

1927

Catalog, 1927 Training School

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N. T. S. 1

April, 1927

INDIANA STATE NORMAL SCHOOL

BULLETIN

of the

Normal Training School

and of

Supervised Teaching

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LIBRARY

TERRE HAUTE, INDIANA

ADMINISTRATION

The Normal Training School is under the general management of the Department of Education. A Director of Supervised Teaching has charge of the Training School and of all matters related to Supervised Teaching. He is assisted in administration by a principal, and in supervision by two members of the faculty, one giving half time to high school supervision and the other giving full time to primary supervision. The Director supervises intermediate and junior high school work. In addition to these, the head of each Department in the Normal School is advisor to the students from his Department, who are doing Supervised Teaching.

The Normal Training School is organized into a junior-senior or six years high school, and into an elementary school of grades one to six. Grades three to six have a semi-departmental organization. A principal of the school looks after administrative details and does part time teaching.

The following list of administrators, supervisors and teachers make up the 1926-27 corps for the Normal Training School and for the Hook School, a city elementary school used by the Normal for Supervised Teaching.

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FACULTY—1926-27.

Linnaeus N. Hines, President.
Francis M. Stalker, Dean of the Department of Education.
Edwin N. Canine, Director of Supervised Teaching.
Earl E. Ramsey, Associate Professor of Education, Supervisor of High School Teaching.
Gladys E. Young, Assistant Professor of Education, Supervisor of Primary Teaching.
Howard W. Byrn, Principal of the Normal Training School.
Mary E. Hughes, English.
Doyne T. Koonce, Social Studies.
Kathryn M. Kennedy, Mathematics.
Walter H. Woodrow, Science.
Thersa Wehr, Latin.
Ersel Hutchison, French.
Florise Hunsucker, Social Studies.
Sylvan H. Yeager, Industrial.
Harriett H. Joslin, Home Economics.
Mrs. Mary Hamilton Craig, Physical Education.
Ethel M. Oyler, Music.
Grace M. Schwarzkopf, Drawing.
Mrs. Elsie Cornett, Science & Geography, Grades 3-6.
Flora M. Smith, Grades 5-6.
Mrs. Bertha Fitzsimmons, Grades 3-4.
Helen Price, Grades 1-2.

HOOK SCHOOL—1926-27

Ella Grover, Principal.
Martha D. Harris, 8A
Esther Soules, 8B-7A
Opal Harris, 7B-6A
Ruth Campbell, 6B-5A
Hazel F. Brown, 5B-4A
Hilda W. Flaherty, 4B-3A
Harriette Hebb, 3B-2A
Edna Oelgeschlager, 2B-1A
Mildred Whittaker, 1A-1B
Mary J. Kadel, Opportunity Classes
Myra June Parker, Kindergarten

USE OF THE CITY SCHOOLS

The number of students taking the training makes it impossible to do all the supervised teaching on the campus. The Normal School has arranged with the city school authorities for the use of the Hook school as a training school. This building is situated two blocks west of the Normal School, making it very convenient for practice purposes. The building, however, is old and inadequate. It has grades one to eight inclusive, a kindergarten, and an opportunity room. For the full use of this school the Normal School Trustees pay to the City Board of Education a stipulated sum. The city in turn supplies this school with teachers meeting the state requirements for critic teachers and gives them additional compensation.

Through the courtesy of the Board of Education and the Superintendent, and because of the fine spirit of the teaching corps the Normal School has been granted the privilege of using practically all the city schools. When there are more students than can be accommodated on the campus and at Hook, they are sent to the various schools, and the teachers to whom they are assigned are paid a small fee by the Normal School. Practically all colored students are sent to the Booker T. Washington school, which has a kindergarten, and grades one to nine inclusive. The Normal Training High School does not offer a Commercial course, so all Commercial students are sent to the various city high schools for their practice teaching.

The Normal School is fortunate to have such splendid cooperation from the city schools. The Superintendent and the Board of Education have made the opportunity for the work to be done, the teachers have met the situation with fine spirit and the public has been liberal and sympathetic in its attitude. The Normal School authorities greatly appreciate this splendid cooperation and assistance.

THE PURPOSE OF THE TRAINING SCHOOL

The Normal Training School was created and is maintained, primarily, for the purpose of training more effectively the young men and the young women who are to teach in the public schools of the state. To make this training possible the school must have pupils. When pupils are admitted, those in authority assume the additional responsibility of providing for them training equal to or better than that found in the schools from which they are drawn. This school operates on the theory that the welfare of the children is best maintained by giving to student teachers first class training. On the whole a high type of instruction is secured and pupils profit as much, or more, than they do in typical public schools.

Student teachers are to be given the opportunity to see applied in class room work the principles developed in other courses and to see it done in the most effective way. This requires that the critic teachers shall be thoroughly prepared, and especially adapted to this type of work. A training school can not rise above the quality of its teachers.

Observation is followed by actual teaching, progressing from mere assistance or participation to full control of the situation and responsibility for the result.

The Training School should be the very core of the whole institution. In it the best educational theories and practices should be developed and tested, and these should determine very largely the procedure of the Normal School or Teachers' College. The course of study developed through the cooperation of the Normal School and the Training School faculties should reflect the sanest and most progressive ideas developed by expert school people. This, in turn, should determine very largely what is taught in the Normal School or Teachers' College.

CO-OPERATION OF DEPARTMENTS

The head of each department in the Normal School, or some one from such department designated by the head of the department, is made the Advisor for all student teachers from that department. This Advisor not only visits and helps to supervise the work of these students, but he should help to plan the work of the department in the Training School. He should be a member of the committee to formulate the curriculum of his subject as taught in the Training School, and to keep that curriculum up to the very best thought developed by school people. Legitimate experimentation may be carried on at any time, and is encouraged by the Training School. This close cooperation of the departments with the Training School is necessary for the proper functioning of both.

SUPERVISED TEACHING REQUIREMENTS

State Requirements.

Under the law providing for the training and certificating of teachers, the Indiana State Board of Education has set standards and made certain requirements concerning practice or supervised teaching. The State Normal School not only meets those requirements, but does much more. The State requirements are set forth fully on pages 70, 72, and 73, Educational Bulletin 75, Essentials of Teacher Training in Indiana. In brief these requirements are:

Two terms of twelve weeks each, making a minimum of eight term hours of credit, in all two-year curriculums.

One semester or three semester hours of credit, in all four-year curriculums.

In each case, for each four term hours or three semester hours of credit, the student teacher shall teach thirty-six lessons and observe eighteen lessons taught by the regular teacher.

The minimum time required by the State in each term or semester, would, therefore, be 54 hours in the class room.

Supervised teaching must be done in the subjects or grades to which the license is to apply. Students who have completed 40 months of successful teaching may be exempted from practice teaching.

State Normal School Requirements.

Two terms of 12 weeks each, giving a total of 8 term hours of credit in supervised teaching, are required for graduation from all two-year and from all four-year curriculums. These courses are listed as Education 51 and 52 for the two-year courses, and as Education 53 and 54 for the four-year courses. Education 51 and 52 are to be taken in the fifth and sixth terms. The student must have completed the following Education courses as listed in the catalog: Introduction to Teaching (41), Child Psychology (21), Principles of Teaching (43), Class Room Management (42, 61 or 76, according to the course).

Education 53 and 54 are to be taken in the ninth and tenth terms and must be preceded by the following Education courses: Introduction to Teaching (41), Psychology (22 and 23), Principles of Teaching (45), Secondary Education (2), and the special method courses in the subjects to be taught. In both the two-year and the four-year courses the student teacher must come to his supervised teaching with at least one half of his previous grades "C" or above. He must also show reasonable proficiency in the use of English.

Bulletins A and B, issued for the convenience of critic teachers and student teachers set forth fully the requirements concerning supervised teaching. They are included here for the information of the public. The student is expected so to plan his work that he may have two consecutive hours daily for supervised teaching. Obviously, float hours can not be used in these courses and the student reports *daily*. He may be excused from his "additional hour" enough times to bring his total down to 96 fifty minute periods. He may then use that hour as part of his preparation period.

While the teaching hour or period is 50 minutes, the actual teaching time will depend upon the program of the school. Only 32 lessons are required. If the actual recitation period is 25 or 40 minutes the student teacher will spend the remainder of the 50 minutes in directing study, or in other activities indicated in Bulletins A & B. The Training School is liberal in its definition of a lesson or recitation. A period or several periods may be devoted to study or to formal reports. The use of the terms are not permitted in any way to hamper the best class room procedure as determined by critic teachers and supervisors. In fact, the formal "learn a lesson, recite a lesson" type of class exercise is discouraged. Independent, effective work on a well planned problem may be the wisest use of a class period. Student teachers are asked to prepare and plan for such work, rather than for a mere recitation.

Bulletin C was prepared by a committee from the Education Department as a brief statement of the desirable features in both unit and single lesson plans. The committee was not interested in any particular form, but in a definite statement of the problem, which would guide both the teacher and the children.

The "Teacher Improvement Sheet" and "Visitor's Check Sheet" were supplied by Dean F. S. Bogardus of the History Department. They indicate the interest of the department in the training school problem and furnish to the student teacher a definite guide in his observation.

BULLETIN A

October 1926

Time

Supervised teaching should be on the same basis as the work in other departments. The time spent and the work done should be approximately the same for an equal amount of credit. If a student spends one hour daily in recitation, and two hours, which is said to be an average, in the preparation of any other lesson, his total for the term of twelve weeks is 144 hours (4 periods per week). The number of clock hours spent is only a partial measure. The way they are spent, and the ability of the student are very important modifying factors. Supervised teaching should have its full share of the time and energy of the student, no more, no less.

The following suggestions are made as to the division of the allotted time in supervised teaching, in each term of twelve weeks.

I. Class room work	Fifty Minute Periods
1. Directed observation (O)	16
2. Class teaching (T)	32
3. Additional activities	48
a. Observation (O)	
b. Supervision or direction of study; individual or group teaching; shop and laboratory work; testing, etc. (S)	

- c. Routine duties (R)
- d. Conference with critic teachers
and supervisors (C)

	96
II. Preparation—Lesson planning and reading (P)	48

144

This is a tentative statement for the guidance of both the student teachers and the critic teachers. Further investigation and actual experience, coupled with faculty regulations, may necessitate changes. The stronger students must have sufficient work to keep them busy, while others may need to draw on their reserve time to add a few hours to the total of 144 hours. Unreasonable requirements must be avoided. Too little is as unreasonable as too much.

The above schedule takes for granted that the student teacher has been and is making preparation in the academic and professional departments. The supervised teaching department will not, therefore, conduct classes nor make *required* reading assignments. Our business is to get students to put into practice what they have learned and are learning. To succeed in his work any teacher needs to read the best material relating to such work. The supervisor and critic teachers will feel free to suggest helpful supplementary reading, but not to require it.

The actual teaching period may be less than 50 minutes. The program of the school regulates that. The student teacher must teach *thirty-two* (32) *lessons*. If they are only 25 or 40 minutes in length, the remainder of the time will be spent in supervision of study, or as directed by the critic teacher. If possible, according to the program, spend the 100 minutes at one session. The distance to the school and the program of the school may make necessary some variations. Students assigned to schools which require considerable time to reach should consult with the director of supervised teaching.

LESSON PLAN

A student teacher should learn to work under conditions approximating public school conditions. Even though it might be desirable, no teacher has the time nor the energy to spend "hours and hours" on each lesson plan each day. It is a physical impossibility and a waste of teaching energy. On the other hand it is necessary for a teacher, like any other *good* workman, to make careful preparation and to have a very *definite* plan by which to work. If a teacher has 5 or 6 classes and spends one hour in planning for each, each day, she has a rather long school day.

Naturally the beginning teacher must take more time than does the experienced teacher. A student teacher needs to spend more time than does the beginning teacher. They must all form the habit of quick, *effective* lesson planning and preparation. One or one and one-half hours daily of *real work*, is enough time for a student teacher, including a reasonable amount of reading on subject matter and method.

To write a lesson plan occasionally is very helpful for any teacher. The inexperienced teacher may need to write all of her lesson plans for a time. Make them fairly brief, but very definite for single lessons. We urge, however, that *units* of work, rather than single lesson plans, be prepared when the work admits and when the student teacher is able so to plan. These units should be selected from the course of study in the hands of the critic teacher, and will of course have her approval. Such a plan saves much time for the teacher, and is productive of much better work on the part of the pupils.

Essentials of any plan; written or unwritten:

- I. A definite objective. Omit *general* aims.
- II. A clear, concise statement of the subject matter.
- III. A definite assignment, setting out clearly the problem or problems to be attacked.
- IV. The steps in the process. These may be included in the assignments or may be in outline form.
- V. The special illustrative material to be used.
- VI. A definite summing up of the facts learned and the direct application to the goal.

The planning of such a unit of work may take several hours of hard work, but it will answer for a number of lessons. It will help you to direct work rather than to hear recitations.

BULLETIN B

February 10, 1926

To the Critic Teachers:

Since Bulletin A is intended for both critic teachers and student teachers, some further suggestions are given here especially for the critic teachers:

- I. Using time in "additional activities"
 1. Some routine duties. They will vary in the different schools, but the general principles are the same. As soon as a student teacher has reached a reasonable degree of proficiency in any of them they cease to be educative and further time need not be spent on them. The student teacher is not a *relief* teacher. She is a liability rather than an asset. She should learn to:
 - a. Receive, or assemble, and dismiss pupils in an *orderly* way.
 - b. Start pupils to work *promptly* and *keep* them at work.
 - c. Have teaching materials ready *before* the class hour, for her own, or for the critic teacher's use.
 - d. Develop a *quick, orderly* way for distributing, using, collecting, and storing materials.
 - e. Look after the physical comfort of the children.
 - f. Grade or check written work. Most of the written work should be checked during the class period. Student teachers must learn to spend very little outside time in such work. Much better use can be made of their time and energy.
 - g. Take care of situations as they arise. Put the student teacher upon her own responsibility as far as she is able to assume it.

2. **Direction of study.** This is the most important single item of school work. Give the student teacher abundant opportunity to direct *work* and to develop study habits. Encourage her to read, as time permits, the best literature on the subject. Above all, let her see you do this particular thing supremely well. Let us develop workers rather than reciters.
3. **Individual and group teaching.** This is to be based on individual differences. Encourage the student teacher to discover these differences through her class work and by giving standard tests, or by using those given previously. Teach her to seek the cause and the proper remedy. Let her learn to apply this in the regular class, urging each pupil to the limit of his or her ability, rather than to any artificial standard for all.
4. It is always helpful for the student to observe the work of excellent teachers. Your own work measures up to that standard. It is perfectly proper for you to arrange to have the student teacher see the work of other excellent teachers in your own or other buildings. They must report to you.
5. **Conferences.** A part of the 100 minutes may be used as the conference hour if the program permits it without interfering with pupil work. Example—When a student has spent two 40 minute periods, ending at a free period for the teacher, the additional time may be used in the conference.

The Critic Teacher shall require *adequate* preparation for the teaching of the lesson or unit in hand. This may necessitate considerable reading and study in both subject matter and method. Neither the critic teacher nor the supervisors will conduct courses in pedagogy. (See paragraph 2, page 2, Bulletin A.) The conference hour ought to be a splendid opportunity for recalling and fixing permanently ideas gained from all the courses taken, as well as for developing new ideas.

When the adviser or supervisor observes the student teaching a lesson, the student should seek and hold a conference with the observer at an early date.

II. The Time Sheet.

A new and somewhat simpler time sheet is now in use. The critic teacher may keep the sheet and record the time or have the student teacher do so. In either case she will check and certify to the correctness of the time. She will require not only the specified amount of time, but effective use of time.

While there are no regular float periods in practice work, the student with the consent and approval of the critic teacher may be absent a few periods and yet get in the required time—ninety-six hours. The work, however must be continued throughout the full term, and the student should report daily. Absence because of sickness, or other unavoidable causes, must be reported immediately to the principal according to the rules for regular teachers in any particular building.

Grade the student teacher according to the Normal School system. The grade "A" is reserved for exceptionally good work. See that the time sheet is made out fully and then send it to the Director of Supervised Teaching two or three days before the close of the term.

III. Note Taking On Work Observed.

Indiscriminate note taking is a waste of time and energy. Direct the student teacher to watch for some particular thing in your work and then lead her to compare that with her own teaching. You may correct more errors in that way than in a dozen conferences. The student teacher's notes and her future teaching should show that she has received the specific lesson you wished to impress upon her that day.

In observing, the student teacher should make notes of some general or specific principle illustrated, or violated. She will note only enough detail to prove her point. A running account of things done is of no use *except* as it illustrates a definite principle.

Some critic teachers make notes or criticisms in the note books of the students while the latter are teaching. This is a fine opportunity to show them the way to take notes and the kind of notes that are really valuable.

There are at least three kinds of class notes:

- (1) Those which should never have been written.
- (2) Those which serve the present need as a basis for a conference. They should be destroyed *after* the conference.
- (3) Those which illustrate basic principles and show how difficult situations are met by capable teachers. These may be put in more permanent form. They will be comparatively few.

BULLETIN C

Suggestions on Lesson Planning

1. The primary purpose of lesson planning in supervised teaching is to form the habit of definite planning. Student teachers should be required to make fully developed and carefully written plans until the critic teacher is convinced that the advancement of the student teacher would warrant briefer plans.
2. **Vital elements**—Provision should be made for pupil activity along worthy lines. Thoroughness of preparation and the possibility of modification to meet needs of the class should characterise the plan.
3. **Unit plans** should be prepared for the larger natural units of the subject. This type of plan should consist of the following:
 - I. Topic
 - II. Teacher's aims (A clear, concise statement of the important aims of the entire unit, based upon a consideration of the needs and ability of the class, time available, etc.)
 - III. Number of periods to be used.
 - IV. Outline of subject-matter. A well organized and detailed statement in outline form. Should include definite relation to former work and discovery of present knowledge of new subject. Should include references, apparatus, charts, maps, pictures, etc.; in

many cases might be regarded as assignment for the unit. As part of the outline, a statement of larger factors of method may be included.

4. **Daily plans** should be prepared for each day's work on the larger unit. This type of plan should be brief and should consist of the following:—
 - I. Topic (or lesson to be developed today)
 - II. Teacher's aim (clear and concise statement of specific aim)
 - III. Assignment (advance assignment made yesterday)

Subject-matter	Procedure
(Brief outline; not in form of expected answers to questions)	<ol style="list-style-type: none"> 1. Testing on previous assignment 2. Motivation: definite setting of problem (pupil's aim) 3. Development (discussion, directed study, or other appropriate method) 4. Summary, application, and assignment.

The procedure should include a statement of each step of method, use of devices, pivotal questions, etc. Relative emphasis and adaptation in the outline above should be made to suit each important type of lesson—development, drill, and appreciation.

5. **Form**—Use uniform paper $8\frac{1}{2}'' \times 11''$, and pen and ink. At top to left give name and date, to the right give subject and grade.
6. **Result**—After the lesson is taught the results should be evaluated. Note should be made of successful and unsuccessful procedure, need of further teaching, etc., following the plan.
7. **Plan book**—The student teacher should keep a plan book for entry of all lesson plans. While teaching, the student teacher should leave the plan book where it will be accessible to critic teacher or supervisors.

TEACHER IMPROVEMENT SHEET

History in the High School

F. S. Bogardus

Assignment

1. Did the assignment make clear what written work was required?
2. Did the assignment make clear what sources and maps are to be used?
3. Did the assignment make clear what use is to be made of the text?
4. Did the assignment make clear what problem is to be solved?

Review

1. Was a summary of previous lessons called for?
2. Were proper corrections made? Subject matter? English?

Lesson

1. Was a proper distribution of time between different parts of recitation made?
2. Was a proper use of maps, charts, tablets, pictures, graphs, and sources made?
3. Was the most appropriate form used? (Inductive, source, textbook, socialized, etc.)
4. Was there proper proportion of fact and thought questions?
5. Was there a specific aim for the lesson?
6. Was the time relation looked after?
7. Was the place relation looked after?
8. Was the causal relation looked after?
9. Were comparisons made to get likeness and difference?
10. Was the subject properly placed in its line of development?
11. Did biography receive the proper amount and kind of attention?
12. Was a proper use of collateral reading and source material made?
13. Was there any correlation with other studies?
14. Were connections made with conditions and problems of today?
15. Was the lesson related to the pupils' interests?
16. Was the textbook properly used? (for reference and facts)
17. Was a summary made?
18. Was there some critical examination of accounts of different authors?
19. Were pupils working out problems by use of the library?

Miscellaneous

1. Did the teacher assume knowledge of elementary phases of the subject on the part of the pupils?
2. Was there evidence that some kind of synthesis of the subject was to be required?
3. Was the lesson pitched upon a more difficult plane than is in use in the eighth and ninth grades? In what respect?
4. Did the recitation help to develop a socialized attitude?
5. Did the recitation tend to develop a habit of looking for the evidence and carefully weighing it before expressing a judgment?
6. Was there a definite advance in knowledge and understanding of historical facts?
7. Did the recitation tend toward causing pupils to like history?
8. Did the teacher use correct English?
9. Did the teacher insist on the use of correct English by members of the class?
10. Did the teacher allow the discussion to wander away from the subject of the lesson?
11. Was the teacher's voice agreeable in tone and well modulated?

Visitor's Check Sheet

History in the High School.

F. S. Bogardus

Date Name

1. Assignment
 - a. Written work
 - b. Sources and maps
 - c. Text
 - d. Problem
2. Review
3. Advance
 - a. Time distribution
 - b. Use of helps
 - c. Questions
 - d. Collateral reading
 - e. Connection with current life
 - f. Teacher's contribution
4. Summary
5. Teacher's English
6. Pupils' English
7. Adaptation of work to grade
8. Historical-mindedness (evidence)

Normal Training School Program—1926-1927

EDWIN N. CANINE, Director

HOWARD W. BYRN, Principal

Teachers	Subjects	Room	8-05 8-55	9-00 9-55	10-00 11-00	11-05 12-00	12-25 1-20	1-25 2-20	2-25 3-20	3-25 4-20
Hughes.....	English	12	IV	Dean		III		II	I	
Koonce.....	Soc. Stu.	11	III	II		Ay.		IV	8	
Kennedy.....	Math.	13	II	8		I		III	IV	
Woodrow....	Science	9	I	III	Ay-12	IV	II			
Wehr.....	Latin	12-A	8	Ay	III			I	II	
Hutchison...	French	15		III				I	II	
Hunsucker...	Soc. Stu.	16	7-A	7-L	6	7G 8R			7	
Yeager.....	Indus.	2	Ay-15	I	II	Cr.		7		
Joslin.....	Home Ec.	14		I	5R	II		7	Ay	
Byrn.....	Phys. Ed.		Of.		7/8 I/II			Of.	Lat. IV Chapel	Ath
Craig.....	Phys. Ed.	1		1/2 4	7/8 I/II	3 6		8	5	Ath
Oyler.....	Music	3	1	4	H.S. 7/8	6	Orches- tra	2	3 5	Glee Club
Schwarzkopf.	Drawing	4	5 3	H.S.II Ay.M. W.Th.	1 MTW H.S.I. Th.F.	8 7		6 4	2	
Cornett.....	Science	7	3 5	5G	4G	3A		4 6		
Smith.....	5-6	8	6A	6R		5A		5L	6L	
Fitzsimmons	3-4	5	4L	3L	3R	4A		3R	4R	
Price.....	1-2	6	L R2	A2	SS2/Wr.	Sp 2		R2/SS1		
Cadets.....				R1	R1 Th.F.	R 1		R1		
Canine.....				Office						Con- ference

A—Arithmetic, H—History, Hw—Handwork, G—Geography, M—Music, L—Language, including writing and spelling, SS—Social Studies, R—Reading. Ay—Assembly, Cr—Counsellor. Hour period space divided horizontally shows that classes recite on alternate days. Spaces divided vertically indicates half hour recitations. The diagonal mark /, shows classes combined.

ADMISSION TO THE NORMAL TRAINING SCHOOL

1. **First Grade**—Parents may register the names of children between 9 and 12 A.M. on the first Saturday in June, preceding the opening of the school term when the child is to enter. When necessary, additional registrations will be made, as provided by the Director of the Normal Training School. The total number will be approximately 32.

A child must be six years old not later than December 31 of the year he enters, and should have average intelligence, or better, as shown by standard tests.

Children registered on the above date will be assigned places by lot, the number of boys and girls being kept approximately even.

2. **Grades Above First**—A child who has once entered the school is considered a member of the school until he withdraws. No further registration is required.

Entrance to grades above the first is secured by placing the name on a waiting list for the grade desired. Names are arranged in the order of application, but application must be renewed yearly (on or before the first Saturday in June) in order to hold the same relative position for the next higher grade.

Vacancies will be filled from this waiting list, in the order of registration.

3. **Ninth Year**—

a. Pupils completing the eighth year in the Normal Training School will be admitted to the ninth year. Since the eighth year is to have approximately the same number of pupils as the ninth, there will be, after 1926, vacancies caused by withdrawals only. These will be filled from registrations on file, in the same manner as for the grades.

b. Applicants for ninth year must present valid credentials of having completed satisfactorily the eighth year of work, in a standard school. In any case of doubt, the principal will give reasonable ability and achievement tests. Only those who show clearly by credentials or tests that they are able to do satisfactory work, will be admitted.

4. Admission to other classes in the high school will be made from waiting lists, made in the same way as for the grades.

THE COURSE OF STUDY

Another Bulletin is in course of preparation, which will give the courses of study in the various subjects and departments in so far as they have been developed. Committees composed of Normal School and Normal Training School teachers are working on the courses. No attempt will be made to make them final, nor even complete. The general plan at the present time is to state for each grade or subject a series of units of work and to see that these are definitely related for the

grades, making a continuous development of the subject. Very little will be said about method of procedure because the school is small enough that the supervisors can look after that, and especially because we believe that in this type of school with its well trained teachers, the method should be determined very largely by the teachers. They will try to meet all conditions and to use the method which will accomplish the result most effectively. They will be encouraged at all times to use their own initiative in developing satisfactory modes of procedure.

MID-SPRING AND SUMMER TERMS

Supervised Teaching is not offered and will not be given to students entering for the mid-spring term. It will be given during the *first* summer term of 1927. Students who expect to graduate in June must enter in the regular Spring term if they have these courses to complete. The school does not have the facilities, and the time is too short to give supervised teaching in the mid-spring term. Teachers will find it much more satisfactory to get a short leave of absence and enter in the regular Spring term.

While supervised teaching will be given in the first summer term, the Normal School urges teachers to get this work in one of the full terms of the year if possible. The time in the summer term is short and the facilities are much less adequate. Work will be given in the elementary courses, 51 and 52, and in English, History and Mathematics, courses 53 and 54. Only a limited number can be accommodated in the latter courses. Because of lack of facilities no work will be offered in supervised teaching of Science, of the Languages, nor in any of the special subjects. No supervised teaching of any kind will be given the second summer term.

SCHEDULE OF SUBJECTS AND TIME ALLOTMENTS

Elementary—Grades 1-6

The school day is five and one-half hours for grades 1-3, and six hours for grades 4-6. The spaces represent hour periods. When lines are drawn vertically, the period is divided into two 30 minute periods, as in the case of Physical Education and Music. When the space is divided horizontally, the subjects alternate, as shown in Elementary Science and Drawing. The first class may meet on Monday, Tuesday and Wednesday, while the Drawing class would meet on Thursday and Friday.

The regular room teacher has the work in Language (including writing and spelling), Reading and Arithmetic, in grades 3-4 and 5-6. There is a special teacher of Geography and Elementary Science for these grades. Each grade has about 32 pupils. In so far as rooms are available the grades are divided into sections for supervised teaching purposes. This enables the school to provide for more student teachers and gives the children more individual instruction. As shown in the

program there are special teachers of Music, Art, Manual Training, Home Economics and Physical Education. Each pupil, however, has one half of his time and work with or under the supervision of one regular teacher.

In grades one and two no departmentalization is attempted except that the special Music, Drawing and Physical Education teachers conduct or supervise the work in those subjects.

THE HIGH SCHOOL—Grades 7-12

The six years high school organization is used. There is little elective work in the first three years, but the last three years may be largely elective. A very large number of the Normal Training School graduates enter college and the course provides adequately for them. The main purpose, however, is to give a real opportunity for the full, free development of each child's abilities along worthy lines, so that he may live a useful, happy life. College may extend that opportunity. Right attitudes toward life and its problems is the goal most desired.

Practically all the grade subjects are completed in the seventh year. The eighth year is an introduction to and preparation for regular high school work, and yet is complete in itself. The "Introduction to Languages" is a kind of "try out" for English, Latin and other Languages, but serves a most useful purpose for the child who does not take any of the foreign languages. The junior Mathematics course, finished in the ninth year, gives the child much useful information and skill in various Mathematical lines and covers fully the required Algebra work of the ninth year.

A divided space indicates that a subject is carried for one half year.

A "Guidance" program is being worked out gradually. The director of industrial work gives part time to conferences with high school pupils relative to life activities and opportunities. It is not the intention to direct pupils into specific occupations, but to guide wisely their elections of subjects and to give them a good knowledge of the various life opportunities and requirements, so that they may make intelligent choices of life occupations.

DISTRIBUTION OF SUBJECTS AND TIME—ELEMENTARY SCHOOL

GRADES	HOUR PERIODS									
	1		2	3	4		5		6	
1B 1A	Language	Writing	Reading	Reading	Phys. Ed.	Music	Social Studies	Hand Work	Arith.	
2B 2A	Language	Writing Spelling	Reading	Reading	Phys. Ed.	Music	Social Studies	Hand Work	Arith.	
3B 3A	Language	Writing Spelling	Reading	Reading	Phys. Ed.	Music	Social Studies	Hand Work	Arith.	
4B 4A	Language	Writing Spelling	Reading	Elem. Science Drawing	Phys. Ed.	Music	Social Studies		Arithmetic	
5B 5A	Language	Writing Spelling	Reading	Elem. Science Drawing	Phys. Ed.	Music	Social Studies		Arithmetic	
6B 6A	Language	Writing Spelling	Reading	Elem. Science Drawing	Phys. Ed.	Music	Social Studies		Arithmetic	

NORMAL TRAINING HIGH SCHOOL

GRADES	DISTRIBUTION OF SUBJECTS AND TIME								
	English	Social Studies	Mathematics	Science	Language	Industrial	Music	Art	Physical Education
7B	Grammar R	U. S. History R	Jun. Math. I R	Geog. R		Shop-Boys	2 days per week R	2 days per week R	3 days per week R
7A				Physi. R		Home Ec. Girls			
8B		Social Science	Jun. Math. II	General Science R	Intro. to Language R	Shop-Boys	2 days per week R	2 days per week R	3 days per week R
8A		Civics R				Home Ec. Girls			
9B	English I R		Jun. Math. III R	Biology	Latin I or French I	Shop-Boys I	Elective	Elective	2 days per week R
9A						Home Ec. Girls I			
10B	English II R	European Hist. R	Geometry	Physiology	Latin II or French II	Shop-Boys II	Elective	Elective	
10A				Geog.		Home Ec. Girls II			
11B	English III R	U. S. History R	Geometry	Physics	Latin III or French III		Elective	Elective	
11A			Algebra						
12B	English IV	Civics R	Math. Analysis	Chemistry	Latin IV		Elective	Elective	
12A		Economics							

EXTRA CURRICULAR ACTIVITIES

Athletics.

The students of the Training School engage moderately in athletic competition. The boys regularly have teams in basket ball, base ball, track and tennis. They do not engage in foot ball because of the small number of students. Basket ball claims the greatest interest both on the part of those who participate and of those who are spectators merely. The aim in interscholastic athletics is to develop a high type of sportsmanship as well as physical efficiency rather than to turn out winning teams, but teams with this ideal in mind regularly make a very good showing in competition.

Girls do not engage in interscholastic competition as much as boys, their contests usually being limited to a few games of volley ball and indoor base ball with neighboring schools.

For both boys and girls there are many athletic contests between classes and other groups within the school. An effort is made to have practically every boy and girl engage in some form of athletic contest.

Dramatics

The dramatic club in the high school usually presents three or four plays each year. Some of these are very short and simple while others are more elaborate. Some plays are usually presented which have been written by the students themselves.

Hi-Y Club

Th Hi-Y Club is an organization of the boys of the school in connection with the Y. M. C. A. Its purpose is "To create, maintain and extend throughout the whole school and community high standards of Christian character." Its platform is clean living, clean speech, clean athletics, and clean scholarship. The club meets for an hour once a week. It is under supervision both of the local Y. M. C. A. officials and of the school.

Blue Triangle Club

The Blue Triangle Club is to the girls what the Hi-Y is to the boys of the school. It is associated with the Y. W. C. A. and is supervised by a member of the faculty. The club aims to develop in its members the three elements of good character—body, mind and spirit. The club meets weekly and has varied programs.

MUSIC

The children in grades one to six inclusive have music daily, while those of grades seven and eight meet three days each week. The regular public school music is based on the Hollis Dann Series while much music appreciation is given in correlation with their other studies.

On account of the small enrollment in the school, it is impossible to offer more than one course in music in the High School. There is a class either in Harmony or Appreciation.

The Senior Orchestra of eighteen members meets on three days of each week while the Junior Orchestra of the same size meets twice a week.

Twelve children are studying the violin in class. Class instruction has been carried on for three years in our school and it has been found to be quite successful. In fact most of those playing violin in the orchestras have received their first instruction in this way.

There is a piano class of twelve grade children. By using the Melody Way Material, the beginning of piano instruction is made attractive and the class makes rapid progress.

Applied music taught in classes has passed the experimental stage and is being used in many schools. The children who are eligible for these classes are those who have had no lessons on their particular instrument. The purpose of teaching instrumental music in the public schools, is to help the children to find whether or not they have any particular talent. In June, there will be a demonstration for the parents who will be asked to have the children continue their study of music with some good teacher of the city. The school gives these people no more instruction except in the orchestra. New classes are organized at the beginning of the school year in September and continue throughout the year.

ENROLLMENT IN THE TRAINING SCHOOL

In January, 1927 the enrollment in the Normal Training School was as follows:

Grade 1	20
Grade 2	18
Grade 3	28
Grade 4	23
Grade 5	23
Grade 6	29
Grade 7	28
Grade 8	31
Grade 9	31
Grade 10	30
Grade 11	27
Grade 12	33
Total	<hr/> 321

BLANK TO BE USED IN ASKING FOR INFORMATION
CONCERNING THE INDIANA STATE NORMAL SCHOOL

(Tear out and Mail to Registrar, Indiana State Normal School,
Terre Haute, Ind.)

(Date).....192..

Registrar of Indiana State Normal School,
Terre Haute, Indiana.

Dear Sir:

Please mail to my address given below the following checked items:

1. Copy Annual Catalogue.
2. Copy Extension Bulletin.
3. Copy Fall Term Program.
4. Copy Winter Term Program.
5. Copy Spring Term Program.
6. Copy Mid-Spring Term Program.
7. Copy First Summer Term Program.
8. Copy Second Summer Term Program.
9. Copy Latest December Bulletin.
10. Copy Latest March Bulletin.
11. Copy Latest June Bulletin.
12. Copy Latest September Bulletin.
13. Copy Bulletin of Awards, Scholarships, etc.
14. Information concerning the Indiana State Normal School.

Very truly,

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