Pr. 24</td>
<td>Baseball (Men); Playground Ball (Women)</td>
<td>3</td>
<td>1 1/2</td>
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<td></td>
<td>Pr. 25</td>
<td>Foil Fencing (Men)</td>
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<td>1 8</td>
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<tr>
<td></td>
<td>Th. 20</td>
<td>Play and Recreation and Playground Teaching</td>
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<tr>
<td>2 Science and Hygiene</td>
<td>Sc. 20</td>
<td>Applied Anatomy</td>
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<td>2</td>
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<tr>
<td></td>
<td>Sc. 21</td>
<td>General Physiology</td>
<td>14</td>
<td>10 12</td>
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<td>Hy. 20</td>
<td>First Aid</td>
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<td>2</td>
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<td></td>
<td>Hy. 21</td>
<td>General and Individual Hygiene</td>
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<td>3 5</td>
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<tr>
<td>3 Education</td>
<td>Ed. 20</td>
<td>Educational Psychology</td>
<td>3</td>
<td>3 3</td>
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<tr>
<td></td>
<td>Electives</td>
<td>3</td>
<td>3</td>
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### Camp Courses

<table>
<thead>
<tr>
<th>Department</th>
<th>No.</th>
<th>Subject</th>
<th>Class Hrs</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>1 Practice and Theory of Physical Education</td>
<td>Pr. 26</td>
<td>Track and Field Activities</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Pr. 27</td>
<td>Swimming, Diving and Life Saving</td>
<td>2</td>
<td>1</td>
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<tr>
<td></td>
<td>Pr. 28</td>
<td>Boating and Canoeing</td>
<td>1</td>
<td>1 1/2</td>
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<tr>
<td></td>
<td>Th. 21</td>
<td>Nature Study and Handcraft</td>
<td>1</td>
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**Required Number of Semester Hours**  35
## JUNIOR YEAR

<table>
<thead>
<tr>
<th>Department</th>
<th>No.</th>
<th>Subject</th>
<th>Semester Hours</th>
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<tr>
<td>Practice</td>
<td>Pr. 30</td>
<td>Fundamental Gymnastics</td>
<td>2 1</td>
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<td></td>
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<tr>
<td>and</td>
<td>Pr. 31</td>
<td>Graded and Advanced Dancing (the latter elective for Men)</td>
<td>4 2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Theory</td>
<td>Pr. 32</td>
<td>Apparatus Work, Tumbling, Pyramids</td>
<td>4 2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>of</td>
<td>Pr. 33</td>
<td>Graded Games and Contests</td>
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<tr>
<td>Physical</td>
<td>Pr. 34</td>
<td>Basketball</td>
<td>2 1</td>
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<tr>
<td>Education</td>
<td>Pr. 35</td>
<td>Tennis</td>
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<tr>
<td></td>
<td>Pr. 36</td>
<td>Epee and Saber Fencing (Men)</td>
<td>2 1</td>
<td>1 1</td>
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<td></td>
<td>Th. 30</td>
<td>Pageants and Festivals</td>
<td>2 1</td>
<td>2 1</td>
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<td></td>
<td>Th. 31</td>
<td>Methods of Physical Education</td>
<td>3 3</td>
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<tr>
<td></td>
<td>Th. 32</td>
<td>Practice Teaching in Elementary and Junior High School</td>
<td>6 3</td>
<td>6 3</td>
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<tr>
<td></td>
<td>Th. 33</td>
<td>Corrective Physical Education and Anthropometry</td>
<td>4 3</td>
<td>4 3</td>
<td>10</td>
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<tr>
<td>Education</td>
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<td>History and Principles of Physical Education</td>
<td>3 3</td>
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<td></td>
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<tr>
<td></td>
<td>Ed. 31</td>
<td>Principles of Teaching in High School</td>
<td>3 3</td>
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<td></td>
<td>Ed. 32</td>
<td>Secondary Education</td>
<td>3 3</td>
<td>3 3</td>
<td>9</td>
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<td></td>
<td>Electives</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Th. 33</td>
<td>History of Education</td>
<td>3 3</td>
<td>3 3</td>
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<tr>
<td>In Camp</td>
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<tr>
<td>Required Number of Semester Hours</td>
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## SENIOR YEAR

(At Indiana University)

<table>
<thead>
<tr>
<th>No.</th>
<th>Subject</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>P. Ed. 240</td>
<td>Activity Techniques</td>
<td>2</td>
</tr>
<tr>
<td>P. Ed. 220</td>
<td>Organization and Administration of Playgrounds</td>
<td>2</td>
</tr>
<tr>
<td>P. Ed. 222</td>
<td>Organization and Administration of Phys. Education</td>
<td>2</td>
</tr>
<tr>
<td>P. Ed. 226</td>
<td>Physical Diagnosis</td>
<td>1</td>
</tr>
<tr>
<td>Phys. 207</td>
<td>Physiology of Exercise</td>
<td>3</td>
</tr>
<tr>
<td>P. He. 322</td>
<td>The Teaching of Physiology and Health (Hygiene)</td>
<td>2</td>
</tr>
<tr>
<td>Hy. 203</td>
<td>Group and Intergroup Hygiene</td>
<td>3</td>
</tr>
<tr>
<td>P. Ed. 441</td>
<td>School Health Course in Study Development</td>
<td>2</td>
</tr>
<tr>
<td>P. Ed. 426</td>
<td>Practice Teaching in High School</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>12</td>
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<tr>
<td>Required Number of Semester Hours</td>
<td></td>
<td>32</td>
</tr>
</tbody>
</table>
DESCRIPTION OF COLLEGE COURSES

DEPARTMENT OF PHYSICAL EDUCATION

A. Practice

The work of this department is divided into two fields. The first comprises graded subject-matter; as graded games, graded dancing, graded apparatus work, etc., etc. These graded activities provide prospective teachers with a knowledge of material that may be used at the different age-levels.

The second field includes the same class of activities but as advanced work; e.g., advanced apparatus and tumbling, dancing, track and field work, organized games, etc. Its purpose is to give students opportunities to enlarge their scope of accomplishment and to master the various activities to the limit of their native powers; to teach appreciation of the significance of these sports from actual experience and to give a thorough understanding of the technique involved from the teaching and coaching viewpoints. The outcome should be more effective teaching, and ability to arouse in the youth love and enthusiasm for physical activities.

During the Freshman and Sophomore years, all students are required to participate in a proficiency period of one hour per week, a period set aside for individual work in any of the physical activities when students work for improvement and for the accomplishment of objectives. Likewise, all students during those two years are required to participate in Group Teaching (one hour per week). Student teachers (Sophomores) in charge of groups of students (Freshmen), present lessons in the different physical education activities; pupil criticism. No credit is given for these courses.

Freshman Year

10. Fundamental Gymnastics (3-1½)

The course in gymnastics consists of fundamental exercises, rhythmic in nature, exhibition work, and tactic exercises. The general purpose of fundamental gymnastics is to give the teacher a means with which to combat the deleterious influence of habit and of our present mode of living; a means with which to prepare the body for vigorous motor activities; and to enable him to discover motor defects with a view of correction.

Exhibition work taught in this course consists of selected groups of activities in the form of drills requiring thorough physical control. They serve primarily for purposes of entertainment. Only the practical forms of tactic exercises needed by the instructor to handle large groups of pupils adequately are included in the course.

11. Graded and Advanced Dancing (1-2)

(a) Graded Dancing (2-1). Simple foundational steps. Adaptation to music to recognize phrasing, accent, and intensity. Simple dance combinations. Easy dances consisting chiefly of song games and folk dances, and interpretive dances of a mimetic and pantomimic type for self-expression based on musical themes and ideas taken from stories
suitable for grades I to III. In grades IV to VI more advanced folk, school and interpretive dances are taught. Student teaching under supervision.

(b) Advanced Dancing (2-1). Foundational steps much like graded dancing with simple natural arm movements. Motor control through changing directions, turning, spatial and time adjustment, and changing steps. Based on foundational work.

12. Apparatus Work, Tumbling and Pyramids (4-2)

(a) Graded (2-1). Activities common to the daily life of the school child of the first six grades. Stunts. Large group work predominates. Apparatus, as benches, boxes, balance beams, stall bars, and ladders. Work in tumbling and pyramids suitable for boys and girls of grades I to IV. Easy pyramids.

(b) Advanced (2-1). Practice of all the fundamental movements adapted to men and women peculiar to each apparatus, as horizontal and parallel bars, side and long horse, still and flying rings. The following apparatus are also used: balance boards, boxes and ladders. Practice of assisting; squad work based on individual differences. Students act as leaders. Fundamental tumbling stunts. Pyramid construction on floor and apparatus.

13. Graded Games and Contests (2-1)

The material is divided into recreational games, individual contests and games, and group contests and games. Only the simplest relays are given for group competition.

14. Football (Men—3-1½)

Theoretical and practical instruction in the fundamentals, various positions and formations for offense and defense. Practical interpretations of rules. Analysis of different styles of play and football strategy. Conditioning of players and care of football injuries. Lectures and practice.

Hockey (Women—3-1½)

Theoretical and practical consideration of the various elements, formation for attack and defense. After the preparatory work, a series of games are played between the teams organized within the school. Lectures and practice.

15. Wrestling and Boxing (2-1)

(a) Wrestling (1-½). The Graeco-Roman and catch-as-catch-can styles are taught. Students are made thoroughly familiar with all locks and breaks.

(b) Boxing (1-½). Individual and class instruction in the various modes of attack and defense, qualifying the students to teach amateurs the art of boxing. Lectures on training, wrestling and boxing tournaments and related topics. Students arrange wrestling and boxing bouts and officiate.

16. Soccer; Speedball (Men); Fieldball (Women)—1-½

The students are divided into teams and organized into a league with upper classmen acting in the capacity of coaches and officials. The entire league is organized and controlled by the students. Some work in fundamentals and team play is given by student coaches. Most of the time is devoted to games between teams of the league.
17. Track and Field (1-½)

Practice and Technique. A study of the technique of the various athletic events, the rules governing them and duties of the officials. The planning of the athletic field. In practice, the events are changed each year so that skill in all of them will be acquired in two years.

18. Swimming and Diving (2-1)

Theory. The technique of the dog paddle, breast, side, back, trudgeon, and crawl strokes; land exercises, diving, floating, water stunts and supplementary water exercises. The methods of teaching the above by means of a progressive system. Lectures and recitations. Practice. Beginners receive personal instructions from the most competent seniors and their assistants supervised by the instructors, while those who can swim, practice other forms in which they are not skilled, under the direction of the instructors aided by the seniors. Swimming eight minutes continuously is required. Self-rating methods. Land exercises are practiced during the school year in the gymnasium.

Sophomore Year

20. Fundamental Gymnastics (3-1½)

A study of the mobility of the human mechanism (motor diagnosis) with a view of selecting activities to improve it. Thorough understanding of the purpose of each movement. Activities for boys and girls of junior and senior high school.

The exhibition work of the freshman year is continued along lines of increasing difficulty. New gymnastic compositions suitable for junior high school boys and girls are learned.

New forms of tactic exercises are added to those of the freshman year. Several methods are taught for quickly attaining formation frequently needed. Student teaching under direction in all of the above.

21. Graded and Advanced Dancing (4-2)

(a) Graded Dancing (2-1). More advanced steps for junior high school pupils, growing out of the foundational steps. Simple, natural arm movements added to the steps. Musical adaptation, with more complicated dance rhythms and compositions predominating. Elementary clogging and gymnastic dancing, suitable for boys of junior high school age. Three's, five's, seven's, easy clog and athletic dances for boys. Folk, national, and simple interpretive dances for girls. Student teaching under supervision.

(b) Advanced Dancing (2-1). More difficult exercises in motor control through changing direction and steps frequently, and using a wider variety of musical rhythms. Introduction of the technique of dance masters. Dance combinations with arm movements. Interpretive, classic, character, and national dances of greater difficulty. Interpretation of musical compositions with a view of composing a complete dance to develop creative ability. Teaching under supervision.

22. Apparatus Work, Tumbling and Pyramids (4-2)

(a) Graded (2-1). Activities on apparatus suitable for boys and girls of junior high school age. Introduction of squad work to fit individual differences; apparatus objectives suitable for each age level and
sex. Tumbling activities adapted to boys and girls of junior high school age. Pyramids of a double tier of individuals and simple pyramids on apparatus.

(b) Advanced (2-1). Based on the work of the first year. Combinations are stressed. Exercises requiring increased skill, strength and daring, predominate. Only squad work is used. In this, each student is expected to reach the degree of skill required by the intermediate grade. Tumbling and pyramid building parallels the progress in difficulty on the apparatus. Combinations. Couple and group work.

23. Graded Games and Contests (2-1)

Games for boys and girls of junior high school age, consisting chiefly of a great variety of relays, contests, and games of a low and medium degree of organization, as Dodgeball (advanced forms), Captainball, Volleyball (easy forms). An intramural type of organization is established for these activities for the purpose of giving students opportunities to conduct school leagues and officiate.

24. Baseball; (Playground Baseball, Women) (2-1)

Theory and practice. Rudiments and fundamentals. Primarily for beginners. All phases of the various positions and team plays. Theory and strategy in inter-class games; theory and practice in hitting, bunting, pitching, base running, fielding, etc. Playground baseball and indoor baseball will also be taught, the women devoting most of their time to these games while the men emphasize the work in outdoor baseball.

25. Foil Fencing (Men Only) (2-1)

The instruction comprises: Theory and practice, including individual and class instruction in single and double rank formations; the salutes; arranging of tournaments; concluding with an intra-class tournament conducted by students.

26. Track and Field (2-1)

Continuation of the first year’s work in practice. Events not stressed the first year will receive most attention while others are repeated. Organization and management of track and field activities as applied in elementary and high school. Efficiency contests for various age-levels; organization and administration of athletic meets and field days.

27. Swimming and Diving (2-1)


Practice Teaching. Sophomores are required to teach or assist in teaching in all practical work depending on their ability. Land exercises, life saving, breaks and holds, and resuscitation.

Practice. Swimming fifteen minutes continuously is required. All movements in which the students are not skilled are practiced. Life Saving Test Emblems are awarded to those who pass the tests satisfactorily.

28. Boating and Canoeing (1-½)

Instruction in the care and handling of boats and canoes and in rowing and paddling. Boat and canoe drill, single and in formation.
Junior Year

30. Fundamental Gymnastics (2-1)

A continuation of the work in the sophomore year extended to more complex forms essential for complete body control. Polyrhythmic gymnastics of stationary and locomotor type for youths, men and women.

Continuation of demonstration and exhibition work of the sophomore year but adapted to boys and girls of senior high school and older age-groups. Gymnastic drills, group movements and motor chorus work arranged to musical compositions. New forms of tactic exercises. Student teaching under supervision.

31. Graded and Advanced Dancing (4-2)

(a) Graded Dancing for Senior High School. More difficult steps used in combinations with tactic exercises of couples, three's, four's, and groups. More difficult folk and national dances and simple classic and interpretative dances. Additional gymnastic, clog, and athletic dances for boys. Student teaching under supervision.


32. Apparatus Work, Tumbling and Pyramids (4-2)

(a) Graded (2-1). Continuation of sophomore work in increasing difficulty for boys and girls of senior high school age. Methods of judging apparatus work; grading by achievement tests. Difficult pyramids of a double tier of individuals and pyramids with combinations of apparatus. The work for girls is easier.

(b) Advanced (2-1). Continuation of the second year's work principally as combinations. New material covers the upper grade of tumbling and apparatus work for both men and women, and is required of the skillful students only; other students continue the work of the preceding year by enlarging their fund of activities and by arranging original combinations. Squad work with assistance. Officiating at meets. Progression in pyramid building.

33. Graded Games and Contests (1-1/4)

Work in procedure of teaching and intramural organization continues along lines similar to that of the sophomore year. New games are introduced, adapted to the interests, needs, and development of the senior high school group. The organized games involve a higher degree of skill, more specialization, and are more complex in nature. They include such games as volleyball; and games of the baseball, basketball and soccer types. New vigorous recreational games similar to those of the sophomore year are taken up. Handball, squash tennis, and similar games are included. Student teaching under supervision.

34. Basketball (2-1)

Men—Turns, stops and darting, handling the ball, passing, dribbling, goal throwing and following shots, guarding, selecting and placing men,
several styles of offense and defense, plays from center, out-of-bound plays, signals, practice, conditioning, and care of injuries. Intramural league. Seniors coach and officiate. Practice, lectures, and recitations. Women—First, elementary coaching in the handling of the ball, simple passing, shooting and the mechanics for same will be given. Later more advanced technique and playing the game according to two and three court rules will be taken up, gradually working up to court positions, signal plays, running of tournaments, each student to act as an official in some capacity. Intramural league; juniors and seniors coach and officiate. Practice, lectures, and recitations.

35. Tennis (1-½)

This course will stress coaching in elementary strokes and service; offensive and defensive tactics of singles and doubles; net and back court play. Group and individual instruction and practice will be given in the gymnasium and on outside courts.

36. Fencing with Epee and Saber (Men only) (2-1)

Theory and practice. Class and individual instruction; arranging tournaments, concluding with intra-class tournament conducted by students.

B. Theory

The content of this department is intended to instruct the student in the underlying principles of physical education so as to make him a skillful leader. It provides him with aims and objectives and the methods of attaining them; gives him an understanding of their relation to education and life; enables him to select and organize activities for their mental, moral, social and biological values, and provides opportunities for practice. These courses further acquaint the student with the organization of programs, educational, recreational and entertaining in nature.

10. Introduction to Physical Education (3)

The purpose of this course is to give the student a general view of the relationship of Health and Physical Education to general education and its place in the organization of a school system; further, to give him a background for a thorough understanding of the material of modern Physical Education, its various systems of activities, nomenclature, etc., and its development from past systems.

11. Music and Art in Physical Education (2-1)

A study of the fundamental principles of the theory of music as musical notation, sight-reading exercises, songs in unison, marching and gymnastic songs, folk, community and patriotic songs, part songs. It includes also history and appreciation of music.

A brief course of Art in Physical Education, from the point of view of rhythm and balance. A study of the appreciation of aesthetic values by means of illustrations and demonstrations.

12. Camp Craft (2-1)

Camp Management. Location of camp, disposition and erection of tents, sanitation, et cetera. Experience in camp management is given to all students. Our own camp is placed in charge of sophomore monitors assisted by freshmen. Monitors are in charge of camp activities, kitchen duties, camp sanitation, mail service, first aid, and evening recreation. Lectures, practice.
20. **Play and Recreation (2-1)**

Playgrounds. Management and activities. Arranging of programs, attendance, discipline, etc. Equipment of playground. The arrangement of apparatus and places for games, track and field work, wading pools, etc. Municipal and industrial recreation centers are studied. Teaching on the school playgrounds of Indianapolis is required during the last half of the second semester and comprises approximately 36 hours. Lectures, reading, discussions and conferences.

21. **Nature Study and Handcraft (1-½)**

A brief study of plant life including trees, shrubs, and flowers; insect life; birds; recognition and location of planets, stars and constellations. A study of handwork suitable for playground purposes. The making of reed and raffia baskets will be studied; yarn work; burlap articles; enameling; hand sewing. Lectures and practical work.

30. **Pageants and Festivals (2-1)**

Discussion of different kinds of festivals and pageants, selection of themes, organization, staging, lighting, choice of grounds, costuming, music and dances. Special attention will be given to the arrangement of exhibition material in pageantry form. The class will either prepare and produce an entire pageant or will be organized in small groups to write pageants for children of various age levels. Lectures, recitations, practice.

31. **Methods of Physical Education (3)**

This course discusses the teaching process, the use of auxiliary means and devices, and the various forms of procedure and conducting activities as determined by the learning process of children, youths, and adults. The teaching process used with each class of activity is discussed.

32. **Practice Teaching in Elementary and Junior High Schools (6-3)**

Observation of physical education in the Indianapolis schools during the first, and practice teaching during the second semester, under the direction of the Director of Physical Training and Hygiene. Preparation of lesson plans covering various phases of physical education. Discussion and criticism of the lessons by the critic teacher before teaching. Presentation under supervision of critic teacher followed by conference.

33. **Corrective Physical Education and Anthropometry (4-3)**

(a) **Corrective Physical Education.** Students are taught to diagnose faulty conditions, and in cases that can be remedied by exercise, to give directions and write prescriptions of exercise. A special room is reserved for this work equipped with modern orthopedic and medical appliances. Reconstruction work; active and passive movements as used in medical gymnastics and their effects; the theory and practice of massage. Lectures, discussions, and practice.

(b) **Anthropometry.** This course will be made practical as far as possible. Measuring and testing the body. Study of structural deviations. Methods of taking strength and vitality tests. Interpretation of measurements and the results of tests.
DEPARTMENT OF SCIENCE

The courses in this department form the basis for an appreciation of the biological objectives of physical education. They are intended to give the student an understanding of the immediate and remote effect of the various classes of activities upon the human organism so as to enable him to select intelligently, activities for the different age-levels and for therapeutic and corrective purposes, and also to teach Physiology.

10. Human Anatomy (7-5)

In the study of human anatomy, special attention is given to the skeleton, the muscular system, and the structure of the internal organs. Lectures, demonstrations and recitations. Study of dissectible models, skeletons, charts, and the living model. Demonstrations on the human cadaver.

11. General Chemistry (7-5)

Study in this course is so organized as to give the student only facts useful for further study in physical education. Fundamental principles of chemistry. The most important elements in the domain of physiological chemistry; the chemistry of the foods, of digestion, metabolism, and excretion. Demonstrations by instructor. Lectures and recitations.

20. Applied Anatomy (Kinesiology) (2)

Principles of bodily movements; the various gymnastic movements, and the muscles and bony levers engaged in them. Lectures, demonstrations and recitations.

21. General Physiology (14-10)

A course in the fundamentals of human physiology. The cell metabolism. The basic body tissues. The nervous system. Blood and lymph and their circulation. A study of foods and their digestion. Secretion, absorption and elimination. The special senses. Respiration. Reproduction. Heredity. Laboratory demonstrations will be given upon the phenomena of nerve-muscle physiology, the effect of removal of the cerebrum and cerebellum, a study of the heart together with the circulation and effect of vagus stimulation and recording the pulse.

DEPARTMENT OF HYGIENE

The courses in this department are intended to acquaint the student with the methods employed to create and maintain a healthful environment and to give him a foundation for the teaching and practice of health.

20. First Aid (2)

The different forms of injuries and their temporary protection, including dressing, bandaging, transportation of the injured, etc. Aid in cases of fainting, suffocating, drowning. The preparation of solutions, bandages, splints. Lectures, demonstrations, and practical work.

21. General and Individual Hygiene (3)

The proper care of the various parts and organs of the body; the manner in which diseases are spread and may be prevented; the use of food from the standpoint of nutrition, and the prevention of infection; the disposal of waste; general hygiene as it pertains to rest, sleep, exercise, clothing and related subjects.
DEPARTMENT OF EDUCATION

This department and the two following (Social Science and Languages) through the courses of study and instruction, endeavor to achieve two principal objectives. First, they aim to provide a degree of knowledge and training useful in the ordinary contacts of life such as must be made by those who assume to be really educated, cultured and refined. Second, these courses give the student a view of just how the mind works in its struggle upward from childhood to that of the mature adult and of the learning and teaching processes as seen in the American home and school.

10. General Psychology (3)

Introduction to Psychology. This is a gateway course and is designed to introduce the prospective teacher to the problems of teaching by means of a reasonably comprehensive study of fundamental psychological principles. An effort is made to secure special application to the problems of the ordinary public school teacher.

20. Educational Psychology (3)

The discussions have as their chief aim, the application of theory to practice and the identification of the principles of psychology with the actual processes of learning and teaching as found in the ordinary classroom. Throughout the course an effort will be made to develop an intimate classroom relationship between the more valuable psychological data and the principles derived therefrom as these are seen to apply in both the work of the teacher and that of the learner.

30. History and Principles of Physical Education (3)

A general survey of the history of physical education in its relation to the history of civilization. Education among the eastern nations of antiquity. Physical education among the ancient Greeks and Romans; national contests and festivals, their relations to social and religious life, to literature, art, and trade; deterioration of gymnastic contests, its causes and effects. Physical education in the medieval and modern world: Popular contests among northern tribes and nations; early mimic battles; feudalism, chivalry, and the tournament; decline of the tournament; revival of classical learning and physical training by the Humanists; Basedow, GutsMuths, and Jahn; physical education after the Napoleonic wars. History and literature of systems of physical education.

Objectives of physical education; principles of selection; classification of activities according to their values and adaptation to age-groups and sex. Organization of material with reference to facilities, time allotment, and objectives; arrangement of well-balanced lessons, semester’s and year’s program in physical education activities. Practice, lectures, and recitations.

31. Principles of Teaching in High School (3)

This course will consist of lectures, discussions, textbook and collateral reading designed to develop a knowledge of such topics as Attention, Interest, Formation of Habit, the Memory, the Imagination, the Art of Questioning, the proper assignment, use of collateral material, Supervised Study, Drill, Review, Socialized Recitation, Problem Project, Organization of Material, Lesson Planning, proper conduct of examinations and Teacher Ethics.
32. Secondary Education (3)

The course will consist of lectures, discussions, textbook and collateral readings dealing with such topics as types of secondary schools, aims of secondary education, the high school student, the high school teacher, the reorganization movement, and high school problems.

33. History of Education (3)

A course designed to give a view of teaching practices by means of historical approach. Lectures, readings and discussions will set forth briefly the social and educational situation in Europe and America from the year 1100 to the present time. The revolutionary developments of the last 200 years will be stressed with special reference to changes brought about in response to social needs and demands.

Methods of Physical Education. (See Dept. of Physical Education, Theory.)

Practice Teaching. (See Dept. of Physical Education, Theory.)

DEPARTMENT OF SOCIAL SCIENCE

All courses in this department are electives and are designed to prepare the student for the teaching of this subject as a minor.

Medieval History of Europe, 476-1789 (3)

This is a survey course which takes into consideration the cultural, economic, social and industrial conditions of the period; feudal society; the growth of the church and the towns; the early rise of nationalism and the various phases that lead to the transition of medieval Europe. Lectures, reports and outside reading.

Europe Since 1789 (3)

The political, economic, social and industrial conditions of the various European countries. Special emphasis will be placed upon the effect of European conditions on America. Lectures, reports and outside readings.

United States History to 1836 (3)

This is a survey course taking into consideration the settlement of America. The colonial period, the formation of the American union and federal government; the outward expansion and the earlier struggles over slavery. Lectures, reports and outside readings.

United States History Since 1836 (3)

This is a continuation of the survey course. The pre-civil war period; the civil war and reconstruction period; the industrial expansion, social and economic phases of the United States will be discussed. Lectures, reports and outside readings.

DEPARTMENT OF LANGUAGES

The courses in this department are electives excepting No. 10, Composition and Rhetoric; they are like the courses in the preceding department, designed to prepare the student for the teaching of either language as a minor.
10. **English, Composition and Rhetoric (4)**


**English Literature I (3)**

The essay and the drama as types of literature are studied. The course includes study of the development of each of these types and reading of representative essays and plays.

**English Literature II (3)**

Poetry and prose fiction are the types of literature considered in this course. The epic, medieval romance, ballads, both popular and literary, will be read, as well as nineteenth century romantic poetry and some contemporary verse. The study of prose fiction; two novels will be read and some short stories.

**American Literature I (3)**

The object of this course is to study the great writers of America. Historical background with biographical material will be presented in lectures, and excerpts from the leading writers from 1608 to the Civil War period will be read.

**American Literature II (3)**

This course includes a study of the principal writers from Whitman to the present time, and readings of excerpts from their works.

**Elementary German (4)**

Open to those without previous training in German.

**Intermediate German (4)**

This course presupposes a minimum of one year's study of German. It is also open to others who may satisfy the instructor as to their ability to pursue the course. Review of German grammar. Practice in reading, writing and speaking. The aim of the course is to enable students to read simple German.

**Advanced German (4)**

This course is designed for students who are fairly conversant and skillful in the use of the language. More advanced texts are studied both for literary form and for content. Books and magazine articles on physical education subjects are studied.

**ELECTIVES**

All matriculated students will be required to choose an elective subject of which twelve semester hours will be given during the three years in the Normal College and twelve additional semester hours during the fourth year at Indiana University. The following elective courses are offered:

**Social Science:** European History (6); American History (6)

**English:** English Literature (6); American Literature (6)

**German:** Elementary (4); Intermediate (4); Advanced (4)
SPECIAL COURSES

Persons desiring to attend the Normal College for special work in any department, may be admitted as special students by the dean of such department if they give satisfactory evidence that they are qualified to pursue with profit the subjects they wish to take. Special students receive credit and certificates that cover the work satisfactorily completed by them.

Resident college work successfully completed in any college year by special students who are matriculates, will be provisionally counted toward graduation if it represents at least four semester hours in subjects chosen with the unanimous consent of the Administrative Board of the Faculty.

Resident college work successfully completed by a special student who is not a matriculate, may be provisionally counted toward graduation whenever the student becomes a matriculate and as such again passes an examination in the subjects in question, provided, however, that such work shall represent not less than four semester hours per year in subjects chosen with the unanimous consent of the Administrative Board.

The regular tuition fees are as follows: Physical education activities, including athletics and games, $75 per year; fencing, dancing, each $25 for 32 lessons; wrestling and boxing, swimming, each $15 for 16 lessons; all other subjects, $5 per semester hour.

Whenever the sum of the regular tuition fees for the subjects pursued by a special student in any college year equals or exceeds $200, the aggregate regular tuition fee to be paid by such student is $200 for the year in question. For reduction of regular tuition fees, see Tuition Fees, classes A and B.
ELEMENTARY COURSE

Male applicants for admission who have attained a high degree of proficiency in physical education activities (gymnasts of the second or third grade), and are well versed in the English and German languages, but do not meet the requirements for matriculation, are offered an elementary two-year course. This course is designed to furnish the students admitted to it with such knowledge of the theory and practice of physical education as will qualify them to teach gymnastics in the schools maintained by societies of the American Gymnastic Union.

Students pursuing this course are required to take all the subjects offered them. They may be assigned to one or several of the regular college classes as nonmatriculate special students or as hearers, in subjects which they seem qualified to pursue to advantage, upon recommendation by the dean of the department in question, and the unanimous adoption thereof by the Administrative Board of the Faculty. If it is found that the student cannot pursue with profit the work of a college class to which he has been assigned, or that he impedes the progress of such class, he will be required to withdraw from the class upon notification by the dean of the department to which the subject pursued belongs. If the student’s work in any college class is believed to retard his progress in the prescribed subjects of the elementary course, he may be required by a majority vote of the Administrative Board to withdraw from such college class.

The rules pertaining to the work of nonmatriculate special students also apply to assigned college work successfully completed by students that pursue the elementary course (see Special Courses).

Students pursuing the elementary course are required to pay the regular or the reduced annual tuition fee in conformity with the rules given under Tuition Fees. No additional fee is charged such students for college work properly assigned to them.

TURNVEREIN INSTRUCTORS

Members of Turnvereins (scholarship, elementary and other students) who are planning to teach in Turnvereins are obligated to take the following courses:

History and Problems of Turnvereins, 2 semester hours.
Observation and Practice Teaching in Turnvereins, 1 semester hour.
German, 12 semester hours.

Scholarship students who can not maintain an average of B— in their regular work will lose the scholarship; other Turnverein members will lose the privileges accorded them as such if they do not maintain an average of C.
REQUIREMENTS FOR ADMISSION AND MATRICULATION

The college courses offered by the Normal College are open only to applicants that meet the following requirements:  

a. They must be persons of good moral character who are physically sound, well formed, and not undersized, and whose physical training enables them to derive the full benefit from the courses in physical education offered them.  
b. They must have completed the four-year course of an American high school that requires the completion of an eight-year elementary course for admission to its first-year class; or they must have passed equivalent entrance examinations in approved high school subjects, including at least three years of high school English. The completion of high school courses in Physics and Chemistry, or in General Science, in Algebra, Geometry and Modern History is desirable.  
c. They must meet the special requirements stated below.

APPLICATION FOR ADMISSION

Application for admission should be made on the blank provided for this purpose (Form A), which will be sent to prospective applicants on request. Address Normal College, A. G. U., 415-419 East Michigan St., Indianapolis, Ind. If Form A is properly filled out and sent to the Normal College as soon as possible, and not later than September 1, the College will try to procure from the high school whose course the applicant completed, and from other institutions attended by him, certificates covering the subjects studied, and the time devoted to each.

NUMBER OF UNITS REQUIRED FOR MATRICULATION

The work covered by diplomas and certificates, and by entrance examinations the applicant has passed, is rated in units. The unit represents 180 recitation periods of 45 minutes in high school subjects taught in schools that require the successful completion of an eight-year elementary course for admission to the lowest class. Sixteen units, including at least 3 units in high school English, are required for matriculation.

DIPLOMAS AND CERTIFICATES

The applicant's original certificates, teacher's license, etc., should be laid before the Dean of the Department of Education. The diploma of the four-year course of an American high school generally rep-
represents 16 units. High school graduates are advised to procure and to submit certificates covering all the high school subjects studied, and the time devoted to each (see Application for Admission). If the rating of the diploma or certificates of the applicant for matriculation is less than 16 units, he must pass an examination in high school subjects chosen by himself, and not covered by his diploma or certificates. All applicants may be given written and oral tests for the purpose of facilitating the assignment of work in the seminaries, and for other purposes.

**ENTRANCE EXAMINATIONS**

All applicants for admission to any of the courses will report at the College office at 9 o'clock a.m., on the day on which the entrance examinations begin. (See page 4.)

The entrance examinations comprise:

1. *The examination as to physical education*, conducted by the Dean of the Department of the Theory and Practice of Physical Education. While expert knowledge of gymnastics, games, and other physical activities is not essential, the possession of a medium degree of proficiency in these arts will be required. Applicants for the scholarship will be given a special examination.

2. *The medical examination* of all applicants, conducted by the Medical Examiners of the College.

3. *The examination in high school subjects* chosen by applicants who are not high school graduates. This examination is conducted by the Dean of the Department of Education. Its scope will be determined by the applicant's statements. If, for instance, the applicant holds a certificate for a half year's work (90x45 minutes) in algebra, representing ½ unit, but asserts that he continued the study of algebra for two additional semester in a school whose certificate he does not produce, the examination in algebra will be based on the work usually required in the second and third semesters in this subject; and if he passes this examination, he will be credited with 1 unit, in addition to the ½ unit represented by his certificate.

4. A *classification test in English and a psychological test*.

5. *Examinations in elementary and special subjects*, required of those who wish to take the elementary course or special courses. These examinations are conducted by the deans of the departments concerned. (See Elementary Course and Special Courses.)
ADMISSION TO ADVANCED STANDING

Credit will be given for work in literary and scientific subjects completed in an approved college or university. The student applying for such credit is required to have the institution in which the work was pursued, send to the Normal College an official transcript of the completed courses, and he must also send to the Normal College a marked catalog of the institution showing these courses. Transcripts of accepted credits will not be returned. Every application for credit will be considered on its merits and credits for which satisfactory credentials are presented, will be provisionally accepted. The Normal College reserves the right to examine the student in subjects for which credits were presented if subsequent work proves unsatisfactory. Final evaluation of credits is made by the College Credit Examiner after one year's work of the applicant in the Normal College.

REQUIREMENTS FOR GRADUATION

In addition to physical education and practice in teaching, the college work of each year includes instruction in science and letters that is fully equivalent to one year's work as counted by universities toward the baccalaureate degree.

DIPLOMA

A diploma will be issued to matriculates who have successfully completed every prescribed subject of the three-year course in residence at the College. The diploma will state that the recipient is qualified to teach physical education in elementary schools.

DEGREE OF BACHELOR OF PHYSICAL EDUCATION AND BACHELOR OF SCIENCE IN EDUCATION

The degree of Bachelor of Physical Education (abbreviated B. P. E.) will be conferred on matriculates upon the satisfactory completion of three years of resident work and of the fourth year's work at Indiana University. Students successfully completing the latter course, will also receive from the Indiana University the degree of Bachelor of Science in Education. Credit will be allowed for work in literary and scientific subjects successfully completed in an approved college or university previous to entering the Normal College. Such credit will be determined by the Credit Examiner. (See Admission to Advanced Standing.)
Matriculates of the Normal College who hold the degree of Doctor of Medicine (M. D.) conferred by a medical college of good standing, will be granted the degree of Bachelor of Physical Education upon the satisfactory completion, in residence, of the first and second years' work of the Normal College and after one year's full-time teaching of physical education.

The degree of Bachelor of Physical Education may also be conferred on students who have completed the three-year course of the Normal College and then successfully complete the fourth year's work in absence, but under the direction of the Administrative Board. Such work must represent not less than thirty semester hours, but five semester hours' credit may be earned by presenting an acceptable thesis. The subject of the thesis must be approved by the Administrative Board before October 10, and the thesis must be presented not later than February 10, of the college year in which the degree is to be conferred. The Normal College reserves the right to publish the thesis. For details regarding the method of presenting the thesis, write for special circular.

DEGREE OF MASTER OF PHYSICAL EDUCATION

The degree of Master of Physical Education (abbreviated M. P. E.) will be conferred on holders of the baccalaureate degree of the Normal College, upon the satisfactory completion of prescribed graduate work, and the presentation of an acceptable thesis; part of such work may be done in absence. For details regarding the method of pursuing the graduate work and presenting the thesis, write for special circular.

GRADES AND POINTS

In rating the work satisfactorily completed in prescribed and elective subjects, the letters A, A-, B, B-, C and D are used. The instructors may also express the student's grade in percentages. The letters represent percentages, as follows: A equals 95-100; A- equals 90-94; B equals 85-89; B- equals 80-84; C equals 75-79; D equals 65-74. A grade of E, between 60 and 65, means "conditioned," and F, below 60, "failure." Conditioned students may make up the work by a re-examination or additional work as decided by the Dean of the department. Conditions must be removed within one year or the grade will be changed to "failure."

The grade letters carry value in credit points for each semester hour, as follows: A, 3 points; A-, 2½ points; B, 2 points; B-, 1½ points; C, 1 point; D, 0 point.

At least 140 points are required for the degree of Bachelor of Physical Education.
At the end of the third year, the student's success in practice teaching is jointly rated by the Dean of the Department of Theory and Practice of Physical Education and the Director of Physical Education in the Elementary schools, or the Head of the Department of Physical Education in the various high schools. The following letters are used: A equals excellent; AB equals very good; B or AC equals good; BC equals fair; C equals satisfactory; D equals unsatisfactory. The ratings from A to C are ultimately expressed in points as follows:

\[
\begin{align*}
A &= 315 \\
AB &= 263 \\
B &= 210 \\
BC &= 157 \\
C &= 105
\end{align*}
\]

**GRADED DIPLOMAS**

The diplomas are graded as follows: a. Diplomas without qualifying term. b. Diplomas stating that the student has been graduated With Honor. c. Diplomas stating that the student has been graduated With High Honor. d. Diplomas stating that the student has been graduated With Highest Honor.

The grade of each diploma is determined entirely by the work completed in residence.

In determining the grade of a diploma, success in practice teaching has the same weight as the successful completion of the prescribed subjects of study.

The total number of credit points earned by a student, plus the points given for success in practice teaching as shown in the table above, are termed the final aggregate. The grade of each diploma is found from the following table of final aggregates:

**Final Aggregates Required for Each Diploma Grade at End of Three-Year Course**

<table>
<thead>
<tr>
<th>Grade Description</th>
<th>Final Aggregate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Without Qualifying Term</td>
<td>210 points</td>
</tr>
<tr>
<td>With Honor</td>
<td>365 points</td>
</tr>
<tr>
<td>With High Honor</td>
<td>440 points</td>
</tr>
<tr>
<td>With Highest Honor</td>
<td>515 points</td>
</tr>
</tbody>
</table>

Providing, however, that in addition to the above total aggregates the following number of A's or A-'s are required: With highest honor, one-third of the total number of semester hours; with high honor, one-fourth, and, with honor, one-sixth of the total number of semester hours.

**TEACHERS' LICENSES**

The Indiana State Board of Education will issue to students who complete the three-year course and who are recommended by the Normal College authorities, a license permitting them to teach Physical Education in elementary schools. Nearly all other states will do the
CAMP BROSIEUS, ELKHART LAKE, WIS.
same, and in most of them three years’ preparation entitles also to teaching in high schools.

Upon completion of the four-year course including the senior year’s work at Indiana University as outlined under Schedule of Courses, the Indiana State Board of Education will issue a license to teach in high and elementary schools, 1. Physical Education; 2. Physiology and Hygiene; and 3. another subject of the student’s choosing. As Indiana University is fully accredited by all accrediting agencies, graduates possessing the degree of Bachelor of Science in Education and the Normal College degree of Bachelor of Physical Education will receive licenses to teach the above subjects in any state.

ALUMNI ASSOCIATION

All graduates of the Normal College are eligible to membership in the Alumni Association.

PLACEMENT BUREAU

Registration with this Bureau is restricted to graduates of the Normal College, and is free. No fee is charged for placing graduates. For particulars address Placement Bureau of the Normal College, 415 E. Michigan St., Indianapolis, Ind.
**REGISTER OF STUDENTS**

1934-35

<table>
<thead>
<tr>
<th>M</th>
<th>Matriculate</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>Nonmatriculate</td>
</tr>
<tr>
<td>I</td>
<td>First-year College Course</td>
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<tr>
<td>II</td>
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<td>III</td>
<td>Third-year College Course</td>
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<td>IV</td>
<td>Fourth-year College Course</td>
</tr>
<tr>
<td>E</td>
<td>Elementary Course</td>
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</table>

Fr = Freshman  
So = Sophomore  
Jr = Junior  
Sr = Senior  
Gr = Graduate Student  
S = Special Student

Numerals in parentheses refer to records.

<table>
<thead>
<tr>
<th>Name</th>
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<th>Location</th>
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<tbody>
<tr>
<td>BAER, Alvin</td>
<td>M1So(1371)</td>
<td>Clinton, Mass.</td>
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<tr>
<td>BAER, Harold</td>
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<td>BARNEKOW, Pearl</td>
<td>M1So(1372)</td>
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<td>BENZIE, Wesley</td>
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<td>ROSE, GERTRUDE</td>
<td>M1So(1374)</td>
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<tr>
<td>BRADLEY, EDNA B.</td>
<td>M1So(1394)</td>
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</tr>
<tr>
<td>CIPOLLA, Peter</td>
<td>M1So(1375)</td>
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<tr>
<td>DAVIDSON, LAVINIA</td>
<td>M11Jr(1346)</td>
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<tr>
<td>DIEHL, BARRET</td>
<td>M1Fr(1395)</td>
<td>Cincinnati, Ohio</td>
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<tr>
<td>DREYER, HENRY</td>
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<td>EMERLING, FRANK</td>
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<td>Buffalo, N. Y.</td>
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<td>HEINRICH, CARL</td>
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<td>KOCHENDORFER, FRANCES</td>
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