

1920

## Catalog, 1920-1921

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INDIANA  
**State Normal School**

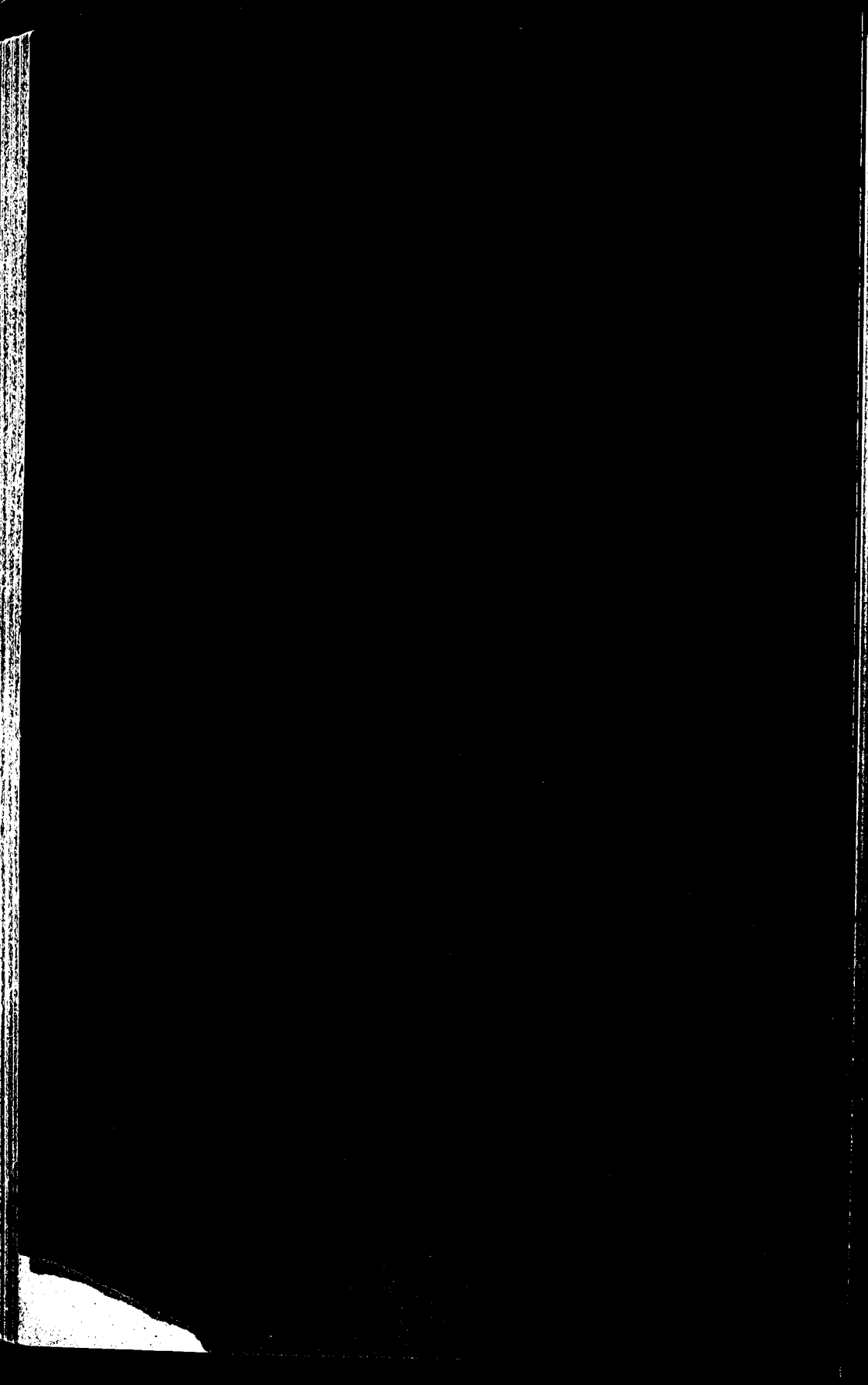
SEPTEMBER, 1920

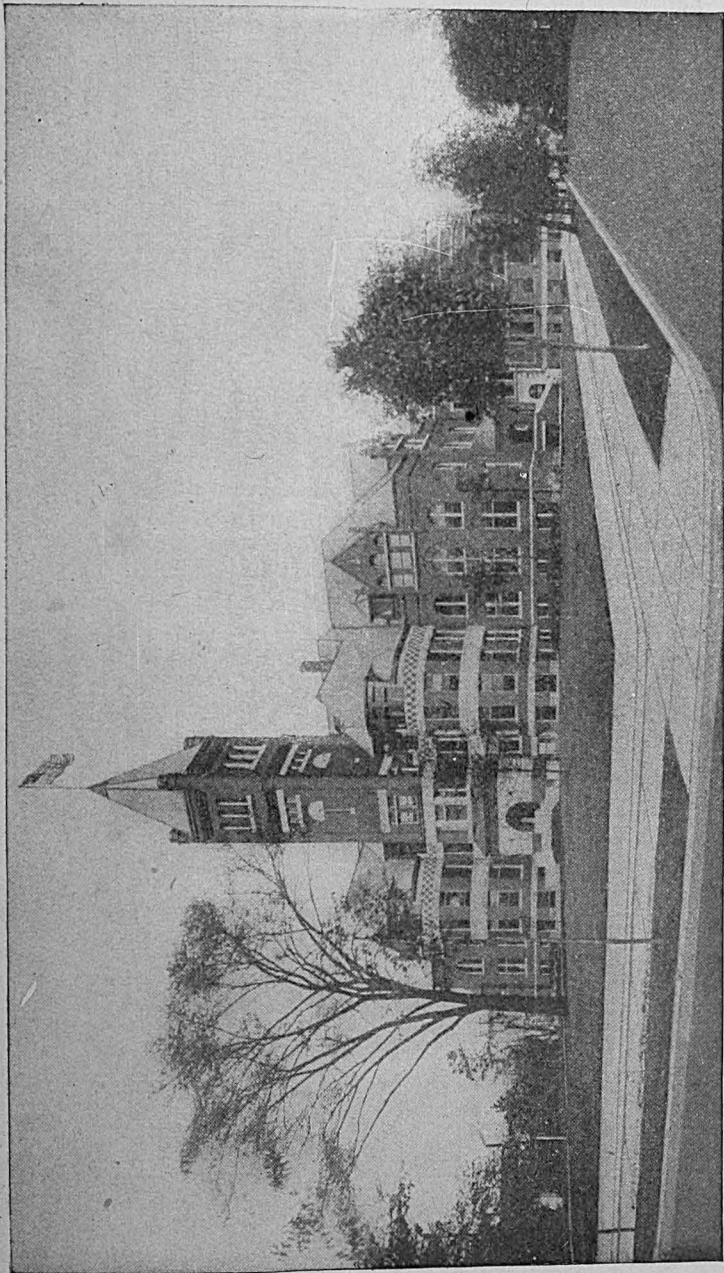
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1920--1921

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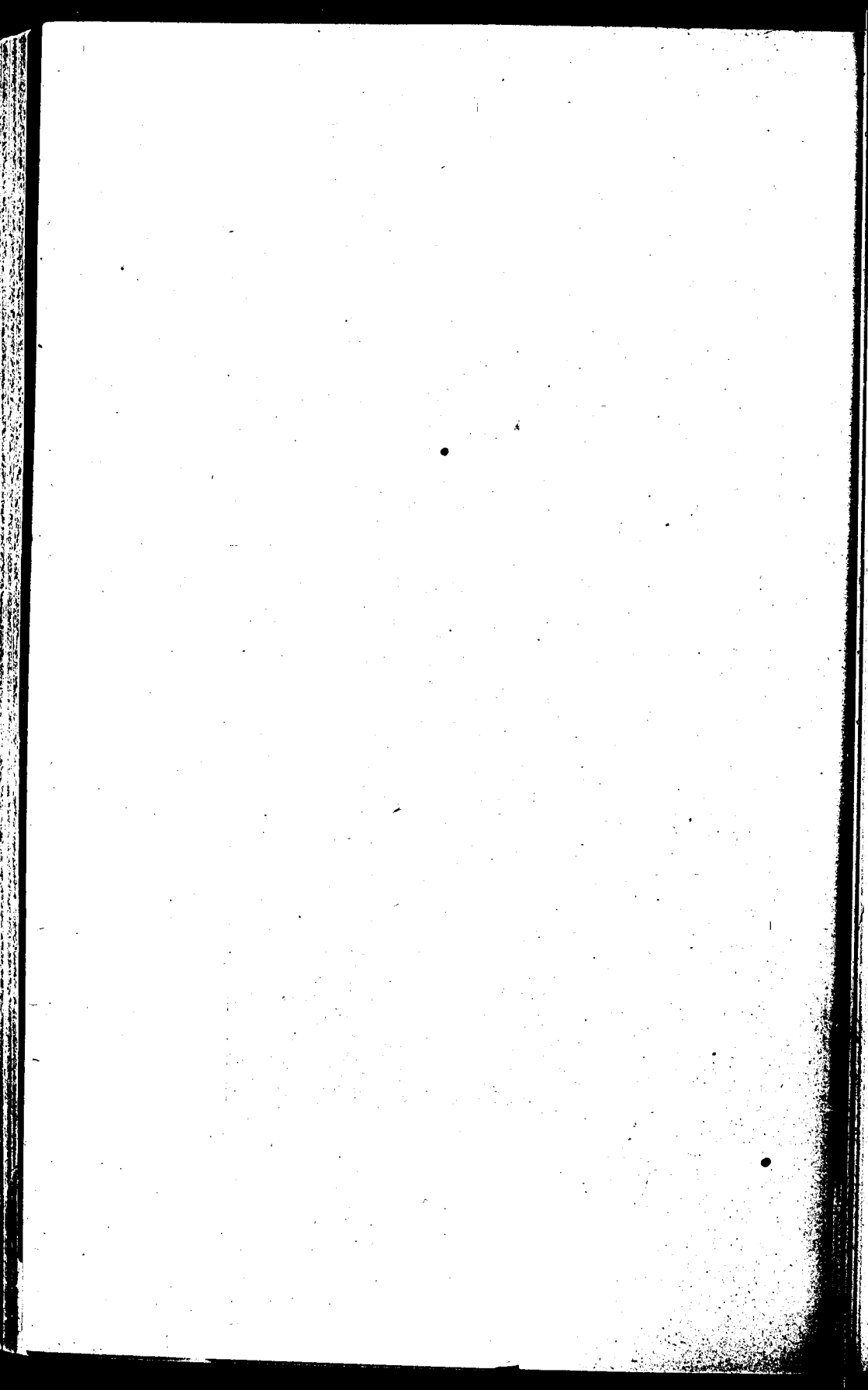
INDIANA STATE NORMAL SCHOOL  
TERRE HAUTE, INDIANA

EASTERN DIVISION  
MUNCIE, INDIANA





INDIANA STATE NORMAL SCHOOL  
MAIN BUILDING  
TERRE HAUTE, INDIANA



# CALENDAR

1920-1921

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## FALL QUARTER

Registration, Monday, October 4, 1920.  
Class work begins Tuesday, 8:00 A. M., October 5.  
Quarter ends Friday, December 24.

## WINTER QUARTER.

Registration, Monday, January 3, 1921.  
Class work begins Tuesday, 8:00 A. M., January 4.  
Quarter ends Friday, March 25, 1921.

## SPRING QUARTER

Registration, Monday, March 28, 1921.  
Class work begins Tuesday, 8:00 A. M., March 29.  
Annual Commencement, Friday, 9:30 A. M., June 17.

## SUMMER QUARTER

Registration, Monday, June 20, 1921.  
Class work begins Tuesday, 7:00 A. M., June 21.  
Quarter ends Friday, September 2, 1921.



# BOARD OF TRUSTEES

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## OFFICERS

SANFORD M. KELTNER.....President  
WM. C. BALL.....Secretary  
JOHN T. BEASLEY.....Treasurer

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## MEMBERS

SANFORD M. KELTNER.....Anderson  
Term expires 1922  
FRANK C. BALL.....Muncie  
Term expires 1922  
WILLIAM C. BALL.....Terre Haute  
Term expires 1924  
LINEAS N. HINES.....Indianapolis  
Term expires 1922  
CHARLES E. COFFIN.....Indianapolis  
Term expires 1924





# STANDING COMMITTEES

Terre Haute

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ADVISORY AND REGISTRATION COMMITTEE ON COLLEGE COURSE—Professors Bogardus, Rettger, Higgins and Schockel. Room B 3.

ADVISORY COMMITTEE OF NORMAL COURSE—Professors Curry, Kelso and Acher. Room B 12.

REGISTRATION AND ADVISORY COMMITTEE OF VOCATIONAL COURSES—Professors Cox, Rhyan and Laubach.

REGISTRATION COMMITTEE OF NORMAL COURSES—New Students—Professors Welborn, Turman, Miller, Young and Luehring. Room B 33.

REGISTRATION COMMITTEE OF NORMAL COURSES—Returning Students—Professors Wann, Roll, McBeth, Irons and Weng. Rooms C4 and C 8.

COMMITTEE ON GRADUATION—Professors Cox, Curry and Bogardus.

COMMITTEE ON PUBLICATION AND PRINTING—Professors Rettger, Wisely, and Welborn.

STUDENT WELFARE—(Women) Professor Rose M. Cox and Dean Schweitzer.

STUDENT WELFARE—(Men) Professors Acher, Dean and Bayh.

SOCIAL AFFAIRS—Professor Kelso, Deans Schweitzer and Bayh, and Professors Moran and Rhyan.

APPOINTMENT—President Parsons, *ex officio*, and Professors Stalker, Rettger, Wisely, Kelso, Laubach, Crawford and Welborn.

LIBRARY—Professors Cunningham, Curry and Mutterer.

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 Bayh.

CONDITIONED ENGLISH—Professors Bacon, Wisely and Curry.

LECTURE COURSE—Professors Stalker, Curry and Bogardus.

ATHLETICS—Professors Gillum, Bayh and Luehring.

ADVISORY COMMITTEE Y. W. AND Y. M. C. A.—Professor McBeth and Dean Schweitzer.

STUDENT RECORDS—Professor Stalker, Moran and Higgins.

AUDITING—Professors Cunningham, Kelso and Young.

# FACULTY

Terre Haute

- ✓ WILLIAM WOOD PARSONS, President and Professor of Philosophy of Education, 1444 S. Center St.
- ✓ ULYSSES ORANGE COX, Dean of the Faculty, Professor of Zoology, Botany and Agriculture, Youngstown, Indiana
- ✓ 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, 1347 N. Tenth St.
- ✓ OSCAR LYNN KELSO, Professor of Mathematics, 700 S. Fifth St.
- ✓ WILLIAM ALLEN MCBETH, Assistant Professor of Geography and Geology, 1905 N. Eighth St.
- ✓ FRANK RAWDEN HIGGINS, Assistant Professor of Mathematics, 1719 N. Ninth St.
- ✓ ROSE MARIAN COX, Assistant Professor of Romance Languages, Filbeck Hotel.
- ✓ FREDERICK GILBERT MUTTERER, Assistant Professor of Latin, 1303 S. Center St.
- ✓ FREDERICK HENRY WENG, Professor of Latin, 816 Third Ave.
- ✓ FRANK SMITH BOGARDUS, Professor of History and Economics, 2312 N. Tenth St.
- ✓ EDWIN MORRIS BRUCE, Professor of Chemistry, 2401 N. Ninth St.
- ✓ MERIT LEES LAUBACH, Professor of Industrial Arts, 2423 S. Seventh St.
- ✓ CHARLES BALDWIN BACON, Professor of Public Speaking and Reading, Edgewood Grove.
- ✓ CHARLOTTE BERTHA SCHWEITZER, Dean of Women, 1508 S. Eighth St.
- ✓ IVAH RHYAN, Professor of Domestic Economy, 2206 E. 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.
- ✓ 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, 722 S. Sixth St.

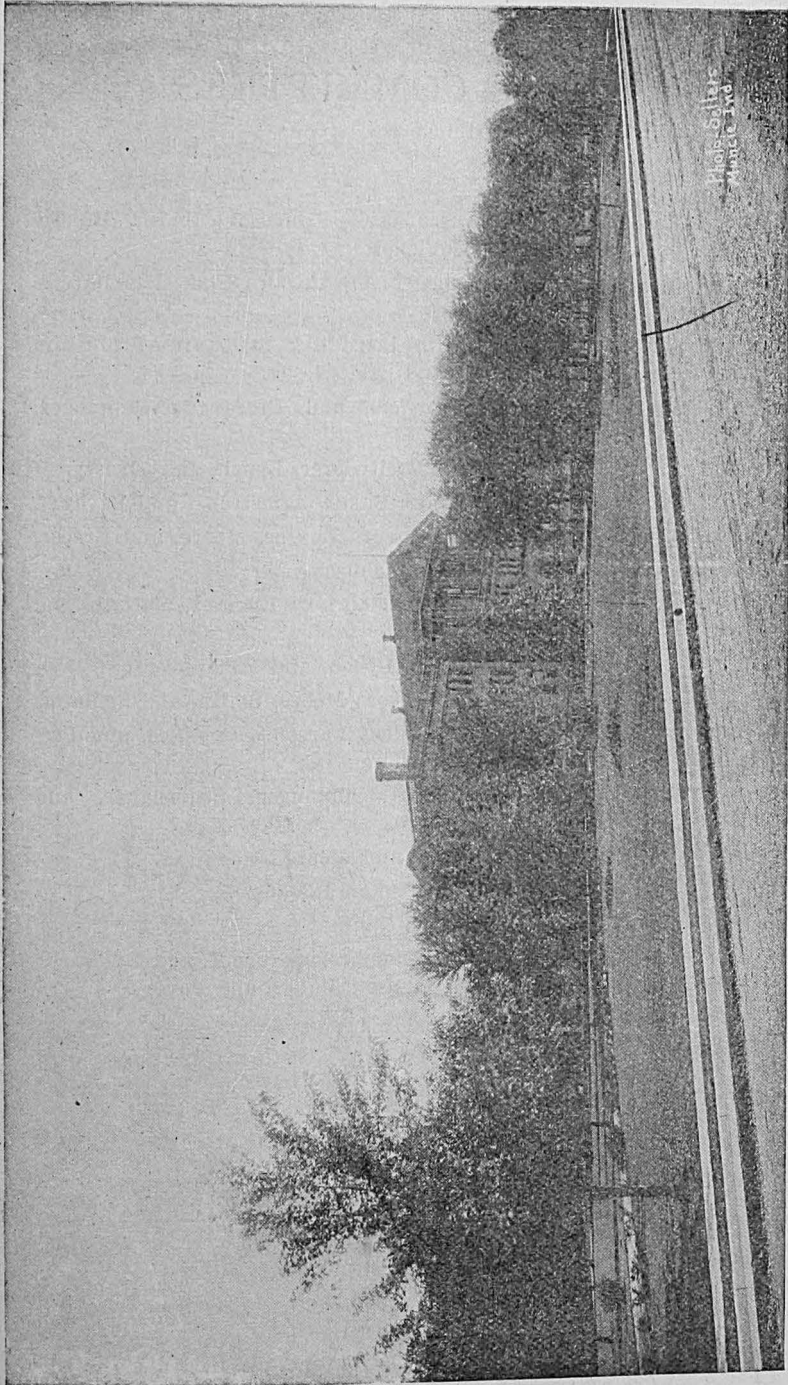
- ✓ ERNEST L. WELBORN, Professor of Observation, Methods and Practice,  
1405 S. Eighth St.
- ✓ RUDOLPH ACHER, Professor of Educational Psychology, 2301 College Ave.
- ✓ BIRCH BAYH, Professor of Physical Training. (Men) and Dean of Men,  
731 S. Seventh St.
- ✓ HARRY VINCENT WANN, Professor of Romance Languages,  
1608 S. Fourth St.
- ✓ SHEPHERD YOUNG, Professor of Commerce, 220 Gilbert Ave.
- ✓ GRACE L. WILLITS, Assistant Professor Domestic Economy,  
1430 S. Center St.
- ✓ ETHEL LEE PARKER, Assistant Professor Domestic Economy,  
1637 S. Fifth St.
- ✓ FRED DONAGHY, Assistant Professor of Zoology, Botany and Agriculture,  
64 Great Northern.
- ✓ LILLIAN SANGER, Physical Director (Women), 1600 S. Center St.
- ✓ ALBERT L. CRANE, Assistant Professor of Educational Psychology,  
528 S. Center St.
- ✓ TELULAH ROBINSON, Acting Head of Methods, Observation, and Practice,  
Cloverland.
- ✓ ELIZABETH ROSE, Assistant Dean and Matron Student Building,  
Student Building
- ✓ ELIZABETH CRAWFORD, Principal and Teacher of English, Training School,  
1532 S. Center St.
- ✓ MINNIE WEYL, Teacher of History, Training School, 1005 S. Eighth St.
- ✓ HOWARD W. BRYN, Teacher of Latin, Training School, 673 Sixth Ave.
- ✓ DOYNE KOONCE, General Teacher, Training School, 2400 N. Tenth St.
- ✓ HARRIET JOSLIN, Teacher of Domestic Economy, Training School,  
663 Chestnut 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.
- ✓ LEETA S. GUERNSEY, Teacher of French, 444 N. Sixth St.
- ✓ WALTER O. SHRINER, Teacher of Mathematics, Training School,  
418 N. Center St.
- ✓ FLORISE HUNSUCKER, Teacher of Seventh and Eighth Grades, Training  
School, 637 S. Eighth St.
- ✓ MAY ABBOTT, Grades Five and Six, Training School, 1208 N. Fourth St.
- ✓ N. O. BRADEN, Teacher of Science, Training School, 624 Sycamore St.
- ✓ EVA M. DAVIS, Grades Three and Four, Training School,  
1217 S. Seventh St.
- ✓ JOY MUCHMORE, Grades One and Two, Training School, 1204 N. Fourth St.
- ✓ ELIZABETH DENEHIE, Teacher Training School, 1448 Fifth Ave.
- ✓ ANNE CLARE KEATING, Assistant Librarian, 2001 S. Seventh St.
- ✓ EDNA BROWN, Assistant Librarian, 653½ Chestnut St.
- ✓ E. RUTH JONES, Assistant Librarian, 411 Osborn St.
- ✓ RUTH ADAMSON, Assistant Librarian, 1008 S. Sixth St.

## OFFICE FORCE

CYRIL C. CONNELLY, Bookkeeper and Registrar, 128 S. Eighth St.  
 EMMA AGNES SMITH, Secretary to the President, 634 Oak St.  
 LAURA J. BARKER, Assistant Bookkeeper and Registrar, 446 N. Fifth St.  
 JOSABEL FERGUSON, Assistant Bookkeeper and Registrar, 640 Barbour Ave.  
 MERIT L. LAUBACH, Superintendent of Buildings and Grounds.

## ASSISTANTS.

J. JOSEPH MAHONEY, Laboratory Assistant, Physics.  
 EDWIN BOOTS, Laboratory Assistant, Physiology.  
 MRS. PAULINA JAMES, Assistant in English.  
 FAIRIE PHILLIPS, Laboratory Assistant, Chemistry.  
 SILVIN WEAVER, Laboratory Assistant, Industrial Arts.  
 LABAN FISHER, Laboratory Assistant in Zoology, Botany, and Agriculture.  
 WILL T. CHAMBERS, Laboratory Assistant, Geography and Geology.  
 HOVEY SKELTON, Laboratory Assistant in Psychology.  
 FRANK GLENN, Assistant in Physical Education.



INDIANA STATE NORMAL SCHOOL, EASTERN DIVISION  
MAIN BUILDING AND CAMPUS  
MUNCIE, INDIANA

# STANDING COMMITTEES

Muncie

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- ADVISORY AND REGISTRATION NEW STUDENTS—Professors Smith, Breeze, Schlater, Rhoads, Gantz and McVicker.
- ADVISORY AND REGISTRATION OLD STUDENTS—Professors Sink, Humphreys, Christy and Studebaker.
- ADVANCED STANDING AND SPECIAL AND IRREGULAR STUDENTS—Professors Lynch, Baxter, Rhoads, Christy and Breitwieser.
- DISCIPLINE—President Parsons, *ex officio*, and Professors Clippinger, Breitwieser, Sink, and Baker.
- STUDENT WELFARE—(Men) Professors Breitwieser, Lynch, and Christy.
- STUDENT WELFARE—(Women) Professors Baker, Armstrong, and Pavey.
- GRADUATION AND COMMENCEMENT—Professors Baxter, Moore, and Breeze.
- ATHLETICS—Professors Sink, Baker, and Johnson.
- STUDENT EMPLOYMENT—Professors Studebaker, Breitwieser, Christy, and Nugent.
- LECTURE COURSE—Professors Clippinger, Lynch, and Humphreys.
- ADVISORY Y. M. AND Y. W. C. A.—Professors Moore, Smith, and Schlater.
- RECOMMENDATIONS FOR POSITIONS—President Parsons, *ex officio*, and Professors Baxter, Moore, and Breitwieser.
- PUBLICATION AND PRINTING—Professors Clippinger, Studebaker, and Schlater.
- LIBRARY—Professors Armstrong, Lynch, and Moore.
- AUDITING—Professors Studebaker, Gantz, and Rhoads.
- STUDENT RECORDS—Professors Breeze and Gantz.
- SOCIAL AFFAIRS—Professors Johnson, Humphreys, Nugent, and Baker.
- STUDENT HEALTH—Professors Gantz, Johnson, Baker, and Pavey.

# FACULTY

Eastern Division, Muncie, Indiana

- WILLIAM WOOD PARSONS, President and Professor of Philosophy of Education.
- THOMAS J. BREITWIESER, Dean and Professor of Psychology and History of Education, 217 N. College
- BENJAMIN FRANKLIN MOORE, Professor of Observation, Methods and Practice, 319 W. Adams St.
- ERLE ELSWORTH CLIPPINGER, Professor of English, 719 W. Charles St.
- \*WILLIAM ORLANDO LYNCH, Professor of History, Yorktown
- FREDERICK JOHN BREEZE, Professor of Geography and Geology, 205 Wheeling Ave.
- ORVILLE ERNEST SINK, Professor of Industrial Arts and Physical Education, 315 N. Calvert Ave.
- VILETTA ELLEN BAKER, Professor of Latin and Acting Dean of Women, 501 N. Calvert Ave.
- JAMES HARVEY BAXTER, Professor of Mathematics, 2003 University Ave.
- J. HOWARD JOHNSTON, Professor of Physics and Chemistry, 719 W. Charles St.
- OTTO B. CHRISTY, Professor of Botany and Agricultural, 518 W. North St.
- HAZEL EMILY ARMSTRONG, Librarian, 220 N. Elm St.
- NINA BLANCHE SMITH, Professor of Home Economics, 608 E. Main St.
- JOHN WESLEY RHOADS, Professor of Drawing and Writing, 109 S. Talley Ave.
- MARK EARL STUDEBAKER, Professor of Commerce, 825 W. North St.
- GENEVA NUGENT, Assistant Professor of Home Economics, Forest Hall.
- EDITH LOUISE SCHLATER, Professor of Romance Languages, Anderson, Ind.
- MARY CHRISTINE PAVEY, Assistant Professor of English, 401 W. Howard St.
- RICHARD ALONZO GANTZ, Professor of Physiology and Zoology, 411 N. Talley Ave.
- BESSIE MARIE MCVICKER, Assistant Professor of Romance Languages, 108 Plaza Apts.
- VERNE ESTELLA HUMPHREYS, Professor of Music, 1312 E. Main St.
- KATHRYN TORRENCE, Acting Professor of French, Summer 1920.
- ADOLPH HENRY BERNARD, Acting Professor of Physics and Chemistry, Summer 1920.
- JENNIE A. KING, Grades Seven and Eight, Training School, Celia and Gilbert Sts.
- INEZ THOMPSON, Grades Five and Six, Training School, 2125 W. Main St.
- GRACE D. LOWE, Grades Three and Four, Training School, 316 W. Washington St.
- FLORENCE L. HALL, Grades One and Two, Training School, 703 Beechwood Ave.
- GABNET TRULLENDER, Registrar, 209 Wheeling Ave.
- ORVILLE E. SINK, Superintendent of Buildings and Grounds.

\*Absent on leave until June, 1921.



## LABORATORY ASSISTANTS

ALICE BEEBE, Psychology and History of Education.  
DORTHA EDITH WILLIAMS, Chemistry and Physics.  
HAROLD E. BROWN, Manual Training.  
JESSE M. SNIDER, Botany and Agriculture.  
CLIFFORD OSBUN, Physiology and Zoology.  
LORA M. BAKER, Geography and Geology.

## INSTRUCTORS, SUMMER 1920

CHARLES B. REDICK, English.  
WILLIAM F. NEEL, Class Room Management and Geography.  
ROGER M. THOMPSON, Psychology.  
TRUMAN B. CALVERT, Mathematics and History of Education.

# INDIANA STATE NORMAL SCHOOL

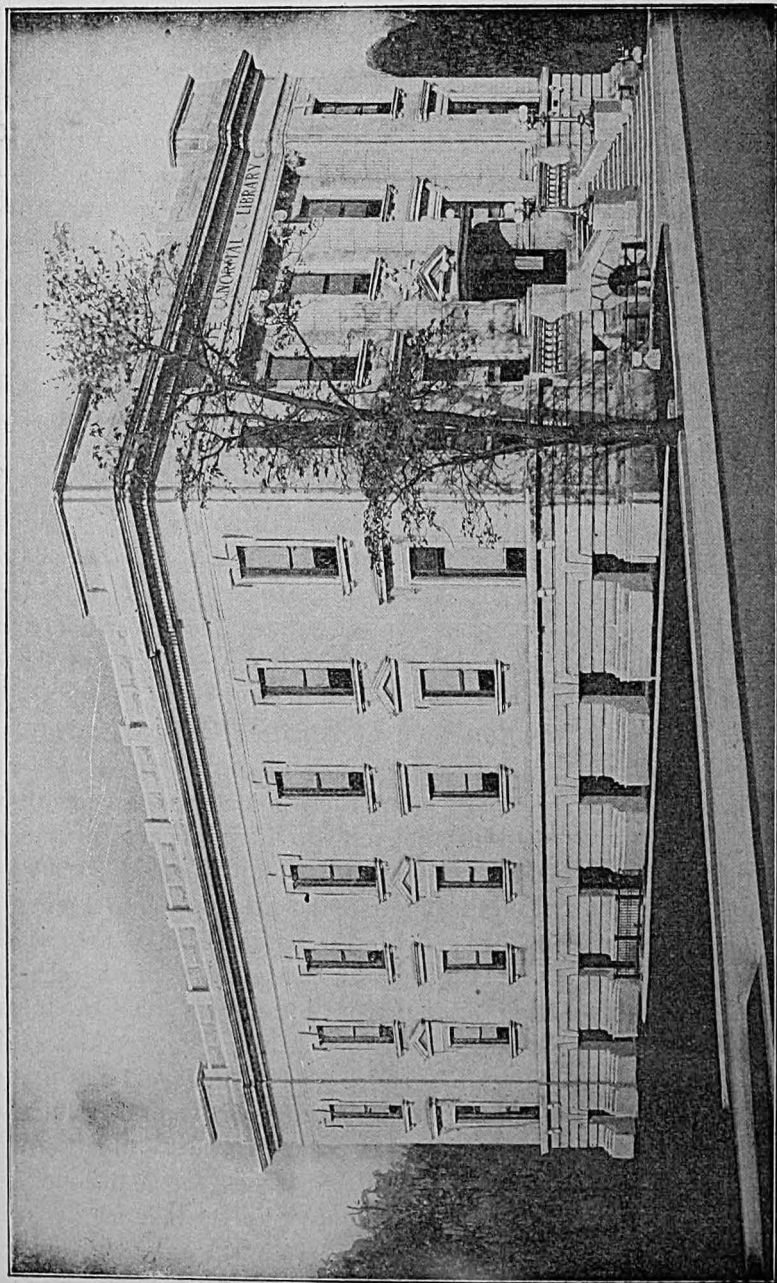
Terre Haute

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**HISTORICAL.**—The Indiana State Normal School was created by an act of the General Assembly 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. This act provided that the institution should be located 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 offered to give a tract of land near the heart of the city and \$50,000 in cash, and agreed further to maintain forever one-half the necessary expense of keeping the buildings and grounds in repair. This liberal offer was accepted and the school was located here.

The Normal School opened its doors for the instruction of students on January 6, 1870, with twenty-three students present on the opening day. From this meager enrollment, the school has grown steadily. During the year 1919-1920, 1,623 different students were enrolled. Since the school was organized, 55,000 different students have been in attendance and 3,250 have graduated.

**EQUIPMENT.**—On the forenoon of April 9, 1888, the original building and its contents were almost totally destroyed by fire, and the library, the furniture, and the apparatus—the accumulation of eighteen years—were consumed. Terre Haute provided temporary quarters for the school, and promptly gave \$50,000 in cash with which to begin the work of rebuilding. The General Assembly appropriated \$100,000 for the completion of the building, now known as Main Hall. With the growth of the school new buildings have been added from time to time. A large modern training school was built on Mulberry Street. This school maintains all the eight grades and a four years commissioned high school, and has every advantage for carrying on the work of practice teaching. A few years later, what is now known as North Hall was constructed, and contained for a number of years the rapidly growing library and some of the science departments. In 1910 the school dedicated its magnificent new library on Eagle Street, which is to be the permanent home of the library now numbering over 80,000 volumes. With the growing



THE LIBRARY  
TERRE HAUTE

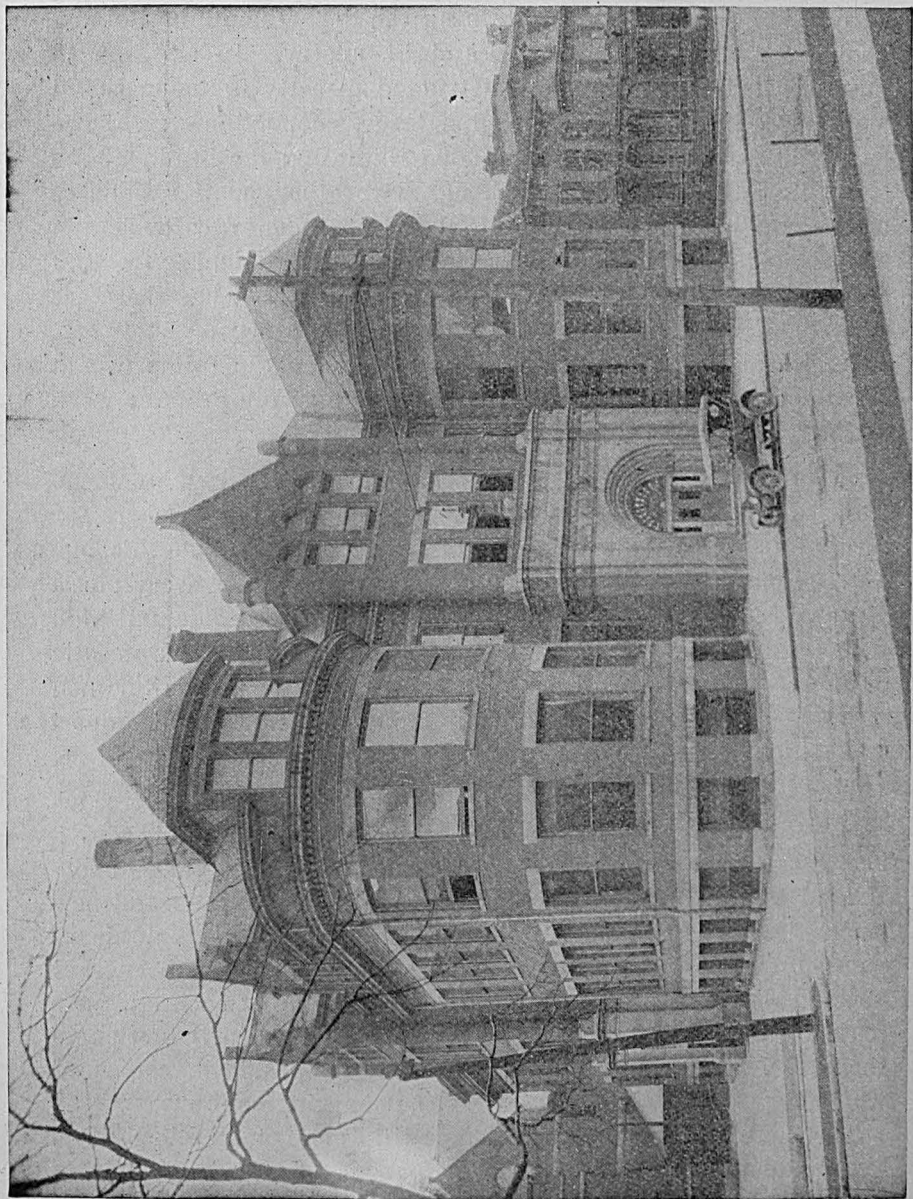
importance of the vocational work in the schools, a large modern building was erected, thoroughly equipped throughout to carry forward the work in the Industrial Arts. In 1917 the new science hall was completed, now containing the departments of Botany, Zoology, Agriculture, Physics, and Chemistry. In addition to these seven large buildings constructed directly for educational work, the school has remodeled a large, commodious residence on Eagle Street serving as a student building, the headquarters for all social affairs of the school. Two other small residences near the school have been refitted for a students' cafeteria, in which good, nourishing food is furnished the students at actual cost. From the single original building the school has therefore grown until it now uses nine buildings to carry on its work. In addition to these buildings the school has the full use of a rural school about four miles east of the city for practice work in the training of teachers for rural schools.

**FACULTY.**—The faculty, numbering over fifty regular members, is chosen for the express purpose of training teachers for the public schools and directs its entire energy upon this one thing alone. Twenty-two different departments offer every phase of work required in the public schools, including grade and high school subjects, professional courses, Industrial Arts, Domestic Economy, and Agriculture. Well equipped gymnasiums for men and women and convenient athletic grounds, furnish ample opportunity for training in every phase of physical culture.

**THE LIBRARY.**—The students of the school have full and free access to a library of more than 80,000 volumes, thoroughly classified, catalogued and housed in one of the most beautiful and convenient buildings in the state of Indiana. Several thousand new books are yearly added to the collection, besides hundreds of pamphlets, and the school also subscribes to some 350 current periodicals. The new students at the beginning of each term are instructed in the use of the books. As a further introduction to their use, a special "Library Circular" is provided, copies of which may be had upon request at the charging counter.

The Library is open from 7:30 a.m. till 5:00 p.m. on school days, except during the noon hour, and on Saturday mornings from 9:00 till 12:00 o'clock.

**TRAINING SCHOOLS.**—The State Normal School maintains a complete system of training schools, including the eight grades



TRAINING SCHOOL  
TERRE HAUTE



STUDENT BUILDING  
TERRE HAUTE

and high school in the city, and a typical rural school in connection with the township school in the country. All these schools are in charge of skillful, professionally trained teachers.

**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 may 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 to supervise the building during all open hours.

**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 150 students at one time. Three meals are served per day.

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

**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 three thousand dollars. Small sums at a low rate of interest are under certain conditions available to members of the senior class.

**THE JAMES MCGREGOR STUDENT ENDOWMENT FUND.**—James McGregor, of Terre Haute, passed away about three years ago, leaving a will which creates the "James McGregor Student Endowment Fund." This fund consists of \$100,000, "the net income, earnings and profits of which are to be used and applied by the Trustee for and upon the tuition, board and support of worthy young men and women who shall themselves be without sufficient means and who shall desire to acquire such education and training as may be furnished by permanently established non-religious, non-sectarian educational institutions located and maintained in Vigo County, Indiana, wherein and whereat are taught the various branches of learning of a higher grade than those taught in the public common schools."

The proceeds of this fund will be divided equally between Rose Polytechnic Institute and the Indiana State Normal School at Terre Haute. It is estimated that the fund will yield annually about \$2,500 to each of the institutions. It is probable that the State Normal School will establish two or three grades of scholarships for the classes of students named in the will and that these will be available in the very near future. Applicants for these scholarships must be graduates of high schools and must present recommendations from high school principals or superintendents certifying to their graduation, their ability and promise and that they are unable to meet the customary expenses of a college education.

Further announcement regarding the eligibility of applicants will be made later.

**APPOINTMENT COMMITTEE.**—This Committee recommends to school authorities who are seeking to fill vacancies, properly qualified candidates selected from present or former students. Recommendations are made only upon the request of the authorities concerned. The Committee seeks to serve, without charge to either, the interests of both the students and the schools who may be in need of such aid. Any student now or formerly registered in the Normal School is eligible for enrollment with the Appointment Committee.

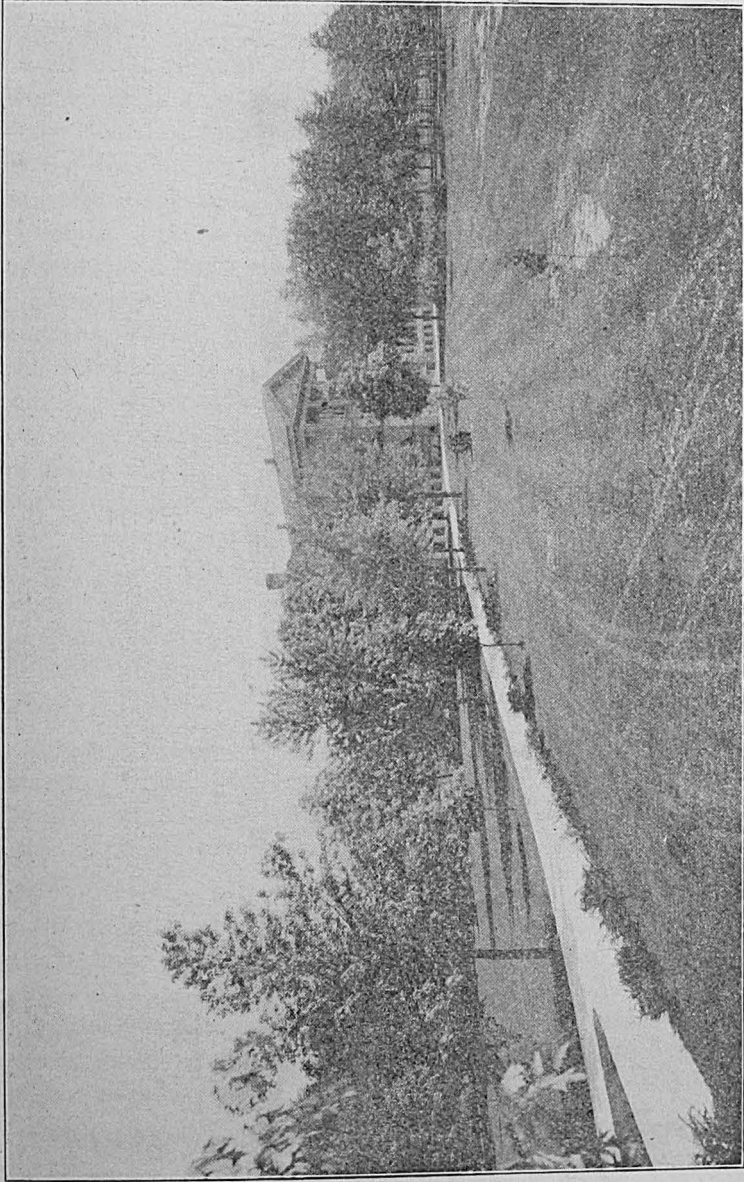
**DEAN OF WOMEN.**—To care for the comfort and well-being of the young women, the institution employs a Dean of Women, whose whole time is given to this work. Parents may rest absolutely secure in the knowledge that the Dean keeps in close



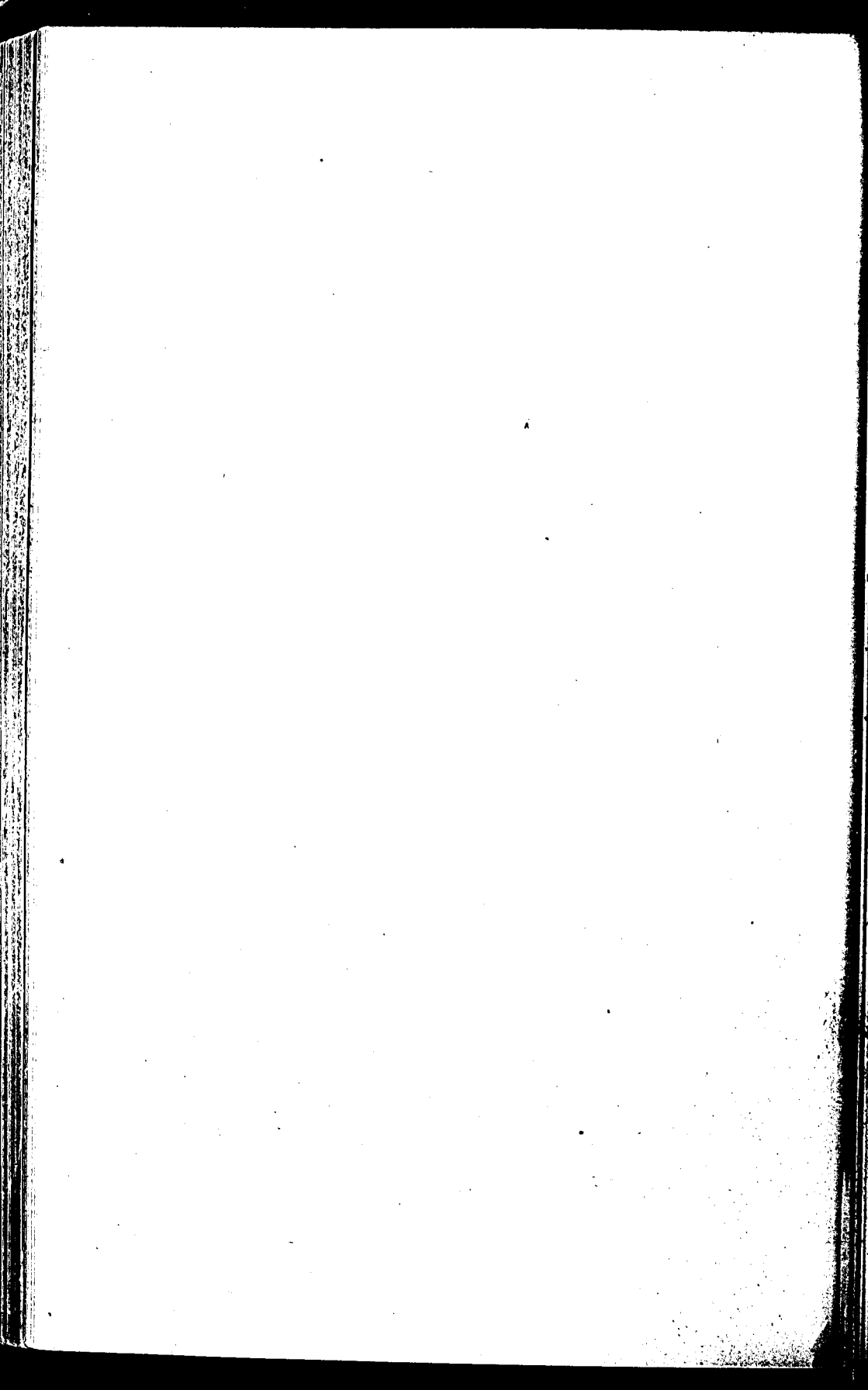
touch with every young woman in the school and is careful to see that only proper places, under the best conditions, are selected as their homes. A list of desirable rooms and boarding places is kept on file in the office of the Dean, and the young women are expected to confer with the Dean before making 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 life and interests of the women of the school should be addressed to Miss Charlotte Bertha Schweitzer, Dean of Women.

**DEAN OF MEN.**—The school also employs a Dean of Men to care for the interests of the young men of the school. He keeps a list of rooms, which he has inspected and found suitable for our students, and young men who have not been in this school before should not fail to write to him for a list of rooms before coming, as our men students are not allowed to room in houses where there are unmarried women rooming. In case the young men need to earn some money while in school to help pay their expenses, the Dean of Men helps them to procure outside work in restaurants, stores, etc. Address Birch Bayh, Dean of Men.

**COST OF LIVING.**—Board, including fuel and light, may be had in good families at reasonable rates, according to the quality of accommodation. The School Cafeteria furnishes good food at actual cost. The only charges made by the school is a library fee of \$5.00 per quarter. Non-residents of Indiana pay an additional tuition of \$12.00 per quarter.



CAMPUS, EASTERN DIVISION  
MUNCIE, INDIANA



# EASTERN DIVISION

Muncie, Indiana

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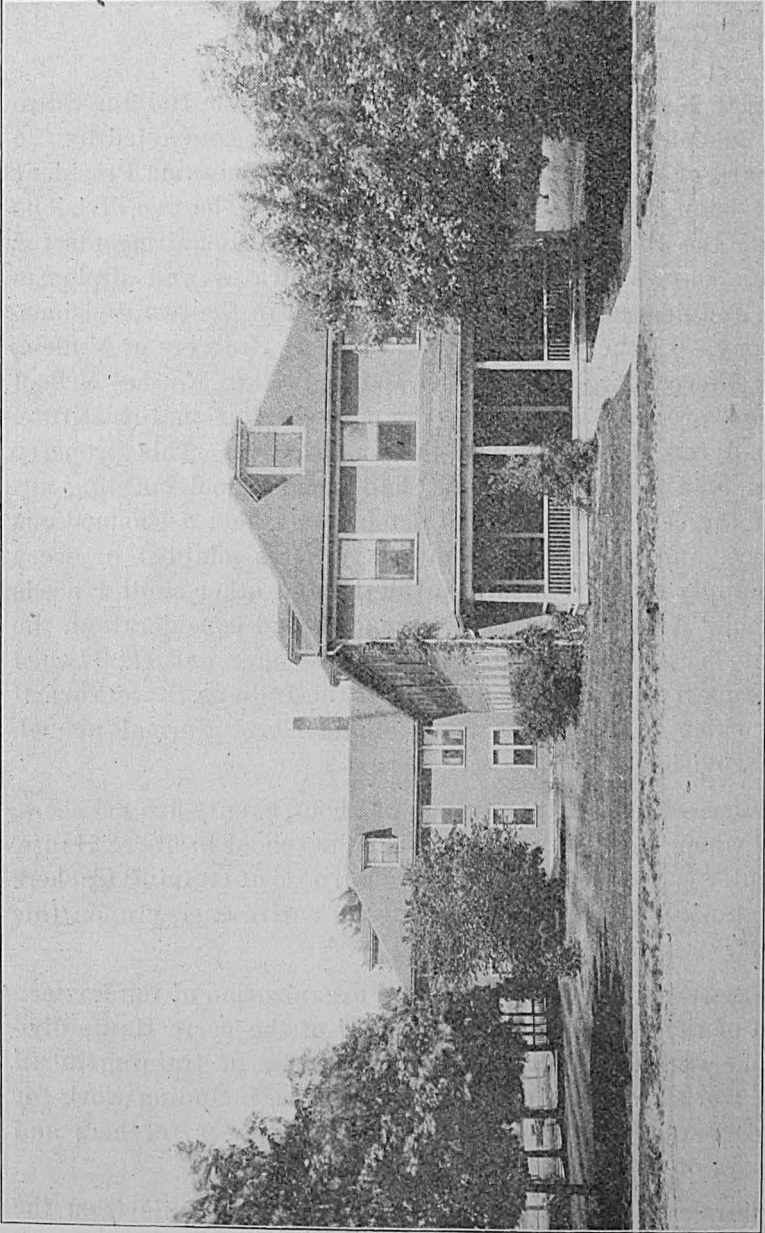
**GENERAL NATURE.**—The Eastern Division of the Indiana State Normal School, which is located in Muncie, is controlled by the same Board of Trustees and presided over by the same President as the division that is located in Terre Haute. The two divisions constitute the Indiana State Normal School. Requirements for entrance, courses of study offered, certificates and diplomas granted, and degrees conferred are identical in the two divisions.

**HISTORY.**—In the winter of 1918 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 consisted of a very commodious, handsome school building situated in the center of a beautiful ten-acre tract; a commodious dormitory; and a tract of about sixty acres adapted in every way to supply the agricultural, athletic, and other similar needs of a school. After thorough investigation and consideration, the Board of Trustees accepted this generous offer and established in this property a branch or division of the Indiana State Normal School, which is known as the Indiana State Normal School, Eastern Division.

**FACULTY.**—The faculty consists of about twenty-five members, many of whom were transferred from the school in Terre Haute. This faculty is chosen for the express purpose of training teachers for the public schools, and it directs its entire energy upon this one thing.

**DEPARTMENTS.**—The departmental organization of the Eastern Division of the School is similar to that of the Terre Haute division. The various departments offer courses of training in all kinds of work required in the public schools, including work for grade teachers, for high school teachers, and for teachers and supervisors of special subjects.

**EQUIPMENT.**—The school is located about one mile from the business center of Muncie. The main building is a large, handsome brick structure, beautifully situated on a ten-acre wooded campus. Most of the apparatus and other laboratory equipment



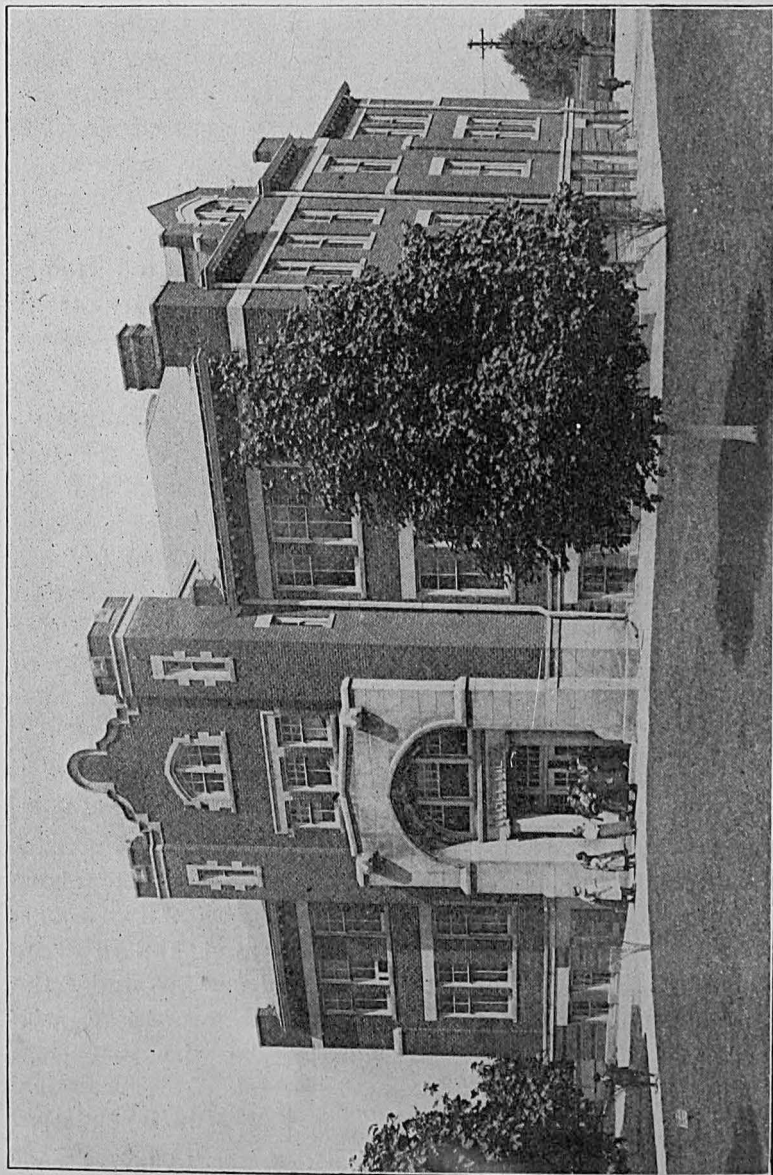
FOREST HALL  
EASTERN DIVISION DORMITORY  
MUNCIE, INDIANA

is new and modern, and additions are made to the equipment of laboratories when they are justified by the needs of the school. The library has been reorganized and several thousand dollars' worth of new, well selected books have been added. Other books will be purchased from term to term. The Department of Agriculture uses for practical demonstration and experiment the large tract of good farming land owned by the school, and the Department of Home Economics uses the excellent cafeteria of the school as a laboratory in which to prepare teachers of institutional management. The new athletic field has been equipped with a one-fifth mile cinder track and a one hundred twenty yard straight-away. The ball field is large and well constructed, and there are numerous tennis courts for the use of all students.

**TRAINING SCHOOLS.**—An eight-grade city school, situated two blocks from the campus, is used as a training school for students in observation and practice teaching. Four of the critic teachers in this school are employed by the State Normal School and are under its direct supervision. The use of the Muncie High School has been tendered by the trustees as a training school for students preparing to do high school work. One critic teacher in this school is employed by the State Normal School and is under its direct supervision. The Normal School will endeavor to provide other opportunities for observation and practice in high school work when there is a demand.

**FOREST HALL.**—A dormitory for women students of the school, known as Forest Hall, is owned and managed by the school. This home for women students is beautifully situated on a tract of ground adjoining the campus. It will accommodate about sixty students. The rooms are arranged in suites of two rooms each and are neat, well ventilated, steam heated, and in every respect sanitary. The students in this dormitory are under the direct supervision of Miss Pavey, one of the professors, who resides in the building. Women students who wish to engage rooms in Forest Hall should address President W. W. Parsons, Indiana State Normal School, Eastern Division, Muncie, Indiana.

**ROOMS.**—Students may secure rooms in splendid homes convenient to the school at very reasonable rates. The Dean of Women and the Dean of Men inspect all rooms offered for rent to students and approve them before they may be engaged; therefore women students should consult the Dean of Women, and



WHITTIER BUILDING  
TRAINING SCHOOL FOR GRADE TEACHERS  
MUNCIE, INDIANA

men students should consult the Dean of Men before engaging rooms. It has seemed best to require women students not to engage rooms where men are rooming, and to require men students not to engage rooms where women are rooming. For further information, women students should address Miss Viletta E. Baker, Dean of Women, and men students should address President W. W. Parsons, Indiana State Normal School, Eastern Division, Muncie, Indiana.

**BOARDING.**—A large, well equipped cafeteria is established in Forest Hall to accommodate students and teachers of the school. It is managed by the school for the purpose of giving students, at actual cost, well cooked, nourishing food. The dining-room is large, attractive, and thoroughly sanitary. By providing for the health and comfort of non-resident students, this cafeteria helps greatly in maintaining favorable conditions for good school work. Students who choose to do so may get their meals at reasonable rates in the numerous student boarding houses near the campus.

**SUPERVISION OF STUDENTS.**—The quiet, beautiful, healthful location of the school and the excellent moral and Christian influences that surround the students are conducive to successful school work. The Dean of Women keeps in close touch with each of the women students of the school. She inspects and approves rooms that they may occupy; she visits them when they are ill; advises them when they need counsel, and protects them in all possible ways. The Dean of Men has similar supervision over the men students of the school.

**RECOMMENDATIONS FOR POSITIONS.**—All students now or formerly registered in the Indiana State Normal School who wish to secure positions as teachers are invited to register with the Committee on Recommendations for Positions. This committee endeavors to promote the welfare of the public common and high schools by assisting school authorities to secure suitable teachers to fill vacancies. It furnishes information only when it is requested by school authorities, and it recommends only present or former students of the school. The services of this committee are entirely free and are given cheerfully to school officials and to students and former students of the school. Communications intended for this committee should be addressed to Committee on Recommendations, Indiana State Normal School, Eastern Division, Muncie, Indiana.



# RULES AND REGULATIONS

Terre Haute and Muncie

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CONDITIONS OF ADMISSION.—*Legal Requirements.* The law of the State requires that in addition to the scholastic requirements of the school, the student shall meet the following legal requirements. These are: Good health, satisfactory evidence of good moral character, and a written pledge that the applicant wishes to enter the school in good faith to teach, if practicable, in the public schools of Indiana.

SCHOLASTIC REQUIREMENTS: Graduation from a commissioned high school is required for admission to all the courses of the school, except only in the case of courses A and B to which graduation from a certified high school admits. The school has no preparatory department, and students who have not completed their high school course should not expect to receive permission to enter the courses in the normal school. Such students should return to their own high school and first receive graduate standing. Exceptions to this rule will be made only in extraordinary cases and for mature persons, who can show sufficient reason for their inability to secure graduate standing. Such mature persons will then be permitted to take such subjects in the school as will give them a high school equivalency.

In the case of former students who enrolled upon courses heretofore offered which did not require graduation from a commissioned high school for admission, and who wish now to transfer to the newer courses requiring graduation from a commissioned high school, they may do additional work in the Normal School to secure such equivalency. In determining such equivalency, two terms of work in the Normal School shall be deemed an equivalent for every full year of high school work required. That is, the ratio of credits between the Normal School work and the High School work shall be the ratio of two to three.

TUITION AND FEES.—Residents of Indiana pay no tuition fee whatever, but a Library Fee of five dollars (\$5.00) per quarter is collected from every student resident and non-resident. This fee is paid to the registrar who issues a receipt for the same which entitles the student to register for his classes. Of this so-called

Library Fee, four dollars goes to the library fund and one dollar goes to the athletic association of the school. In return, the student receives from the athletic association, a membership card, admitting him, without further charge, to all the home games for that quarter.

Non-residents of Indiana pay a tuition fee of twelve dollars per quarter in addition to the Library Fee.

**CREDENTIALS.**—Each student, when he enters the school for the first time, must present to the Committee on Registration a complete certified record of his 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. Blanks for this purpose may be obtained from either division of the school by addressing the president or the registrar.

**HOW TO SECURE A HIGH SCHOOL EQUIVALENCY.**—Persons who desire, by examination and other formal tests, to secure a high school equivalency of certified or commissioned grade, are advised to apply to the Department of Public Instruction at Indianapolis, and have such equivalency certificate issued by the State Superintendent of Public Instruction.

**HOW TO CHANGE A CERTIFIED HIGH SCHOOL EQUIVALENCY TO A COMMISSIONED HIGH SCHOOL EQUIVALENCY.**—Graduates of certified high schools who wish to enter any of the courses above those for Class A and Class B teachers must first secure standing as graduates of commissioned high schools. This may be done by securing in this school or any accredited institution, a standing as Class B teachers. That is, the graduates of certified schools must do at least two quarters of additional work before securing commissioned high school equivalency.

**CREDITS.**—Credits for work done on any of the courses offered are expressly in "hours." A credit of one "hour" represents the satisfactory completion of the work of one recitation or lecture period per week for a period of twelve weeks. A course having four recitations per week for twelve weeks will therefore count as "four hours." All students are expected to carry sixteen "hours" of work per quarter. Permission to carry fewer or more than sixteen "hours" is given only in exceptional cases. Certain subjects, however, designated as "unprepared" work may be taken in addition to the regular sixteen "hours." No credits are given for less than six weeks of continuous work.

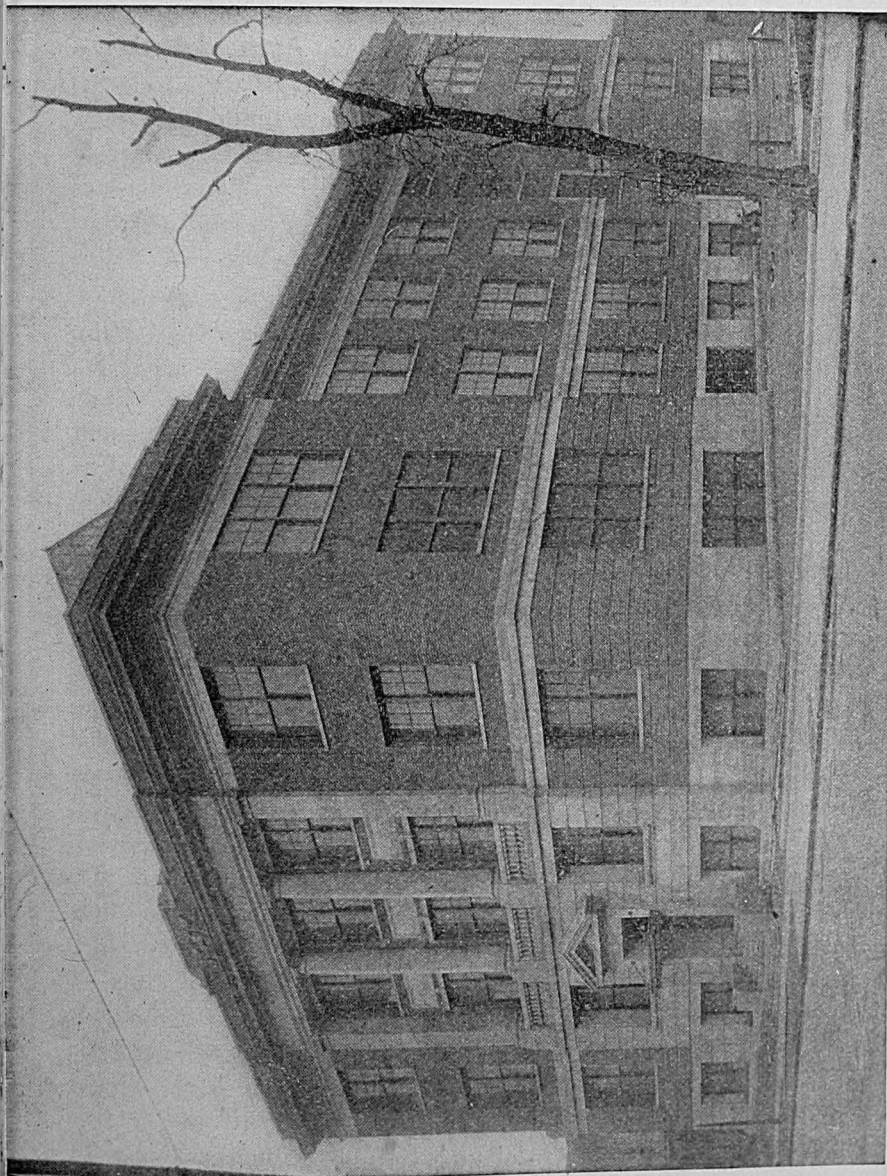
**STANDING.**—The standing or record of students is indicated by letters: A, from 95 to 100 per cent; B, 85 to 94; C, 75 to 84; and F, failure. The letter, D, is used to indicate work unfinished. No student, half of whose records during three quarters are F, is permitted to remain in the school. Such a record of failure automatically forces him to withdraw. No student, half or more of whose records are below B, is permitted to graduate.

**ADVANCED STANDING.**—The Normal School endeavors to give just credit for all scholarship which the applicant may possess. This is based upon the actual attendance and work done in other institutions. Applicants for advanced standing for work done in other schools must present to the Committee on Advanced Standing an official statement covering the following points: (1) The exact length of time spent in the school, with the dates of entering and leaving. (2) The number of subjects studied each term. (3) The exact subject 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 a student may graduate from any course. In all four-year courses, the three quarters immediately preceding graduation must, in any case, be done in residence. However, it is not required that this last year be continuous. It may be spent in quarters at different times. In the two year courses, the last quarter must, in any case, be done in residence.

**TIME FOR ENTERING.**—Students should enter courses only on the first day of the term. Late entrance is permissible only when unavoidable by reason of the late closing of a school year. But in no case may a student enter a teacher's course after the eleventh school day of the term. Late entrance will be counted as absence and treated under the rule for absence.

**ABSENCE.**—Students absent not to exceed ten school days within a term, who pass all examinations and do satisfactory scholastic work, will receive full credit for the term's work. But such absence is understood to include only cases of late entrance by reason of the late closing of a school year or illness and its at-



SCIENCE HALL  
TERRE HAUTE

tendant circumstances. If emergency cases arise not covered by the above rule, the President or Dean of the school will cite the facts to the state superintendent for decision.

The attention of all students is called to the fact that these rules for entrance and absence apply not only to students taking the courses for teachers of Class A and Class B, but apply to all students who are at work on any of the provisional and life certificate courses. By a rule of the State Teachers' Training Board, the rules heretofore applying strictly only to Class A and Class B are now extended to cover students enrolled in all the other certificate courses.

**CONTINUOUS ATTENDANCE.**—All the work for Class A or the additional work for Class B must be done in the same institution and in continuous attendance for not less than twelve weeks.

In courses above Class B, when the student has done satisfactorily six or more weeks of work, and is then obliged for sufficient reasons to withdraw from school, he may re-enter the school at some subsequent time and complete the unfinished work, provided, however, that the actual course left unfinished is being offered, and provided further that he shall re-enter at the subsequent term one full week earlier than the period at which he withdrew. In other words, a student having, say, four weeks of work left to complete, must enter the subsequent term at least five weeks before its close.

**PARTIAL OR FRACTIONAL CREDITS.**—Partial or fractional credits may, however, not be given for such uncompleted courses, except that half credits of two hours each may be given and counted toward graduation for completed six weeks' work in such courses as are distinctly organized into six weeks' credit courses. All other uncompleted courses will be recorded as "Incomplete" and will be given credit only when finally completed as indicated.

No student may enter a teacher's course for the first time at mid-term, unless special mid-term classes are formed.

**SEQUENCE OF STUDIES.**—Students should elect their courses with due regard to a proper sequence. Students in progress on a two years course may not be admitted to courses open only to advanced or senior students. Advanced students on the last year of the three or four years courses may not be admitted to classes open only to freshmen or sophomores.

**CREDIT FOR EXPERIENCE IN TEACHING.**—No credit may be given for experience in teaching except that persons having taught successfully five years or more may be relieved from taking the work in Supervised Practice. Such students must, however, substitute some other professional subject or subjects in lieu of the practice work.

All other students will be expected to take the prescribed work in Supervised Practice, and during the terms when such work is taken, they may not take more than four regular subjects, of which the practice work shall be one.

**PRIMARY METHODS.**—In order to secure the Class A certificate in certain special fields such as primary work, the student must first have completed one full year of general Normal training before entering upon the special courses in primary methods or other specialized fields of teaching.

**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 women in finding suitable places to work.

**RULES REGARDING THE NUMBER OF SUBJECTS TO BE TAKEN.**—All students, both resident and non-resident, 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 or three hours per day and as much as eight hours on Saturday, 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 students 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.

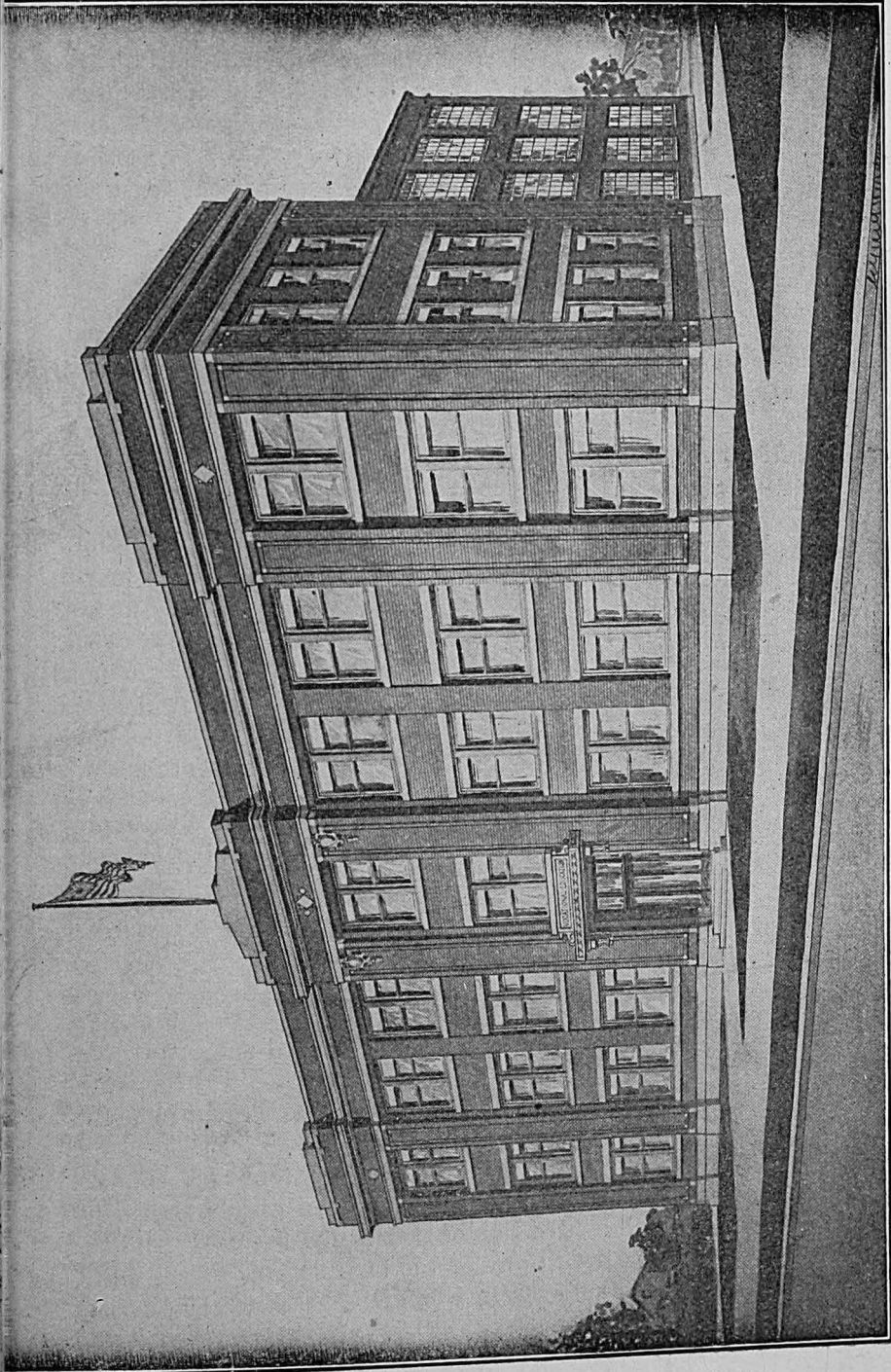
MAIL FOR STUDENTS.—The school has placed near the official bulletin board what is known as the Post Office, and all mail for students sent to the school will be placed there together with any notices from Deans or Office. Students are urged, however, to have all their mail sent to their street and number in the city. This insures a much prompter and indeed a safer method of delivery. Students should therefore, as soon as located in the city, leave their city addresses at the local post office.

CHAPEL.—There is a daily chapel period provided for in the program of the school. It is the period from 9:55 to 10:10 a.m. The nine o'clock classes are dismissed at 9:50, thus giving students five minutes to go from the various class rooms to Normal Hall. Under the rules of the Board of Trustees and Faculty, this chapel period is an integral portion of the day's work and students, unless specifically excused by the President or Dean of the school, are expected and required to be present. The very widest range is given to all persons who lead in these exercises, in the presentation of their themes, but all are hoped to be profitable discussions of matter of genuine patriotic, educational, or ethical content. Students who for some substantial reason, find it very difficult or impossible to attend chapel are asked to present the reasons clearly in writing to the President or Dean of the school.

During the summer term when very frequently the attendance is so great as to make it impossible to seat all students in Normal Hall, the chapel period is abandoned as a regular daily exercise, but may from time to time be called for special meeting by the President.

GRADE BOOK.—The registrar will provide each student with a gradebook in which he may keep a correct statement of the subjects he has taken from term to term, and the grades which he has made in the same. These credit books must be left with the registrar two weeks before the close of each quarter. The registrar will make the official entries of credits in the same. Students are asked to preserve these books carefully and keep them up to date, and thus be informed throughout the course as to their exact academic standing in the school.

These grade books are wholly for the convenience of the student and may not be used in any official way in the transfer of credits



VOCATIONAL EDUCATION BUILDING  
TERRE HAUTE



to other institutions. When such a transfer is asked, the registrar makes the official certification of credits upon a special blank provided for that purpose and these credits so certified are sent directly to the institution to which the student desires to transfer.

Students expecting to secure certificates for Class A, or Class B, must file applications for same with the registrar at least one week before the close of the quarter. Blank applications may be secured at the registrar's office.

**CERTIFICATES.**—Upon completion of any of the prescribed two-year courses, a provisional elementary certificate is granted, which when countersigned by the State Superintendent of Public Instruction, is valid for four years thereafter for teaching in any public elementary school in the state without examination. If within the life of this provisional certificate the holder thereof shall furnish to the State Teachers' Training Board satisfactory evidence of having completed at least two years of successful teaching in the public elementary schools of the state, a Life State Certificate will be issued without examination, valid for teaching thereafter in any of the public elementary schools of the State.

Persons who have completed a two-year supervisory curriculum in which they have pursued special courses in music, drawing, penmanship, manual training, physical culture, domestic science, agriculture, kindergartening, or such other studies as are required to be taught by special supervisors, receive a provisional certificate for teaching the special subject or subjects in any of the public elementary or high schools of the state without examination, and valid for four years. If within this period the holder thereof shall furnish to the State Teachers' Training Board satisfactory evidence of having completed at least two years of successful teaching in these subjects a Life State Certificate will be issued, valid to teach the special subject or subjects in any of the public elementary or high schools of the state. The regular two-year courses, it should be noted, do not admit to teaching in the high schools.

Upon completion of any of the prescribed four-year courses, a provisional certificate is issued, which when countersigned by the State Superintendent of Public Instruction becomes valid for teaching for four years, in any of the high schools of the state, any of the academic subjects in which the graduate has earned

two full years' credit. If within the life of the provisional certificate, the holder thereof shall furnish to the State Teachers' Training Board satisfactory evidence of having completed two years of successful teaching in the high school, a Life State Certificate will be issued valid to teach the designated subjects in any of the high schools of the state without examination. "Two full years" of credit is 24 term hours of credit in a given academic subject.

It will thus be noted that certificates from the regular two-year courses do not admit to high school teaching nor do the certificates from the four-year course admit to teaching in the grades. Indeed, students ought to keep clearly in mind that the mere securing of a sufficient number of credits in any course does not necessarily lead to the provisional or life certificate in that course. Under the provisions of the law, a student's record and a transcript of all his credits are forwarded to the State Department of Public Education for its inspection and approval. Only those persons will be recommended for a provisional certificate in the two-year courses whose record transcripts clearly show that a course of study has been pursued specifically fitting them to teach in the elementary schools of the state. Similarly only those persons will be recommended for a provisional certificate to teach in the high schools whose record transcripts show clearly and definitely that a course of study has been pursued fitting them to undertake the specific work of instruction in the high schools of the state. Students, therefore, selecting courses in an indiscriminate manner and presenting transcripts that show that no careful and painstaking attempt was made to prepare for the specific work of teaching in grade or high school must not be surprised if such transcripts fail to get the approval of the school and the Department of Public Instruction for the provisional and life licenses.

**HOW TO SECURE PROVISIONAL CERTIFICATE.**—Provisional certificates may be issued only to such persons as have graduated from a commissioned high school or secured a commissioned high school equivalency and who have completed either a two or a four year provisional and life license course.

Students having completed any of the prescribed two or four year provisional and life license courses should apply at the registrar's office for such provisional certificate, paying to the regis-

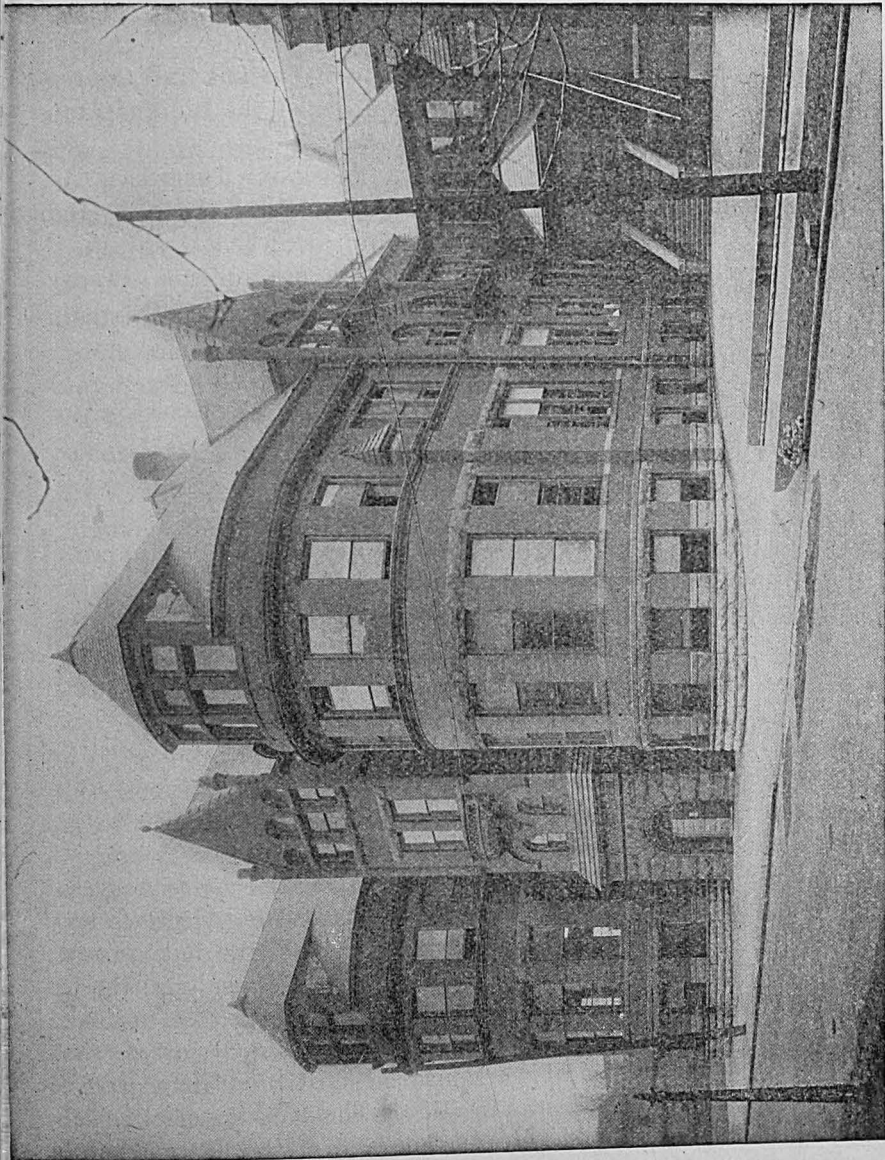
trar the fee of 75 cents prescribed by law in such cases. The registrar will then certify to the State Teachers' Training Board a transcript of the credits of the applicant and when such applicant is approved by the State Teachers' Training Board for such certificate, the Indiana State Normal School will issue same. When such certificate is properly signed by the President of the School and countersigned by the State Superintendent of Public Instruction the certificate will be delivered by the registrar to the applicant.

Students who complete the twelve weeks course prescribed for teachers of class A receive a certificate to that effect. Similarly, students who complete the twenty-four weeks course prescribed for teachers of class B receive the certificate to that effect. Persons graduating from the three-year course, or the C course, receive a certificate to that effect. This certificate has no license value, but is accepted by the State Department of Education entitling the holder thereof to graduate standing to meet the requirements of teachers and principals of commissioned and certified high schools.

**DEGREES AND DIPLOMAS.**—Only those students who graduate from any of the prescribed Four Year Courses receive "graduate standing" in the institution. Such persons receive upon the completion of their Four Year Course the diploma of the institution, and the degree of *Bachelor of Science in Education*.

Under a special ruling of the Faculty, students who are graduates of a commissioned high school, and who upon entering the Normal School begin at once upon the regular Standard Four Year Course, and select their studies from the strictly collegiate field during the entire four years, will receive upon the satisfactory completion of such a course, the degree of *Bachelor of Arts in Education*.

The special rules and regulations governing the choice of subjects for this degree will be formulated and announced later.



NORTH HALL  
TERRE HAUTE

# COURSES OF STUDY

Terre Haute and Muncie.

In conformity to the laws of the State of Indiana and the regulations of the State Teachers' Training Board, the Indiana State Normal School offers the following courses:

## I. STANDARD FOUR-YEAR COLLEGE COURSE FOR TEACHERS.

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

Requirements for graduation: 192 hours. (In addition, twenty-four hours of work in physical training.)

Degree: Bachelor of Science in Education.

Details of Course.

### 1. Eighty-eight required hours, as follows:

Psychology—twelve hours.

Principles of Teaching—four hours.

Special Methods—four hours.

Supervised Teaching—eight hours.

History of Education—four hours.

Elective Professional Subjects—eight hours.

Science—twelve hours.

Latin, French, or Spanish—twenty hours.

English Literature—four hours.

Composition—four hours.

History—eight hours.

### 2. One hundred four elective hours.

A major sequence of thirty-six hours and a minor sequence of twenty-four hours must be chosen. The remaining electives may be chosen from college subjects offered by any of the departments. The student must choose his major subject not later than the beginning of the Sophomore year. 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 twelve hours in all. In choosing the elective subjects the student should consult the head of the department in which he is doing his major work. Of the professional work required for graduation one term of practice shall be in connection with the major subject. Composition, which is required,

must be completed by the close of the first year, or third quarter of the College Course. Graduates of commissioned high schools who have completed the course by making substitution for mathematics or foreign languages will be admitted to the College Course but will be required to meet the prescribed conditions for graduation.

Graduates of certified high schools may enter upon the college course only after having made up the extra work entitling them to the equivalency of graduation from a commissioned high school. Under the rules of the State Teachers' Training Board, such graduates of certified high schools must do two further terms of work in the Normal School or secure the scholarship requirements demanded of Class B teachers.

Graduates of standard colleges who desire to enter the Normal School to prepare in a more specific way for the work of teaching may be admitted to advanced standing in the college course of this institution. Such graduate students must satisfy the minimum residence requirement for graduation, which is thirty-six weeks. The academic work of such students must be substantially equivalent to that required for graduation in the college course here, and in addition the candidate must make forty hours in professional subjects. These forty hours are identical with those required in the regular college course. Students from other colleges or normal schools meeting these requirements will be recommended for graduation by the committee on the college course and receive the diploma and degree of the institution, together with a provisional four-years license to teach in any of the high schools of the state.

The four-year college course under the terms of the law is designed primarily to prepare teachers for the high schools of the state. Under the rulings of the State Teachers' Training Board, a student must do at least two full years of work (24 term hours) in any academic subject in order to receive a provisional and later a State Life Certificate, and these provisional and state certificates entitle the holder to teach without further examination the specified subjects in high schools only.

Under a law of the State Teachers' Training Board the range of majors in the college course has been materially extended. The vocational subjects may be elected as majors on the college course. Certain new combinations of subjects are now permissible, under this ruling, as majors. Thus the student may major, say, in

physics or in chemistry, or he may major in physical science including both chemistry and physics. Similarly the student may major in botany, zoology or physiology, or he may major in biology, a varying combination of the three biological sciences represented. Similar combinations are possible in the fields of English, history, and economics and indeed in all those fields of studies organically related.

### MINIMUM REQUIREMENTS FOR HIGH SCHOOL TEACHERS

#### *The Two Year Course for Teachers in High Schools.*

The principals of all high schools in the State, Junior as well as Senior must be graduates of some approved course of study for high school teachers. The other teachers in the high school must, however, have as a minimum requirement two years of work in some standard course for the training of teachers. These two years required of all high school teachers are the first and second years of the Standard Four Year College Course for Teachers.

The completion of the work of these two years does not entitle the holder to a provisional certificate, but the holder must secure in addition, in the prescribed way, the regular high school license for teaching his particular subject.

#### *The Three Year Course for High School Teachers. Class C*

The Three Year Course for the Class C certificate consists of the first three years of the Four Year Standard College Course for Teachers. At least 28 hours in professional work, including Supervised Teaching and Observation, are required. This course is designed to prepare teachers for the smaller high schools, and qualifies them when properly licensed to hold the commissions and principalships of such schools. Graduation from this course does not lead to a provisional and life certificate. The license to teach must be secured by taking the regular teachers' examinations.

## II. TWO-YEAR COURSES FOR THE PREPARATION OF TEACHERS FOR THE ELEMENTARY SCHOOLS

(Only graduates of commissioned high schools, or persons of equivalent scholarship, are eligible to enter the provisional certificate courses.)

These courses have been established by recent law to prepare in a more specific way for the work of teaching in the elementary grades. Satisfactory completion of any of the courses entitles the student to a provisional certificate valid to teach four years in the elementary schools of the state and, after two years of successful teaching, to a life certificate to teach in any of the elementary schools of the state. The thirty-six hours of elective work permitted in this course are intended to give the student the necessary latitude in the choice of subjects to prepare more specifically for the varying phases of elementary school work. These electives may therefore not be chosen indiscriminately and at random without any special regard for the specific work of the actual school room. As pointed out on another page of this bulletin, a full transcript of all the credits made by each student is sent to the State Department of Public Instruction, where if the transcript shows that the course taken is in a true sense preparatory to the work of the elementary school room, formal approval is given and the holder is recommended for a Provisional Certificate.

A detailed statement of these courses follows:

**TWO YEAR COURSES FOR THE PREPARATION OF TEACHERS FOR THE  
ELEMENTARY SCHOOLS.**

**1. Professional subjects. (Required)**

Introduction to Education, or	
Introduction to Teaching.....	4 hours
Child Psychology.....	4 hours
Principles of Teaching.....	4 hours
Teaching of Elementary School Subjects.....	4 hours
Directed Observation and Supervised	
Teaching .....	4 hours
Total .....	20 hours

**2. Academic or Content Studies. (Required)**

(1) English	
Grammar or Composition.....	4 hours
Reading .....	4 hours
Literature .....	4 hours
Total .....	12 hours
(2) Teachers' Courses in Elementary School Subjects	
Fundamental study of Arithmetic,	
Geography, and American History...	12 hours
(3) Science.	
Courses in some science related to	
elementary school curriculum.....	4 hours



(4) Physiology and Hygiene.....	4 hours
(5) Social Science.	
History or Economics.....	4 hours
(6) Practical Arts, including Agriculture, Home Economics, and Manual Arts.....	4 hours
(7) Electives from these or other college subjects .....	36 hours
Total .....	96 hours
3. Unprepared Subjects.	
Penmanship, Music, Art, Voice Training,	
*Physical Education .....	16 hours
Total .....	112 hours

\*NOTE:—By a rule of the Faculty, all students enrolled on the Two Year Course must take twelve hours in Physical Education. Four hours of these are to be counted as "unprepared". It is planned to have the student take the remaining eight hours of work very largely at times outside of the regular school hours.

### MINIMUM REQUIREMENTS FOR TEACHING IN THE ELEMENTARY GRADES OF SCHOOL SYSTEMS HAVING CERTIFIED OR COMMISSIONED HIGH SCHOOLS.

#### *The Thirty-Six Weeks Course*

By a rule of the State Teachers' Training Board, teachers who are employed in the grades of a school system having a certified or commissioned high school, must have completed at least one full year of the work of the Two Year Provisional Certificate Course for the training of elementary teachers.

### III. SPECIAL TWO YEAR COURSES FOR THE PREPARATION OF TEACHERS AS SUPERVISORS OF MUSIC, PENMANSHIP, MANUAL TRAINING, PHYSICAL CULTURE, DOMESTIC SCIENCE, AGRICULTURE, OR KINDERGARTENING.

1. Professional Subjects. (Required)	
Introduction to Education or Introduction to Teaching.....	4 hours
Child Psychology .....	4 hours
Principles of Teaching .....	4 hours
Teaching of Elementary School Subjects.....	4 hours
Directed Observation and Supervised Teaching .....	4 hours
Total .....	20 hours
2. English. (Required)	
Grammar or Composition... ..	4 hours
Reading .....	4 hours
Literature .....	4 hours
Total .....	12 hours

### 3. Unprepared Subjects.

Penmanship, Music, Art, Voice Training,

Physical Education .....16 hours

### 4. Special academic subjects.....64 hours

The special 64 hours may be chosen from the whole list of studies offered by those departments which have special or supervisory subjects. It is the plan of the State Teachers' Training Board to organize definite courses to be required for all the special supervisory subjects. Such a course has already been prescribed for supervisors of music. Courses for the other supervisory subjects will be announced by the State Teachers' Training Board as soon as they have been formulated. In the meantime, students intending to enroll on any of these special courses should first consult the heads of the departments in which they wish to do special or supervisory work. Courses will then be planned in conference with the student to meet his individual needs as fully as possible and to meet the substantial requirements of the law.

Professional and state licenses are issued under conditions similar to the other courses with this added provision, that a provisional or life license in any supervisory subject is valid to teach that subject in either the elementary or the high schools of the state.

## IV. TWELVE AND TWENTY-FOUR WEEKS COURSES FOR THE PREPARATION OF TEACHERS FOR CLASS A AND CLASS B.

In addition to the special four-year and two-year courses described above and created under the new law of 1919, the school maintains courses authorized by the law of 1907 as courses for teachers of Class A and Class B. Under this law Class A teachers are those who have completed satisfactorily a prescribed twelve weeks course in an accredited professional school; Class B teachers are those who have satisfactorily completed a prescribed course of twenty-four weeks.

### 1. Course for Class A Teachers.

Students may obtain the Class A certificate by complying with the following conditions:

a. They must be graduates of at least a certified high school.

b. They must attend one full quarter of twelve weeks and may not be absent more than ten days and then only because of illness or other absolutely unavoidable reasons.

At the close of the quarter they must file with the registrar a complete statement of their attendance.

c. They must earn 16 hours under the requirements described herewith:

*What Subjects to Take for a Class A. Certificate.*

Students entering on the course for Class A teachers should be very careful to observe the requirements of the State Teachers' Training Board in the selection of their subjects.

In order to secure a proper distribution of students over the whole field of study, the courses available to Class A teachers are divided into three groups.

Group 1 consists of certain professional subjects, and includes Child Psychology, Introduction to Education, and Introduction to Teaching.

The regular academic subjects of the school are divided for convenience in the matter of distribution into two groups.

Group 2 includes arithmetic, geography, grammar, United States history, physiology, and reading.

Group 3 includes all the regular academic subjects other than those listed in group 2.

All students wishing to secure a Class A certificate must take four subjects selected as follows:

1. One subject from the three professional subjects listed in group 1.
2. One subject from those listed in group 2. (That is, arithmetic, geography, grammar, United States history, physiology, and reading.)
3. One subject selected from the entire list of regular academic subjects other than those listed in group 2.
4. One elective which may be taken from group 1, group 2, or group 3.

In addition to the regular or prepared subjects of study, the school maintains a small group of studies known as "unprepared" subjects. These are subjects or courses in which no further requirement is made of the student than that of the period at which the class meets. Such "unprepared" subjects are penmanship, music 1, general course in art appreciation, voice training, and physical education. Class A students may elect one of these "unprepared" subjects as an extra or fifth subject. This "unprepared" subject may, however, not take the place of any of the

regular subjects, and in the case of a failure in any one of the regular subjects such an "unprepared" subject may not be substituted.

## 2. Courses for Class B Teachers.

Students may obtain the Class B certificate by complying with the following conditions:

a. They must have secured previously a Class A certificate or at least have met the requirements for securing a Class A certificate.

b. They must attend one full quarter of twelve weeks and may not be absent more than ten days and then only because of illness or other absolutely unavoidable reasons. At the close of the quarter they must file with the registrar a complete statement of their attendance.

c. They must earn 16 hours under the requirements described herewith:

### *What Subjects to Take for a Class B Certificate.*

The subjects of study are divided into three groups as indicated under Class A certificate.

Group 1 consists of professional subjects available to Class A teachers; Child Psychology, Introduction to Education, and Introduction to Teaching. In addition, two new professional subjects not open to Class A teachers, are open to Class B teachers. These subjects are Principles of Teaching and the courses in Special Methods in the various subjects of study offered by the various departments.

Group 2 includes arithmetic, geography, grammar, United States history, physiology, and reading.

Group 3 includes all the regular academic subjects other than those listed in group 2.

Students wishing to secure a Class B certificate must take four subjects selected as follows:

1. One subject from the five professional subjects listed in group 1.

2. One subject from those listed in group 2.

3. One subject selected from the entire list of regular academic subjects other than those listed in group 2.

4. One elective which may be taken from group 1, group 2, or group 3.

In selecting these subjects the student must see to it that there is no duplication of any work done in meeting the requirements for the Class A certificate.

Class B students may elect, if they so choose, an "unprepared" subject as an extra or fifth subject. This "unprepared" subject may, however, not take the place of any of the regular subjects, and in the case of a failure in any one of the regular subjects an "unprepared" subject may not be substituted.

#### V. COURSES FOR THE PREPARATION OF TEACHERS FOR VOCATIONAL WORK.

##### 1. FOUR-YEAR INDUSTRIAL ARTS AND VOCATIONAL COURSE.

Entrance requirements: Graduation from commissioned high school or equivalent scholarship.

Requirements for graduation: 192 hours (in addition, twenty-four hours work in physical training).

Degree: Bachelor of Science in Education.

Approved for high school provisional certificate in Industrial Arts and for teaching in vocational schools.

##### Details of Course:

One hundred and thirty-six hours required as follows:

##### Professional Subjects (40 hours required).

- |  |         |
|--|---------|
| 1. Educational Psychology .....                                    | 8 hours |
| 2. Vocational Psychology .....                                     | 4 hours |
| 3. Introduction to Elementary Education .....                      | 4 hours |
| 4. History of Modern Education .....                               | 4 hours |
| 5. Theory of Manual Arts and Industrial<br>Education .....         | 4 hours |
| 6. Special Methods in Teaching Manual and<br>Industrial Arts ..... | 4 hours |
| 7. Organization of Manual and Industrial<br>Arts Courses .....     | 4 hours |
| 8. Observation and Supervised Practice<br>Teaching .....           | 8 hours |

Total ..... 40 hours

##### English.

- |                          |         |
|--------------------------|---------|
| 1. Composition .....     | 4 hours |
| 2. Literature .....      | 4 hours |
| 3. Public Speaking ..... | 4 hours |

Total ..... 12 hours

Shop Work ..... 48 hours

To be elected from the various courses offered in wood working, machine shop practice, forge work, sheet metal concrete, etc., but with the view of preparing to teach some specific line of work.

##### Related Technical Subjects (36 hours required).

- |   |          |
|---|----------|
| 1. Applied Drawing .....                        | 20 hours |
| 2. Applied Science (Chemistry or Physics) ..... | 8 hours  |

The remaining 8 hours to be elected from the following:

Applied Mathematics,  
Economics,  
Industrial History,  
Study of Local Industries.

Total .....	36 hours
Elective (from academic or additional related technical subjects) .....	56 hours

Total .....	192 hours
-------------	-----------

In addition to the above, twenty-four hours' work in physical training are required.

Opportunities are offered as described below for those who desire to prepare themselves to teach trade and industrial lines of work in vocational schools, as provided for under the provision of the Federal Vocational Act.

- (a) SHOP TEACHERS.
- (b) TEACHERS IN GENERAL INDUSTRIAL SCHOOLS.
- (c) TEACHERS OF RELATED TECHNICAL SUBJECTS.

The details of each of these vocational courses so far as the four-year course in residence is concerned are similar to the Industrial Arts Course, except as to the special vocational emphasis to be placed upon the Shop Work during the Junior and Senior Year, and the additional requirement that technical students must complete at least forty-eight hours in related academic subjects instead of thirty-six thus reducing the possible electives by twelve.

It is required by the State Board of Vocational Education that teachers of Shop Work supplement the four-year course in residence by two years of successful commercial trade experience, and that teachers of a General Industrial School supplement the four years course in residence by actual employment in the industries at least during three summer vacations or an equivalent time before certification will be permitted. All trade experience must be done under the supervision of 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.

Students planning to teach Related Subjects in a vocational school may devote a larger proportion of their time to related subjects in substitution for a part of the shop work as required of Shop Teachers.

## 2. FOUR YEARS COURSE IN HOME ECONOMICS.

Of the 192 hours required for graduation, 40 must be in professional subjects and 152 in academic subjects. Graduates of this

course will receive a provisional high school certificate and will be entitled to teach Home Economics in the vocational high schools as well as the regular high schools of the state.

Details of course:

I. Professional Subjects (40 hours required).

(A) Specified—36 hours.

- |  |         |
|--|---------|
| (1) Psychology—12 hours.               |         |
| General Psychology .....               | 4 hours |
| Educational Psychology .....           | 8 hours |
| (2) Principles of Teaching .....       | 4 hours |
| (3) History of Education .....         | 4 hours |
| (4) Home Economics Methods .....       | 4 hours |
| (5) Practice and Observation .....     | 8 hours |
| (6) Organization of Home Economics ... | 4 hours |

(B) Elective—4 hours.

- |                                    |         |
|------------------------------------|---------|
| (1) Special Methods .....          | 4 hours |
| (2) Educational Conferences .....  | 4 hours |
| (3) Educational Measurements ..... | 4 hours |

40 hours

II. Academic Subjects—152 hours.

(A) Specified—

- |   |          |
|---|----------|
| (1) English—16 hours.                   |          |
| Composition .....                       | 4 hours  |
| English, Literature,                    | } .....  |
| or                                      |          |
| Public Speaking                         | 12 hours |
| (2) Industrial History .....            | 4 hours  |
| (3) Sociology .....                     | 4 hours  |
| (4) Economics .....                     | 4 hours  |
| (5) Related Science and Art (48 hours)— |          |
| Design .....                            | 4 hours  |
| Physiology .....                        | 12 hours |
| Zoology .....                           | 8 hours  |
| Bacteriology .....                      | 4 hours  |
| Household Physics .....                 | 4 hours  |
| Chemistry .....                         | 16 hours |
| Total .....                             |          |

76 hours

III. Home Economics—56 hours.

- |                                      |         |
|--------------------------------------|---------|
| Textiles .....                       | 4 hours |
| Clothing I or elective .....         | 4 hours |
| Clothing II .....                    | 4 hours |
| Clothing III .....                   | 4 hours |
| Food and Cookery I or elective ..... | 4 hours |
| Food and Cookery II .....            | 4 hours |
| Food and Cookery III .....           | 4 hours |
| Costume Design .....                 | 4 hours |
| Dietetics .....                      | 4 hours |
| Home Care of Sick .....              | 4 hours |
| Millinery .....                      | 4 hours |
| Home Management I .....              | 4 hours |
| Home Management II .....             | 4 hours |
| House Planning and Furnishing .....  | 4 hours |

Total .....

56 hours

IV. Elective—20 hours.

Institutional Cookery .....	2 hours
Institutional Management .....	2 hours
Any subject of college rank offered in school .....	16 hours
Total .....	20 hours
Total .....	192 hours

V. Physical Education Required—24 hours.

TWO-YEAR INDUSTRIAL ARTS AND HOME ECONOMIC COURSES.

Special two-year courses are offered in the field of Industrial Arts and Home Economics for teachers and supervisors. Upon completion of course the graduate will be granted a provisional special or supervisor's certificate in such subject or subjects of the courses as have been completed, valid for four years thereafter for teaching in any public elementary or high school in the State without examination. Upon completion of two years of successful teaching within the life of the provisional special certificate, the holder will be granted by the State Teachers' Training Board a life certificate of like force and effect of the provisional certificate.

These courses require for graduation 96 term hours to be made in the prepared subjects and 16 additional hours in unprepared subjects.

3. TWO-YEAR INDUSTRIAL ARTS COURSE.

Details of Course:

Professional Subjects (20 hours required).

1. Educational Psychology .....	4 hours
2. Introduction to Elementary Education .....	4 hours
3. Theory of Manual Arts and Industrial Education .....	4 hours
4. Special Methods in Teaching Manual and Industrial Arts .....	4 hours
5. Observation and Supervised Practice Teaching .....	4 hours
Total .....	20 hours

English (12 hours required in following order):

1. Grammar or Composition .....	4 hours
2. Literature .....	4 hours
3. Public Speaking .....	4 hours
Total .....	12 hours



Shop Work (24 hours required to be elected from the various courses offered, in wood working, machine shop practice, forge work, sheet metal work, concrete, etc., but with the view of preparing to teach specific line of work).	24 hours
Total .....	24 hours
Mechanical and Architectural Drawing .....	12 hours
Elective .....	28 hours

NOTE:—Suggested Electives: Study of Local Industrial History, Economics, Science and Mathematics, or additional Shop Work and Mechanical Drawing not to exceed, however, a total of 8 hours.

Total Prepared Subjects .....	92 hours
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Unprepared subjects (16) hours required to be elected from the following: four hours of which must be carried in physical education by all students. The remaining 12 hours must be chosen from such subjects as penmanship and blackboard demonstration, visits to shops and conferences, music, art, additional work in physical education, according to previous training, interest, or needs of the individual student teacher.

#### 4. TWO YEAR HOME ECONOMICS COURSE.

##### Details of course:

I. Professional Subjects (20 hours required).	
(1) Educational Psychology .....	4 hours
(2) Principles of Teaching .....	4 hours
(3) Practice and Observation .....	4 hours
(4) Home Economics Methods .....	4 hours
(5) Organization of Home Economics.....	4 hours
Total .....	20 hours
II. Academic Subjects.	
(1) English.	
Grammar or Composition.....	4 hours
Literature .....	4 hours
Public Speaking .....	4 hours
Total .....	12 hours
(2) Related Science and Art.	
Physiology .....	8 hours
General or Inorganic Chemistry .....	8 hours
Household Chemistry .....	4 hours
Household Physics .....	4 hours
Design .....	4 hours
Total .....	28 hours

(3) Home Economics (36 hours from the following:)	
Cookery .....	8 hours
Sewing .....	12 hours
Dietetics .....	4 hours
Millinery .....	4 hours
Textiles .....	2 hours
Laundering .....	2 hours
Home Nursing .....	2 hours
Invalid Cookery and Care of	
Children .....	2 hours
Home Management .....	4 hours
Total .....	36 hours
Total .....	96 hours

## III. Unprepared—16 hours.

Physical Education .....	8 hours
Drawing .....	4 hours
Penmanship .....	4 hours
Total .....	16 hours

112 hours

## 5. TWO YEAR AGRICULTURAL COURSE.

## Details of course:

## I. Professional Subjects (20 hours required).

(1) Educational Psychology .....	4 hours
(2) Principles of Teaching .....	4 hours
(3) Practice and Observation .....	4 hours
(4) Methods in Agriculture .....	4 hours
(5) Club Work and Extension Work .....	4 hours
Total .....	20 hours

## II. Academic Subjects.

(1) English.	
Grammar or Composition .....	4 hours
Literature .....	4 hours
Reading or Public Speaking .....	4 hours
Total .....	12 hours
(2) Agriculture.	
Soils .....	4 hours
Poultry .....	4 hours
Farm Crops .....	4 hours
Fruit Growing .....	4 hours
Dairying .....	4 hours
Types and Breeds of Farm Animals .....	4 hours
Farm Management .....	4 hours
Live Stock Judging .....	4 hours
Vegetable Growing .....	4 hours
Total .....	36 hours

## (3) Related Sciences.

Chemistry or Physics .....	8 hours
Entomology .....	4 hours
Diseases of Farm and Garden Plants....	4 hours
Biology .....	12 hours
Total .....	28 hours
Total .....	96 hours

## III. Unprepared Subjects.

Penmanship.	
Music	
Drawing	
Voice Training	
Physical Education	
Conference with Teachers	
Total .....	16 hours

112 hours

## 6. COMMERCE COURSES (TWO AND FOUR YEARS).

A special two-year course and a regular four-year course in Commerce are being prepared and will be ready by the opening of the Fall Quarter. The two-year course will be outlined to meet the requirements of seventy-two weeks of training for teachers in a Class Number One Commissioned High School but will not lead to a provisional certificate. Students completing this course will be required to take the regular teachers' examination prescribed by the State Board of Education for their license in these subjects.

The four-year course is a continuation of the two-year course and will give the student full graduate standing in the Indiana State Normal School. Graduates of this course will receive a provisional high school certificate leading to a life license to teach these subjects in the high schools of the State.

Both courses are being prepared under the direction of the State Supervisor of Teacher Training and will not be adopted until they receive the approval of the State Board of Education. Students interested should get in touch with the head of this department.

## A SUMMARIZED STATEMENT OF APPROVED CURRICULUMS AND CERTIFICATES.

A progressive series of approved courses of training, including the life and provisional certificate courses, has been established in conformity with the laws of the State. These courses are re-

spectively 12 weeks, 24 weeks, 36 weeks, 2 years, 3 years, and 4 years in length. The courses are so related that each one in order is a constituent part of the next succeeding one.

Corresponding certificates of training issued by the Normal School have been authorized by the State Teachers' Training Board and by the law. These certificates in consecutive order are as follows:

I. For teachers of the grades.

(1) Class A.—For beginning teachers. Based on 12 weeks of approved training.

(2) Class B.—For teachers with 24 weeks training. Based on a second 12 weeks of Normal training above Class A, provided a Class A certificate has been issued on the 12 weeks of previous work.

(3) One Year Certificate.—For teachers with one year's training. Based on 36 weeks of approved training with, at least, 12 hours credit in professional studies.

(4) Elementary Provisional.—For graduates of an approved Two Year Course. Based on a two year Normal training course with 20 hours of professional credits.

II. For teachers of high schools.

(5) The Seventy Two Weeks Course—For teachers meeting minimum requirements to teach in high schools. This course consists of the first two years of the Standard Four Year College Course for Teachers.

(6) Class C.—For teachers who have completed three years of a four year standard College Course for Teachers, with, at least, 28 hours in professional credits including Observation and Supervised Teaching.

(7) High School Provisional.—For graduates of an approved Four Year Course. Based on a standard College Course with 40 hours credit in professional studies, including Observation and Supervised Teaching.

TRANSFERRING FROM ONE COURSE TO ANOTHER.

The conditions for admission to all the four-year and two-year provisional certificate courses in the school are the same, namely, graduation from a commissioned high school of the state or an equivalent scholarship. The conditions for admission to the courses for Class A and Class B teachers are graduation from at least a certified high school of the state or an

equivalent scholarship. Students transferring from the latter to the former courses must make up their high school deficiency and receive standing as graduates of commissioned high schools. Under a ruling of the State Teachers' Training Board this may be done by completing two full terms of work in an accredited institution and securing the Class B certificate.

The indiscriminate transferring from one course to another is discouraged by the school. Students should upon entering the Normal School determine just as fully as possible the kind of work for which they desire to prepare themselves, and after having elected courses meeting their ends, pursue them earnestly and faithfully. It has been noted elsewhere in this bulletin that merely securing a sufficient number of scattered credits will by no means lead to the securing of the provisional or life certificate. It must appear from these credits that they have been selected with some definite purpose in mind and that the course leads to preparation for some actual service in the school room.

This suggestion is, however, not intended to prevent students from enlarging their courses of study or from moving from shorter to longer courses. The school will indeed give every encouragement to all teachers who care to continue their professional study or who care to prepare for advanced lines of work. In this way students having completed the courses for Class A or Class B teachers may transfer to the two-year courses leading to the provisional license certificates. Similarly students finishing the two-year courses of study may move forward upon the four-year courses, noting, however, in all these changes that the mere time requirements will not guarantee graduation, but that the students transferring to higher courses must so select their courses as finally to meet the full and original requirements for graduation from such higher courses.

For further information, address William W. Parsons, President.

# DEPARTMENTAL STATEMENTS

## PHYSICS

ROBERT GREENE GILLUM, Professor.

I. JOSEPH MAHONEY, 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 vibration, 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 electrical discoveries. This course may follow 1, 2 and 3, and should follow trigonometry. Four hours per week. Spring quarter.

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

8. **Methods in Physics.**—This course is intended to prepare students to teach physics in the grades and 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. **Household Physics.**—This course is offered to supplement the work in Home Economics. The course will consider the following topics:

Heat: Heating systems, types of stoves, gas supply, ventilation, refrigeration.

Light: Lighting systems.

Electricity: Labor-saving appliances, telephone, motors.

Water: Water supply, sewers, plumbing.

Household Conveniences: Dumb-waiters, elevators, engines, fire extinguishers, etc. Fall quarter.

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 Mechanics.**—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 Mechanics.**—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 presupposes some knowledge of physics.

13. **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 bookcourse, but poor laboratory facilities. Two hours per week.

### PHYSIOLOGY.

LOUIS JOHN RETTGER, Professor.

EDWIN B. BOOTS, Laboratory Assistant.

**COURSE 1. Problems of Health and Disease.**—The work of this course deals with the fundamental facts of Sanitation and Immunology. 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. Special effort is made to acquaint the student with that growing field of knowledge of diseases and their causes and the methods for their prevention which is one of the crowning achievements of modern science, and which every person should understand in order to act intelligently and effectively in all efforts to promote the individual and the public health. Whenever possible the relations of this general knowledge to the particular problems confronting the teacher are emphasized, and stress is laid upon acquainting the teacher with all those sanitary requirements of the school which undergird effective instruction.

**COURSE 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.



**COURSE 3. The Physiology of Digestion and Nutrition.**—The purpose of this course is to present the modern conception of the composition, the digestion and the 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.

**COURSE 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.

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.

## ENGLISH AND AMERICAN LITERATURE

CHARLES MADISON CURRY, Professor.

MARY ELINOR MORAN, Assistant Professor.

The courses offered are planned to cover the entire field of English and American literature both by means of general survey courses and courses of more intensive study of specific periods and authors. In all these courses the actual reading and class discussion of significant pieces of literature are the essential features. Biographical and historical matters are not neglected

though subordinated to the main purpose. The order in which the courses are enumerated indicates nothing as to their relative difficulty. For convenience they are numbered in consecutive order, but it is not necessary that they should be taken in this order. Students majoring in the department should arrange their work in consultation with the Head of the Department. Students preparing to teach in the grades should take Course 20, unless other arrangement is made through consultation.

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 studies of other courses. Readings from a wide range of writers, lectures, and class discussions.

1A. **The Development of American Literature.**—A general survey or first view of the entire field of American authorship. Extensive reading from a wide range of selections, lectures, and class discussions.

2A. **Literary Types.**—An introduction to the problems and elements of literary study. The study of a large number of typical productions from the fields of epic, lyric, and dramatic poetry.

2B. **Literary Types.**—A continuation of the preceding course, with emphasis placed upon the various forms of prose writing, particularly the novel, the short story, and the essay.

3. **English Poetry: Victorian and Later.**—Studies in a number of the poets of the period from Tennyson, Browning and Matthew Arnold to Kipling, Masfield and Noyes.

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

5. **English Poetry: Eighteenth Century.**

6. **English Poetry: Spencer and Milton.**

7. **Shakespeare.**—The close study of a few plays and the rapid reading of others 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. Studies in Shakespeare's life and times.

8. **English Prose.**—Studies in the leading prose writers of the nineteenth century: Lamb, DeQuincey, Hazlitt, Carlyle, Ruskin, Newman, Macaulay, and Matthew Arnold.

9. **English Fiction.**—Several important novels, mainly of the last century, will be read and discussed. Various topics connected with the structure and history of the novel as a literary form will be considered.

10. **American Fiction.**—A study of America's contribution to the field of the novel. At least a half-dozen novels from Cooper, Hawthorne, Howells and others will be studied in detail. The leading tendencies in the fiction of the present day will have attention.

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

12. **American Prose** (exclusive of the novel).—A wide range of material from the Colonial and National periods will be covered, with more extended studies in Franklin, Irving, Thoreau, Emerson, Lowell and Holmes.

13. **Robert Browning.**—The principal dramatic monologues, several of the shorter dramas, and *The Ring and the Book*.

14, 15, and 16. Courses in Anglo-Saxon and Middle English will be given when there is sufficient demand from students preparing to do English work in high schools.

17. **The Teaching of Literature in High School.**—A course in special method, made up mainly of illustrative studies in handling selected pieces of literature usually included in high school courses. This is a two-hour course and may be taken separately or in conjunction with another two-hour course.

18. **Recent Poetry.**—The reading and discussion of poetry produced in recent years by American and English writers. Problems of material and structure will be raised only as a means of widening the interest in what poets of the twentieth century are doing.

19. **Tennyson.**—Studies in some of Tennyson's longer works: *Maud*, *The Idyls of the King*, *In Memoriam*, and *Becket*.

(Two-hour Course.)

20. **Children's Literature.**—A study of the material most available for the work in literature throughout the grades, together with the problems of arrangement and methods of handling. The various groups of traditional material, such as rhymes, fables, fairy stories, myths, legends, etc., will be considered, and attention will be directed to the best writing of recent times suitable for children.

## HISTORY OF EDUCATION

FRANCIS M. STALKER, Head of Department.

1. **Introduction to Education.**—A study of the real meaning of education today and of the scientific attempts to solve its problems, with an application of its principles to some of the earliest types of civilization. The course is largely modern and practical.

2. **Greek and Roman Education.**—A brief survey of the life, philosophy, and education of the Greeks and Romans covering the culture of these nations and its influence on our civilization.

3. **Renaissance Education.**—A course showing how the educational ideal in the world became religious and emphasizing particularly the European historic background of modern education.

4. **Leading School Systems of Europe and America.**—A comparative study of a few systems showing the underlying national characteristics in their development.

5. **Education in Indiana.**—The history of education in Indiana from the Northwest Territory to the present time, with special stress upon current problems, such as those of the rural school, high school reorganization, standardization, surveys, supervised study, and the township unit.

6. **School Organization and Administration.**—A discussion of the principles underlying the school as an institution and of the most approved practices in carrying it on.

7. **Education in the United States.**—A study in detail of the development of public education in America with a brief survey of its European background.

## DRAWING AND WRITING

WM. T. TURMAN, Professor.

The Drawing courses are designed to furnish practice, as well as guidance, in teaching the subject, in such Drawing work as is given in the grades and to prepare for more advanced work in High School and in Supervision.

COURSES 1 and 10.—This course is elementary in the various phases of the subject, as: pencil holding; measurements; color, crayons, etc. Course 1 is a "regular"—not a college subject—and has assignment for work to be done outside and may not be taken as one of five unless by special permission of the "Committee on Irregular Work." Course 10 is an "unprepared" course in the new two year elementary course of study and all work is done during the recitation—the same work that students in course I do. Every term.

COURSE 2.—More advanced, along lines given in Course 1 and some mechanical problems in which drawing instruments are used; constructive drawings; surface developments and perspective. Winter and Summer.

COURSE 3.—More advanced problems in Perspective and some pen drawing. Spring term.

COURSE 8 (design 1).—Theory of Design and its application to construction of units and space filling.

Course 1 a prerequisite, without previous practice, in drawing, students do unsatisfactory work. This course is offered as an aid to students taking certain vocational courses. Fall and Winter.

COURSE 9 (Design 2).—Application of Design to useful objects—theory—and in a few cases to the thing itself. Courses 1 and 8 must precede. Spring term.

COURSE 11 (Art History).—Pictorial composition is considered first and then picture study of the famous paintings of the world.

Biography and stories concerning artists and their paintings.

Emphasis is given to the art of our own country and to the present day masters.

No drawing in this course and no prerequisites.

Fall and Winter.

### Writing

The course in Writing gives practice and attention to needed positions and movements in writing on paper and on the black-board. To break off bad habits of position and movement and to form habits that are good and to acquire a legible, rapid, easy style of handwriting is the first requirement. The methods used will do this and the proper application, by the student, will enable her to show how in her school room.

Every term except Winter.

### ENGLISH

JOHN B. WISELY, Professor.

VICTOR C. MILLER, Assistant Professor.

The work of this department deals with 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 primarily with discourse. It is the purpose of all the 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 practice in writing and speaking as much skill as possible in the use of language.

In the work in Composition, three general lines are followed:

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

b. The student is helped to formulate the above-mentioned inferences into the science of discourse by reference to different text on the subject.

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

The following courses are offered in English Grammar:

1. The nature of the thought, which the sentence expresses, and its elements, the nature of the sentence and its parts, classes

of ideas and kinds 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.

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 connective words in the complex sentence.

3. Parts of speech and their properties, with stress on singulars and plurals of nouns, masculine and feminine forms, forms of pronouns, principal parts of irregular verbs and their uses, etc., the infinitive and participle.

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 school. The method of teaching the subject is worked out in connection with the presentation of the subject-matter. Students who elect this 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.

The following courses are offered in Composition:

4. **Description and Narration.**—The work of this course deals with the discourse forms of description and narration, and gives instruction in the theory and practice of English composition. The theory of composition is taught by recitations based upon Clippinger's *Written and Spoken English*, 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 to be revised or rewritten. Regular consultation hours are appointed and each student is required, at frequent intervals, to discuss his work with his teacher.

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

Students on the Normal courses are not eligible to this course until the required work in English Grammar has been completed. Course 4 is required of all students. Students on the College Course who elect Course 12 should complete that before taking up 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.

5. **Exposition.**—The practical work of this course consists mainly in writing Exposition and illustrates the kind of 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 criticized. 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. About one-third of the time is given to Oral Composition. This course has been planned especially to meet the needs of teachers of English in high schools.

6. **Argumentation.**—The theory of argumentation is taught by recitations based upon Pattee's Practical Argumentation, supplemented by use of our text-book reference library. Students are required to prepare two complete written arguments of five to six thousand words each, for which they previously prepare complete written briefs. In addition to this each student takes part in at least three debates. He is expected to prepare carefully briefs for these debates and to furnish the teacher with at least one written brief. The work is carefully criticised by the teacher and, in case of the written work, returned to the student for revision or 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 the other sections and by the teacher. Courses 4, 5 and 6 are required of all students who are majoring in English Literature.

7. **The Oration.**—The purpose of the course is to study, 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.



8. **Short Story Writing.**—A course for advanced students in Composition in which a study of the Short-Story is made, with practice in writing it.

9. **Rhetoric.**—Analyses of literary masterpieces with a concrete study of rhetorical principles and writing.

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

11. **Essay.**—A study of English and American essays with practice in writing. This course is similar to that on the Short-Story.

13. **Special Methods.**—A study of the problem of English in the grades of the public schools below the Seventh. What should a child know in English when he reaches the Seventh Year, and how can we best teach him these things? Twice a week, Mondays and Wednesdays.

14. **Special Methods.**—A study of the problem of teaching Composition in the high school. The course is based upon a study of such work as, Judd's Psychology of High School Subjects, Babbitt's Curriculum, Starch's Educational Psychology, Rugg and Clark, University of Chicago Monograph, The Reorganization of English in Secondary Schools, Bureau of Education Bulletin, No. 2, 1917, etc. An effort is made in this course to determine the purpose of teaching Composition in the high school, the nature of the subject-matter to be taught, and the method of teaching it. Twice a week, Tuesdays and Thursdays.

### MATHEMATICS

OSCAR LYNN KELSO, Professor.

FRANK RAWDON HIGGINS, Assistant.

WALTER SCHRINER, Instructor.

1. **Teachers' Course in Arithmetic.**—Topics: Origin, definitions, and expression of number; the fundamental operations with integral and fractional numbers; English and French systems of weights and measures; ratio, proportion, and involution and evolution. Open to all students. Each Quarter.

2. **Teachers' Course in Arithmetic.**—Topics: Percentage and its applications and mensuration. This course deals mainly with commercial and industrial arithmetic. Open to all students who have completed Course I. Each Quarter.

3. **Mathematics for the Grades and the Teaching of the Same.**—Attention will be given to the subject-matter in the courses of study as set out by the State, together with methods of presenting the subject. Two days per week will be given to subject-matter and two days to teaching this matter. Open to all students.

4. **Mathematics for the High School.**—Two days will be given to the subject-matter and two days to the teaching of high school mathematics.

5. **Introduction to the Elementary Functions.**—Measurement. Directed line segments. The co-ordinate system. Application to some problems of elementary geometry. Variables and equation of the locus. Graphical representations of functions and statistical data. Graphical solutions of first and higher degree equations. Graphical interpretation of discriminate test.

6. **Solid and Spherical Geometry.**—The usual topics of the subject are presented. A good review of many propositions in plane geometry as applied in solid and spherical geometry. This is a college credit and is open to all students who have finished plane geometry.

7. **College Algebra I.**—A view of elementary algebra organized about the idea of functional relations between quantities. The more important topics of college algebra. Open to all high school graduates.

8. **College Algebra II.**—Continuation of college algebra I with emphasis on integral and fractional functions, determinants, and infinite series.

9. **Trigonometry.**—Definitions of eleven trigonometric functions, analyses, and trigonometric formulae, goniometry, solution of triangles, and study of trigonometric equations, including both direct and inverse functions. Open to all high school graduates.

10. **Analytic Geometry I.**—A study of the curves frequently used in applications of mathematics by the methods of analytic geometry. Open to all who have completed courses 7 and 9.

11. **Analytic Geometry II.**—A continuation of course 10 with the introduction of the derivative in the study of maximum and minimum and other aids to the study of a curve in its relation to its equation.

12. **Differential Calculus.**—The derivative and differential of various classes of functions and typical applications of the calculus to problems of geometry and the sciences. Open to students who have completed course 10.

13. **Integral Calculus.**

14. **Theory of Equations.**

15. **Differential Equations.**

16. **History and Teaching of Mathematics.**—This course is based on the publications of J. W. A. Young and David Eugene Smith, together with other writers on similar topics.

## LATIN

FREDERICK H. WENG, Professor.

FREDERICK GILBERT MUTTERER, Assistant Professor.

The courses offered in this department are arranged approximately in the order in which they can be taken to the best advantage but it is not necessary to observe this order in all cases. Latin 1 is intended for students who have had no Latin in high school. Students who have had two years in a commissioned high school should begin with Latin 5 or 6. When Latin 5 is not offered, Latin 2 may be substituted for it. Those who have had three years should begin with Latin 5 or 7. Those who have had four years should begin with Latin 9 or 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 courses as will best suit their needs, but they should consult the head of the department in the matter before enrolling in the classes.

Students who major in Latin must have, as part of their work, courses 20 and either 17 or 19, and at least three courses numbered 11 to 16. Courses 8 and 18 are not translation or reading courses. Some knowledge of Latin is necessary for course 8, and desirable, though not necessary, for course 18.

1. **Beginning Latin.**—For students who have had no Latin.  
Fall 1920, Spring 1921, Summer 1921.
2. **Elements of Grammar** continued from Course 1.  
Given Every Quarter.
3. **Easy Reading.**—Easy Latin stories. Winter 1921.
- 4.A **Caesar.** Fall 1920 and Summer 1921.
- 4.B **Nepos.**—These courses are of about equal difficulty.  
Spring 1921.
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. Fall 1920, Winter 1921, Summer 1921.
6. **Cicero Orations.** Winter 1921.
7. **Virgil's Aeneid.**—In this course stress is laid on careful translation, and the mythological allusions are explained. Some metrical reading is done in class. Fall 1920 and Spring 1921.
8. **The Latin Element in English.**—A brief survey of the history of the English language is taken to see when and how Latin words were introduced into English. Prefixes and suffixes coming from the Latin are studied, likewise Latin and Greek roots and stems. Words are also traced in their development whenever possible. Fall 1920 and Spring 1921.
- 9.A **Ovid.**—Selections from his *Metamorphoses* and other poems. About as difficult as Virgil. Winter 1921.
- 9.B **De Senectute or De Amicitia** and Composition if desirable.  
Fall 1920.
10. **Terence.**—Two or three of his comedies. Spring 1921.
11. **Sallust's Jugurthine War.** Summer 1921.
13. **Catullus.** Fall 1920.
14. **Suetonius's biographies of the Caesars.** Winter 1921.
15. **Plautus.**—Two or three of his plays. Spring 1921.
17. **Advanced Grammar and Composition.** Winter 1921.
18. **Greek and Roman Literature.**—No prerequisite in Latin for this course. Winter 1921 and Summer 1921.

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.

20.A **Methods of Teaching Latin.**—A two hours course discussing 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. Spring 1921.

20.B **Latin Inscriptions.**—A two hours course accompanying 20A. Spring 1921.

NOTE:—One hour a week is devoted to collateral work, such as Greek and Roman Art, Roman Life, Rome, Pompeii, Inscriptions, etc., in courses 11 to 16.

### HISTORY AND ECONOMICS

FRANK SMITH BOGARDUS, Professor.

CHARLES ROLL, Assistant Professor.

The work of this department appears in five groups—American History, European History, Economics, Sociology, and the Teaching of 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. Fall.

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

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 Europe, and makes only the necessary incidental references to England. Leading topics: Humanism and the Protestant Reformation, the Catholic Reformation, the Rise of Prussia, the Period of Louis XIV. Spring.

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 economical aspects. This is followed by a study of the Napoleonic Era and the settlement of the Congress of Vienna.  
Winter.

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.  
Fall and Spring.

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 of 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.  
Winter and Summer.

### American History

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 quarter.

2. **National Development, 1873-1850.**—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.  
Winter.

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.

Fall and Spring.

4. **Recent History of the United States.**—A study of political and economic developments and problems since 1876.

Winter and Summer.

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.

Spring quarter.

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.

Summer quarter.

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

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.—2 hrs.

Fall.

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.

14. **The United States and the Orient.**—2 hours.

15. **The United States and Latin America.**—2 hours.

### 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 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.

### The Teaching of History.

1. **The Teaching of History in the Grades.**—This is a professional course. The methods, materials, and purposes of history in the grades are examined. Special attention to the use of scales and the problem method as used in the grades. Two hours. Winter and Summer.

2. **The Teaching of History in the High School.**—A professional course. The methods, materials, and purposes of history in the high school are examined. Special attention to the use of scales and the problem method. Two hours. Fall and Spring.

### Political Science.

1. **The Government of the Nation and of the American States.** Fall and Spring.



2. **Local Government.**—Community life and the new civics—adaptation of this work to needs of the teacher's own community.  
Winter and Summer.

### Sociology

This is a one-term course in the more general aspects of the subject. The family as a social unit, growth of population, immigration, the negro problem, poverty, pauperism, crime, and the relation of education to social progress. Fall and Spring.

## BIOLOGY AND AGRICULTURE

ULYSSES O. COX, Professor.

FRED DONAGHY, Assistant Professor.

\_\_\_\_\_, Laboratory Assistant.

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

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

### Zoology

Eight courses are offered in Zoology. The first three are devoted to a thorough study of general zoology 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. - Through the year.

### Botany

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

1. **Algae and Fungi.**—The subjects for this course are: The plant cell, slime fungi, bacteria, diatoms, algae, and fungi. Each type is carefully studied in the laboratory and students are expected to collect, identify, and preserve specimens of those forms that can be easily 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 latter 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 is a laboratory course, in which the student is given an opportunity to familiarize himself with the methods employed in plant histology and to prepare a set of microscopical slides. The laboratory is fully equipped with warm oven, microtomes and other necessary apparatus for this work.

Winter quarter.

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

Spring quarter.

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

Summer quarter.

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

Through the year.

### Agriculture

1. **Soils.**—This course treats of the origin, formation and classifications of soils, physical properties, mechanical composition, relation to water, air, and heat, the principles and methods of tillage, the principles of drainage, its effect on moisture supply, temperature, aeration, chemical and biological activities, draught resistance and general productiveness of soils, the physical improvement of soils, the general management of soils including practical studies in maintenance of soil fertility and improvement of run-down soils, and kindred topics.

2. **Poultry Production.**—This course treats of the breeds and types of poultry, the principles of breeding and mating fowls, incubation and brooding, feeding for growth and egg production, caponizing, fattening and marketing poultry, winter and summer management, brooders, houses and appliances, sanitation, diseases, parasites and their treatment. Laboratory work takes up the practicable aspect of the topics considered.

3. **Fruit Growing.**—This course is offered particularly for those who desire to return to the farm as well as teach the subject. It treats of plant propagation, care and management of small plantations of tree and small fruits, reclamation of old orchards, and the application of control measures for insects and diseases affecting the common fruits.

4. **Farm Management.**—This work deals with such subjects as choosing, equipping and operating a farm, types of farming, planning rotations, cost of production, successful marketing, rental systems, farm labor, records and accounts.

5. **Vegetable Growing.**—A general survey of the vegetable growing industry is made, involving a study of the elementary principles of crop production, and the application of these principles to the management of small holdings. A study is made of the varieties and management of vegetable crops, garden rotations, companion and succession cropping, care and making of hot beds and cold frames, with special emphasis on the Farmer's Home Garden. Laboratory work consists of actual gardening.

6. **Field Crops.**—Characteristics, adaptations, culture and uses of the most important grain and forage crops are considered. (1) **Grain crops.**—A careful study is made of the leading grain crops including laboratory work in judging, germinating, grading and kindred topics; (2) **Forage crops.**—Forage crops are studied during the last half of the course. Laboratory work on the clovers, grasses, and other important crops is given special attention.

7. **Dairying.**—A brief survey of the field of dairying and its relation to Indiana Agriculture is made. Types and breeds of dairy cattle are studied. The secretion, composition and properties of milk, the influence of breed, period of lactation, age, feed and care of cows on quality and quantity of milk, the Babcock

test, lactometer, methods of creaming, the farm separator, milk fermentation, care of milk, making of butter and cheese on the farm and other related topics are presented. Practical application of the principles presented in class-room is demonstrated amply in the laboratory.

8. **Methods in Agriculture, Botany, and Zoology** will be offered if sufficient students demand the work.

## CHEMISTRY

EDWIN MORRIS BRUCE, Professor.

FAIRIE PHILLIPS, 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 involved in other lines of science and in the vocational subjects.

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 such a 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.

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 the subject, and as far as possible their application to daily life. Text: McPherson and Hendersons' 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 metals and their compounds. Special attention is given to the various industrial processes in preparing them from their ores. Text: Same as in Course 1.

Each quarter.

3. **Qualitative Analysis.**—This is a laboratory course, supplemented by individual instruction. It consists of a systematic analysis of unknowns for both metals and acids. Text: Noyes's Qualitative Analysis. Each quarter.

4. **Qualitative Analysis.**—This is an advanced course in qualitative analysis. Text: Noyes's Qualitative Analysis. Offered as occasion requires.

5. **Qualitative Analysis.**—This is a laboratory course. The work consists of a study of the underlying principles of analytical operations, and several typical gravimetric and volumetric determinations. Each quarter.

6. **Organic Chemistry.**—Two courses in organic chemistry are offered, in which the theories of the subject are worked out, together with the classifications. Course 6 deals with the aliphatic compounds. Prerequisites, 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.**—The 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.**—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. Winter quarter.

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. This course deals with those peculiar problems which are not treated in

general chemistry, such as, the chemical composition of soils, fertilizers, stock food, etc. Prerequisite—Courses 1 and 2.

Offered as occasion requires.

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.

Spring and Summer quarters.

13. **Physical Chemistry.**—This is an elementary course in theoretical chemistry, making a study of such questions as, chemical equilibrium, determination of molecular weights, ionization, osmotic pressure, modern theories of the composition of matter and of solution, etc. Prerequisite—Courses 1, 2, 3, and 5.

Offered when occasion requires.

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.

15. **Advanced Quantitative Analysis.**—A continuation of course 14.

16. **Domestic Science Chemistry.**—This course is for those taking the two year domestic science course. It covers the work of courses 1 and 2 but in a more elementary way. This with course 9 meets the requirements of the two year course. Fall quarter.

**Nature Study.**—This 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.

Summer quarter.

**INDUSTRIAL ARTS AND VOCATIONAL COURSES.**

MERIT LEES LAUBACH, Professor.

ARTHUR H. LUEHRING, Assistant Professor.

REUBEN H. SNITZ, Assistant Professor.

SILVIN D. WEAVER, 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. Fall quarter.

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

3. **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 under lying principles of such organization from the standpoint of (a) good teaching practice, (b) good trade practice and (c) the purpose of the school. Spring quarter.

**Drawing Courses.**

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

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. Each quarter.

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 motions. Spring quarter.

4. **Architectural Drawing.**—An introductory course in Architectural Drawing, in which is included preliminary and finished



sketches of parts of simple frame houses, and drawings of the necessary floor plans, elevations and details of construction.

Fall, Spring, and Summer quarters.

### Wood Working Courses

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

2. **Carpentry.**—This course covers the fundamental principles included in construction of wood frame building and when possible the construction of a complete building. Spring and Summer quarters.

3. **Furniture and Cabinet Construction.**—This course embraces Advance Joinery as applied to construction of furniture and cabinet work. Each quarter.

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

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

5A. **Pattern Making.**—This is a continuation of Course 5, and includes work in the construction of patterns for complete machines. Spring and Summer quarters.

6. **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 bench, Molder, Mortiser, Band saw, Drum sander, and Shaper. Spring and Summer quarters.

(Note: More advanced practice work is provided for in mill work for those who desire to elect it.)

### Metal Working Courses

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

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

3. **Machine Shop Practice.**—This course includes making spur, bevel, spiral and work gears and rack. Simple tool making, hard-

ening and tempering in oil ; case hardening ; use of the scleroscope and pyrometer. Each quarter.

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.

Spring and Summer quarters.

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

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

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

### 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. Summer quarter.

(Note: In addition to the course outlined above more practical courses covering four to six terms of work in each of the various shop subjects have been planned to meet the needs of those preparing to become shop teachers in State and Federal Aided schools, and will be offered as occasion may require.)

### 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.

The new two-year course requires as one of the six so-called unprepared subjects which may be taken as a fifth, voice training. To meet this requirement there will be a new course offered known as Oral English A.

The new two-year course also requires one term of oral English, that is reading. Students meeting this requirement will take either Oral English 1 or 2. If the theory of reading is needed or desired, take course 1; if imagination is especially needed, take course 2.

**Oral English A.**—A course in voice culture, phonics, articulation, etc. No outside work is required and may be taken as a fifth subject. Each quarter.

1. **Oral English.**—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. **Oral English.**—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. **Oral English—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. Oral English.**—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 Summer quarters.

**5. Oral English.**—A professional course in the use of Oral English and Public Speaking in the High and Grammar Schools.

Spring quarter.

**6. Oral English—Dramatics.**—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 quarter.

**8. Oral English—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 in-

tended 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 the work will represent a wide range of epochs of time, peoples and nations, and style of writers.

Each quarter.

### 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.

**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.

1, 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 quarter.

**COURSE 6. Story Telling.**—See Course 8 in Oral English.

### HOME ECONOMICS

IVAH M. RHYAN, Professor.

MINNIE L. IRONS, Assistant Professor.

GRACE WILLITS, Assistant Professor.

ETHEL LEE PARKER, Assistant Professor.

The following courses are open to all students registered on Normal and College Courses:

- Clothing 1, 2, 3.
- Cookery 1, 2, 3.
- Dietetics.
- Textiles.
- Primary Handwork.
- Millinery.
- House Planning.
- Home Care of Sick.
- Costume Design.

All courses above mentioned, also the following courses, are open to students registered on Vocational Courses.

- Institutional Management.
- Home Economics Methods.
- Home Management I (Administration).

Home Management II (Supervised).  
Practice Teaching of Home Economics.  
Institutional Cookery.  
Organization of Home Economics.

**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 130 hours' work in a recognized 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. Each quarter.

**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. Each quarter.

**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. Each quarter.

**Costume for Cookery.**—Costumes for all cookery classes: white dress and large white apron.

**Foods and Cookery 1.**—This course gives a working knowledge of typical household processes connected with food. All classes of foods are considered briefly from the standpoint of cultivation, distribution, preparation for the market, composition and food value, care in the home and cookery. Each quarter.

The course is open to girls who have had no food work in high school and to boys who wish to learn the general principles of cookery. No chemistry is required.

**Foods and 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 their chemical composition, digestibility, dietetic value, place in the diet, and combination in meals. Emphasis is placed on carbohydrates and proteins. Summer and Winter quarters.

Students who have had 130 hours' work in a recognized high school may omit Cookery 1 and register for Cookery 2.

**Food and 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 already 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. Spring quarter.

**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 foods; 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. Spring quarter.

**Institutional Cookery.**—This course deals with the preparation and serving of food in institutions. The cafeteria is used as the laboratory. Course is open to students on the vocational course who have completed Cookery 2. (2 hours' credit.) Fall and Spring quarters.

**Institutional Management.**—This course deals with the equipment and management of institutions, the greater part of the time being devoted to the problems of school lunch rooms. Prerequisite: Cookery 2. (2 hrs. credit.) Summer and Winter quarters.



**Home Management 1. (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.  
Fall and Winter quarters.

**Home Management 2. (Supervised)**—This course brings all lines of study together by permitting the student to actually manage a house for a given time, making it a business proposition. It is the course in which all the theories of home making are tried out in practical living.  
Spring and Summer.

**Costume Design.**—This course includes a history of costume and a study of the elements of design involved in costume. Students design dresses for different types of figures and make a study of such construction. They show the effect of color upon the individual and the harmony in color in the garment itself. They study possibilities of design in various fabrics and in general try to show how principles of art may be applied to dress.  
Fall, Winter and Summer quarters.

**Home Care of the Sick.**—This course places emphasis on building up the body to the highest degree of health, as the principal function of the home nurse. The care of the sick in the home and rendering first aid in emergencies are discussed and demonstrated. 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. Each quarter.

**House Planning and Furnishing.**—This course includes a study of factors and 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 and elevations. Furnishing of the house is considered from artistic, economic, and scientific points of view.

**Millinery.**—The purpose of this course is to give students ability to design, model and make various types of hats and trimmings, but above all to give critical judgment of finished products.  
Fall, Spring and Summer quarters.

**Home Economics Methods.**—This course deals with the principles of teaching as applied to Home Economics.

Winter and Summer quarters.

**Practice for Vocational Students.**—Course includes practice in the Training School and City Vocational School. Spring.

### Organization of Home Economics.

The purpose of this course is to present teaching problems of Home Economics—to study the organization—the work in various types of schools, and to emphasize the social and economic values.

Summer and Winter quarters.

**Primary 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 needlework and basketry. The industrial as well as the intellectual phase of each process is given special attention.

Spring and Summer quarters.

## GEOGRAPHY AND GEOLOGY

BERNARD H. SHOCKEL, Professor.

WILLIAM ALLEN MCBETH, Assistant Professor.

WILL T. CHAMBERS, Laboratory Assistant.

“Geography is the study of the earth in its relation to life.”

“Geology is the history of the earth and its inhabitants.”

“The geologist looks at the present that he may interpret the past; the geographer looks at the past that he may interpret the present.”

In the laboratory are 15 large relief models, 2,700 maps, 2,000 mounted pictures, 2,500 lantern slides, stereoscopic views, colored views for the reflectoscope, 1,000 specimens of minerals and rocks, a collection of fossils, instruments for topographic surveying, besides barometers, thermometers, a barograph and thermograph, globes and tellurians. The equipment in the laboratory and the literature in the library are being kept up to date. Weather conditions are depicted daily, by the Government, on a six-foot map on the main floor. Weather maps and bulletins are received daily.

## Geography

Two terms of work in geography are required of candidates for the Normal diploma in the three years' course (except students pursuing special work in course C). One term of work is required of students in the two years' course for the preparation of teachers for the elementary School. The other work of the department is elective. In courses A and B geography counts as a Common School subject and geology as an Advanced Subject.

Students who have completed Geography 1, 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 work are well prepared to teach geography in both the grades and the High School as departmental work.

1. **Teaching of Geography in the Grades.**—A professional course. The methods, materials and purposes of geographical work in the grades are studied.

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

4. **Regional Geography.**—A broad course in the regional study of the natural provinces of the world. Type provinces and countries are studied to emphasize the physical features and resources and the response of life to the environment.

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 II 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. Chief topics: (1) Location, size,

configuration; (2) physiographic regions; (3) climatic regions; (4) soil and drainage regions; (5) natural vegetation regions; (6) wild animal regions; (7) mineral regions; (8) political regions; (9) geographic regions: (a) raw products: lumbering areas and products; agricultural areas and products; mining areas and products; fishing grounds and products; (b) manufactured products: manufacturing areas and products; (c) commercial areas and commerce; (d) population areas; (e) financial areas: land values; (10) future possibilities.

8. **Regional Geography of Europe.**—A geographic interpretation of the continent of Europe. Plan of treatment, similar to that of course 7.

9. **Regional Geography of Asia.**—A geographic interpretation of the continent of Asia.—Plan of treatment, similar to that of course 7.

10. **Regional Geography of the Southern Continents.**—The methods of Geography 4 are applied to the 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. **Problems in Geography.**—A course for advanced students; largely individual work, under supervision of the head of the department, concrete, new problems are attacked, leading to training in geographic research and interpretation.

13. **Geography of Indiana and the Central West.**—The methods of Geography 7 and 11 are applied in detail.

14. **Principles, Problems, 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. Chief emphasis is laid upon the teaching of geography in the High School.

15. **Field Geography.**—A course open to men students. A month's tour of some portion of the United States, important for natural and economic interests. A written report is made, based upon the field work.

## GEOLOGY

Geology counts as an "Advanced Subject" on the A and B courses. In other courses it may be substituted for Geography. Geology courses can be applied on the College Course, as can the more advanced courses in Geography.

**Geology 1. The History of the Earth and Its Inhabitants.**—A broad introduction to the subject, to a large extent non-technical. Chief topics: Origin of the earth; evolution of rocks; vulcanism, diastrophism and gradation; physical history of North America; evolution of life.

2. **Physiography of the United States.**—A study is made of the forces and processes which have shaped the surface of the United States. The physiographic regions are studied in detail.

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 of other areas are studied through references. Prerequisite: Geology 1.

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

## Tentative Program for 1920-1921

## Fall Quarter, 1920.

8:00—Geography 7, Mr. Shockel; Geography 8, Mr. McBeth.

9:10—Geography 3, Mr. Shockel; Geography 4, Mr. McBeth.

10:10—Geography 1, Mr. McBeth.

11:10—Geology 1, Mr. Shockel.

1:30—Geography 12, Mr. Shockel; Geography 5, Mr. McBeth.

## Winter Quarter, 1921.

8:00—Geography 8, Mr. Shockel; Geography 14, Mr. McBeth.

9:10—Geography 6, Mr. Shockel; Geography 9, Mr. McBeth.

10:10—Geology 1, Mr. Shockel.

11:10—Geography 3, Mr. McBeth.

1:30—Geography 4, Mr. Shockel; Geography 5, Mr. McBeth.

**Spring Quarter, 1921.**

- 7:00—Geography 11, Mr. Shockel.  
8:00—Geography 3, Mr. Shockel; Geography 1, Mr. McBeth.  
9:10—Geography 4, Mr. McBeth.  
10:10—Geography 10, Mr. McBeth.  
11:10—Geology 1, Mr. Shockel.  
1:30—Geology 2, Mr. Shockel; Geography 5, Mr. McBeth.

**Summer Quarter, 1921.**

- 7:00—Geography 11, Mr. Shockel.  
8:00—Geography 14, Mr. Shockel; Geography 3, Mr. McBeth.  
9:00—Geography 5, Mr. Byrn; Geography 4, Mr. McBeth.  
10:00—Geology 1, Mr. Shockel; Geography 5, Mr. Byrn.  
11:00—Geography 7, Mr. McBeth.

**MUSIC**

LOWELL MASON TILSON, Professor.

1. **Teacher's Graded Course in Public School Music.**—This course consists of work in rote singing, oral tonal dictation, written tonal dictation, metric dictation, correct use of the child voice and sight singing covering the work done in the first, second and third grades of school. Required on the Supervisor's Courses. Every quarter.

2. Continuation of tonal vocabulary work, introducing chromatics, various forms of minor scales, oral and written dictation, melody writing and sight singing, covering work of the fourth and fifth grades of school. Required on the Supervisor's Courses. 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. Required on Supervisor's Courses. 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 all principal triads and principal dissonant chords in the harmonizing of melodies. Required on the Supervisor's Courses. College credit is given. Prerequisite, Music 1, 2 and 3 or a fair knowledge of piano.

5. **Harmony.**—The study of secondary triads and sevenths, passing notes of various kinds, suspensions, modulations, etc.,

and their use in harmonizing melodies. Required on the Supervisor's Courses. College credit is given. Prerequisite, Music 4.

6. **History of Music.**—The course is the study of the growth and development of music from the earliest time of which there is any record down to the present. A large library of talking machine records is used to illustrate the music of the various periods. Required on the Supervisor's Courses. Open to all students. College credit is given.

7. **Elementary Methods.**—A thorough study of the method of presenting the various problems of public school music in the elementary grades. Required on the Supervisor's Courses. College credit is given. Prerequisite, Music 1 and 2.

8. **Advanced Methods.**—Methods of teaching music in upper grades and high school are gone into in detail and the student is given an opportunity to develop teaching ability. Training is given in orchestra and chorus conducting and the instrumentation of the orchestra is thoroughly studied. Required on the Supervisor's Courses. College credit is given. Prerequisite, Music 3, 4 and 7.

9. **Advanced Harmony.**—A continuation of the study of modulations, passing notes, suspensions, etc., and work in original composition. Required on the Supervisor's Courses. College credit is given. Prerequisite, Music 4 and 5.

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

11. **Orchestration.**—A two-hour course in writing and arranging for orchestra. Required on the Supervisor's Courses. College credit is given. Prerequisite, Music 4, 5 and 9.

12. **Music Appreciation.**—This is a two-hour course which is planned to increase the student's appreciation for good music by teaching him how to listen to it. Talking machine records and whatever other music is available will be made use of. Required on the Supervisor's Courses. Open to any students. College credit is given.

13. **Chorus.**—Two quarters required for one credit. Required on the Supervisor's Courses. Open to all students who sing. A two-hour course every quarter.

14. **Orchestra.**—Students who play instruments which can be used in orchestra are urged to bring them and join the school orchestra. Three quarters for one credit.

Wednesday, 3:30 p. m.

#### *Courses for Supervisors of Music*

**Two-Year Course.**—The entrance requirements are the same as for other students with three years' work in piano in addition. However, some of this piano work may be made up after entrance. Upon completing this course the student is entitled to a four-year provisional license, and after two years of successful teaching experience, to a life license to teach music in the grade and high schools of Indiana. Graduates of this course are admitted without examination to the third year's work in the Supervisor's Course in Cornell University.

#### **Details of Course.**

Professional work: Same as regular two-year course.

English: Same as regular two-year course.

Unprepared work: Same as regular two-year course.

Music work: Twelve and one-half credits (50 hours), including the following: Courses 1 to 12 inclusive, and six hours' credit in chorus work:

Elective: Four hours.

**College Course with Music as a Major.**—Students majoring in Public School Music Supervision on the College Course must earn twelve credits in music as follows: Courses 1 to 12 inclusive and four hours chorus credit (Music 1, 2 and 3 being counted as college credit for students majoring in the subject.) Entrance requirements are the same as for the two-year Supervisor's Course. Upon completing this course the student is entitled to the degree of Bachelor of Arts in Education and to a four-year provisional license, and after two years of successful teaching experience to a life license to teach music in the high schools of Indiana. Graduates from this course are also entitled to the advanced standing at Cornell University.



## PRINCIPLES AND PRACTICE OF TEACHING.

ERNEST L. WELBORN, Professor.

Elsewhere in this Bulletin will be found an outline of the professional subjects required as a part of the several teachers' curricula offered. The work of this department is outlined with a view of meeting the requirements of students who are candidates for certificates and also offering courses suited to the needs of the student whatever his previous training and experience may have been.

Students should select courses in this department in accordance with the following plan: Introduction to Teaching may be selected as a professional subject by candidates for the "A" and "B" certificates. Students of the Two-year Curriculum are required to take Course 2 and Directed Observation and Supervised Teaching 1a. Students of the Four-year Curriculum are required to take Course 4 and Directed Observation and Supervised Teaching 1b and 2. By special permission Course 4 in Principles of Teaching may be taken instead of Course 2 and vice versa. In addition to the foregoing, other courses in this department may be elected by properly qualified students. Introduction to Teaching may be counted as an elective professional subject by students who take it as a required professional subject for the "A" or "B" certificate and who later become candidates for a provisional certificate.

The work in this department should be deferred until near the completion of the curriculum. Four-year students should plan to begin this work not earlier than the middle of the third year. On the other hand it is unwise to defer completing the professional work until the last quarter, and in case of Two-year students, Directed Observation and Supervised Teaching should not be deferred beyond the fifth quarter.

Under the rules of the Faculty not more than four subjects or sixteen hours of work may be taken during any quarter in which one of the courses elected is Directed Observation and Supervised Teaching.

The following rule of the State Teachers' Training Board specifies the conditions under which other professional courses may be substituted for Directed Observation and Supervised Teaching: "Hereafter, all candidates for the provisional certificate must earn the required credit in supervised teaching. Only candidates who have completed fifty months' successful teach-

ing experience may substitute other professional credits for supervised teaching and may immediately on graduation from an approved course be granted the Life Certificate."

*Courses in Principles of Teaching.*

1. **Introduction to Teaching.**—A first course in principles of teaching and class management intended primarily for "A" and "B" students. Practical problems are emphasized, and regular observation and discussion of lessons taught in the Training School constitute a part of the work, with the exception that there is no observation in the summer quarter.

Fall, Spring and Summer quarters.

2. **Principles of Teaching in the Elementary Grades.**—A fundamental course primarily for Two-year students. In addition to the principles of teaching, the subject of class management is given some attention.

Fall and Spring quarters.

3. **Class Management.**—All of the time in this course is devoted to problems of class management, and the subject is treated more fully than in Courses 2 and 4. Half Course.

Winter and Summer quarters.

4. **Principles of Teaching in the High School.**—This course, which is intended primarily for Four-year students, includes a brief study of the development, present status, and problems of the high school, followed by a detailed study of the principles of teaching applicable to the upper elementary grades and high school.

Winter and Summer quarters.

5. **Primary Methods.**—This course is intended to meet the needs of teachers of the primary grades. It includes a consideration of both materials and methods suitable for these grades. This course may be counted as a professional elective.

Spring and Summer quarters.

6. **Principles of Teaching.**—Advanced course for principals, supervisors, and experienced teachers. The topics will be selected from the following: problems of the curriculum, use of standard tests, newer methods of teaching such as project method, supervised study, etc., and problems of school organization and management.

Summer quarter.

7. **Elementary School Curriculum.**—The problem of this course is that of what should be taught in the elementary school. It is dealt with from the point of view of underlying principles and the practice of progressive schools. Half-course.

Winter and Summer quarters.

**Directed Observation and Supervised Teaching.**

The following course must be preceded by Principles of Teaching 2 or 4, and may well be deferred until all other required professional courses are completed.

1a. **Directed Observation and Supervised Teaching.**—The work consists of observation and teaching in the elementary grades and is intended for students of the Two-year Curriculum. Hours of teaching and observation will depend upon the student's program, but the 1:30 hour is a conference hour required of all.

Fall, Winter and Spring quarters.

1b. **Directed Observation and Supervised Teaching.**—The work consists of observation and teaching in the upper elementary grades and high school and is intended for students of the Four-year curriculum. Hours of teaching and observation will depend upon the student's program, but the 1:30 hour is a conference hour required of all.

Fall, Winter, and Spring quarters.

2. **Directed Observation and Supervised Teaching.**—This is the second course required of students of the Four-year curriculum, and it consists mainly of regular daily teaching. The hour of teaching will depend upon the student's program, but the 1:30 hour is a conference required of all. Students should consult with some one in the department before registering in order to arrange their programs to the best advantage.

Fall, Winter, and Spring quarters.

**Observation (No credit)** So far as possible, any student of the Normal School who secures permission from the head of the department may observe in the Training School. It is expected that such students attend at regular hours and observe all rules of the Training School.

## EDUCATIONAL PSYCHOLOGY

RUDOLPH A. ACHER, Professor.

ALBERT L. CRANE, Assistant Professor.

HOVEY B. SKELTON, Laboratory Assistant.

The courses in Educational Psychology are concerned primarily in acquainting the student with the laws and principles of mental development so far as known, and applying them to the work of teaching. Applied Psychology in the strict sense of the term is the demand of the day, and this is pre-eminently so in the case of teaching. The following courses are offered:

**Psychology 1B.**—This course gives an elementary view of the subject as a whole with special emphasis upon the special senses, and sensation; the instincts, their nature and the means of modifying them; and the laws of habit formation.

**Psychology 2.**—The laws of learning as applied to school subjects are emphasized in this term.

**Psychology 1A.** This course deals with the growth and development of the child from the point of view of its physical, mental, moral and social nature. This is the required course for the two year students.

**Psychology 4.** Intelligence tests are dealt with in this term's work. The Stanford Revision of the Simon-Binet tests and the various group tests are evaluated and some drill given in the technique of administering them.

**Psychology 5.**—Psychology five deals with the standardization tests in reading, writing, arithmetic, spelling, and several of the high school subjects. The school surveys are studied with the view of showing how these tests may be used most effectively.

**Psychology 7.**—This term is devoted to a study of social psychology and includes such topics as suggestibility, mob mind, fashion, conventionality, and rational imitation. The laws of social unity and social continuity are discussed.

**Psychology 8.**—The psychology of religion is the subject of this term's work.

**Psychology 10.**—Psychology ten deals with the experimental side of educational psychology and touches upon such topics as

memory measurement, laws of economical learning, fluctuation of attention, fatigue in relation to school work, etc.

**Psychology 11.**—The psychology of the common and high school subjects is given a more detailed analysis in this term's work than could be given in any of the other terms offered above.

**Psychology 12.**—In this work an effort is made to summarize the data touching the means of discovering special vocational aptitudes of children. The problem of vocational adjustment is considered and the known facts applied to its solution.

**Psychology 13.**—The problem of conduct, or the ethics of daily life is the subject of this term's work. The need of applying ethical principles to the problems of every day living is so urgent that no apology is needed for offering such a course.

**Psychology 14.**—Mental hygiene is coming rapidly to the front as a separate science. This subject deals with rest, sleep, recreation, the laws of mental fatigue and suppressed complexes with the view of increasing mental efficiency and releasing dynamic power.

#### ROMANCE LANGUAGES.

HARRY VINCENT WANN, Professor.

ROSE MARIAN COX, Professor of Spanish.

##### *French.*

1. For Beginners. Careful training in pronunciation and study of the elementary principles of the grammar.
2. Continuation of Course 1, with easy reading.
3. Irregular verbs, grammar review, simple composition and conversation.
- 4, 5 and 6. Modern prose and plays, with practice in speaking and writing.

The above courses, or their equivalent, are prerequisite to any of the following:

7. Seventeenth Century Drama.
8. Eighteenth Century. Outside reading and reports.
9. Nineteenth century, with particular reference to the Romantic movement.
10. Advanced Composition and Conversation.
11. Conversation. A two hour course.
12. Special Methods. A two hour course.

*Spanish.*

1. For Beginners. Grammar and easy reading, with practice in speaking and writing.
2. Continuation of course 1.
- 3, 4 and 5. Modern prose and plays, grammar review, with abundant oral drill, composition and commercial correspondence.

## COMMERCE

SHEPHERD YOUNG, Professor.

The Department of Commerce in the State Normal School was organized in the summer of 1918 to meet the growing demand for trained commercial teachers. The work in this department is arranged especially to meet the needs of teachers in business subjects in the secondary schools of the State.

Business Science has been so highly developed, and has become so thoroughly established that today it takes its place along with all the other great sciences in the field of education. This fact is obvious as our leading colleges and universities all over the country are offering courses in business administration.

Our business problems have grown so intricate and complex that it is impossible for men untrained in these subjects to deal with them successfully. The fundamental principles underlying our great commercial system must be understood, and an acquaintance with their operation is as necessary to success as for the fundamentals of Grammar to be known in order to understand our great field of Literature.

It is the purpose of this institution to offer instruction in these subjects, taking the initial step in this great field of learning.

It is the hope, in the near future, to offer a more complete course, one that will equip students to teach all subjects relating to the Science of Business. In the meantime, however, we are limiting our course to the following:

**I. Bookkeeping.**—This course gives the student a working knowledge of the elementary principles of bookkeeping.

Daily drills and quizzes on the following: Theory of bookkeeping; business terms; accounts; laws of debits and credits; use of books of original entry—journal, cash book, purchase and sales book; posting to ledger, trial balance, statement of business,

closing the ledger. A set of books of an individual or sole proprietor is worked out.

**II. Bookkeeping.**—This course is a continuation of Course I. The object of this course is to give the student a knowledge of a business conducted as a partnership. It presents the partners' accounts, fixed assets and reserves, trading accounts, operating expense, adjusting entries at the close of the fiscal year, etc.

**III. Bookkeeping.**—In this course is given a study of the organization of a corporation, opening corporation books; methods of changing a firm in actual business to a corporation and the closing adjustments.

**I. Shorthand.**—This course covers the first ten lessons in the Gregg Manual. Extra word lists, drills in reading and writing plates in the Gregg Writer and a review of the manual.

**II. Shorthand.**—In this course the Gregg Manual is completed. Exercises and plates in the Gregg Writer are read and written. Extra drills and word lists, and sentence dictation. A complete review of the manual.

**III. Shorthand.**—This course consists of a review of the Gregg Manual; reading and dictation from Gregg Speed Studies; plates from Gregg Writer; miscellaneous dictation.

**IV. Shorthand.**—This work is a continuation of Course III and is designed to give the writer speed. Rapid dictation will be given from magazines, editorials, etc.

**I. Typewriting.**—The student is instructed in the care and use of the typewriter; the position at the machine; proper fingering and touch. Special drills to develop a mastery of the keyboard.

**II. Typewriting.**—This course is a continuation of Course I. Letter writing, arrangement of letters, legal forms and business papers. Accuracy and speed tests are given weekly.

**III. Typewriting.**—This course is a continuation of Course II. Letter writing and legal forms are continued in this course with special attention given to capitalization, punctuation, paragraphing, manifolding, cutting stencils.

**IV. Typewriting.**—This course is a continuation of Course III and is intended to develop a high rate of speed. A great deal of time will be devoted to taking dictation on the machine.

**I. Commercial Law.**—The purpose of this course is to give the student an intelligent idea of his legal rights and limitations in his business dealings. The course covers the following subjects: Law in general, contracts, bailments, insurance, guaranty, negotiable instruments, principal and agent, master and servant, partnership and joint-stock companies, real property, personal property. A study of important cases covering each subject will be made.

**V. Principles and Methods in Commercial Education.**—This course is designed especially for commercial teachers and covers the following: Essentials of commercial education; the high school commercial course, subjects to be taught, order of presenting them, amount of time given to each, and the methods of teaching the subject. The student is given a familiarity with the important articles on business in our current magazines, and a general survey is made of the field of business literature.

### PHYSICAL EDUCATION (MEN).

BIRCH E. BAYH, Professor.

#### *Program of Classes For the Year.*

**Gymnasium 1.**—Calisthenics, Tactics and Gymnastic Games. A careful physical examination will be given. Required of all men. Each quarter.

**Gymnasium 2.**—Continuation of counsel. Simple apparatus work added. Winter, Spring and Summer.

**Gymnasium 3.**—Military and Gymnastic Marching. Spring.

**Gymnasium 4.**—Boy Scout Work. Fall and Spring.

**Gymnasium 5.**—Gymnastic Anatomy and First Aid. Open to both men and women. Course treats primarily with treatment of injuries likely to occur in the school, gymnasium, playground and athletic field. Fall.

**Gymnasium 6.**—Playground Work and Games. Spring.

**Gymnasium 7A.**—High School Athletics. Training and basket ball. Discussion and practice. Spring and Summer.

**Gymnasium 7B.**—High School Athletics. (Cont.) Baseball, track and mass athletics. Summer.



**Gymnasium 8.**—Physical Training for the Grades and Rural Schools. Discussion and practice. Bulletin 36 of the State Department of Public Instruction will form the basis for work given. Fall.

**Gymnasium 9.**—Swimming. A fee of \$2 will be charged to pay for two months' membership in the city Y. M. C. A. Open only to men who cannot swim. Summer.

**Gymnasium 10.**—Boxing and Wrestling. Fall.

**Gymnasium 12.**—Folk Dancing. Winter.

**Gymnasium 17.**—Seasonable Sports and Mass Games. In the fall the class will take up soccer, cage ball and volley ball. Summer league base ball will be carried on during the Summer quarter. Fall and Summer.

**Gymnasium 19.**—History and Theory of Physical Education. Largely discussion and practice teaching. Planned primarily for students taking the two year Supervisors' course. Spring.

Students are advised to take their work in this department when they first enter school. In case of doubt as to the full nature of the above courses information will be gladly furnished through correspondence or in person.

## TWO-YEAR SUPERVISOR'S COURSE IN PHYSICAL EDUCATION.

A special two-year course is offered in the field of Physical Education for teachers and supervisors. Upon completion of the course, the graduate will be granted a provisional special or supervisor's certificate in such subjects of the courses as have been completed, valid for four years thereafter for teaching in any public, elementary or high school in the state, without examination. Upon completion of two years of successful teaching within the life of the provisional special certificate, the holder will be granted by the State Teachers' Training Board a life license of like force and effect as the provisional certificate.

This course requires for graduation ninety (90) term hours to be made in the prepared subjects and sixteen (16) additional hours in unprepared subjects.

### Details of Course:

Total hours required ..... 106 hours

#### 1. Professional Subjects—(24 hours required)

- |   |          |
|---|----------|
| a. Educational Psychology                         |          |
| (Psychology 1) .....                              | 4 hours  |
| b. Principles of Education.....                   | 4 hours  |
| c. History and Theory of Physical Education.....  | 4 hours  |
| d. Practice Teaching and Observation in Phy Ed... | 8 hours  |
| e. Elective .....                                 | 4 hours  |
|   | 24 hours |

#### 2. Academic—(66 hours required).

##### a. English (16 hours required in following order):

- |                                  |         |
|----------------------------------|---------|
| 1. Grammar and Composition ..... | 8 hours |
|----------------------------------|---------|

##### (For Men)

- |                     |         |
|---------------------|---------|
| 2. Literature ..... | 4 hours |
|---------------------|---------|

##### (For Women)

- |  |         |
|--|---------|
| Reading 8—"Stories and Story-telling"..... | 4 hours |
|--|---------|

- |                          |          |
|--------------------------|----------|
| 3. Public Speaking ..... | 4 hours  |
|                          | 16 hours |

##### b. Physical Education—42 hours required.

To be elected from the following, except where indicated as required.

##### (For Men)

- |  |         |
|--|---------|
| 1. Gymnasium 1.—Simple Calisthenics and Games (Req.).....              | 4 hours |
| 2. Gymnasium II.—Advance Calisthenics and Simple Apparatus (Req.)..... | 4 hours |

3. Gymnasium III.—Military and Gymnastic Marching .....	2 hours
4. Gym. IV.—Boy Scout Work.....	2 hours
5. Gym. V.—First Aid (Req.).....	2 hours
6. Gym. VI.—Playground Work and Games.....	4 hours
7. Gym. VII.—High School Physical Training and Athletics (Req.) .....	4 hours
8. Gym. 7B—H. S. Physical Training and Athletics (Req.) .....	2 hours
9. Gym. 8—Physical Education for the grades and Rural Schools (Bul. 36) (Req.).....	4 hours
10. Gym. 9 Swimming .....	2 hours
11. Gym. 10—Boxing and Wrestling.....	2 hours
12. Gym. 12—Folk Dancing.....	2 hours
13. Varsity Base Ball .....	4 hours
14. Varsity Basket Ball .....	4 hours
15. Varsity Track .....	4 hours
16. Varsity Tennis .....	4 hours
17. Credit in Inter-Class or Intra-School Athletics at the discretion of the Head of the Department, not to exceed.....	8 hours
18. Sex Hygiene and Physiology of Exercise.....	4 hours
	— 42 hours

(For Women).

1. Gymnastics, General tactics and games (Req.)	4 hours
2. Advanced Gymnastics, Apparatus Work—Games (Req.) .....	4 hours
3. Physical Education for Rural Schools, Bulletin 36 .....	4 hours
4. Folk and Aesthetic Dancing.....	4 hours
5. Play. 1. Theory, 2. Practice.	
1. History of Playground Movement, Lectures on Management, Demonstrations and Practice of Games.....	2 hours
2. Organization and Direction of Play—Activities and Practice Teaching.....	6 hours
6. Athletics—Basketball, Baseball, Tennis, Volley Ball, Swimming, (Req.).....	10 hours
7. Theory of Girls, Athletics (Req.).....	2 hours
8. Physical Education for Grades.....	4 hours
9. High School Physical Education.....	4 hours
10. Hygiene and Sex Education (Req.).....	2 hours
11. First Aid (Req.).....	2 hours
12. Festival and Pageantry .....	2 hours
	— 42 hours

## c. Related Subjects.

- |   |         |          |
|---|---------|----------|
| 1. Physiology I—Hygiene and Public Health<br>(Req.) ..... | 4 hours |          |
| 2. Physiology II—General Survey (Req.) .....              | 4 hours |          |
|   |         | 8 hours  |
| 3. Unprepared Subjects—(16 hours required).               |         |          |
| 1. Penmanship (Req.) .....                                | 4 hours |          |
| 2. Music (Req.) .....                                     | 4 hours |          |
| 3. Voice Training—one.....                                | 4 hours |          |
| 4. Art—one .....  | 4 hours |          |
| 5. Visits to City Schools and Conferences. (Req.)         | 4 hours |          |
|   |         | 16 hours |

## PHYSICAL EDUCATION (Women).

LILLIAN SANGER, Professor.

This department is organized with the following aims in mind:

(1) The desire to inculcate and promulgate correct habits of hygienic living; moral, physical and mental control, and a correct and dignified bearing.

(2) To give an intelligent and comprehensive conception of physical education in all of its phases.

(3) To provide healthful recreation.

(4) To give practical material for daily use in the schools.

Students are advised to enroll in this department when they first enter the school. The work should be taken the first and second years unless there be excellent reasons for postponing it.

A physical examination is given each term.

**COURSE 1. Elementary Physical Training, Games and Simple Folk Dances.**—There will be lectures on personal hygiene and first aid. The aims of this course are two-fold. First, for the students to gain a knowledge of personal hygiene so that they can promulgate habits of health which lead to efficiency; second, for the students' physical development and correction of postural defects. Required. Each quarter.

**COURSE 2.** A continuation of Course 1.—This course includes drills in dumbbells, wands and clubs—apparatus and track work. Prerequisite Course 1. Fall and Spring.

**COURSE 3. Physical Education for the Graded and Rural Schools.**—Bulletin 36 of the Department of Public Instruction, Indiana, will be the basis of this course. Story plays, graded games and simple folk dances included. Fall and Summer.

**COURSE 4. Folk Dancing 2.**—Folk Dances of many lands ranging in difficulty. Some aesthetic dancing including solo and couple dances. Prerequisite Course 1. Winter quarter.

**COURSE 5. Playground Work.**—To meet the needs of rural and grade teachers and those particularly interested in the playground movement. This course includes lectures on organization and management of a playground; demonstrations and practice of games and athletics; the study and making of type programs, posters, etc.—discussions of stories and festivals suitable to playground conditions; practice teaching and observation on city playgrounds. Spring and Summer.

**COURSE 6.—Outdoor and Indoor Seasonal Sports and Athletics.**—Basketball, Indoor Baseball, Tennis, Volley Ball, Swimming. Each quarter.

**COURSES 7 AND 9.**—A combination course combining Theory of Girls' Athletics and High School Physical Education. For students who wish to coach high school athletics or those who wish to make physical education their minor. Prerequisite Course 1. Four hour course. Winter and Summer.

(NOTE: Each girl should provide herself with a gymnasium suit which consists of a pair of plaited black bloomers, white middies, white tennis or gymnasium slippers; also, she should have a short, full, dark skirt (shoe top length) for hiking and outdoor sports.)

Students who wish to specialize in this work will be interested in the Supervisor's Course in Physical Education explained on another page of this department.

# DEPARTMENTAL STATEMENTS

Eastern Division, Muncie

## PSYCHOLOGY AND HISTORY OF EDUCATION

THOMAS J. BREITWIESER, Professor.

ALICE BEEBE, Laboratory Assistant.

### Educational Psychology

**Psychology 1.**—*General Psychology.* The purpose of this course is to give a general survey of the subject of educational psychology. It considers the special senses, nervous system, sensation, perception, memory, imagination, the higher thought processes, affection, emotions, instinctive tendencies, habit formation, and the laws of learning. Each quarter.

**Psychology 1A.**—*Introduction to Child Psychology.* Attention is given to the laws of physical and mental growth and development with the view of enabling the student to deal more intelligently with all phases of child life and education. This course is required of all students on the two-year course for grade teachers. Each quarter.

**Psychology 2.**—*Experimental.* The aim of this course is to offer a series of experiments that will supplement the work given in the other psychology courses. The student will be directed along some definite problem, showing him how simple experiments may give desirable and valuable information about everyday phenomena. Fall.

**Psychology 3.**—*Child Psychology.* Special attention is given to the physical and mental characteristics of children at the various levels of growth and development. The first six years of life are considered rather minutely. Spring and Summer.

**Psychology 4.**—The Intelligence tests, especially the Stanford Revision of the Simon-Binet tests, are dealt with in this term's work. Fall and Winter.

**Psychology 4A.**—*Intelligence Tests.* This course is a continuation of Course 4. The student does field work in the schools, thus getting the practical side of the tests and learns how to use the different tests in making recommendations. Winter and Spring.

**Psychology 5.**—A study of the standardization tests in common and high school subjects. Summer.

**Psychology 11.**—The psychology of the common and high school subjects. Winter.

**Psychology 12.**—A survey of the need of vocational guidance and an investigation of the laws and principles underlying its application. The best means at hand of discovering personal aptitudes. Summer.

NOTE.—Psychology 1 or 1A is a prerequisite for all other courses in psychology.

### History of Education

**History of Education 2.**—*European Education.* The great men and movements, ancient, mediaeval and modern, with their ideals, influence, and contributions of permanent value, are made the basis of this course. Spring.

**History of Education 3.**—*United State Education.* A study of the development of educational ideals and systems in the United States with emphasis on the history of Indiana Education. Summer.

### PRINCIPLES OF EDUCATION, OBSERVATION, AND SUPERVISED TEACHING

BENJAMIN F. MOORE, Professor.

This department deals with both the theoretical and the practical phases of the process of education. The work involves a study of the principles and methods of instruction as set forth in the best current literature on the subject and the application of such principles and methods in the training schools.

**Introduction to Education.**—The object of this course is to give the beginning teacher a general view of the practical problems of education. It will include a study of approved methods for the management and instruction of pupils in classes, together with such study of both rural and city school systems as will enable the student to work intelligently therein. Except during the Summer quarter, a part of the work will consist of the actual inspection of typical school units and directed observation of the management and instruction of classes. Open to "A" and "B" and two-year course students. Four hours. Fall, Winter and Spring.

**Principles of Teaching 1.—*General Method.*** A course of lectures, readings, and conferences setting forth the principles and conditions under which all learning must proceed. It involves, too, a study of the general theory of method and its application in teaching, together with the study of the school as an institution for the realization of the purposes of education. The course is open to students who have had Psychology 1 or an equivalent. Four hours.

Fall, Spring, and Summer.

**Principles of Teaching 2.—**This course deals with the more advanced phases of the work in their application to teaching in the higher elementary grades and in the Junior and Senior high schools. It involves a somewhat careful study of the specific aims and processes of departmental and high school work, principles involved therein, and methods adapted thereto. The course is open to students taking advanced courses or college work who have had Psychology 1 or an equivalent. Four hours.

Each quarter.

**Principles of Teaching 3.—*Primary Methods.*** This course is open to students preparing to do kindergarten or primary work who have completed three quarters of work. The aim of the course will be to consider both the materials and methods in the instruction of children in kindergarten and first four grades of the elementary school. Approved methods, including the project method, will be studied and as far as practicable their application exemplified. Four hours.

Summer.

**Supervised Teaching 1.—**In this course students are required to observe and teach under supervision in some or all of the elementary grades. The aim is to give the student skill in organizing and interpreting lessons and in presenting them to pupils at different stages of their development. In addition to the directed observation and conferences, students are expected to do actual teaching in the training schools each day. This course is required of students taking the two year normal course and should be taken in the second year. It is open to students who have had Psychology 1, Principles of Education 1, and other necessary preliminary courses. Four hours.

Fall, Winter, and Spring.

**Supervised Teaching 2.—**In so far as practicable, students are given opportunity to practice in the grade or grades which they are specially preparing to teach. Practice work in this course



may be done in either elementary or high school departments. Unless otherwise arranged, students taking this course are expected to do the supervised teaching in their major and minor subjects. The plan is to give opportunity to study theoretically and to do practically under supervision all work required in a well organized school or department. Open to students who have had Supervised Teaching 1 or an equivalent. Required of all students taking the four-year courses for teaching. Four hours.

Fall, Winter, and Spring.

**Supervised Teaching 3.**—This course is open to students desiring practice work for Supervision and School Administration. The work will consist of directed observation, teaching classes under supervision, and supervising the instruction of teachers, together with such administrative work as may be connected with the special supervision of a subject, general supervision, or the complete management of a department or school. It will include the outlining of work, the planning for and conducting of professional meetings with teachers, and the making of necessary recommendations and reports to school officials. Open to students who have had Supervised Teaching 1 or an equivalent. Required of all students taking two-year courses for special supervisions' certificates. Four hours.

Fall, Winter, and Spring.

**NOTE.**—All supervised teaching students are required to attend conferences on the work. Students in each of the courses in supervised teaching and those in courses in special method should reserve the hour from 3:30 to 4:30 on Tuesday and Thursday afternoons of each week for such conferences.

Supervised teaching can not be taken during the Summer quarter. Substitutions for courses in supervised teaching may be made only where students have had fifty months of certified successful experience in teaching.

**School Administration.**—This course deals with such problems as arise in the administration and supervision of rural, town and city schools. It comprehends a study of school organization; school finances; buildings and equipment; selection, employment, and assignment of teachers; classification and assignment of pupils; the course of study; text and reference books; school reports and records; and other problems connected with school administration. The course is open to students in the senior year of the four-year course and to supervisors, principals and superintendents of schools as special work. Four hours.

Summer.

NOTE.—Students taking professional courses in either elementary or high school work are provided with adequate facilities for observation and practice.

A large consolidated township school located within three blocks of the campus has been recently made a part of the Muncie School System. This has been set apart as the elementary training school. Students can there observe and practice in a school containing all the essentials of a thoroughly up to date elementary school, and under conditions substantially the same as those under which they will afterward teach.

The trustees of the school city of Muncie have also tendered the use of the Muncie High School as a training school for students preparing to do high school work. This is a large vocational high school, splendidly equipped and in every way modern. It affords opportunity for students to observe and practice in both Junior and Senior high school work, and to study high school organization and administration in one of the most complete vocational high schools in the State.

### ENGLISH

ERLE ELSWORTH CLIPPINGER, Professor.

MARY CHRISTINE PAVEY, Assistant Professor.

Literature 17, Reading 1, and Grammar or Composition 1 are required for completion of the two-year course. No student on one of these two-year courses may substitute another course in English for one of these required courses unless the substitution is authorized by the Committee on Advanced Standing or by the head of the Department of English. Announcement regarding the grammar or composition requirement will be made later.

Students on the four-year courses are required to take Composition 1 or its equivalent. This course should be taken before the beginning of the Sophomore year. Those who elect English as the major subject should take Composition 1, 2, and 3.

**Grammar 1.**—This course deals with the thought and its nature and with the sentence and its structure. It is required for completion of any of the two-year courses and is open to students on all courses. Each quarter.

**Reading 1.**—The purpose of this course is to teach students the science and the art of interpreting the printed page. Especial attention is given to articulation, accent, inflection, phrasing, and

phonetics as aids to literary interpretation and appreciation. Some attention is given to the use of dictionaries, encyclopedias, and other reference books. It is required for completion of the two-year courses and is open to students on all courses.

Each quarter.

**Composition 1.**—This is a general course in written and oral composition, designed to teach neatness and conformity to correct usage as well as readiness and effectiveness. The course has been carefully organized through a period of years for the purpose of aiding the college Freshman to acquire quickly a practical use of the English language.

Each quarter.

**Composition 2.**—Composition 2 deals primarily with oral and written discourse of an expository nature. Some attention is given to journalistic writing and business letters. The course is open only to students who have had Composition 1 or its equivalent.

Winter.

**Composition 3.**—Composition 3 deals primarily with oral and written discourses of an argumentative nature. The nature of reasoning is considered briefly, and some attention is given to parliamentary law and usage in connection with the work with oral debate. At least two long argumentative themes will be written. Students who have not had Composition 1 or its equivalent should not elect this course.

Spring.

**Composition 4.**—The purpose of this course is to give the student practice in the composition of such forms of discourse as magazine articles, addresses, club papers, and pamphlets. Principles of criticism will be studied, and much of the composition work will be criticism of literature and art. Part of the work will be oral. The course is open only to students who have had Composition 1 and 2 or equivalent preparation.

Spring.

### Literature

Courses in literature need not be taken in the order in which they are enumerated below. In most cases, however, it will be well for the student to begin his collegiate study of literature with Course 1 or Course 2. Students on the two-year course may begin with Course 17, which is required of them. The subject-matter of each course is primarily literature, not the history of

literature; and the chief purpose is to lead the student to understand and to appreciate the literature that is studied.

**Literature 1.**—*Survey of English Literature.* This course is a general survey of the whole field of English literature, illustrated by selections from the works of numerous authors. Winter.

**Literature 2.**—*Survey of American Literature.* This course is a general survey of the whole field of American literature, illustrated by selections from the works of important authors. Fall and Summer.

**Literature 3.**—*English Poetry of the Victorian Period.* The course deals primarily with the poetry of Tennyson, Browning, Matthew Arnold, Swinburne, Rossetti, Morris, and Mrs. Browning. Summer.

**Literature 7.**—*Shakespeare.* The purpose of this course is to lead the student to understand and to appreciate the nature of Shakespeare's work. Several of the plays will be read, and one of the tragedies and one of the comedies will be studied intensively. Spring.

**Literature 10.**—*Nineteenth Century English Prose.* The work of Carlyle, Newman, Ruskin, Arnold, Huxley, Pater, and Stevenson will be considered, and selections from each will be read. Fall.

**Literature 12.**—*English Fiction.* Several English novels of different types and periods will be read and discussed. The work of the course will also include lectures and assigned readings on the structure of the novel and the history of the development of English fiction. Fall.

**Literature 13.**—*American Fiction.* In this course the nature of the American novel and its relation to the English novel will be considered. A careful study will be made of several novels by such well-known writers as Cooper, Hawthorne, and Howell, and at least one recently published novel will be read.

**Literature 17.**—*Juvenile Literature.* A study of types of literature suitable to be taught in the grades. Methods of teaching literature in the grades are discussed incidentally. This course is required for completion of the two-year courses and is open to all students. Each quarter.

**Literature 18.**—*Recent Poetry.* The course will deal with several of the most significant English and American poets of recent years. The purpose will be to investigate the general nature of the new English and American verse as well as the particular contributions made by such writers as John Masefield, Alfred Noyes, Edwin Arlington Robinson, etc. This course is open only to students who have had at least two courses in literature.

**English 10.**—*Special Methods for Grade Teachers.* A professional course for students on the two-year course. Methods of presenting English in the grades will be discussed, and especial attention will be given to composition and grammar. This is a two-hour course with recitations on Tuesday and Thursday.

**English 11.**—*Special Methods for High School Teachers.* A professional course for students on the four-year course. Methods of presenting literature, composition, and grammar in the high school will be discussed. This is a two-hour course with recitations on Monday and Wednesday.

## LATIN

VILETTA ELLEN BAKER, Professor.

The courses in Latin are designed with a view to giving students a knowledge and appreciation of Latin literature and also an understanding of the fundamental principles of Latin grammar and composition.

Those students who select Latin for their major subject will take courses 4, 5, 6, and 7, and at least four of the authors named in courses 8-12. Also Latin 13, 14, 15, and 17. Courses 14, 15, 16, and 17 will be given as one-hour courses in connection with Latin 8-12. Prose composition is given one hour a week with Latin 4, 5, 6, and 7.

**Latin 1.**—A course for those who have had no Latin in high school.  
Fall and Summer.

**Latin 2.**—Caesar.  
Fall and Winter.

**Latin 3.**—Cicero's Orations. Open to students who have had Latin 1 and 2.  
Winter.

**Latin 3a.**—Vergil's *Aeneid*. Open to students who have had Latin 1 and 2.  
Spring and Summer.

**Latin 4.**—Cicero's *De Senectute* and *De Amicitia*. Open to students who have had Latin 3. Fall and Summer.

**Latin 5.**—Terence's *Phormio*. Open to students who have had Latin 4. Spring.

**Latin 6.**—Livy; Books I-XXI. Open to students who have had Latin 4. Winter.

**Latin 7.**—Odes of Horace. Open to students who have had Latin 4 and 5.

**Latin 8-12.**—Tacitus's *Agricola*; Pliny's Letters; Catullus; Satires of Juvenal; Epigrams of Martial; Suetonius. Open to students who have had Latin 7.

**Latin 8.**—Pliny's Letters. Fall

**Latin 9.**—*Agricola* of Tacitus. Winter.

**Latin 10.**—Catullus. Spring.

**Latin 13.**—*Advanced Prose Composition*. A four hours' course for advanced students in Latin and especially suitable for those who are preparing to teach Latin.

**Latin 14.**—*History of Latin Literature*. Open to students who have had Latin 7.

**Latin 15.**—*Private Life of the Romans*. A course open to all students.

**Latin 16.**—Teachers' Course in Latin. Summer.

### ROMANCE LANGUAGES

EDITH LOUISE SCHLATER, Professor.

BESSIE McVICKER, Assistant Professor.

**French 1.**—*Beginners' Course*. The work includes conversation, grammar, and dictation with stress laid upon pronunciation. The modified direct method is used. Text: Meras's "Le Premier Livre." Fall.

**French 2.**—A continuation of French 1, with easy French reading, anecdotes, etc. Irregular verbs. Fall and Winter.

**French 3.**—"Les Deux Sourds," Chardenal's grammar, and "L'Abbe Constantin." Further study of irregular verbs. The

course is open to students who have completed French 2 or its equivalent.  
Winter and Spring.

**French 4.**—Composition, reading, and dictation.

Fall and Spring.

**French 5.**—Guerber's "Joan of Arc," "Les Miserables."

Fall and Spring.

**French 8.**—Third year French. "Tartarin de Tarascon" and other novels to be read.

Fall.

**French 9.**—Survey course.

Winter.

**French 10.**—Modern French authors.

Spring.

**Spanish 1.**—A course for beginning students, including grammar, easy reading, and practice in speaking. Open to all students.

Fall.

**Spanish 2.**—This course is a continuation of Spanish 1. It is open to students who have had Spanish 1 or one year of Spanish in the high school.

Winter.

**Spanish 3.**—A continuation of course 2. It includes reading of easy Spanish prose, composition and drill in conversation.

Fall and Spring.

**Spanish 4.**—Modern Spanish prose. Conversation and composition.

Fall and Winter.

**Spanish 5.**—Modern Spanish prose. Conversation and composition.

Winter and Spring.

**Spanish 6.**—Modern Spanish Novel. Conversation and composition.

Fall and Spring.

**Spanish 7.**—Modern Spanish Novel. Conversation and composition.

Winter.

**Spanish 8.**—Modern Spanish drama. Conversation and composition.

Spring.

## MATHEMATICS

JAMES HARVEY BAXTER, Professor.

**Arithmetic 1.**—*Teachers' Arithmetic.* This course includes elementary notation with especial reference to the psychological processes involved in the development of the number concept,

some brief algebraic proofs of fundamental principles, and a survey of the "State Course of Study" in arithmetic in conjunction with the text-book adopted for use in the elementary schools. The subject-matter includes the fundamental operations; fractions; denominate numbers, including English and French systems; ratio; proportion, etc., to mensuration.

**Arithmetic 2.**—*Mathematics of Commerce.* This course is offered especially for students of the Department of Commerce, but it is open also to students on Course A and Course B. It may be taken as a continuation of Course 1.

**Trigonometry.**—Prerequisites: Elementary algebra and plane geometry.

**College Algebra 1.**—This course includes a rapid review of the high school algebra topics and a rigorous treatment of those topics of college algebra which are of practical consequence in subsequent courses. Prerequisites: Elementary algebra and plane geometry.

**College Algebra 2.**—A continuation of College Algebra 1, with especial emphasis on determinants, theory of equations, partial fractions, logarithms, and series.

**Analytic Geometry 1.**—*Plane Analytic Geometry.* A development of the notations of co-ordinate geometry as applied in preparatory work for the calculus. Prerequisites: College Algebra 1 and Trigonometry.

**Analytic Geometry 2.**—Completion of plane analytic geometry and enough solid analytic geometry to familiarize the student with the notation used in calculus problems which involve three dimensions.

**Calculus 1.**—Differential calculus as presented in Granville's text.

**Calculus 2.**—Integral calculus as presented in Granville's text.

**Differential Equations.**—Standard types as found in Cohen's text. Prerequisites: Differential and integral calculus.

**The History and Teaching of Mathematics.**—A brief survey of mathematical history and a study of modern movements in the teaching of mathematics. This course may be taken as a teacher's course in algebra and geometry.



**Mathematics 1.—*Special Methods.*** A professional course for students on the two-year course. Two hours' credit. Monday and Wednesday.

**Mathematics 2.—*Special Methods.*** A professional course in High School Mathematics for students on the four-year course. Two hours' credit. Tuesday and Thursday.

## HISTORY

\*WILLIAM ORLANDO LYNCH, Professor.

MINNIE WEYL, Acting Professor.

### American History and Social Science

**American History 1.—*The Colonies and the Revolution.*** A survey of American history to 1783. Fall and Spring.

**American History 2.—*National Development.*** A survey of the history of the United States from the close of the Revolutionary War to Andrew Jackson, 1783-1829. Winter and Summer.

**American History 3.—*Expansion, Civil War, and Reconstruction.*** A survey of the westward movement, the sectional conflict, and the post-bellum period of readjustment, 1829-1876.

Spring and Summer.

**American History 4.—*The Last Half-Century.*** A survey of the period of transition from a simple to a complex civilization, 1865-1919.

Fall and Summer.

**American History 5.—*The Economic History of the United States.*** A Survey of our commercial, financial, agricultural, and industrial history from 1815 to the present time.

Summer.

**American History 6.—*American Government and Politics.*** A general study of the central, state, and local governments of the United States in actual operation.

Winter.

**American History 7.—*The History of the South.*** A special study of the history, institutions, political theories, and problems of the antebellum South.

**American History 8.—*The History of the West.*** A special 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.

Summer.

\*On leave to June, 1921.

**American History 9.**—*The History of Indiana.* A special study of the exploration, colonization, and development of the State, from the earliest time to the present.

**Course 10.**—*Economics.* A general course in political economy.

**Course 11.**—*Crime and Poverty.* A study of the causes of crime and poverty, of the principles of penology, of penal institutions, and charities and charitable institutions.

### European History and Government

**European History 1.**—*Ancient History to the Break-up of Alexander's Empire.* A survey of Oriental and Greek history.

Summer.

**European History 2.**—*Roman History.* A survey of the Roman state, with emphasis on the last century of the Republic and on the period of the Empire to 476 A. D.

Fall.

**European History 3.**—*Medieval History.* A survey of the Middle Ages and of the period of transition to the modern era, 476 to 1450.

Winter.

**European History 4.**—*Modern History.* A survey of the modern world to 1915.

Spring.

**European History 5.**—*Governments of Europe.* A general study of governments and political parties in the principal countries of Europe.

**European History 6.**—*The Economic History of Europe Since 1750.* A general study of the economic transformation of Europe since the beginning of the Industrial Revolution in England.

**European History 7.**—*The Constitutional History of England.* A special study of the origin and development of political institutions in England, with emphasis on the period before 1689.

**European History 8.**—*The French Revolution and Napoleon.* A special study of the period from 1789 to 1815.

Fall and Summer.

**European History 9.**—*Europe Since 1815.* A general survey of Europe from the fall of Napoleon to the present time.

Winter.

**European History 10.**—*The World War and Its Outcome.* A study of the recent colossal struggle and the problems growing out of it.

Spring.

**Course 11.—*British and Latin America.*** A general survey of the leading states of the new world outside of the United States. Summer.

## GEOGRAPHY AND GEOLOGY

FREDERICK JOHN BREEZE, Professor.

All courses in geography and geology are of collegiate rank and may be elected for credit on Fall courses of study.

### Geography

**Geography 1.—*Introduction to Modern Geography.*** This course is a study of selected geographic topics. The aim is (1) to enable the student to obtain a considerable body of geographic knowledge; (2) to give him an insight into the scope and content of scientific geography; and (3) to bring him in touch with the chief sources of geographic information. Open to all students. Fall.

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

**Geography 3.—*Special Methods for Grade Teachers.*** A professional course for students on the two-year course. A two-hour course. Summer.

**Geography 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. Open to all students.

**Geography 5.—*Industrial and Commercial Geography.*** A course dealing with the industrial and commercial activities of the chief regions of the world. Emphasis is placed upon the economic geography of the United States. Open to all students. Spring.

**Geography 6.—*Geography of North America.*** An interpretation of the continent of North America and its people, in the light of all phases of its geography. Open to all students who have taken Courses 1 and 2.

**Geography 7.**—*Geography of Europe.* This course is a study of the topography, climate, industries, and peoples of each of the countries of Europe. Open to students who have taken Courses 1 and 2. Fall.

**Geography 8.**—*Geography of South America.* A study of the continent of South America and its people, in the light of all phases of its geography. Emphasis, however, is placed on the industrial and commercial aspects. Open to students who have taken Courses 1 and 2.

**Geography 9.**—*Geography of Asia, Africa, and Australia.* The methods of Geography 4 are applied in the study of these continents. Open to students who have taken Courses 1, 2, and 3.

**Geography 10.**—*Home Geography.* Field studies of the physical, industrial, and commercial geography of Muncie and surrounding country. Classroom discussions of the general problems in the teaching of home geography. Open to students who can satisfy the department that they can successfully pursue this course. Fall.

**Geography 11.**—*Studies in the Geography of the United States.* A study of the physiography and economic geography of the United States. Open to advanced students. Winter and Spring.

**Geography 12.**—*Geography of Indiana.* An intensive study of the topography, soils, climate, industries, commerce, and population of Indiana. Emphasis is placed upon physiographic influences. Open to advanced students. Spring and Summer.

**Geography 13.**—*Special Methods for High School Teachers.* A professional course for students on the four-year course. A two-hour course. Summer.

**Geography 14.**—*Geographic Literature.* Assigned readings in geographic literature, and written and oral reports of the same. Open to students majoring in geography.

**Geography 15.**—*Field Geography.* A field study of some important geographic unit in the United States. Last half of summer term. Open to advanced students.

### Geology

**Geology 1.**—*Physiography.* A study of physiographic features and processes. Considerable attention will be given to the inter-

pretation of topographic maps. Field trips are required. The course is open to all students who have had high school geography. Fall.

**Geology 1A.**—Continuation of Geology 1. Winter.

**Geology 2.**—*Historical Geology.* An introduction to historical geology. Considerable field study will be required. Open to students who have had Geology 1 and 1A or equivalents. Spring.

**Geology 3.**—*Geology of Soils and Mineral Fertilizers.* A study of soil-forming minerals and rocks, and of the processes of soil formation; also a study of the geological aspects of mineral fertilizers. Open to students who have taken Geology 1 and 2. Winter.

**Geology 4.**—*Field Physiography.* A field study of some physiographic unit in the United States. Last half of summer term. Open to advanced students.

## BOTANY AND AGRICULTURE

OTTO B. CHRISTY, Professor.

### Botany

**Botany 1.**—*General Botany.* An introductory course dealing with the structure and physiology of plants, followed by a study of their evolution and classification. Spring and Fall.

**Botany 2.**—*Lower Plant Forms.* This is primarily a laboratory and field course. Winter.

**Botany 3.**—*Seed Plants.* This is largely a laboratory and field course dealing with seeds, seed germination, and the flowering plants. Spring.

**Forestry.**—This comprises the study and identification of trees and shrubs found on the campus and in the forest. Forest problems will also receive special attention, and our school forest will be used for practical work. Summer.

**Botany 5.**—*Plant Physiology.* This course deals with the methods by which plants assimilate food and the influence of light, heat, moisture and gravity on plants. Winter.

**Botany 6.**—*Ecology and Economic Botany.* A study of the way in which plants live with their animal and plant neighbors, and

the way in which they adjust themselves to the nature of the soil and climate in which they live. Fall.

**Nature Study.**—The chief topics to be studied are birds, insects, trees, shrubs, flowers, and plant propagation. Spring.

### Agriculture

**Animal Husbandry 1.**—*Types and Breeds of Farm Animals.* This course consists of a careful study of the different types and breeds of horses, cattle, sheep, and hogs. The laboratory work will be devoted to the judging and scoring of different kinds of farm animals. Fall and Summer.

**Agronomy 5.**—*Farm Management.* The aim of this course is to emphasize the business side of farming. It includes a consideration of general and special systems of farming in their relation to certain conditions and market demands. Spring.

**Agronomy 2.**—*Cereal and Forage Crops.* A study will be made of the more important farm crops and the best methods of growing them. Fall.

**Horticulture 1.**—*Fruit Growing.* The propagation and growing of fruit trees, bushes, and vines. The planting, pruning, spraying, and the general care and management of the orchard will be studied in this course.

**Agronomy 1.**—*Soils and Fertilizers.* A study of tillage in its relation to soil air, soil temperature, soil moisture, etc., also the best methods employed to maintain suitable soil conditions for plant growth. Winter.

**Horticulture 2.**—*Gardening.* Garden plans, the use of fertilizer, the control of insects and plant disease, harvesting, marketing and storing will receive special emphasis. The school grounds will be used to make the work practical.

**Animal Husbandry 3.**—*Poultry.* A study of the care and management of poultry on Indiana farms, types and breeds, hatching, brooding, housing, and the various poultry diseases and parasites.

**Special Methods of Teaching Agriculture.**—A study of the materials and methods used in teaching agriculture in the public schools. Special emphasis will be placed upon the club and home project work as it is done in Indiana. Fall.

**Dairying.**—A study of the various breeds of dairy cattle, and the production of milk and its products. The laboratory work will consist of a study of cream separators, testing milk and cream, judging dairy cattle, and the keeping of dairy records.

**The Teaching of Agriculture.**—*Special Methods for Grade Teachers.* A professional course dealing with the methods, materials, and purposes of agriculture in the elementary school. Two hours.

**The Teaching of General Science.**—*Special Methods for High School Teachers.* A professional course dealing with the methods, materials and purposes of general science in the high school. Two hours.

## ZOOLOGY AND PHYSIOLOGY

RICHARD A. GANTZ, Professor.

CLIFFORD L. OSBUN, Laboratory Assistant.

### Physiology

**Physiology 1.**—*Hygiene and Public Health.* This course deals with subject-matter which will help the student to control health. The more common diseases are studied with respect to casual organism and means of prevention. The class will visit milk supply stations, waterworks, meat markets, bakeries, heating and ventilating plants, and other institutions which effect health. Open to all students. Fall, Winter, and Spring.

**Physiology 2.**—*General Survey.* The aim of this course is to consider the basic physiological facts concerning the cell, muscular system, skeletal system, blood, circulation, and respiration, that the student may more fully appreciate the fundamental biological laws that adapt the human mechanism to its environment. Open to all students. Fall and Winter.

**Physiology 3.**—*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 course is open to students who have had Physiology 1 and 2. Spring.

## Zoology

**Zoology 1.—General Zoölogy.** This is an introductory course. It gives the student a general survey of the animal kingdom. The student acquires a knowledge of the structure and function of the organs of a typical invertebrate, such as an earthworm or a crayfish, and a typical vertebrate, such as a frog. Heredity, environment, development, economic relation, and classification will be discussed. Open to all students. Fall.

**Zoology 2.—Invertebrate Forms.** The morphology, physiology, and economic importance of typical animals from each phylum or race will be studied. Winter.

**Zoology 3.—Comparative Anatomy.** A comparative study of fishes, amphibious reptiles, birds, and mammals will be made. Spring.

**Zoology 4.—Histology.** Tissues of higher animals will be considered. The student will prepare a set of slides as a part of the laboratory work. Prerequisite: Zoology 1. Fall.

## Bacteriology

**Bacteriology 1.**—The student becomes acquainted with laboratory methods in cultivating and studying molds, yeasts and bacteria. Fermentation, sterilization, antiseptics, disinfectants, carbon cycle and nitrogen cycle are studied. This course is of special interest to students of agriculture. Prerequisite: Chemistry 1. Winter.

**Bacteriology 2.**—This course is applied bacteriology. It deals with bacteria of air, water, soil, milk, and other foods. Pathogenic forms will be considered. Prerequisite: Bacteriology 1. Spring.

## PHYSICS AND CHEMISTRY

JAY HOWARD JOHNSON, Professor.

DOROTHA E. WILLIAMS, Laboratory Assistant.

The work of this department includes a group of courses in college physics and a group in general, organic, applied, and analytical chemistry. Classes in elementary physics will be offered later if occasion demands.



**Physics 3.**—*College Physics.* This course deals with mechanics, molecular physics, and heat, and includes lectures, assigned reading, and laboratory work. It is open to students who have had one year of high school physics. Fall.

**Physics 4.**—*College Physics.* This course is a continuation of Physics 3, and includes a general course in sound and light. Lectures, recitations, and laboratory work. Prerequisites: Physics 3 and plane trigonometry. Winter.

**Physics 6.**—Advanced laboratory work. Winter.

**Physics 7.**—*Household Physics.* This is a course of applied physics for students of Home Economics. Open to all students. Fall.

**Chemistry 1.**—*General Inorganic Chemistry.* This is a course in the chemistry of the non-metals and their compounds. Special attention will be given to equilibrium and the modern theory of solutions. Open to all students. Fall and Winter.

**Chemistry 2.**—*General Inorganic Chemistry.* This course is a continuation of Chemistry 1, and includes the chemistry of metals and their more important compounds. Prerequisite: Chemistry 1. Winter.

**Chemistry 3.**—*Household and Food Chemistry.* This course will begin with the study of such portions of organic chemistry as are essential to an understanding of food composition. The work includes the study of water, liquid and gaseous fuels, hydrocarbons, classification and properties; alcohols, aldehydes, acids; examination of fruit products; carbohydrates; testing of flour, meals, cereals, etc.; fats—properties, testing for purity, soap-making; proteins, classification, properties, examination of eggs, meat, meat extracts, gelatine, milk and cheese; baking powders; tea, coffee, cocoa; and the preservation, adulteration, and artificial coloring of food products. This course should be taken by all students of home economics. The course is open to students who have had Chemistry 1 and 2 or an approved course in general chemistry. Spring and Summer.

**Chemistry 4.**—*Qualitative Chemical Analysis.* The lectures of this course deal with the chemistry of the analytical reactions, and special attention is given to the development and application of the laws of equilibrium and of solutions. Prerequisite: Course 2. Fall.

**Chemistry 5.**—*Advanced Qualitative Analysis.* This course is a continuation of Course 4 and includes the identification of a wider range of substances and the analysis of more difficult mixtures. Prerequisites: Chemistry 1, 2, and 4. Winter.

**Chemistry 6.**—*Quantitative Chemical Analysis.* This course includes both gravimetric and volumetric analysis. Great stress is laid upon the accuracy and care necessary for successful quantitative work. Prerequisites: Chemistry 1, 2 and 4. Fall.

**Chemistry 7.**—*Organic Chemistry.* This course deals with the aliphatic series of the chemistry of the carbon compounds. Lectures and laboratory work. Prerequisites: Chemistry 1, 2, 4, 6. Winter.

## MUSIC

VERNE E. HUMPHREYS, Professor.

**Music 1.**—*Unprepared Work.* A course in sight-reading, ear-training and class elements of notation. This course may be elected by Class A and Class B students as a fifth subject. Fall and Spring.

**Music 2.**—Continuation of vocabulary and dictation work and introduction of chromatics, minor scale and its forms, melody writing and two-part sight-singing covering the work of the fourth and fifth grades of school. Required on Supervisor's Course. Prerequisite: Music 1. Fall and Winter.

**Music 3.**—Continuation of sight-reading, part-singing, dictation, melody writing and theory, covering the work of the sixth, seventh and eighth grades of school. Required on Supervisor's Course. Prerequisites: Music 1 and 2. Winter.

**Music 4 and 5.**—*Harmony.* A continuous course in constructive music and ear-training requiring two terms for completion. The subject considers scales, intervals, triads and the harmonizing of melodies employing chords through secondary chords of the seventh. Required on Supervisor's Course. Winter.

**Music 6 and 7.**—*History and Literature of Music.* Development of music from the earliest attempts to the present time. Supplementary reading outlined and phonograph records and other available numbers are employed for illustrative purposes. Fall and Winter.

**Music 8.**—*Elementary Music Methods.* This course is planned to present the problems of music in the elementary grades. Required on Supervisor's Course. Prerequisites: Music 1 and 2.

**Music 9.**—*High School Music Methods.* This course is planned to present problems in the junior and senior high schools and to develop teaching ability. Opportunity will be given for practical experience in conducting. Required on Supervisor's Course. Prerequisites: Music 3, 4 and 8. Spring.

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

**Music 11.**—*Orchestration.* A two-hour course in writing and arranging for the orchestra. Required on Supervisor's Course. Prerequisite: Music 4 and 5.

**Music 12.**—*Appreciation.* A two-hour course which is planned to increase the appreciation of the student for good music by teaching him how to listen to it. Victrola records and other available material will be utilized. Required on Supervisor's Course. Open to all students.

**Chorus.**—*Unprepared Work.* A two-hour course for the study of standard and miscellaneous compositions. Open to all students. Required on Supervisor's Course. Each quarter.

**Orchestra.**—*Unprepared Work.* Open to all students who play orchestral instruments. Each quarter.

## DRAWING AND WRITING

JOHN WESLEY RHOADS, Professor.

**Drawing 1.**—Drawing 1 is the beginners' course intended for those who have had little or no drawing and for those who may be required to teach without the help of a supervisor. It takes up the study of type forms, value scales, still life, and nature work. Figure work is given, in action and attitude, in skeleton and silhouette. Occasional outdoor sketching. Fall.

**Drawing 2.**—*Design 1.* This course deals with the simple units lines and spots, and includes rhythm harmony, balance and composition; tinting, stick printing, and block printing; plain letter-

ing, still life, and nature work. Sketching and blackboard work are continued from Drawing 1. Open to students who have had Drawing 1 or its equivalent. Fall and Winter.

**Drawing 3.**—This course treats of parallel, angular, oblique, and aerial perspective. Open to students who have had Drawing 1 or 10. Fall and Winter.

**Drawing 4.**—*Design 3.* This course takes up the study of decorative and structural design as regards purpose, material, and adaptability. Design of costume, furniture, and architecture. Open to students who have had Drawing 2. Winter.

**Drawing 5.**—This course consists of construction work. Paper folding, tearing, cutting, and pasting. Cardboard construction. Bookbinding with appropriate decoration. Art history and biography. Open to students who have had Drawing 1 or 10.

**Drawing 10.**—*Unprepared Work.* A general survey of the work in pencil, charcoal, and paint. Open to students on the two-year courses.

**Writing 1.**—*Unprepared Work.* The aid of this course is twofold: to improve the writing of the teacher and to provide her with intelligent, interesting, and effective methods of presentation in the several different grades or classes in school work. Psychological methods, means, and devices are studied throughout this course. Study is given to the styles of letters best suited to children of the different grades. Much attention is given to blackboard work, through the stress throughout the entire course is placed upon methods of teaching. Each quarter.

**Writing 2.**—*Unprepared Work.* A four-hour course intended for students on the two-year courses. It is drill work and without the methods feature of Writing 1.

## COMMERCE

MARK EARL STUDEBAKER, Professor.

The courses in the Department of Commerce are outlined for teachers of commercial subjects who wish to take advanced professional training as well as for teachers of other subjects who wish to take their major or minor in Commerce. It is adapted to the needs of high school graduates, whether they have had commercial training in their regular high school course or not.

Other subjects are to be added to meet the requirements of the special two-year and regular four-year courses in Commerce mentioned elsewhere in this bulletin. Students selecting either of these courses should consult the department at once in order that the prescribed work may be taken in its logical sequence.

**Bookkeeping 1.**—*Elementary Bookkeeping.* The fundamental theory of double entry bookkeeping is studied in this course. The principal books of account, business forms, financial statements, and closing the ledger are introduced. Open to all students. Fall and Summer.

**Bookkeeping 2.**—*Partnership Bookkeeping.* A continuation of Course 1, introducing additional business forms, columnar books, advanced financial statements, controlling accounts, and departmental records. Prerequisite: Course 1. Winter and Summer.

**Bookkeeping 3.**—*Corporation and Voucher Records.* A study is made of corporation and voucher records with the business forms used in a manufacturing business. Prerequisites: Courses 1 and 2. Spring.

**Accounting 1.**—*Elements of Accounting.* A study of the theoretical side of bookkeeping, including a brief history and development of accounting, interrelation between the economic and financial elements of a business, philosophy of debit and credit, and various forms of journals and their uses. Prerequisites: Bookkeeping 1 and 2. Fall.

**Accounting 2.**—*Principles of Accounting.* The classification and basic methods of accounting, capitalization and distribution of partnerships, summarizing fiscal period results, controlling accounts, adventure accounts, and single entry. Prerequisite: Course 1. Winter.

**Principles of Business.**—*Organization and Management.* The elementary principles of business are taught with a view to having the student in bookkeeping realize the fundamental problems which necessitate record keeping. Organization, financing, departmental duties, marketing, and traffic are among the topics studied. Open to all students. Summer.

**Stenography 1.**—*Fundamentals.* A study of the elementary principles of phonetic writing. Open to all students. Winter.

**Stenography 2.—*Abbreviated Principles.*** Special attention is given to phrase writing, prefixes, suffixes, word signs and other abbreviated principles, supplemented by elementary dictation exercises. Prerequisite: Course 1. Spring.

**Stenography 3.—*Advanced Reading and Dictation.*** A review of the fundamental principles followed by the reading of literary classics and special dictation drills. Prerequisites: Courses 1 and 2. Summer.

**Typewriting 1.—*Beginners' Course.*** The touch method of typewriting is taught in this course. Fundamental principles in correct typing touch, rhythm drill, and practice for accuracy and correct method. Open to all students. Fall and Summer.

**Typewriting 2.—*Intermediate.*** A review of exercises, spacings, letter forms, shaping up material, carbon copies, and practice copying. Prerequisite: Course 1. Winter and Summer.

**Typewriting 3.—*Advanced.*** Speed practice, rhythm drill, legal forms, tabulating, billing, cutting stencils, and practice on special kinds of work. Prerequisites: Courses 1 and 2. Spring.

**Business Law.—*General.*** This course deals with the fundamental problems of practical business law such as contracts, negotiable instruments, agency, real and personal property, insurance, and guarantyship. Open to all students. Fall.

**Salesmanship.—*Personal Efficiency.*** A course given to meet the demand for teachers of this subject in the commercial departments of our high schools. It studies in a practical way such topics as personality, efficiency, leadership, etc. Open to all students. Spring.

**Commercial Education.—*Principles and Methods.*** A teachers' course, including among other topics the following: history and essentials of commercial education; the high school commercial course; vocational aspect of the commercial course; and the commercial teacher in his community. This is a professional course and is open to experienced commercial teachers or to students who have at least twenty-four credits in this department.

## INDUSTRIAL ARTS

ORVILLE ERNEST SINK, Professor.

HAROLD BROWN, Laboratory Assistant.

The work in this department falls into four divisions: Special Professional, Drawing, Wood Work, and Cement Construction.

### Special Professional Courses

**Theory of Manual Training and Vocational Education 1.**—This course includes the history and development of manual training and vocational education. A thorough study of the modern movement in vocational education is made, with special emphasis on state and national vocational education laws. This course is open to advanced students only.

### Drawing Courses

**Mechanical Drawing 1.**—This is a beginning course, which deals with orthographic projection, isometric drawing and development with special emphasis on working drawings. This course is open to all students. Each quarter.

**Mechanical Drawing 2.**—This course deals with machine drawing, free hand sketching of machine parts, tracing, and blue print making. The course is open to students who have had Mechanical Drawing 1. Fall and Spring.

**Mechanical Drawing 3.**—This course deals with transference of motion as applied to cams, gears, pinions, racks, and belts. The course is open to students who have had Mechanical Drawing 1 and 2.

**Architectural Drawing 4.**—This course is an elementary course which deals with details of construction, floor plans, and elevations of a wood frame building. The course is open to students who have had Mechanical Drawing 1. Winter and Summer.

**Architectural Drawing 5.**—This is a continuation of Course 4, and includes plans and specifications of more complicated frame and brick buildings, also perspective drawings of buildings. The course is open to students who have had Courses 1 and 4.

### Wood Working Courses

**Wood Work 1.—*Bench Work.*** This course is an introductory course in bench work. It is a teachers' course, covering analysis of tool processes, shop equipment and arrangement, and courses of study. It is open to all students. Each quarter.

**Wood Work 2.—*Carpentry.*** This course deals with the fundamental principles of frame building construction. The theory of the steel square as applied to rafter and brace cutting forms a large part of this course. It is open to students who have had Wood Work 1. Summer.

**Wood Work 3A.—*Furniture and Cabinet Construction.*** This course is an advanced bench working course. Outline and constructive design as applied to furniture forms a part of the course. It is open to students who have had Wood Work 1 and Mechanical Drawing 1. Each quarter.

**Wood Work 3B.—*Furniture and Cabinet Construction.*** This course is a continuation of Course 3A. The course is open to students who have had Mechanical Drawing 1 and Wood Work 1 and 3A.

**Wood Work 4.—*Wood Turning.*** This course deals with spindle, fireplate, and chuck turning. Modern designs of candlesticks, lamps, and other ornaments are used as a basis for instruction. The course is open to students who have had Wood Work 1. Winter.

**Wood Work 5.—*Pattern Making.*** This is an elementary course which deals with the fundamental principles involved in pattern making. The course is open to students who have had Wood Work 1 and 4 and Mechanical Drawing 1 and 2. Each quarter.

**Wood Work 6.—*Pattern Making.*** This is a continuation of Course 5. It is open to students who have had Wood Work 1, 4, and 5 and Mechanical Drawing 1 and 2.

**Wood Work 7.—*Mill Work.*** Fall, Winter and Spring.

### Cement Work

**Elementary Cement Work 1.—**This course deals with the fundamental principles involved in cement construction as related to the farm and to building. It is open to all students.



## HOME ECONOMICS

NINA SMITH, Professor.

Courses in this department are outlined to present all phases of home economics, so as to meet the needs of teachers majoring in this subject. The courses in foods are planned to emphasize the scientific principles in order that the teacher shall have a foundation for teaching the subject in the elementary and secondary schools, where the practical rather than the scientific side is used. The courses in sewing present the fundamental principles of sewing and their application, and show how to teach them. The laboratory work in both phases of home economics is practical as well as experimental.

Students registering for the first time in home economics should select home economics 1, 2, or 5. If more advanced work is desired, they should consult the head of the department.

The courses described below will be offered during the year 1920-1921.

**Home Economics 1.—*Textiles.*** A study of textile fibers, weaves, standard and adulterated fabrics. Emphasis will be placed on the identification of materials and the principles of dyeing, laundering, and stain removal. This course is open to all students. Summer.

**Home Economics 2.—*Sewing.*** The fundamental principles of sewing are studied and applied to simple articles. Special emphasis is given to the method of teaching beginning sewing. This is open to all students. Fall and Summer.

**Home Economics 3.—*Sewing.*** A course dealing with drafting and alteration of patterns and the principles applied to simple dressmaking. This course is open to students who have had Home Economics 2 or its equivalent. Winter.

**Home Economics 4.—*Sewing.*** This course deals with advanced dressmaking in which silk and wool materials are used and the artistic side of sewing developed. This course is open to students who have had Home Economics 3. Spring.

**Home Economics 5.—*Foods.*** The purpose of this course is to give a working knowledge of the composition and classification of foods and their use in the body. A detailed study is made of carbohydrate and protein foods. Chemistry 1 must be carried

with this course if the student does not have credit in it. This course is open to all students. Fall and Summer.

**Home Economics 6.—Foods.** A continuation of Home Economics 5. Protein foods are completed and a study made of batters and doughs. Chemistry 2 must be carried with this course if the student does not have credit in it. This course is open to students who have credit in Home Economics 5. Winter.

**Home Economics 7.—Planning and Serving Meals.** A study of the principles of menu making and rules of serving Laboratory work includes application of the above points. This course is open to students who have had Home Economics 6. Spring.

**Home Economics 8.—Dietetics.** A study of the food requirement of various of individuals and the factors that influence this requirement. Nutritive values of food materials are considered and calculated menus are made for all types of diet. Malnutrition is studied. This course is open to students who have had Home Economics 7 and Food Chemistry 3. Summer.

**Home Economics 9.—The House.** This course deals with the planning, furnishing, management, and care of the house. A study is made of the economics and the scientific factors which influence the home Business methods and sanitation are discussed in relation to the home. Spring.

**Home Economics 10.—Organization of Home Economics.** The purpose of this course is to present teaching problems of home economics. Summary of all home economics is made so as to enable the student to see the real purposes of teaching home economics. A working basis is developed, from which teachers may plan courses in all lines of home economics work and for the various types of schools. Winter.

**Home Economics 11.—Institutional Cooking.** This course includes the study of buying, planning, preparation, and serving of foods in institutions. Emphasis is placed on the food value of all dishes served, also upon the sanitary conditions and care of food materials. Practice work is given in the school cafeteria. This course is open to students who have had Foods 1 and 2 or their equivalent. Each quarter.



*Bound with vols. 12 - 13*

# NEEDS OF THE STATE SCHOOLS

STATE NORMAL SCHOOL  
INDIANA UNIVERSITY  
PURDUE UNIVERSITY

## An Appeal to The People of Indiana

The biggest business of the State is education; it is a growing business; it has suffered from war conditions more than any other business, because its product is not sold for dollars,—to be returned for its support.

From the kindergarten to the universities, educational institutions have retrograded during the past few years. They are now struggling to maintain themselves at par. At a time when the results of education are so important to the industrial, social and economic welfare of the world, these institutions are unable to meet the demands made upon them and are fighting for existence.

Indiana's higher institutions of learning—Indiana University, Purdue University and the Normal School—face a crisis today. Their incomes, fixed by law, have not increased in appreciable degree, while the purchasing value of their funds have been cut in half; students increase while the institutions are unable to employ a sufficient number of teachers for their instruction; the lure of commercial employment at better salaries is taking away valuable members of their faculties; recruiting into the teaching profession has practically ceased because of its poor rewards.

It is impossible to maintain standards under these conditions, and growth has altogether ceased. That which the State has a right to expect from these institutions, the training of educated men and women for leadership, for service to industry and technology, and the training of teachers—is not being realized.

Indiana has very low rank among the states in support of its educational institutions, whether in proportion to its population or its wealth.

The remedy is to grant to the institutions means commensurate with their responsibilities and the needs of the State. They will appeal to the Legislature for relief. There should be an enlightened understanding of the citizenship of the State as to the situation in order that they shall not ask in vain.

Unless substantial aid is granted by the coming Legislature, the organizations of these institutions will disintegrate; their standards will be lowered and their values to the State be diminished to a degree which a generation will not restore. We ask your support in behalf of these institutions in their appeal for relief.

For Indiana University  
WILLIAM LOWE BRYAN  
President

Trustees  
J. W. FESLER  
S. E. SMITH  
EDWIN CORR  
FRANK H. CHATFIELD  
BENJAMIN F. LONG  
GEORGE C. BALL  
IRA C. BATMAN  
CHARLES M. NIEZER

For Purdue University  
WINTHROP E. STONE  
President

Trustees  
L. WALTER BREAKS  
FRANKLIN F. CHANDLER  
CYRUS M. HOBBS  
JOHN A. HILLENBRAND  
JOHN ISENBERGER  
JAMES W. NOEL  
JOSEPH D. OLIVER  
ANDREW E. REYNOLDS  
WILLIAM V. STUART

For Normal School  
WILLIAM W. PARSONS  
President

Trustees  
SANFORD M. KELTNER  
FRANK C. BALL  
WILLIAM C. BALL  
LINNAEUS N. HINES  
CHARLES E. COFFIN

# INDIANA STATE NORMAL SCHOOL

TERRE HAUTE, 1870-1921

MUNCIE, 1918-1921

## PRESENT STATUS AND NEEDS

### Growth of the School

1870, 66; 1875, 345; 1880, 454; 1885, 705; 1890, 823; 1895, 1274; 1900, 1628; 1905, 1817; 1910, 2922; 1915, 3183; 1920, 3458.

### Income

1870, \$7,500; 1920, \$318,703.

### Faculty

The number of the faculty is wholly inadequate to carry on the work and maintain a high standard of excellence. Under the present conditions classes of 60 and 75 and even more students are common. Now that the State Teachers' Training Board requires a definite amount of actual teaching by every practice student, the capacity of the Training School must be at least doubled to meet these demands.

Funds are needed (1) to increase the salaries of the present faculty members; (2) to add a number of new teachers; (3) to add some much needed new departments.

For the year 1919 and 1920 the faculty payroll of both schools totaled \$205,921.32. At least \$100,000.00 must be added to this sum to meet immediate needs, and this would provide for very little growth.

### Extension Work

In addition to resident work the school should be able to carry its instruction to every part of the state through extension lectures and correspondence. An annual expenditure of \$25,000.00 would inaugurate this feature.

### Equipment and Maintenance

For the year 1919 and 1920 the expenditures for equipment and maintenance for both schools amounted to \$109,937.56. A conservative estimate of the needs for this year adds \$104,039.44 to this sum.

### Building Program

In addition to these funds there must be an annual margin for the building program. Buildings are needed for both schools.

#### For the Terre Haute School

**An Administration Building** containing a large auditorium capable of seating at all times the entire student body. During the quarters when the attendance is large it is impossible to seat more than one-half the students in the present auditorium. At commencements and upon other occasions the seating capacity is wholly inadequate.

**Gymnasiums** for men and women, modern and well-equipped. The present gymnasiums are in the basement and are not only too small, but are poorly lighted and ventilated.

**Dormitories** for men and women. It grows more difficult each year to house the students under good living conditions. Considered from the standpoint of student welfare and perhaps even from that of holding its present enrollment the school should have these first. A cafeteria has been provided where the students obtain the best food at cost and the state cannot do less than furnish good living conditions at the same rate.

**For the Muncie School**

At Muncie there is only one large building, and one dormitory with accommodations for 70 women. The school needs immediately a large fire-proof library building, a science hall, and modern, well-equipped gymnasium. There exists, also, the same necessity for dormitories as at Terre Haute.

The minimum annual margin for buildings extending through a number of years must be at least \$300,000.00 to meet the needs of both schools.

**IMMEDIATE NEEDS OF INDIANA UNIVERSITY**

Needed to cover necessary increases in salaries of present instructional and administrative force....	\$150,000.00 to \$200,000.00
Needed additions to the instructional staff and force of employees..	200,000.00 to 250,000.00
Urgent equipment needs to bring us up to standard.....	150,000.00 to 150,000.00
Urgent immediate increases in maintenance needs for all departments of the University.....	65,000.00 to 90,000.00
Immediate repairs and upkeep needs due to conservative program of several years past.....	85,000.00 to 85,000.00
Urgent Graduate School needs..	45,000.00 to 45,000.00
Urgent building needs covering period of next few years, the amount per year depending on the number of years determined upon for the erection of buildings, aggregating \$7,000,000.00 .....	500,000.00 to 1,000,000.00
<b>Total.....</b>	<b>1,195,000.00 1,820,000.00</b>

The above figures are based on detailed statements on file at the University.

**Growth in Attendance**

1894, 638; 1899, 1050; 1904, 1418; 1909, 2470; 1914, 2630; 1919, 3210.

## NEEDS OF PURDUE UNIVERSITY

Purdue University is facing the most serious crisis in its history because of the shortage of funds, brought about by the great increase in the cost of all necessities and only very slight increase in its income.

Next year's budget, based only on the most urgent needs of the university, calls for the expenditure of practically \$1,240,000. Only a little more than half this amount is provided by the present mill tax.

The enrollment has grown from 893 in 1900 to 1,889 in 1910 and 3,150 the current year. The growth in the last five years has been especially great, the increase representing 32 per cent. Despite this increase in the number of students, the faculty is only 14 per cent. larger, while the building program has been given up entirely and no new equipment has been added for some years.

The immediate financial needs of the university are these:

Needed to employ more instructors and give increases which everyone recognizes the teaching profession deserves .....	\$100,000
Needed to meet increased maintenance costs, such as coal, janitor hire, etc.....	50,000
Needed to purchase equipment and supplies which have been omitted for several years.....	100,000
Needed for home economics building, for which an insistent demand has arisen throughout the State (on the program for 12 years).....	250,000
Needed for engineering testing laboratory and addition to shops.....	200,000
Needed for recitation building. (Classes now are being held in basements and odd rooms about the campus.) .....	200,000
Needed for addition to the chemistry laboratory so that all students may receive thorough instruction in this important subject.....	50,000
Needed for several small agricultural buildings...	100,000
Needed for purchase of land which must be obtained before options expire.....	50,000
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Total immediate needs.....	\$1,100,000

### In Conclusion

The foregoing analyses of the immediate and pressing needs of the three State higher schools are based on most conservative estimates. Careful and detailed analyses of each item in the respective statements have been made by the president and faculties of each school and can be supplied on request.

The statements represent a minimum of what is needed to keep schools at par.