

1917

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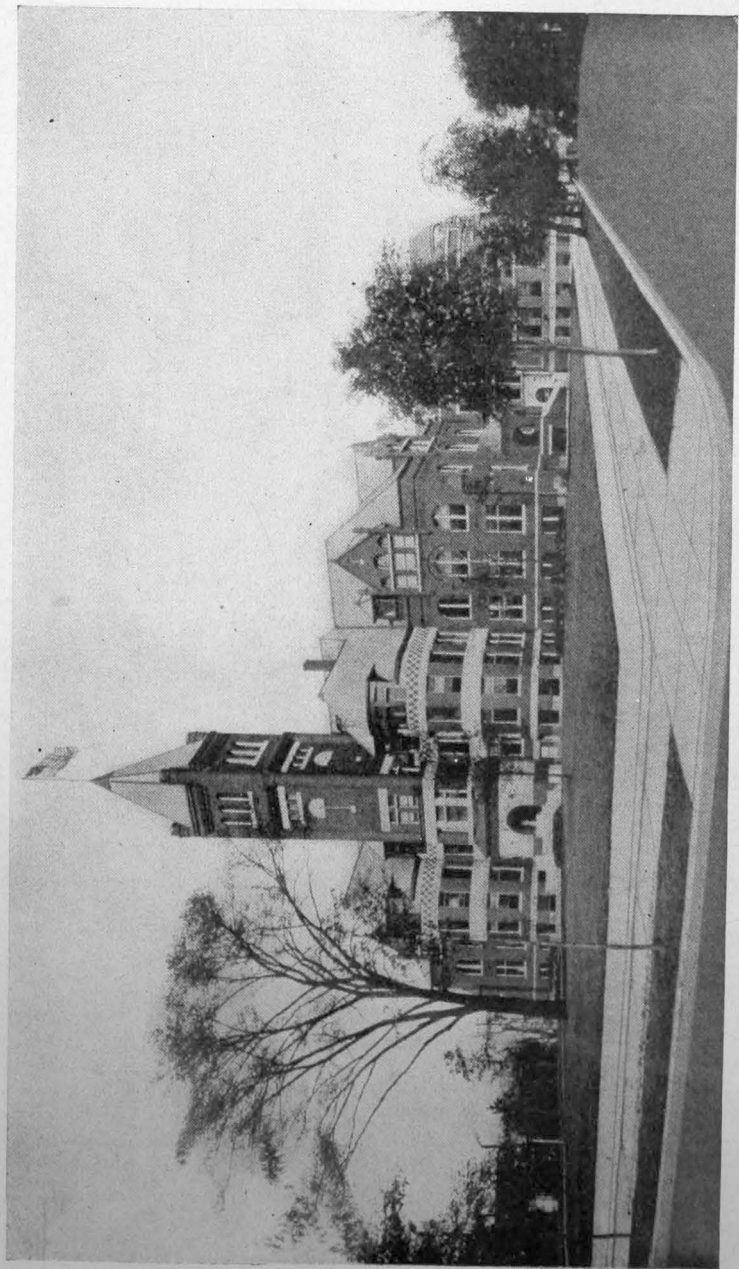


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INDIANA STATE NORMAL SCHOOL
MAIN BUILDING

ANNUAL CATALOGUE

OF THE

Indiana State Normal School

1917-1918

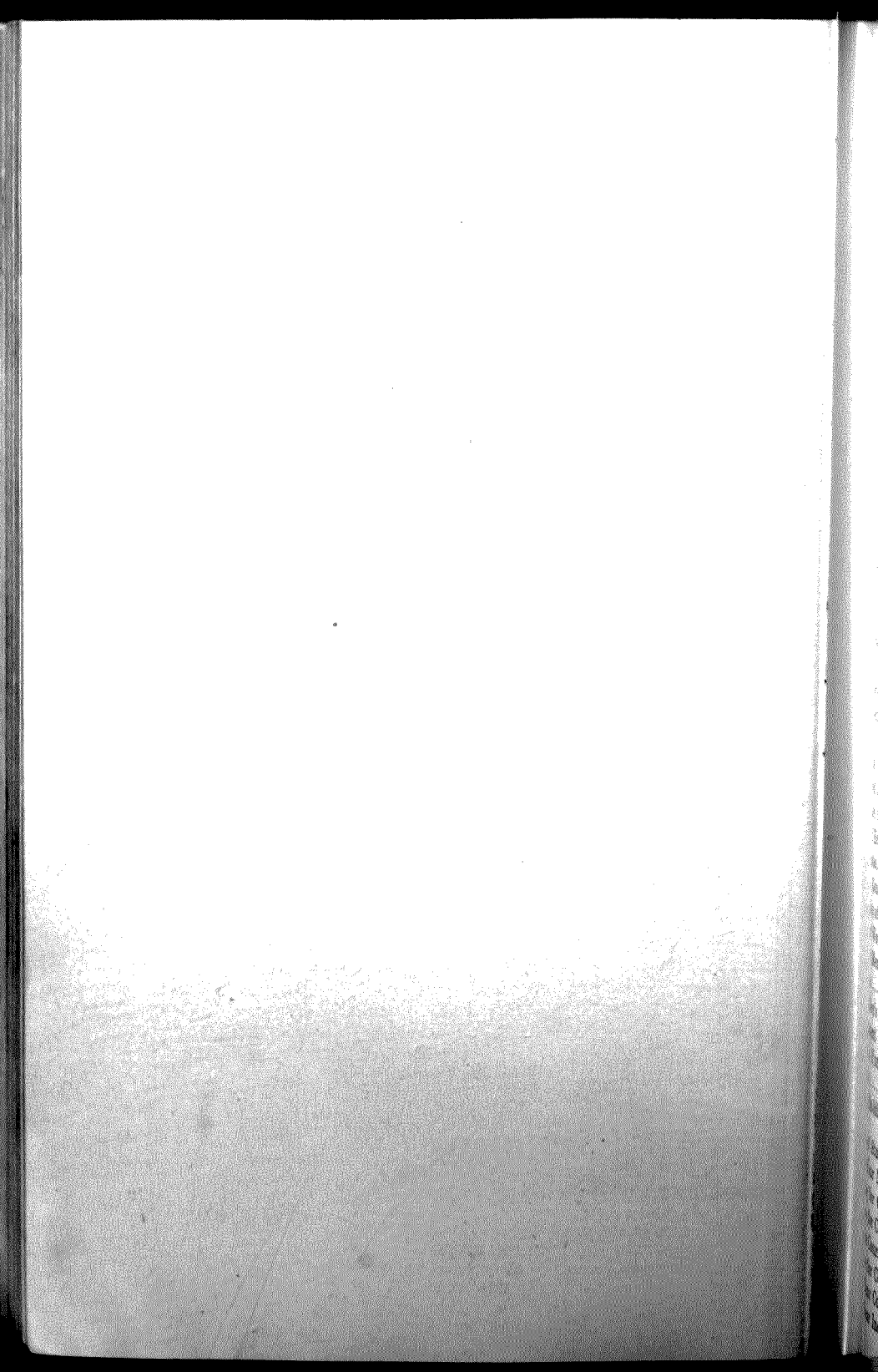
TERRE HAUTE, INDIANA
MUNCIE BRANCH, MUNCIE, INDIANA

Forty-ninth Year

INDIANA
STATE NORMAL
LIBRARY

INDIANAPOLIS:
WM. B. BURFORD, CONTRACTOR FOR STATE PRINTING AND BINDING

1918



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Calendar for 1918-1919

FALL QUARTER

Registration, Monday, September 30, 1918.
Class work begins Tuesday, 8:00 A. M., October 1.
Quarter ends Friday, December 20.

WINTER QUARTER

Registration, Monday, December 30, 1918.
Class work begins Tuesday, 8:00 A. M., December 31.
Quarter ends Friday, March 21, 1919.

SPRING QUARTER

Registration, Monday, March 24, 1919.
Class work begins Tuesday, 8:00 A. M., March 25.
Annual Commencement, Friday, 9:30 A. M., June 13.

MID-SPRING QUARTER

Registration, Monday, May 5, 1919.
Class work begins Tuesday, 8:00 A. M., May 6.
Quarter ends Friday, July 25.

SUMMER QUARTER

Registration, Monday, June 16, 1919.
Class work begins Tuesday, 7:00 A. M., June 17.
Quarter ends Friday, August 29, 1919.

Board of Trustees

A

OFFICERS

CALEB S. DENNY..... President.
JOSHUA JUMP Secretary.
JAMES H. ROYSE..... Treasurer.

MEMBERS

HORACE ELLIS Indianapolis
Term expires 1919.
JOSHUA JUMP..... Terre Haute.
Term expires 1920.
CALEB S. DENNY..... Indianapolis.
Term Expires 1920.
SANFORD M. KELTNER Anderson.
Term expires 1922.
FRANK C. BALL..... Muncie.
Term expires 1922.

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 1917-1918

D. B. WALDO, President of Western State Normal School, Kalamazoo, Michigan.

L. P. BENESET, Superintendent of Schools, Evansville, Indiana.

CHARLES O. WILLIAMS, Superintendent of Schools of Wayne County.

Standing Committees

- ADVISORY AND REGISTRATION COMMITTEE ON COLLEGE COURSE—Professors Bogardus, Rettger and Higgins. Room B 3.
- ADVISORY COMMITTEE ON NORMAL COURSE—Professors Curry, Kelso and Acher. Room B 12.
- ADVISORY COMMITTEE ON VOCATIONAL COURSES—Professors Cox, Rhyan and Laubach.
- REGISTRATION COMMITTEE ON NORMAL—New Students—Professors Welborn, Turman, Rhyan, Miller and Luehring. Room B 33.
- REGISTRATION COMMITTEE ON NORMAL COURSES—Returning Students—Professors Mutterer, Moran, Roll, McBeth, Irons and Wann. Rooms C 4 and C 8.
- COMMITTEE ON GRADUATION—Professors Cox, Curry and Bogardus.
- COMMITTEE ON PUBLICATIONS AND PRINTING—Professors Rettger, Wisely and Welborn.
- STUDENT WELFARE—(Women) Professors Bailey, Rose M. Cox and Dean Schweitzer.
- STUDENT WELFARE—(Men) Professors Rettger, Bayh and Dean Weng.
- SOCIAL AFFAIRS—Professor Kelso, Deans Schweitzer and Weng, and Professors Moran, Rhyan and Bayh.
- APPOINTMENT—President Parsons, *ex officio*, and Professors Stalker, Rettger, Wisely, Kelso, Laubach, Crawford and Welborn.
- LIBRARY—Professors Cunningham, Curry and Acher.
- COMMENCEMENT—Professors Gillum, Higgins and Tilson.
- SPECIAL AND IRREGULAR STUDENTS—Professors Bruce, Rose M. Cox and Bacon.
- DISCIPLINE—President Parsons, *ex officio*, and Professors Wisely, Gillum, Acher and Deans Schweitzer and Weng.
- CONDITIONED ENGLISH—Professors Bacon, Wisely and Curry.
- LECTURE COURSE—Professors Stalker, Curry and Bogardus.
- ATHLETICS—Professors Gillum, Bailey, Bayh and Luehring.
- ADVISORY COMMITTEE Y. W. AND Y. M. C. A.—Professors McBeth, Breitwieser, Bailey and Dean Schweitzer.
- STUDENT RECORDS—Professors Stalker, Rhyan and Higgins.
- AUDITING—Professors Cunningham, Kelso and Young.

Faculty

- WILLIAM WOOD PARSONS, President and Professor of Philosophy of Education, 1444 S. Center St.
- ROBERT GREENE GILLUM, Professor of Physics, 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 N. Eighth St.
- WILLIAM ALLEN MCBETH, Acting 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, 458 N. Seventh St.
- FREDERICK GILBERT MUTTERER, Professor of German, 1303 S. Center St.
- FREDERICK HENRY WENG, Assistant Professor of Latin and Dean of Men, 816 Third Ave.
- ERLE ELSWORTH CLIPPINGER, Assistant Professor of English, 663 Oak St.
- FRANK SMITH BOGARDUS, Professor of European History and Economics, 2312 N. Tenth St.
- ULYSSES ORANGE COX, Professor of Zoology and Botany, and Agriculture.
- EDWIN MORRIS BRUCE, Professor of Chemistry, 2409 N. Ninth St.
- MERIT LEES LAUBACH, Professor of Industrial Arts, 2423 S. Seventh St.
- JAMES HARVEY BAXTER, Assistant Professor of Mathematics, 507 N. Seventh St.
- WILLIAM ORLANDO LYNCH, Professor of United States History and Government, 1230 S. Fifth St.
- ROSCOE RAYMOND HYDE, Assistant Professor of Zoology and Botany, 636 Chestnut St.
- CHARLES BALDWIN BACON, Professor of Public Speaking and Reading, Edgewood Grove.
- EDITH A. BAILEY, Professor of Physical Training (Women), 808 N. Ninth St.
- CHARLOTTE BERTHA SCHWEITZER, Dean of Women, 1508 S. Eighth St.
- IVAH RHYAN, Professor of Domestic Economy, 2206 N. Eleventh St.
- VICTOR C. MILLER, Assistant Professor of English, 60 Gilbert Ave.
- 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 Industrial Arts, 2541 N. Twelfth St.
- *THOMAS J. BREITWIESER, Assistant Professor of Educational Psychology,
2618 N. Eighth 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.
- ERNEST L. WELBORN, Acting Professor of Observation, Methods and
Practice, 1415 S. Center St.
- RUDOLPH ACHER, Professor of Educational Psychology,
2301 College Ave.
- *BIRCH BAYH, Professor of Physical Training (Men).
- CYRIL C. CONNELLY, Director of Military Training.
- HARRY VINCENT WANN, Professor of Romance Languages,
1637 S. Fifth St.
- CANDIS NELSON, Acting Assistant Professor of Psychology.
- ELIZABETH CRAWFORD, Principal and Teacher of English, Training
School, 1532 S. Center St.
- WALTER H. WOODROW, Teacher of Science, Training School,
1731 Thompson Ave.
- MABEL BONSALE, Assistant Principal and Teacher of Mathematics, Train-
ing School, 731 S. Seventh St.
- +ALICE FLOYD MUELLER, Teacher of German, Training School,
1417 S. Center St.
- MINNIE WEYL, Teacher of History, Training School, 1005 S. Eighth St.
- HOWARD W. BYRN, Teacher of Latin, Training School, 673 Sixth Ave.
- *EDITH M. BADER, General Teacher, Training School,
425 N. Twenty-third St.
- HARRIETT JOSLIN, Teacher of Domestic Economy, Training School,
446 N. Fifth St.
- REUBEN H. SNITZ, Teacher of Manual Training, Training School,
1130 N. Eighth St.
- ELLEN L. RUSSELL, Teacher of Music and Drawing, Training School,
731 S. Seventh St.
- TELULAH ROBINSON, Grades Seven and Eight, Training School,
Cloverland.
- EVA M. DAVIS, Grades Three and Four, Training School,
1417 S. Center St.
- JOY MUCHMORE, Grades One and Two, Training School,
1204 N. Fourth St.
- NOAR R. WRIGHT, Grades Five and Six, Training School, 629 N. Sixth St.
- ELIZABETH DENEHIE, Country Training School, 1448 Fifth Ave.
- 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.
- CLARA HADLEY, Assisant Librarian, 714 Sycamore St.
- HAZEL R. ARMSTRONG, Assistant Librarian.

INSTRUCTORS AND LABORATORY ASSISTANTS

FLOYD MINER, Assistant in Psychology, Method and Observation.
 ANNA M. LEWIS, Instructor in History of Education.
 MARY HILL SANKEY, Instructor in English.
 ANNA M. WOOD, Instructor in Literature.
 CORDELIA CALDWELL, Instructor in Mathematics.
 GLADYS MCCLUNG, Instructor in History.
 MAE STOCKS, Instructor in Reading.
 LETITIA FERREE, Instructor in Domestic Economy.
 M. K. DAVIS, Instructor in Geography.
 KATHRYN ROGERS, Instructor in Music.
 FRIEDA FERGUSON, Laboratory Assistant in Psychology.
 J. GEO. REUTER, Laboratory Assistant in Physics.
 WILLIAM DOW, Laboratory Assistant in Chemistry.
 OTIS WILSON, Laboratory Assistant in Physiology.
 E. A. BYERS, Laboratory Assistant in Botany and Zoology.
 PAUL ASHER, Laboratory Assistant in Industrial Arts.
 OTIS WILSON, Gymnasium Assistant.
 KATHERINE CONNELLY, Gymnasium Assistant.

OFFICE FORCE

CYRIL C. CONNELLY, Bookkeeper and Registrar, 128 S. Eighth St.
 EMMA AGNES SMITH, Secretary to the President, 634 Oak St.
 PAUL S. KERR, Assistant Bookkeeper and Registrar, 458 N. Sixth St.
 FRED J. MAURER, Superintendent of Buildings and Grounds.

Special Announcements

COMMERCIAL DEPARTMENT

With the opening of the summer quarter—June 17—the State Normal School will establish a commercial department in which instruction will be given in stenography, typewriting, bookkeeping, commercial arithmetic, and other subjects in this field. Many of the high schools of Indiana are offering commercial courses and it is for the preparation of teachers of these subjects that the Normal School will establish this department. The department will be in charge of competent instructors and the instruction given will constitute an integral part of the regular course for the training of teachers for the public schools. The entrance conditions will remain exactly the same—graduation from a four-year high school or equivalent scholarship, and the course will be open only to such persons as are preparing to be teachers in the public schools of the State.

COURSES FOR PRIMARY TEACHERS

Arrangements have been made to offer in the several departments special courses for teachers preparing to teach the primary grades. Announcements of such courses will be given in the department statements. For further information address President W. W. Parsons, Terre Haute, Ind.

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 forever 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 1916-17, 2,569 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,



NORTH HALL

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 1893-94, is about 100 by 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. This new building to be known as Science Hall is 132 feet long by 84 feet wide. It is practically a four-story building with a modernly equipped plant house on the roof and will be occupied by three of the science departments.

The first floor and a large part of the basement will be occupied by the Department of Botany, Zoology and Agriculture. The equipment will consist of two large lecture rooms, a general laboratory, a laboratory for advanced work, one for agricultural experiments, two private laboratories for research work, and a large conservatory on the roof for experiments in Botany and Agriculture. The second floor will be occupied by the department of Physics and will have two commodious lecture rooms with raised seats, each room equipped with direct and alternating currents, two laboratories for beginning physics, a special laboratory for the study of light, another for advanced physics, several private laboratories, a workshop, apparatus rooms, and a large storage room in the basement. The Chemistry department will occupy the third floor and will have a large lecture room with raised seats and a smaller room for smaller classes, a laboratory for beginning chemistry which will accomodate 160 students, another for qualitative analysis, one for quantitative analysis and physical chemistry, a laboratory for organic chemistry, one for vocational chemistry work, a separate laboratory for combustion work, a private laboratory, and a store room in which will be located the still which will furnish the distilled water for the building. An air compressor in the basement will furnish compressed air for the various laboratories.

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 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.

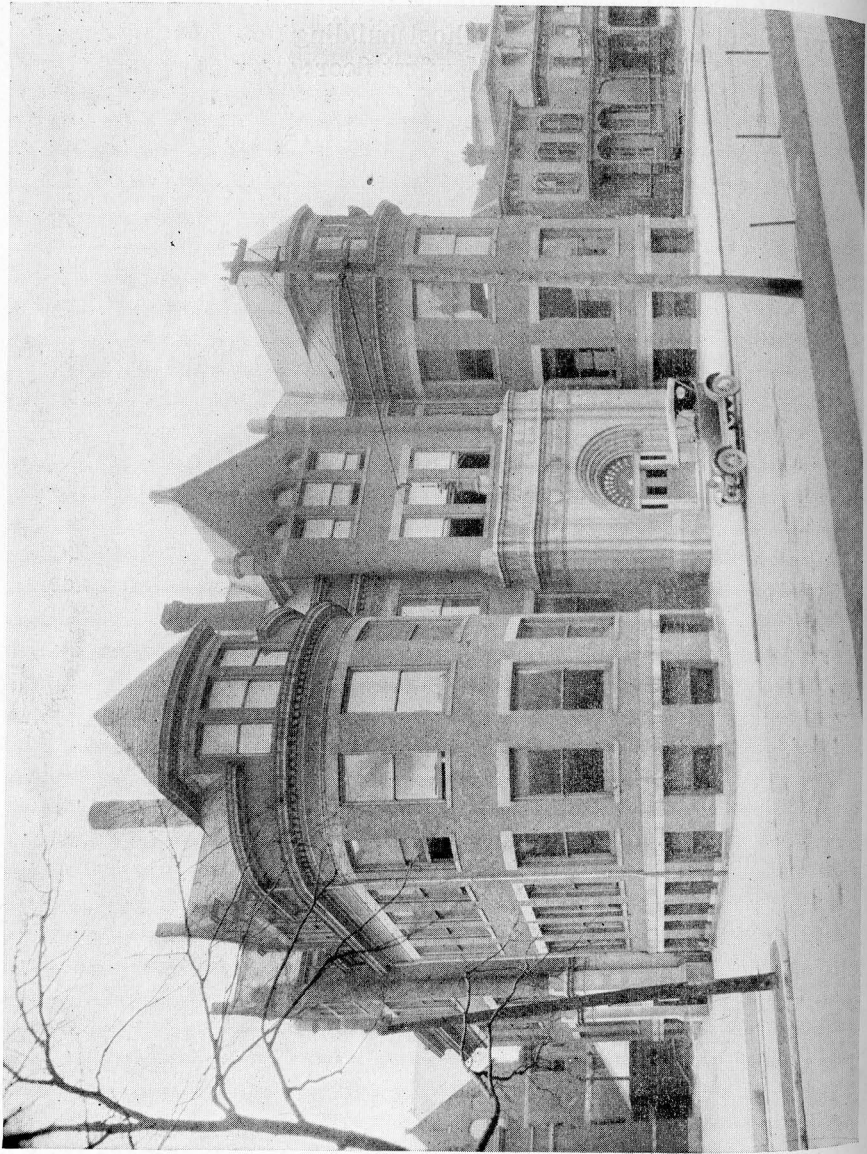
These complete facilities are offered to Indiana students absolutely free. There is no tuition and the only fee collected is a library fee of two dollars for each quarter.

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 it 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 ful-



TRAINING SCHOOL

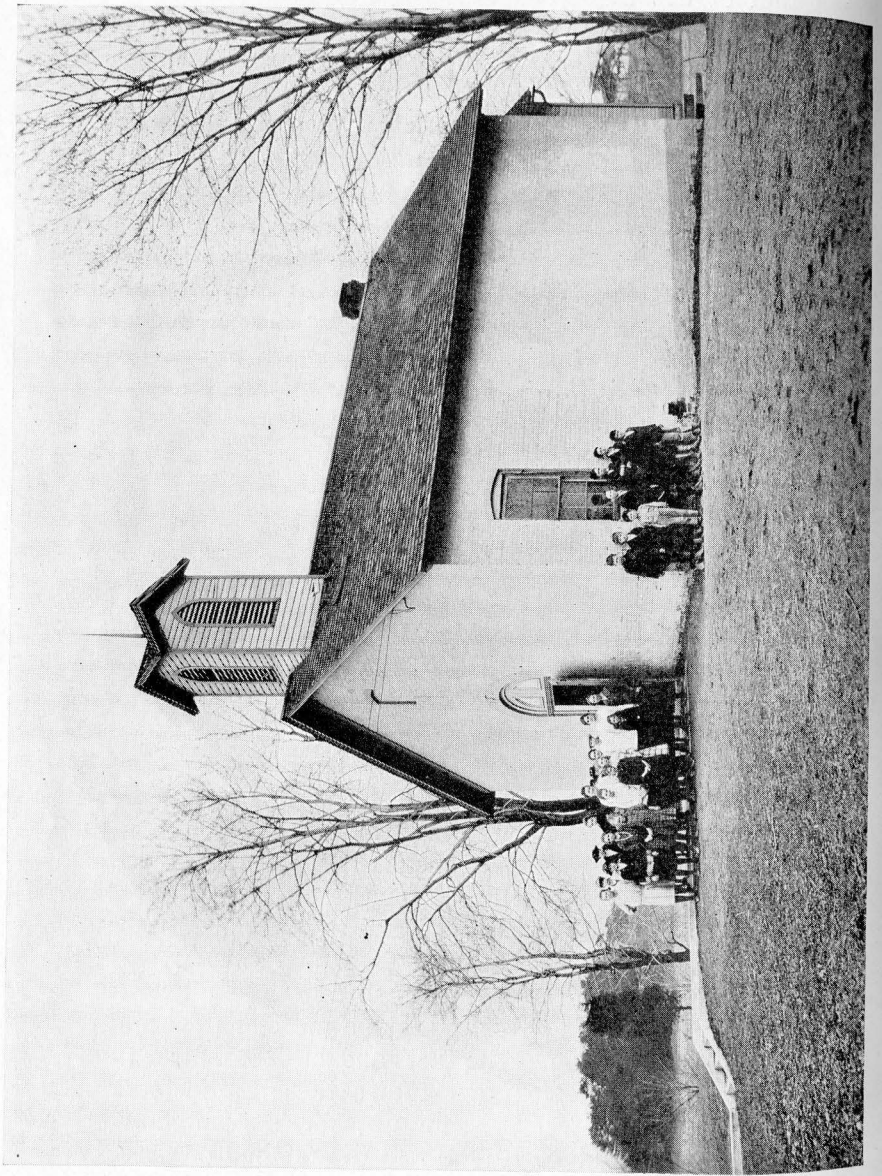
fill this one object of its existence may aid some to determine whether or not they wish to become students.

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 branches. 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 teacher's 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



RURAL TRAINING SCHOOL

ordinary school. The student is not only acquiring a larger and better knowledge of the subjects themselves, but he is learning to teach them.

Secondly, 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 prepares teachers for high schools, and for this purpose a four-year college course and a four-year high-school are maintained. In this preparation the three principles just stated are kept in mind. First, the high school teacher must know the subject he is to teach. 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, and spend at least one quarter in practice in the high school, 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.

MUNCIE BRANCH

Several months ago the Ball Brothers of Muncie, Indiana, offered to donate to the Indiana State Normal School the school property known as the Muncie National Institute, which had recently come into their possession. This property consists of a very commodious, handsome school building situated in the center of a beautiful ten acre tract, a commodious dormitory for women, which will accommodate from sixty to seventy-five, and a tract of about sixty acres adapted in every way to an extension of the school as it may grow, and for all garden and agricultural purposes. The donation also includes a tract of about equal size which has been transferred to a trust company in trust and to be used for the benefit of the institution.

After thorough investigation and consideration, the board of trustees decided to accept this generous offer and establish in this property a branch of the Indiana State Normal School to be known as the Muncie Branch. The property is being thoroughly repaired and renovated and put in order in every way for the opening of the school on June 17, 1918. The equipment will be enlarged, needed furniture will be bought, the library will at once be reorganized and greatly added to, and the whole property put in first-class condition for Normal School work. A competent faculty of trained men and women will be employed for the work, and Professor Benjamin F. Moore, for many years superintendent of the public schools of Muncie, will be Dean and have general charge of the work.

The Muncie Branch will be an organic and integral part of the Indiana State Normal School and will be operated under the same law, have the same standards of admission, be governed by the same board of trustees, and maintain in every way the same standards as the parent school at Terre Haute. As rapidly as possible the work will be extended and the same courses will be offered at Muncie as at Terre Haute.

For information concerning the Muncie Branch, address Benjamin F. Moore, Dean, Muncie, Indiana, or William W. Parsons, President, Terre Haute, Indiana.

Faculty, Muncie Branch, Muncie, Indiana

- B. F. MOORE, Dean, Professor of Methods, Observation and Practice.
ERLE E. CLIPPINGER, Professor of English.
WILLIAM O. LYNCH, Professor of History.
FRED J. BREEZE, Professor of Geography and Geology.
ROSCOE R. HYDE, Professor of Physiology and Zoology.
O. ERNEST SINK, Professor of Industrial Arts and Physical Education
(Men).
VILETTA BAKER, Professor of Latin.
OSCAR M. PITTINGER, Professor of Educational Psychology and History
of Education.
JAMES H. BAXTER, Professor of Mathematics.
J. HOWARD JOHNSON, Professor of Physics and Chemistry.
OTTO B. CHRISTY, Professor of Botany and Agriculture.
JENNIE A. KING, Teacher of Grades 7 and 8.
GEORGIA A. SIGLER, Teacher of Grades 5 and 6.
GRACE D. LOWE, Teacher of Grades 3 and 4.
FLORENCE L. HALL, Teacher of Grades 1 and 2.
AREBA SIMMONS, Registrar and Office Clerk.
HAZEL ARMSTRONG, Librarian.
——— ———, Professor of Romance Languages.
——— ———, Domestic Economy.
——— ———, Penmanship and Drawing.
——— ———, Music.
——— ———, Dean of Women.

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.

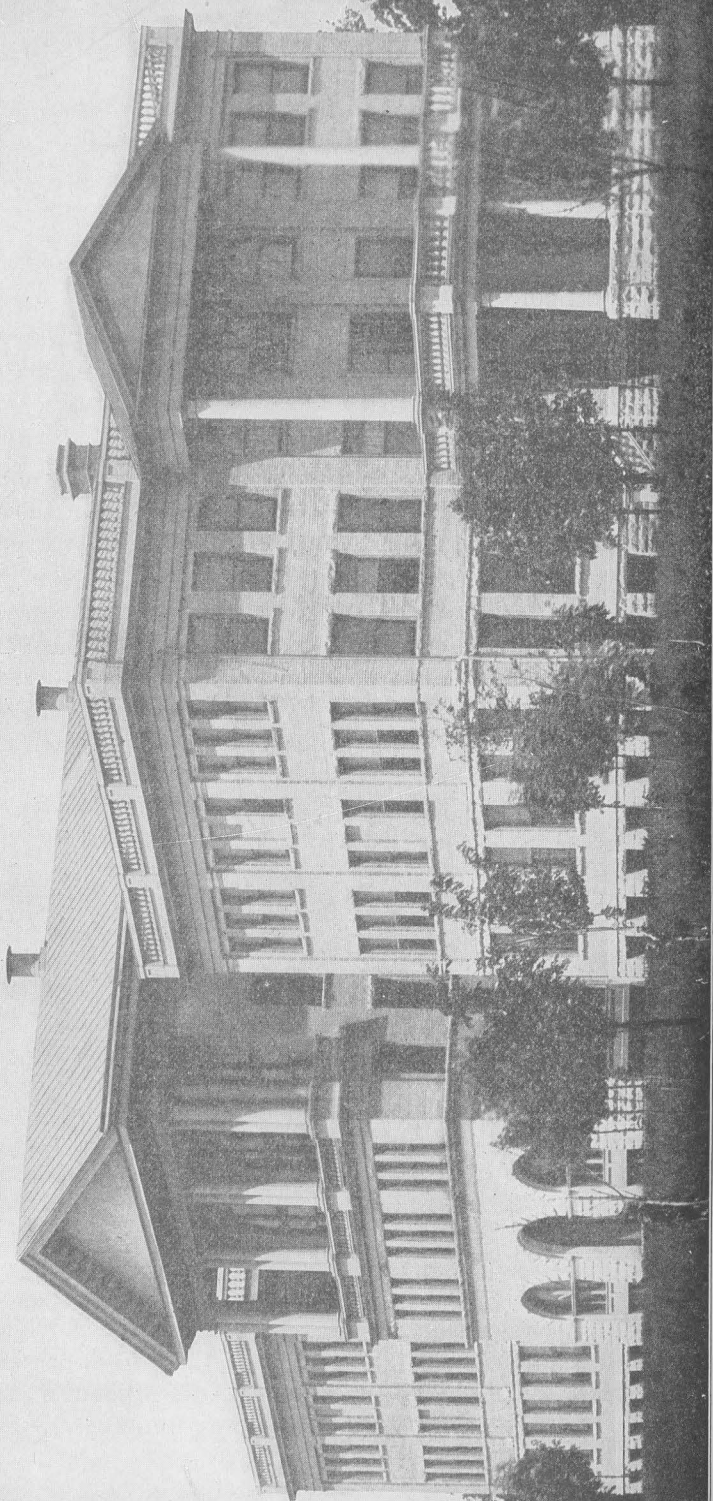
Conditions of Admission

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 the four-year Normal Training and the Vocational Courses 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 Advisory Committee 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.



MUNCIE BRANCH

Credit

The term "credit" is used to denote the successful completion of a course, twelve weeks, four hours a week, in any subject. A credit amounts to four 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 school, must present to the Advisory Committee 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 immediately 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 may enter any quarter in the year but 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 Four-Year Normal Training Course, the certificate and the degree of Bachelor of Philosophy in Education 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 College Course the certificate and the degree of Bachelor of Arts in Education 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 and the degree of Bachelor of Science in Education 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.

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



STUDENT BUILDING

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, respectively, 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 \$4.50 to \$5.00 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 \$3.00 per week. Many students board in clubs, thus reducing their entire expenses for board and room rent to \$4.50 or \$5.00 per week for good accommodations. The expenses of many do not exceed \$4.50 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 \$1.50	\$54 00
Board, 36 weeks, at \$3.50	126 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.....\$226 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.

Rules Regarding the Number of Subjects to be Taken

All students, both resident and nonresident, working on an average of four hours per day on work other than the regular school work shall be limited to three regular subjects. However, the Committee on Irregular Work may at its discretion grant a student permission to carry the regular number of subjects where the student has a record with not less than half A's, or where he has the recommendation of the proper Dean to carry the regular work.

All students working two to three hours per day and as much as eight hours on Saturdays, shall be limited to three regular subjects. There shall be the same exceptions as above.

Should students take up outside work later in the term they thereby become irregular and should at once consult the Committee on Irregular Work if they expect credit for more than three subjects.

All students doing outside work of any kind and whose grades are unusually low may be limited by the committee to that number of subjects to which the student can give the regular or necessary time.

Laboratory assistants in the various departments will not be permitted under any circumstances to carry more than three subjects during any quarter.

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 association holds one regular de-



STUDENTS' CAFETERIA

votional 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 something 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.

Appointment Committee

The Appointment Committee recommends to school authorities who are seeking to fill vacancies, properly qualified candidates chosen from present or former students. Recommendations are made and information furnished only upon the request of the authorities concerned. The committee seeks to serve the interests of the schools and of the students without charge. Any student now or formerly registered in the Normal School is eligible for enrollment with the Appointment Committee.

Military Training

During the fall term, a petition signed by the majority of the men students of the school was presented to the Board, asking for compulsory military training. The Board acted favorably on the petition, and, as a result, two companies were

formed for the winter term. The men were enthusiastic over the prospect and entered into it with a spirit that was gratifying indeed. The companies met three days each week at either the 1:30 or 2:30 hour. Credits equivalent to gymnasium credits will be given for this work. The work consists of the school of the soldier, school of the squad, school of the company and physical drill. Owing to the fact that we had no arms, the manual of arms was omitted. It is hoped, however, we will be able to have arms in the near future.

The value of strict military training is three-fold—it will give a student a straight body, a straight mind and straight morals. The military training school will develop a student into a patriotic, physically sound, upright, and disciplined citizen. It also provides a firm and efficient foundation upon which real military training can be built later to great advantage should the Government demand the student's service as a soldier.

The Student Building

This building is situated on the south side of Eagle Street, next to the City Library. Though it was originally built to be a private residence, it has been so remodeled and renovated since the property was purchased by the school that it now serves the purpose of a student welfare building very well. It is the center of the social life of the student body. Here the various organizations of the school can hold their meetings, such as the Y. M. C. A., Y. W. C. A., sections of the Women's League, the literary societies, and the patriotic and religious organizations. It is also a good place to hold the smaller receptions and entertainments. But probably its greatest value to the student body as a whole lies in the fact that the building is kept open from morning till evening every day as a place to study, lounge, or visit with friends. That it may be kept orderly at all times, a competent matron has been engaged by the Board of Trustees, who is to devote all of her time to the management of the building.

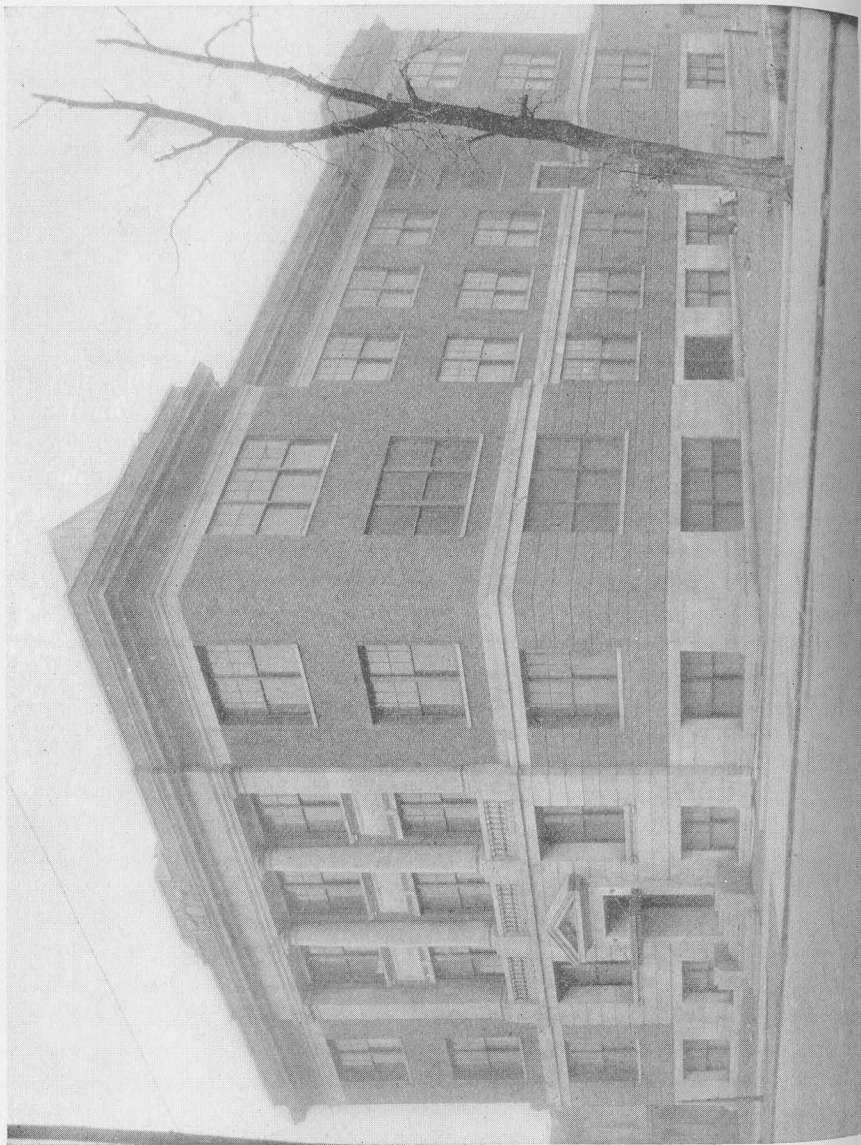
Students' Cafeteria

A cafeteria has been installed at 663 Eagle Street, and it is the purpose of the school to have this institution help in furnishing nourishing, well cooked foods to the student body

at very reasonable prices. An up-to-date equipment has been installed in this building, which has been thoroughly overhauled and made sanitary in every way. The dining-room will accommodate about 100 students at one time and will be open from about 11:00 o'clock until 1:30 at noon and so can arrange to accommodate a large number of students. The number of meals served per day will be determined by the needs and patronage of the student body.

The Board of Trustees has installed this equipment at a very great cost and it is the intention to operate it for student benefit. The only profits which the school expects to derive from the sale of foods is that amount which is necessary to meet running expenses.

The director, Miss Grace Willits, is a graduate of the Kansas School of Agriculture and is quite well equipped for her work, having majored in Institutional Cookery during her college course, and later instituted and operated a school lunch room.



SCIENCE HALL

COURSES OF STUDY

Beginning with the Fall Quarter, 1917, all courses of study leading to graduation will be four-year courses (144 weeks) requiring graduation from high school (or equivalent scholarship) for entrance. In all courses forty-eight credits will be necessary for graduation, exclusive of work in physical training. A "credit" means the satisfactory completion of twelve weeks of work in a subject with four recitations a week. A "credit" thus amounts to four term hours, and is equivalent to two and one-half semester hours. A program of sixteen hours a week is full work for a student. All students unless excused for physical disabilities must in addition to other requirements have at least eight hours of work in physical training. This work may be carried at any time in the course in addition to a full program.

Students who have entered on any of the courses heretofore offered, or who may do so before the beginning of the Fall Quarter, 1917, may graduate by complying with the provisions of the course begun, provided they either complete the requisite number of credits before the opening of the Fall Quarter, 1919, or if enrolled at the beginning of the Fall Quarter, 1919, remain continuously in residence until the requisite number of credits is completed. Otherwise, all students must adjust their work to requirements of the four-year courses.

Upon entering the Normal School students should consult the Advisory Committee for the course upon which they are entering. This committee will examine their credentials, prescribe any additional work necessary for entrance, give advanced standing for work done beyond entrance requirements, make definite estimate sheets for the guidance of students and will act as advisers for students on the course of which the committee has charge.

The head of the department in which the student elects his major work is the adviser of such student in determining the courses to constitute the major and the order in which they shall be taken.

In the required professional work one subject carried each quarter throughout the course brings the best results. In all courses the professional work should be begun 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, Methods, 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 does not apply to students with advanced standing, who of necessity must sometimes carry more than one professional subject nor must it be construed as meaning that additional work in the professional departments may not be elected.

A permanent committee of the heads of the three English departments has charge of students who are found to be particularly deficient in English, and indicates to them such work as in its judgment they may need to strengthen their English. This work they are required to take as Conditioned English.

The courses of study as offered at present with their requirements are as follows:

I. FOUR-YEAR NORMAL TRAINING COURSE.—One Hundred Forty-Four Weeks.

Entrance requirements: Graduation from Commissioned or Certified High School, or equivalent scholarship.

Requirements for graduations: Forty-eight credits (192 hours). (In addition eight hours of work in physical training.)

Degree: Bachelor of Philosophy in Education.

Details of Course:

(1) Twenty-six required credits, as follows:

- 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 or Domestic Science—one credit.

Music—one credit.

Penmanship—one credit.

(2) Twenty-two elective credits.

A major line of work in which a student shall make a total of at least nine credits in some one subject or group of closely related subjects must be chosen and entered upon not later than the first quarter of the student's second year. All other electives may be chosen from any courses offered by the several departments of the school. Students entering upon this course should consult the Advisory Committee and after choosing the major subject should confer with the head of department with regard to the related subjects to be taken in connection with the major.

1. Class A Certificate.

Students on the Four-Year Normal Training Course may obtain the Class A certificate by an attendance of one quarter or twelve weeks and by earning four credits as follows:

- (a) One professional subject chosen from the following: Psychology, History of Education, Observation, Child Study—one credit.
- (b) One common school subject: Arithmetic, Geography, Grammar, United States History, Physiology, Reading—one credit.
- (c) One advanced subject: any subject other than the professional subjects, the common branches, Music, Penmanship and Physical Training, offered by any of the departments—one credit.
- (d) One subject elected from common school or advanced subjects—one credit.

Music 1 or Penmanship 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 pre-vocational work not to exceed one-fourth the total amount required, but in making such substitution the strictly professional work must not be omitted.

2. Class B Certificate.

Students on the Four-Year Normal Training Course may obtain the Class B certificate by an attendance of two quarters of twenty-four weeks and by earning eight credits as follows:

- (a) First quarter of twelve weeks and four credits as stated above for the Class A certificate—four credits.
- (b) Second quarter of twelve weeks and four credits in subjects chosen under the same regulations as for the Class A certificate—four credits.

Music 1 or Penmanship may be carried in addition to the four required subjects, but neither music nor penmanship may be taken as a fourth subject for a Class B certificate. Class A teachers completing the work for the Class B certificate may elect and receive credit for an amount of pre-vocational work not to exceed one-half the total amount of work required to complete the training for Class B certificate, but in making such substitution the strictly professional work must not be omitted.

II. FOUR-YEAR COLLEGE COURSE FOR TEACHERS.—One Hundred Forty-Four Weeks.*

Entrance requirements: Graduation from Commissioned High School, or Equivalent scholarship.

Requirements for graduation: Forty-eight credits (192 hours). (In addition, eight hours of work in physical training.)

Degree: Bachelor of Arts in Education.

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.

[*The recent change from a three-hour basis to a four-hour basis of daily recitations does not shorten the time for completing the course.]

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 teachers' 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 educational institutions may receive advanced standing in the college work. In no case shall more than thirty-six 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 quarters 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 receiv-

ing 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 quarters.

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 earn not fewer than forty-eight credits or one hundred ninety-two hours above entrance requirements.

- 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, German, French or Spanish—five credits.
- English Literature—one credit.
- Composition—one credit.
- History—two credits.
- Major subject—four to eight additional credits.
- Minor subject—one to four additional credits.
- Physical Culture—eight hours.
- Elective—from fifteen to twenty-two credits.

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 courses in all. Of the professional work required for graduation, one term of observation and practice must be in connection with the major subject. English 4, or Composition, which is required, must

be completed by the close of the year, or third quarter of the College Course.

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 quarters of work in their major subject in this school.

Minor Subject

A minor sequence of not fewer than six credits in some subject other than the major subject must be earned by all College Course students.

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 student 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 four full courses a quarter or the equivalent in hours. Exceptions to this rule will be granted by the Committee on the College Course only on presentation of good reasons.

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.

Notice of Intention to Graduate

Students must notify the Chairman of the College Course Committee of their intention to graduate at least two quarters

before the time of such intended graduation. At the same time all conditioned records must be accounted for and arrangements made for removing the conditions.

Degrees and Certificates

All graduates from the College Course receive the degree of Bachelor of Arts in Education 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 certificate, four credits, two of which must be in strictly professional subjects.

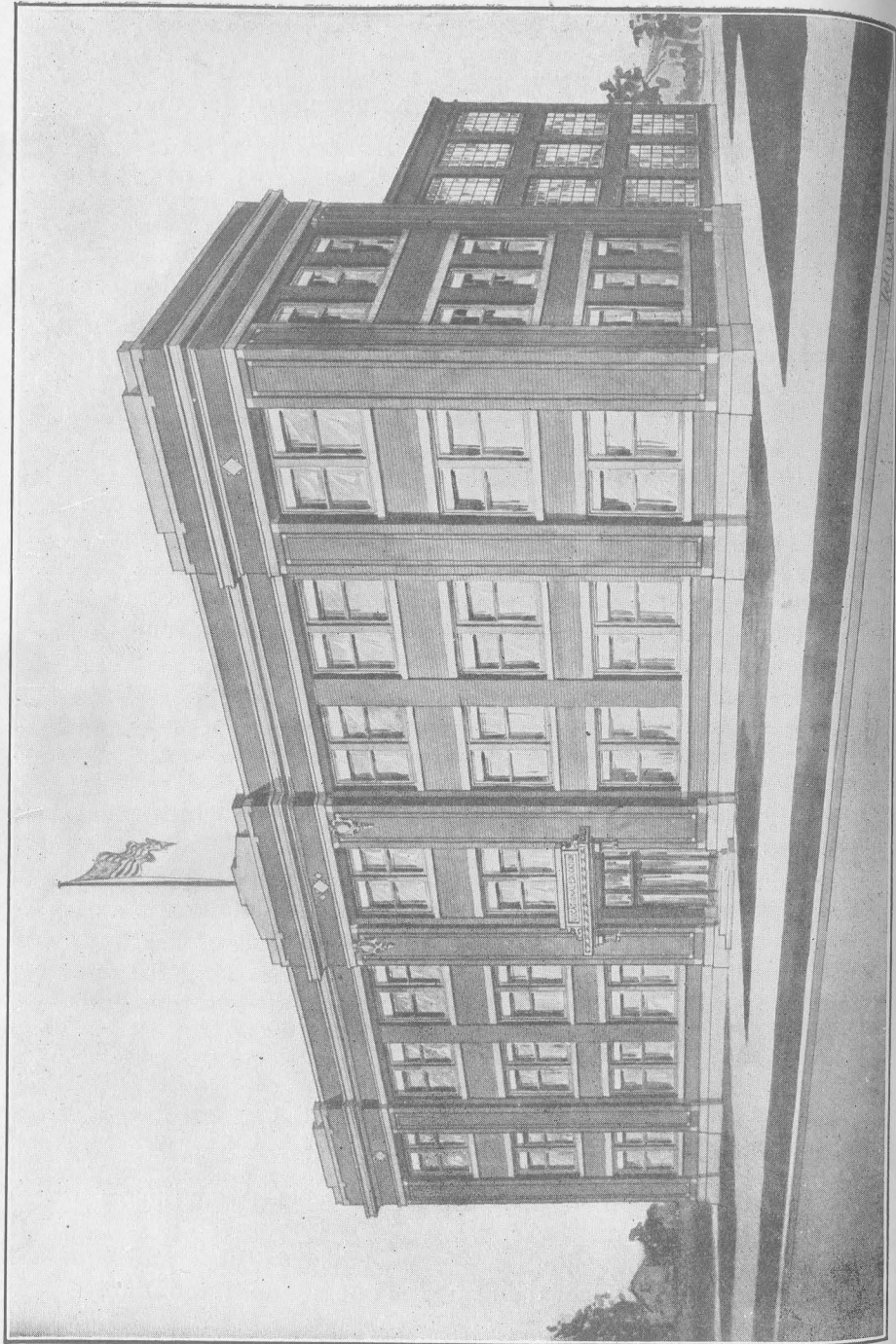
For Class B certificate, eight credits, four of which must be in strictly professional subjects with no duplication of work. It may be noted, however, that by a ruling of the State Teachers' Training Board, students who have completed one year of work on the College Course are entitled to the Class A certificate.

Units of Measurement

Term-hour—credit earned by attending class one hour a week for a quarter (twelve weeks).

“Credit”—credit earned by attending class four hours a week for twelve weeks.

Required for graduation—forty-eight “credits” and the required work in physical culture, or one hundred and ninety-two hours plus eight hours in physical culture.



1921-22

VOCATIONAL EDUCATION BUILDING

III. COURSES FOR THE PREPARATION OF TEACHERS FOR VOCATIONAL WORK.—One Hundred Forty-Four Weeks.

Entrance requirements: Graduation from Commissioned or Certified High School or equivalent scholarship.

Requirements for graduation: Forty-eight credits (192 hours). (In addition eight hours of work in physical training.)

Degree: Bachelor of Science in Education.

Details of Courses:

1. Agriculture.

- (1) Thirty-nine required credits, as follows:
 - Technical work—sixteen credits.
 - Professional work—eight credits.
 - Related Science work—six credits.
 - Related Academic work—nine credits.
- (2) Nine elective credits.

Students entering upon the course in Agriculture should consult with the head of department who will indicate all requirements in detail.

2. Home Economics.

Under the provisions of the Smith-Hughes Bill, teachers of Home Economics in all-day vocational schools must be graduates of a Four-Year Collegiate Course in Home Economics in an approved institution. The Indiana State Normal School has met the requirements of the State and Federal Boards and is prepared to offer this course for preparation of teachers for Smith-Hughes High Schools and other types of Vocational Schools.

The course of study consists of the following groups of subjects in about the proportions named:

Home Economics	25-30%
Related Science and Art	25-30%
Professional	10-15%
Academic to complete	100%

Details of a suggested course which has been approved by State and Federal Directors may be had by writing to the

head of the Department of Home Economics. Students entering upon this course should be familiar with its requirements before registering.

3. Industrial Arts.

In accordance with the requirements of the State Board for Vocational Education in the training of vocational teachers for teaching trade and industrial lines of work in state-aided schools, the Four-Year Industrial Arts Course which has been made the basis for the special vocational courses is organized so that 50 per cent of the time will be given to shop work and related technical subjects. The remaining 50 per cent of the time will be divided approximately so that ten to fifteen per cent of the time will be given to special professional work; that is, the preparation of a teacher for a specific job of teaching. The 35 to 40 per cent remaining time will be devoted to required and elective subjects. The required subjects will be one year of English and one year of general professional work consisting of two credits in Psychology and one credit in History of Education.

For list of approval related technical subjects and special professional subjects, see suggested outline of Four-Year Industrial Arts Course.

[I.] FOUR-YEAR INDUSTRIAL ARTS COURSE.—One hundred forty-four weeks.

Entrance requirements: Graduation from Commissioned or Certified High School or equivalent scholarship.

Requirements for Graduation: Forty-eight credits (192 hours). In addition eight hours of work in physical training.

Degree: Bachelor of Science in Education.

Details of Course:

(1) Thirty-five required credits as follows:	
Shop work	12 credits
Related technical subjects	12 credits
Special professional subjects	5 credits
General professional subjects, three credits as follows:	
Psychology	2
History of Education	1
	— 3 credits
English Composition	3 credits
(2) Electives	13 credits
	—
Total	48 credits

Two credits in Economics may be required at the option of the Advisory Committee on Vocational Courses. One credit in Literature may be substituted for one of the three required credits in English Composition.

Elective credits necessary for graduation will be devoted to such related technical and academic subjects as the student may desire to elect from any of the departments which offer work of college grade.

Students are urged to supplement the shop work learned in this course by actual experience in the industries, at least during two summer vacations, or a total of six months of commercial shop employment. For such six months of actual experience the student will be given two credits, provided, however, that such experience is obtained under the supervision of the proper authorities of the Indiana State Normal School. Each case will be judged on its merits and credit will be given only when the applicant gives adequate evidence that his experience has been such as to warrant the giving of credit. Before entering an industry to gain such experience the student should consult with the head of the department of Industrial Arts as to the details of the requirements.

SUGGESTED OUTLINE OF FOUR-YEAR COURSE FOR THE
PREPARATION OF TEACHERS WHO DESIRE TO
TEACH INDUSTRIAL ARTS SUBJECTS.

FRESHMAN YEAR

<i>First Term</i>	<i>Second Term</i>	<i>Third Term</i>
Shop Work	Shop Work	Shop Work
*Mechanical Drawing	*Freehand Drawing	*Mechanical Drawing
*Applied Arithmetic	*Applied Algebra	*Applied Geometry
English	English	English

SOPHOMORE YEAR

Shop Work	Shop Work *	Shop Work
*Mechanical Drawing	History of Education	History of Education
*Applied Trigonometry	*Mechanics	*Typical Industries
Psychology	Psychology	†Vocational Psychology

JUNIOR YEAR

Shop Work	Shop Work	Shop Work
*Architectural Drawing, or	*Architectural Drawing, or	*Architectural Drawing, or Hygiene and Sanitation
*Machine Design	*Machine Design	*Applied Chemistry
General Chemistry	General Chemistry	Economics
*Industrial History	Economics	

SENIOR YEAR

Shop Work	Shop Work	Shop Work or Wood Finishing
*Constructive Design	Installation of Machinery.	†Special Methods in Teaching Shop Subjects
*Applied Chemistry	*Applied Physics	*Applied Physics
†Theory of Industrial and Vocational Education	†Organization and Management of Shop Courses	†Practice Teaching

Special Vocational Teacher Training Courses

The Indiana State Normal having been designated by the State Board for Vocational Education with the approval of the Federal Vocational Board as a Teachers' Training Institution under the provisions of the Smith-Hughes Act, offers spe-

*Approved Related Technical Subjects, in which twelve credits are required.

†Special Professional Subjects, in which five credits are required. Students should consult with the head of the Department of Industrial Arts as to the required twelve shop credits and the order in which they should be taken up each term, who will outline the work by terms according to the particular needs of each student. Individual programs will be made for those who enter upon the course with advanced standing and for those who, for good reason, find it impracticable to follow the course term by term as outlined. Special programs will also be made for students who may be in attendance during the summer quarters. Students enrolling in the Industrial Arts Course or any of the Special Vocational courses are strongly urged to observe carefully the suggested outlines in planning each term and year's work, especially the prescribed work, and under no circumstances to permit the required subjects to accumulate for the latter part of the course.

cial trade and industrial courses, as described below, for those who desire to prepare themselves to teach trade and industrial lines of work in the State and Federal-aided Vocational Schools.

[II.] FOUR-YEAR VOCATIONAL TEACHER TRAINING COURSES.

—One hundred and forty-four weeks.

Entrance requirements: Graduation from Commissioned or Certified High School or equivalent Scholarship.

Requirements for Graduation: Forty-eight credits (192 hours). In addition eight hours of work in physical training.

Degree: Bachelor of Science of Education.

Details of Course: The four-year Special Vocational courses are organized as in the case of the Industrial Arts Course so that at least fifty per cent of the time will be given to Shop Work and related Technical subjects; ten to fifteen per cent of the work to Special Professional subjects and the remaining thirty-five to forty per cent will be given to required and elective subjects as indicated under Details of Industrial Arts Course.

General Description of Vocational Courses

i. SHOP TEACHERS.

(a) A Four-Year Course in residence supplemented by two years of successful commercial trade experience for persons without an adequate trade experience who desire to be certificated by the State Board for Vocational Education, to teach shop subjects in unit trade schools, trade extension part-time schools and evening schools. This course is intended for men taking the Industrial Arts Course who may be found in the Junior year who may declare their intentions to become Shop Teachers in a Vocational School. Students entering upon this course in their Junior year must devote the time given to Shop Work for the remaining two years to the specific trade which it is proposed to teach.

Trade Experience. Two years of Trade Contact in a commercial shop or its equivalent in addition to the four years' work in residence is required by the State Board for Vocational Education before teachers will be certified to teach Shop Subjects in the type of schools enumerated above. This two years of actual trade experience may be secured before entrance upon the course or during or after the completion of the four years of resident work. If this experience is presented before the time of entrance upon the Four-year Course, adequate evidence must be submitted showing that such experience is satisfactory. If this trade experience is secured during or after the four years of residence work it must be done under the supervision of the proper authorities of the Indiana State Normal School, that is to say that the Normal School must approve the employment and must receive reports from time to time from the employer as to the success of the work.

The Normal School offers courses for the purpose of preparing teachers in accordance with the above outline for teaching the following lines of specific trade work:

1. Machine Shop Practice.
 2. Forge Work.
 3. Foundry Work.
 4. Cabinet Making and Plain Mill Work.
 5. Carpentry.
 6. Wood Turning and Pattern Making.
 7. Sheet Metal Work.
 8. Cement Work.
- (b) A Four-year Course for the preparation of teachers to teach in a general Industrial School. This course aims to prepare teachers to fill positions in schools in communities under 25,000 population, in which communities schools may be organized under the provisions of the Smith-Hughes Act, for boys who expect to enter the industries of the community, and to give these boys some experience in the shop work of a number of different trades, for example machine shop work, carpentry, cabinet making, pattern making, etc., and to give them in connection with their shop work, instruction in related training—mathematics and science—particularly as it has to do with the line of me-

chanics along with other subjects to make well-rounded courses. It is the aim of this four-year course, planned for the preparation of teachers to teach shop work in schools as above described, to prepare them to teach a number of different lines of shop work, but not to teach them as extensively as will be required of the unit shop teacher. It is required by the State Board of Vocational Education that the shop work learned in this course be supplemented by actual employment in the industries at least during the three summer vacations or an equivalent time before certification will be permitted. The plan for the supervision of actual employment required in this course is similar to the plan described above. Each case will be judged on its merits and certification will be made only when the applicant gives adequate evidence that his ability in the trade is such as to warrant the issuance of such a certificate. As in the plan mentioned under the outline for the preparation of unit shop teachers, this course is intended for men taking the industrial arts course who may be found in the junior or senior year or both, who may declare their intention to become teachers in a general industrial school.

- (c) A two-year course including not less than 240 hours of professional training, as prescribed by the State Board for Vocational Education for (a) Teachers who are now teaching in Vocational Schools and who have adequate trade experience, but who lack professional training. (b) Workers from the trades and industries, who have had no teaching experience but who desire to become shop teachers. This course may be completed by attending the evening classes for two years or by enrolling in the special classes organized for this work during the summer vacations. For details of this course, see special circular announcing evening and summer school courses, for the type of teachers as prescribed above, which may be had upon application to the Registrar of the Normal School.

2. TEACHERS OF THE RELATED SUBJECT.

A Four-year Course for the preparation of teachers of related technical subjects.

The aim of this course is for the preparation of related technical teachers who would be eligible to teach the drawing of a particular trade, the mathematics of a particular trade, the science of a particular trade, and such other courses as go to make up a well-rounded course of study, such as American History, Civics, English, etc., in vocational schools receiving State and Federal aid. This course is intended for those enrolled in Industrial Arts Courses who in the Junior or Senior years might declare their intentions of becoming teachers of related technical subjects, and for which classes are planned having the specific aim of giving this preparation. In accordance with the requirements of the State Board for Vocational Education, applicants for certificates to teach any of the subjects above described in a Vocational School must give satisfactory evidence that they have had adequate trade contact or experience in the trade for which they propose to teach related work. In the plan here outlined such contact or experience would be obtained in the school itself, where the shop work is run as nearly on a commercial shop basis as school room conditions will permit. Students, however, are encouraged to spend their vacations as far as possible in actual industrial shops.

Course of Study. The course of study will be similar to the course outlined for other vocational courses, except that a major part of the 50 per cent of the time to be devoted to shop and related technical subjects should be divided in about the proportion of 9 credits in shop work to 15 credits in related technical subjects. The 10 per cent to 15 per cent of the time devoted to special technical subjects will include courses on the teaching of related technical subjects in Vocational Schools, Administration of Vocational Schools, Theory of Vocational Education, etc. The elective and required work will be similar to the other special vocational courses.

For further details with reference to the Special Vocational Courses described above, see Vocational Bulletin No. . . . , which may be had upon application to the Registrar of the Normal School.

IV. COLLEGE GRADUATE COURSE.—Thirty-Six Weeks.

Course for graduates of standard colleges, and for graduates of other normal schools who have completed courses of work substantially equivalent in length and character to those offered in the Indiana State Normal School. Such graduates may complete the Four-Year Normal Training Course, College Course, or Vocational Courses according to the nature of the previous work in thirty-six weeks, the minimum residence requirement for graduation. Of the twelve credits necessary for graduation, eight must be in professional subjects.

V. TWO-YEAR COURSE.

Courses I, II, III and IV described above are the regular courses offered in the Normal School which lead to graduation, a degree, and, after two years of successful teaching, to the diploma of the school, which is equivalent to a life license to teach in the schools of Indiana. In addition to these four courses the Normal School, under the rules of the State Teachers' Training Board, offers a two-year course of 72 weeks. Twenty-six credits are required for *a certificate which entitles the holder to teach in district and town schools in Indiana for three years without further examination*. It should be noted, however, that this course does not lead to graduation except in so far as the credits made may apply on the regular courses of the Normal School. The course does not lead to a degree nor does it entitle the holder, after two years of successful teaching, to the diploma of the school. The 25 credits required for a certificate are as follows:

- Psychology—two credits.
- History of Education—one credit.
- Methods—one credit.
- Practice—two credits.
- Arithmetic—two credits.
- English—two credits.
- Composition—one credit.
- Reading—two credits.
- Geography three and four—two credits.
- History—two credits. (The two credits may be made in American History or in European History; or one credit each in American and European History.)
- Physiology—two credits.
- Music—one credit.
- Drawing—one credit.
- Manual Training or Domestic Science—one credit.
- Penmanship—one credit.
- Physical Training (24 weeks)—one credit.
- Elective—one credit.

Departmental Statements

PHYSICS

ROBERT GREENE GILLUM, Professor.

J. GEORGE REUTER, 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. Four 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. Four hours per week.

Winter quarter.

6. **Advanced Physics.**—Electricity and magnetism. Attention is given to the history of electrical theories and elec-

trical 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 quarters.

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 application 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.

OTIS M. WILSON, 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 microscopic 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.

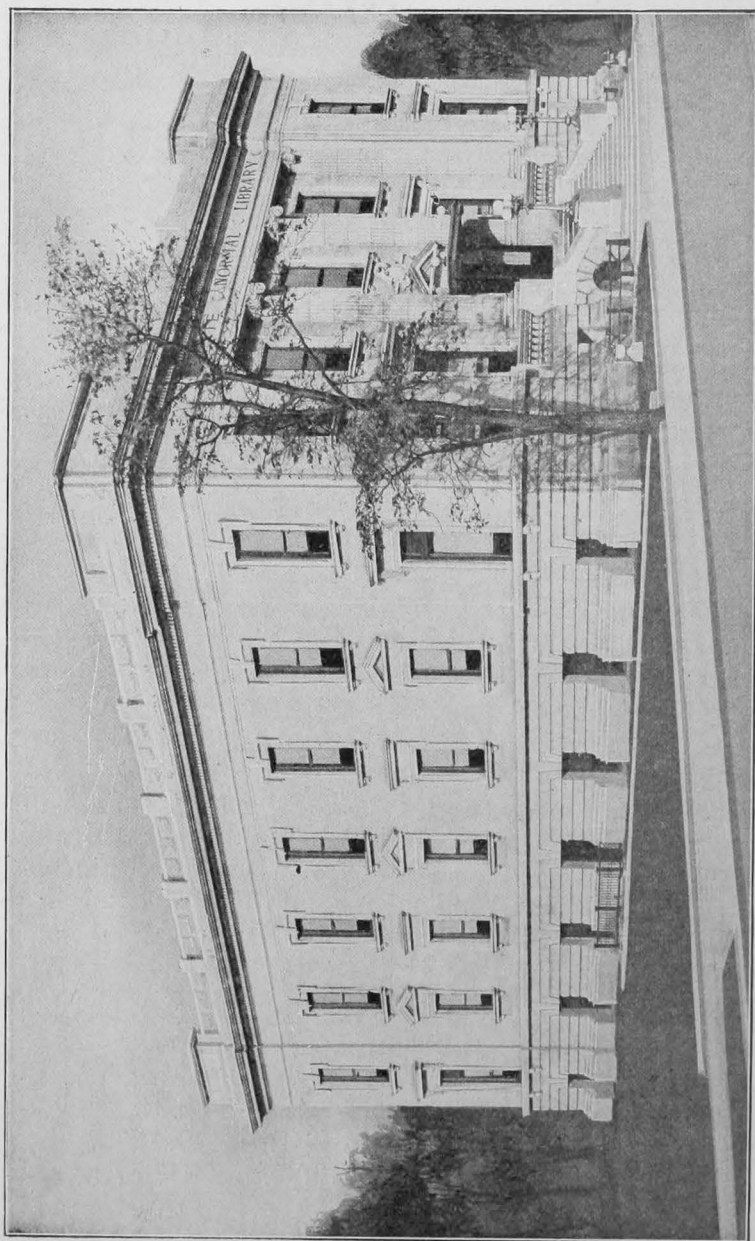
2. **General Survey.**—It is the aim of this course to consider the basic physiological facts concerning the cell, muscular system, skeletal system, the blood, circulation and respiration, to the end that the student may more fully appreciate the fundamental biological laws that adapt the human mechanism to its environment. To this end the facts are treated from a comparative point of view. A consideration is made of individual development and of the development of races, together with the recent advances in the science of genetics, in so far as these 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 microscopic 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.



THE LIBRARY

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 purpose 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.

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

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

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

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

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

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*.

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, DeQuincey, 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' *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*.

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

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

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*.

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

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

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. Surveys, standardization, recent tendencies in high school organization, consolidation and other topics of vital interest receive attention. 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 na-

ture 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.

DRAWING AND PENMANSHIP

WILLIAM THOMAS TURMAN, Professor.

Drawing

"If you get simple beauty and naught else, you get about the best thing God invents."—*Browning*.

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.

1. 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.

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 quarter.

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 course is open to those students, only, who have had 1 and 2.

Spring quarter.

8. Design 1.—The work in this course is a study of the fundamentals of design as applied to the invention of units and their parts as made up according to the rules of shape, size and value and the laws of harmony, balance and rhythm. Space filling; border lines; all over patterns with orders of arrangements; value scales and color study. Use of devices—mirror, transfer paper, etc. This course may be taken before Course 1 (General) but a good deal of previous work in the

handling of pencil, brush, colors, and drawing instruments will be to the advantage of the pupil. Each quarter.

9. **Design 2.**—This course will give more of the application of design problems as found in the decoration of special materials or objects for special use or of special construction and will be based upon much of the work begun in Course 8. Blackboard illustrations will be given and required of students. This course is not open to students who have not had Course 8. Fall quarter.

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 course 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. Correspondence, stationery, paper folding, postal reference as to "Return", style of writing, etc. Each quarter.

ENGLISH

JOHN B. WISELY, 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 and Course 12 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 dis-

cover 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 inference 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 particle.

Each quarter.

Note.—In each of the preceding courses there are daily recitations, four 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 Clippinger's Illustrated Lessons in Composition and Rhetoric, supplemented by the best texts in our tolerably complete text-book 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 re-written. 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 on 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 four 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.

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.**—Co-ordination of beginning algebra and beginning geometry.

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

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

6. **High School Mathematics.**—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.**—The usual topics of college algebra with special emphasis placed on those of more immediate interest and importance. Each quarter.

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

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

10. **Analytic Geometry.**—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.**—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.**—Differential Calculus.

13. **Calculus.**—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

FREDERICK HENRY WENG, Acting Professor.

FREDERICK GILBERT MUTTERER, Assistant Professor.

All the courses in Latin are open to those who can pursue them with profit, and while in general they are arranged approximately in the order in which they can be taken to best advantage, it is not necessary to observe this order in detail. 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 begin with Latin 5 or Latin 6. When Latin 5 is not offered, Latin 2 may be substituted for it. Those who have had three years in Latin should begin with Latin 5 or Latin 7. Those who have had four years should begin with Latin 9 or Latin 10. Students who feel that their work is weak in any particular, or who have not had Latin for some time, will be allowed to take such other work as will best suit their needs, but they must make arrangements to that effect with the head of the department before enrolling in the classes. Students from non-commissioned high schools will generally enter classes somewhat lower than the ones mentioned above.

Students who major in Latin must have, as part of their work, courses 17 and 20, and at least three of the courses numbered 11 to 16. Courses 19 and 20 are intended primarily for those who expect to teach Latin, but may be taken by others who are prepared to do the work. Courses 8 and 18 may be taken with profit by students who are not doing extended work in Latin. Some knowledge of Latin is necessary, however, for course 8, and desirable, though not necessary, for course 18.

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 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. **The Latin Element in English.**—The work is along three lines: *a.* Latin words and phrases commonly used in English; *b.* The various class 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.

9, 10. **Cicero's De Senectute, Terence, Composition.**—The principal object of these courses is to strengthen and extend the student's knowledge of the language and to prepare him for the more advanced courses in reading and composition.

11-16, **Advanced Reading in Latin Authors.**—The work is varied from year to year to meet the needs of the class, the same course being offered, on the average, once every two years. The courses usually given are Horace, Pliny and Martial, Livy, Tacitus, Latin Poetry, Cicero's Letters, Plautus and Lucretius, Seneca and Minucius Felix, Mediaeval and Renaissance Latin. One hour a week is devoted to some line of collateral work, such as Greek and Roman Art, Roman Life, Rome, Pompeii, Inscriptions, manuscripts, or some topic of special interest connected with the reading.

17. **Advanced Grammar and Composition.**—Translation into Latin of connected discourse and original composition in Latin, with particular attention to Latin and English idiom. One day a week is devoted to the study of important topics in grammar.

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.

HISTORY AND ECONOMICS

FRANK SMITH BOGARDUS, Professor.

CHARLES ROLL, Assistant Professor.

The work in this department appears in three groups of courses—American History 1 to 13, European History 1 to 8, and Economics 1 and 2.

English History is carried collaterally in its connections along with Continental and American History.

European History

1. **Ancient History.**—A brief review of Greek and Roman history with emphasis on the social and institutional side. Appearance and evolution of the distinct elements of Mediterranean culture.

2. **Mediaeval History.**—A study of mediaeval civilization. Special study of the mediæval church, feudalism, and the rise of the modern state. Emphasis upon the intellectual movements called the Renaissance. Fall and Spring.

3. **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 Eu-

rope, 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. Winter and Summer.

4. **The Period of Revolution, 1763-1815.**—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. Fall.

5. **Europe in the Nineteenth Century.**—This course deals with the development 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.

Winter and Summer.

6. **The World War, 1914.**—An attempt will be made in this course to lead the student to an adequate understanding of the causes, character, and meaning of the world war. Such topics as imperialism, international trade, the system of alliances, Prussian militarism, the German State, the Balkan question and the near East will be studied. The part of the United States in this struggle will be presented and various schemes for maintaining international peace will be discussed. Spring.

7. **English Constitutional History.**—The origin and growth of the English constitution is taken up in this course. An especial effort is made to show how and when these constitutional practices were transplanted to American soil and what part they have played in determining the constitution and laws of the United States.

8. **The Teaching of History.**—This course is offered as a professional course. The meaning and usefulness of History as a means of social adjustment—the History curriculum in the grades and in high school—practical teaching problems in the grades and high school—use of sources, illustrative

devices and material. Students majoring in History are required to earn a credit in this course before doing their practice work in History in the Training School. Winter.

American History and Government

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, 1783-1850.**—Problems of national organization; the development of a colonizing policy; foreign relations; the public lands and the influence of the frontier; party history; the Jacksonian period; the Mexican War; the crisis of 1850.

3. **Civil War and Reconstruction, 1850-1876.**—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. **Recent History of the United States.**—A study of political and economic developments and problems since 1876.

5. **Industrial 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 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.
Summer quarter.

6. **American Government and Politics.**—Nature of the Federal Government; central, state, and local governments at work, as determined by constitutions, laws, precedents, cus-

toms, 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. Fall and Spring 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.

Fall and Winter quarters.

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. Fall and Spring 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.

Winter 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. Summer quarter.

11. **The Government of Urban and Rural Communities.**—Municipal administration; problems, and politics; government of counties, townships and villages. Omitted 1917-18.

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

13. **State Government.**— State constitutions; constitutional conventions; amending constitutions; state legislatures; state executives; state boards and commissions; state courts; direct government; state institutions; state politics.

Winter quarter.

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. **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.

Fall and Spring.

2. **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.

Winter and Summer.

AGRICULTURE AND BIOLOGY

ULYSSES ORANGE COX, Professor.

E. A. BYERS, Laboratory Assistant.

In addition to the usual morphology in zoölogy 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 observations 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 normal credit 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.

Zoology

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 of 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 Zoology.**—A study of special groups. Open to advanced students. Trough 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 preserved. 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 special course in Agriculture.

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 a 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.

WILLIAM A. DOW, Laboratory Assistant.

The primary object of the work in chemistry is to give systematic training in the scientific method of study, and to give the student that knowledge of the subject which will enable him 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 chemistry department occupies the entire third floor of the new "Science Hall" where the needs for better and more extended laboratory facilities are fully met.

There is a large laboratory for general chemistry, and separate laboratories for organic chemistry, qualitative analysis, quantitative and physical chemistry, vocational work, and combustion work.

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 courses which permit of the election of a major subject. Or, chemistry may be elected as the required year of science by college course students. But as soon as they elect this subject 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 and 3 and 10 are recommended. Those preparing to teach domestic science are urged to take Courses 1, 2, 6, 7 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 are four recitations and four laboratory periods a week. 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. Stu-

dents 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 twelve hours per week is required to complete the course. Texts—Stieglitz's Qualitative Analysis or Garvin's Qualitative Analysis. 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 in the application of these principles. 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 twelve hours per week are required for the course. Prerequisite, Courses 1 and 2. Each quarter.

6. **Organic Chemistry.**—Two courses in general organic chemistry are offered, in which the general theories of the subject are worked out, together with the classifications. The attention is directed especially to those compounds of practical significance, such as in domestic science and agriculture.

There are daily recitations in each course, and in addition to this the student will perform each quarter about twenty experiments, selected from Jones' Laboratory Outline of Organic Chemistry. Course 6 deals with the aliphatic compounds. Prerequisite, Courses 1 and 2. Texts—Perkin and Kipping's Organic Chemistry and Jones' Laboratory Outline of Organic Chemistry. Winter quarter.

7. **Organic Chemistry.**—This is a continuation of Course 6, but dealing with the aromatic compounds. Texts same as in Course 6. Prerequisite—Courses 1, 2 and 6. Spring quarter.

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. 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.

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. The course consists of proximate food analysis, water analysis, iron and steel analysis, electro-analysis, etc. Prerequisite—Course 5. Winter and Summer quarters.

Nature Study.—Educators have recognized the need for keeping functional the natural investigating spirit of the child, which is so manifest in early school life. The older courses of study had nothing which aimed directly at keeping the child an ardent inquirer into the meaning of his physical environment. And too often this attribute of the mind had atrophied when he came to take up the formal sciences in the high school.

It will be noted that in our four-year normal training course, nature study is required. The chemistry department offers a course to meet these requirements. It is not the regular course in chemistry but a special course for the consideration of the principles and method involved in the teaching of nature study. This is supplemented by a number of laboratory experiments which can be performed in any of the schools with such equipment as is usually at hand. No former study of any science is a prerequisite to this course.

INDUSTRIAL ARTS

MERIT LEES LAUBACH, Professor.
ARTHUR H. LUEHRING, Assistant Professor.
REUBEN H. SNITZ, Assistant Professor.
PAUL ASHER, Laboratory Assistant.

Special Professional Subjects

1. **Theory of Manual Training and Vocational Education.**—This course includes the history and development of Manual Training and Vocational Education. Special emphasis is placed upon the study of the Indiana Vocational Law and the Smith-Hughes Act.

2. **Organization and Management of Shop Work.**—This course deals with the various methods of organizing Shop Work as found in the leading Manual Training and Vocational

Schools, including the underlying principles of such organization from the standpoint of (a) good teaching practice, (b) good trade practice and (c) the purpose of the school.

3. **Special Shop Methods.**—This course deals with the special methods involved in shop instruction, selecting the right kind of work, possibility of adapting the work to ability of the pupil, productive work and the exercise.

Drawing Courses

1. **Mechanical Drawing.**—This is a beginning course, and deals with the elementary principles of mechanical drawing.

2. **Mechanical Drawing.**—This is a continuation of Course 1, and deals with machine drawing, making of free hand sketches of machine parts; detailed drawings of machine parts; assembled drawing; tracing and blue prints.

3. **Advanced Mechanical Drawing.**—An advanced course including the laying out and designing of cams, the cycloid and involute curves and their application to spur gears; racks and pinions; worm gear; internal gear; cam and crank motion.

4. **Architectural Drawing.**—An introductory course in Architectural Drawing, in which is included preliminary and finished sketches of parts of simple frame house, and drawings of the necessary floor plans, elevations and details of construction.

X5. **Architectural Drawing.**—This course is a continuation of Course 4, and includes the drawing of plans and details of more complicated frame and brick buildings and the introduction of perspective necessary in architectural rendition.

X6. **Architectural Drawing.**—An advanced course in Architectural Drawing and writing of specifications. This course includes floor plans, perspective, elevations and constructive details of buildings suitable for shop work.

X7-8. **Machine Design.**—These are special vocational courses which presuppose the completion of the mechanical drawing required for the first and second years. The work includes the designing of tools and simple machines, and covers two terms' work.

X9. Applied and Constructive Design.—The work in this course includes a study of the Fundamentals of Design as applied to construction work, and the application of these principles in the designing of simple pieces of furniture, cabinets, etc.

X10-11-12. Sheet Metal Drafting.—Special Vocational courses designed to meet the needs of those who may desire to teach Sheet Metal Work or Sheet Metal Drafting in Vocational Schools. The courses deal with various types of problems involved in the sheet metal worker's trade. The time required to complete this work is three terms.

X13. Strength of Materials.—This course will be divided into two general blocks of subject matter. The first block will deal with the problems of the architect, involving an accurate knowledge of the methods of figuring the strength and stiffness of members of buildings and other structures.

The second block will deal with such information as is necessary for machine design as applied by the draftsman and designer in determining the strength and stiffness of machine parts.

Wood Working Courses

1. Elementary Bench Work.—This course includes the mastery of simple wood-working tools and principles of joinery as applied in elementary wood work.

2. Carpentry.—This course covers the fundamental principles involved in construction of wood frame building and when possible the construction of a complete building.

(Note: Additional work in carpentry will be offered to those preparing to teach Carpentry in a Vocational School.)

3. Furniture and Cabinet Construction.—This course embraces Advanced Joinery as applied to construction of furniture and cabinet work.

4. Wood Turning.—This course deals with various methods used in turning in hard and soft woods.

5. Pattern Making.—This is an elementary course covering the fundamental principles involved in pattern making.

5A. Pattern Making.—This is a continuation of Course 5, and includes work in the construction of patterns for complete machine.

(Note: For those preparing to teach pattern making in Vocational Schools, more advanced practical work is provided for, covering about four terms.)

6. Wood Finishing.—This course is designed to give the student an elementary knowledge of the various processes employed in wood finishing.

7. Mill Work.—This course aims to give instruction in the use, care and operation of wood-working machinery. The following machinery is used: planer, joiner, swing saw, saw bench, molder, mortiser, band saw, drum sander, and shaper.

Metal Working Courses

1. Machine Shop Practice.—This is a beginning course in the Machine Shop Practice and deals with bench work, and beginning lathe work.

2. Machine Shop Practice.—This course deals with work on milling machine, shaper and planer and advanced work on the lathe.

3. Machine Shop Practice.—This course includes making spur, bevel, spiral and worm gears and rack. Simple tool making, hardening and tempering in oil; case hardening; use of the scleroscope and pyrometer.

4. Machine Shop Practice.—This course is a continuation of Course 3, and includes more advanced work in tool making and the making of dies, with special practice in the care, use and operation of Universal Grinding Machine.

X5. Machine Shop Practice.—This course deals with jig making, cam milling and the construction of simple machines.

X6. Machine Shop Practice.—This course is a continuation of Course 5, involving advanced machine construction and general machine shop practice, making repairs, working out courses of study, specifications for equipment, etc.

X7. Installation of Machinery.—This course is intended to give students practice in installing machinery such as is found in the average school shop.

8. **Forging.**—This is a beginning course and deals with the elementary principles of forge work.

X9. **Forging.**—This is a continuation of the beginning course in Forging and consists of more difficult problems in welding involving the use of the power hammer and other special machines. This course also includes work in brazing.

(Note: For those desiring to teach Forging in Vocational Schools, more advanced practical courses are provided for, covering four terms of work.)

10. **Foundry Practice.**—This is a beginning course in Foundry Practice and includes making moulds in snap flasks and some floor molding; core making and cupola practice.

X11. **Foundry Practice.**—This is a continuation of the beginning course in Foundry Practice and includes more difficult moldings and special practice in the operation of the cupola.

(Note: For those who desire to prepare for the teaching of Foundry work in Vocational Schools, more advanced practical courses covering four terms of work are provided for.)

12. **Sheet Metal Work.**—This is an elementary course which involves simple problems in sheet metal work. The course includes the use of common sheet metal working machines and the various operations involved.

(Note: For those who desire to prepare for the teaching of Sheet Metal Work in Vocational Schools more advanced practical courses covering four or five terms of work are provided for.)

Cement Work

1. **Elementary Cement Work.**—This course deals with the fundamental principles involved in concrete construction as related to building, farm and the home.

(Note: For those who desire to prepare for the teaching of Cement Work in Vocational Schools, a more extensive course is provided for.)

X. Courses marked with an X are intended largely for advanced students who enroll in the special vocational teacher training courses and will not be offered during the year 1918-1919 unless a reasonable number of students indicate their intention of taking up one or more of these subjects.

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, 6, 7 and 8 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 Mediaeval 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.

Winter and Spring quarters.

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 text-book 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.

8. **Short Stories and Story Telling.**—A new course in short stories and story telling will be offered in the Fall Quarter to meet the needs of students who expect to teach in the

lower grades and high schools. Heroic stories are used extensively in the lower grades, and modern short stories are found in the literature courses in the high schools. In this course therefore the following purposes are kept in mind: First, the reading of short stories for experience in reading. Second, the study of the short story for the purpose of comparing the principles of the written story with those underlying the stories and legends intended primarily to be told, not read. Third, the telling of short stories, based upon the theories of successful story tellers. The short stories used in this work will represent a wide range of epochs of time, peoples and nations and styles of writers.

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 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.

6. Story Telling.—See Reading 8.

Note.—The Department wishes to call attention to the opportunities which will be offered next year in public work. A Dual League for debating has been established with the Normal College, Ypsilanti, Michigan. In addition to these are several inter-society debates.

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, 7 and 8 in Reading and Courses 1, 2, 3, 4, 5 in Public Speaking.

PHYSICAL EDUCATION (Women)

EDITH A. BAILEY, Professor.

"The aim of educational gymnastics is to develop the body into a harmonious whole under the perfect control of the will. It is not to produce great bulk of muscle, but to cause that already present to respond readily to volition, to improve the functional activity of the body and to counteract and correct tendencies to abnormal development, especially those arising from 'the artificial life of civilization'."

This department offers ten courses, of which 1, 2, and 3 the required; the fourth required term may be chosen from 4, 5, 6 and 7. No credit is given for courses 8, 9 and 10. All classes meet two days a week. A physical examination is given during the early part of Course 1.

The explanation of the gymnasium outfit is made at the first meeting of the class, and no previous arrangements are necessary.

1, 2, 3 and 4. **Swedish Gymnastics.**—Graded lessons in floor work and apparatus work. These courses must be taken in order.

5. **Swimming.**—This course is given in the Spring and Summer quarters. It is open only to those who have had 1, 2 and 3.

6. **Fencing.**—This course is given only in the Fall quarter. It is open to those who are ready for their fourth credit. The price of the fencing outfit is approximately six dollars.

7. **Folk Dancing.**—This course is given only in the Winter Quarter. It may be taken after Course 3.

8. **Theory of Physical Education and Methods of Teaching.**—The purpose of this course is to discuss the purpose, scope, and ideals of physical education; to study the character, selection, classification, arrangement and progression of gymnastic exercise, and to make a systematic study of the principles and technique of teaching gymnastics. This course is open to those who have completed their required work. No credit is given.

9. **First Aid.**—Open to all students. No credit is given.

10. **Basket-ball.**—Open to all those who have taken Course 1. No credit is given.

DOMESTIC ECONOMY

IVAH RHYAN, Professor.
MINNIE IRONS, Assistant Professor,
GRACE WILLITS, 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 as well as courses for teachers working for A and B certificates and the college degree.

Students registering upon the four-year course should send for a copy of the Vocational bulletin which contains a suggested program and details of the course. Normal and College Course students should register for Cookery 1 or 2, Sewing 1 or 2, Textiles or Millinery. Students desiring to do more advanced work should consult the head of department before enrolling.

For 1918 and 1919 the courses described below are offered.

Clothing 1.—This course includes a study of sewing machines, the care, use and value of various types. The artistic phase of clothing is demonstrated by designs and decorative bands. Some simple straight line drafting is done and undergarments are made. Commercial patterns are used and adjusted to suit various types of figures. Care and repair of clothing receives attention. The clothing budget is discussed.

Each quarter.

Students who have had a substantial two-year course in high school may omit this course and register for Clothing 2.

Clothing 2.—In this course more complicated drafting and pattern work is done. Students study lines of garment in relation to lines of body; they develop patterns, of tailored type, for skirts, waists and dresses for children and adults. In the term students make a simple dress, middy suit, shirt or tailored waist and children's clothing. Prerequisite: Clothing 1 or its equivalent. Winter, Spring and Mid-Spring.

Clothing 3.—This is a continuation of Clothing 2, emphasizing more the artistic side of dress. All types of patterns

are used and developed. Study of individual dress is emphasized. Most problems involved in this course are made from materials not suited to tailoring, such as silk, lace, chiffons and thin wash fabrics. One woolen garment is made. Prerequisite: Clothing 2. Winter, Spring, Summer.

Textiles.—This course includes a study of the growth and development of textile machinery and the textile industries, a study of methods used in testing and distinguishing different fibres and fabrics and a discussion of different weaves. Processes of laundering, dyeing and dry cleaning are taught. Fabrics are considered as to composition and physical properties, with discussion of the principal factors affecting their value to the consumer. Fall, Spring, Mid-Spring, Summer.

Cookery 1.—The purpose of this course is to give a working knowledge of typical household processes connected with food. The underlying principles involved in the cookery of each class of foods are studied. All classes of foods are considered briefly from standpoint of cultivation, distribution and preparation for market, composition and food value, care in home, and cookery.

This course is open to all classes of students who wish to obtain a knowledge of general principles of cooking. It is open to girls who have had no food work in high school, also open to boys who wish to learn general principles of cookery as a fore-runner to camp cookery. No chemistry is required for this course. Each quarter.

Cookery 2.—The purpose of this course is to give a scientific as well as a working knowledge of household processes connected with food. The cost of fuel, the use of the thermometer, of weights, and measures are considered. Foods are studied as to chemical composition, digestibility, dietetic value, place in the diet and combinations in meals. Emphasis is placed upon carbohydrates, and proteins.

This course is open to students who have had 130 hours in Foods and Cookery in High School or Cookery 1. Prerequisite: Chemistry, two terms.

Fall, Winter, Spring and Summer.

Cookery 3.—The purpose of this course is to give a knowledge of the underlying principles of cookery that will enable a girl to construct working recipes, and to judge recipes al-

ready in print. Emphasis is placed upon doughs, batters and breads. Girls are taught marketing in connection with serving and much emphasis is placed upon economy in foods. Each girl serves as host, hostess, waitress, cook and guest; she also takes active part in some formal social affair. Prerequisite: Cookery 2. Spring, Summer.

Dietetics.—This course deals with the varying requirements of the individual in health and disease from infancy to old age; in the light of chemistry and physiology of digestion, the energy value of food; the nutritive properties of protein, fat, carbohydrate and ash constituents. Typical dietaries are planned for the different periods, and the problem of satisfying the varying requirements of a family is considered with special attention to cost. Prerequisite: Cookery 3, Physiology 3, D. S. Chemistry. Winter.

Institutional Cookery.—This deals with the cooking and serving of various types of foods in institutions from standpoint of science, business, modern machinery and cost. A study is made of the equipment and organization of school cafeterias, the selection and installation of equipment with reference to the economy of labor and time. Attention is given to methods of serving, amount served, standardization of recipes in relation to quantity. Labor and cost are included in this course. Students have laboratory practice in cafeteria also lectures and demonstration. Prerequisite: Cookery 3. Fall, Winter, Spring, Summer.

Home Care of the Sick.—This course places emphasis on the building up to the highest degree of health as the principal function of the home nurse. The care of sick in the home and rendering first aid in emergencies are discussed and demonstrated. Care of children in infancy and in cases of disease receives much attention. This course is not intended to be so complete that services of doctors and nurses will not be needed, but it is intended to be of immediate service. In these days when nurses and doctors are being called to serve our country it is necessary that the public make all possible preparation to help in caring for those who are ordinarily saved by the services of these two professional groups. This course includes lectures, demonstrations and recitations.

Fall, Winter, Spring, Summer.

Costume Design.—This includes a study of the elements of design involved in costume. Students design costumes for different types of figures and make a study of such construction; they study color to show its effect upon the individual as well as to show harmony of color in the garment itself; they study the possibilities of design in various fabrics and in general try to show how principles of art may be applied to dress. Fall, Summer.

House Planning and Furnishing.—This course includes a study of factors controlling modern house planning and furnishing. Topics considered are family needs, influence of home management upon plans, industrial conditions influencing the house, and making of floor plans. Furnishing of the house is considered from artistic, economic, and scientific points of view. Fall, Summer.

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.

ORGANIZATION OF HOME ECONOMICS

The purpose of this course is to awaken interest in teaching problems of Home Economics, and to gather the work in foods, shelter and clothing together in such a way that the student may realize the influence it has upon social conditions. Winter.

Home Economics Methods.—This course deals with the principles of teaching as applied Home Economics. Lesson plans are made and discussed. Spring.

Home Management (Administration).—This course deals with the application of scientific and economic principles to the problems of the modern housewife. It takes up economy of time, of labor, and of finance, household efficiency,

household service and home life. Prerequisite: Cookery 3, sewing 3. Fall, Winter, Summer.

Home Management (Supervised).—This course will bring all lines of study together by permitting the student to actually manage a house for a given time, making it a business proposition. At present this house is not furnished, but we expect to have it in running order before the year closes.

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 as well as the intellectual phase of each process is given special attention. Summer.

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 there are 15 large relief models, 2,700 maps, 2,000 mounted pictures, 2,000 lantern slides, stereoscopic views, colored views for the reflectoscope, 1,000 specimens of minerals and rocks, a collection of fossils and laboratory work, 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 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 courses in general geography, in most instances selected from Courses 2, 3, 4, 5 and 6, are required of all candidates for the normal diploma in the two-year and three-year courses (except students pursuing special work in course C), and of all candidates for the Ph. B. degree in the four-year normal training course. The other work in the department is elective. Geology 1, may be substituted for Geography 3 and it counts as an advanced subject in courses A and B.

Students who have completed Geology 1, and Geography 2, 3, 4, 5 and 6 are fairly well prepared to teach geography in the grades, as departmental work, and to teach some geography in the high school. Students who graduate with geography as their major subject are well prepared to teach geography in both the grades and in the high school as departmental work.

2. **Climate and Oceans.**—A general introduction to modern geography, dealing with (1) the earth as a whole, (2) climate, (3) the ocean, and their relations to the earth and life, especially to human affairs.

3. **The Land.**—An introduction to modern geography, dealing with (1) the physiographic processes which have shaped the features of the land, and (2) the influences of the processes and features upon life, especially human affairs.

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

5. **Economic and Commercial Geography.**—Part 1 deals with the chief commercial products of the world. The outlook is world-wide, but chief emphasis is laid upon the United States. Part 2 deals with the commerce of nations.

6. **Social Geography.**—A course dealing with the people of tribes and nations, their attitude toward life interpreted in the light of their environment: (1) races and population; (2) government; (3) education; (4) religion; (5) home life; (6) economic and social organization.

7. **Regional Geography of North America.**—An interpretation of the continent of North America and its people in the light of all phases of its geography. When this course is given as 7A no previous training in geography is necessary. When given as 7B considerable training in geography is required.

8. **Regional Geography of Europe.**—An interpretation of the continents of Europe and its peoples in the light of all

phases of its geography. When this course is given as 8A there is no prerequisite. When given as 8B considerable training in geography is required.

9. **Regional Geography of Asia.**—An interpretation of the continent of Asia and its peoples in the light of all phases of its geography.

10. **Regional Geography of the Southern Continents.**—The methods of Geography 4 are applied to three continents in detail.

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 2 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 1917-1918.

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 is open to men students in September and consists 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 is made, based upon observations during the month. Two major credits are given (one and one-half in the College Course).

Geology

1. **The History of the Earth and Its Inhabitants.**—A broad introduction to the subject, to a large extent non-technical.

2. **Physiography of the United States.**—A study is made of the forces and processes which have shaped the surface of

the earth. By way of application the physiography of the United States is studied. Prerequisite, Geology 1.

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.

4. **Laboratory Course.**—A course based upon the material in the laboratory—minerals, rocks, fossils, maps. The work is largely individual. Prerequisite, Geology 1.

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, the correct use of the child voice and sight reading, covering work done in the first, second and third grades of school. Required on Supervisors Course.

2. Continuation of tonal vocabulary work by the study of chromatics, various forms of the minor scale, oral and written dictation designed to give further training in the various forms of tonal and rhythmic combinations, melody writing and sight reading, covering work done in the fourth and fifth grades of school. Required on Supervisor's Course. Prerequisite, Music 1.

3. Continuation of work in oral and written dictation, melody writing, elementary theory, sight reading etc., covering work done in the sixth, seventh and eighth grades of school. Required on Supervisor's Course. Prerequisite, Music 1 and 2.

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 melo-

dies. Required on the Supervisor's Course. College credit is given. Prerequisite, either Music 1, 2 and 3 or a fair knowledge of piano.

5. **Advanced Harmony.**—The study of all secondary triads and chords, passing notes of various kinds, suspensions, modulations, etc., and their use in harmonizing melodies. Some original composition is also attempted in this course. Required on Supervisor's Course. College credit is given. Prerequisite, Music 4.

6. **History of Music.**—This course is a study of the growth and development of music from the earliest time of which there is any record down to the present. The lives of the composers are studied only as their works bear upon this development. Required on the Supervisor's Course. College credit is given. Prerequisite, either Music 1, 2, 3 and 4 or a fair knowledge of music gained by the study of piano.

7. **Methods.**—This course includes not only methods of presenting music in the public schools and practice teaching but the study of material to be used in all grades, music appreciation for high schools, chorus directing and orchestra (instrumentation, organizing and directing.) Required on Supervisor's Course. College credit given. Prerequisite, Music 1, 2 and 3.

8. **Chorus.**—Three terms required for one credit. Meets at 12:50 daily.

9. **Orchestra.**—Students who play instruments which can be used in orchestra are urged to bring them and join the school orchestra. Three quarters are required for one credit.
Wednesday 3:30—D 9.

10. **Advanced Sight Singing.**—Open to students who have finished Music 1, 2, and 3. Required on Supervisor's Course. College credit given.

COURSES FOR SUPERVISORS OF MUSIC

Four-Year Normal Training Course.—Students preparing to be supervisors of Music may enter the Four-Year Normal Training Course with music as a major subject, in which they make nine credits. The student should consult the head of the department in regard to the order in which these courses

are to be taken and also in regard to the minor sequence of subjects. The entrance requirements are the same as for other students, with three years of piano work in addition. However, some of the piano work may be made up after entrance. Upon completing this course the student receives a certificate, the degree of Bachelor of Philosophy in Education, and after two years of successful teaching experience he receives a diploma which is equivalent to a life license as a Supervisor of Music in Indiana. Graduates from this course are admitted to the third year's work in the Supervisor's Course in Cornell University without examination.

College Course.—Students majoring in music on the College Course must earn nine credits in music, but Courses 1, 2 and 3 are not counted until the remaining six courses are completed. The entrance requirements are the same as for other students with three years of piano work in addition. Upon completing the course the certificate and the degree of Bachelor of Arts in Education are issued, and after two years of successful teaching experience the diploma which is equivalent to a life license as Supervisor in Music in Indiana is granted. The student is also entitled to advanced standing at Cornell University.

SPECIAL STUDENTS

Many students wish to prepare themselves to be music supervisors or departmental teachers of music but do not care to attend school long enough to graduate. These students will enter whatever classes they are qualified to do the work in. The department advises such students to get all of the professional and academic work that it is possible for them to get while they are getting the music work. It is possible for such students to get nearly all of the music work and a great deal of professional and academic work in four or five terms. This offers a fairly thorough preparation, but of course no diploma is given unless the entire course is finished.

Note 1.—Courses 1, 2 and 3 recommended for students wishing to prepare for positions as grade teachers in city schools under music supervision.

Note 2.—Students who enter to do special advanced work in music must satisfy the department (by examination) of their ability to carry the work above Music 1.

METHODS, OBSERVATION, AND PRACTICE

ERNEST L. WELBORN, Professor.

The work of this department is planned to give the student the basis for becoming a skilful and progressive teacher. This end is accomplished in part through a study of the aims and principles of education and the problems of teaching. In this part of the work the conception of education as training for social efficiency is given prominence and the principles of the psychology of learning are constantly applied in connection with the problems considered. A further element of the teacher's training consists in making application of his knowledge. Teacher-training is not exceptional in this respect. In the training courses for the leading professions the conclusion of the course consists of a certain amount of practical work. The teacher must be trained in habits of applying and using his knowledge, and courses in practice teaching are given to meet this need. Elsewhere in this bulletin will be found a description of the facilities of the Training School.

The courses offered are enumerated below. One course in methods and two in practice are required for graduation. It is recommended that students begin their professional work early enough in the course that the required courses in psychology may be completed before work in this department is begun, and also so that the work in this department may be begun three or four quarters before graduation.

Practice is not given in the summer quarter, and provision is made for substituting other courses for practice. In this connection special attention is called to the following restriction: During and after 1918-19 the privilege of substituting other work for practice will be restricted to students who are in attendance summer quarters only. All others will be required to do the regular work in practice and will not be permitted to defer the work until the summer quarter.

The value of the work in practice is such that all students who can arrange to do so are urged to do all or part of their senior work during the fall, winter, and spring quarters so that they may take the practice courses.

Courses

Observation.—For Classes A and B Observation in the Training School constitutes a part of the work, and the lessons

observed are discussed and used to illustrate the organization and teaching of the elementary school subjects as well other problems of teaching and problems of discipline and management. The student is required to study assigned readings in connection with the various topics discussed. In the summer quarter the time is given entirely to classroom work.

Each quarter.

Elementary School Methods.—Selected topics relating to such problems as the course of study, motivation and interest, the various types of teaching, class management, etc., are considered from the point of view of the work of the elementary grades. May be taken to meet the requirement in methods. Prerequisite: Required courses in psychology.

Fall, Spring, and Summer quarters.

High School Methods.—Topics similar to those in Elementary School Methods are considered from the point of view of the work of the high school. Special attention is given to the characteristics and needs of the child in the adolescent age. The intermediate or junior high school is also a special topic. May be taken to meet the requirement in methods. Prerequisite: Required courses in psychology.

Winter and Summer quarters.

Practice I.—This course deals with the lesson as a unit of organization and presentation and with the characteristics and problems of the various grades. The work is carried on through observation, actual teaching by the student, and discussions. Students registering for this course should arrange their programs so that they will have one other free period besides that assigned on the program for Practice I. The time from 3:30 to 4:20 is given to discussion when necessary on Mondays, Thursdays, and Fridays. Required for graduation. Prerequisite: Methods.

Practice II.—The aim is to give the student an opportunity, as far as practicable, to teach throughout the quarter the subject or subjects in which he is interested and especially prepared. As far as possible the student will be given the opportunity to perform, under kindly and helpful criticism, all the duties a teacher is called upon to perform in connection with the daily work of the school. An effort will be made to adapt the work to the special needs of the student.

Students who register for Practice II would do well to consult the programs of the Training School before enrolling for the quarter. This is particularly necessary in case of those who expect to do practice teaching in the high school. Such students should consult the proper teacher and adjust their programs to the conditions. Permission of the head of the department concerned is required for teaching any high school subject. Required for graduation.

School Organization and Management.—The topics of this course are selected to meet the practical needs of principals and teachers. Attention is devoted mainly to problems arising within the school, but some attention is given to the larger school units. This course may be substituted for practice during the summer quarter by those entitled to make such substitution, and it is open to others who wish to take it as an elective. Summer quarter.

EDUCATIONAL PSYCHOLOGY

RUDOLPH ACHER, Professor.

T. J. BREITWIESER, Assistant Professor.

CANDIS NELSON, Assistant Professor.

The chief aim of all the courses in educational psychology is to acquaint the student with the laws and principles of mental growth and development as they are revealed in the individual's effort to adjust himself to his surroundings. The human being is viewed as a psychophysical organism whose function in life is to bring about a superior adjustment to his varied, complex and changing environment. States of consciousness in their cognitive, affective, and volitional aspects have their genesis and *raison d'être* in this effort at adjustment. The pedagogical implications of this point of view are brought prominently to the attention of the student. In recent years psychology has vastly enlarged its fields of investigation, research and application. As differentiations of general and educational psychology we now have child psychology, comparative psychology, genetic psychology, abnormal psychology, social psychology, psychology of religion, vocational psychology, experimental pedagogy, the psychology of the unconscious, the psychology of the emotions, the psychology of the common school branches and the psychology of the high school subjects. Then there are the varied, complex and

technical intelligence tests, the standardization tests and finally the science of metal hygiene. Each of these differentiated psychological studies has its message for the teacher and so far as possible an attempt will be made to offer work in each of these fields at some time in the course of the year. Thus students wishing to major in psychology will find a wealth of material at hand.

1. **Psychology.**—The purpose of this course is to give a general survey of the subject of educational psychology. It deals with the nature of consciousness in its cognitive, affective, and volitional aspects. It considers sensation, perception, memory, imagination, the higher thought processes, affection, emotions, instinctive tendencies, habit formation, and the laws of learning with the view of discovering the principles which should govern educational practice. This work presupposes some knowledge of the special senses and neurology. The student who has not had this work is advised to take the work in "The Elements of Neurology" given by the Department of Physiology. This is not required but it would help greatly in mastering the work in psychology. Required.
Each quarter.

2. **Psychology.**—The work of this term deals with the higher thought processes, including conception, judgment, induction, deduction and reflective thinking. The aim is not only to explain the nature of scientific thinking but to emphasize the necessity of establishing the attitude and capacity for independent thinking by pointing out the factors which tend to interfere with scientific thinking. Prominent among these are our prejudices and emotions, submerged mental complexes, tendencies to imitate, the influence of fashion, custom and conventionality. Required. Prerequisite, Psychology 1.
Each quarter.

Note.—Psychology 1 and 2 are prerequisites for any additional work in psychology. The following work in psychology is all elective except in case of those students who wish to major in psychology. Such students will be required to complete the courses designated by the department.

3. **Psychology.**—The subject of child study should prove very valuable to all teachers. Special attention is given to the physical and mental characteristics of children at the vari-

ous levels of growth and development. The first six years of life are considered rather minutely for these years are coming to be regarded as very fundamental in determining the direction of later mental and moral development. The adolescent period is also given careful and detailed treatment, because of the wealth of new powers, tendencies and capacities for good or ill which manifest themselves at this time.

Each quarter.

4. **Psychology.**—The aim of this course is to take up the various intelligence tests but more especially the Stanford Revision of the Simon-Benet Tests. Practical demonstrations are given and the student is expected to master the technique in applying them. These tests have amply demonstrated their worth and if skillfully used they enable the teacher to locate a child's intellectual level in a period of half an hour, more accurately than a whole year's association could possibly do without their use.

Fall quarter.

5. **Psychology.**—This course is devoted to a study of the Standardization tests in reading, writing, arithmetic, grammar, spelling, geography and several of the high school subjects. While these tests have not all been standardized, they offer a fine field for investigation, and are a great stimulus to more efficient teaching. Skill in their application is sought in order that the teacher may have a means of testing her own work by an objective standard.

Winter quarter.

6. **Abnormal Psychology.**—The following topics are considered: the nature and mechanism of the mind as revealed by the investigations of the students of psychiatry and psychoanalysis, and the value of this knowledge to the teacher; the nature of sanity and insanity and the relativity of these terms; the hygienic aspects of all mental experiences, especially the early childhood experiences which frequently terminate in submerged mental complexes that color much of later life by creating prejudices, dislikes, fears, lapses of memory, etc.

Fall quarter.

7. **Social Psychology.**—This subject emphasizes the social aspects of consciousness, with the view of correcting the bias which the student is likely to get by the study of individual psychology. Man is essentially a social being and cannot be fully understood except as he is viewed from the point of view

of being a member of a group. The main topics dealt with are suggestibility, the mob spirit, fashion custom, conventionality, rational imitation and the attitude of openmindedness.

Winter quarter.

8. **Psychology of Religion.**—An attempt is made to apply scientific principles to the study of religious phenomena. A general summary of the vast number of researches touching various aspects of this great subject is made and the student is encouraged to read broadly on the subject. A sympathetic approach to the subject is fostered and the scientific and religious points of view are harmonized as far as possible.

Spring quarter.

9. **Experimental Education.**—An attempt will be made to offer a series of experiments that will supplement the work given in the general psychology courses with special stress upon the application to life and the school. The experiments will include: memory measurements, methods of memorizing, memory of a series, fidelity of report, imagination and intelligence, reaction time, discrimination time, recognition time, judgment time, free and controlled association, alteration fluctuations, affective consciousness, sensations, positive and negative after-images, color areas of the retina, visual and auditory acuity.

10. **Experimental Education.**—The aim of this course is to direct the student along some definite problem, showing him how simple experiments may give desirable and valuable information about every day phenomena. One of the special topics is fatigue. The experiments under this topic are measurements of fatigue, the fatigue cure, influences of various factors, as age, sex, intelligence, the seasons, time of day, days of the week, habit, interest, change of work, body position, alcohol, the influence of physical work on mental fatigue, rest, when to rest, how to rest, length of rest, sleep. If time permits, other topics such as the learning process, transfer of training and individual differences will be the subject for further experimentation.

11. **Psychology of the Common and High School Subjects.**—In this course the laws and principles of psychology are applied directly to each of the school subjects with the view of discovering the best means of approach and mastery

of these various branches of study. This application of psychology to teaching is very necessary if psychology is to function in its maximum capacity in daily work of the school room.

12. **Vocational Psychology.**—There is no question that is more universally and feverishly pressed home to the student of psychology, these days, than the question as to whether there is any scientific means of determining the vocational aptitudes of young people. In this course the above question is answered and the data that have been gathered in an effort to solve the problem are systematized and evaluated.

ROMANCE LANGUAGES AND LITERATURE

HARRY VINCENT WANN, Professor.

ROSE MARIAN COX, Assistant Professor.

Students interested in the study of languages will find it to their advantage to elect two languages in the same year: no student, however, should *begin* two languages in the same year. It is advisable for students intending to teach French or Spanish to consult with the Head of the Department as soon as possible. Only those with marked linguistic ability, and who have been more than usually successful in their work, will be encouraged to pursue the study with a view to teaching French or Spanish.

Students having had a year of High School French or Spanish should elect course 2; those having had two years in High School should elect course 4. Courses 1-7 or their equivalent are prerequisite to all others.

During the year 1918-1919, the following courses will be offered:

French

1. **For Beginners.**—Fraser and Squair's Grammar. Careful training in pronunciation, and study of the elementary principles of grammar. Each quarter.

2. **Continuation of Grammar Study.**—Oral work and easy reading. Open to those who have completed Course 1, or a year in High School French. Each quarter.

3. **Irregular Verbs, Grammar Review, Simple Composition Work and Conversation.**—In this course easy stories and plays will be read, such as Daudet's tales, Labiche and Martin's La

Poudre aux Yeux, or *Le Voyage de M. Perrichon*. Open to those who have completed Course 2 or its equivalent.

Each quarter.

4-6. **Second Year French.** Modern prose and plays, with practice in speaking and writing. Hugo's *Les Misérables*, Bazin's *Les Oberlé*, Daudet's *Tartarin de Tarascon*, and Sardou's *Les Pattes de Mouche*, a play by Scribe, and others as time and the ability of the class permit. Composition once a week.

Each quarter.

7. **Introduction to French Literature.**—Representative authors of various periods. Collateral reading. Spring term.

Spanish

1. **For Beginners.**—Grammar and easy reading with practice in speaking. Fall and Summer.

2. **Continuation of Course 1.** Winter.

3. **Grammar Review, and Reading of Easy Spanish Prose,** such as Padre Isal's *Gil Blas de Santillana*, or Valera's *El Pájaro Verde*. Prose composition and abundant drill in conversation. Spring.

4-6. **Second Year Spanish.**—Reading of representative works of modern prose writers such as Galdos, Echegaray, Valdés, Pereda, Valera and Alarcón. Composition and conversation.

Course 4—Winter and Summer.

Course 5—Spring.

Course 6—Summer.

In addition to the above courses there will be offered, as rapidly as the needs of the student body require them, more advanced courses, among which will be:

French

Advanced Composition; French Drama: Corneille, Racine, Molière, Lesage, Marivaux, Voltaire, Beaumarchais, Sedaine, Scribe, Dumas, Rostand, Brieux. French Fiction: Lesage, Voltaire, Rousseau, Chateaubriand, Hugo, Sand, Balzac, Dumas père, Musset, Maupassant, Mérimée, Daudet, Flaubert, Zola, Loti. Poetry of the Nineteenth Century.

General Survey of French Literature from its origins to the present time, by periods. Historical French Grammar. Special Courses in Conversational French. Teachers' Course.

Spanish

The Don Quixote, and the Golden Age of Spanish Literature. Spanish Drama of the Seventeenth Century. Spanish American Literature. Practical courses in Composition, Business Spanish, and Conversation. Teachers' Course.

GRADUATING CLASS OF 1918 OF THE INDIANA STATE NORMAL SCHOOL

COLLEGE COURSE WITH DEGREE OF BACHELOR OF ARTS

Blankenship, Ruth
Burk, Inez
Byers, Edward
Carroll, L. Grace
Connelly, Katherine
Davis, Ward B.
Dwyer, Frances
Fitzgerald, Louise
French, Adelyn
Gripenstroh, Louise
Happell, Martha Julia
Hines, Arthur
Hollingsworth, Leah Ward
Jett, Marguerite
Jones, Mabel P.
Kern, Mae
Kautz, Maude
Kinneman, Frankie
Laughlin, Lester

Macy, Carlos B.
Maxam, Corliss R.
Miller, Earl
Moench, Ethel
Morphet, Edgar
Muchmore, Joy
Newton, William
Nicholas, Mrs. Ella Burke
Schaefer, Rachel M.
Shoemaker, Ervin C.
Snyder, Ruth B.
Strasburger, Clara
Shirley, Lois Jane
Taylor, Lee M.
TenBrook, Ethel
Wellman, Howard
Workman, Maude
Wright, Nina

NORMAL COURSES

Abbott, May
Alexander, DeWitt
Allen, Susie
Allen, Viola Evelyn
Anderson, Eva
Arend, Luther J.
Arvin, Thomas E.
Baylor, Alvin D.
Birlingmeir, Henrietta
Bond, Mabel E.
Burke, Mary C.
Bourn, Ruth
Branham, Ada
Bray, Ethel
Brettell, Frances
Brooking, Rollie M.
Brown, Vera
Chunn, Daphne
Clearwater, Mabel
Derby, Jeanette
Dillon, Edith

Dinkel, Gertrude
Dishinger, A. T.
Donaldson, Mamie Ruth Lee
Doyle, Harry M.
Duke, Iona A.
Eddelman, Rachel
Edwards, Opal
Ellis, Mrs. Armentra
Ellis, Mabel E.
Elvin, Ruth
Enlow, Grace
Everdon, Victor B.
France, Otto C.
Gass, Grace
Gayler, Dona
Gordon, James S.
Greenwood, Anita
Greenwood, Vernon
Goyer, Lena M.
Grove, Frank
Hall, Lunsford E.

Harter, Marian
Haynes, Ruth
Hays, Hugh
Hesler, Velma
Hines, Katherine
Hollenbach, Henry
Hudson, Burgess D.
Hunt, Lee
Irons, Ralph
Jacobs, Maria
Jewell, Andrew
Jones, Frankie
Kearns, Grace
Kelso, Cecil C.
Keith, Ruth
Kerr, George L.
Lakin, Genevieve
Lamb, Alla B.
Lamb, Zoe
Leeka, Columbus O.
Lind, David G.
Logsdon, Mrs. Lula F.
Lotze, Amanda
Madden, Irene
Mason, Metta
Maynard, Lula
McComb, Gertrude
Morgan, Edith M.
Moore, Gladys
Myers, Verna Grace
Neill, Hazel
Newlin, Norma Martha
O'Donaghue, Maggie

O'Leary, Helen
Oliphant, Helen
Ossenberg, Florence
Page, Lettie
Perry, Edna
Phillips, Alice
Probst, Idella
Rector, Margaret
Reuter, George J.
Reynerson, Junia
Rhoades, Flossie
Ross, Audria M.
Salmon, Flossie
Scott, Frances
Sears, S. P.
Simpson, Ethel
Singhurse, Carrie E.
Skinner, Walter Lindsay
Silas, Smith
Stegner, Virgil
Talbert, Henrietta
Taylor, Nellie
Tormohlen, Thelma
Tower, C. D.
Turner, Belle
Veach, Eva
VonTress, Hattie Dixie
Weddle, Ruth C.
Welsheimer, Edythe
Williams, Margaret
Wilson, Gertie Glen
Winders, Harland E.

YEAR.	ENROLLMENT.						Average Term Enrollment.	Whole 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 ^a				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
1916-17.....	847	888	1,207			1,377	1,080	2,569
1917-18.....	591	681	659	439		953	665	1,539

Total number of different students since organization of school, 51,456.