ANNUAL REGISTER

OF THE

1882-83

INDIANA

STATE NORMAL SCHOOL,

CONTAINING

A PROGRAMME OF THE COURSE OF INSTRUCTION,

AND A

CATALOGUE OF THE OFFICERS AND STUDENTS,

1882-83.

TERRE HAUTE, IND.

INDIANAPOLIS:
WM. B. BURFORD, STATE PRINTER.
1883.

BOARD OF TRUSTEES.

Hon. MURRAY BRIGGS, Sullivan.
Hon. JOSEPH GILBERT, Terre Haute.
Hon. BARNABAS C. HOBBS, Bloomingdale.
Hon. GEORGE I. REED, Peru.
Hon. JOHN W. HOLCOMBE, Indianapolis.

OFFICERS OF THE BOARD.

PRESIDENT,

Hon. MURRAY BRIGGS, Sullivan.

SECRETARY,

Hon. JOSEPH GILBERT, Terre Haute.

TREASURER,

W. R. McKEEN, Esq., Terre Haute.

BOARD OF VISITORS.

Prof. WILLIAM T. HARRIS, LL. D., Concord, Mass.
Prof. W. H. PAYNE, A. M., Ann Arbor, Mich.
Prof. H. S. TARBELL, A. M., Indianapolis, Ind.

FACULTY.

GEORGE P. BROWN, PRESIDENT,
Psychology and Didactics.

W. W. PARSONS, VICE PRESIDENT,
Higher English.

JOSEPH CARHART,
Reading.

RUTH MORRIS,
Grammar and Composition.

ELI F. BROWN,
Natural Science.

HOWARD SANDISON,
Didactics.

NATHAN NEWBY,
Mathematics.

MICHAEL SEILER,
Geography.

M. ESTELLA NORTON,
Latin.

ELWOOD KEMP,
History.

ANTON SHIDE,
Music.

G. W. THOMPSON,
Penmanship and Drawing.

S. C. FULMER,
Preparatory Class.

JOHN M. BLOSS,
Assistant in Mathematics, Spring Term.

W. B. WOODS,
Assistant in Spring Term.

BAILEY MARTIN,
Assistant in Spring Term.

CRITIC TEACHERS.

ALBERT L. WYETH,
Critic in 7th and 8th Year Grades.

MARGARET COX,
Critic in 6th and 7th Year Grades.

CORA HILL,
Critic in 4th and 5th Year Grades.

FANNIE S. BURT,
Critic in 1st, 2d and 3d Year Grades.

THE SCHOOL.

Former reports have set forth the purposes for which normal schools are maintained in this country, and have given in detail the method of procedure by which the Indiana State Normal School seeks to give to her students adequate preparation for the discharge of the responsible duties of teachers in our common schools.

Every department of industry is asking science what she has to give to it that shall enable it to pursue its aims by truer and speedier methods. The old way, the way of empiricism, in almost every field of labor, when viewed in the light of science, is found to be defective and a new and better method is invented. A machine is constructed that will do more work than a hundred men, and do it better. With every valuable mechanical invention some trade ceases to exist. No child has any assurance that if he learn any specific trade, he will not be forced to compete with a machine in the practice of it. This is one practical result of the prevalence of the spirit of scientific inquiry.

Another result is that there is a growing demand for greater thoroughness, more exact and definite knowledge. The constructor of machinery is no longer satisfied to use twenty-five per cent. more material than is needed in his construction. He desires safety and no surplus. He appeals to the scientist, but he will not allow for mistakes. He demands that he whom he employs shall have accurate and thorough knowledge. We have not as yet a high standard of thoroughness, but this standard is rapidly rising in every department of labor.

There is reason to believe that there is a less imperative public demand that the teacher possess a thorough and scientific knowledge of his vocation. This arises partly from the fact that the teacher's errors are less readily detected than are the mistakes of a machinist. If he have a talent for maintaining order and holding the good will of his pupils, he may perpetrate menticide—kill

the minds of his pupils—and escape detection. Nay, he may be courted and extolled. The low grade of ability and education required to "keep school" is not associated in the public mind with thorough and scientific knowledge of a great art. But time is beginning to wear the impression into the minds of the people that the results of mere "school-keeping" are not worth what they cost. They have yet to learn that the value of the instruction received by the children in school depends wholly upon the moral, scholastic and professional attainments of the teacher who gives it. That the stream of influence from the teacher can not rise above the fountain within him.

The Indiana State Normal School has always taught that teaching in the common schools is a serious business, fraught with the gravest consequences to the child, and, therefore, to the State and the nation. This School has been a standing protest against the primitive notion that the only preparation for teaching required is mere learning. It has always maintained that there is a training of the heart and of the intellect needed which is peculiar to the teacher's vocation, without which no person is worthy to enter upon the discharge of these sacred duties. To this end a course of study is pursued in the institution which gives (1) a thorough training in the various branches of learning; (2) a high ideal of the purposes of the Common School and of its relations to other institutions of society; (3) it leads the students to the conviction that the most valuable results of the teacher's work are to be found in the character he has helped the child to form rather than the amount of information he may have helped him to obtain; and (4) a thorough training in the practice of teaching by daily work in practice schools connected with the institution.

WHAT IS A NORMAL SCHOOL?

The original meaning of the term "normal school" was a school whose methods of instruction might serve as models for imitation. These were the first schools for the education of teachers. The subjects taught in them were those which the student would be required to teach when he assumed the relation of teacher, and the methods pursued in teaching him were the proper methods for him to pursue in teaching others. It was in such schools that the teachers were prepared for their vocation for many years, and a large majority of those who are now teaching have never made any more specific preparation than such schools afford.

Viewed in the light of this definition every good school is a normal school. It is normal to the degree that the ideal school is realized in its principles and methods. Attendance at such a school is an important part of a preparation for teaching. But this is not the significance of the phrase "normal school," as it is now understood by the public. The term has a technical meaning and is applied to those schools whose commanding purpose is to give instruction and training in the science and art of school teaching.

The law of the State requires that applicants for license to teach school pass such an examination as shall manifest their qualifications to *teach* the eight branches named, and to govern a school. Knowledge of how to *teach* the branches is of a very different sort than knowledge of the branches themselves. The law establishing the Normal School was a recognition of this difference. It provides, "That there shall be established and maintained a State Normal School, *the object of which shall be the preparation of teachers for teaching in the common schools of Indiana.*" This is an emphatic recognition of the fact that a normal school should be something more than a school whose "methods of instruction serve as models for imitation."

The normal school must demand scholarship of its students. This is the fundamental condition of any attainment in the theory and art of teaching. The scholarship it demands is of a more profound kind than that generally acquired in the schools.

Each of the sciences is a product of mind. The ordinary school teaches *how* these sciences are constructed, while the normal school requires that its students *construct* these sciences. The student in one *learns* the science by learning first its facts, then its rules or laws, and, eventually, the principles or fundamental ideas upon which these laws are based. The student in the other *creates* the science by first seizing its fundamental principles and from these discovering what must be the laws of the science and their application to the facts of experience.

The student who enters the normal school possessing the former knowledge can, in a short time, reorganize this knowledge from the standpoint of the logical first principles, and so construct the science for himself. And he must be able to do this if he would not be the bond-slave of a text-book.

So long as students are admitted to the State Normal School who have not even the first kind of knowledge described, there will be need that scholastic instruction be given. It is not probable that the time will ever come when students entering this school will not need to make that study of the sciences which shall result in the second kind of knowledge described. It follows, therefore, that colleges and universities can never afford, through chairs of pedagogy, an adequate preparation for teaching such as the normal school can give.

The idea of a normal school involves the imparting of another kind of knowledge but litttle regarded in other schools. Since all science is a product of mind, and since the mind's products differ in different stages of its growth, it is essential that the teacher know what is the nature of each of the different classes of products which the growing mind can form. This requires that he make a thorough study of the conditions, processes and products of mental action in the presentative, the representative and the reflective periods of the mind's unfolding. This knowledge he must have in order that he may know what sciences and what parts of sciences can be profitably taught in different

grades of school. All knowledge is the product of the mind's action. To attempt to force the mind to form products which it has no power to form, is not only a great waste of energy, but a positive injury. We see, therefore, that the teacher needs a peculiar knowledge of both the sciences to be taught and of the science of the mind. Upon this knowledge as a basis he can be helped to construct a *science of teaching*; and this is the prime object of one of the two departments of normal school instruction. But the science of teaching is not an exact science. It is even less exact and complete than are the numerous sciences from which it is derived. The less exact and complete a science is, the more need is there that it be illuminated by the experience resulting from the practice of the art. It may be safely affirmed that but little reliable and practical knowledge of the science of teaching can be gained without constant observation and practice of the art of teaching. It is through actual experience in the doing that the meaning of the rules becomes clear.

This necessitates a system of schools for observation and practice in teaching, containing a class of every grade, from the lowest primary to the high school. A portion of each day needs to be spent by every student, during his entire course of preparation, in the study of the work done in these schools or in practice in teaching in them. It is by such training that the normal student comes through the school an experienced teacher, able to do efficient work from the first. Any school not having this department of practice in the art of teaching, falls far short of being a normal school. This is another reason why the college and university can not afford those opportunities which a thorough preparation for teaching demands.

We may summarize our conclusions as follows:

A Normal School is one whose controlling aim is instruction and training in the science and art of teaching. It consists of two departments co-ordinate in importance—the Theory and the Practice Departments. The theory department must lead the student: (1) To construct for himself the different sciences which he is to teach; (2) to construct a science of mind with special regard to the nature of the different conditions, processes and products of mind-action in the different periods of growth;

(3) to construct a science of teaching upon the basis of the knowledge of the matter to be taught, and of the mind to be educated.

The practice department must afford opportunities for testing all theories by actual observation, and for practice in every grade of school, which observation and practice must be conducted and criticised by experts in both the Theory and the Art of teaching.

THE STATE NORMAL SCHOOL.

The State Normal School is a part of the Common School System of the State. It was established to give to its students a professional education. It is neither a High School, an Academy, nor a College; but is a Technical School, having for its distinctive purpose instruction in the science and art of teaching.

It seeks to accomplish this purpose in the following ways:

1. By a thorough study of the branches of learning taught in the different grades of the Common Schools. The aim is not so much to teach the facts of these subjects as to make a thorough study of the relations of these facts; or, in other words, to construct these facts into a science. When students enter the school, however, without a knowledge of the facts, this knowledge must be acquired before much progress can be made in the study of the scientific phase of the subject. A science is a complement of known facts arranged in the mind in their logical order of sequence or dependence. Many persons who have a fair knowledge of the principal facts of a science have a very inadequate knowledge of the logical relations of these facts to each other. The study of these relations opens up new lines and methods of thought that make the Common School branches new and intensely interesting studies to most students.

2. But a knowledge of the method that is in the subject is insufficient for the teacher. He must know, also, the science of mind and the order and process of the development of its different powers. Were he required to teach only mature minds, that had attained to the full development of their faculties, the method in the subject might be all the knowledge needful to determine the method of instruction. But phases of all the common school studies are to be taught to minds in all stages of growth, from the child who learns almost solely through observation, to the young man or woman who is able to reflect. The former is capable of acquiring only an "elementary knowledge"

of the subject—a knowledge of the facts, and of those facts only that are known through the senses. The latter is capable of a comprehensive knowledge, which requires that these facts shall be seen in their logical relations. This demands the exercise of the powers of reflection. These different stages of growth demand both different matter and different methods of instruction. To determine the right method it is necessary that the teacher know the "law in the mind" as well as the method in the subject. The school aims to give this knowledge through a thorough study of Psychology.

3. It also seeks, through the study of Psychology, to lead the student to discover the principles which determine the proper method of governing a school, and to interpret the meaning of those requirements, the observance of which are considered essential to good school discipline.

4. The art of teaching is the practical application of the theory of method to the actual work of the school-room. Instruction and training in this art are given by requiring each student to observe and practice in the schools for observation and practice connected with the Normal School, under the direction and criticism of a competent teacher of methods. An estimate can be formed of the amount of this kind of instruction by examining the programme of the course of study published in another place.

5. Finally, it is the aim of the faculty to make the Normal School a model of order and deportment, and to lead the students to form those habits of regularity, industry, and behavior that they are to teach their pupils to form. The teacher must learn to do and be what he would have his pupils do and become.

COURSE OF STUDY.

There are three classes of stuednts for whom instruction must be provided:

The first and largest class includes those who wish to prepare themselves for teaching in the common schools in country, town, or city, and who enter the Normal School having the minimum amomnt of scholarship and but little of that mental discipline which results from a full and efficient course of school instruction. These must learn both the matter they are to teach and the method of teaching it, in the Normal School. The school must afford them both academic and professional instruction.

Another class of students, for whom provision is made, is composed of those who have completed the course of study in our best high schools and academies, and of those who may not possess the scholarship of the high-school graduate, but who are teachers of experience and age, and because of their greater maturity are able to keep pace with with these graduates.

The third class includes those who have graduated from the colleges and universities of the State, and who seek that professional training which shall fit them to assume the duties of superintendents and principals of high schools.

The Normal School aims to give to all of these, instruction which shall secure the following results:

First. A thorough and scientific knowledge of the Common School Branches.

Second. A knowledge of Psychology.

Third. A knowledge of methods of teaching the Common School Branches, determined (*a*) by the nature of the subject taught, and the purpose for which it is taught, and (*b*) by the laws of mind active in the different stages of its growth. In other words, a knowledge of methods, based upon a knowledge of Psychology, and a scientific knowledge of each subject taught in the schools.

of the subject—A knowledge of the *actual school*, gained by intelli- that are kn systematic observation, under the immediate direction compreh teacher of methods, of the work done in the eight grades be see the training schools.

th Every exercise observed must be interpreted by the students.

Fifth. A knowledge of *teaching* in these grades, gained by the actual teaching of classes under criticism of the teacher of methods and of the critic teachers.

Sixth. A *theoretical knowledge* of school government and of the organization and classification of the schools gained by a study of the application of the principles of Psychology to these, and by the discussion of hypothetical cases.

Seventh. A *practical knowledge* of school discipline, gained (*a*) by being subject to school discipline as a student in the Normal School, and studying the subject from the standpoint of a pupil, and (*b*) by taking entire control of the discipline and instruction of one of the grades in the training schools, for such time as is necessary to test the student's power to govern and teach a school.

Eighth. A knowledge of the *legal relations* and responsibilities of the teacher, gained by a study of the common school system and school law of the State.

Ninth. A knowledge of the Philosophy and History of education, and of the great educational reformers.

Tenth. A knowledge of the mutual relations of superintendent, teacher and school officers.

Eleventh. In addition to the above, instruction is given to those who need it, in the higher branches of science and literature, sufficient to fit them to teach in the higher grades of school.

HOW THESE RESULTS ARE ATTAINED.

These results are reached through the completion of courses of study, adapted to the requirements and abilities of these different classes of students. All these classes are alike in that all, upon entering, are without any sufficient knowledge of the principles and practice of teaching. They know nothing of the science of teaching. They are unlike in the degree of their scholastic attainments, and in the development and discipline of

their powers of thought. These differences make it possible strictly one class to make that preparation for teaching which the United aims to give, in much less time than is required of the class who enter without either scholarship or mental discipline.

Hence the necessity for differing courses of instruction.

REGULAR ENGLISH COURSE.

Since the last register was published, the Board of Trustees have revised the course of study formerly pursued, and have ordered that two other courses be arranged with reference to the second and third classes named above. The main features of the regular course are the following:

First. The first three terms form an elementary course in which the student completes the study of all the legal branches except the History of the United States, and receives instruction in the theory and practice of teaching during each of these three terms.

The strictly professional work of these three terms consists:

(*a.*) Of the study of the school in respect of its purposes, and the methods by which the teacher seeks to realize these purposes. The process by which these methods are taught is by a systematic course of observation in the model schools, under the direction and supervision of the teacher of methods, and the subsequent interpretation of what has been observed. This is a study of the actual school as it is taught from day to day by the training teachers; and to this study one term is devoted.

(*b.*) In the second term the theory of the school is presented; the principles and laws governing the organization are discovered and stated. Through this study the student is enabled to see more clearly the reasons for much that he observed during the former term.

(*c.*) The third term is devoted to a thorough study of (1) methods of teaching arithmetic and language including both the reading and composition work in the first eight grades of the primary school; and (2) practice in teaching in these grades.

The student completing the work of these three terms will be able to teach in the primary departments of the graded school, and in the ordinary country school, with reasonable assurance of success.

of the subject-
that are kn
comprehe
be se
th

With the fourth term is begun the study of Psychology, which continues through three terms. A thorough and scientific knowledge of the nature and powers of the mind, and of the laws under which it acts in its various stages of growth, is essential to every teacher who aspires to be more than an artisan, and to be free from the limitations of mere empiricism. Two terms are devoted to the study of the intellect, and one term to the study of the sensibilities and will. All the subsequent professional work is based upon, and makes constant reference to the facts and principles of Psychology. It is therefore less empirical and more rational than it is possible to make it during the first three terms.

2. During the sixth and eighth terms students practice teaching in the eight different grades of the training schools, under criticism of the critic teachers and the teacher of methods.

3. During the seventh term they study methods of teaching geography, grammar, composition, reading, and arithmetic under the instruction of the teacher of methods.

Criticism lessons are given in the training schools by all the different members of the class.

4. During the eighth term, one recitation hour per day is devoted to the study of the organization and classification of schools, and of the school law of the State; to the general principles which should control in the management and government of the school; and to the relation existing between the teacher and the parent, and between superintendent and subordinate teachers.

5. During the ninth and last term of the course, a study of the history of education in the great crises of its development, and of the lives and teachings of the great educational reformers is pursued for one-half of the term, and a study of the philosophy of education for the remaining half.

6. During this last term, also, all of the different members of the graduating class are required to take entire charge of one of the model schools, performing all the duties in teaching and governing the same for such a period as shall test their ability to teach and govern a school. For more definite information of the work done, the reader is referred to the outline of professional work on another page of this register.

Third. During the last six terms, in addition to the strictly professional work above set forth, instruction is given in United States History, Civil Government, General History, Algebra, Geometry, Composition (three terms), Rhetoric, English Literature, Physics, Chemistry, Astronomy, Geology, Botany, Drawing and Music.

LATIN COURSE.

A course of study has been arranged which includes the study of Latin for six terms. The reason for the introduction of this course is the fact that without a knowledge of Latin many graduates are debarred from those better positions which they would otherwise be invited to fill.

COURSE FOR GRADUATES OF HIGH SCHOOL.

The second class of students mentioned above, consists of those who have graduated from commissioned High Schools, or who possess qualifications equivalent to such. All graduates from commissioned High Schools, by which is meant High Schools whose graduates are admitted to the Freshman Class of the Indiana University without examination, are admitted to this class without examination, upon presenting the diploma which would entitle them to enter the State University. They are required to complete the first three terms' work as laid down in the regular course. They are able to do this in less than three terms. They must, in addition to this, take all the professional work as above set forth, and complete the work in History and Composition, and such other subjects of the course as they may not have studied in the High School. If they can pass a satisfactory examination in the remaining subjects, they will not be required to study them in the school.

Such students can complete the course in two years.

COURSE FOR GRADUATES OF COLLEGES AND UNIVERSITIES.

Graduates from the classical course of our Colleges and Universities, and those having equivalent scholarship, will make a thorough review of the common school branches, and will make a professional study of the same, and complete all the professional

work set forth above. Satisfactory evidence, in addition, that they have completed the course of study in the College, or that they have equivalent scholarship, will entitle them to a graduating certificate from the Normal School.

The instruction given embraces the following subjects:

1. A term's work (thirteen weeks, one hour per day) in each of the common school branches, viz: Arithmetic, Grammar, Reading, Geography and United States History. The purpose of this study is to lead the student to organize his knowledge of these subjects in accordance with the method which he shall discover to inhere in each. This for the purpose of giving him a clear view of the method of teaching each subject in so far as such method is determined by the method that is in the subject itself.

2. A term's work in Psychology.

3. Two terms' work in the study of methods to be used in teaching Reading, Arithmetic, Geography, Grammar and Composition. In this study the student is led to discover the method of teaching by making a conscious application of the laws of mental activity and development to the method which has been found to prevail in each subject.

4. A term's work in the study of the schools for practice, for the purpose of forming a standard of criticism.

5. The same amount of time spent in the study of the theory of the origin, purpose, and nature of the school, as distinguished from the other institutions of society.

6. A term's work in the study of the Science of School teaching.

7. The study of the History and Philosophy of Education for one term.

8. Two terms (one hour per day) of practice in teaching in the different grades of the model school, under the criticism of the critic teachers and the teacher of methods.

9. A term's work in the study of the organization, gradation, and management of graded schools and graded school systems; the legal relations of the teacher; the school law of the State; the relations of superintendent to teachers, etc.

There have been during the past year in the school, graduates

from five different colleges who are pursuing this course. It is the wish of the Trustees and Faculty to organize a large class of college graduates and those of equal attainments for the coming year, beginning in September, 1883. We desire to have them enter with a view of continuing during the year. But should any be unable to remain longer than one term they will find the time well spent.

The line of study above set forth is as different from the college curriculum as is the study of law or of medicine. The time is fast approaching when mere scholarship will not serve as a passport to lucrative positions. The demand for trained teachers is increasing each year. It is possible to obtain this training by practice in teaching, but when thus obtained it is at too great expense of time on the part of the teacher, and at too great cost to the children. A year's professional study will give the teacher a better preparation to solve correctly the numerous complex and difficult problems that arise in school management than he will be able to gain in five years of practice. And until he can do this he is debarred from the better positions.

The following statement from graduates of Indiana University, Asbury University and Shelby College, is published as additional testimony of the value of this course to those designing to teach:

"INDIANA STATE NORMAL SCHOOL,
"TERRE HAUTE, May 10, 1883.

"We, the undersigned, students pursuing the professional course of instruction in the Indiana State Normal School, recommend this course to our fellow college graduates who intend to engage in teaching. The work is of a strictly professional character. It consists of a study of Educational Science in its different departments of principles, method and practice, and is invaluable to all who aspire to enter immediately upon the duties of principal or superintendent of graded schools. It is a course of instruction widely different from that pursued in the college, and the superior facilities for illustration afforded by this institution add much to the value of the theoretical study of the science of teaching.

"P. H. KIRSCH, Graduate Shelby College,
"CHASE O. DUBOIS, Graduate Indiana University.
"A. BRINKERHOFF, Graduate Asbury University."

IMPORTANT CHANGES.

The revised course of instruction now in force contains two important and valuable modifications of the old course, under which the school was conducted for several years.

One of these is the increased amount of time given to instruction in the natural sciences, and the improved appliances, in room and apparatus.

The increased interest in this important department and the character of work done during the past two years has proved that the Board acted wisely in making this an independent department, and in placing a competent and enthusiastic teacher in charge of it.

The other important change is the increased amount of time given to the strictly professional work of the course. The amount of work required of students in this department is two-fold what was formerly demanded. The result must be that the efficiency of our graduates will be greatly increased. They will leave the school with a much larger experimental knowledge, since they spend more than twice as much time as formerly in the actual observation and teaching of a school. They not only learn the theory of teaching, but the art also, and graduate from the school experienced teachers.

COLLEGE AND HIGH SCHOOL GRADUATES.

The recent action of the Board of Trustees in establishing special professional courses of instruction for graduates of Colleges and High Schools, meets with general approval. It is conceded by all thoughtful persons, that something more is needed than a knowledge of the branches taught in the schools to enable a person to teach efficiently. This something more is the professional knowledge and skill which the Normal School seeks to confer. Those possessing the requisite scholarship, can devote their entire time to the study and practice of the art of teaching.

The history of education in this country reveals the fact that there have been three grades of qualification demanded of the teacher at different periods. In the first stage of growth of our educational system, the only preparation demanded was that he should know the subjects which he was required to teach.

The second stage was reached when it was discovered that a knowledge of good methods of teaching these subjects was essential to the best results in the schools. To teach these best methods, Normal Schools were established in many of the States. The instruction was largely empirical, the student learning to teach by imitating the teaching of others who had learned their methods by experience.

The third stage, upon which public education is now entering, may be called the scientific or philosophic stage. It seeks to discover (1) the true purpose of school education; (2) the means and instrumentalities to be used in realizing this purpose; (3) the process or method to be pursued in education, determined by the nature of the thing to be taught and the laws which control the action of the mind in the different stages of its growth. An empirical knowledge of ways of teaching is now no longer sufficient. He who would take rank as a teacher must know what will enable him to construct his own methods of procedure. This knowledge the State Normal School seeks to give.

PROGRAMME OF THE REGULAR ENGLISH COURSE OF STUDY.

1st Term.	Observation in Training School.	Reading.	Arithmetic.	Grammar.	Penmanship, ½ Term. Orthography, ½ Term.	
2d Term.	Theory of the Common School.	Reading.	Arithmetic.	Grammar.	Geography.	
3d Term.	Methods in Reading and Number.	Physiology.	Arithmetic and Book-keeping.	Grammar.	Geography.	
4th Term.	Psychology (Intellect).	U. S. History.	Algebra.	Composition.	Geography, ½ Term. Music, ½ Term.	
5th Term.	Psychology (Intellect).	U. S. History and Civil Gover'ment.	Algebra.	Music.	Drawing.	
6th Term.	Science of Teaching.	Methods in Geography, Grammar and Comp'sition.	General History.	Rhetoric.	Physics.	
7th Term.	Observation and Practice in Training Schools.		General History.	Themes.	Chemistry.	
8th Term.	Organization and Classification of Schools and School Law.	Observation and Practice in Training Schools.		English Literature.	Lectures in Astronomy and Geology.	
9th Term.	Philosophy and History of Education.		Geometry.	Grad. Thesis.	Botany.	

PROGRAMME OF THE LATIN COURSE.

1st Term	Observation in Training School.	Reading.	Arithmetic.	Grammar.	Penmanship, ½ Term. Orthography, ½ Term.	
2d Term.	Theory of the Common School.	Reading.	Arithmetic.	Grammar.	Geography.	
3d Term.	Methods in Reading and Number.	Physiology.	Arithmetic and Book-keeping.	Grammar.	Geography.	Latin.
4th Term.	Psychology.	U.S. History.		Composition.	Geography, ½ Term. Music, ½ Term.	Latin.
5th Term.	Psychology.	U.S. History.	Algebra.		Music.	Latin.
6th Term.	Science of Teaching.	General History.	Algebra.		Drawing.	Latin.
7th Term.	Methods in Geography, Grammar, and Composition.	General History.	Physics.	Rhetoric.		Latin.
8th Term.	Observation and Practice.		Chemistry.	Themes.	Astronomy and Geology.	Latin.
9th Term.	Organization of Schools, etc.	Observation and Practice.		English Literature.		Latin.
10th Term.	Philosophy and History of Education.		Geometry.	Grad. Thesis.	Botany.	

The following is the report of the Board of Visitors, who were appointed by the State Board of Education, to inspect and report upon the work of the Indiana State Normal School. The Board of Visitors is composed of the following persons: Wm. T. Harris, LL. D., late Superintendent of Schools of St. Louis; Wm. H. Payne, A. M., of the Chair of Education, in Michigan University, and H. S. Tarbell, A. M., Superintendent of Schools of Indianapolis.

"Hon. John M. Bloss, Superintendent of Public Instruction and Ex-Officio Member of the Board of Trustees of the State Normal School of Indiana:

"SIR—The undersigned, appointed a Board of Visitors for the State Normal School, at Terre Haute, would respectfully report that they have performed their duties of inspection and beg leave herewith to submit such conclusions as they have been able to reach concerning the workings of said Normal School.

"They note with pleasure the character of instruction given at the school, as being professional, rather than elementary, and as best calculated to fit teachers for the business of instruction and management of schools. In the numerous and excellent high schools and colleges of Indiana, sufficient opportunity is given for obtaining a general education. The instruction given in the Normal School differs from that given in the High School not so much in the subjects taught as in the manner of teaching them. The Normal School undertakes to teach not only the subject but also the principles of its exposition, exhibiting the grounds of its arrangement and the proper order of presenting it to the minds of children. In other words, it introduces the principles of psychology into the treatment of the subject taught. The recitation should not merely develop the subject, but also the method of explaining it to immature minds. The system in operation at Terre Haute insures acquaintance with the methods of teaching the subjects of study in the common schools, as well as the proper modes of securing discipline. Special attention appears to be given to the investigation of the true method of developing subjects and unfolding their exposition in the most easy and natural manner for the learner.

"The plan of the school contemplates three classes of students. The largest class, at present, is composed of persons who resort to the school before engaging in the work of teaching, or before completing their scholastic education. These have to receive instruction in the ordinary branches of learning, as well as in methods. Another class of students have had some experience in teaching, or have received a secondary education. These resort to the Normal School in order to discuss the theory of instruction and discipline, and to study the best methods rather than

to gain a knowledge of the subjects they have been teaching. To this class belong also the graduates of high schools, who resort to the Normal School to secure professional training. A third class is provided for under present arrangements, namely: College graduates, who are to devote themselves wholly to the study of methods, and whose course of study is proportionately short. It is hoped that this class will increase until it forms the greater part of the school. A system of public instruction that does not attract men and women of liberal culture into the profession of teaching is defective in a most important particular. When men and women of the scholarly vocation can see in teaching a field for the exercise of their best gifts and the opportunity for a career, they will devote themselves to this calling, and thus give a growing efficiency to the whole teaching body. To this end there must be an opportunity for the study of education as a philosophy and as a history. It is on this account that we look with great favor upon the organization of this higher course of professional study in the Indiana State Normal School; and we sincerely hope that many graduates from colleges will welcome this new departure in normal instruction.

"The instruction in methods the Board of Visitors find to be excellent. The model school in connection with the Normal School is well managed, and furnishes a school of observation for the lower class and a school of practice for the more advanced class of the Normal School. The results of observation in the model School, as well as the results of actual teaching in it, are discussed by the pupils subsequently under the supervision of the Professor of Methods. The Visitors have noticed that the pupils are of mature age, mostly students from the country, very many of whom have earned the money that supports them and pays their expenses at the school. They are fitting themselves at their own expense for the profession of teacher. This fact makes the general tone of the school very earnest. Notwithstanding this, the mechanism of discipline and order throughout the school is very thorough and precise. For this fact the Visitors commend the school in high terms. It seems to them quite necessary that the students shall have impressed on their minds the ideal of a properly conducted school. What they learn to conform to as pupils, will be easier to establish as teachers in schools of their own. This is one very important part of the work of the Normal School that is often neglected for the reason that it is not the most obvious part. It is correctly held that the object of the Normal School is not so much to accustom the pupil to correct methods as to make him acquainted with the theory on which they are based, and the history of their discovery and progress. So long as one has only practice without theory, he has a mere technical skill which is incapable of development and wide application.

"With this desirable precision and mechanical perfection in the

school, they note the prevalence of an atmosphere of refined courtesy in all parts of the school, calculated to impress the pupils strongly with the true ideal of personal bearing that the teacher should have toward his school.

"The State Normal School derives its pupils from the rural districts to a larger extent than from the cities, for the reason that some of the largest cities have found it necessary to provide special professional training for the many new teachers needed to supply their vacancies. But special training schools can not be established except where the school system under one Board of Control is very large. The country districts must therefore look to the State Normal for trained and accomplished teachers.

"The Board of Visitors read with satisfaction the report of increase of numbers the past year, showing an enrollment of about 700 different pupils within the year, an average for each term of seventy pupils more than any term previous.

"They would call attention to the unity of feeling which is manifest in the Faculty of the institution, and find in it a good omen for the future prosperity and efficiency of the school.

"Respectfully submitted,

"WM. T. HARRIS,
"W. H. PAYNE,
"H. S. TARBELL."

"JUNE 12, 1882.

GROWTH OF THE SCHOOL.

The following table shows the total enrollment for each term, the average term enrollment, and the whole number of different students, who have attended each year since the organization of the school.

YEAR.	ENROLLMENT.				Average Term Enrollment.	Whole number of different Pupils for the Year.
	Winter Term.	Spring Term.	Fall Term.	Total.		
1870	40	66	36	142	47	98
1871	33	84	76	193	64	141
1872	85	131	96	312	104	224
1873	106	197	125	428	143	286
1874	74	279	143	496	165	304
1875	146	218	121	485	162	322
1876	118	183	103	404	135	282
1877	120	246	171	537	179	329
1878	187	413	216	816	272	592
1879	198	385	200	783	261	530
1880	218	372	258	848	283	578
1881	270	478	258	1,006	335	732
1882	254	424	279	957	319	766
1883	297	539	. . . .	. . . .	. . . .	. . . .

TIME REQUIRED TO COMPLETE THE COURSE.

The regular course of instruction can be completed by a student of average ability in nine terms. Abler students, with a better preparation, can complete it in less time.

It is not necessary that the student should attend continuously after entering. New classes are formed every term, and students who may remain out to teach for a time, can return at the beginning of any subsequent term and find a class doing the work for which they are prepared. Thus, persons who are wholly dependent upon themselves for support can graduate without any loss of time. Indeed, some experience in teaching during the course is advised.

SHORT COURSE.

The first three terms constitute a short course which embraces all the subjects required to be taught in the Common Schools except History of the United States. Those attending during the spring term can study United States History for a single term if they so elect. Attendance for a year will afford opportunity for a thorough review of the common branches, and give a practical course of instruction in the theory and art of teaching.

CONDITIONS OF ADMISSION.

Students, if females, must be sixteen years of age; if males, eighteen. They must possess good moral character and average intellectual ability. If residents of Indiana, they must promise to teach, if practicable, in the common schools of the State, a period equal to twice that spent as pupils in the Normal School.

They must pass a fair examination in reading, spelling, geography, and arithmetic through percentage. They must write a legible hand, and be able to analyze and parse simple sentences.

Because of an insufficient appropriation by the Legislature, the Board of Trustees has found it necessary to assess a janitor's fee of one dollar per term. This fee will be collected at the opening of each term.

EXPENSES.

Board, including fuel and lights, can be had in good families at $3 to $4 per week, according to quality of accommodations.

There are good facilities for self-boarding and for club boarding in the city, at a cost of $2.50 to $3 per week. Nearly all of the students board in clubs, thus reducing their entire expenses to $2.50 per week, for good accommodations. The expenses of many do not exceed $2.00 per week.

WHAT TO DO ON ARRIVING.

Any one coming as a student, and unacquainted in the city, can report himself at the Normal Building at any seasonable hour, where some one will be found to give needed information in regard to boarding.

Students arriving by night trains will find suitable accommodations at the Terre Haute House and the National House, which are on the line of the street railroad.

BOOKS.

Students should bring with them such standard text-books as they have on the Common School branches, for the purpose of reference.

LIBRARIES.

There are good reference libraries in the schools, also a good general library; to all of which students have access, without charge.

LOCATION OF THE SCHOOL.

Terre Haute is a flourishing city, containing 27,000 inhabitants. It is located on a beautiful prairie, and immediately upon the banks of the Wabash river. It is orderly and well governed, and is one of the most healthful cities in the State. The citizens are in hearty sympathy with the school, and friends of the students. Society is of the best. Numerous literary and musical organizations afford opportunities for general culture, and the best lecturers and artists in the country visit Terre Haute.

ATTENTION

Is called to the following statements:

1. Tuition is free.
2. The instruction is thorough and organic.
3. The discipline is such as to lead the pupil to self-government and to the formation of a worthy character.
4. Two good literary societies are in successful operation.
5. *Observation and Practice in the Training Schools*—Students are required to observe until they can accurately report and interpret the meaning of each exercise, and to practice teaching, under criticism, until they can plan and conduct recitations and manage classes efficiently.
6. Capable under-graduates obtain good situations at good salaries.

7. Graduates are commanding from $50 to $160 per month.

8. The diploma of the Normal School is, by law of the State, equivalent to a State certificate, relieving the holder from county examinations.

9. No student will be admitted to the Normal School who does not intend, in good faith, to qualify himself or herself, to teach in the public schools of the State.

10. It is important that every student expecting to attend the Normal School should be present the first day of the term, that all may be examined at once and classified. Those who enter a few days after the beginning of the term take, in their examination, the time of teachers which should be given to instruction. Besides, those who are tardy in entering, find it difficult to "make up" lost lessons. *Be present, ready for work, on the first day of the term.*

11. Every student admitted will be required to give satisfactory evidence of good moral character, and of fair intellectual abilities. The personal appearance and conduct of the individual, together with a letter from some responsible citizen to whom the bearer is personally known, will be taken as evidence of character.

12. After reasonable trial, if a student shows lack of ability or application, or of moral character, to achieve fair success as a teacher, he or she will be kindly advised to withdraw from the school and seek some other vocation.

13. Those desiring other information respecting the Normal School than that contained in this Register are requested to address State Normal School, Terre Haute, Indiana.

CALENDAR.

Special attention is called to the change in the length of the terms. Each term by the present calendar is thirteen weeks long.

The fall term begins September 5th, and ends November 30th.

The winter term begins December 4th, and ends March 13th.

The spring term begins March 18th, and ends June 13th.

There will be a vacation during the holidays, extending from December 21st to January 2d.

OUTLINES OF INSTRUCTIONS.

The design of the publication of the following outlines of instruction is to exhibit to the reader what is thought to be the method in each subject and to suggest an order of study to those who may wish to better prepare themselves to do the work of the school. Undergraduates desiring to complete the course, but who are compelled to remain out a part of each year to teach, will, it is believed, find these outlines of value in helping them to master some of the subjects of the course by private study, and thus shorten the term of their necessary attendance at the school. All professional work must be done in the institution.

OUTLINES OF INSTRUCTION.

PROFESSIONAL WORK.

I. DIVISIONS.

The work in this department may be viewed as composed of three distinct divisions:

1. That in which the common schools and the branches pursued therein, are considered as to their nature, mainly in a logical aspect, and in which the methods presented are, to a considerable extent, empirical, since they are based principally upon observation and experience.

2. That in which the common schools and the branches pursued therein, are considered not only as indicated in the foregoing, but also in a psychological aspect, and in which the methods presented are based upon both the logical and psychological elements of the given subjects.

3. That in which an application is made of the principles and methods of the preceding divisions by actual observation and practice in the practice schools connected with the Normal School proper.

II. SUBDIVISIONS.

The first of the divisions consists of three parts:

1. That in which the school is considered as to its necessary mental and physical conditions, its parts, and its relation to business society; the discussion of these being based upon observation in the practice schools.

2. That in which the school is considered in its abstract and general sense, as to its origin, necessity and purpose.

3. That in which methods in Reading and Number are discussed, the work being based upon the work outlined under Arithmetic, a knowledge of the stages of the mind's development, and the principal sources by which the mind acquires knowledge.

In the second division, methods in Geography, Grammar and Composition are determined by basing the work upon a thorough knowledge both of the subjects and of the science of mind.

The third division, that in which the application of principles and methods is made, is composed of two parts:

1. That devoted to—
   - *a.* A discussion of plans of lessons in Reading and Number illustrative of the work in the different stages of mental development, in the light of the study of Psychology subsequent to the first consideration of those subjects.
   - *b.* A discussion of these lessons as presented by the students.

2. That devoted to observation and practice in the practice schools.

III. PURPOSE OF THE WORK.

1. To consider the *nature* and *object* of the Common Schools.
2. To consider the nature and scope of moral education in the Common Schools.
3. To investigate the subjects taught in the Common Schools in order to decide:
   - *a.* *What parts* of the subjects are *best adapted* to accomplish the object of the Common Schools.
   - *b.* How this matter should be *arranged.*
   - *c.* What the *method* of *presentation* should be.
4. To give the power to analyze the thought of a lesson in the light of its presentation.
5. To give the power to plan and present a lesson.

IV. ORDER OF PROCEDURE.

1. A school.
   - *a.* An organism.
   - *b.* Necessary conditions.
     1. Mental.
     2. Physical.

2. A Recitation.
- *a.* An organism.
- *b.* Requisites.

3. The Mind.
- *a.* General stages of development.
- *b.* Principal sources in obtaining knowledge.

4. The "Legal Branches."
- *a.* Why fundamental.
- *b.* Their relative places in the common school course.

5. Observation of Lessons in the Practice Schools.
- *a.* Interpretation of their thought in the light of their presentation.
- *b.* Preparation of plans for the lessons observed.

6. Education.
- *a.* In the full sense.
- *b.* In a more restricted sense.
- *c.* In the narrowest sense.

7. The Institutions of Society other than the school.
- *a.* Parts.
- *b.* Fundamental principles.
- *c.* Contribution to man's education.

8. The School.
- *a.* Origin.
- *b.* Necessity.
- *c.* Fundamental principle.
- *d.* Purpose.
  1. Scholarship.
  2. Moral education.
     - a. Nature.
     - b. Scope.
     - c. The field for it presented by the school.

9. Reading and Number.
- *a.* Definition.
- *b.* Logical analysis.

c. Matter appropriate for the common schools.
d. The series of lessons for the first four grades.
e. Methods of presentation.
f. Observation and discussion of lessons given by teachers in practice schools.
    1. Fundamental lesson of each series.
    2. A representative lesson of each series.
g. Analysis of a representative text-book.
    1. Design.
    2. Selection of matter.
    3. Arrangement of matter.
    4. Method.

10. Geography, Grammar and Composition.
a. Definition.
b. Logical analysis.
c. Psychological analysis.
    1. Nature of the mental products formed in the study of these subjects.
    2. The processes of their formation.
    3. The organic relations of the mental products, and hence, of the parts of the subject-matter.
    4. The sources of knowledge of the subjects.
    5. The different phases of knowledge of the subjects, growing out of the different stages of mental development.
    6. The application of the laws of thought most prominently used in organizing the subject-matter in each phase of the work.
d. Matter appropriate for the common schools.
e. The series of lessons.
f. Methods of presentation.
g. Observation and discussion of lessons given by teachers in the practice schools.
    1. Fundamental lesson of each series.
    2. A representative lesson of each series.
h. Analysis of a representative text-book.

1. Design.
2. Selection of matter.
3. Arrangement of matter.
4. Method.

11. Reading, Number and Practice work.

(It is the purpose—

1. To consider at this stage, portions of Reading and Number in the light of the work in Psychology.
2. To confer specific preparation for the succeeding practice work.)

a. Selection of the parts to be considered.
b. Arrangement.
c. Discussion of plans of presentation for a given stage of development.
d. Presentation of these lessons by students.
e. Discussion of the lessons as presented.
f. Discussion of plans of presentation of the same work in other stages of development.
g. Presentation of these lessons by students.
h. Discussion of the lessons as presented.

12. Observation and practice by the students in the Practice Schools.

a. Observation until—

1. They comprehend the organization and general management of the schools.
2. They are able to decide upon the thought of a lesson from its presentation.

b. Practice.

1. In preparing plans for lessons; *i. e.*, in determining and stating accurately—
   a. That which is dealt with in the lesson —the *Subject*.
   b. The object of the lesson viewed as an individual lesson—the *Special Design*.

c. The object of the lesson viewed as one of a series; and, also, what mental powers are prominently exercised in dealing with the subject—the *General Design*.

d. That knowledge kindred to the subject, possessed by the pupils, which the teacher employs both to arouse and retain the interest and attention, and also to explain the new knowledge—the *Basis*.

e. The mental steps to be taken by the mind of the pupil, or the ideas to be successively presented in order that the design indicated may be attained—the *Steps*.

f. The means best adapted to accomplish the design indicated—*Adaptation of Means to Design*.

2. In presenting the lessons, planned as above indicated, under criticism of the teachers of the practice schools and the teacher of methods until they are able to do efficient work in conducting recitations.

3. In dealing with the different practice schools both as individual schools and as parts of a school system until an accurate knowledge of all records and reports is shown, and the ability to manage schools successfully is manifested.

SCHOLASTIC WORK.

STUDY OF WORDS.

The work done under this head covers the following points:—

I. A general survey of the subject:

1. What a word is;
2. What a complete knowledge of words includes;—
   (1) Of Words as wholes having parts;
      a. Form;
         a. Spoken; sounds, syllables, accent.
         b. Written; letters, diacritical marks, syllables, accent.
      b. Meaning;
         Present,
         Past;
      c. Formation,
         By Composition,
         By Deriviation,
         Affixes,
         Stem,
         Root;
   (2) As parts of Language,
      a. Of Sentences, [See Grammar.]
      b. Of Discourse, [See Reading, Composition and Literature.]
      c. Of particular language;
         a. Origin;
         b. Changes in Form, Meaning, Use;
         c. Causes of these changes,
         d. Laws of these changes.
3. Sources of this knowledge.
   (1) Observation;
   (2) Inference;

(3) Testimony;
(4) Direct testimony;
(5) All the language studies;
(6) Indirect;
(7) All other studies.

4. How this knowledge is gained:

In part by spontaneous and undirected effort in observing and imitating others in their pronunciation and use of words; in observing forms and uses of words in books; and in unconscious inferences from what is observed. To this may be added the unsystematic teaching of others.

In part the knowledge is gained by conscious and directed study.

5. Organic relation of this knowledge to other branches.
(1) Conditional to other studies.
(2) Other studies a means to increased knowledge of words.

II. Special study of given words as to pronunciation, spelling, meaning and derivation. Study of rules of spelling.

NOTE.—General plan of this part of the work illustrates as far as possible "methods" for lower grades.

III. Study of word work in Common Schools.

1. Ends to be gained:
(1) To give pupils command of a printed vocabulary, corresponding to the spoken vocabulary which they already have;
(2) To teach them new words;
(3) To teach them how to use the dictionary;
(4) To aid in forming right habits in the study and use of words;
(5) To enable pupils to direct themselves in gaining more knowledge of words.

2. Matter; principles to be applied in selecting and arranging it.

3. Means to be used in teaching this matter.

The work outlined above is designed to secure the following results:

(1) To aid students to make the best use of the work in the different departments as means in perfecting and enlarging their vocabularies.

(2) To stimulate to further study of words as a distinct part of language.

(3) To aid in giving an adequate conception of the importance of the study of words in the Common Schools, and to give some preparation for the intelligent direction of this study.

READING.

The following outline is intended to show the logical relation of parts of the subject, rather than the chronological order of their presentation:

I. DESIGN OF THE WORK.

1. Ends which the reading work secures in common with other subjects, involving the use of the text-books:
   - *a.* Skill in interpreting the language of the understanding.
   - *b.* Skill in seeing the necessary thought relations of all subjects investigated.
   - *c.* Formation of the habit of testing and organizing information, from whatever source derived.
   - *d.* Skill in the oral expression of thought.
2. Ends which are secured mainly through the reading work:
   - *a.* Cultivation of the poetic imagination and power to interpret its language.
   - *b.* Furnishing the imagination with beautiful imagery and high ideals of character.
   - *c.* Cultivation of rational feeling.
   - *d.* Influencing the will to choose the good, the true and the beautiful, in preference to the bad, the false and the ugly, in literature and in life.
   - *e.* Cultivation of the organs of speech and skill in the oral expression of feeling.

II. SUBJECT-MATTER.

The subject-matter of reading is discourse. Discourse represents products of the three forms of mental activity—intellect, sensibility and will. On basis of the form in which these product are embodied, discourse is called narration, description, exposition and mixed form.

III. KINDS OF READING.

1. Classification of.
   - *a.* On basis of the context studied, reading may be classified as *thought reading*, *emotional reading* or *ethical reading*.
   - *b.* On basis of the organs employed, reading may be classified as *silent reading* or *oral reading*.
2. Logical dependence of.
   - *a.* *Thought*, *emotional* and *ethical reading*.

     The will is persuaded through the feelings; literature is addressed primarily to the intellect. Therefore thought reading is fundamental to emotional, and emotional to ethical reading.
   - *b.* *Silent* and *oral reading*.

     An understanding of the thought is a necessary condition to its correct expression; the thought is comprehended by silent reading. Therefore silent reading is fundamental to oral reading.

IV. SILENT READING.

This includes:

1. The study of *individual ideas*.
   - *a.* The study of *language of the understanding;* or, language which gives to objects of thought attributes and relations which they actually possess, and which directly expresses objects of thought, attributes and relations by naming them.

b. The study of *language of the imagination*; or, language which gives to objects of thought attributes and relations which they do not actually possess, and which indirectly suggests an object of thought by giving an attribute for the object of thought; place for the object of thought; time for the object of thought; cause for the object of thought; purpose for the object of thought; effect for the object of thought; a part for the whole; the whole for a part; an object of thought like the one suggested; an object of thought unlike the one suggested.

2. The study of the *relations of individual ideas:*
   a. In narration.
   b. In description.
   c. In exposition.
   d. In mixed discourse.

V. ORAL READING.

1. Sources of expression.

Students are led to see that each of the following conditions is necessary to good oral reading:

a. A good composition.
b. Adaptation of the composition to the experience and literary attainments of the reader.
c. Mastery of the thought and language.
d. A vivid imagination; or the power to form a clear mental picture of every object introduced in description, and to put one's self in the place of every character introduced in narration.
e. Appreciation; or right feeling.
f. Direct address; or the consciousness of reading to the intellect, sensibility or will of an audience for the purpose of instructing, exciting or persuading.
g. Earnestness; or a strong desire to accomplish one's purpose.
h. Attention and sympathy of an audience.

i. Self-abandonment; or a full surrender of one's self to the spirit of the composition.

j. Self-control.

2. Elements of expression.

Instruction and drill is given in each of the following elements of expression, first separately, next they are combined to represent the thought and feeling contained in the selections studied:

a. Pronunciation:—

1. Articulation:

a. Vowels:

1. In accented syllables.
2. In unaccented syllables.

b. Consonants.

2. Syllabication.
3. Accent.
4. Diacritical marks, and the use of the dictionary in determining each of the above elements of pronunciation.

b. Emphasis:

1. What words should be emphasized.
2. By what means words may be emphasized.

c. Slides; or inflections:

1. Classification.
2. Uses.

d. Rhetorical pause.

e. Pitch.

f. Quality of voice.

g. Force.

h. Stress.

i. Volume.

j. Form.

k. Rate.

l. Movement.

m. Melody.

ENGLISH GRAMMAR.

FIRST GENERAL DIVISION—SENTENCES.

I. Definition—A sentence is a group of words expressing a thought.

II. Necessary elements of a sentence—1. Subject; 2. Predicate; 3. Assertion, or copula.

III. Necessary elements of a thought—1. The object of which the mind thinks, called the subject; 2. The object or attribute in relation to which the subject is viewed, called the predicate; 3. The relation which is thought between the subject and predicate, called the relation or connecting element.

IV. Classes of Attributes—1. Qualities; 2. Conditions; 3. Actions; 4. Relations.

V. Classes of Predicates—1. In respect to meaning—a. Substantive; b. Attributive. 2. In respect to form—a. Combined with the assertion; b. Uncombined.

VI. Modifiers—1. Of subject—a. Adjective; b. Possessive; c. Appositive. 2. Of substantive predicate—Same as of subject. 3. Of attributive predicate—a. Adverbial; b. Objective—direct and indirect. 4. Of assertion—Adverbial.

VII. Classes of Sentences in Respect to Meaning—1. Declarative—a. Definition; b. Arrangement of elements; c. Punctuation. 2. Interrogative—a. Definition; b. What elements of thought expressed may be inquired for; c. Arrangement of sentence elements; d. Sentences interrogative in form, but declarative in meaning; e. Punctuation. 3. Exclamatory—a. Definition; b. Difference between and a sentence not exclamatory, but accompanied by feeling word; c. Arrangement of elements; d. Punctuation—(1.) Of the sentence as a whole; (2.) Of the interjection.

VIII. Classes of sentences with respect to the number and the relation of the propositions—1. Simple. 2. Compound—a. Definition; b. Relation between the thoughts expressed by the members—addition, opposition, alternation, reason and conclusion; c. Punctuation—(1.) Principles governing; (2.) Modification of principles. 3. Complex—a. Definition; b. Kinds of

clauses used in forming—(1.) Principal; (2.) Subordinate—(a.) Substantive—1'. Definition; 2'. Forms—Usual form and direct quotation; 3'. Uses of each; 4'. Punctuation—Of principal clause when it breaks up the subordinate, of substantive clause irregularly placed, of substantive clause ending in a verb and followed by same verb, of appositive clause; (b.) Adjective—Classes—1'. Those adjective in form only; 2'. Those adjective in form and meaning—Restrictive and explanatory; 3'. Conjunctive words used; (c.) Adverbial—1'. Definition; 2'. Ideas expressed by.

IX. Sentences containing Participal and infinitive forms—1. Mark or definition of the infinitive and of the participle. 2. What each expresses. 3. Uses and modifiers of each. 4. Classes of infinitives—a. Root; b. Participial, or the Gerund. 5. Nature and uses of clausal phrases.

SECOND GENERAL DIVISION—WORDS.

I. Classes—1. Substantives—a. Nouns; b. Pronouns. 2. Attributives—a. Adjectives; b. Adverbs; c. Attributive Verbs. 3. Relation words—a. Prepositions; b. Conjuctions; c. Pure or Copulative verbs. 4. Feeling words—interjections. 5. Form words—Expletives.

II. Nouns—1. Definition. 2. Classes—a. Proper; b. Common or Class; c. Collective; d. Substance or Mass; e. Abstract. 3. Grammatical properties—1. Number—What it denotes, number and names; what each denotes; rules for making the plural; in what sense Substance, Proper, Abstract and Collective nouns have number. 2. Gender—What it denotes; number and names; when each should be used; ways of showing; what nouns are inflected to make the feminine from the masculine; gender of collective nouns. 3. Case—What it denotes; when each should be used; Possessive how formed—of singular nouns; of plural nouns; of compound words; of words implying common possession; of explanatory modifiers. 4. Person.

III. Pronouns—1. Definition. 2. Comparison and contrast with nouns. 3. Classes—a. Personal; b. Relative or conjunctive; c. Interrogative. 4. Properties—How each is determined. 5. Syntax—a. Uses; b. Modification; c. Errors.

IV. Adjectives—1. Definition. 2. Classes—a. Predicate; b. Modifying—Limiting and descriptive. 3. Uses in the sentence. 4. Modifiers. 5. Errors in use of. 6. Comparison.

V. Adverbs.—1. Definition. 2. Comparison and contrast with Adjectives. 3. Ideas expressed by—time, manner, cause, place, degree, frequency, agency, means, exclusion, negation, modality, etc. 4. Modifiers. 5. Uses. 6. Comparison.

VI. Verb—1. Definition. 2. Classes—a. According to meaning—(1.) Pure or Copulative; (2.) Attributive—Transitive and Intransitive; b. According to formation of past tense and perfect participle—Regular and Irregular. 3. Properties—a. Voice—What it denotes, number and names, what each denotes, belongs to what verbs, how passive is formed, different uses of passive; b. Person and number—(1.) What each denotes; (2.) Forms used; c. Tense—Definition, number and names, time signification of each, auxiliaries belonging to each, different uses of each; d. Mode—Definition, kind of relation denoted by each.

VII. Prepositions and Conjunctions.

VIII. Feeling words and expletives—nature and uses.

NOTE.—Grammar is a language subject. It deals with language as *sentences*, not as discourse, nor as words as such. It is both a science and an art. As a science its object is to give a knowledge of the principles of sentence construction; as an art it seeks to give skill in interpreting and in constructing sentences. This two-fold nature and end of the subject must be kept constantly before the mind of the pupil. The first may be acquired by the study of text-book statements of the principles; the second must be sought through intelligent practice in the analysis of sentences, and through unceasing endeavor to express his own thoughts in the best sentence forms.

COMPOSITION.

I. NATURE OF THE SUBJECT.

Composition, like orthography, grammar, etc., is a language subject; i. e., it has language for its subject-matter. It is distinguished from the other members of the group of studies called

language subjects, by the view it takes of language and the objects it seeks to accomplish. It has to do with language as *discourse*, not as words nor as sentences. Composition work presupposes that of orthography and grammar; it supposes the pupil to be able to spell correctly and to know the principles of correct sentence construction. It begins where they leave off. As spelling and grammar teach the pupil how to form words and sentences correctly, so composition takes sentences and organizes them into the whole, called discourse. It presents the nature and the principles of the different forms of discourse, and aims to give skill in actually constructing these forms.

These ends are to be accomplished (1) by studying the principles of discourse as presented in text-books upon the subject; (2) by the critical examination of models of the different forms; and (3) by continued practice in writing under criticism.

II. ENDS OF DISCOURSE.

These are, of course, limited by the nature of mind, which all composition immediately respects. There can be no rational discourse without supposing an audience. Even soliloquy is not aimless. Whatever effect is produced upon a mind must be an action or state of the intelligence, the feelings, or the will. Englightenment and conviction pertain to the mind as intellect; excitation is a condition of the sensibility; and the form of composition denoted persuasion seeks to move the will.

III. ENLIGHTENMENT.

1. Definition: The form of discourse that has for its object to produce a new conception or cognition. 2. Processes: (a) definition; (b) description; (c) narration; (d) analysis; (e) exemplification; (f) comparison and contrast; (g) exposition.

These processes should be accurately defined and discriminated from one another. After practice has given the ability to construct them easily and readily, exercises should be required in which several of them are combined.

IV. CONVICTION.

Here the theme is a judgment, not a conception or cognition. The object of the discourse is not to inform or enlighten, but to convince—to establish a proposition. This leads to the study of argumentation. The nature of argument must be studied—the kinds and forms; the principles and arrangement in proof and in refutation. This division of composition work opens to the student an extensive field for study, and one in which instruction may be given that forms an important part of a teacher's education. The study of examples of conviction by reasoning, with practice in constructing arguments both in proof and for refutation, will tend to discipline the powers of invention and reasoning as well as to cultivate clearness and exactness of statement.

V. EXCITATION AND PERSUASION.

The former of these is the process by which the feelings are aroused; the latter, that by which the will is moved. They belong more properly to the department of oratory, and therefore receive but little attention in this course.

LATIN.

In planning the course in Latin, the fact has been constantly kept in view that the student is fitting himself to teach in the public schools of the State, and while an extensive study of the Latin language and literature is neither attempted nor expected, thoroughness is most carefully sought.

The course may be divided into three parts, comprising first, the study of inflections; second, the study of syntax, and third, the study of authors' works as literary products.

The prominent idea in the first two terms is to familiarize the student with the various inflections and their meanings, to give him a vocabulary consisting of the more common words, and to give him a knowledge of the elementary constructions and rules

of syntax. These ends are attained by memorizing the forms of the different inflections, and using them correctly in translating short sentences from Latin into English, and *vice versa*. The work of memorizing inflections is lightened as far as is practicable by analyzing the inflected forms and classifying the constituent elements, and by tracing as far as is useful to beginners the historical development of the different elements of inflection. The work of gaining a vocabulary is lightened by associating familiar English derivatives with the Latin words when this can be done.

In the third and fourth terms, though inflections are still studied, the stress of work is laid upon the syntax of the Latin sentence. At this stage in the course Cæsar's Commentaries are studied, accompanied with bi-weekly exercises in translating English into Latin. Sentences are carefully analyzed, and much attention is given to the uses of the Subjunctive mood and to Indirect Discourse. The attention is also constantly directed to the similarities and dissimilarities in the construction and idioms of the Latin and the English. The study of Latin and English derivatives from Latin roots, is begun in the fourth term, and continued through the remainder of the course.

In the fifth and sixth terms the predominant idea is to study and discuss the literary qualities of the authors read. During this part of the course one or more orations of Cicero, and one or more books of the Æneid are read, particular attention being given to cultivating a good English style in translating. Here the student is led to compare the relative advantages and disadvantages of an analytic and a synthetic language in attaining force and clearness. Here, also, the student carefully informs himself upon all laws, customs, beliefs, rites, events and personages alluded to in the Latin text.

NATURAL SCIENCE.

The work as organized in the department of Natural Science provides instruction in Physiology, Physics, Chemistry, Botany, Astronomy and Geology.

In each of these subjects the student pursues his studies both by objective examination, and experimental demonstration in the laboratory, and by the mastery of a suitable manual of the subject.

Proper accommodations have been provided by furnishing the laboratory with cases, working tables, chemical and physical apparatus, chemicals, minerals, and other necessary supplies.

In connection with the experiments performed by the members of the class for purposes of demonstration, special attention is paid to the following features of science teaching:

1. The ready and easy manipulation of experiments.
2. The construction of inexpensive, useful apparatus.
3. The preparation of gross material for class illustration.
4. Free-hand blackboard sketching.

In all of the subjects the aim is to present clearly the elementary facts of the science, and to impress forcibly the relations that exist as its fundamental principles. The work done is not exhaustive, and it is certainly not superficial, but beginning at the beginning it is thorough so far as it goes.

PHYSIOLOGY.

The plan of work followed embraces:

1. The nature of an organic body.
2. The classifiation of animal organism, from low to high, in the light of comparative anatomy and specialization.
3. The Physiology of the human body.
4. Particular study of the nervous system, both general and special.

The student is required to illustrate by experiment, represent by drawing, and determine by dissection of recent material from slaughtered animals.

PHYSICS.

This subject is presented in both its phenomenal and mathematical forms. Attention is directed:

1. To the tracing of cause and effect in the action of physical force upon matter.
2. To determining and stating the fundamental laws of such action.
3. To devising the simplest and most effectual means of illustration and demonstration of such action.
4. To the applications of natural law in simple machines.
5. To the discussion of the theories of sound, light, heat, and electricity.

CHEMISTRY.

The student is instructed in General Chemistry—phenomenal and theoretical. He pursues the subject as presented in the manual of inorganic chemistry and accompanies all his investigations with manipulations in the laboratory, involving analyses and reactions by wet-reagents and investigations with the blow-pipe. Particular attention is given to:

1. The chemistry of common things.
2. The illustration and explanation of familiar chemical phenomena.
3. Such parts of chemistry as are related to Physical Geography, physics and Physiology.
4. To the relations of chemistry to important industries.

BOTANY.

Botany is presented in the spring term in such manner as shall best direct the student from the books to plants as living things. Free use is made of the microscope and knife in the examination of plants. Particular advantage is taken of the opportunity

which botany so admirably presents for disciplinary exercise in classification. The following order is pursued:

1. The development of the plant from the germ.
2. Morphology of the parts of a plant.
3. Analysis of plants.
4. Identification of common trees and herbs in field and forest, with limited consideration of their economic value.
5. How plants grow.

GEOLOGY AND ASTRONOMY.

These subjects are treated by lecture during the winter term.

The lectures in geology state briefly and clearly the stages of development through which the earth has evidently passed in reaching its present condition. Specimens of rocks and fossils are examined by the class. The geology of Indiana is so treated that the student may find profitable interest in the outcropping rocks of his own home.

The lectures in astronomy presents the relations existing among the bodies of the solar system, and the more comprehensive views of "star depths." Students are expected to identify the visible planets and conspicuous fixed stars, and to trace the well-marked constellations.

ARITHMETIC.

I. GENERAL VIEW.

1. Mathematics defined in a general way, as the department of human knowledge which exhibits the properties and relations of extension and number.
   - *a.* A brief discussion of the realms of space and time—as furnishing the conditions for constructing the various branches of mathematical science.
2. *The basis of number in general.*
   - *a.* The conditions for number science.
   - *b.* The mental act involved in forming the notion of number.

3. *The basis of number in particular.*
   a. *The unit*—defined as the mental product which arises from viewing an object with reference to the attribute, or mark of *oneness*, only.

II. NUMBER CLASSIFICATION.

1. On the basis of derivation—as *Integers* and *Fractions.*
   a. Each class defined in the light of its process of formation.
2. On the basis of application to objects—as *Abstract* and *Concrete.*
   a. Each defined.
3. *Abstract* numbers classified on the basis of character of unit used in their synthesis—as *Prime* and *Composite.*
   a. Each defined.
4. *Concrete* numbers classified on the basis of the kind of unit-object—as *Simple* and *Denominate.*
   a. Each defined.
5. Genesis of the *compound* number.

III. NUMBER REPRESENTATION.

1. *The Roman Notation.*
   a. Characters used.
   b. Their signification.
   c. Their relation.
   d. Limit.
   e. Principles.
2. *The Arabic Notation.*
   Three systems embraced.
   a. The decimal.
   b. The fractional.
   c. The compound.
   Each discussed under the same heads as the Roman.

IV. NUMBER REDUCTION.

1. *Descending.* 2. *Ascending.*

a. Each defined and applied to numbers expressed in—
   (1.) The decimal scale.
   (2.) The fractional form.
   (3.) Varying scales.

V. NUMBER PROCESSES.

1. SYNTHESIS.

   a. *Addition.*
      (1.) The mental act.
      (2.) Principles involved.
      (3.) Addition of numbers expressed in the decimal scale.
      (4.) Addition of numbers expressed in fractional form.
      (5.) Addition of numbers expressed in varying scales.

   b. *Multiplication.*
      (1.) The mental act.
      (2.) Relation to addition.
      (3.) The terms—product, multiple, multiplicand, measure, multiplier, and factor defined, each in the light of its office.
      (4.) Principles of process and of relation.
      (5.) Multiplication of numbers expressed in the decimal scale.
      (6.) Multiplication of numbers expressed in fractional form.
      (7.) Multiplication of numbers expressed in varying scales.

   c. *Composition.*
      (1.) Its relation as a phase of multiplication.
      (2.) *Prime* and *composite* defined in the light of composition.
      (3.) Multiples and measures defined and classified.
      (4.) Principles involved.

   d. *Involution.*
      (1.) Power and root.
      (2.) Different degrees.
      (3.) Index of power and of root.
      (4.) Principles.

2. ANALYSIS.

   a. *Subtraction.*
      (1.) The mental act.
      (2.) Relation to addition.

(3.) Minuend, subtrahend, remainder, and difference defined, each in the light of its office.
(4.) Principles involved.
(5.) Subtraction of numbers expressed in the decimal scale.
(6.) Subtraction of numbers expressed in the fractional form.
(7.) Subtraction of numbers expressed in varying scales.

b. *Division.*
(1.) The mental act.
(2.) The relation of division.
a. To subtraction.
b. To multiplication.
(3.) The terms—dividend, divisor, quotient, and ratio defined, each in the light of its office.
(4.) Principles of process and of relation.
(5.) Division of numbers expressed in decimal scale.
(6.) Division of numbers expressed in fractional form.
(7.) Division of numbers expressed in varying scales.

c. *Disposition, or factoring.*
(1.) Its relation as a phase of division.
(2.) Principles involved.
(3.) Tests given and elucidated.

d. *Evolution.*
(1.) Relation to involution.

VI. APPLICATIONS.

1. *Greatest common divisor.*
a. Definitions and principles.
b. Exercise in computation.
2. *Least common multiple.*
a. Definitions and principles.
b. Exercise in computation.
3. *Fractions.*
a. Definitions, classes, and principles.
b. Computation involving reduction, synthesis, and analysis of both common and decimal fractions.

4. *Percentage.*
   a. Each of its cases studied analytically, and as related to multiplication, factoring, and fractions.
   b. Computation in the applications of percentage.
5. *Ratio and Proportion.*
   a. Definitions and principles.
   b. Exercise in computation.
6. *Involution and Evolution.*
   a. Definitions and principles.
   b. Exercise in computation.
7. *Compound Numbers.*
   a. Classified on the basis of kind of attribute measured—as
      (1.) Measure of duration.
      (2.) Measures of extension.
      (3.) Measures of degree.
      (4.) Computation in reduction, synthesis and analysis of integers and fractions in each measure.

GEOGRAPHY.

Definition—Geography is the science which treats of the Earth in its organic character, and its adaptation to the development of man.

This definition of the subject implies that the conception of the Earth ultimately to be obtained as a result of the study of Geography is that of an organic whole.

The study of the Earth from the standpoint of Geography, proceeds by three steps—the first antecedent to the others, both logically and chronologically; the second antecedent to the third, logically, but not chronologically.

In the first step there is formed a conception of the Earth as a mathematical solid, under the several relations of position, size form, motions, etc.

In the second step there is formed a conception of the geographical elements or "parts" comprising the Earth. Each of these is studied separately with a view to ascertaining and ex-

plaining the geographical phenomena which it presents, together with the effects which are traceable to those phenomena.

In the third step there is formed a conception of the Earth as an *organic whole*, by combining under their several organic relations the elements studied separately in the second step.

OUTLINE.

The Earth as a Mathematical Solid.

I. Position—1. Relative to the Sun. 2. Relative to other planets.

II. Size—1. Actual—(1.) Diameters—a. Polar; b. Equatorial. (2.) Circumference. (3.) Area. 2. Relative.

III. Form—1. Apparent. 2. Approximate—(Proofs.) 3. Exact—(Proofs.)

IV. Motions—1. Rotary—(1.) Direction of; (2.) Time of; (3.) Effects of.—a. Axis; b. Poles; c. Fixed directions; d. Movement of day-circle from east to west; e. Succession of day and night; f. Units of time measure—(a.) Day; (b.) Sidereal day; (c.) Solar day; (d.) Mean solar day. g. How related to —(a.) Equator; (b.) Parallels; (c.) Meridians; (d.) Latitude; (e.) Longitude. 2. Orbital—(1.) Direction of; (2.) Time of; (3.) Effects of—a. Orbit; b. Ecliptic; c. Unit of time measure —the year.

V. Inclination of Axis—1. Direction of; 2. Amount of; 3. Effects of, combined with motions of the Earth.—(1.) Movement of day-circle north an south; (2) Location of tropics and polar circles; (3.) Variation in length of day and night; (4.) Change of seasons.

THE EARTH IN ITS PARTS.

I. The Land. II. The Water. III. The Air. IV. Life Forms.

I. The Land—1. As a whole—(1.) Amount; (2.) Distribution; (3.) Form—a. Contour—(a.) Definition; (b.) Effects of irregularity of; (c.) Kinds. b. Relief—(a.) Definition; (b.) Importance of; (c.) Kinds—1′. Elevations in mass; 2′. Linear elevations. (d.) Laws of—1′. Direction of extent; 2′. Position

of maximum altitudes; 3'. Direction of longest slopes. (c.) Influence on drainage. 2. In its parts—(1.) Continents; (2.) Islands—a. Extent of island areas; b. Distribution; c. Classes—(a.) Continental; (b.) Oceanic.

OUTLINE FOR STUDY OF A CONTINENT.

I. Position—1. Relative—(1.) To the earth as a whole; (2.) To other continents; (3.) To oceans. 2. Actual—(1.) Between what latitudes and longitudes comprised; (2.) Latitude and longitude of extreme points.

II. Size—1. Relative. 2. Actual—(area.)

III. Form—1. Relief—(1.) Primary Highland—a. Position; b. Of what composed; c. Extent—(a.) Horizontal; (b.) Vertical—(2.) Secondary Highland—a. Position; b. Of what composed; c. Extent—(a.) Horizontal; (b.) Vertical. (3.) Central Depression—a. Elevation; b. Direction of Slopes; c. Special character. 2. Contour—(1.) Degree of irregularity of coast line; (2.) Important indentations and projections; (3.) Adjacent islands.

IV. Drainage—1. Character as determined by relief. 2. Distinct river systems. 3. List of rivers having a length of —— miles or upward.

V. Climate—1. Temperature—(1.) As determined by position on the globe; (2.) As determined by local conditions.

2. Winds—Prevailing direction.

3. Rainfall—(1.) Amount; (2.) Determining conditions.

VI. Productions—1. Mineral—(1.) Kinds; (2.) Abundance; (3.) Distribution.

2. Vegetable—(1.) Kinds; (2.) Abundance; (3.) Distribution.

3. Animal—(1.) Kinds; (2.) Abundance; (3.) Distribution.

VII. Political Divisions—1. Position. (1.) Relative to continent as a whole; (2.) Relative to other political divisions. 2. Size—(area.) 3. Surface. 4. Climate. 5. Inhabitants—(1.) Number; (2.) Prevailing race; (3.) Religion—a. Form. (a) Christian—1'. Protestant; 2'. Catholic.

(b) Jewish. (c) Mahommedan. (d) Pagan.

b. How related to government.

(4) Education.—a. Facilities; b. Educational condition.

(5) Industries—a. Prevailing forms; b. General condition.

(6) Government—a. Form; b. Organization; c. Name of present executive head.

(7) Important cities—a. Location; b. Population; c. Importance.

II. *The Water*—1. As a whole—(1.) Composition; (2.) How affected by changing temperature; (3.) Source of. 2. In its parts—(1.) Oceanic water—a. Composition; b. Temperature; c. Distribution; d. Ocean beds—(a.) Depth; (b.) Relief; (c.) How formed. e. Movements of—(a.) Waves; (b.) Currents; (c.) Tides. (2.) Continental water—a. General character. (a.) Springs—1′. Formation; 2′. Kinds. (b.) Rivers—1′. Formation; 2′. Agency in modifying land forms; 3′. How affected by relief. (c.) Lakes—1′. Classes; 2′. Extent; 3′. Distribution. b. Special character—(a.) Drainage—1′. As determided by relief; 2′. Distinct river systems; 3′. Important rivers. (3.) Atmospheric water. (See outline of atmosphere.)

III. *The Atmosphere*—1. Position. 2. Composition. 3. Relation to—(1.) Land and water. (2.) Life. 4. Elasticity. 5. Density—(1.) Definition. (2.) General law of. (3.) Upon what dependent. 6. Pressure and weight—(1.) Distinction. (2.) How measured. (3.) Upon what dependent. 7. Mobility. 8. Height. 9. Climate—(1.) Definition. (2.) Elements of—a. Heat—(a.) Source of; (b.) How measured; (c.) Distribution of, as determined by—1′. Astronomical causes—1″. In different latitudes. 2″. In different seasons.

2′. Local Conditions—1″. Latitude; 2″. Marine Currents; 3″. Altitude; 4″. Differing power of land and water to absorb and radiate heat.

b. Winds—(a.) Definition; (b.) Cause; (c.) General atmospheric currents; (d.) Wind zones—1′. Names; 2′. Limits; 3′. Character of wind; 4′. Explanation.

(e.) Classes—1′. On basis of direction—1″. Polar currents; 2″. Return currents; 3″. Vertical currents; 4″. Revolving storms.

2′. On basis of periodical character—1″. Monsoons; 2″. Land and sea breezes.

c. Humidity—(a.) Evaporation; (b.) On what dependent; (c.) Saturation; (d.) Dew-point; (e.) Relative humidity; (f.) Condensation—1′. Definition; 2′. Conditions of; (g.) Distribution of rain—1′. Rain zones—1″. Names; 2″. Limits; 3″. Character; 4″. Explanation. 2′. Rainfall on continents—1″. Areas of greatest rainfall; 2″. Areas of least rainfall; 3″. Explanation.

IV. Life Forms—1. Vegetable—(1.) How related to inorganic and animal worlds; (2.) Conditions of development; (3.) Law of development; (4.) Distribution—a. In distinct zones—(a.) Names; (b.) Limits; (c.) Special character. b. In continents—(a.) Characteristics; (b.) Determining conditions. 2. Animal—(1.) Lower animals—a. Law of perfection of types; b. Types prevailing in the several continents; (2.) Man—a. Distinct races—(a.) Characteristics; (b.) The typical race; (c.) Geographical distribution. b. Law of perfection of types; c. Unity of mankind.

Final Inquiry—The purpose of the Earth?

STUDENTS.

NAMES AND POSTOFFICE ADDRESSES.

CLASS OF COLLEGE GRADUATES.

A Division.

(Graduate this Year.)

P. H. Kirsch . . . . . Crawfordsville, Montgomery county.
J. H. Tomlin . . . . . Oakland City, Gibson county.

B Division.

Albert Brinkerhoff . . . . . Bainbridge, Putnam county.
C. O. Du Bois . . . . . Nashville, Brown county.
Mamie E. Frazier . . . . . Terre Haute, Vigo county.
Mary Hester . . . . . Charlestown, Clark county.
Belle Scott . . . . . Oak Hill, Pennsylvania.

POST GRADUATE CLASS.

S. C. Fulmer . . . . . Walkerton, St. Joseph county.
A. A. Parker . . . . . Euclid, Ohio.

SENIORS.

Rose Alexander . . . . . Anoka, Cass county.
Edith Austin . . . . . Terre Haute, Vigo county.
J. M. Brown . . . . . Clayton, Hendricks county.
C. W. Crouse . . . . . Clay City, Clay county.
Mary B. Cox . . . . . Morocco, Newton county.
Hattie Cutter . . . . . Roanoke, Huntington county.
Katie Campbell . . . . . Terre Haute, Vigo county.
Lizzie Campbell . . . . . Williamsburg, Wayne county.
A. R. Charman . . . . . Centreville, Wayne county.
George W. Dealand . . . . . Perrysville, Vermillion county.

SENIORS—Continued.

Mary Foley	Shielville, Hamilton county.
Biddie P. Hall	Bloomington, Monroe county.
Mary E. Jurgens	Richmond, Wayne county.
C. A. Jackson	Terre Haute, Vigo county.
Emily Keith	Edwardsport, Knox county.
Ella Lindley	Brooklyn, Morgan county.
Mary McArthur	Terre Haute, Vigo county.
Carrie D. Monical	Brooklyn, Morgan county.
E. M. Morrison	New London, Howard county.
Laura Ray	Nelson, Vigo county.
Lena Sheets	Greencastle, Putnam county.
Eugenie Scott	Terre Haute, Vigo county.
J. M. Stephenson	Elizabethtown, Bartholomew county.
H. M. Smith	Lagrange, Lagrange county.
Clara Van Nyce	Lebanon, Boone county.
Mary Van Nyce	Lebanon, Boone county.
P. V. Voris	Pleasant, Switzerland county.
W. O. Warrick	Sullivan, Sullivan county.
Mattie L. Williams	Putnamville, Putnam county.
W. H. Warvel	North Manchester, Wabash county.
Edith Williams	Rolling Prairie, Laporte county.
Ida Westfall	Terre Haute, Vigo county.
Lola Young	Casey, Illinois.

JUNIORS.

B. S. Aikman	Toronto, Vermillion county.
W. H Ashley	Jamestown, Boone county.
W. P. Alexander	Anoka, Cass county.
Mary C. Bowen	Danville, Hendricks county.
J. P. Brunton	Romney, Tippecanoe county.
C. D. Berry	Wabash, Wabash county.
W. O. Bennett	Liberty, Union county.
Robie Colgrove	Terre Haute, Vigo county.
Della Carson	Cicero, Hamilton county.
Ella Chappell	Carthage, Rush county.
L. E. Deal	Brushy Prairie, Lagrange county.
Mary E. Foulke	Cory, Clay county.
Alma Gossett	Goldsmith, Tipton county.
Ella J. Harvey	Pleasantville, Sullivan county.
Alice Hadley	Watseka, Illinois.
Nellie F. Huggins	Delphi, Carroll county.

JUNIORS.—Continued.

Jesse Lewis . . . . . Bellmore, Parke county.
Martha Lindley . . . . . Sylvania, Parke county.
Mattie C. Lindley . . . . . Sylvania, Parke county.
Mary A. Lindley . . . . . Sylvania, Parke county.
F. F. Moore . . . . . Rochester, Fulton county.
F. S. Morgenthaler . . . . . Huntingburgh, Dubois county.
Caroline Moodey . . . . . New Point, Decatur county.
A. I. Nancy . . . . . Rockport, Spencer county.
L. B. Nusbaum . . . . . Wakarusa, Elkhart county.
G. M. Naber . . . . . North Manchester, Wabash county.
M. W. Nethercutt . . . . . Logansport, Cass county.
Charles Pickering . . . . . Middletown, Henry county.
C. F. Suter . . . . . Aurora, Dearborn county.
T. J. Shea . . . . . Lexington, Scott county.
Hattie Sheets . . . . . Greencastle, Putnam county.
J. W. F. Smith . . . . . Fulton, Fulton county.
Sarah E. Tarney . . . . . Auburn, DeKalb county.
Anna Wood . . . . . Dale, Spencer county.
Annie Wrenn . . . . . Terre Haute, Vigo county.

SECTION I.

Frankie Balch . . . . . Terre Haute, Vigo county.
Emma Cox . . . . . Morocco, Newton county.
Mollie Critchfield . . . . . Stilesville, Hendricks county.
Alex. Caldwell . . . . . West Lebanon, Warren county.
Sallie E. Craig . . . . . Romney, Tippecanoe county.
Mary J. Cox . . . . . Plainfield, Hendricks county.
Melissa Chambers . . . . . Coffee, Clay county.
Maggie Champer . . . . . Madison, Wisconsin.
F. M. Christmas . . . . . Ditney, Warrick county.
O. T. Dunagan . . . . . Centre Point, Clay county
John Engle . . . . . Annapolis, Parke county.
Jessie Fuller . . . . . Terre Haute, Vigo county
Eva M. Fisher . . . . . Shelbyville, Shelby county.
Herbert Gilhams . . . . . Brighton, Lagrange county.
Anna Greenleaf . . . . . Terre Haute, Vigo county.
Anna Gentry . . . . . Ellettsville, Monroe county
Frank Hanes . . . . . Williamsport, Warren county.
Clara A. Hurst . . . . . Mt. Meridian, Putnam county.
G. C. Hubbard . . . . . Franklin, Johnson county.
May Hackleman . . . . . Carthage, Rush county.
Nannie Hunter . . . . . Terre Haute, Vigo county.

F. G. Haecker . . . . . Lynn Grove, Adams county.
C. E. Hedge . . . . . Jamestown, Boone county.
Margaret Hill . . . . . Carthage, Rush county.
Elmer Henry . . . . . Greentown, Howard county.
Eva Harper . . . . . North Salem, Hendricks county.
Rusha E. Hadley . . . . . Amo, Hendricks county.
Della Inks . . . . . Terra Haute, Vigo county.
Hannah Jones . . . . . Terre Haute, Vigo county.
Nannie Knight . . . . . Delphi, Carroll county.
Emma Kendall . . . . . Franklin, Clinton county.
Gussie Long . . . . . Terre Haute, Vigo county.
Nattie Lane . . . . . Terre Haute, Vigo county.
W. P. Long . . . . . Orange P. O., Fayette county.
B. F. Moore . . . . . Flowersville, White county.
Florence Morrison . . . . . New London, Howard county.
Maggie McNaughton . . . . . Indianapolis, Marion county.
Flora Morgan . . . . . Prairie Creek, Vigo county.
Alex. McGlasson . . . . . Boonville, Warrick county.
G. J. Nichols . . . . . Petersburgh, Pike county.
Ida Phillips . . . . . Plainfield, Hendricks county.
A. H. Purdue . . . . . Yankeetown, Warrick county.
Rena Rugan . . . . . Terre Haute, Vigo county.
Emilie Reiman . . . . . Terre Haute, Vigo county.
Louisa Severine . . . . . Aurora, Dearborn county.
Thomas Shea . . . . . Lexington, Scott county.
Hattie Stuart . . . . . Knightstown, Henry county.
H. H. Stevens . . . . . New Salem, Rush county.
Lillie M. Stines . . . . . Richmond, Wayne county.
John Snyder . . . . . Paris, Illinois.
Clara Snyder . . . . . Paris, Illinois.
Marian Taylor . . . . . Oxford, Ohio.
Clara Wilson . . . . . Terre Haute, Vigo county.
Rose Willis . . . . . Terre Haute, Vigo county.

SECTION II.

Alice Alexander . . . . . Terre Haute, Vigo county.
W. E. Alexander . . . . . Montpelier, Blackford county.
Fannie Batty . . . . . Nyesville, Parke county.
Anna Blackburn . . . . . Evansville, Vanderburgh county.
Ella Bond . . . . . Green's Fork, Wayne county.
M. C. Chestnut . . . . . Rochester, Fulton county.
Emma Campbell . . . . . Williamsburg, Wayne county.
L. O. Dale . . . . . Dora, Wabash county.

Maggie Dilling . . . . . Hagerstown, Wayne county.
H. E. Ellingwood . . . . . Fortville, Hancock county.
W. H. Fail . . . . . Vincennes, Knox county.
Lucy Gossett . . . . . Goldsmith, Tipton county.
Minnie Gard . . . . . Frankfort, Clinton county.
J. T. Graves . . . . . Monon, White county.
V. D. George . . . . . Brownsburg, Hendricks county.
Louis G. Hudson . . . . . Terre Haute, Vigo county.
Idoletta Hardisty . . . . . Terre Haute, Vigo county.
Anna Hawkins . . . . . Salem, Missouri.
Melissa Hollowell . . . . . Pecksberg, Hendricks county.
Mellie Holmes . . . . . Pulaski, Pulaski county.
Dora Hope . . . . . Ireland, Dubois county.
W. B. Henwood . . . . . Centreville, Wayne county.
J. M. D. Hudelson. . . . . Princeton, Gibson county.
Ella Jones . . . . . Terre Haute, Vigo county.
Laura Keeran. . . . . New Era, DeKalb county.
Anna Lee. . . . . Terre Haute, Vigo county.
D. H. Lutz . . . . . Normandy, Tipton county.
Lola Moss . . . . . Centre Point, Clay county.
W. J. McCoy . . . . . New Philadelphia, Washington county.
Maggie E Miller . . . . . Mansfield, Parke county.
Anna McClure . . . . . St. Louis, Missouri.
J. H. Mitchell . . . . . Carbon, Clay county.
Hattie Nowlin . . . . . Terre Haute, Vigo county.
Mack Overpeck . . . . . Terre Haute, Vigo county.
Allie Rush . . . . . Clinton, Vermillion county.
J. F. Richardson . . . . . Boonville, Warrick county.
George Studebaker . . . . . Young America, Cass county.
W. H. Sanders . . . . . Hadley, Hendricks county.
G. W. Swindler . . . . . Belleville, Hendricks county.
Mary Severinghaus . . . . . Terre Haute, Vigo county.
A. B. Ulrey . . . . . Liberty Mills, Wabash county.
O. L. Voris . . . . . Pleasant, Switzerland county.
Flora Ward . . . . . St. Marys, Vigo county.
J. B. Wiseley . . . . . Vandalia, Owen county.
Mary Warner . . . . . Danville, Hendricks county.
Alice Yeakle . . . . . Terre Haute, Vigo county.

SECTION III.

Flora Allison . . . . . Worthington, Greene county.
Carrie Armstrong . . . . . Terre Haute, Vigo county.
Samuel A. Baer . . . . . Liberty Mills, Wabash county.

U. G. Ballard . . . . . Clermont, Marion county.
Mattie Benbow . . . . . Stilesville, Hendricks county.
J. D. Brant . . . . . Welte's P. O., Warrick county.
L. C. Boyd . . . . . Richmond, Wayne county.
Fremont Cates . . . . . Williamsburg, Wayne county.
H. E. Carnine . . . . . Pleasant P. O., Switzerland county.
W. D. Chambers . . . . . New Frankfort, Scott county.
C. B. Case . . . . . Groveland, Putnam county.
J. C. Cunningham . . . . . Denver, Miami county.
D. J. Davisson . . . . . New Richmond, Montgomery county.
F. M. Davis . . . . . Macy, Miami county.
Lizzie Graves . . . . . Richmond, Wayne county.
Lorena Glenn . . . . . Waveland, Montgomery county.
Mary Griffin . . . . . Shelbyville, Shelby county.
Emily Hawtin . . . . . Terre Haute, Vigo county.
Jehu Hansell . . . . . Bainbridge, Putnam county.
O. B. Hultz . . . . . Ladoga, Montgomery county.
Roenna Hurst . . . . . Mt. Meridian, Putnam county.
Alice Edwards . . . . . Rochester, Fulton county.
Olive Hastings . . . . . Osgood, Ripley county.
Emma Jennings . . . . . Jerome, Howard county.
Alice E. Lindley . . . . . Sylvania, Parke county.
Mary E. Lindley . . . . . Elizabethtown, Bartholomew county.
Emma Leeson . . . . . Cambridge City, Wayne county.
Mary Lewis . . . . . Terre Haute, Vigo county.
May Miller . . . . . Rensselaer, Jasper county.
Addie Moore . . . . . Farmers' Institute, Tippecanoe county.
Caddie McCoy . . . . . New Philadelphia, Washington county.
Emma Millington . . . . . Bristol, Elkhart county.
Gilbert Norman . . . . . Ellington, Missouri.
Lillie Powell . . . . . Logansport, Cass county.
Leoni Petit . . . . . Goodland, Newton.
J. L. Stocking . . . . . Boonville, Warrick county.
J. A. Scott . . . . . Little Britain, Pennsylvania.
Ella Thomas . . . . . Rockport, Spencer county.
Carrie Tryon . . . . . Union Mills, Laporte county.
Eva Wingate . . . . . Shelbyville, Shelby county.
Linda Wimmer . . . . . Bellemore, Parke county.
A. H. Worrell . . . . . Clayton, Hendricks county.
Lydia Whitaker . . . . . Terre Haute, Vigo county.
F. V. Yeager . . . . . Prairie Creek, Vigo county.
Alonzo Yates . . . . . Moore's Prairie, Illinois.

SECTION IV.

Tillie Bobo . . . . . Cloverland, Clay county.
Mary E. Boyer . . . . . Muncie, Delaware county.
Eugene Bohannon . . . . . Boonville, Warrick county.
Eva Chrisman. . . . . Gosport, Owen county.
Clarentine Fisher . . . . . Rockville, Parke county.
Jennie Hall. . . . . Jefferson, Clinton county.
Tillie Hirsbrunner . . . . . Luck's Springs, Parke county.
Anna Campbell . . . . . Terre Haute, Vigo county.
Emma Hayworth . . . . . Quaker Hill, Vermillion county.
Walter D. Jones. . . . . New Richmond, Montgomery county.
C. M. Kiger. . . . . Waterman, Parke county.
Belle McGilvrey. . . . . Hollandsburg, Parke county.
S. V. Murphy . . . . . Terre Haute, Vigo county.
Dollie McGinnis . . . . . Terre Haute, Vigo county.
H. F. McCool . . . . . Chandler, Warrick county.
Mollie Mitchell . . . . . Carbon, Clay county.
Mollie Mast. . . . . Toronto, Vermillion county.
Ruth Osborn . . . . . Sylvania, Parke county.
Miriam Osborn . . . . . Sylvania, Parke county.
Mary Stewart . . . . . Terre Haute, Vigo county.
Philander Scudder . . . . . Greenfield, Hancock county.
Ida Seybold . . . . . Jessup's Station, Parke county.
Nora Sinks . . . . . Indianapolis, Marion county.
C. I. Thomas . . . . . Harrisburg, Fayette county.
Myrtie Wasson . . . . . Lafayette, Tippecanoe county.
Jennie Wheeler . . . . . Yankeetown, Warrick county.
Emma Woodard . . . . . Coloma, Parke county.

SECTION V.

Magnette Austin . . . . . Terre Haute, Vigo county.
J. I. Alger . . . . . Wabash, Wabash county.
J. C. Ashley . . . . . Jamestown, Boone county.
Josephine Berry . . . . . Indianapolis, Marion county.
B. S. Bothwell . . . . . Clay City, Clay county.
J. C. Barker . . . . . Russell's Mills, Parke county.
Emma Boyll . . . . . Pimento, Vigo county.
Rena Bungard . . . . . Terre Haute, Vigo county.
Emma Brunnemer. . . . . Greenwood, Johnson county.
Bertha L. Burdick . . . . . Indianapolis, Marion county.
Thomas Cummings . . . . . .
Minerva Coltrin . . . . . Terre Haute, Vigo county.

Tillie Cox	Coloma, Parke county.
Bertha Carter	Lawrenceville, Illinois.
Mollie Crist	Coffee P. O., Clay County.
Laura Conley	Kingsville, Johnson county.
Bessie O. Cushing	Michigan City, Laporte county.
Anna Combs	Mulberry, Clinton county.
Katie Cunningham	Athol Center, Worcester county.
Stella Crowder	Terre Haute, Vigo county.
Mattie Cossitt	Bridgeton, Parke county.
Ella Dale	Dora, Wabash county.
Z. E. Dougan	Belleville, Hendricks county.
Cora B. Darling	Walton, Cass county.
Charity Davis	Elizabethtown, Bartholomew county.
Anna Edmands	Pleasantville, Sullivan county.
Carrie G. Fulmer	Walkerton, St. Joseph county.
Mary E. Flannigan	Azalia, Bartholomew county.
Jennie Garriott	Scottsburg, Scott county.
Jennie Glezen	Ireland, Dubois county.
J. W. Gillaspie	Jamestown, Boone county.
Adella Hobson	New London, Howard county.
C. S. Hoover	Garfield, Berks county.
Emma Hobson	New London, Howard county.
Ida Hudson	Linden, Montgomery county.
Woodson Holder	Mt. Vernon, Posey county.
Kerrie Harter	Mexico, Miama county.
Agnes Ferris	Worthington, Green county.
Alice Hayworth	Rockville, Parke county.
Roxana Hayworth	Rockville, Parke county.
Francis Klingensmith	New Augusta, Marion county.
W. L. Jennings	Greensburg, Decatur county.
J. E. Locke	Kokomo, Howard county.
Clara Lewis	Coloma, Parke county.
A. E. Malsbary	Romney, Tippecanoe county.
Emma B. Morris	Terre Haute, Vigo county.
Ida Moore	Moran, Clinton county.
Lulu Minick	Walton, Cass county.
Frances Montgomery	Seelyville, Vigo county.
Jessie Martin	Liberty Mills, Wabash county.
Isaac Newton	Roseville, Parke county.
W. F. Newlin	Hutsonville, Crawford county.
J. W. Nusbaum	Wakarusa, Elkhart county.
Minnie Neukom	Terre Haute, Vigo county.
W. R. Oyler	Rockfield, Carroll county.
J. S. Osborn	Stilesville, Hendricks county.

A. M. Peck . . . . . .
Lucy E. Pugh. . . . . Terre Haute, Vigo county.
Mary Priest. . . . . Terre Haute, Vigo county.
J. M. Pogue. . . . . Monon, White county.
Anna Patton . . . . . Ferrell, Illinois.
Cora G. Platt . . . . . Detroit, Michigan.
C. E. Remsberg . . . . . West Lebanon, Warren county.
Harry L. Short . . . . . Clayton, Hendricks county.
Anna Stephenson . . . . . Terre Haute, Vigo county.
Mary B. Simmons . . . . . Terre Haute, Vigo county.
Winnie Odell . . . . . Terre Haute, Vigo county.
W. H. Roundtree . . . . . Patoka, Gibson county.
Ella Shanahan . . . . . Salem, Washington county.
Jessie G. Smith . . . . . Terre Haute, Vigo county.
Ella Sullivan . . . . . Rosedale, Parke county.
O. C. Smith . . . . . Kokomo, Howard county.
Clara Tulle . . . . . North Manchester, Wabash county.
Flora Robinson . . . . . Kokomo, Howard county.
Tena Van Nice . . . . . Thorntown, Boone county.
V. L. Vawter . . . . . Mooney, Jackson county.
Albert Wheat . . . . . Roseville, Parke county.
Rose Wiley . . . . . Waverley, Morgan county.
Iza Williamson . . . . . Indianapolis, Marion county.
Lida Thompson . . . . . Leesburg, Kosciusko county.
Phairis E. Worrell . . . . . Clayton, Hendricks county.
C. B. Worrell . . . . . Clayton, Hendricks county.
Ella Worrell . . . . . Clayton, Hendricks county.
W. J. Whitaker . . . . . Pimento, Vigo county.
J. A. Watson . . . . . Yankeetown, Warrick county.
L. E. Youngblood . . . . . Boonville, Warrick county.
C. E. Young . . . . . Jamestown, Boone county.
Ella Whickcar . . . . . West Point, Tippecanoe county.

SECTION VI.

Addie Allen . . . . . Coloma, Parke county.
Ellen Ames. . . . . Carbon, Clay county.
Robert Ashley . . . . . Jamestown, Boone county.
Eva Brown . . . . . Terre Haute, Vigo county.
Anna Baker . . . . . Terre Haute, Vigo county.
Emma Clark . . . . . Economy, Wayne county.
Elsie Drake. . . . . Prairie Creek, Vigo county.
Sarah Drake . . . . . Prairie Creek, Vigo county.
Nellie Grable . . . . . Logansport, Cass county.

W. M. Gentle . . . . . Southport, Marion county.
C. A. Griffith . . . . . Monon, White county.
Lizzie Hardisty . . . . . Terre Haute, Vigo county.
Hiram Helfrich . . . . . Dayton, Tippecanoe county.
Mary Hensley . . . . . Gosport, Owen county.
M. D. Moore . . . . . Belleville, Hendricks county.
Lina McDougal . . . . . Brownsville, Union county.
Rosa Martin . . . . . Lafayette, Tippecanoe county.
Frank McKee . . . . . Russell's Mills, Parke county.
L. B. Osborn . . . . . Enterprise, Spencer county.
Lola J. Odell . . . . . Terre Haute, Vigo county.
E. O'Connor . . . . . Bramble P. O., Marion county.
Thomas Roush . . . . . Marshall, Illinois.
W. N. Reed . . . . . Terre Haute, Vigo county.
Every Scotten . . . . . Centre Valley, Hendricks county.
J. G. Springer . . . . . Springport, Henry county.
Jessie Shortridge . . . . . Indianapolis, Marion county.
Nellie Thompson . . . . . Richmond, Wayne county.
Samuel White . . . . . Carthage, Rush county.
R. B. Wright . . . . . Fillmore, Putnam county.

SECTION VII.

T. D. Aker . . . . . Nottingham, Wells county.
Asa C. Boswell . . . . . Swayzee, Grant county.
E. C. Barrett . . . . . Clayton, Hendricks county.
Rosa Chambers . . . . . New Frankfort, Scott county.
Rose B. Campbell . . . . . South Raub, Tippecanoe county.
O. M. Cassity . . . . . Clermount, Marion county.
Abbie Coleman . . . . . Vevay, Switzerland county.
Lizzie Diermiller . . . . . Vevay, Switzerland county.
Willis S. Ellis . . . . . Alexandria, Madison county.
Dee Furguson . . . . . Martinsville, Morgan county.
Laurie Griffith . . . . . Worthington, Greene county.
Mattie Geckler . . . . . Worthington, Greene county.
Mantie Haxton . . . . . Worthington, Greene county.
Laura Haxton . . . . . Worthington, Greene county.
Morton T. Hidden . . . . . Terre Haute, Vigo county.
James Henry . . . . . Martinsville, Morgan county.
Ella S. Hill . . . . . Carthage, Rush county.
Charles A. Hughes . . . . . Brownsburg, Hendricks county.
O. L. Lyon . . . . . Cataract, Owen county.
Idella Leeson . . . . . Jacksonburg, Wayne county.
Inez McNight . . . . . Bedford, Lawrence county.

Clara V. McMahan . . . . . Rochester, Fulton county.
J. H. Myers . . . . . Cambridge City, Wayne county.
Richard Milburn . . . . . Portersville, Dubois county.
Rosetta Miller . . . . . Pleasantville, Sullivan county.
Ida McElfresh . . . . . Terre Haute, Vigo county.
Lucy Newlin . . . . . New London, Howard county.
Alexander Nash . . . . . Independence, Kansas.
S. E. Raines . . . . . Sullivan, Sullivan county.
Elva Smith . . . . . Aaron, Switzerland county.
Jennie Sweet . . . . . Martinsville, Morgan county.
Julia M. Seeburger . . . . . Terre Haute, Vigo county.
E. E. Slick . . . . . .
Ida Stone . . . . . .
Arrie M. Taylor . . . . . .
Louise Pierce . . . . . Plymouth, Marshall county.
Belle Pudney . . . . . Franklin, Johnson county.
Alice Peters . . . . . Carthage, Rush county.
Sallie Pence . . . . . Edwards, Vigo county.
Mary Grossman . . . . . Madison, Jefferson county.
Warrick Johnson . . . . . Owensville, Gibson county.
Maggie Newton . . . . . Roseville, Parke county.
Melissa Troyer . . . . . Kokomo, Howard county.
Jennie Tilford . . . . . Martinsville, Morgan county.
Birtie Welborne . . . . . Knightstown, Henry county.
Mattie Welker . . . . . Worthington, Greene county.
Morton Wimmer . . . . . Bellmore, Parke county.
Bessie Mason . . . . . Muncie, Delaware county.

SECTION VIII.

Lou Allee . . . . . Mount Meridian, Putnam county.
M. D. Avery . . . . . Troy, Perry county.
Mary Alexander . . . . . Montpelier, Blackford county.
John Anderson . . . . . Sandborn, Knox county.
Alice Ames . . . . . Bridgeton, Parke county.
Hattie M. Aikman . . . . . Dana, Vermillion county.
Gertrude Benight . . . . . Terre Haute, Vigo county.
A. Bayless . . . . . .
Irena Barnard . . . . . Economy, Wayne county.
E. B. Bryan . . . . . Ridgway, Howard county.
Julia C. Bard . . . . . Bringhurst, Carroll county.
H. S. Cooper . . . . . .
S. S. Crane . . . . . West Lebanon, Warren county.

Oren Cook . . . . . Denver, Miami county.
R. T. Cummings. . . . . Bluffton, Wells county.
Frank Cornell . . . . . Mace, Montgomery county.
A. T. Coleman. . . . . Mansfield, Parke county.
Elma Deel . . . . . Kokomo, Howard county.
Mattie Deeter . . . . . Terre Haute, Vigo county.
Emma J. Dowell . . . . . Dana, Vermillion county.
Joanna Edgeworth. . . . . Bainbridge, Putnam county.
Sarah Foltz. . . . . Bendavis, Marion county.
Sallie Flater . . . . . Bloomfield, Greene county.
W. B. Hardisty . . . . . Terre Haute, Vigo county.
Nannie Hornaday . . . . . Monrovia, Morgan county.
B. I. Harter. . . . . Romney, Tippecanoe county.
M. C. Hamill . . . . . Terre Haute, Vigo county.
Alice Hall . . . . . Defiance, Ohio.
J. W. Hesler . . . . . Zanesville, Allen county.
Eva Harrington . . . . . Terre Haute, Vigo county.
M. F. Johnson. . . . . Asher, Clay county.
Lizzie Jones. . . . . Indianapolis, Marion county.
J. M. Johnston . . . . . Pendleton, Madison county.
Mary E. Johantgen . . . . . Oregon, Clark county.
B. T. Kerrick . . . . . Brocton, Illinois.
Carrie Long. . . . . .
Maud McDougal . . . . . Brownsville, Union county.
O. F. Martin . . . . . Clayton, Hendricks county.
J. E. Maddock . . . . . Arthur, Illinois.
J. S. Meeks . . . . . Died 1883.
Frank E. Mitchell. . . . . Scottsburgh, Scott county.
R. S. Mushlitz . . . . . Frankfort, Clinton county.
M. F. Newlin . . . . . Hutsonville, Illinois.
Barton G. Peters. . . . . Ridgway, Howard county.
Hattie Peters . . . . . Carthage, Rush county.
M. A. Piety . . . . . Prairie Creek, Vigo county.
Julia Piety . . . . . Prairie Creek, Vigo county.
Tilghman Ruark . . . . . Mt. Meridian, Putnam county.
R. S. Leach . . . . . Worthington, Greene county.
J. C. Strickler . . . . . North Manchester, Wabash county.
Alice Shoptaugh . . . . . Stilesville, Hendricks county.
Ella Stalcup . . . . . Worthington, Greene county.
W. S. Tipton . . . . . Martz, Clay county.
Anna R. Ulrey . . . . . Liberty Mills, Wabash county.
Rachel Van Meter . . . . . Kewanna, Fulton county.
Mary Whitton . . . . . Pleasant, Switzerland county.
Rebecca Walters . . . . . Robinson, Illinois.

Bettie Welsh . . . . . Pimento, Vigo county.
Warren Woodson . . . . . Atlanta, Georgia.
Josie M. Weaver . . . . . Wild Cat, Carroll county.
Fanny Wilson . . . . . Mansfield, Parke county.
C. C. Walls . . . . . Stilesville, Hendricks county.

SECTION IX.

C. A. Brown . . . . . .
R. D. Brown . . . . . Martinsville, Morgan county.
H. E. Cole . . . . . Pierceton, Kosciusko county.
Albert Banta . . . . . Curveton, Cass county.
Lon M. Brown . . . . . Pimento, Vigo county.
Mary F. Bard . . . . . Bringhurst, Carroll county.
Irena Barnard . . . . . Economy, Wayne county.
W. F. Cherry . . . . . Linnville, Warrick county.
Mattie Dickson . . . . . Knightsville, Clay county.
Fannie Driver . . . . . Crawfordsville, Montgomery county.
Robert B. Edwards . . . . . McCordsville, Hancock county.
David Freese . . . . . La Gro, Wabash county.
Alice M. Finney . . . . . Dana, Vermillion county.
Rosa Grossgloss . . . . . Surplus Hill, Shelby county.
Jessie Gibson . . . . . Franklin, Johnson county.
T. H. Grosjean . . . . . Terre Haute, Vigo county.
Fred Helt . . . . . Summit Grove, Vermillion county.
J. B. Henderson . . . . . Medora, Jackson county.
W. H. Hall . . . . . Raleigh, Rush county.
H. H. Hicks . . . . . Mt. Meridian, Putnam county.
Clara Hahn . . . . . Spencer, Owen county.
McLean Johnson . . . . . Asherville, Clay county.
Emilie E. Jones . . . . . Stockton, Tippecanoe county.
Albert B. Jones . . . . . Yorktown, Delaware county.
Mary Kearney . . . . . Bainbridge, Putnam county.
C. O. Ketrow . . . . . South Whitley, Whitley county.
Albert L. Keith . . . . . Canal P. O., Warrick county.
Annetta Keely . . . . . Rochester, Fulton county.
H. B. Little . . . . . Pierceton, Kosciusko county.
G. W. Lyon . . . . . Cataract, Owen county.
Clara E. Low . . . . . Bridgeton, Parke county.
C. W. Mogle . . . . . Kewanna, Fulton county.
Horace Miller . . . . . Cataract, Owen county.
S. C. Motto . . . . . Cambridge City, Wayne county.
Carrie McDowell . . . . . St. Bernice, Vermillion county.
Sarah Noblitt . . . . . Terre Haute, Vigo county.

Alex. Porter . . . . . Greensburg, Decatur county.
G. W. Rohm . . . . . Mansfield, Parke county.
J. E. Russell . . . . . Monon, White county.
Leonidas Rizer . . . . . Burnett's Creek, White county.
M. H. Reed . . . . . Prairie Creek, Vigo county.
E. E. Slick . . . . . Kewanna, Fulton county.
J. A. Stout . . . . . Prairie Creek, Vigo county.
Mrs. L. Summers . . . . Columbus, Bartholomew county.
W. R. Shetterly . . . . . Dupont, Jefferson county.
Agnes Shepler . . . . . Terre Haute, Vigo county.
Avie M. Taylor . . . . . Haney's Corner, Ripley county.
Lewis Taylor . . . . . Yankeetown, Warrick county.
Mary I. Torr . . . . . Oakalla, Putnam county.
A. V. Wilson . . . . . Hollandsburg, Parke county.
G. M. Williams . . . . . Atkinsonville, Owen county.
Mary Whitton . . . . . Pleasant, Switzerland county.
Annie Meriman . . . . . Newport, Vermillion county.

SECTION X.

Anna C. Butler . . . . . Thorntown, Boone county.
Maggie Burt . . . . . Muncie, Deleware county.
W. A. Bender . . . . . Mexico, Miami county.
Anna Cheney . . . . . Moran, Clinton county.
Emily Cummings . . . . . Alton, Crawford county.
Stella Crosson . . . . . Oxford, Benton county.
Cattie Drake . . . . . Terre Haute, Vigo county.
Mattie Flater . . . . . Bloomfield, Greene county.
Laura Fivecoat . . . . . Lewisville, Henry county.
Ella Gillaspie . . . . . Jamestown, Boone county.
P. F. Hamilton . . . . . Warsaw, Kentucky.
Morton Helt . . . . . Summit Grove, Vermillion county.
E. L. Hiberly . . . . . Newport, Vermillion county.
Myrtie Hicks . . . . . Mt. Meridian, Putnam county.
G. W. Hunt . . . . . Martinsville, Morgan county.
Carrie Haberland . . . . . Terre Haute, Vigo county.
William Jones . . . . . Enterprise, Spencer county.
Birdie James . . . . . Terre Haute, Vigo county.
Lide Kennard . . . . . Sedalia, Clinton county.
J. H. Ledgerwood . . . . . Odon, Daviess county.
Mattie Leeson . . . . . Jacksonburg, Wayne county.
G. W. Leek . . . . . Lizton, Hendricks county.
W. P. Mitchell . . . . . Bellemore, Parke county.
Lucy Niccum . . . . . Russiaville, Howard county.

Alice Newlin . . . . . Robinson, Illinois.
LeRoy Newlin . . . . . Bellair, Illinois.
Lulu Orman . . . . . Terre Haute, Vigo county.
J. W. Paul . . . . . Monticello, White county.
Frank Richards . . . . . Mooney, Jackson county.
Lulu Robinson . . . . . Indianapolis, Marion county.
Charles Stotts . . . . . Odon, Daviess county.
Florence Sparks . . . . . Pimento, Vigo county.
E. M. Smith . . . . . Willis Grove, Knox county.
Anna L. Smith . . . . . Southport, Marion county.
Amanda Salmon . . . . . Rosedale, Parke county.
C. B. Smith . . . . . Owensville, Gibson county.
J. W. Sargent . . . . . Anderson, Madison county.
Addie Towers . . . . . West Point, Tippecanoe county.
G. B. Thompson . . . . . South Bloomfield, Ohio.
Jane Van Meter . . . . . Kewanna, Fulton county.
W. W. Wyatt . . . . . Rossville, Clinton county.
Willis Ward . . . . . Peru, Miami county.
Ida Wilson . . . . . Worthington, Greene county.

SECTION XI.

Josie Albin . . . . . Oblong, Illinois.
Myrtle Burdick . . . . . Indianapolis, Marion county.
Clara B. Conway . . . . . Dalton, Wayne county.
Mollie Collins . . . . . Casey, Illinois.
J. H. Cochran . . . . . Burnettsville, White county.
E. R. Cullen . . . . . Burnett's Creek, White county.
J. M. Emmert . . . . . Jamestown, Boone county.
Idoa Faith . . . . . Edwardsport, Knox county.
Jane R. Feltus . . . . . Terre Haute, Vigo county.
Mollie Garen . . . . . Terre Haute, Vigo county.
Laura Girton . . . . . Reelsville, Putnam county.
Mollie E. Hall . . . . . Frankfort, Clinton county.
Bessie Hayes . . . . . Brazil, Clay county.
O. B. Hamilton . . . . . Warsaw, Kentucky.
Ada Harland . . . . . Avery Station, Clinton county.
Della Hopkins . . . . . Cutler, Carroll county.
Frances Jones . . . . . Clayton, Hendricks county.
A. H. Kercheval . . . . . Prairie Creek, Vigo county.
William Kernodle . . . . . Jamestown, Boone county.
Josie Lewis . . . . . Oxford, Benton county.
H. O. Mogle . . . . . Kewanna, Fulton county.
Lida McIntosh . . . . . Cory, Clay county.

Mary McCrea	Cardonia, Clay county.
Alvah Mogle	Kewanna, Fulton county
E. C. Miller.	
Burns McClure	Darwin, Clark county.
Richard Osborn	Stilesville, Hendricks county.
Benton Power	Augusta, Marion county.
Clara Perry	Mattoon, Illinois.
Susan Pruet	Carbon, Clay county.
Thomas Pearce	Marshall, Illinois.
Nettie Pickett	Reelsville, Putnam county.
Robert R. Rhodes	Yankeetown, Warrick county.
J. W. Reed	Terre Haute, Vigo county.
W. A. Roberts	Kentland, Newton county.
Sarah Risinger	Carlisle, Sullivan county.
William Robbins	Denver, Miami county.
R. H. Richey	Bicknell, Knox county.
J. F. Sipe.	Deerfield, Randolph county.
Blanche Shumuck	Indianapolis, Marion county.
Kate Smith	Terre Haute, Vigo county.
Sagie Stuart	Brazil, Clay county.
Della Stuart	Heckland P. O., Vigo county.
Frances Shattuck	Prairie Creek, Vigo county.
Charles Simpson	Summit Grove, Vermillion county.
C. B. Smith	Owensville, Gibson county.
Perry Steffy	
Lucia Shrively	
E. P. Truax	Gosport, Owen county.
Mollie Van Meter	Kewana, Fulton county.
Josie Weeks	Pimento, Vigo county.
Kate West	Heckland P. O., Vigo county.
Mollie Walker	St. Mary's, Vigo county.
Lulu Walker	St. Mary's, Vigo county.

PREPARATORY CLASS.

Anna Auble	Terre Haute, Vigo county.
Henry Cornell	Yankeetown, Warrick county.
Villa Fisher	Rockville, Parke county.
Kesley Huling	Akron, Fulton county.
William Kibbey.	Jamestown, Boone county.
Emma King	Greenfork, Wayne county.
S. O. Leak	Lizton, Hendricks county.
Julia Leek	St. Mary's, Vigo county.
Susie McCrea	Cardonia, Clay county.

Cora Harper	Summit Grove, Vermillion county.
Charlotte Rosser	Carbon, Clay county.
C. M. Rhodes	Yankeetown, Warrick county.
Elmer Woodkirk	Denver, Miami county.

Whole number of ladies	374
Whole number of gentlemen	266
Total	640
Number in Training School	195
Grand total	835

CATALOGUE OF GRADUATES.

NOTE.—Graduates are requested to write to the President about the first of April each year, that this Catalogue may be corrected, if changes of location have been made.

CLASS OF 1872.

Louise Barbour	Terre Haute, Ind.
Susan W. Barbour	Clinton, Ind.
Lessie Harrah	Worthington, Ind.
Mary A. Oakey	Terre Haute, Ind.
William W. Parsons	Terre Haute, Ind.
Mary B. Powner	Greensburg, Ind.
Howard Sandison	Terre Haute, Ind.
Fannie E. (Scott) Burt	Terre Haute, Ind.
Hattie Scott	Detroit, Mich.

CLASS OF 1873.

Mary O. Andrews	Knightstown, Ind.
Fannie (Bain) Salsich	Died, 1882.
Mary L. (Clark) Hewitt	Terre Haute, Ind.
Maggie Cox	Terre Haute, Ind.
Lucy Delano	Terre Haute, Ind.
Ada Glick	Terre Haute, Ind.
Lucy V. Gosney	Indianapolis, Ind.
Fannie (Hewitt) Simmons	Terre Haute, Ind.
Alice (Hodgin) Stephens	Rushville, Ind.
Albert T. Jacquith	Died, 1874.
Anna Matthews	Richmond, Ind.
Elisha B. Milam	Vincennes, Ind.
Samuel S. Parr	Minneapolis, Minn.
Lida A. (Powers) Leasure	Auburn, Ind.
Michael Seiler	Terre Haute, Ind.
Charlotte J. Stimson	Terre Haute, Ind.
William L. Welch	Washington, Pa.
Mattie Woodward	Richmond, Ind.
Reba Woodard	Died, 1874.
Minnie Young	Muncie, Ind.

CLASS OF 1874.

Mattie (Bennett) Adams	Martinsville, Ind.
Alice (Crandall) Graff	Terre Haute, Ind.
Mattie (Curl) Dennis	Bloomingdale, Ind.
James W. French	Mt. Vernon, Ind.
Mattie Harris	Died, 1875.
Sarah E. Pierce	Plymouth, Ind.
Thomas S. Price	Robinson, Illinois.
Lawrence W. Stewart	Died, 1882.
Amy E. Wales	Indianapolis, Ind.
Ruama W. Wales	Indianapolis, Ind.
Sarah A. (McCann) Wallace	Terre Haute, Ind.
John Williamson	Carmel, Ind.

CLASS OF 1875.

Nancy J. Bowman	Princeton, Ind.
Jane Chase	Kansas City, Missouri.
Rudolph B. Davis	Terre Haute, Ind.
John Donaldson	Terre Haute, Ind.
Arrie M. Freeland	Princeton, Ind.
Benjamin A. Ogdon	Rosedale, Ind.
John J. Padrick	Newport, Ind.
Israel E. Youngblood	Boonville, Ind.

CLASS OF 1876.

Virginia K. Allan	Irvington, Ind.
James C. Black	Indianapolis, Ind.
Emma E. Carter	Jeffersonville, Ind.
Ada F. (Hall) Sammis	Terre Haute, Ind.
Rosanna P. Lindsey	Indianapolis, Ind.
William H. Mace	Ann Arbor, Mich.
Harriet E. (Naylor) Robbins	Shelbyville, Ind.
Alice R. Palmer	Franklin, Ind.
Jonathan Perigo	Yankeetown, Ind.
T. Homer Taylor	Boonville, Ind.

CLASS OF 1877.

Charles E. Bickmore	Logansport, Ind.
Alama J. (Boore) Carpenter	Neodesha, Kansas.
Olivia J. Bradshaw	Logansport, Ind.
Albert E. Humke	Wabash, Ind.
Marcia Mitchell	Terre Haute, Ind.
Annie Moore	Hanover, Ind.
Sarah E. Oosley	Clinton, Ind.
William B. Woods	Ann Arbor, Michigan.

CLASS OF 1878.

Lorenzo D. Barnes	Died, 1883.
Addie Brown	Terre Haute, Ind.
Ella Burke	Rockville, Ind.
Morgan Caraway	Portland, Ind.
Lizzie K. Chambers	Terre Haute, Ind.
Ida (Dodson) Mace	Ann Arbor, Michigan.
Joseph H. Ewbank	McCordsville, Ind.
Frances Harris	Knightsville, Ind.
Charles R. Harrison	Died, 1879.
Cora Hill	Terre Haute, Indiana.
Rachel King	Indianapolis, Ind.
Kate Purdy	Logansport, Ind.
Alpheus Reynolds	
Alice Rupp	Dana, Ind.
Sallie Scott	Terre Haute, Ind.
Mary G. Taylor	Shelbyville, Ind.

CLASS OF 1879.

Eugene B. Bradshaw	Mexico, Ind.
Josephine Boyd	Chambersburg, Ind.
Ettie Crowe	Jeffersonville, Ind.
Mary E. De La Bar	Keithsburg, Illinois.
George Grosjean	Terre Haute, Ind.
Samuel M. Hutzel	Catlin, Ind.
Oscar L. Kelso	Bloomington, Ind.
Samuel P. McCrea	Murray, Ind.

CLASS OF 1879—Continued.

Harriet E. Miller . . . . . Terre Haute, Ind.
Joseph Studebaker . . . . . Pittsburg, Ind.
Ruth (Woodward) Newsome . . . . . Coloma, Ind.

CLASS OF 1880.

Emily Barnett . . . . . Kewanna, Ind.
Wilson H. Cox . . . . . Bloomingdale, Ind.
Lydia Dwiggins . . . . . Rensselaer, Ind.
Caroline Furber . . . . . Knightstown, Ind.
Charles F. Fox . . . . . Memphis, Ind.
Margaret Gamble . . . . . Connersville, Ind.
Jasper Goodykoontz . . . . . Shielville, Ind.
Ruth Gentry . . . . . Princeton, Ind.
Elwood W. Kemp . . . . . Terre Haute, Ind.
Mary E. King . . . . . Terre Haute, Ind.
Clova A. Lawrence . . . . . Terre Haute, Ind.
William R. Mail . . . . . Clinton, Ind.
Commodore P. Mitchell . . . . . Rensselaer, Ind.
Arnold Tompkins . . . . . Franklin, Ind.
Jane S. Thompkins . . . . . Franklin, Ind.
Malissa (Vanduyn) Mitchell . . . . . Rensselaer, Ind.
Harriet (Wilkes) Parsons . . . . . Terre Haute, Ind.

CLASS OF 1881.

Mary J. Anderson . . . . . Huntington, Ind.
Lillie Buck . . . . . Michigan City, Ind.
Mrs. Fannie Beach . . . . . Terre Haute, Ind.
George W. Cox . . . . . Clayton, Ind.
Mary M. Carter . . . . . Coal Bluff, Ind.
Lillie Gray . . . . . Catlin, Ind.
Ella Goodsell . . . . . Plymouth, Ind.
L. B. Griffin . . . . . Clarksburg, Ind.
A. W. Hadley . . . . . Watseka, Ills.
Mary E. Hathaway . . . . . Muncie, Ind.
Charles E. Hodgin . . . . . Richmond, Ind.
Ida G. Jordon . . . . .
Wm. D. Kerlin . . . . . Carthage, Ind.
Elijah I. Kerlin . . . . . Paragon, Ind.
Maggie Lawrence . . . . . Frankfort, Ind.

CLASS OF 1881—Continued.

Luella Long	Rochester, Ind.
Mattie J. (McConnell) Denny	Ligonier, Ind.
Mary V. Mustard	Frankfort, Ind.
S. B. McCracken	Delphi, Ind.
Sallie Overman	Mitchell, Ind.
Eugenie Patterson	Frankfort, Ind.
James B. Ragan	North Salem, Ind.
Jennie Throop	Worthington, Ind.
Helen Weiss	Charleston, Ill.

CLASS OF 1882.

Emma Adams	Sullivan, Ind.
W. B. Creager	Sullivan, Ind.
G. H. Carraway	Xenia, Ind.
Ella Dwiggins	Rensselaer, Ind.
A. E. Davisson	Rochester, Ind.
W. S. Domer	North Manchester, Ind.
S. C. Fulmer	Terre Haute, Ind.
H. W. Graham	Kewanna, Ind.
C. F. Grosjean	Terre Haute, Ind.
E. M. C. Hobbs	Wabash, Ind.
Laura Kesler	Sullivan, Ind.
L. C. Lawrence	Madison, Ind.
J. A. Mitchell	Wabash, Ind.
Z. B. McClure	Annapolis, Ind.
Bailey Martin	Worthington, Ind.
A. E. Mowrer	North Manchester, Ind.
Lizzie Mohler	Huntington, Ind.
Rose Murphy	Terre Haute, Ind.
D. M. Nelson	Worthington, Ind.
Catharine O'Neill	Indianapolis, Ind.
A. A. Parker	Newport, Ind.
Fannie A. Rhode	Attica, Ind.
M. Frances Rhode	Sullivan, Ind.
Hattie Rhea	Terre Haute, Ind.
Mary M. Smith	Terre Haute, Ind.
H. B. Shaffer	Logansport, Ind.
Mary Trueblood	Bloomingdale, Ind.
Emogene A. Turner	Shelbyville, Ind.
Minnie L. Wagner	Terre Haute, Ind.
Andrew Whiteleather	Edinburg, Ind.