1915

# Catalog, 1915-1916

Indiana State University

INDIANA STATE NORMAL SCHOOL.

# ANNUAL CATALOGUE

OF THE

# Indiana State Normal School

1915-1916

TERRE HAUTE, INDIANA

Forty-seventh Year



FT. WAYNE:
FT. WAYNE PRINTING CO., CONTRACTORS FOR STATE PRINTING AND BINDING
1916

# Contents

# Calendar for 1916-1917

---

## FALL QUARTER

Registration, Monday, October 2, 1916.
Class work begins Tuesday, 8:00 A. M., October 3.
Quarter ends Friday, December 22.

## WINTER QUARTER

Registration, Tuesday, January 2, 1917.
Class work begins Wednesday, 8:00 A. M., January 3.
Quarters ends Friday, March 23, 1917.

## SPRING QUARTER

Registration, Monday, March 26, 1917.
Class work begins Tuesday, 8:00 A. M., March 27.
Annual Commencement, Friday, 9:30 A. M., June 15.

## SUMMER QUARTER

Registration, Monday, June 18, 1917.
Class work begins Tuesday, 7:00 A. M., June 19
Quarter ends Friday, August 31, 1917.

# Board of Trustees

## OFFICERS

CHARLES A. GREATHOUSE.....President
JOSHUA JUMP.....Secretary.
JAMES H. ROYSE.....Treasurer.

## MEMBERS

CHARLES A. GREATHOUSE.....Indianapolis.
Term expires 1917.

JOSHUA JUMP.....Terre Haute.
Term expires 1920.

JOSEPH E. KELLEY.....Mt. Vernon.
Term expires 1918.

CALEB S. DENNY.....Indianapolis.
Term expires 1920.

BENJAMIN F. DEAHL.....Goshen
Term expires 1918.

## STANDING COMMITTEES

Teachers and Instructors—Messrs. Greathouse, Kelley.
Finance—Messrs. Denny, Deahl.
Library and Apparatus—Messrs. Deahl, Parsons.
Building and Grounds—Messrs. Jump, Denny.

## BOARD OF VISITORS

(An Act Approved March 5, 1873.)

Section 1. "Be it enacted by the General Assembly of the State of Indiana, That Section 140 of said act be amended to read as follows, to wit: The State Board of Education shall appoint annually in the month of June, or at their first meeting thereafter, a committee of three, who shall constitute a board of visitors, and shall, in a body, or by one of their number, visit said school once during each term, and witness the exercises and otherwise inspect the condition of the school, and by the close of the Normal School year they shall make a report to the board of trustees. The members of said board of visitors shall be allowed five dollars for each day's service rendered, and also traveling expenses, to be paid out of the State Treasury."

### MEMBERS OF BOARD FOR 1915-1916

George R. Grose, President DePauw University, Greencastle, Indiana.

H. A. Buerk, Superintendent of Schools, New Albany, Indiana.

Charles H. Dodson, Superintendent of Schools, Benton County, Fowler, Ind.

# Standing Committees

CLASSIFICATION OF NEW STUDENTS—Professors Stalker, Rose M. Cox, Miller and Lynch.

CLASSIFICATION OF OLD STUDENTS—Professors Mutterer, Clippinger, Moran and Hyde.

CLASSIFICATION OF COLLEGE STUDENTS—Professors Bogardus, Schlicher and Higgins.

RECITATION AND EXAMINATION PROGRAMS—Professors Rettger, Bogardus and Clippinger.

COMMENCEMENT AND SENIOR CLASS—Professors Gillum, Higgins and Tilson.

SPECIAL, IRREGULAR AND DELINQUENT STUDENTS AND EXTRA STUDIES.—Professors Wisely, Bruce and Kelso.

LIBRARY—Professors Cunningham, Schlicher and Bacon.

DISCIPLINE—Professors Parsons, Sandison, Wisely, Gillum and Deans Schweitzer and Weng.

GRADUATION—Professors U. O. Cox, Lynch, Bogardus, Moran and Charman.

HEALTH OF STUDENTS (Men)—Professors Westphal, Rettger and Schockel.

HEALTH OF STUDENTS (Women)—Professors Bailey, Rose M. Cox and Dean Schweitzer.

ADVANCED STANDING—Professors Curry, Baxter and Clippinger.

ATHLETICS—Professors Westphal, Gillum, Turman, Laubach and Higgins.

ENTERTAINMENT AND STUDENT SOCIAL AFFAIRS—Professors Kelso, Moran, Bacon and Deans Schweitzer and Weng.

APPOINTMENTS—Professors Charman, Parsons, Sandison and Rettger.

AUDITING COMMITTEE—Professors Baxter, Kelso and Cunningham.

COMMENCEMENT PROGRAMS, INVITATIONS, ETC.—Professors Rettger, Curry and Wisely.

CATALOGUES, BULLETINS, ETC.—Professors Stalker, Curry and Sandison.

LECTURE COURSE—Professors Schlicher, Clippinger and Stalker.

ADVISORY COMMITTEE Y. M. AND Y. W. C. A.—Professors McBeth, Baxter, Turman and Bailey.

CONDITIONED ENGLISH—Professors Bacon, Curry and Wisely.

# FACULTY

WILLIAM WOOD PARSONS, President and Professor of Philosophy of Education, 1444 S. Center St.

HOWARD SANDISON, Vice-President, and Professor of Educational Psychology, 404 N. Center St.

ALBERT ROSS CHARMAN, Professor of Observation, Methods and Practice, 731 S. Seventh St.

ROBERT GREENE GILLUM, Professor of Physics and Superintendent of Buildings and Grounds, 63 Gilbert Ave.

LOUIS JOHN RETTGER, Professor of Physiology, 31 Gilbert Ave.

ARTHUR CUNNINGHAM, Librarian and Professor of Library Science, 529 S. Center St.

CHARLES MADISON CURRY, Professor of Literature, 1004 Sixth Ave.

FRANCIS MARION STALKER, Professor of History of Education, 914 S. Fifth St.

MARY ELINOR MORAN, Assistant Professor of Literature, 1466 S. Eighth St.

WILLIAM THOMAS TURMAN, Professor of Penmanship and Drawing, 1629 S. Fifth St.

JOHN BENJAMIN WISELY, Professor of English, 1247 N. Tenth St.

OSCAR LYNN KELSO, Professor of Mathematics, 700 S. Fifth St.

JOHN JACOB SCHLICHER, Professor of Latin, 1811 E. Eighth St.

WILLIAM ALLEN MCBETH, Assistant Professor of Geography and Geology, 1905 N. Eighth St.

FRANK RAWDON HIGGINS, Assistant Professor of Mathematics, 1719 N. Ninth St.

ROSE MARIAN COX, Assistant Professor of German, 659 Mulberry St.

FREDERICK GILBERT MUTTERER, Professor of German, 667 Oak St.

FREDERICK HENRY WENG, Assistant Professor of Latin and Dean of Men, 816 Third Ave.

ERLE ELSWORTH CLIPPINGER, Assistant Professor of English, 500 S. Center St.

FRANK SMITH BOGARDUS, Professor of European History and Economics, 2312 N. Tenth St.

ULYSSES ORANGE COX, Professor of Zoölogy and Botany, and Agriculture.

*EDWIN MORRIS BRUCE, Professor of Chemistry, 2401 N. Ninth St.

MERIT LEES LAUBACH, Professor of Induastril Arts, 2423 S. Seventh St.

JAMES HARVEY BAXTER, Assistant Professor of Mathematics, 1109 N. Fourth St.

WILLIAM ORLANDO LYNCH, Professor of United States History and Government, 2021 N. Seventh St.

ROSCOE RAYMOND HYDE, Assistant Professor of Physiology, and Zoology and Botany, 636 Chestnut St.

CHARLES BALDWIN BACON, Professor of Public Speaking and Reading, 1633 S. Fifth St.

EDITH A. BAILEY, Professor of Physical Training (Women), 907 S. Seventh St.

*On leave, 1915-1916.

CHARLOTTE BERTHA SCHWEITZER, Dean of Women, 1311 S. Center St.
IVAH RHYAN, Professor of Domestic Economy, 2206 N. Eleventh St.
VICTOR CLYDE MILLER, Assistant Professor of English, 677 Tippecanoe St.
A. F. WESTPHAL, Professor of Physical Training (Men), 1625 S. Center St.
CHARLES ROLL, Assistant Professor of History, 2614 N. Eighth St.
BERNARD SCHOCKEL, Professor of Geography and Geology, 1022 S. Center St.
O. E. SINK, Assistant Professor of Manual Training, 1014 Sixth Ave.
THOMAS J. BREITWIESER, Assistant Professor of Educational Psychology, 636 Chestnut St.
ARTHUR H. LUEHRING, Assistant Professor of Industrial Arts, 2215 S. Eighth St.
LOWELL MASON TILSON, Professor of Music, 673 Swan St.
MINNIE L. IRONS, Assistant Professor of Domestic Economy, 1330 S. Center St.
J. HOWARD JOHNSON, Acting Professor of Chemistry, 432 N. Sixth St.
ELIZABETH CRAWFORD, Principal and Teacher of English, Training School, 1532 S. Center St.
WALTER H. WOODROW, Teacher of Science, Training School, 1731 Thomspon Ave.
MABEL BONSALL, Assistant Principal and Teacher of Mathematics, Training School, 718 Crawford St.
ALICE FLOYD MUELLER, Teacher of German, Training School.
MINNIE WEYL, Teacher of History, Training School, 417 B. S. Center St.
HOWARD W. BYRN, Teacher of Latin, Training School, 1410 S. Sixth St.
HARRIETT JOSLIN, Teacher of Domestic Economy, Training School, 430 N. Sixth St.
REUBEN H. SNITZ, Teacher of Manual Training, Training School.
ALMA DE YOUNG, Teacher of Music and Drawing, Training School, 452 N. Sixth St.
EDITH M. BADER, General Teacher, Training School, 1126 N. Eighth St.
TELULAH ROBINSON, Grades Seven and Eight, Training School, 417 B. S. Center St.
*ALMA MCCRUM, Grades Five and Six, Training School, 1204 N. Fourth St.
EVA M. DAVIS, Grades Three and Four, Training School.
*ALICE M. WOODY, Grades One and Two, Training School, 315 N. Twenty-third St.
LOTTA DAY, Grades One and Two, Training School, 460 N. Seventh St.
MINNIE E. NEUMANN, Grades Five and Six, Training School, 718 Crawford St.

JOY MUCHMORE, Country Training School, 1204 N. Fourth St.
ANNE CLARE KEATING, Assistant Librarian, S. Seventh, R. R. 4.
MABEL E. MARSHALL, Assistant Librarian, 49 S. Thirteenth St.
EDNA BROWN, Assistant Librarian, 620 Chestnut St.
EDNA DARROW, Assistant Librarian, 458 N. Seventh St.
CLARA HADLEY, Assistant Librarian.

*On leave, 1916-1916.

### INSTRUCTORS AND LABORATORY ASSISTANTS

CURTIS G. SHORTRIDGE, Instructor in Psychology.
THOS. V. PRUITT, Instructor in Psychology.
JOHN C. FARBER, Instructor in Psychology and History of Education.
NEWTON B. BONHAM, Instructor in Observation.
TAYLOR C. PARKER, Instructor in History of Education.
ETTA LUCK, Instructor in English.
CHARLES REDICK, Instructor in English.
E. M. GIFFORD, Instructor in English and Arithmetic.
JAMES F. MACKELL, Instructor in Mathematics.
OTTO CHRISTY, Instructor in Agriculture.
CHARLES V. CLINE, Instructor in United States History.
RAYMOND REECE, Instructor in United States History.
INEZ SWALLOW, Instructor in Reading.
ALICE EARLLE, Instructor in Domestic Economy.
MARY RALSTON, Instructor in Domestic Economy.
CLAUDE O. MCFARLAND, Instructor in Geography.
RUBY CARSON, Instructor in Music.
ROGER THOMPSON, Laboratory Assistant in Psychology.
LUTHER TROUTMAN, Laboratory Assistant in Physics and Chemistry.
PAUL D. GARD, Laboratory Assistant in Physiology.
HOBART CROMWELL, Laboratory Assistant in Botany and Zoology.
MERL PERRY, Laboratory Assistant in Industrial Arts.
BIRCH BAYH, Gymnasium Assistant.
ARLE SUTTON, Laboratory Assistant in Geography.

### OFFICE FORCE

MINNIE ELIZABETH HILL, Registrar and Head Bookkeeper, 412 N. Fifth St.
EMMA AGNES SMITH, Secretary to the President, 634 Oak St.
ESTHER NORRIS, Assistant Registrar and Bookkeeper, 452 N. Sixth St.

# INDIANA STATE NORMAL SCHOOL

## Historical Sketch

The act of the General Assembly which created the State Normal School was approved December 20, 1865. This act defined the object of the school to be "the preparation of teachers for teaching in the common schools of Indiana," provided for the appointment of a board of trustees, the location of the buildings, the organization of a training school, the adoption of courses of study, and created the Normal School fund for the maintenance of the institution. The act further required the trustees to locate the school at the town or city of the State that should obligate itself to give the largest amount in cash or buildings and grounds to secure the school. The city of Terre Haute was the only place to offer any inducements to secure the institution. A tract of land three hundred feet square near the center of the city valued at $25,000, and $50,000 in cash were offered, and the city agreed to maintain for ever one-half the necessary expense of keeping the buildings and grounds in repair. This liberal offer was accepted and the construction of the building was begun. Aided by subsequent appropriations, the trustees were able to complete certain portions of the building, and the school was opened January 6, 1870. The professional training of teachers was an experiment in Indiana, and the institution began its work without the confidence and united support of the people of the State.

Twenty-three students were present on the opening day, and this number increased to forty by the end of the term. The attendance has grown steadily since the opening of the school, and during the year ending June 16, 1916, 3,051 different students were enrolled. In 1887 the school had become so large that it was necessary for the high school of Terre Haute, which had occupied a portion of the building since its completion, to find new quarters, thus leaving the entire building of three stories to be occupied by the Normal School alone.

On the forenoon of April 9, 1888, the building and its contents were almost totally destroyed by fire. Only the foundations were left unimpaired; the library, furniture, apparatus, and everything in the building—the accumulation of eighteen years—were

consumed. Terre Haute provided temporary quarters for the school, and, under the contract to maintain one-half the expense of repairs to the buildings and grounds, promptly gave $50,000 in cash with which to begin the work of rebuilding. The next General Assembly appropriated $100,000 for the completion of the building and the purchase of a new library, etc. With these sums the school constructed a commodious and beautiful building, and purchased an equipment for every department much superior to that possessed before the fire.

The Legislature of 1893 appropriated $40,000 for the construction of a new building to be used for gymnasium, library and laboratories. The General Assembly of 1895 appropriated $20,000 and the General Assembly of two years later $10,000 with which to complete this building.

The Legislature of 1903 appropriated $50,000 for purchasing a site for and the erection of a new training school building. During the four years following about $40,000 was added to this from the general fund of the institution and with these amounts the building was constructed.

## Material Equipment

The State Normal School occupies five large, commodious buildings. The main building, constructed immediately after the fire of 1888, is about 190 x 150 feet, and is a very complete, well-appointed school building. It contains a beautiful chapel, the administration offices, reception room, cloak rooms, class rooms, and toilet rooms. It is, architecturally, one of the most beautiful buildings in the State, and its internal arrangement is well adapted to the purpose for which it was constructed.

A second building, constructed in 1893-4, is about 100 x 100 feet, and is in style in general harmony with the main building. The basement contains the two gymnasiums; the second story, formerly occupied by the library, has been made into class rooms. The third story is occupied by the departments of Chemistry, Physics and Physiology, with well-equipped laboratories. The fourth story is used by the literary societies and Y. M. and Y. W. C. A.

The handsome four-story model or training school building is occupied by the training school for the grades and high school.

The large fireproof library building, completed in 1910, is a very substantial stone structure and now contains over 70,000 well-selected volumes.

The new vocational building completed in 1915 is occupied by the Industrial Arts and Domestic Economy Departments. This building is equipped with the best modern machinery and appliances for this work.

A new science building located just west of the library on Eagle Street is in process of construction and will provide the much needed room and facilities for the various departments of science.

## Training Schools

The Normal School maintains a complete system of training schools. The training school building now has the manual training department on the first floor, the eight grades on the second floor, and the high-school on the third and fourth floors. These departments are all in charge of professionally trained teachers and are open to students for observation and practice. In addition to these schools the Normal School maintains a typical rural school three miles in the country. This school is in charge of a skillful professionally trained teacher, and the student may see just what can be done in any district school in the state.

These complete facilities are offered to Indiana students absolutely free. There is no tuition and the only fee collected is a library fee of two dollars for each quarter.

## Non-Resident Students

Students not residing in Indiana are charged a tuition fee of twelve dollars per quarter, which must be paid in advance.

## The Purpose of the School

The statute of 1865 which created the Indiana State Normal School clearly defined its object. This was declared to be "the preparation of teachers for teaching in the common schools of Indiana." The General Assembly of 1907 clearly defined the common or public schools as consisting of (a) elementary schools including the first eight years of school work, and (b) high schools. The State Normal School, then, is not an institution for general culture for its own sake; it is a special school—a professional school. Its sole purpose is to confer on its students that education,

discipline, professional training and practical skill which will best fit them for teaching in the public schools of Indiana. The school limits its attention and work to this one thing—the preparation of teachers for teaching in the common schools of Indiana. No person is admitted who does not enter for the purpose of preparing to teach in the common schools of the state, and all the work of the school has this one end in view. Perhaps a brief statement of the school's work in its attempt to fulfill this one object of its existence may aid some to determine whether or not they wish to become students.

The State Normal School fully recognizes the importance of special preparation of teachers for both elementary and high schools, and offers the best advantages to both classes. In the preparation for either phase of teaching three general principles must be recognized as essential: (1) The teacher must be thoroughly grounded in the particular subjects which he is to teach. (2) He must be a student of the principles involved in the presentation of these subjects and of the science of teaching in general. (3) He must supplement this special preparation with a mastery of some broader cultural subjects.

## Elementary School Teachers

Recognizing the fact that the large per cent of the teachers in the state must necessarily engage in teaching the elementary or common branches, the State Normal School seeks to do these three things for such teachers: First, it seeks to ground such students as do not already possess this knowledge thoroughly in the common braches. These lie at the foundation of all learning and scholarship. They are indeed the "fundamental branches of learning." It is also true that the great majority of pupils in the public schools do not advance beyond these elementary subjects. If the state's system of common schools is to become what its founder designed it to be, it must be largely through the efficient teaching of these elementary branches. In keeping with this thought large provision is made for thorough, reflective study of these. They are not pursued and taught as in a common elementary school. The student is required to possess the usual general knowledge of these subjects to be admitted. In the Normal School he is led to make a more critical and philosophical investigation of the facts and subject-matter than he has hitherto done. He now studies these subjects from a professional point of view, from a

teachers' standpoint. His own method of studying them, and the method of presenting them appropriate to the different grades of the public schools, are themselves objects of attention and study.

The whole presentation of the subject is surrounded by a pedagogical atmosphere which is altogether absent from the ordinary school. The student is not only acquiring a larger and better knowledge of the subjects themselves, but he is learning to teach them.

Second, the Normal School requires every student to pursue a line of more strictly professional work—that is, work which is designed to give special insight into all educational questions and to prepare the individual for intelligent and reasonable charge of a school. This line of study consists of educational psychology, experimental psychology, theory of the school, the principles of method, observation in the training schools and the interpretation of the teaching observed, child-study, history of education, school supervision, school systems of Europe and America, science of education, and practice in the training schools. In this more strictly professional department of the student's work every phase of education receives extended, thorough and systematic treatment —the historical, the theoretical and the practical. The whole object of this is to lead the student to acquire a knowledge of the principles of education and a reasonable degree of skill in applying these as a teacher. He is to be freed from obedience to mere prescription and rule as a teacher and acquire genuine originality and true individuality. Rational understanding of his vocation is aimed at and the power to determine from the standpoint of principle what the process and work of the school should be.

In the third place, the school requires its students to pursue such advanced lines and courses of study as will best reinforce the knowledge of the common school branches, and at the same time best prepare them for the more advanced grades of the elementary schools. A wide range of election is permitted in languages, mathematics, science, literature and history. Like the common school subjects, these branches are studied constantly from the teacher's point of view, and the student is frequently led to reflect upon their value as means of education, the method by which they are being studied, and methods of teaching these appropriate to the grades in which they are studied. The object is to make the entire work of the school strongly and distinctly professional.

## High School Teachers

The Normal School also seeks to prepare teachers for high schools. In doing so it keeps in mind the three principles just stated. First, the high school teacher must know the subjects he is to teach. In addition to the regular Normal School Courses offered, a College Course for teachers is now maintained. To meet this first requirement on the part of the high school teachers, each student is required to choose a major subject and to pursue it a sufficient length of time to become thoroughly proficient in it. Second, each student must carry a certain amount of professional work looking toward professional skill. Third, these two phases of work must be supplemented by the study of certain subjects to insure a larger breadth of culture than would otherwise be possible.

## MISCELLANEOUS INFORMATION

### Division of Year

The school year is divided into four quarters, denoted respectively the Fall, Winter, Spring and Summer Quarters, each twelve weeks in length.

### Summer Quarter

In the Summer Quarter the quarter or twelve weeks is the credit unit. Students carry the same number of subjects that they carry in other quarters, and while the courses offered constitute majors they are so organized for the most part that each course may be taken as two consecutive minors, thus breaking the work up into six-weeks units for those who must leave at mid-quarter, or for those who may desire to enter at that time.

### Conditions of Admission

Legal requirements: Sixteen years of age, if women; eighteen, if men. Good health. Satisfactory evidence of undoubted moral character. A pledge that the applicant wishes to enter the school in good faith to prepare to teach, if practicable, in the public schools of Indiana.

Scholastic requirements: For admission to courses for Classes A, B and C and the Two-Year Course the applicant must be a graduate of a commissioned or of a certified non-commissioned high school or must possess scholarship equivalent to that of such graduate. For admission to the College Course the applicant must be a graduate of a commissioned high school or must possess scholarship equivalent to that of such graduate. For a more specific statement, see Courses of Study.

### Presentation of Credentials

**High school graduates must present to the committee on registration a complete certified record of their high school course. This is filed in the office as a part of the student's record and makes the presentation of the diploma unnecessary.**

### Credit

The term "credit" is used to denote the successful completion of a course, twelve weeks, five hours a week, in any subject. A credit amounts to five hours. No credit is given for less than six weeks' work. Students entering late receive credit only for the actual time spent in residence.

### Standing

The standing or record of students is indicated by letters: A, from 95 to 100 per cent, B, 85 to 94, C, 75 to 84, D, conditioned, and F, failure. No student half of whose records during three quarters are F, is permitted to remain in the school. No student half or more of whose records are below B is permitted to graduate.

### Advanced Standing

The Normal School endeavors to give just credit for all scholarship which the applicant may possess. This is based upon the actual attendance and work done in other institutions. Applicants for advanced standing for work done in other schools must present to the Committee on Advanced Standing an official statement covering the following points: (1) The exact length of time spent in the school, with the dates of entering and leaving. (2) The number of subjects studied each term. (3) The exact subjects studied. (4) The number of weeks spent on each subject. (5) The length of the recitation period. (6) The record of the grade of work done in each subject. Advanced standing credits in a major subject are given with the understanding that the estimate is subject to revision by the head of the department involved.

### Residence Requirements for Graduation

An actual attendance of three quarters, or thirty-six weeks, is the minimum residence under which any student may graduate. In any case the work of the three quarters, or thirty-six weeks preceding graduation, must be done in residence. However, it is not required that this last year be continuous. It may be spent in quarters at different times.

### Time for Entering

Students should be present on the first day of the quarter. Late entrance, even when absolutely necessary, not only weakens

the work of students so entering, but disturbs the work of those who were on time. Students entering late are permitted to carry full work but are given credit only for the actual time they are in attendance and for the actual work they do. The certificate for Class A can be issued only upon actual attendance for twelve weeks, and the certificate for Class B can be issued only upon actual attendance for twenty-four weeks. For all reasons applicants for Class A and B certificates should be present on the first day of the quarter. The unit for the work in these courses is twelve weeks, and the quarter cannot be broken into periods of six weeks. Moreover, all the work required for the Class A certificate, or the additional work required for the Class B certificate, must be done in the same institution. No credit is given on these courses for less than twelve weeks' work done in an accredited school.

### Certificates, Degrees and Diplomas

Under the law, when students complete the course of study they receive certificates of graduation, not diplomas. At the expiration of two years after graduation, satisfactory evidence of professional ability to instruct and manage a school having been received, graduates receive diplomas which are equivalent to a life license to teach in the schools of Indiana.

Upon completion of the College Course the certificate and the degree of Bachelor of Arts are given, and after two years of successful teaching the diploma, which is equivalent to a life license to teach in the schools of Indiana, is issued.

Upon completion of the Four-Year Courses in Agriculture, Domestic Economy, and Industrial Arts, the certificate is given, and after two years of successful teaching, the diploma, which is equivalent to a life license to teach in the schools of Indiana, is issued.

Upon completion of the Two-Year Courses students are entitled to a certificate which is accepted in lieu of a license to teach in the district or town schools of Indiana for three years without examination.

### Special Courses

Many persons are at work in the schools who do not expect to make teaching their life work: They are, however, devoted to the work of teaching while engaged in it, and conscientiously desire to render efficient service as teachers. Others who have adopted

teaching as their life vocation are so situated that it is impracticable at present for them to attend the State Normal School during the period necessary to graduation. Applications are received from many of these who desire to take a course of one year or more, devoting their time exclusively to such branches as they are required to teach and to certain phases of pedagogical study that bear directly on the problems of instruction and school management that confront them from day to day. The Normal School admits these classes of teachers and permits them to pursue such courses as their attainments and needs may determine. Students must be over twenty years of age to be admitted to these courses.

## Discipline of School

The end of all school government and discipline, intelligently conceived and administered, is the rational self-control and self-direction of the pupil. This is to be the outcome in the pupil. The effort is made to derive all rules of government from the inherent nature and purposes of the organization itself. This is the true basis of such rules; from this alone they derive their authority and not from the teacher's will and utterance. A system of school regulations which aims only at arbitrary restraint, without leading the pupil to order his conduct by clearly conceived principles of right doing, lacks the most essential educative qualities. The formation of correct habits of thought and action, the development of worthy character; these are the true aims of school discipline. The discipline of the Normal School is administered in this general thought and spirit. Students are led to see the reasonableness of the requirements made of them, so that their obedience may be intelligent and educative. In respect to discipline, as in all other particulars, the Normal School seeks to make itself in fact what it must be by definition—a model school.

## The Student's Welfare

The school management assures parents who send their sons and daughters to this institution that the school has complete and perfect arrangements for looking after both the physical health and spiritual welfare of its students. There are faculty committees whose duty it is to look carefully after the health of the students and to see that everything possible is done for them in case of illness. These committees, for men and women, respec-

tively, keep in close touch with the student body and act promptly on all cases relating to the health of the students.

### Dean of Women

To supplement the work that has been carried on in the school in this direction, and to care more particularly for the comfort and well-being of the young women, the institution employs a Dean of Women, whose whole time is given to this work. Parents may rest absolutely secure in the knowledge that the Dean keeps in close touch with every young woman in the school and is careful to see that only proper places, under the best conditions, are selected as their homes. A list of desirable rooms and boarding places is kept on file in the office of the Dean, and the young women are expected to confer with the Dean before making definite arrangements as to rooms.

Past experience has demonstrated the desirability of requiring the women not to engage rooms where men are rooming. In case of seemingly justifiable exceptions to this rule, the matter should first be acted upon by the Dean before definite arrangements are made. Young women who desire to make arrangements for room and board before coming here can do so by corresponding with the Dean of Women. Indeed, young women will find it greatly to their advantage to make such arrangements before coming. It is best to reach Terre Haute on Saturday before the opening of school on Monday. Assistance will be given, as far as possible, to women desiring to find work to pay part of their expenses. Correspondence relating to the life and interests of women should be addressed to Charlotte Bertha Schweitzer, Dean of Women, State Normal School, Terre Haute, Indiana.

### Dean of Men

Owing to the steadily increasing number of young men students the school employs a Dean of Men, who keeps in close personal touch with them and with all matters relating to their welfare and best interests. A list of desirable rooming and boarding houses is kept on file in his office so that the young men may be assured of suitable rooms. It is always advisable, especially for new students, to confer with the Dean, either personally, upon arrival, or by letter, before making final arrangements in regard to rooms. Assistance will be given, whenever possible,

to men desiring to find outside work to help pay part of their expenses. Correspondence relating to these interests of the men should be addressed to Frederick H. Weng, Dean of Men, State Normal School, Terre Haute, Indiana.

## Expenses

Board, including fuel and light, can be had in good families at $3.50 to $4.50 per week, according to the quality of accommodations. There are good facilities for self-boarding and for club-boarding in the city at an average cost of $2.75 per week. Nearly all the students board in clubs, thus reducing their entire expenses for board and room rent to $3.00 or $3.50 per week for good accommodations. The expenses of many do not exceed $3.00 per week. The only charge made by the school is a library fee of $2.00 per quarter of twelve weeks. This applies to students residing in Indiana. Non-residents are charged a tuition fee of twelve dollars per quarter.

The necessary expenses for a year in the Normal School will not vary greatly from the following estimate:

| | |
|---|---|
| Room rent, 36 weeks, at $1.25 | $45 00 |
| Board, 36 weeks, at $2.75 | 99 00 |
| Washing and incidentals | 25 00 |
| Library fee, $2.00 per quarter | 6 00 |
| Books and stationery | 15 00 |
| Necessary expenses for one year, 36 weeks | $190 00 |

## Working for Expenses

It is often possible for students to make part of their expenses by doing outside work. The school officials and the Y. M. and Y. W. C. A. will do everything in their power to aid young men and young women in finding suitable places to work.

## Young Men's and Young Women's Christian Associations

The Y. M. and Y. W. C. A. are the two Christian organizations of the school. They have for their principal object the development of a more perfect Christian character in each of their members and the bringing of those who have never known the Christian life to a realization of its beauty and power. The associations employ different means to accomplish their purpose. Each asso-

ciation holds one regular devotional meeting every week. Regular courses of Bible study are planned and carried out each year. The work as now planned requires four years for its completion. There are two classes of members in each of the associations, "active" and "associate." The first is made up of those connected, in good standing with some evangelical church; the second class, of young men and women of good moral character who are interested in Christian work, though not connected with any church.

Two receptions are given each quarter. The first, at the beginning of the quarter, is for the reception of the new students. A very commendable feature of these receptions is the spirit manifested by the old students in helping the new students to feel at home.

### Students' Loan Fund

The Students' Loan Fund, under the management of the Alumni Association, is maintained for the purpose of aiding members of the senior class. This fund, started by the class of 1908, has been added to by successive classes and now amounts to some thing over two thousand five hundred dollars. Small sums at a low rate of interest are under certain conditions available to members of the senior class.

## COURSES OF STUDY

**Well-Balanced Work.**—Upon entering the Normal School and taking up any of the courses of study, students will find it to their advantage to map out a complete course of well-balanced work. In doing this they should seek the advice of members of the faculty, who will suggest subjects with the order and combinations that will prove most beneficial. The selection of one or more lines of work to be pursued somewhat exhaustively and thoroughly will bring better results in every way than the random choice of many subjects with only one quarter given to each.

**Professional Work.**—In the required professional work one subject taken each quarter throughout the course will bring the best results. In the Three-Year Course the professional work should be begun the first quarter and in the College Course not later than the fourth quarter or the beginning of the Sophomore year. In the judgment of the professional departments this work should be taken in the following order: Psychology, History of Education, Method, and Practice. Students are strongly urged to observe these suggestions and under no circumstances to permit the required professional subjects to accumulate for the last quarter in the course. This suggestion does not apply to students with advanced standing, who of necessity must carry more than one professional subject each quarter, nor must it be construed against electing additional work in the professional departments.

**Conditioned English Work.**—A permanent committee made up of the heads of the English departments will have charge of all students who are found to be particularly deficient in English, and will indicate to them such work as in its judgment they may need. This work they will be required to take as Conditioned English.

The courses of study as offered at present may be stated briefly as follows:

1. **Twelve Weeks' Course,** to prepare teachers for Class A, the legal requirements of which are (1) graduation from the commissioned or certified high school, or equivalent scholarship, (2)

not less than twelve weeks' work in a professional school for the training of teachers, and (3) a license to teach of not less than twelve months.

2. **Twenty-four Weeks' Course,** to prepare teachers for Class B, the legal requirements of which are (1) graduation from the commissioned or certified high school, or equivalent scholarship, (2) not less than twenty-four weeks' work in a professional school for the training of teachers' (3) one year's successful experience in teaching, and (4) a license to teach of not less than twenty-four months.

3. **Two-Year Course,** to prepare teachers for district and town schools, the legal requirements of which class are, (1) graduation from the commissioned or certified high school, and (2) two years, or seventy-two weeks, in a professional school. Successful completion of this course entitles the student to a certificate which is accepted in lieu of a license to teach in the district or town schools of the state for three years without examination.

4. **Three-Year Course,** to prepare teachers for Class C, the legal requirements for which are (1) graduation from the commissioned or certified non-commissioned high school, or equivalent scholarship, (2) graduation from a professional school, for the training of teachers in the course covering three years or one hundred eight weeks, (3) three years' successful experience in teaching, and (4) a three-year license or its equivalent. Completion of this course in the State Normal School and two years of successful experience entitle the student to a diploma which is equivalent to a life license to teach in Indiana.

5. **Four-Year College or Advanced Course,** to prepare teachers for high schools, academies and advanced positions in school work. The conditions of admission to this course are those required by standard colleges of the Middle West, or graduation from the commissioned high school. Completion of this course entitles the student to the degree of Bachelor of Arts, and, after two years of successful experience, to a diploma which is equivalent to a life license to teach in Indiana.

6. **Course for College Graduates,** a course of thirty-six weeks, open to graduates of standard colleges, and carrying with

its completion and two years of successful experience the diploma which is equivalent to a life license to teach in Indiana.

7. **The Old Four-Year Course,** which required fifty credits for graduation: Students who entered upon this course may complete it by fulfilling the requirements at the time they entered or they may adjust themselves to the new courses and their conditions. High school graduates who entered the old four-year course were given fourteen credits. Of the *thirty-six credits* necessary for graduation, *fifteen* in common branches, *nine, seven* or *eight,* according to time of entrance, in professional subjects, and *one* in composition were required. The remaining subjects were elective. The fifteen credits required in common branches were distributed as follows: *Three* each in geography and grammar; *two* each in arithmetic, reading, history and physiology; and *one* in writing. Previous to the Fall Term of 1904, *nine* professional subjects were required; between the Fall Term of 1904 and the Summer Term of 1906, *seven* professional subjects were required; beginning with the Summer Term, 1906, *eight* professional subjects were required. With these facts in mind, consultation of the subjects required in the new courses will readily reveal the changes necessary for adjustment to present conditions.

8. **Four-Year Courses** in Agriculture, Domestic Economy, and Industrial Arts to prepare teachers for vocational work in the public schools. The requirement for admission to these courses is graduation from the commissioned high school or equivalent scholarship. Completion of any of these courses entitles the student to the certificate, and after two years of successful experience to a diploma which is equivalent to a life license to teach in Indiana.

9. **Two-Year Courses** in Agriculture, Domestic Economy, and Industrial Arts. The requirement for admission to these courses is graduation from the commissioned high school or equivalent scholarship. Completion of any of these courses entitles the student to a certificate which is accepted in lieu of a license to teach in the district and town schools of Indiana for three years without examination.

## REQUIREMENTS OF COURSES OF STUDY

### 1. Twelve Weeks' Course

For Certificate to Class A four credits are required:

(a) One subject chosen from the following: Psychology, History of Education. Observation. Child Study—one credit.

(b) One common school subject—one credit.

(c) One advanced subject—one credit.

(d) One subject elected from common school or advanced subjects—one credit.

Music 1 or Writing may be carried in addition to the four required subjects, but neither music nor writing may be taken as a fourth subject for a Class A certificate.

Students pursuing this course may elect and receive credit for an amount of prevocational work not to exceed one-fourth the total amount required, but in making such substitution the strictly professional work must not be omitted.

### 2. Twenty-four Weeks' Course

For Certificate to Class B eight credits are required:

(a) First term of twelve weeks, four subjects as stated above in the Twelve Weeks' Course—four credits.

(b) Second term of twelve weeks, four subjects chosen under the same regulations and from the same subjects as in the Course for Class A, with no duplication of work done in that course—four credits.

Music 1 or Writing may be carried in addition to the four required subjects, but neither music nor writing may be taken as a fourth subject for a Class B certificate.

Class A teachers completing the training course for Class B certificates may elect and receive credit for an amount of prevocational work not to exceed one-half the total amount of work required to complete the training for Class B certificates, but in making such substitution the professional work must not be omitted.

### 3. Two-Year Course—Seventy-two Weeks

Twenty-six credits required for certificate which entitles the holder to teach in district and town schools for three years without examination.

Psychology—two credits.
History of Education—one credit.
Methods—one credit.
Practice—two credits.

Arithmetic—two credits.
Grammar—two credits.
Composition—one credit.
Reading—two credits.
Geography 3 and 4—two credits.
History, two credits in American History; or, two credits in European History; or, one credit in American and European History—two credits.
Physiology—two credits.
Music—one credit.
Drawing—one credit.
Manual Training and Domestic Science—one credit.
Penmanship—one credit.
Physical Training, twenty-four weeks—one credit.
Agriculture—one credit.
Elective—one credit.

### 4. Three-Year Course—One Hundred Eight Weeks

Thirty-eight credits required for certificate which makes the holder eligible to Class C, and after two years of successful experience entitles him to a diploma which is equivalent to a Life State License to teach in Indiana.

Psychology—three credits.
History of Education—two credits.
Methods—one credit.
Practice—two credits.
Arithmetic—two credits.
Grammar—two credits.
Composition—one credit.
History, two credits in American History; or, two credits in European History; or, one credit each in American and European History—two credits.
Physiology—two credits.
Reading—two credits.
Geography 3 and 4—two credits.
Nature Study—one credit.
Drawing—one credit.
Manual Training and Domestic Science—one credit.
Music—one credit.
Penmanship—one credit.
Physical Training, twenty-four weeks—one credit.
Elective—eleven credits. With the exception of the courses mentioned here as required, the electives may be chosen from any courses offered by the several departments of the school. However students are required to elect work by subjects or courses, not by quarters. When a student elects a subject he is required to take a year's work in that subject, unless for good reasons, he is permitted by the faculty to discontinue it and take up another line of study in its place.

### Modified C Course

The following regulations have been made for modifying this Three-Year Course to meet the requirements of students preparing for special work, particularly of those preparing to teach the pre-vocational subjects:

1. No student shall carry more than two courses in any one department at the same time.

2. A student may elect a major or special line of work in which he shall make at least *six* credits.

3. A student may elect as many as *nine* courses in the department in which his special work lies, but no more than *nine* credits in any one department may be counted toward graduation.

4. The following *twelve* credits shall be required of all students of course C: Psychology (3), History of Education (2), Methods (1), Practice (2), Grammar (2), Composition (1), Physical Training (1).

5. Six additional credits shall be elected from the other" required subjects" of course C, as indicated above, provided, that when two terms are required in a subject so elected, both terms shall be completed.

6. The remainder of the credits necessary for graduation may be elected from the entire body of courses offered by the various departments, subject to the above limitations, and provided the student is prepared to do effective work in the courses chosen.

## 5. Four-Year College Course for Teachers—One Hundred Forty-Four Weeks

To meet the increasing demand of school boards and school superintendents for teachers holding college diplomas, and to give an opportunity for teachers in the grades, or other persons, to prepare themselves for teaching in the high schools, and for other advanced positions in school work, such as principalships and superintendencies, a four-year College Course is maintained. Such a course is also made necessary by the action of the General Assembly in its session of 1907. By it the high schools of the state were made an integral part of the common school system.

While the course is arranged especially to prepare teachers for the high school, any one expecting to do educational work in any

field should find in it opportunities for acquiring a broader culture and better professional attainments.

Graduates of the commissioned high schools of the State and graduates of normal schools of recognized standing will find that this course is especially adapted to their conditions and needs.

### Entrance

Students may secure full or partial registration in the College Course. Those who may at entrance secure unconditioned registration are as follows:

1. Graduates of commissioned high schools, or other schools of similar rank, graduates of the Indiana State Normal School, or of other normal schools whose course is substantially equivalent, and students from colleges of good standing are admitted to the College Course without examination.

2. Graduates of commissioned high schools who have not done in the high school the specified amount of work in the prescribed entrance subjects. Such students may have done more work in certain other subjects than is required for entrance. In such cases they may secure advanced standing in these subjects, but will be required to make up their deficiencies in the entrance subjects before graduation.

The classes of students who may enter the course *conditioned* are as follows:

1. Persons who hold a high-grade license may offer their license as the equivalent of the "elective entrance requirements." They will be admitted to full Freshman standing when they show by examination at the institution, by certificate from an accredited school, or by teacher's certificate in high school subjects, that they have done the requisite work in the "prescribed entrance subjects."

2. Graduates of certified non-commissioned high schools, who are conditioned to the extent of one term's work.

Persons over twenty years of age wishing to attend the State Normal School for special work in any department and who are not candidates for graduation may enter as special students.

## Work Required for Entrance

The high school work presupposed for the College Course is four years of at least eight months each. The unit of measurement is a year's work of daily recitations in one subject. Sixteen such units constitute the work of commissioned high schools.

By a ruling of the State Board of Education the work of the commissioned high school is distributed as follows:

A. Prescribed subjects—eleven units.
   1. English—three units.
   2. Mathematics—two units. (See exception below.)
   3. Foreign Language—two units. (See exception below.)
   4. History—one unit.
   5. Science—one unit.
   6. Two additional units selected from the above subjects.

B. Elective subjects—five units.

**Exception.**—By this rule of the State Board it is possible for a student, by making certain substitutions, to graduate from a commissioned high school without having taken any foreign language, *or* without mathematics, but he must have had one or the other of these subjects. In such cases, the students shall before graduation from the College Course make up the deficiency in these subjects.

## Advanced Standing

Students coming from other eduational institutions may receive advanced standing in the college work. In no case will more than twenty-seven credits be given, of which nine is the maximum in any one department. Advanced standing credits in a major subject are given with the understanding that the estimate is subject to revision by the department involved.

Graduates of the Indiana State Normal School and of other normal schools on the accredited list of this school will, as a rule, receive credits enough to enable them to graduate in two years, but in any case they must do full residence work for at least five terms after satisfying the requirements for graduation from the Normal Course. If, after graduating from the Normal Course, a student has attended college elsewhere, he will receive credit for this college work, but at least a year's work in residence will be required of him before receiving the degree, and the year's work immediately preceding graduation must be done in residence. However, it is not required that this year's work shall be done in consecutive terms.

Graduates of commissioned high schools are not expected to do again work once done in the high school and used for entrance credit. This being the case, they will either choose subjects which they have not had in the high school or will enter more advanced classes in the subject already begun.

### Graduation—Required Work

To graduate from the College Course, a student must have not fewer than thirty-eight credits in college work, in addition to the entrance requirements. Of these thirty-eight credits twenty-three are required of all students, and fifteen are elective, as follows:

Professional subjects—nine credits.
- Psychology—three credits.
- Methods—one credit.
- Practice—two credits.
- History of Education—one credit.
- Elective—two credits.

Science—three credits.
Latin or German—five credits.
English Literature—one credit.
Composition—one credit.
History—two credits.
Physical Culture—two credits.
Elective—fifteen credits.

### Estimate Card

Not later than the beginning of the second year of work each student should secure from the Chairman of the College Course Committee an Estimate Card. This card will show what is required of the holder for graduation.

Students must notify the Chairman of the College Course Committee of their intention to graduate at least two terms before the time of such intended graduation. At the same all conditioned records must be accounted for and arrangements made for removing the conditions.

### Major Subject

Each student shall choose some one line of work for his major subject. This must be done not later than the beginning of the Sophomore year. Work enough must be elected in this subject to make a total of not fewer than nine credits in the subject before

graduation. With the consent of the head of the department in which the major work is done, other work closely allied to the major work may be substituted for a part of it, not to exceed three terms in all. Of the professional work required for graduation, one term of observation and practice shall be in connection with the major subject. English 4, or Composition, which is required must be completed by the close of the first year, or third quarter of the College Course. Not more than nine credits are to be made in any one department and counted toward graduation.

Students who elect as their major subject a foreign language in which they have not done the elementary work satisfactorily before entering the College Course, will be required to pursue such elementary courses as are necessary to supplement their college work in addition to the latter.

Not fewer than three credits in European history and American history each must be earned by students majoring in history.

Students who are granted advanced standing upon work done elsewhere must do at least three terms of work in their major subject in this school.

### Elective Work

All the remaining work necessary for graduation may be selected from any of the departments which offer work of college grade. In choosing these elective subjects the students should consult the head of the department in which he is doing his major work.

The regular amount of work expected of each student is three full courses a term, or the equivalent in hours. Exceptions to this rule will be granted only on presentation of good reasons by the Committee on the College Course.

### Degrees and Certificates

All graduates from the College Course receive the degree of Bachelor of Arts, and the certificate and after two years' successful experience, they receive a diploma which is equivalent to a life license to teach in Indiana.

### Teachers' License

Until this certificate of graduation has become a life license, graduates of the College Course may qualify as teachers for the

high school by securing a high school license in those branches which they are to teach, and as teachers in the grades by securing a license to teach the common branches. A license is no longer required for graduation from the courses of the Normal School.

### Requirements for College Course Students for Class A and Class B Certificates

For Class A certificates, three credits, two of which must be in strictly professional subjects.

For Class B certificate, six credits, four of which must be in strictly professional subjects with no duplication of work.

### 6. Course for College Graduates—One Year—Thirty-six Weeks

Twelve credits (one year's work in residence) are necessary for graduation from this course. Eight professional credits are required as follows: Three in Psychology, two in Methods, two in Practice, and one in History of Education. The four remaining credits may be elected from other professional subjects or from academic subjects. Students completing this course are entitled to the certificate and after two years of successful experience to the diploma, which is equivalent to a Life State License to teach in Indiana.

### Suggestive Courses for the Preparation of Teachers for Vocational Work

The State Board of Education has adopted the following courses of study in Agriculture, Domestic Economy and Industrial Arts for the guidance of normal schools and colleges in the preparation of teachers for vocational work in Indiana. It is possible that under conditions to be announced later the degree of Bachelor of Science will be conferred upon students completing these courses.

### 8. Four-Year Courses.

### Agriculture

Four-Year Course—One Hundred Forty-Four Weeks.

Fifty credits required for graduation. A credit is five hours. In addition to the work outlined as required two credits must be made in physical education, making forty required credits.

The remaining ten credits must be chosen from the elective courses suggested.

*Required Technical Work:*

Poultry—one credit.
Farm Mechanics—four hours.
Types and Breeds of Farm Animals—one credit.
Vegetable Growing—one credit.
Soils—one credit.
Farm Crops—one credit.
Fruit Growing—one credit.
Dairy Husbandry—one credit.
Farm Practice—three credits and three hours.
Live Stock Judging—three hours.
Farm Management—one credit.
Feeding Live Stock—one credit.
Live Stock Management—three hours.

*Elective Technical Work:*

Farm Mechanics—two hours.
Diseases of Orchards and Small Fruits—one credit.
Diseases of Vegetables and Field Crops—one credit.
Diseases of Live Stock and Poultry—one credit.
Blacksmithing—three hours.

*Required Professional Work:*

History and Principles of Education—two credits.
General Principles and Methods of Teaching—one credit.
General and Educational Psychology—three credits.
Practice Teaching of Agriculture—one credit.
School Organization and Management—one credit.

*Elective Professional Work:*

Extension Methods in Agriculture—three hours.
School Hygiene—one credit.
Child Study—one credit.
Special Methods in Agricultural Teaching—four hours.

*Required Related Science Work:*

Biology—three credits.
General Chemistry—three credits.

*Elective Related Science Work:*

Entomology—one credit.
Botany—three credits.
Chemistry—three credits.
Agricultural Bacteriology—three credits.
Physics—three credits.

*Required Related Academic Work:*

Literature and Composition—three credits.
U. S. History and Civics—two credits.
Economics—two credits.
Sociology—two credits.

*Elective Related Academic Work:*

Commercial Law—one credit.
Applied Mathematics—one credit.
Languages—six credits.
Practical Legislation—one credit.
Literature and Composition—three credits.
Practical Public Speaking—two credits.

## Domestic Economy

Four-Year Course—One Hundred Forty-Four Weeks.
Fifty credits required for graduation. A credit is five hours.

*Required Technical Work:*

Sewing—three credits.
Cooking—three credits.
Household Administration—two credits.
History and Organization of Domestic Economy—one credit.

*Required Related Domestic Science and Art Work:*

Physiology and Bacteriology—two credits.
Chemistry—three credits.
Art and Design—two credits.
History and Economics—two credits.

*Required Professional Work:*

Educational Psychology—three credits.
History of Education—two credits.
Methods—one credit.
Practical Teaching—two credits.

*Elective Technical Work*—Ten credits in the following subjects: Dietetics, Millinery, Institutional Cookery, Textiles, Home Nursing, Art Needlework, Costume Design, and Evolution of the Home.

*Elective Academic Work*—Twelve credits in the following subjects: English, Composition, Literature, Physics, Botany, Geography, Foreign Languages, History, Mathematics and Music.

In addition to the above requirements the student must have two credits in Physical Education for graduation.

## Industrial Arts

Four-Year Course—One Hundred Forty-Four Weeks. - Fifty credits required for graduation. A credit is five hours.

*Required Technical Work:*

The student must make two credits in practical commercial employment under the direction of the head of the department and eleven credits in shop work to be chosen from the following courses offered in the department:

Elementary Industrial Arts.
Bench Wood Work.
Turning and Pattern Making.
Mill Work.
Cabinet Making.
Carpentry.
Machine Shop.
Forge Work.
Foundry.
Concrete.
General Shop Work.
Sheet Metal.

*Required Drawing Work:*

The student must make six credits in drawing, two of which must be in free hand and constructive design, to be chosen from the following courses offered:

Mechanical Drawing.
Architectural Drawing.
Free Hand Drawing.
Constructive Design.
Descriptive Geometry.

Students who desire to specialize in drawing may substitute drawing courses for the required courses in shop work.

*Required Special Professional Work:*

Practical Teaching—one credit.
History of Industrial Arts—one credit.
Theory of Industrial Arts—one credit.

*Required General Professional Work:*

History of Education—two credits.
Educational Psychology—three credits.
Principles of Teaching—one credit.

*Required Related Academic Work:*

Industrial History and Economics—three credits.
Industrial Mathematics—one credit.
Industrial Science—three credits.
Typical Industries—two credits.
English Composition—two credits.
Literature—one credit.

Students who are deficient in English are required to take additional work.

*Elective Academic Work:*

Of the remaining ten credits two must be made in physical education, and eight may be chosen from the following subjects: Algebra, Geometry, Trigonometry, Chemistry, Physics, History, Industrial Geography, Sociology, Public Speaking, Physiology, Agriculture and Foreign Languages.

While no work is required in foreign language students looking forward to advanced degrees should make the course comply with the requirements of the institution in which they expect to do graduate work.

## 9. Two-Year Courses

### Agriculture

Two-Year Course—Seventy-two weeks.
Twenty-five credits required.

The Two-Year Course is in the main, the first two years' work of the Four-Year Course outlined above. Those who complete this course will be entitled to a certificate to teach in the district and town schools of Indiana for three years without examination.

For description of courses in Agriculture see statement of the department in the Catalogue and Bulletin.

### Domestic Economy

Two-Year Course—Seventy-two weeks.
Twenty-five credits required.

The Two-Year Course covers practically the first two years' work of the Four-Year Course outlined above. Those who complete this course will be entitled to a certificate to teach in the district and town schools of Indiana for three years without examination.

For description of courses in Domestic Economy see statement of the department in Catalogue and Bulletin.

## Industrial Arts

Two-Year Course—Seventy-two weeks.

Twenty-five credits required for a certificate which entitles the holder to teach in the district and town schools of Indiana for three years without examination.

*Required General Professional Work:*

Psychology—one credit.
History of Education—one credit.
Practice—one credit.
Principles of Teaching—one credit.

*Required Special Professional Work:*

History of Industrial Arts—one credit.
Organization and Methods—one credit.

*Required Academic Work:*

English—two credits.
Typical Industries—one credit.
Industrial History—one credit.

*Elective Academic Work*—Three credits. These should be chosen from Mathematics, Industrial Geography, Physics, Chemistry, Agriculture, Common School Subjects, Typical Industries, or Industrial History, with a view to the preparation for teaching some specific subjects other than the specialty.

*Required Technical Work:*

Free Hand Drawing and Design—one credit.
Mechanical Drawing—three credits.
Wood Work—four credits.

*Elective Technical Work*—Three credits. These should be chosen from such subjects as hand work for primary and intermediate grades, wood turning, advanced work in wood, forge work, and foundry work. They should be chosen with special reference to the work that the student is likely to be called upon to do.

# DEPARTMENTAL STATEMENTS

## Psychology

HOWARD SANDISON, Professor.
THOMAS J. BREITWIESER, Assistant Professor.

### Required Work

1. **Psychology.**—
   a. General characteristics of the material or subject-matter of psychology:
      Its characteristic attribute.
      The scope or extent of the subject.
      Modes of investigation.
      The essential standpoint in the study of the material.
      General relation of psychology to the other branches of study.
      The nervous organism as the physical basis of conscious activity.
      General relation of the mind to neural action.
      The nature of attention.
      Sensation.
      Educational principles or corollaries arising under each topic.
   b. Feeling:
      The affective element.
      Reflex action and instinct.
      Impulse.
      Emotion.
   c. Willing:
      The nature of will.
      Will and character.
      The nature of the self.
      The organization of general psychology.
      The nature of educational psychology.

**Each quarter.**

**2. Psychology.—**

a. Knowing:

(1) Knowing the particular.

(a) Presentation.

Sensing:

General.

Special.

Sense-perception.

(b) Representation.

Memory:

Spontaneous.

Voluntary.

Systematic.

Imagination:

Mechanical.

Productive or Separative.

Creative.

(c) The Language Activity.

Creative.

Interpretative.

(d) Educational principles or corollaries.

Each quarter.

**3. Psychology.—**

a. Knowing:

(1) Knowing the general, or relation. (Thinking.)

(a) Understanding.

(b) Analytic thinking. (Ratiocinative.)

Conception.

Judgment.

Scientific inference, or reflective thinking, including as its stages, induction and deduction.

(c) Intuition.

Educational principles and corollaries.

Each quarter.

**Elective Work**

4. Genetic psychology (5). Fall quarter.
5. Comparative psychology (5). Winter quarter.
6. Child psychology (5). Spring quarter.

7. Experimental psychology I (5). Fall quarter.
8. Experimental psychology II (5). Winter quarter.
9. Experimental psychology III (5). Summer quarter.
10. Social psychology (5). Summer quarter.
11. The Psychology of Religion.
12. Philosphy I.
13. Philosophy II.
14. Philosophy III.
15. Aesthetics.
16. Ethics.
17. Logic.

The work in Psychology 1, or its equivalent, is a prerequisite for all other courses.

The work in Psychology 1, 2 and 3, or the equivalent, is a prerequisite for the courses in Philosophy, Aesthetics, Logic and Ethics.

The number in parenthesis indicates the number of hours per week in recitation.

## Methods, Observation and Practice

ALBERT ROSS CHARMAN, Professor.

This department deals with the process of education, both on its theoretical and practical side. It involves, therefore, a study of the principles and methods of instruction, together with the best current literature of the subject and the application of these principles and methods in the training schools, which are the students' educational laboratories.

The courses in the department are as follows: One of observation, one of methods, two in practice and one in problems of the school.

1. **Observation.**—This course is intended for students of Class A and Class B. Part of the time is given to observation of work in the Training School and part to the discussion of the essential elements in the lesson in general and as illustrated in the lessons observed. Attention is also given to the organization and teaching of the "Common Branches" and to the problems of discipline, management and organization of the School. This course is elective, but when taken may be counted as one of the required professional subjects.

2. **Methods.**—A part of the time of this course is given to the study of the educational situation in which the question of method arises and involves a study of: (1) The nature of education in general. (2) The school as a legal institution. (3) The school as a spiritual organization. Part of the time is given to the general theory of method and its application to one or more branches of study and to the lesson.

Two classes will be offered in this subject. One called *Elementary Methods* will emphasize the primary phases, and students who intend to teach in the lower grades should enroll in this division. The other called *Advanced Methods* will emphasize the advanced phases of the work and students who intend to teach in the upper grades and high school should enroll in this division. Only one credit is required in this subject.

3. **Practice I.**—Students are required to observe and teach in some or all of the grades in the Normal Training School and in the Rural Training School. The time given to observing and teaching is divided about equally between the two, in so far as it is practicable. The aim of this course is to give the student skill in organizing and interpreting lessons, and also in presenting them in the different stages of the pupils' development and under the conditions of both city and rural schools. The time from 3:40 to 4:20 is given to discussion, when necessary on Mondays, Thursdays and Fridays.

Note.—The work in this course will be modified to suit the needs of special students when the conditions warrant it.

4. **Practice II.**—More time is given to teaching than to observing in this course. The aim is to give the student an opportunity, in so far as is practicable, to teach in the grade or grades desired in accordance with the work which the student is specially preparing to do. Students will be given charge of classes in given subjects for stated periods, and, where possible, of rooms for a day, or week, or even longer. The aim is, also, to give the student every opportunity which the actual school affords to study theoretically and practically, and also to do, under criticism, all the work which a well-organized school requires.

Note.—The subject of practice is expected to demand about the average time of any other branch of study.

5. **Problems of the School.**—This course deals with the problems of the elementary and high school, such as discipline,

organization, instruction, course of study, etc. It will be presented only in the Summer quarter and may be taken by students who have had several years of experience as a substitute for Practice II. Students admitted to this course only after consultation with the head of the department.

Students should arrange to take the work in this department as follows: Observation the first or second term of residence study, Methods after completing the required work in psychology and the Practice in Senior year, taking them in consecutive terms. No practice is offered in the Summer quarter.

Note.—The Normal School has quite complete facilities for Observation and Practice. The Training School is entirely under the control and management of the Normal School, and in addition to the eight grades of the elementary school there is a well-equipped high school. All of the work is in charge of well-equipped professionally trained teachers. There is also a Rural Training School three miles east of the city on an interurban car line, which is a model district school, in charge of a competent professionally trained teacher. All phases of the common school problems are therefore objectified in these Training Schools, and are open to students for both observation and practice in teaching.

## PHYSICS

ROBERT GREENE GILLUM, Professor.
LUTHER TROUTMAN, Laboratory Assistant.

1. **Mechanics.**—(1) Matter and its divisions, properties and conditions. (2) Motion and force, work and energy, gravitation, falling bodies, the pendulum, simple machines, hydrostatics and pneumatics.
Each quarter.

2. **Sound, Heat, Light** —(1) Sound: Nature of sound, velocity, reflection and refraction of sound; wave motion, characteristics of tone, forced and sympathetic vibrations, laws of vibrations, etc. (2) Heat: Nature of heat, temperature, production and transference of heat, effects of heat, measurement of heat, relation of heat to work. (3) Light: Nature of radiation, velocity and intensity of light, reflection and refraction of light, spectra, chromatics, interference, polarization and optical instruments.
Each quarter.

3. **Electricity** —Electricity and magnetism, static and current electricity; magnetism, electric generators, electro-magnetic induction, electrical measurements, and some of the more important applications of electricity. All points in the class work are fully illustrated by experiment. The laboratory work in general physics is all quantitative work, and the time of each course for the first year is divided about equally between the recitation and the laboratory work. Each quarter.

4. **Advanced Physics** —Mechanics. This course should follow one year's work in high school physics, or Courses 1, 2, and 3 in the Normal School. It presupposes a course in trigonometry. Five hours per week. Fall quarter.

5. **Advanced Physics** —Heat. This course offers advanced work in class and laboratory. The work is largely individual, and the library is constantly used. It presupposes a course in trigonometry. Five hours per week. Winter quarter.

6. **Advanced Physics.**—Electricity and magnetism. Attention is given to the history of electrical theories and electrical discoveries. This course may follow 1, 2, and 3, and should follow trigonometry. Three hours per week. Spring quarter.

7. **Advanced Physics.**—Sound and light. An advanced class and laboratory course following the preceding course. Three hours per week. Winter quarter.

8. **Methods in Physics.**—This course is intended to prepare students to teach physics in the grades and in the smaller high schools of the State. It will attempt to show the place of physics in relation to the other scientific subjects, and the work will be organized to show the best means of presenting the subject to grade and high school students. Laboratory work and the arranging and making of simplified forms of apparatus will be given considerable emphasis. This course should follow 1, 2, and 3. Two hours per week. Fall and Winter courses.

9. **Laboratory Practice and Shop Work.**—This is a practical course in laboratory methods, in laboratory manipulation, and shop work in designing and making simple pieces of apparatus for illustrating the more elementary principles of physics. It may be used as a review course for those who have had a text-book course, but poor laboratory facilities. Two hours per week.

10. **Physics of Agriculture.**—This course is offered to students who are expecting to take work in agriculture and the course will attempt to consider the applications of Physical principles to the courses in agriculture. The course will be one term of twelve weeks. Fall and Winter quarters.

11. **Applied Physics.**—A general course consisting of lectures, excursions to factories, electric plants, and laboratory work. A number of exercises are considered dealing with some of the practical appliances such as the construction, operation and uses of pumps, water motors, elevators, clocks, engines, water systems, water heaters, musical instruments, the camera, microscope, projectoscope, electric lighting, the uses of electricity in the household, ammeters, voltmeters, wattmeters, water meters, gas meters, cells, telephone motors and generators.

12. **Applied Physics.**—A more extended course of the practical application of Physics including work in the construction and manipulation of practical apparatus for demonstrating the principles of mechanics, sound, heat, light and electricity. Courses 11 and 12 are intended to supplement the work in Industrial Arts and presuppose some knowledge of Physics.

## PHYSIOLOGY

LOUIS JOHN RETTGER, Professor.
ROSCOE RAYMOND HYDE, Assistant Professor.
PAUL D. GARD, Laboratory Assistant.

1. **Hygiene and the Public Health.**—The work of this course deals with the fundamental facts of Immunology and Sanitation. The physiological factors involved in natural resistance to disease and in acquired immunity are studied in the light of the modern conceptions of Immunology and Bacteriology. Two periods per week are spent in the laboratory, in the miscroscopic study of a few types of bacteria. Simple plate cultures are made under varying experimental conditions to illustrate the nature of the growth and distribution of bacteria. A number of the more important diseases are studied in detail, showing their causes, the organisms involved, and the means for their cure or prevention. Practical instruction is given in the use of disinfectants as required for the more usual emergencies. It is the purpose of the course in short, to present the scientific knowledge,

which every person should have, to act intelligently and effectively in all efforts to promote the individual and the public health.

2. **General Survey.**—It is the aim of this course to consider the basic physiological facts concerning the cell, muscular system, skeletal system, the blood, circulation and respiration, to the end that the student may more fully appreciate the fundamental biological laws that adapt the human mechanism to its environment. To this end the facts are treated from a comparative point of view. A consideration of individual development and of the development of races, together with the recent advances in the science of genetics, are considered in so far as these sciences throw light upon the above topics. The student is required to do a considerable portion of the work in the laboratory. The historical aspect of the subject will receive attention.

3. **The Physiology of Digestion and Nutrition.**—The purpose of this course is to present the modern conception of the digestion and assimilation of the foods and the reflex and nervous control of the digestive organs. The laboratory work consists of the execution of about one hundred experiments showing the chemical and physical processes involved in digestion. The preparation of about twenty-five miscroscopic slides showing the histological structure of the digestive organs is intended to furnish the proper anatomical background for the understanding of the physiological processes concerned.

4. **The Elements of Neurology.**—This course includes a study of the nervous system and the special senses. The anatomy and histology of these organs are made the basis of the laboratory work. The course is planned for such students as desire a more critical study of the physiology of the nervous system and special senses, as a proper introduction to psychology and pedagogy. The emphasis is therefore laid upon the contributions of neurology to psychology and pedagogy.

The student qualified to enter upon these courses may determine the order in which he will take them. Students in the College Course may elect any three of these courses to satisfy the requirements for the year's work in science in the College Course. Students wishing to continue their work in this department beyond the four regular courses offered, will be assigned individual work, largely in the laboratory, upon such problems as the student's interest and previous training may warrant. Such work may be

in advanced physiological chemistry, in histology and microscopic technique, or in the execution of more difficult experiments in animal physiology.

The physiological laboratories are large, well-equipped rooms with special tables for laboratory work. The tables are provided with good microscopes, knives, needles, reagents and such other apparatus as is necessary in the study of the subject. In addition to over fifty such individual table places, the School possesses some of the best general apparatus available, such as is usual in laboratory courses in physiology.

## LIBRARY

ARTHUR CUNNINGHAM, Head Librarian and Professor of Library Science.
ANNE CLARE KEATING, Assistant Librarian and Cataloguer.
MABEL E. MARSHALL, Assistant Cataloguer and Document Librarian.
EDNA BROWN, Reference and Periodical Librarian.
EDNA DARROW, Reference and Circulation Librarian.
CLARA HADLEY, Reference, Binding and Children's Librarian.

The Library numbers over seventy thousand volumes and is increasing in size at the rate of about three thousand volumes annually. It is housed in one of the handsomest and most convenient buildings in the State, with ample room for growth.

The utility of the Library is increased many fold by a thorough classification of books on the shelves and by a card catalogue and index of authors, titles and subjects, with an elaborate system of references and cross-references. The Library is also provided with Poole's and other indexes to magazines and books.

In the management of the Library the effort is made to bring about the freest and best use of the books consistent with the interests of all. To this end the students as well as members of the faculty have the privilege of full and free access to the shelves, and books may be drawn from the Library for home use by the proper filling out of charging slips. A small pamphlet, called the "Library Circular," which gives some necessary general instructions in the use of the Library, may be had on application at the charging desk. More specific instructions in the use of the card catalogue, the classification and shelf-arrangement of the books, the rules and regulations, etc., are given to the new students by the head librarian at the opening of each term. Individual assistance is also rendered by all the librarians. The ultimate pur-

pose is to train students who expect to become teachers into independent, systematic and intelligent users of any well-organized collection of books and to fix in them scholarly habits of research.

## ENGLISH AND AMERICAN LITERATURE

CHARLES MADISON CURRY, Professor.
MARY ELINOR MORAN, Assistant Professor.

The courses offered in Literature are planned to cover fairly the entire field of English and American literature. In all these courses the actual reading and class discussion of representative pieces of literature are the essential features. For convenience the courses are numbered in consecutive order, but it is not necessary that they should be taken in this particular order.

1. **The Development of English Literature.**—An outline course designed to give a general view of the relations of periods and authors to each other, and to form a basis for the more intensive study of special periods and authors. Lectures, readings from many representative authors, and class discussions. Fall, Spring and Summer quarters.

1A. **The Development of American Literature.**—A course planned to give a general or first view of the entire field of American authorship. Fall quarter.

2A. **Literary Types.**—An introduction to the problems and elements of literary study. Epic and lyric poetry, and the drama. Fall and Spring quarters.

2B. **Literary Types** (continued).—The novel, the short story and the essay. Winter and Summer quarters.

3. **English Poetry: The Victorian Period.**—Special studies in Tennyson, Matthew Arnold, William Morris, Swinburne, Rossetti and Mrs. Browning. Winter and Summer quarters.

4. **English Poetry: Early Nineteenth Century.**—The culmination of Romanticism in Wordsworth, Coleridge, Byron, Shelley and Keats. Spring quarter.

5. **English Poetry: The Eighteenth Century.**—The age of Queen Anne and the revival of Romanticism. Dryden, Pope, Gray, Goldsmith, Blake, Cowper and Burns.

6. **English Poetry: Spenser and Milton.**—Two books of the Faërie Queene, Paradise Lost, and Samson Agonistes.

7. **Shakespeare.**—The close study of a few plays in an effort to understand and appreciate the main elements of Shakespeare's power as an interpreter of life, and the main features of a dramatic treatment of material. The group of plays studied varies from time to time, the following list containing those most often used: Romeo and Juliet, Julius Caesar, King Lear, Hamlet, Richard III, Twelfth Night, As You Like It, Merchant of Venice, Henry V, the Tempest, Macbeth and Coriolanus.

Fall and Spring quarters.

8. **English Prose Masterpieces.**—The material for this course will consist of all or a large part of the following list: More's Utopia, Bacon's Essays, Milton's Areopagitica, Bunyan's Pilgrim's Progress (Part 1), Walton's Compleat Angler, Swift's Tale of a Tub, or Gulliver's Travels, Defoe's Robinson Crusoe, Lamb's Essays of Elia, Ruskin's Sesame and Lilies, and Carlyle's Past and Present.

8A. **English Prose.**—Selections from the following authors: Lamb, DeQuincy, Hazlitt, Ruskin, Macaulay, and Matthew Arnold.

9. **English Fiction.**—A group of representative novels will be studied and discussed in class. The chief characteristics of the novel as a literary form will be emphasized and the story of the development of English fiction will be outlined. The novels studied are generally taken from this list: Scott's Quentin Durward and The Bride of Lammermoor; Jane Austen's Pride and Prejudice, and Persuasion; Reade's The Cloister and the Hearth; Dickens's Pickwick Papers, and Martin Chuzzlewit; Thackeray's Vanity Fair; Charlotte Bronte's Jane Eyre, Trollope's Barchester Towers; George Eliot's The Mill on the Floss, and Scenes of Clerical Life; Hardy's The Return of the Native, and George Meredith's The Egoist.

Spring quarter.

10. **American Fiction.**—A study of America's contribution to the field of the novel. A careful study of several from the following list will be made: Cooper's The Last of the Mohicans, and The Pilot; Hawthorne's The Scarlet Letter, The House of the Seven Gables, The Blithedale Romance, and The Marble Faun; Howell's The Rise of Silas Lapham, and The Quality of Mercy; and James's Daisy Miller, An International Episode, and The Portrait of a Lady. Some attention will be given to old estab-

lished favorites, like Mrs. Stowe's Uncle Tom's Cabin, and also to the leading tendencies discernible in the better writers of present-day fiction. Winter quarter.

11. **American Poetry.**—Studies in Poe, Longfellow, Lowell, Whittier, Bryant, Emerson, Holmes, Whitman and Lanier. Winter and Spring quarter.

12. **American Prose** (exclusive of the novel).—In addition to selections from other works, the following will be studied: Franklin's Autobiography, Thoreau's Walden, Emerson's Essays, Irving's Alhambra, and Lowell's Literary Essays.

13. **Robert Browning.**—The course includes a study of the principal dramatic monologues, several of the shorter dramas and The Ring and the Book. Summer quarter.

14. **Anglo-Saxon.**—Elements of grammar, selection from reader, discussions of origins of present English forms. Text: Bright's Anglo-Saxon Reader. Fall quarter.

15. **Anglo-Saxon.**—Continuation of Course 14. Grammar completed; selected readings from the literature of the period. Winter quarter.

16. **Middle English.**—The language of Chaucer as a basis. Extensive reading from the Canterbury Tales. Text: Sweet's Second Middle English Primer.

17. **The Teaching of Literature.**

## HISTORY OF EDUCATION

FRANCIS MARION STALKER, Professor.

1. **Beginnings in Education.**—The course attempts to get at the real meaning of education in its largest sense, and to apply this notion to the civilization and life of certain selected types in the East. Special stress is placed upon the civilization and system of the Hebrew people. An extended course of reading is prescribed and reports are required.

2. **Greek and Roman Education.**—As detailed a study of the civilizations of these two peoples as time will permit is made in a comparative way. The great periods and movements, the changing educational ideals, and the contributions of permanent value are given the emphasis that they merit in class discussion. A wide

range of reading calculated to make the student familiar with Greek and Roman culture is required.

3. **European Education: Ancient and Mediaeval Periods.**—The centers of Hellenistic culture with special emphasis upon the Alexandrian movement and the forces that led to the centralization of power in Charlemagne and the religious educational ideal of the Middle Ages, and the Italian renaissance with its parallel movements and their significance in education indicate the scope and nature of the course. Prescribed readings and reports.

4. **Leading School Systems of Europe and America.**—The historical development of the German School System, great German educators and reformers, a comparative study of the German, French, English and American systems, with required investigation of special problems suggest the nature of the work in the course.

5. **The School System and School Law of Indiana.**—An attempt is made to trace the growth of the school system of Indiana from its beginnings in the Northwest Territory, through the territorial and State legislation down to the present time. The great men and movements with their influence and contributions receive attention.

6. **School Organization and Administration.**—A more or less detailed study of the practical, every day problems of the school is made, and the simple principles of scientific pedagogy applied to their solution. An attempt is made to show the student how to study community life in its manifold interests and materials and how to make daily concrete use of such knowledge in the school room. The course is intended primarily for students who have not taught school and should not be taken as one of the required courses in History of Education.

7. **Education in the United States.**—This course is a study of the origin and growth of educational institutions in America through the colonial, revolutionary and national periods to the present time and is intended for advanced students who have had some History of Education.

8. **Secondary Education.**—The historical development of secondary schools in Europe and the United States; the present status of secondary education with the preparation, problems,

duties and opportunities of secondary teachers; the relation of secondary schools to primary schools and colleges, and the study of selected schools as types, indicate the nature of the work of this course. Special topics determined by the major subject of the student are assigned for investigation.

9. **Ancient Educational Classics.**—A critical study of parts of Plato's Republic and Laws, Xenophon's Cyropaedia, Aristotle's Ethics and Politics, Quintilian's Institutes of Oratory, and Plutarch's Moralia constitutes the scope and nature of the work.

10. **Modern Educational Classics.**—A study of a number of the best essays and books of recent times as indicating the trend of modern educational ideals is attempted in this course. This course should not be taken as one of the required courses.

Note.—The required work in History of Education should be done in Courses 1 to 4. Students beginning the subject should take Course 1. Class A and Class B students may take 1 or 6. Students desiring for any reason to pursue any of the courses contrary to these suggestions should consult the department before doing so.

## PENMANSHIP AND DRAWING

WILLIAM THOMAS TURMAN, Professor.

### Penmanship

All should write legibly. Courtesy requires and business demands it. Rapid writing is necessary in business. To write legibly and rapidly and for a long period requires proper positions in order that the work may be done with ease. The teacher above all others, should be master of these requirements if he would teach others to write. Theory without work is good, but with work is better.

One term is devoted to this subject. Proper positions for desk and blackboard writing are explained and practiced. Unshaded work in script. Figures and lettering. The modern style capitals and small letters are standard. Good board work must be done by every student.

## Drawing

Under the new school laws Drawing is a required subject in the course of study for teachers of Class C and for teachers who take the course for "Teachers of District and Town Schools" and one of the electives for teachers of Classes A and B, and a required subject in commissioned high school courses.

The object of all endeavor should be to make life more enjoyable, and, life will be happier when we are able to discriminate and choose more intelligently the things pertaining to the home and its surroundings—they extend so far—in such particulars as color, material, proportion and arrangement.

The educational value of drawing should not be underestimated. Careful observation, accuracy of representation, dispatch and neatness are shown nowhere better than in a problem in drawing, and together are a good indication of a student's ability and method. Add to these the cultivation of the imagination and the consideration and a better understanding of what is considered most beautiful in nature and in art, and there seem sufficient reasons for having this subject in our public school courses.

The purpose of instruction is not to make artists or to help finish a few pretty things, but rather to help teachers prepare themselves so that they may be able to present in a more pleasing and instructive manner all of the subjects in their school work.

Pencil, charcoal, pen, brush, and color are used. Board work is emphasized, and, whenever practicable, outdoor sketching is undertaken.

1A. **Elementary, General.**—This course is suggestive for the work done in the grades of the public schools. Pencils, crayons, water colors, and brush with ink are used. Drawing from simple objects. Color study and some work in elementary design. Use of drawing instruments in geometric problems, easy constructive drawings and development of surfaces. Lettering.

Each quarter.

1B. **Elementary, Design.**—The work in this course deals with the problems of design as found in the industrial world. Shapes and proportions of surfaces and space fillings in black and white and colors. Lettering and Posters.

Fall and Winter quarters.

2. **Perspective.**—Work is largely in Parallel Perspective—theoretical and applied; freehand and mechanical—as applied to rectangular objects and cylinders. Landscapes with perspective of roads, fences, etc. Shadows and reflections. Board work; pencil and color. Development of surfaces and intersection of solids. Winter and Summer quarters.

3. **Perspective and Pen Drawing.**—Angular Perspective as studied in 2 with more advanced problems. Pen handling as used in drawing from still life and landscape. Picture study. This and succeeding courses are open to those students, only, who have had 1 and 2. Spring quarter.

## ENGLISH

JOHN B. WISELY, Professor.
ERLE ELSWORTH CLIPPINGER, Assistant Professor.
VICTOR C. MILLER, Assistant Professor.

The work of this department has for its subject-matter two units of language—the sentence and connected or related sentences, i. e., discourse. The first three courses offered below deal with the sentence; the others deal mainly with discourse. It is the purpose of the entire work to help the student to obtain for himself not only a knowledge of the science side of English, the principles, laws, and usages of standard English, but to give him also by much writing and speaking as much skill as possible in the use of language.

In the work on discourse three general lines are followed:

a. A critical study of models of the different forms of discourse is made for the purpose of enabling the student to discover the central idea in all discourse, the relations in the process as determined by the theme, and the laws of the process as determined by the mind addressed. For this purpose, masterpieces of our best writers are used as far as practicable. In this way the student becomes acquainted with the principles of discourse in their concrete embodiment, and forms a good standard by which to criticise his own writing.

b. The students are helped to formulate the above mentioned inferences into the science of discourse by reference to different texts on the subject.

c. A great deal of writing under careful criticism is required.

The following courses are offered:

1. The thought and its elements, the sentence and its parts, kinds of ideas and classes of words used in expressing them, modifiers, the simple sentence and classes of words used in forming it, their uses and modifiers, and the phrase. Each quarter.

2. The clause, the compound sentence, uses of words, phrases, and clauses in forming it; the complex sentence, uses of words, phrases and clauses in forming it, with special emphasis upon the connectives in the complex sentence. Each quarter.

3. Parts of speech and their properties, the infinitive, and the participle. Each quarter.

Note.—In each of the preceding courses there are daily recitations, five days in the week. The required work in these courses must be taken before the student enters upon advanced courses.

4. **Description and Narration.**—The work deals with the discourse forms of description and narration and gives instruction in the theory and the practice of English composition. The theory of composition is taught by recitations based upon Clipplinger's Illustrated Lessons in Composition and Rhetoric, supplemented by the best texts in our tolerably complete textbook reference library, and by oral and written exercises. The practice is obtained in the writing of daily themes, some of which are written in the class room, on topics announced after the class has assembled; and in the writing of longer themes prepared fortnightly.

The daily and long themes are carefully criticised by the teacher and returned to the student, most of them to be rewritten. Regular consultation hours are appointed and each student is required, at frequent intervals, to discuss his work with his teacher.

A good deal of reading is required in this course aside from text-books. The short stories of Hawthorne, Poe, Dickens, Kipling, Stevenson, together with the description from some of these and from Thackeray and Irving are made use of in this course.

Students are not eligible to this course until the required work of the first three courses has been completed. Course 4 is required of all students for graduation. College students who elect Course 12 should take that before English 4, but English 4 is freshman work for students on the College Course and must be completed by the close of the first year. Each quarter.

5. **Exposition.**—The practical work of this course consists mainly in writing exposition and illustrates the work which may be required of high school students. The elements and the qualities of style are discussed and illustrated from standard authors.

The short daily themes and the longer weekly themes are carefully criticised. Explanations and Comments upon these criticisms will receive much emphasis in class conferences, since the heavy work for the teacher of composition lies in marking the written work of pupils and helping them to correct their errors. Considerable emphasis is given to oral composition. This course has been planned especially to meet the needs of teachers of composition. Each quarter.

6. **Argumentation.**—The theory of argumentation is taught by recitations based upon Pattee's Practical Argumentation supplemented by references to our text-book reference library. Students are required to prepare two complete written arguments of twenty-five to thirty pages each, for which they previously prepare complete written briefs. In addition to this each student debates at least three times orally. He is expected to prepare carefully briefs for these debates and to furnish the teacher with at least one written brief. The written arguments are carefully criticised by the teacher and returned to the student for rewriting. For purposes of debate, the class is divided into sections of four and the discussions of each section are carefully criticised in recitation by the members of other sections and by the teacher. Courses 4, 5 and 6 are required of all students who are majoring in English or in Literature. Fall and Spring quarters.

7. **The Oration.**—The purpose of the course is to study carefully, by lectures, class-room work, and writing, the forms of public address; to provide opportunity for the practice of the element of persuasion, discussed in Course 6, and to emphasize the importance of style in public discourse.

Each student will write at least five addresses of about 1,000 words each. In the selection of topics and in the treatment of them, students will be allowed considerable freedom, but they will be required to select such topics as will give them practice in the eulogy, platform or commemorative address, commencement address, after-dinner speech, etc.

In the way of models for study in this course, the students have access to Reed's Modern Eloquence, Warner's Library of the World's Best Literature, etc. Winter quarter.

8. **Short-Story Writing.**—A course for advanced students. Summer quarter.

9. **Rhetoric.**—Analyses of literary masterpieces. Fall and Summer quarters.

10. **Sources.**—History of the growth of English and a study of the text-books on the subject. Book reviews. Winter quarter.

11. **Prose.**—A study of the essay and the various forms of prose fiction. Winter quarter.

12. **College Course Grammar.**—This course is intended to present somewhat in detail those parts of the subject-matter of English grammar which should be taught in a half year's course in the subject in the high schools. The method of teaching the subject will be worked out in connection with the presentation of the subject-matter. Students who elect the course should do so before entering upon English 4, as the work here offered will be in the nature of a preparation for composition. The course is elective and is open to students of the College Course only. Fall and Winter quarters.

Note.—*a*. In each course there are daily recitations and conferences five days in the week. *b*. Students majoring in English should consult the head of the department with regard to the work.

## MATHEMATICS

OSCAR LYNN KELSO, Professor.
FRANK RAWDON HIGGINS, Assistant Professor.
JAMES HARVEY BAXTER, Assistant Professor.

1. **Teachers' Course in Arithmetic.**—Topics: Definitions and expression of number, the fundamental operations, fractions, English and French systems of weights and measures, ratio, proportion, and involution and evolution. Arithmetic and Algebra co-ordinated. Each quarter.

2. **Teachers' Course in Arithmetic.**—Topics: Percentage and its application and mensuration. Arithmetic and Geometry co-ordinated. Each quarter.

3. **High School Mathematics I.**—Co-ordination of beginning algebra and beginning geometry.

4. **High School Mathematics II.**—Co-ordination of elementary algebra and elementary geometry continued.

5. **High School Mathematics III.**—Continuation of the study of algebra and geometry together.

6. **High School Mathematics IV.** Further study of high school algebra and high school geometry, co-ordinating the two. This course is intended to cover the study of quadratics in algebra and solid and spherical geometry.

It is hoped that the four courses in High School Mathematics set out above may take the place of the three courses in elementary algebra, the two courses in plane geometry, and the one course in solid and spherical geometry, as set out in former announcements. These courses are open to all students of the Normal School, but no one of them is to be counted a college credit.

7. **College Algebra I.**—The usual topics of college algebra with special emphasis placed on those of more immediate interest and importance. Each quarter.

8. **College Algebra II.**—Infinite Series, Determinants, and theory of equations.

9. **Trigonometry.**—Functions, formulae, equations and solutions of triangles. Each quarter.

10. **Analytic Geometry I.**—Geometrical conceptions of the point with reference to its co-ordinates (Cartesian and polar). The straight line and its equation. The circle and its equation. A general view of the other conics preparatory to Course 13.

11. **Analytic Geometry II.**—A detailed study of the parabola, the ellipse and the hyperbola, the general equation of the second degree, some of the higher plane curves, and an introduction to Solid Analytic Geometry.

12. **Calculus I.**—Differential Calculus.

13. **Calculus II.**—Integral Calculus.

14. **Industrial Mathematics.**

15. **Differential Equations.**

16. **Theory of Equations.**

17. **Analytic Mechanics.**

18. **Theory of Groups.**

19. **Projective Geometry.**

20. **The History and Teaching of Elementary Mathematics.**

Note.—Courses 1 and 2 meet the requirements of the new law for twenty-four weeks of arithmetic as set forth in the courses for teachers of Class C, and Courses 3 and 9, inclusive, are among the elective subjects called for in the new law for teachers of Class A, Class B, and Class C.

Graduates of commissioned and certified non-commissioned high schools, and others who have had the equivalent in mathematics, should begin their work in mathematics in Course 7. Students who are prepared to do so may carry more than one course in mathematics in a given term after the first year. It is not always necessary to take the courses in the order indicated in the catalogue. To avoid duplication of their work done elsewhere in mathematics, and to arrange their work to best advantage, students are urged to consult the department before making out programs.

## LATIN

JOHN JACOB SCHLICHER, Professor.
FREDERICK HENRY WENG, Assistant Professor.

All the courses in Latin are open to those who can pursue them with profit, and they need not necessarily be taken in the order given below. But students who have not had Latin at the Normal School should consult the head of the department about the courses which it would be best for them to elect first.

In general, students should continue their work in Latin at the point where they stopped in the high school. Those who have had two years in a commissioned high school, should continue with Nepos (4), Grammar and Composition (5), or Cicero's Orations (6); those who have had three years should begin with Grammar and Composition (5) or Virgil (7); those who have had four years should enter one of the courses numbered 8 to 11. Students who feel weak in grammar or have not had Latin for some time since leaving the high school, would do well to take either course 2 or course 5 first. Students from non-commissioned high schools will generally enter classes somewhat lower than the ones mentioned above. Other arrangements may be made in special cases where it seems advisable.

Students of the College Course who major in Latin must have as part of their work, course 17 (Advanced Grammar) and at least three of the courses numbered 12 to 16. Courses 20 to 22 are intended for students who are not taking extended work in

Latin. Some knowledge of Latin is necessary, however, for courses 21 and 22, and desirable, though not necessary, for course 20.

1, 2. **Elements of Latin.**—The forms and common constructions of the language, with daily English and Latin exercises; detailed study of the structure of the two languages, and observation of the English words derived from Latin.

3, 4. **Easy Reading, Caesar, Nepos.**—The chief object is to gain facility in handling the common forms and constructions of the language, as they appear in narrative prose.

5. **Grammar Review and Composition.**—Intended chiefly for students coming directly from the high school with two or three years of Latin, who feel the need of strengthening their knowledge of grammar. It should not, as a rule, be taken by students who have had four years in the high school, especially if they have had a good course in Latin composition.

6, 7. **Cicero's Orations, Virgil's Aeneid.**—Particular stress is laid on careful translation. Attention is given to the historical background of the orations, and to metrical reading in Virgil.

8, 9, 10, 11. **Latin Authors A** (Cicero's De Senectute, Sallust, Terence, Livy).—These authors are studied primarily as works of literature, with the object of giving a wider acquaintance with the Romans, their civilization and views of life. Collateral work in Latin composition, Roman life or some topic connected with the author, is given one day each week.

12, 13, 14, 15, 16. **Latin Authors B.**—The object of these courses is, in general, the same as that of Latin Authors A, except that they are intended for more advanced students. The work is varied from year to year to meet the needs of the class. The courses commonly given are Latin Poetry, Horace, Plautus, Tacitus, Pliny and Martial, Cicero's Letters and Tusculan Disputations, Lucretius, Mediaeval and Renaissance Latin, Seneca and Minucius Felix. Collateral work once a week.

17. **Advanced Grammar and Composition.**—A systematic study is made of the whole field of Latin Grammar, with the object of introducing the class to sound habits of thinking and scientific methods of treating it. Half the time is devoted to advanced exercises in composition, partly translation into Latin of connected discourse, and partly original composition in Latin by the class.

18. **Greek and Roman Literature.**—The work centers about the important periods and types of literary production in each case. Representative works of the chief authors are read in translation and reported upon and discussed in class. Those forms of ancient literature which have influenced English and other modern literatures are given attention from that point of view, and comparisons are made between the modern works and their ancient prototypes.

19. **Advanced Course in High School Authors.**—A comprehensive study of the works of the high school authors and of the sources of our information concerning them. The work is carried on chiefly by lectures and reports. In addition, each member of the class is assigned a part of some author for private reading.

20. **Teachers' Course in Latin.**—A discussion of the aims and methods of teaching Latin, translation, composition, collateral work, the material for reading, the equipment necessary for Latin work in the high school. A general survey is made of the field of classical study, especially of those lines which are important for high school teachers, and the class is made acquainted with the best books of reference in each line.

21. **The Latin Element in English.**—The work is along three lines: *a.* Latin words and phrases commonly used in English; *b.* The various classes of Latin derivatives in English, and the significance of their formative elements; *c.* Greek and Latin technical terms, especially those found in the various sciences. In the case of these each student is directed to work along the lines in which he is most interested.

22. **Comparative Grammar of Latin and English.**—A study and comparison of the means of expression employed by the two languages, with the purpose of fitting the student to teach elementary Latin intelligently and to secure from it the fullest possible advantage for the pupil's English. Among the subjects taken up are the formation and uses of the parts of speech, the various kinds of phrases and clauses used in the two languages and the arrangement of words in them.

## GERMAN LANGUAGE AND LITERATURE

FREDERICK GILBERT MUTTERER, Professor.
ROSE MARIAN COX, Assistant Professor.

German 1 to 3 is known as Elementary German; German 4 to 7 as Intermediate German; that above 7 is Advanced German. Normal students who have finished the first seven terms' work are entitled to enter upon the Advanced German Course and are advised to do so if they wish to pursue the subject farther. Students in the College Course with two years' high school preparation begin with German 5; with three years' high school preparation, with German 7; with three and a half years or above of high school preparation, with Courses 8 to 11. The only condition put on the student in the Normal courses, taking up work in the intermediate and advanced courses is that he have the preparation to pursue the work he selects to his advantage.

1-3. **Elementary German Course.**—The aim of this course is a knowledge of the grammatical principles of the German language, an understanding of simple German conversation, the power of speaking and writing in simple sentences, and the ability to read easy German verse and prose. The German language is from the beginning, as far as possible, the medium of instruction. These courses can be taken only in their regular order, and the entire course, or a satisfactory equivalent in high school work, must precede any of the higher courses.

1. **Elementary.**—German grammar and reading, with composition. Fall, Winter, Spring and Summer quarters.

2. Course 1 continued.
Fall, Winter, Spring and Summer quarters.

3. Course 2 continued. Reading a modern short story or comedy, with composition and conversation. Each quarter.

4-7. **Intermediate German.**—Students who have finished the first three terms' work are eligible to 4 and 5. The aim is facility in interpreting any piece of German writing of ordinary difficulty rapidly and easily, expressing orally or in writing simple thoughts in German, and an acquaintance with German thought and manner of life through the literature. A systematic study of word forms, word derivations, idioms and German syntax will be made and compositions required, and the grammar is reviewed. German is the medium of instruction as far as possible.

Reading: Dramas, short stories, scientific and historical prose. Authors: Schiller, recent comedy writers, Gottfried Keller, C. F. Meyer, Ebner-Eschenbach, Wildenbruch, Storm, Riehl and others. Each quarter.

Courses 6 and 7 are courses in rapid reading of ordinary German prose, and free composition. The reading matter is selected from modern short stories and novels.

Fall, Winter and Spring quarters.

Course 6b is a course in scientific and historical prose. It may be substituted for either 6 or 7. Summer quarter.

Advanced German. Thirteen courses are offered in College German, designated by the numerals 8-20. Entering students who have completed three and one-half years of German in a good high school, or those who offer for entrance German as equivalent to a three and one-half years' course in German, are entitled to enter in any of the classes from 8 to 11. Courses 11-20 are for more advanced students in German.

In all these courses German is the medium of instruction. In German 8-11 the reading work is supplemented by systematic essay writing and other composition exercises; reports on collateral reading. In all of the Advanced German the works read are studied from the literary as well as from the linguistic standpoint. Each author is viewed in relation to his time. College students who have had no German or who have not had the required amount in the high school to take up Courses 8-11, enter those classes in elementary or intermediate German for which they have adequate preparation.

Two classes in Advanced German will be formed in the Fall, Winter and Spring quarters and at least one in the Summer quarter, one doing the work in Courses 8 to 11; the other in 12-20. The work offered is:

8. **Lessing.**—Lessing's Life, Minna von Barnhelm, Emilia Galotti, Nothan der Weise, with collateral reading of Lessing's more important critical works. Winter quarter, 1917.

9. **Schiller's Life and Dramas.**—One or two dramas, with collateral reading of other dramas. Fall quarter, 1916.

10. **Goethe's Young Life and Dramas.**—Goetz von Berlichingen, Egmont, Clavigo, with collateral reading of other works by the young poet. Summer quarter, 1917.

11. Composition.—Daily short themes. Study of principle of composition. Spring quarter, 1917.

12. **Goethe's Faust, Part I.** Fall quarter, 1916.

13. **Goethe' Faust, Part II,** in part, and Some of Goethe's Lyrics. Winter quarter, 1917.

14. **The Romantic School of German Literature.** Summer quarter, 1917.

15a. **Kleist and Grillparzer.**

15b. **Hebbel and Ludwig.**

16. **German Drama Since 1870.** Spring quarter, 1917

17. **The German Novel.**

18.—Outline History of German literature from the early beginnings to the present time.

19.—History of German literature from the classical period to the present time.

20. **Advanced German.**—Composition. Spring quarter.

Der Deutsche Verein.—The German Department has for the last five years been maintaining a literary club, "Der Deutsche Verein." It has weekly meetings. The club offers an opportunity for practice in German conversation and public speaking. The programs are arranged with a view to study the manners, customs and history of the German people, and the geography of Germany. The club usually closes the year's work with a dramatic entertainment. Any student in the German Department may become a member of the club on condition that he take active part in the work.

## EUROPEAN HISTORY AND ECONOMICS

FRANK SMITH BOGARDUS, Professor.
CHARLES ROLL, Assistant Professor.

The work of this department is so planned as to give an opportunity for three years' consecutive work in European history and three terms in Economics. The purpose is to lead the student to trace the growth of civilization among European peoples, and in this way to arrive at an intelligent conception of the life and insti-

tutions of the present time. In order to accomplish this purpose extensive use of the library in the way of reference reading is made by all classes. Special attention is paid to sources of information in all the courses, the amount and difficulty of this work with source-material progressively increasing with the courses. It is believed that the use of source-material is better adapted to secure the growth of a truly scholarly attitude toward work than any other means at our command. The library is admirably equipped for the work of this department, the collection of works on English history being unusually complete.

Occasional lecture and discussions of the pedagogical phases of the work find a place in all of the courses. The thought that they are some time to teach this subject to their own pupils is kept before the students.

A thesis of moderate length on a specially assigned topic is required of all College Course students. This paper must be accompanied by bibliography and references.

It is believed that the completion of these courses will prepare the industrious student to teach the subject acceptably in the elementary and secondary schools.

### Statement of Courses

1. **Greek History.**—A study of Greek history to the fall of Alexander's empire. This is preceded by a short introductory study of the older Oriental nations for the purpose of showing what they contributed to Greek civilization. Special study of the democratic institutions of Athens. Text—Botsford.

2. **Roman History.**—A general survey of Roman history from the traditional period to the fall of the Empire in the West. Special attention to the economic questions of the later Republic, provincial administration, and organization of the Empire.

3. **Medieval History.**—A study of medieval civilization. Special study of the medieval church, feudalism, and the rise of the modern state. Emphasis upon the intellectual movements called the Renaissance. Text—Robinson.

4. **English History A.**—A study of English history to 1509. Emphasis on social and political life. Development of the constitution, growth of nationality, rise of parliament, manor and city life, and the struggle between church, king, and barons are the principal topics. Largely lectures.

5. **English History B.**—This course covers the period from the accession of Henry VIII, 1509, to the Napoleonic settlement, 1815. Special attention is given to the constitutional history of the Stuart period and to the causes, character, and results of the Industrial Revolution of the eighteenth century.

6. **English History C.**—Period 1815-1900. This course is intended to give the student a view of the great social, political, and economic reforms of the nineteenth century. It presents such great subjects as parliamentary reform, factory legislation, the corn-law acts, rise of trade unions, the Irish question and imperialism. Lectures.

7. **Modern European History.**—A general survey extending from the close of the fifteenth century to 1763. This course is confined to the continental nations of Western Europe, and makes only the necessary incidental references to England. Leading topics: Humanism and the Protestant Reformation, the Catholic Reformation, the Rise of Prussia, the Period of Louis XIV.

8. **The Period of Revolution 1763-1715.**—Beginning with a study of the administrations of the enlightened despots, the course next takes up the causes of the French Revolution. The French Revolution is then considered, especially in its social and economic aspects. This is followed by a study of the Napoleonic Era and the settlement of the Congress of Vienna.

9. **Europe in the Nineteenth Century.**—This course deals with the developments of the nineteenth century upon the continent. The restoration of the monarchies after the Napoleonic period is studied. The appearance of the industrial revolution in the various countries is described, and the whole program of revolution and reform resulting from it is discussed at length. Special attention to the social and industrial development of Germany. Largely lectures.

## Economics

The courses in Economics are planned so as to give the student a fair, working knowledge of the necessary theoretical conceptions of the science along with their application in the study of present-day economic problems. While it is believed that a study of Economics is bound to be helpful to any teacher, to those who expect to work in the new industrial lines of teaching it is indispensable. The foundation of the work is laid in—

1. **English Industrial History.**—Since American industry has grown directly out of the English system, it is necessary, in order to understand the system of today to go back to the origins of English industry and commerce and trace the great steps and movements in the development of the English system. In this way the student gets the historical background for his later work, Courses 2 and 3. The principal topics treated in Course 1 are—The Medieval Manor as an Industrial Unit, the Guilds, Markets and Fairs, Foreign Trade, Abandonment of Demesne Farming, Early Monopolies, Development of the Mercantile System, The Domestic System, The Industrial Revolution, Modern Factory System, Laissez-faire and Factory Legislation, Rise of Trade Unions, Co-operative Enterprises.

2. **Theory.**—In this course an attempt is made to study in an elementary fashion the principles of the subject from the side of theory. It is only by mastering the theory that one is qualified to take up the study of economic problems of today. Topics considered are the theory of value; production in connection with land, labor, and capital; business organization; distribution under the heads of competitive and monopoly profits, rent, wages, and interest; consumption and value.

3. **Problems.**—Topics treated—money, banking and credit, the tariff question, the labor movement, monopolies, the railroad problem in the United States, the trust problem, Socialism.

## AGRICULTURE AND BIOLOGY

ULYSSES ORANGE COX, Professor.
ROSCOE RAYMOND HYDE, Assistant Professor.
HOBART CROMWELL, Laboratory Assistant.

In addition to the usual morphology in zoology and botany; special attention is given to systematic relationships, life histories and ecology. Frequent field excursions constitute a required part of the work.

The purpose of the work of this department is not so much the teaching of anatomical facts as the habits of living organisms and to instill in those who pursue these subjects the habits of correct observation and a love for nature.

The courses offered are intended to be of college grade unless otherwise indicated. Students who take any of the work for nor-

mal credits are required to spend at least two hours daily on each of the subjects in the laboratory or class-room, and college students three hours daily.

## Zoölogy

Eight courses are offered in zoölogy. The first three are devoted to a thorough study of general zoölogy and consist of daily recitations and laboratory work. Other courses will be announced later. Students may begin the subject with either Course 1, 2, or 3. As to terms, the subject is divided about as follows:

1. **Lower Invertebrates.**—A study of the lower invertebrates up to and including insects. Careful attention is given to the study of the cell under protozoa, and life histories and economic relationships are important phases of the insect work. Students are required to make accurate dissections of the chief types of animals represented in these groups. This is a part of the special course in Agriculture. Fall, Spring and Summer quarters.

2. **Mollusks, Primitive Vertebrates and Fishes.**—Considerable attention is given to the systematic study of fishes. Winter quarter.

3. **Batrachians, Reptiles, Birds and Mammals.**—Besides the dissection of the types of each group, special attention is given to systematic and ecological relationships, and students are expected to familiarize themselves with the common batrachians, reptiles, birds and mammals of the region. This is included in the course in Agriculture. Spring quarter.

4. **General Histology of Animal Forms.**—This is chiefly a laboratory course in which the student is given an opportunity to learn the methods employed in histology and to prepare for himself a set of microscopical slides. Fall quarter.

5. A continuation of the work begun in Course 4. Winter quarter.

6. **Embryology and Advanced Ecology.** Spring quarter.

7. **General Biological Problems.**—This course considers the theory of organic evolution as to its various phases and factors. Special attention is given to heredity and its related problems. Special announcements in regard to the course will appear in the term bulletins. Summer quarter.

8. **Advanced Zoölogy.**—A study of special groups. Open to advanced students. Through the year.

## Botany

Eight courses are offered in botany. The first three courses are devoted to general botany and include daily recitations and laboratory work. Other courses will be announced later. Students may begin the subject with either Course 1, 2, 3 or 7.

1. **Algae and Fungi.**—The subjects for this course are: The plant cell, slime fungi, bacteria, diatoms, algae and fungi. Each type is carefully studied in the laboratory and students are expected to collect, identify and preserve specimens of those forms that can be easily p eserved. This course will be included in the special course in Agriculture. Fall and Spring quarters.

2. **The Mosses and Ferns.**—In addition to a careful study of the structure of the leading types students learn to identify the common forms. Winter and Summer quarters.

3. **The Seed Plants.**—A careful study of the higher seed plants is made and students are required to carry on experiments in germination and related subjects. During the later part of the course a systematic study of the more common flowering plants of Indiana is made. This is a part of the specia' course in A riculture. Spring quarter.

4. **Physiological Botany.**—This is chiefly a laboratory course, but it is supplemented by frequent lectures and library work. Students who expect to enter this course should have had Courses 1, 2 and 3, and some knowledge of chemistry is desirable. Summer and Fall quarters.

5. **Plant Histology.**—This is a laboratory course, in which the student is given an opportunity to familiarize himself with the methods employed in plant histology and to prepare a set of microscopical slides. The laboratory is fully equipped with warm oven, microtomes and other necessary apparatus for this work. Winter quarter.

6. **A General Laboratory and Field Course.**—The laboratory work deals chiefly with plant embryology and the field work with ecology. To enter this course students must have had Courses 1, 2 and 3, or their equivalent. Spring quarter.

7. **Forestry.**—A careful study is made of the common trees and shrubs of Indiana with special reference to reforestation in our own State and forestry in general. So far as practicable each student makes a collection of leaves, woods and other forest products. The work consists of daily recitations and laboratory work. Open to beginners. This course may be taken as part of the special course in Agriculture. Summer quarter.

8. **A Study of Special Groups.**—Open to advanced students. Through the year.

### Agriculture

The new vocational law has created a demand for teachers who can teach Agriculture. It is well recognized that, first of all, a teacher of Agriculture must be well trained in the various sciences, especially Biology, therefore the above courses in Biology have been planned along agricultural lines. It is the intention to offer all the work of the four-year course as outlined elsewhere in this catalogue under courses of study but on account of a limited teaching force only certain courses in the list will be given this year. Special outlines of the courses will appear in the bulletins.

## CHEMISTRY

EDWIN MORRIS BRUCE, Professor.
LUTHER TROUTMAN, Laboratory Assistant.

The primary object of the work in chemistry is to give systematic training in the scientific method of study, and to enable students to understand better the chemistry so largely involved in other lines of science and in the vocational subjects. The work in all the courses is presented very largely from the teacher's standpoint.

The chemical laboratories are very well equipped for the work offered. With the completion and equipment of the new science building the needs for better and more extended laboratory facilities will be fully met. Students may work in the laboratories from 7 a. m. to 5 p. m. and on Saturdays from 9 a. m. to 12 m.

Students interested in, and having a special aptitude for chemistry may select it as their major subject on the college course. Or, chemistry may be elected by other college course students as their required year of science. But as soon as they elect this sub-

ject as their major they should confer with the head of the department and as early as possible outline a course in the field of electives that will best meet the student's peculiar needs.

For students specializing in agriculture courses 1, 2, 3 and 10 are recommended. Those preparing to teach domestic science are urged to take courses 1, 2, 3 and 9.

Each student taking a course requiring a laboratory desk will make a deposit of two dollars each quarter to cover the cost of apparatus broken. Any unused balance will be returned to the student at the end of the quarter when he turns in the desk and apparatus.

1. **General Chemistry.**—This course comprises a systematic study of the more elementary principles underlying chemistry, and as far as possible, their application to daily life. There is daily recitation and laboratory work. Special attention is given to the acid forming elements. Text—McPherson and Henderson's "Course in General Chemistry." (College text.) Each quarter.

2. **General Chemistry.**—This is a continuation of Course 1, but is more particularly a study of the common metals and their compounds. Special attention is given to the various industrial processes in preparing them from their ores. A special study is also made of their reactions upon which qualitative analysis is based. Text—Same as in Course 1. Each quarter.

3. **Qualitative Analysis.**—This is a laboratory course, supplemented by individual instruction. It consists of a study of reactions of the common metal and acid ions, and the systematic analysis of unknowns for both metals and acids. Students who will take only one term of qualitative analysis should take this course, but those who are specializing in chemistry, and others wishing to take two courses should take Course 4 first or along with Course 3. An average of fifteen hours per week is required to complete the course. Text—Steiglitz's "Qualitative Analysis Vol. 2." Each quarter.

4. **Qualitative Analysis.**—This course deals with the fundamental laws and theories underlying qualitative analysis, such as, chemical equilibrium, ionization, solution and osmotic pressure, and their relation to chemical reactions. Those taking both Courses 3 and 4 should take Course 4 first or along with Course 3. There is daily recitation and laboratory work. Text—Steiglitz's "Qualitative Analysis, Vol. 1." Offered as occasion requires.

5. **Quantitative Analysis.**—This is a laboratory course, supplemented with individual instruction. The work consists of typical gravimetric and volumetric determinations for the most part with unknowns. About 15 hours per week are required for the course. Each quarter.

6. **Organic Chemistry.**—An elementary course in general organic chemistry, including both aliphatic and aromatic compounds. There are daily recitations, but no laboratory practice. The general theories of the subject are worked out together with the classification. The attention is directed especially to those compounds of practical significance and those having an important relation to domestic science and agricultural chemistry. Prerequisite—Courses 1 and 2. Text—Perkin and Kipping's "Organic Chemistry." Spring quarter.

7. **Organic Chemistry.**—This is a laboratory course in organic synthesis, together with some work of an analytic nature. Typical preparations of both aliphatic and aromatic compounds are made, and purified. The work is varied to suit the needs or intention of the students. The course may be taken with or after Course 6, but not before. Text—Jones' "Laboratory Manual in Organic Chemistry." Winter and Summer quarters.

8. **Professional Course.**—This course is for those students who are preparing to teach chemistry. It deals with the problems which are purely professional, such as, method of chemistry teaching, organization of the subject matter, examination of high school chemistry texts, construction and equipment of chemical laboratories, etc. Winter quarters.

9. **Domestic Science Chemistry.**—Students taking the courses in cooking are advised to take chemistry. Courses 1, 2, 3 and 9 are the courses which will be most helpful to such students. As far as possible they should take the chemistry before starting the cooking. This course is a special course dealing with the chemistry incident to the home life. It is a study of such questions as the chemical composition of foods, fuels, illuminants and the chemistry involved in cooking and sanitation, etc. Daily recitation and laboratory work. Prerequisite—Courses 1 and 2 or a year of chemistry in a good high school. Text—Bailey's "Sanitary and Applied Chemistry." Fall and Spring quarters.

10. **Agricultural Chemistry.**—This course is for students preparing to teach agriculture. Many of the problems connected

with this line of study require a knowledge of chemistry. It is recommended by the head of the department having the agricultural work that students specializing in this subject should take the first year of chemistry and this course. This course deals with those peculiar problems which are not treated in general chemistry, such as, the chemical composition of soils, fertilizers, stock food, farm plants, etc. Prerequisite—Courses 1 and 2.

Winter quarter.

11, 12. **Industrial Chemistry.**—These courses are intended to make our prospective teachers of these lines of work familiar with the common chemical processes so extensively employed in the industries, but which on account of their technical character do not find extensive treatment in the usual courses in chemistry. There will be a study of the industrial plants in the vicinity, such as enameling and glass plants, distilleries, paper mills, electroplating works, foundries, rolling mills, etc. The laboratory work for these courses will consist of a study of raw materials such as ores, clays, building stones, pulps, coal, fuel gases, oils, water, etc. This will be accompanied with a series of experiments illustrating the commercial processes such as the reduction of useful metals from their ores, production of fuel gases, alcohol, paints, varnish, together with as much work of an analytical nature as the time and advancement of the class permit. Text—Thorpe's "Outlines of Industrial Chemistry" and special technical books.

Summer and Fall quarters.

13. **Physical Chemistry.**—This is an elementary course in theoretical chemistry, making a study of such questions as, chemical equilibrium, determination of molecular weights, ionization, osmotic pressure, modern theories of the composition of matter and of solution, etc. Prerequisite—Courses 1, 2, 3, 4 and 5, and Analytic Geometry. Text—Getman's "Laboratory Exercises in Physical Chemistry." Offered as occasion may require.

14. **Advanced Quantitative Analysis.**—Both gravimetric and volumetric. Prerequisite—Course 5.

Winter and Summer quarters.

## INDUSTRIAL ARTS

MERIT LEES LAUBACH, Professor.
ERNEST O. SINK, Assistant Professor.
ARTHUR H. LUEHRING, Assistant Professor.
MERLE PERRY, Laboratory Assistant.

The Department of Industrial Arts in coöperation with other allied departments aims, first to provide thorough preparation for students who desire to become special teachers, directors, and supervisors of industrial art subjects; second, to aid those who must for some time to come teach both industrial art subjects and academic subjects in the grades or high schools of the state; third, to provide courses for students who desire to enrich the traditional lines of liberal study. For the first class a four-year course in Industrial Arts is outlined in the general statement of courses in this catalogue. For the second class a two-year course is suggested. For the third class subjects are offered for individual election. The department is now housed in the large new vocational building and is equipped with the best facilities that money can buy.

The demand for competent teachers of the industrial arts exceeds the total supply of such teachers from all sources. The demand for graduates from the Normal School who can teach the industrial arts is steadily increasing and during the past year the department was unable to supply the calls that came. In many localities teachers are sought who can teach both the manual training work and the common branches, and better salaries are offered for this class of teachers than for teachers who can teach the common branches only. Officials of the school at all time extend such aid as can properly be done in securing positions for teachers.

The following courses are open to beginners: Wood Work 1, Mechanical Drawing 1, Forge Shop Work 1, Elementary Cement Work 1, and under certain conditions Machine Shop Work 1. Students doing their major work in this department should begin mechanical drawing and shop work at the same time. For 1916 and 1917 the department offers the courses described below.

### Special Professional Courses

1. **History of Industrial Arts.**—This course includes an extensive study by means of lectures, discussions, assigned reading and written work of the development of manual arts, trade and in

dustrial education from the earliest times to the present, in the United States and European countries. A brief review of the educational theory of Pestalozzi, Froebel, and other educators is made. Attention is given to the early apprentice system, guild periods, manual labor movements, colonial poor laws, the Russian and Swedish systems, the manual training movement, and the movement for industrial arts and vocational education including the study of the Indiana Vocational Law and Federal Vocational legislation. Fall, Spring and Summer quarters.

2. **Theory and Organization of Industrial Arts.**—This course deals with the principles underlying the organization of industrial arts for the grades and high school. For the lower grades is included the content of the primal industries and the methods of organizing this content into a suitable course of study and the relation of the elementary industrial arts to such subjects as literature, history, fine arts, geography, and mathematics. For the upper grades and high school attention is given to courses of study in various phases of industrial art, methods of instruction, equipment and installation. Winter and Summer quarters.

### Drawing Courses

1. **Mechanical Drawing.**—An elementary course in mechanical drawing covering the care and use of drawing instruments, materials, lettering, othographic projection, revolution, sections, intersections, working drawings, development of surfaces; isometric and cabinet projection as applied in drawing of joinery and carpentry; practical application of drawings in shop work; tracing and blue printing; planning of courses of study for upper grammar grades and first year of high school. Each quarter.

2. **Machine Drawing.**—A more advanced course dealing with machine drawing, considered with special reference to the needs of high school work. It includes the development of various curves; helix and application in V and square threads, conventional thread, bolt and nut; making free-hand sketches of machine parts, detailed drawings of machine parts; assembled drawings, tracings and blue prints.

Fall, Winter and Summer quarters.

3. **Advanced Drawing.**—Special advanced course considered with special reference to the needs of more advanced high school work involving shades and shadows, the laying out and

designing of cams; the cycloid and involute curves and their application to spur gears; racks and pinion; worm gear, internal gear; cams and crank motions; graphics, and the design of apparatus for specific work. Spring quarter.

4. **Architectural Drawing.**—An introductory course in architectural drawing, in which is included preliminary and finished sketches of parts of simple houses, and simple floor plans. Attention is given to the planning of a simple frame house and preparing the necessary floor plans, elevations and details of construction. Prerequisite—Mechanical Drawing 1.
Fall and Summer quarters.

5. **Architectural Drawing.**—A more advanced course in architectural drawing, including plan drawing and study and writing of specifications. This course includes the drawing of plans and more complicated frame and brick dwellings and stores, with the introduction of various forms of perspective necessary in architectural rendition. Prerequisite—Architectural Drawing 4.
Winter quarter.

6. **Architectural Drawing.**—An advanced course in architectural drawing and writing of specifications. This course includes floor plans, perspective, elevations, and construction details of public buildings. Prerequisite—Architectural Drawing 5,
Spring quarter..

7. **Descriptive Geometry.**—A course covering work in plane projections with problems relating to point, line, surface and solid; intersection and development and their application in practical shop problems. Prerequisite.—Mechanical Drawing 1.
Spring quarter.

### Wood Work

1. **Elementary Bench Wood Work.**—This is a beginning course in bench work and aims primarily to give training in the technical processes as a basis for teaching in the upper grammar grades and the first year of high school. It includes the mastery of simple wood working tools, principles of joinery as applied in simple cabinet work; wood finishing, the study of materials and the application of mechanical drawing and design. Students are expected to design and work out projects with reference to grade and first year high school work. Working drawings are made for practically the entire course and the reading of drawings is made

an important feature. Lectures and discussion on course of work, administration of the shop, cost of equipment and materials, and writing specifications for shop equipment are also included. Students are required to write papers on such subjects as wood, varnish, shellac, glue, nails, screws, lumber, stains. Prerequisite. —registration or credit in Mechanical Drawing 1.

Each quarter.

2. **Wood Work, Carpentry.**—This course covers the fundamental principles involved in the construction of wood frame building and when possible the construction of a complete building. The work includes lectures and discussions on the method of staking out, excavating, materials and their prices, different kinds of construction, and building regulations. It includes practical work in making full size details of frame building, various uses of the steel square in framing, especially the various cuts of rafters. The course includes outside and inside finish.

Fall and Summer quarters.

3. **Wood Work.**—Furniture and cabinet construction. This course embraces advanced joinery as applied to the construction of furniture and cabinet work, and aims to prepare for the teaching of more advanced wood working in secondary schools. One third of the time during this course is devoted to constructive and decorative design and in making working drawings of not less than six pieces of furniture or cabinets, one of which will be constructed by each student. In connection with this course, visits are made to furniture stores, and factories for the purpose of studying design and construction. Lectures on organization, administration, courses of work for high school are included. Students are required to write papers on kindred subjects. Prerequisite—Woodwork 1 and Mechanical Drawing 1.

Winter, Spring and Summer quarters.

4. **Wood Turning.**—This course deals with various methods in turning in hard and soft wood; it includes work between centers, face plate and chuck turning, finishing and polishing, and the sharpening and care of tools used, as well as lectures on the history of turning and the lathe. Speed for different types of stock, the various material used in turning, turning as a trade, management, organization, and the teaching of wood turning are also included. Attention is given to planning courses of study, equipment, materials, buying, and installation. The latter

part of this course is devoted to design and the making of products suitable to the decoration of cabinet work.

Each quarter.

5. **Pattern Making.**—This is an elementary course covering the fundamental principles involved in pattern making. It includes enough foundry practice to demonstrate the relation of pattern, mould and casting. It involves the principles of draft, shrinkage and finish; it includes exercises in making simple one piece patterns, including the use of fillets; split patterns involving horizontal and vertical cores, dowels and fastenings, rib patterns, built up annular patterns, building up patterns to prevent warping, loose piece patterns, follow-boards and matches, finish of the pattern, also discussions on the use of core prints, and the value of coring; green sand cores; dry sand cores; method of building up to prevent warping in casting; visits to commercial pattern shops for the purpose of studying shop methods; making reports on visits. Lectures and discussions on the management, organization and teaching of pattern making, planning courses of study, equipment and its installation; materials needed and buying of same; pattern shop literature; assigned reading. Most of the exercises involved in this course are worked out in patterns having practical use in the construction of the parts of some machine or casting to be used in school work. Prerequisite—Wood Work 4.

Each quarter.

6. **Pattern Making.**—Advanced course. This course is intended to emphasize the designer's idea, and includes work in the construction of patterns for complete machines and is intended more fully to prepare for the teaching of pattern making in secondary schools. Prerequisite—Wood Work 5.

Spring and Summer quarters.

7. **Mill Work.**—This course aims to give instruction in the operating and care of wood working machinery as a preparation for teachers who have occasion to use machines in getting out stock and for the added purpose of giving an insight into this field of work which will serve to enlarge the teacher's knowledge with reference to the production of articles in wood through the use of machines. The practical work includes cutting of stock for other courses and stock for construction in mill work problems, such as work benches, desks, tables, chairs, lockers, doors, screens, mouldings, according to the practical demands of the school.

The following machinery is used: Planer, Joiner, Swing Saw, Saw Bench, Moulder, Mortiser, Band Saw, Sander and Shaper, involving repeated exercises in planing mortising, tenoning, sticking, relishing, grooving, dadoing and rabbeting. Special attention is given to the study of each machine, its construction and operation, sharpening of knives and saws, belt lacing.

Each quarter.

### Metal Working Courses

1. **Machine Shop Work.**—A study of the main principles of machine shop practice including chipping, filing, construction and use of standard machine tools in turning, drilling, boring, threading, cutting, surfacing and milling, including the use of dividing head and vertical milling attachments; the making and grinding of cutting tools, with the proper speed for them under varying conditions; methods of manufacture, together with the methods of manufacturing in common commercial practice. The exercises are typical of certain processes, the greater part of them of practical value, being with tools and parts of machines for use in the shops. Lectures and text-books references concerning different tools and machines, discussions and papers on cast iron, wrought iron, steel and other allied subjects, are included. Prerequisite—registration or credit in Mechanical Drawing 1.

Each quarter.

2. **Machine Shop Work.**—This course is a continuation of Machine Shop Work 1. It includes work in tool making, making and tempering taps and reamers, counter-bores, heat treatment of steel, welding, tempering and case hardening; also a study of the effect of heat upon the physical properties of metals used, making jigs and fixtures, working force and shrink fits, involving the use of accurate measuring instruments. A study of modern machine shop practice and visits to commercial shops are special features of this course. Prerequisite—Machine Shop Work 1 and Mechanical Drawing 2. Winter, Spring and Summer quarters.

3. **Machine Shop Work.**—Building machines such as arbor press, gas engines, lathe, drill press, making repairs. A study of the details of design and construction of machine tools, and the construction of apparatus and machines originally designed by the students. Lectures on the cost and source of supplies and materials, cost and installation of machinery, belts, pulleys, hangers, shafting, motors. Planning of shop and shop equipment;

writing specifications for equipment; planning course of study, machine shop literature and assigned readings are included in this course. For those who have had considerable machine shop experience, work will be given to suit individual needs. Prerequisite—Machine Shop Work 2. Spring and Summer quarters.

5. **Forge Work.**—Construction of the forge and its adjustment, building the fire and selection of coals, and methods of handling iron and steel in the fundamental processes of forging. The exercises include work in bending, forming, up-setting, welding, heading, thread-cutting, drilling, riveting, punching, splitting, hardening, tempering, tool-making, and tool-dressing, and the use of gas furnace, power hammer, drill press, punch and shears. Lectures on the making of coke, uses, properties and production of iron and steel, and visits to rolling mill and other iron and steel plants; installation and cost of equipment, planning of course of study and methods of teaching are included. The above course is varied to meet the individual needs of those preparing to teach agricultural forging, by providing work in setting wagon tires, making iron parts for wagons, farm tools, hinges, chains. For those who have had considerable experience in forge practice or who have completed the work outlined above, special instruction will be given in art smithing. This course may be taken as a beginning course on entering this department.

Each quarter.

7. **Foundry Practice.**—This course deals with more advanced work in foundry practice than that given in connection with pattern making. It includes moulding and core work, melting and casting of iron and brass, the mixing of iron, the operation of the cupola; the mixing and melting of brass and other soft metal; and a series of shop talks on the "Sources and Property of Iron and Steel." Lectures will be given on the cost and installation of equipment; materials needed for different kinds of work and buying of same. Foundry economics, foundry literature, assigned reading. Each quarter.

10. **Sheet Metal Work.**—This course involves simple problems in flat work, tapering, flaring and conical shaped articles; elbows in any number of parts and degrees of angle; intersecting pipes at any angle; cornice work, miters at any angle and irregular articles of double curvature requiring tri-angulation. The course includes the use of common sheet metal working machines and operations in shearing, bending, folding, soldering, brazing, an-

nealing, riveting, etc. A study is made of the metal and alloys which are used in the formation of sheets. Lectures and discus, sions on tin, lead, iron, zinc, aluminum, and melting points, weights, resistance to corrosion, action under hammer and uses of each metal are included. Special uses of tin, plate galvanized iron, etc.; alloys including brass, bronze, pewter, solder, German silver, etc.; uses and special characteristics; organization and teaching of sheet metal work, including the planning of courses of study, equipment, materials needed and cost; reference books, literature, and assigned reading. Summer quarter.

### Cement Work

1. **Elementary Cement Work.**—A study of the fundamental principles involved in concrete construction as related to building, farm, and the home. Materials and mixtures; care and use of tools and equipment; practical work in constructing forms and mould; projects involving pouring and finishing; plain concrete construction, such as fence post, farm utilities, sidewalk, curbs, building blocks, walls, steps, silos, cisterns, troughs, etc. Lectures on various uses of cement; composition, sources of material, history. Summer quarter.

## AMERICAN HISTORY AND GOVERNMENT

WILLIAM O. LYNCH, Professor.
CHARLES ROLL, Assistant Professor.

This department offers twelve courses, of which 1, 2, 3, 4, and 6 are open to all students. The remaining courses are open to students who have taken one or more of the above. In each course offered a College Course student is given the opportunity to do such work as entitles him to college credit.

1. **The Colonies and the Revolution.**—Conditions in Europe leading to the discovery and exploration of the New World; the founding, the growth, and the important problems of the colonies in the seventeenth and eighteenth centuries; the colonial policy of Great Britain; the struggle between European powers for colonial supremacy; the Revolutionary War.
Fall, Spring, and Summer quarters.

2. **National Development, 1783-1829.**—Problems of imperial organization; the development of a colonizing policy; foreign

relations; westward expansion; the public lands and the influence of the frontier; party history. Each quarter.

3. **Expansion, Civil War, and Reconstruction, 1829-1876.**—The Jacksonian period; the Mexican War; the crisis of 1850; general economic and social conditions from 1850 to 1860; questions related to the struggle over slavery; the rise of the Republican party and the split in the Democratic party; the Civil War, including military campaigns and problems, financial questions, foreign relations, opposition to the war, the emancipation question, and political controversy; reconstruction, political and economic. Each quarter.

4. **American Government and Politics.**—Nature of the Federal Government; central, state, and local governments at work, as determined by constitutions, laws, precedents, customs, party organizations, individual leaders, and public opinion; political parties, party machinery, party methods, and party problems; the problem of preserving democracy in the United States today. Winter and Summer quarters.

5. **Economic History of the United States to 1875.**—Products, markets, and labor problems of the colonial period; economic aspects of the period of the Revolution and Confederation; foreign trade; internal improvements; the rise of the factory system; the public lands; railroads; banking and currency; agricultural products and markets; slavery; the tariff question; economic conditions during the Civil War; economic developments and problems of the decade following the Civil War.
Spring quarter.

6. **Recent History of the United States.**—A study of political and economic developments and problems since 1876.
Fall and Summer quarters.

7. **History of the South to 1860.**—A study of the rise of the plantation system based on slave labor in the tide-water areas of the southern colonies, and of its spread later to the piedmont area and to the lower portion of the Mississippi Valley; slavery in its economic, social, and political aspects; origin and development of southern constitutional theories; the origin and growth of secession sentiment to its culmination in the formation of the Confederacy.
Spring quarter.

8. **History of the West.**—A study of the colonization of the different geographic areas comprised in the United States of today, and of the influence of westward expansion, on the political, social, and economic development of the American people.
Winter and Summer quarters.

9. **History of Indiana.**—French and British periods; struggle for sovereignty over the region involving the British, the Spanish, the Indians, and the American settlers backed by the United States Government (1778 to 1815); problems of government, settlement and slavery in the territorial period; settlement, public lands, internal improvements, and politics (1816-60); Indiana's part in the Civil War, and political controversy in the State during the War; economic and political history of the State since the war. Fall and Summer quarters.

10. **Diplomatic History of the United States.**—A study of negotiations between the United States and foreign countries, of treaties made, and of the development of international law in so far as related to the United States. Winter quarter.

11. **The Government of Urban and Rural Communities.**—Municipal administration; problems, and politics; government of counties, townships, and villages. Spring quarter.

12. **Crime and Pauperism.**—Causes of crime; principles of penology; penal institutions; causes of pauperism; relations between poverty and pauperism; charities and charitable institutions.
Summer quarter.

## PUBLIC SPEAKING AND READING

CHARLES BALDWIN BACON, Professor.
MARY ELINOR MORAN, Assistant Professor.

### Reading

The courses in Reading are planned to remove the faults common to most readers—such as indistinctness and inaccuracy in pronunciation—and to develop in the student a power of expression that will enable him to express the full meaning of our great masterpieces of English and American literature. The work is based upon the principle that the best oral expression naturally follows a keen and discriminating appreciation of the thought and the spirit of what is read. The student, therefore, is taught that

good reading is not merely an accurate pronunciation of words, but that it is the interpretation of the life and spirit of literature.

Reading 1 must precede all of the other reading courses except 3, which may be taken independently. Courses 2, 4, 5 and 6 may be taken in any order after 1.

1. **Reading.**—This course makes a study of the fundamental elements of conversational tones and their relation to mental action, viz., phrasing, subordination, pitch, pause, inflection, stress, tone-color and movement. This theory is constantly applied to the literature to be read. Constant attention, also, is paid to phonics and correct articulation. Each quarter.

2. **Reading.**—This course is a counterpart to 1, and deals with emotional reaction. The spirit underlying each piece is studied. The imaginative and emotional elements are discovered. The effort centers in giving proper expression to the wide range of emotional subtleties. Each quarter.

3. **Myths, Legends, and Folk-Lore.**—The aim and purpose of this course is to acquaint the students with a body of knowledge usable in the grades and high schools, in history work, literature and mythology. Also to give daily oral drill in telling and interpreting the same. The course is organized with two special ends in view. History in the lower grades has direct reference to myths and folk-lore, and the interpretation of these myths is the business of the course. Again modern literature has continual recourse to mythology, which if known adds much to the pleasure of its study. The course begins with the Aryan myths and develops them through Greek and Northern Mythology and Medieval Legend into modern times, thus giving unity to the vast body of folk-lore to which this age is heir. The second special end of this course, is to give students ease and poise while speaking without notes before an audience, and to develop the principles of story-telling and interestingness. The attention of students wishing to take this course is called to Public Speaking 4.
Each quarter.

4. An advanced course in oral expression. It is the purpose of this course to deal with some of the more difficult writers of prose and poetry. Writers who are idealistic and philosophic in thought, or abstract in expression. Writers whose sentences have to be filled out by the mind of the reader. Selections will accordingly be made from Emerson, Browning, Wordsworth, Shelley,

Carlyle, and Macaulay. In this course, interpretation of the thought and spirit precede the expression and the relation of the two is carefully considered. Each quarter.

5. A course in phonics and the laws of articulation and speech. The relation of the voice to the body and the mind. The correlation of voice and sound. Eye training in relation to oral expression, breath control, poise. Vocabulary and the use of language in so far as they relate to reading. Dr. S. S. Curry's Mind and Voice or the Principles and Methods of Voice Training is the textbook used. Spring quarter.

6. **Literature for the Grades.**—The purpose of this course is to take up the literature for the grades as outlined in the State Course of Study, and read them for the double purpose of interpretation and expression. The simpler laws of literary method are thus industrially developed, and the fact is made clear that a piece of literature is an organism. The information and practice gained in this course ought to be of immediate application in the work of the seventh and eighth grades, and the first year of the high school.

7. **Reading.**—Dramatic Literature.

## Public Speaking

The purpose of the courses in Public Speaking is to train teachers to be vigorous, convincing speakers, before any audience. Frequently teachers fail to reach the highest success because of their inability to tell what they know with clearness and ease. This work, then should be of practical value to those who expect to teach. High schools now have annual oratorical and debating contests for which their representatives should receive special training. These courses give the prospective teacher just such instruction as will fit him to do this work. They may be taken in any order. It is not necessary that they be preceded by the courses in Reading, these being entirely independent.

1. **Debating.**—These courses deal with the art of debate. The class is taken through the various elements of debate, beginning with the central idea of a resolution, the laws of support, the motives to which to appeal, together with the arrangement of sub-ideas. After each debate there is a discussion of the issues underlying the question and to what extent each side approached them. Toward the end of the term attention is directed to the art

of rebuttal. Course 1 is offered in the Fall and Course 2 in the Spring quarter. As the subjects for debate are different each term, a student may receive credit for both terms, and take them, in either order. Winter quarter.

2, 3 and 4. **Public Speaking.**—This course offers daily drill in Oratory. This work is based upon Phillips' Effective Speaking. The student is carried through one element of delivery at a time, constantly preparing talks, speeches and orations, with the view of putting into practice some definite principle of construction or of delivery. These courses, like Reading 3, have the double purpose of giving the student a body of organized knowledge which makes for general culture and, on the other hand, of giving an opportunity of daily oral drill before the class in talking intelligently before an audience without notes. The subjects for these talks, speeches and orations are taken from current events. By current events, we do not mean events of passing interest, but the happenings whose roots strike back into the past, and which will be of recurrent interest in the future. The studies will not be confined to any one field of activity, but will include art, education, economics, domestic and foreign affairs, letters, politics and science. As these three courses offer different material and subjects, credit in each course will be given. Fall, Spring and Summer quarters.

5. A course for those intending to teach expression and train pupils for grade and high school contests. Causes and the laws of gesture are studied and put into practice. Control of muscular action, consideration of the best action suited to public speech and the sources of power in expression. How to appeal to the emotions, the understanding and the will. Efforts to express character through conversation, and the differentiations of character through varying expression. Studies in the principles of dramatic structure. Spring and Summer quarters.

Note.—The Department wishes to call attention to the opportunities which will be offered next year in public work. A Triangular League for debating has been established with the Normal College, Normal, Illinois, and the Normal School, Oshkosh, Wisconsin. In addition to these are two inter-society debates between the girls' and boys' societies.

Students may receive credit in the College Course for work done in the Department of Reading and Public Speaking in any one of the following elective courses: Courses 3, 4, 5, 6 and 7 in Reading and Courses 1, 2, 3, 4, 5 in Public Speaking.

## PHYSICAL EDUCATION

ALFRED F. WESTPHAL, Professor (Men).
EDITH A. BAILEY, Professor (Women).

The aim of physical training is to develop man to his highest efficiency and to what nature intended him to be. Careful and systematic exercise of the body is a necessity to the fully trained teacher if he would build up a reserve of bodily energy from which he may draw in time of need. Rousseau says, "The weaker the body the more it commands; the stronger the body the more it obeys. A feeble body weakens the mind. If you desire that your pupil should improve in mental abilities, let him improve the corporeal strength which is subject to their direction. Let his body have continued exercise." The greatest thing desired in this department is that prime physical condition called fitness—fitness for work, fitness for play, fitness for anything a man or woman may be called upon to do.

Graded calisthenics, marching, apparatus work and games from the basis of class work in the gymnasium.

Calisthenic drill work consists of free-hand, wand, dumb-bell, and Indian club exercise. Graded apparatus work forms part of the regular class period, using the buck, horse, parallel bars, horizontal bar, ladder, rings, and mat work or tumbling. Advanced gymnastics are also given in addition to fencing and wrestling.

As competitive athletics are everywhere recognized as being essential and conducive to loyalty and school spirit in its best sense, Normal basket-ball, base-ball and track teams will receive regular and systematic coaching.

Parsons Athletic Field is equipped with base-ball diamond, running track and tennis courts. Physical examination and tests are given to determine the character and amount of corrective work needed. The two gymnasiums are equipped with modern applicances and apparatus for developing and training the body. Lectures are given on personal hygiene and physical defects common to school children. Also, graded calisthenics—grades 1 to 8. Two terms in this department are required, for which one credit is given. The Athletic Association is active, and both men and women are eligible to membership. Inter-class games are also held during the year in addition to those regularly scheduled for representative teams.

Note.—There are classes for women in swimming during the Spring and Summer quarters.

## DOMESTIC ECONOMY

IVAH RHYAN, Professor.
MINNIE IRONS, Assistant Professor.

Courses in this department are planned to give thorough instruction in the various phases of Domestic Economy which shall meet the needs of teachers of these subjects. The aim is to present fundamental principles and to show how these may be applied to practical problems. The department has commodious quarters in the new vocational building and with its splendid equipment is able to offer a full four-year course, a two-year course, as well as courses for teachers working for A, B, and C certificates, and the college degree. Students entering upon the two-year course or the four-year course should register for Sewing 1, one technical elective, one suggested elective and one course in Inorganic Chemistry. A, B, C and College Course students should register for Cookery 1, Sewing 1, Textiles, Millinery, or Household Administration. Students desiring to do more advanced work should consult the head of department before enrolling. For 1916 and 1917 the courses described below are offered.

### Foods

1. **Cookery.**—This course is so planned that the student may not only obtain good results in housekeeping but also be able to present the subject matter to others. Foods are studied and tested to learn the effect of heat and moisture upon them, and the principles of cookery thus determined are applied in the preparation of simple foods and combination of foods. Attention is given to systematic organization of the school kitchen and its management. A study is made of utensils and their care. Foods are considered from the standpoint of cultivation or growth, distribution, preparation for market, transportation, chemical composition, digestibility, dietetic value, care in the home, and cookery. The cost of food is studied, menus are worked out and meals served. Each quarter.

2. **Cookery.**—Continuation of Course 1. Each quarter.

3. **Cookery.**—Continuation of Course 2. Chemistry 1, 6, and 9 should be taken as prerequisites or in parallel. Spring and Summer quarters.

4. **Dietetics.**—The various food principles are studied in detail from a chemical standpoint as well as their digestive, assimilation and role in metabolism. A study is made of dietary standards and their application to proper feeding in infancy, childhood, and the adult life of people in various occupations. The different methods of investigating dietary problems are considered. Prerequisites—Cookery 1, 2 and 3, Chemistry 6 and 9, Physiology 3.

## Clothing

1. **Sewing.**—Hand and machine sewing. This course includes the care and repair of clothing; the care and use of the sewing machine; taking of measurements; a little straight line drafting; study of commercial patterns; making of undergarments, a tailored skirt and waist of wash material, a middy blouse, and a simple lingerie dress. A brief, study of the various textiles and of the prices of good materials is made. Special attention is given to problems of the grade teacher. Each quarter.

2. **Sewing.**—Continuation of Sewing 1. The fundamental principles of garment making are presented. Students draft, make and adjust patterns to measurements, model crinoline, cut and finish a suit of undergarments, a tailored skirt and middy blouse. Estimates are made upon the cost and the quality of material for each garment. Methods are discussed and suggestions offered to aid the teacher in the presentation of garment work. Each quarter.

3. **Sewing.**—Continuation of Sewing 2 including design of costume, advanced work in drafting, cutting, fitting and finishing of gowns. The study of the appropriate lines, colors, and designs for given figures is emphasized. Various patterns are developed and adjusted to the individual and studied as to effect and artistic beauty. Particular attention is given to children's clothing. Prerequisite—Sewing 2. Winter and Spring quarters.

4. **Textiles.**—A brief summary of the primitive forms of textile industry; later development and modern methods of weaving and spinning. A thorough study of the properties, values, manufacture, and finishing of cotton, wool, silk, and linen; chemical and household tests for fibres and fabrics and the adaptation of this knowledge to practical use. Care of textiles and fabrics, dry cleaning. A study is made of soaps, blueings, starches, bleaching agents and methods of removing stains from different

materials. Practice is given in the laundering of cotton, wool, silk, and linen fabrics; the washing and ironing of bed, table and body linen, and of waists, neckwear and dresses. Washing machines, cleaning and pressing devices are studied.

Winter, Spring and Summer quarters.

5. **Millinery.**—This Course includes the making and trimming of all kinds of hats for actual use, with methods of manipulation in the construction of hats out of wire and straw. Practice is given in the selection and preparation of trimmings, the renovation and use of old materials and the criticism of prevailing styles. The cost of hats made in the class, counting the time for making, is compared with that of those purchased in store. A study of color and shape is made as to suitability and becomingness. Estimates are made as to what proportion of the clothing budget should be given to millinery. Fall quarter.

### Shelter

1. **Household Administration.**—In this course instruction is given in the organization of household work and the labor problems involved. A study is made of the division of the income and of methods of keeping household accounts, of the cost and quality of the materials used in furnishing a house, as kitchen utensils, furniture, china, silver, and their care and cleaning, including the nature and reaction of cleaning agents, and the use of cleaning devices. Fall and Summer quarters.

**Organization of Domestic Economy.**—This course is intended for students who expect to supervise work in domestic economy. It includes the history of the subject, practical and educational value, planning courses of study, presentation of principles, study of equipment, cost of maintenance, and teaching problems. Prerequisite—Cooking 3, and Dressmaking 3.

Spring quarter.

**Elementary Hand Work.**—This course is especially adapted to the needs of teachers of the grade schools, it includes practical work in weaving, clay modeling, paper construction, cord work, crocheting, knitting, coarse needle work and basketry. The industrial phase of each process is given special attention.

Spring and Summer quarters.

15-16

## GEOGRAPHY AND GEOLOGY

BERNARD H. SCHOCKEL, Professor.
WILLIAM ALLEN MCBETH, Assistant Professor.
ARLE SUTTON, Laboratory Assistant.

"Geography interprets the present in the light of the past; geology reads the past in the light of the present."

In the laboratory are 15 large relief models 2,700 maps, 2,000 mounted pictures, 1,000 lantern slides, stereoscopic views, colored views for the reflectoscope, 1,000 specimens of minerals and rocks, a collection of fossils, a museum of commercial products, instruments for topographic surveying, besides barometers, thermometers, a barograph and a thermograph, globes and tellurians. The equipment in the laboratory and the literature in the library are being kept up to date. Weather conditions are depicted daily, by the Government, on a six-foot map on the main floor. Weather maps and bulletins are received daily.

### Geography

Two terms of work in general geography, in most instances Courses 3 and 4, are required of all candidates for the Normal diploma in the two years' and the three years' courses (except students pursuing special work in course C). The other work in the department is elective. Geology 1 may be substituted for Geography 3, but only as an advanced subject in courses A and B.

3. **Elements of Geography.**—A broad introduction to modern geography, leading (1) to an understanding of physiographic processes and the features of the earth, and (2) to an insight into the relations of the earth (earth as a whole, its topography, air, water and soil) to life, especially to human affairs. Each quarter.

4. **Regional Geography.**—A broad course in the regional study of the natural provinces of the world, including in general for each province the following: (1) position, size, and shape; (2) rocks, topography, and soil; (3) climate and drainage; (4) natural resources; (5) products, industries and commerce; (6) geographic interpretation of the inhabitants; (7) relations to other regions, and (8) possibilities of future development. Prerequisite: Geography 3, or its equivalent. Each quarter.

5. **Economic and Commercial Geography.**—Part I deals with the chief commercial products of the world. The outlook is world-wide, but chief emphasis is laid upon the United States. Part II deals with the commerce of nations. No Prerequisite courses. Each quarter.

6. **Social Geography.**—A broad course dealing with the people of tribes and nations, their attitude toward life interpreted in the light of their environment. Introduction: (a) ancient man, (b) races, (c) social evolution. Body: (a) folkways, (b) mores, (c) institutions, (d) laws, of each tribe and nation studied. Lectures, references. Each quarter.

7. **Regional Geography of North America.**—The methods of Geography 4 are applied to the continent in detail.

8. **Historical and Regional Geography of Europe.**—Like Course 7, but the regional material is interwoven with data concerning geographical influences in European history.

9. **Asia.**—See Course 7.

10. **Regional Geography of the Southern Continents.**—See Course 7.

11. **Geographical Influences in American History.**—A geographical interpretation of the discovery, exploration, settlement, and development of our country. Library readings and lectures. Desirable, but not required prerequisites, Geography 3 or its equivalent, and a fair knowledge of American History.

12. **Climate and Man.**—A course leading to the understanding of climate and its influence in human affairs. Prerequisite—Geography 3, or its equivalent.

13. **Geography of Indiana and the Central West.**—The methods of Geography 7 and 11 are applied in detail.
(May not be given in 1916-1917.)

14. **Principles, Problems and Methods.**—A course in the history, scope, organization, and pedagogy of geography. The work is designed for supervisors and those who wish to make special preparation for the teaching of geography.

15. **Field Geography.**—This course will be open to men students in September of 1917, and will consist of a month's tour and

study in some portion of the United States, important for industrial and natural interests, probably Indiana. A written report will be made, based upon observations made during the month. Two major credits will be given (one and one-half in the College Course).

## Geology

1. **The History of the Earth and Its Inhabitants.**—A broad introduction, to a large extent non-technical. Text: *Introductory Geology*, by Chamberlain and Salisbury.

Each quarter.

2. **Geographical Geology.**—A study is made of the forces and processes which have shaped the surface of the earth. By way of application, the geology of type regions is studied. Text: *Forest Physiography* by Bowman.

3. **Field Geology.**—The physiography and geology of the Terre Haute region is studied by means of field trips, laboratory work, and library readings. Type regions are studied through references. Some topographic surveying is done. Thus the students have made a topographic map of part of the region, and are extending it. The geology of the region is being mapped.

## Vocational Geography

To help carry out the laws of Indiana which require the teaching of agriculture and industry in the public schools, one course is offered in coöperation with the Industrial Arts Department.

1. **Local Industries.**—The chief industrial and commercial institutions of Terre Haute and vicinity (Indianapolis in part) are visited, and studied. The point of view is to ascertain reasons for their distribution and growth, to give the student insight into modern industrial and commercial conditions, to help him in part to discover what vocation he is best fitted to follow, and to help him do the same for his students of the future. Two visits per week and two class periods. The technical part of the instruction is done by specialists from the departments of Industrial Arts and Domestic Economy. No prerequisites.

Note.—Geology may be taken in courses A and B as an advanced subject only.

## TENTATIVE PROGRAM FOR 1916–1917.

FALL QUARTER, 1916:

8:00—Geology 1, Mr. McBeth. Geography 6, Mr. Schockel.
9:10—Geography 4, Mr. McBeth.
10:10—Geography 8, Mr. McBeth. Geology 2, Mr. Schockel.
11:10—Geography 3, Mr. Schockel.
1:30—Geography 5, Mr. McBeth.

WINTER QUARTER, 1917:

8:00—Geology 1, Mr. Schockel. Geography 12, Mr. McBeth.
9:10—Geography 7, Mr. McBeth.
10:10—Geography 3, Mr. McBeth.
11:10—Geography 6, Mr. Schockel.
1:30—Geography 4, Mr. Schockel. Geography 5, Mr. McBeth.

SPRING QUARTER, 1917:

7:00—Geography 11, Mr. Schockel.
8:00—Geography 4, Mr. Schockel. Geography 5, Mr. McBeth.
9:10—Geography 3, Mr. McBeth.
10:10—Geography 14, Mr. McBeth.
11:10—Geography 8, Mr. Schockel.
1:30—Geography 10, Mr. McBeth. Geology 1, Mr. Schockel.

SUMMER QUARTER, 1917:

7:00—Geography 9, Mr. Schockel.
8:00—Geography 4, Mr. McBeth.
9:00—Geography 7, Mr. McBeth. Geography 5, Mr. Schockel.
10:00 Geology 1, Mr. McBeth.
11:00—Geography 3, Mr. Schockel.

SEPTEMBER, 1917: Field Course, Mr. Schockel.

## MUSIC

LOWELL MASON TILSON, Professor.

1. **Teachers' Graded Course in Public School Music.** This course is planned for the preparation of teachers who expect to have to do with the teaching of elementary music either under a supervisor or independently, and consists of the study of rote singing, oral tonal dictation, written tonal dictation, metric dictation and sight reading, covering work done in the first, second and third grades of school.

2. Study of chromatics, normal and harmonic minor scales, continuation of oral and written dictation and sight reading, covering work done in the fourth, fifth and sixth grades of school.

3. Continuation of work in oral and written dictation, sight reading, melody writing, etc., covering work done in the seventh and eighth grades of school.

4. **Constructive Music.**—This course deals with the study of scales, intervals, triads and elementary harmony including the use of dominant sevenths, ninths, minor and diminished sevenths and diminished triads in the harmonizing of melodies.

5. **Harmony.**—Advanced.

6. **History of Music.**—

7. **Methods.**—This course includes not only methods of presenting music in public schools and practice teaching but the study of material to be used in all grades, the study of music appreciation for high schools, work in chorus and orchestra (organization and directing).

8. **Chorus.**—Three quarters required for one credit. Two credits required in supervisor's course. Meets daily at 12:50. The Oratorio "Creation" by Haydn is studied during the Fall, Winter and Spring quarters.

9. **Orchestra.**—Students who play instruments which can be used in orchestra are urged to bring them and enter the school orchestra. Three quarters are required for one credit. A part of the work for the orchestra will be the study of the orchestra parts of the "Creation."

Note.—Students preparing to be Supervisors of Music may register in the Supervisor's Course, which is a Three-Year Course with music as a major subject, in which they may make nine credits. These and the twelve credits required in professional subjects, English and physical training, leave seventeen to be elected. Six of these must be elected according to the requirements of the modified Three-Year Course, and the remaining eleven must be chosen with the advice of the head of the Music Department. The entrance requirements are the same as for other students, with three years' work in piano in addition. However, some of the piano work may be made up after entrance. Upon completing this course the student will be entitled to a certificate, and after two years of successful experience will be entitled to a diploma which is equivalent to a Life State License as a Supervisor of Music in Indiana. Graduates from this course are also admitted into the last year's work in the Supervisor's Course at Cornell University without examination.

## COLLEGE COURSE GRADUATES

### September, 1915

Allen, Elbert ..... Cloverdale
Bass, W. L. ..... Stendal
Briggs, Helen ..... Terre Haute
Davis, Hazel ..... Terre Haute
Eckert, Cleda A ..... Jasper
Everett, James R ..... Brownsburg
Gilmore, James E ..... Monroe City
Haigherty, James M ..... Loogootee
Hyndman, Robin W ..... Churubusco
Lemme, Clinton R ..... Elberfeld
Jaenisch, Mary L ..... Terre Haute
Melton, Monroe ..... English
Morrill, Seth C ..... Mulberry
Redick, Charles B ..... Frankfort
Reeves, G. Jackson ..... Cloverdale
Shaw, Otho ..... Riley
Small, Rose ..... Bloomington
Wehr, Henry ..... Mount Vernon

### March, 1916

Noel, Nona ..... Terre Haute
Ponsler, Rolla ..... Flat Rock

### June, 1916

Armstrong, Lucille ..... Terre Haute
Barnett, Hallie ..... Charlestown
Brown, Glen D ..... Deedsville
Buck, Doris ..... Indianapolis
Carson, Chester C ..... Muncie
Cline, Charles ..... Leavenworth
Colliver, Ruth ..... Terre Haute
Crim, Casper R ..... Hartsville
Drake, Doris ..... Terre Haute
Elliott, Maize J ..... Connersville
Farmer, Hallie ..... Anderson
Gillum, Margaret ..... Terre Haute
Gunn, Virgil R ..... New Albany
Hager, Louise ..... Terre Haute
Hahn, George W ..... Huntington
Hathaway, Hilda ..... Terre Haute
Miner, Floyd H ..... Carthage
Noland, Nola ..... Anderson
Paddock, Frank ..... Prairieton
Riehl, C. Edward ..... Terre Haute
Roberts, Dorothy ..... Terre Haute
Sigler, Richard ..... New Salisbury
Stephenson, Benj. F ..... Windfall

## NORMAL COURSE GRADUATES

### September, 1915

| | |
|---|---|
| Bailie, Lucile | Terre Haute |
| Beck, Mary E | Hartsville |
| Beeks, Joseph W | La Gro |
| Beeson, B. P | Parker |
| Binford, H. Emory | Terre Haute |
| Brown, Erma | Vevay |
| Bryan, Ruth B | Rockville |
| Byrne, Herman D | Georgetown |
| Casey, Ethel E | Austin |
| Clayton, George B | Linton |
| Cockerham, Mundosy | Terre Haute |
| Cox, Gertrude | Terre Haute |
| Crouch, Caroline | Fortville |
| Cunningham, Ray | Loogootee |
| DeLay, Harriett M | Bicknell |
| Dunn, Nannie B | Wheatland |
| Elliott, Gertrude | Connersville |
| Failing, Lena | Terre Haute |
| Farr, Catheryn M | Terre Haute |
| Foster, Olive V | Terre Haute |
| Freed, Normah G | Orleans |
| French, Adelyn J | Osgood |
| Ferguson, Irene | Bedford |
| Goldsberry, Walter M | Brookston |
| Gowan, Carrie | Bedford |
| Green, Dora | Columbus |
| Habermeier, Llna | Terre Haute |
| Hayth Jennie | Terre Haute |
| Hargitt, Thomas F | Greensburg |
| Harter, Mildred | Huntington |
| Heaton, Ruby G | Michigantown |
| Hogue, Ellsworth W | Bruceville |
| Harvey, Vesta B | Terre Haute |
| James, Jennie M | Clinton |
| Julian, Roy B | Heltonville |
| Kerber, Bessie | Terre Haute |
| Kibby, Sue | Farmersburg |
| Kimmel, Clare D | Ithaca, N. Y. |
| Lane, Clarence | Greencastle |
| Loper, W. Lloyd | Francisco |
| McDonald, Louise | Indianapolis |
| McClerney, Adelia | Evansville |
| McCloud, Pearl | Hall |
| McElroy, Lelia | Evansville |
| Medsker, Sylvia | Sullivan |
| Michael, J. E | Cloverdale |

Montgomery, John E. . . . . Rockport
Mullins, Virgil R. . . . . Swayzee
Nesbit, Grace Lois. . . . . Sullivan
Nichols, Otha. . . . . Otterbein
Nickels, W. E. . . . . Fulton
O'Bryan, Eugene. . . . . Plainville
Owen, Mary. . . . . Terre Haute
Pauley, Claude O. . . . . Mulberry
Phillips, Carmel. . . . . Waymansville
Powell, Della May. . . . . Orleans
Ray, Elizabeth E. . . . . Terre Haute
Reagan, George W. . . . . Maucksport
Rouch, S. Earl. . . . . Kewanna
Schuler, Harry C. . . . . Holton
Schaper, Hazel. . . . . Columbia City
Seever, Ruth. . . . . Carlisle
Seever, Frances. . . . . Carlisle
Shields, Daisy M. . . . . Sullivan
Shortridge, Curtis. . . . . Terre Haute
Skene, Janet (Newlin) . . . . . Covington
Slinkard, Audrey. . . . . Montgomery
Snively, Elenore. . . . . Greensburg
Steele, Charles W. . . . . Fowler
Standley, Lyman L. . . . . Plainville
Smith, Myrtle A. . . . . Terre Haute
Strickler, Fred. . . . . North Manchester
Taggart, Edna C. . . . . LaGrange
Walsh, Gertrude. . . . . Terre Haute

**December, 1915**

Dolan, Josephine. . . . . Terre Haute
Traviola, Lena. . . . . Terre Haute

**March, 1916**

Dommershausen, Myrtle Patterson. . . . . Terre Haute
French, Claude. . . . . Riley
Friedman, Joseph M. . . . . Celestine
Goble, Lillian O. . . . . Nashville
Kloer, Erma H. . . . . Terre Haute
Lorenz, Irene Frances. . . . . Evansville
Miller, Bertha E. . . . . Worthington
Reece, Mary. . . . . Wirt
Rojahn, Anna. . . . . Brazil

**June, 1916**

| | |
|---|---|
| Ashcraft, Mae | Robison |
| Beach, Helen Elmina | Wolcottville |
| Bell, Lorine | Terre Haute |
| Caldwell, Cordelia | Advance |
| Carroll, Nadine | Cynthiana |
| Collins, Jennie | Cory |
| Cooper, Millie Louise | Decatur |
| Corbin, Glen E | Terre Haute |
| Crum, Earl N | Charlestown |
| Ellis, Bert E | Linton |
| Elmendorf, Lillian G | Evansville |
| Findley, Grace | Brownstown |
| Griffith, Elbert | Greenfield |
| Hamman, Lillian | Syracuse |
| Harris, Addie | Mt. Ayr |
| Irwin, William | Rockville |
| Jackson, Hiram | Owensburg |
| Jones, Ruth | Crawfordsville |
| Kester, Wilma | Pimento |
| Ketcham, John S | Odon |
| Kloer, Frances | Terre Haute |
| Loper, Eunice A | Oakland City |
| Meyer, Alfred M | Center Point |
| Michael, Ernest | Frankfort |
| McMaken, Delia J | Fort Wayne |
| Perkins, Alice | Indiana Harbor |
| Pickett, Hale | Holton |
| Powers, Ben | Roachdale |
| Rosenmund, Frieda R | Batesville |
| Sauer, Theodora E | New Albany |
| Sigler, Georgia W | New Salisbury |
| Sisson, Glenn | Paxton |
| Tierny, John Leo | North Vernon |
| Trout, Iva | Terre Haute |
| VanScoy, Lura I | Brookston |
| Weber, Emma L | Terre Haute |
| Winkenhofer, Walter H | Huntingburg |
| Wood, Olive Electa | Hobart |
| Woollen, Harriet M | Terre Haute |
| Womeldorf, Laura | Linton |

| YEAR | ENROLLMENT | | | | | | Whole Term Enrollment | Average Number of Different Students |
|---|---|---|---|---|---|---|---|---|
| | Fall Term | Winter Term | 1st Spring Term | 2nd Spring Term | 3rd Spring Term | Summer Term | | |
| 1870 | ..... | 40 | 66 | ..... | ..... | ..... | 53 | 66 |
| 1870–71 | 36 | 33 | 84 | ..... | ..... | ..... | 51 | 135 |
| 1871–72 | 76 | 85 | 131 | ..... | ..... | ..... | 97 | 153 |
| 1872–73 | 96 | 106 | 197 | ..... | ..... | ..... | 133 | 228 |
| 1873–74 | 125 | 74 | 279 | ..... | ..... | ..... | 158 | 304 |
| 1874–75 | 143 | 146 | 218 | ..... | ..... | ..... | 169 | ..... |
| 1875–76 | 121 | 118 | 183 | ..... | ..... | ..... | 140 | 227 |
| 1876–77 | 103 | 120 | 246 | ..... | ..... | ..... | 156 | 282 |
| 1877–78 | 171 | 187 | 413 | ..... | ..... | ..... | 257 | 450 |
| 1878–79 | 216 | 198 | 385 | ..... | ..... | ..... | 266 | 472 |
| 1879–80 | 200 | 218 | 372 | ..... | ..... | ..... | 263 | 454 |
| 1880–81 | 258 | 270 | 478 | ..... | ..... | ..... | 335 | 558 |
| 1881–82 | 258 | 254 | 424 | ..... | ..... | ..... | 312 | 529 |
| 1882–83 | 270 | 297 | 539 | ..... | ..... | ..... | 371 | 640 |
| 1883–84 | 308 | 329 | 542 | ..... | ..... | ..... | 393 | 646 |
| 1884–85 | 301 | 320 | 583 | ..... | ..... | ..... | 401 | 705 |
| 1885–86 | 353 | 369 | 611 | ..... | ..... | ..... | 444 | 780 |
| 1886–87 | 319 | 334 | 636 | ..... | ..... | ..... | 429 | 760 |
| 1887–88 | 376 | 375 | 626 | ..... | ..... | ..... | 459 | 789 |
| 1888–89 | 349 | 379 | 686 | ..... | ..... | ..... | 471 | 806 |
| 1889–90 | 358 | 359 | 671 | ..... | ..... | ..... | 463 | 823 |
| 1890–91 | 386 | 421 | 770 | ..... | ..... | ..... | 526 | 932 |
| 1891–92 | 439 | 441 | 957 | ..... | ..... | ..... | 612 | 1,105 |
| 1892–93 | 441 | 372 | 930 | ..... | ..... | ..... | 581 | 1,093 |
| 1893–94 | 381 | 436 | 1,183 | ..... | ..... | ..... | 666 | 1,330 |
| 1894–95 | 598 | 680 | 981 | ..... | ..... | 110 | 592 | 1,274 |
| 1895–96 | 526 | 534 | 1,167 | ..... | ..... | 202 | 607 | 1,572 |
| 1896–97 | 454 | 498 | 1,351 | ..... | ..... | 306 | 652 | 1,640 |
| 1897–98 | 537 | 572 | 1,189 | ..... | ..... | 618 | 729 | 1,711 |
| 1898–99 | 511 | 568 | 882 | ..... | ..... | 663 | 656 | 1,538 |
| 1899–1900 | 479 | 501 | 1,087 | ..... | ..... | 536 | 689 | 1,628 |
| 1900–01 | 410 | 446 | 1,172 | ..... | ..... | 674 | 676 | 1,624 |
| 1901–02 | 476 | 511 | 1,198 | ..... | ..... | 726 | 728 | 1,406 |
| 1902–03 | 462 | 457 | 1,124 | ..... | ..... | 600 | 677 | 1,316 |
| 1903–04 | 498 | 504 | 1,070 | ..... | ..... | 634 | 658 | 1,576 |
| 1904–05 | 452 | 463 | 1,222 | ..... | ..... | 751 | 722 | 1,817 |
| 1905–06 | 488 | 498 | 1,251 | ..... | ..... | 854 | 746 | 2,081 |
| 1906–07 | 447 | 483 | 1,313 | ..... | ..... | 1,084 | 748 | 2,198 |
| 1907–08 | 529 | 541 | 1,400 | 451 | ..... | 902 | 764 | 2,790 |
| 1908–09 | 488 | 523 | 1,216 | 369 | ..... | 791 | 677 | 3,129 |
| 1909–10 | 543 | 589 | 1,165 | 410 | ..... | 774 | 696 | 2,922 |
| 1910–11 | 481 | 506 | 1,058 | 615 | ..... | 769 | 686 | 2,096 |
| 1911–12 | 516 | 586 | 882 | 449 | 504 | 812 | 625 | 2,935 |
| 1912–13 | 611 | 624 | 875 | 492 | 419 | 973 | 665 | 2,648 |
| 1913–14 | 650 | 682 | 1,003 | 906 | ..... | 1,112 | 881 | 3,402 |
| 1914–15 | 696 | 762 | 1,265 | 975 | ..... | 920 | 925 | 3,183 |
| 1915–16 | 781 | 853 | 1,469 | ..... | ..... | 1,726 | 1,207 | 3,051 |

Total number of different students since organization of school, 49,648.