1872

# Catalog, 1872-1873

Indiana State University

*Taken from Photograph by Hasher.*

# STATE NORMAL SCHOOL

TERRE HAUTE INDIANA.

*Braden & Burford lith. Indianapolis.*

# Indiana State Normal School.

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## THIRD ANNUAL CATALOGUE

OF THE

# OFFICERS AND STUDENTS,

AND

## PROGRAMME

OF THE

## COURSES OF INSTRUCTION,

1872-'73.

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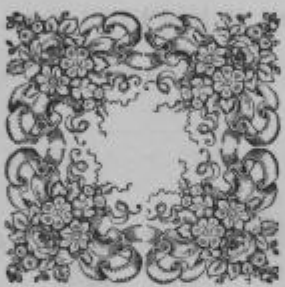
INDIANAPOLIS:
SENTINEL COMPANY, PRINTERS.
1873.



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INSTRUCTOR IN VOCAL MUSIC AND METHODS OF TEACHING THE SAME.

# NAMES OF STUDENTS

Who have been in attendance at the Indiana State Normal School during the scholastic year beginning September 4th, 1872, and ending June 25th, 1873.

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*Graduated from the Elementary Course, March 18, 1873.
†Graduated from the Elementary Course, June 25, 1873.

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## SENIOR CLASS.

### SECTION A.

| NAME. | RESIDENCE. |
|---|---|
| Mary O. Andrews* | Marshall, Ill. |
| Maggie Cox* | Brooklyn, Morgan Co., Ind. |
| Lucy V. Gosney* | New Maysville, Putnam Co, Ind. |
| Albert T. Jaquith* | Wright's Corners, Dearborn Co., Ind. |
| Michael Seiler* | Fairfield Centre, DeKalb Co., Ind. |
| Reba Woodard* | Richmond, Wayne Co., Ind. |
| Fannie Bain† | Seymour, Jackson Co., Ind. |
| Mary L. Clark† | Terre Haute, Vigo Co., Ind. |
| Lucy Delano† | Terre Haute, Vigo Co., Ind. |
| Ada Glick† | Terre Haute, Vigo Co., Ind. |
| Fannie Hewitt† | Terre Haute, Vigo Co., Ind. |
| Alice Hodgin† | Richmond, Wayne Co., Ind. |
| O. C. Huddleston | Dublin, Ind. |
| Anna Matthews† | Dublin, Ind. |
| E. B. Milam† | Vincennes, Knox Co., Ind. |
| Laura E. Nixon | Southport, Marion Co., Ind. |

| NAME. | RESIDENCE. |
|---|---|
| Samuel S. Parr† | Bellair, Ill. |
| Lida Powers† | Spring Hill, Decatur Co., Ind. |
| Charlotte J. Stimson† | Terre Haute, Vigo Co., Ind. |
| William L. Welsh† | Greensburg, Decatur Co., Ind. |
| Mattie Woodard† | Richmond, Wayne Co., Ind. |
| Minnie Young† | Muncie, Delaware Co., Ind. |

SECTION B.

| | |
|---|---|
| Mattie Bennett | Terre Haute, Vigo County, Ind. |
| Mattie Curl | Rockville, Parke Co., Ind. |
| Rudolph B. Davis | Terre Haute, Vigo Co., Ind. |
| Anna P. Forbes | Michigan City, Laporte Co., Ind. |
| Henry O. Hiser, | Annapolis, Illinois. |
| Sarah E. Pierce | Plymouth, Marshall Co., Ind. |
| Sarah A. Wallace | Frankfort, Clinton Co., Ind. |
| John Williamson | Carmel, Hamilton Co., Ind. |
| Emma Bain | Charleston, Ill. |
| Alphonso H. Carter | Pratt, Clay Co., Ind. |
| Alice Crandell | Terre Haute, Vego Co., Ind. |
| John Donaldson | Eminence, Morgan Co., Ind. |
| James French | New Harmony, Posey Co., Ind. |
| Mattie Harris | Terre Haute, Vigo Co., Ind. |
| Mary E. Lybrook | Richmond, Wayne Co., Ind. |
| Suda May | New Albany, Floyd Co., Ind. |
| Alice Monroe | Terre Haute, Vigo Co., Ind. |
| Matilda Nagle | Rockville, Parke Co., Ind. |
| Benjamin A. Ogden | Numa, Parke Co., Ind. |
| Fernando C. Orb | Frankfort, Clinton Co., Ind. |
| Thomas S. Price | Eaton P. O., Ill. |
| Lawrence W. Stewart | Petersburg, Pike Co., Ind. |
| Mattie Tenbrook | Rockville, Parke Co., Ind. |
| Frank Williamson | Carmel, Hamilton Co., Ind. |
| Israel E. Youngblood | Booneville, Warrick Co., Ind. |

# JUNIOR CLASS.

## SECTION A.

| NAME. | RESIDENCE. |
|---|---|
| Daniel T. Armstrong | Terre Haute, Vigo Co., Ind. |
| James Conroy | Terre Haute, Vigo Co., Ind. |
| Kate M. Frayne | Pleasant Hill, Montgomery Co., Ind. |
| Franklin N. Harter | Delphi, Carroll Co., Ind. |
| Amos P. Hinshaw | Marion, Grant Co., Ind. |
| Thomas R. May | Jordan, Owen Co., Ind. |
| Robert Mickelberry | St. Mary's Vigo Co., Ind. |
| Scott Morris | Hazel Dell, Illinois. |
| S. Bluford Oliver | Hopkinsville, Ky. |
| Eliza J. Orth | Ellsworth, Vigo Co., Ind. |
| John J. Padrick | Valley Mills, Marion Co., Ind. |
| Eliza J. Robson | New Harmony, Posey Co., Ind. |
| Andrew Sheets | Terre Haute, Vigo Co., Ind. |
| Margaret L. Schofield | Richmond, Wayne Co., Ind. |
| Alfred M. Smith | Eminence, Morgan Co., Ind. |
| Anna M. Smith | Shelbyville, Shelby Co., Ind. |
| Nancy D. Standeford | Oakland, California. |
| Anna T. Stevenson | Terre Haute, Vigo Co., Ind. |
| Anna Strong | Laporte, Laporte Co., Ind. |
| Ferdinand D. Tharpe | Brownsburg, Hendricks Co., Ind. |
| Amy E. Wales | Cannelton, Perry Co., Ind. |
| Ruama W. Wales | Cannelton, Perry Co., Ind. |
| Burton T. Wharton | Terre Haute, Vigo Co., Ind. |

## SECTION B.

| | |
|---|---|
| Robert H. Archey | Coon's Creek, Shelby Co., Ind. |
| Calvin Ballard | Claremont, Marion Co., Ind. |
| Wilson Barnett | Yankeetown, Warrick Co., Ind. |
| Sarah L. Bartlett | Melrose, Illinois. |
| Harriet N. Benefiel | Crawfordsville, Montgomery Co., Ind. |
| Sarah D. Blinn | Terre Haute, Vigo Co., Ind. |
| Nancy J. Bowman | Delphi, Carroll Co., Ind. |
| Leander D. Boyd | Stilesville, Hendricks Co., Ind. |
| W. T. E. Burford | Rockville, Parke Co., Ind. |

| NAME. | RESIDENCE. |
|---|---|
| Josephine Burgan | Terre Haute, Vigo Co., Ind. |
| Joshua C. Chilton | Bryantsville, Lawrence Co., Ind. |
| Kate Conant | Worthington, Greene Co., Ind. |
| Lou A. Conner | Freeport, Shelby Co., Ind. |
| Arrie M. Freeland | Freelandsville, Knox Co., Ind. |
| Adelaide F. Hall | Terre Haute, Vigo Co., Ind. |
| Jennie M. Hargrave | Sheldon, Illinois. |
| John N. Harmon | Elwood, Madison Co., Ind. |
| Frances Harris | Terre Haute, Vigo Co., Ind. |
| Martin B. Hook | Boonville, Warrick Co., Ind. |
| Eleanor H. Loomis | Greenwood, Johnson Co., Ind. |
| Malinda F. Lybrook | Richmond, Wayne Co., Ind. |
| Hannah Mann | Oaks, Wisconsin. |
| Martha E. Mann | Oaks, Wisconsin. |
| Alfred H. Meal | Waldron, Shelby Co., Ind. |
| Mary Noble | Terre Haute, Vigo Co., Ind. |
| Alice Pfaff | Indianapolis, Marion Co., Ind. |
| George A. Ramsey | Orange, Fayette Co., Ind. |
| George P. Rhea | Eminence, Morgan Co., Ind. |
| Lizzie M. Rhodenberger | Mt. Vernon, Posey Co., Ind. |
| Charles S. Schofield | Indianapolis, Marion Co., Ind. |
| Mary Simpson | Lebanon, Kentucky. |
| Huron R. Southard | Clinton, Vermillion Co., Ind. |
| Isaac H. Strain | Summit Grove, Vermillion Co., Ind. |
| Homer Taylor | Yankeetown, Warrick Co., Ind. |
| Oliver J. Taylor | Yankeetown, Warrick Co., Ind. |
| Benjamin A. Van Winkle | Frankton, Madison Co., Ind. |
| Sarah J. Watson | Terre Haute, Vigo Co., Ind. |
| R. William Weaver | Craig, Switzerland Co., Ind. |
| George Yoke | Indianapolis, Marion Co., Ind. |

## FIRST YEAR.

SECTION A.

| NAME. | RESIDENCE. |
|---|---|
| Margaret J. Alderdice | Waveland, Montgomery Co., Ind. |
| Elias L. Allen | Eaglestown, Hamilton Co., Ind. |

| NAME. | RESIDENCE. |
|---|---|
| Lorenzo D. Barnes | Greensburg, Decatur Co., Ind. |
| Sarah J. Bartlett | Terre Haute, Vigo Co., Ind. |
| Joseph A. Boyer | Powers, Jay Co., Ind. |
| John H. Boyer | Powers, Jay Co., Ind. |
| James M. Calvert | Frankton, Madison Co., Ind. |
| Levi J. Carson | Valley Mills, Marion Co., Ind. |
| Evalene Caven | Crawfordsville, Montgomery Co., Ind. |
| Orlando C. Charlton | Pleasant, Switzerland Co., Ind. |
| Jane Chase | Kansas City, Missouri. |
| William R. Clore | Bargersville, Johnson Co., Ind. |
| William M. Coffield | Greenfield, Hancock Co., Ind. |
| Sue Cosby | Washington, Daviess Co., Ind. |
| Samuel L. Coulter | Mace, Montgomery Co., Ind. |
| John W. Covert | Sharpsville, Tipton Co., Ind. |
| Maria DePew | Terre Haute, Vigo Co., Ind. |
| Isis Duncan | Bedford, Lawrence Co., Ind. |
| Jennie Dunlap | Franklin, Johnson Co., Ind. |
| William M. Ealey | Centre Point, Clay Co., Ind. |
| Charles C. Edwards | Anderson, Madison Co., Ind. |
| Eva Ellis | Attica, Fountain Co., Ind. |
| Irene V. Ferris | Indianapolis, Marion Co., Ind. |
| Leander Fortner | Hope, Bartholomew Co., Ind. |
| J. M. Gamble | Jefferson, Clinton Co , Ind. |
| Rufus P. Hamilton | Versailles, Ripley Co., Ind. |
| Mary E. Harding | Indianapolis, Marion Co., Ind. |
| Sibyl A. Hobbs | Bloomingdale, Parke Co., Ind. |
| Sarah A. Holliday | Waterman, Parke Co., Ind. |
| Alexander N. Hoover | Hooversburg, Miami Co., Ind. |
| Eliza A. Hoover | Hooversburg, Miami Co., Ind. |
| Henry C. Hopkins | Rockville, Parke Co., Ind. |
| J. H. Houchen | Bridgeton, Parke Co., Ind. |
| Kate B. Huddleson | Patoka, Gibson Co., Ind. |
| Lucy Jameson | Indianapolis, Marion Co., Ind. |
| Fannie Leedom | Osgood, Ripley Co., Ind. |
| Thomas C. Lohmeyer | Mauckport, Harrison Co., Ind. |
| May McCaslin | Indianapolis, Marion Co., Ind. |
| Jacob McKinsey | Thorntown, Boone Co., Ind. |
| Arthur L. McLane | Mier, Grant Co., Ind. |

| NAME. | RESIDENCE. |
|---|---|
| Sabina J. McRae | New Middletown, Harrison Co., Ind. |
| Benj. F. Meyers | Augusta Station, Marion Co., Ind. |
| Nathan E. Mills | Thorntown, Boone Co., Ind. |
| Thomas H. Mints | Mt. Comfort, Hancock Co., Ind. |
| Flora C. Mitchell | Crawfordsville, Montgomery Co., Ind. |
| Irena A. Mitchell | Summit Grove, Vermillion Co., Ind. |
| Azariah Moore | Albany, Delaware Co., Ind. |
| Mary M. Moss | Centre Point, Clay Co., Ind. |
| Martin G. Mull | Rockville, Parke Co., Ind. |
| Gustavas J. H. Niewoehner | Cannelton, Perry Co., Ind. |
| Alexander O'Dell | Clark's Prairie, Daviess Co., Ind. |
| Caleb O'Dell | Clark's Prairie, Daviess Co., Ind. |
| Francis M. Overman | Bryantsville, Lawrence Co., Ind. |
| Laura E. Palmateèr | Olney, Ills. |
| John W. Paris | Franklin, Johnson Co., Ind. |
| Julia Paul | Indianapolis, Marion Co., Ind. |
| Silas W. Pearcy | New Washington, Clark Co., Ind. |
| William D. Privett | James' Switch, Marion Co., Ind. |
| Margaret A. Robertson | Wabash, Wabash Co., Ind. |
| Margaret J. Ruble | Vincennes, Knox Co., Ind. |
| Joshua S. Sisson | Leavenworth, Crawford Co., Ind. |
| R. A. Smith | Greenfield, Hancock Co., Ind. |
| Walter S. Smith | Indianapolis, Marion Co., Ind. |
| Jacob D. Smuck | Majenica, Huntington Co., Ind. |
| John O. Spurgeon | Mier, Grant Co., Ind. |
| Margaret E. Stevenson | Terre Haute, Vigo Co., Ind. |
| Joseph Studebaker | Logansport, Cass Co., Ind. |
| Ella TenBroeck | Comargo, Ills. |
| Esther L. Thomas | Pendleton, Madison Co., Ind. |
| Anna Tilford | Kent, Jefferson Co., Ind. |
| Jeremiah Toy | Alfordsville, Daviess Co., Ind. |
| America Trester | Zionsville, Boone Co., Ind. |
| Clara C. Tull | North Madison, Jefferson Co., Ind. |
| Sarah G. Votaw | Portland, Joy Co., Ind. |
| Sarah Walker | New Washington, Clark Co., Ind. |
| Joseph L. Wagoner | Huntington, Huntington Co., Ind. |
| Martin S. Wagoner | Huntington, Huntington Co., Ind. |
| Annie Wells | Liber, Jay Co., Ind. |

| NAME. | RESIDENCE. |
|---|---|
| V. T. Wiley | Waverly, Morgan Co., Ind. |
| Ellison F. Williams | Plainfield, Hendricks Co., Ind. |
| John B. Wills | Logansport, Cass Co., Ind. |
| Theodore Winn | Greenfield, Hancock Co., Ind. |
| Jane E. Worthington | Brazil, Clay Co., Ind. |

SECTION B.

| | |
|---|---|
| Alice Bartlett | Melrose, Ills. |
| Eunitia J. Bain | Seymour, Jackson Co., Ind. |
| Henry L. Boyd | Eagletown, Hamilton Co , Ind. |
| Geo. B. Buckingham | Whitcomb, Franklin Co., Ind. |
| Lutecia E. Coombs | Lebanon, Boone Co., Ind. |
| Clara Cummins | Summit Grove, Vermillion Co., Ind. |
| David C. Dayton | Washington, Daviess Co., Ind. |
| Orlando M. Eastes | Mt. Comfort, Hancock Co., Ind. |
| Naomi F. Edwards | Melrose, Ills. |
| Calvin Ely | Brooklyn, Morgan Co., Ind. |
| Isaac W. Evans | Terre Haute, Vigo Co., Ind. |
| Thomas J. French | New Harmony, Posey Co., Ind. |
| Anna Green | Butlerville, Jennings Co., Ind. |
| Alice Harlow | Mt. Vernon, Posey Co., Ind. |
| William R. Harrington | Summit Grove, Vermillion Co., Ind. |
| Lucetta Harris | Perrysville, Vermillion Co., Ind. |
| Calvin Henley | Eagletown, Hamilton Co., Ind. |
| Mattie J. Hook | Pimento, Vigo Co., Ind. |
| Anna Johnson | Ellsworth, Vigo Co., Ind. |
| Eliza N. Lash | Centre Point, Clay Co., Ind. |
| Marion I. Livingston | Edwardsville, Floyd Co., Ind. |
| Geo. A. McCutchen | Inglefield, Vanderburg Co., Ind. |
| Mary J. Mickelberry | Terre Haute, Vigo Co., Ind. |
| Emma Milliron | Terre Haute, Vigo Co., Ind. |
| Emma Mirick | Evansville, Vanderburg Co., Ind. |
| Cephas Morgan | Washington, Daviess Co., Ind. |
| Martha Pressly | Laporte, Cass Co., Ind. |
| Eli L. Rhoades | Booneville, Warrick Co., Ind. |
| Thomas B. Robertson | Staunton, Clay Co., Ind. |
| Alice Rugan | Terre Haute, Vigo Co., Ind. |

Geo. A. Scott.....Lebanon, Boone Co., Ind.
Mahlon F. Smith.....Huntington, Huntington Co., Ind.
Samuel Smith.....Gallaudet, Marion Co., Ind.
John A. Summers.....Eminence, Morgan Co., Ind.
James M. Tolin.....Gallaudet, Marion Co., Ind.

| | |
|---|---|
| Number of Ladies | 115 |
| Number of Gentlemen | 113 |
| Total | 228 |

## NAMES OF PUPILS IN INTERMEDIATE MODEL SCHOOL.

### CLASS B.

| | | |
|---|---|---|
| Carl Brake. | George Jones. | Nellie Patrick. |
| Lydia Brake. | Forest Kendall. | Frank Ross. |
| Willie Cook. | Libbie Messmore. | Lloyd Smith. |
| Robert Cox. | Charles Minshall. | Etta Smith. |
| George Duy. | Helen Minshall. | Eugenia Scott. |
| Charles W. Gause. | George Newton. | Fred Scott. |
| Harry Graham. | Charles Peddle. | |

### CLASS C.

| | | |
|---|---|---|
| Lulu Beach. | Mattie Gilbert. | Willie Robinson. |
| Susie Beach. | Lola Hatfield. | Charles Scott. |
| Alice Burnett. | Willie Hedges. | Heberd Smith. |
| Alice Cunningham. | Nellie O'Boyle. | Jessie Warren. |
| Ella Davis. | Emma Patton. | Anna Warren. |

### CLASS D.

| | | |
|---|---|---|
| Frederic Armstrong. | Read Hanna. | Clara Sykes. |
| Annie Auble. | Lucy Jones. | Addie Scott. |
| Jessie Black. | Talma Jones. | Gracie Teel. |
| Mamie Beach. | Ida Melvin. | Maude Trader. |
| Lewis Coates. | Willie Morris. | Gertie Thompson. |
| Nellie Gray. | Gertie O'Boyle. | Alice Warren. |
| John Hanna. | Hattie Smith. | Carrie Wolfe. |

Total Number, 56.

# NAMES OF PUPILS IN PRIMARY MODEL SCHOOL.

CLASS A.

Louisa Ackerle.
Mollie Allen.
Cora Auble.
Harry Brokaw.
Amanda Fera.
Amelia Fera.
Laura Glavis.
Hattie Harbart.
Minnie Hatfield.
Jennie Herrick.
Spencer Hunt.
Albert Kissner.
Johnnie Luken.
Lyman Ross.

CLASS B.

Frank Cooper.
John Cunningham.
Estella Dox.
Maud Hosford.
Hattie Paige.
Flora Rothschild.
Mary Syfers.
Birdie Walmsley.
Madge Wamsley.
Frank Wilson.

CLASS C.

Jessie Bowser.
Frankie Bannister.
Esther Brake.
Cora Boudinot.
Minnie Coates.
Anna Douglass.
Mamie Eppinghausen.
Ella Finch.
Mattie Garthwait.
Mary Grifin.
Harry Hedden.
Mary Hudnut.
Henry Holland.
Frank Harbert.
Mattie Mancourt.
Lillie McGreggor.
John Nott.
Bertie Palmer.
Martin Vrydagh.
Robbie Vrydagh.
Rose Wolf.
Belle Wharton.

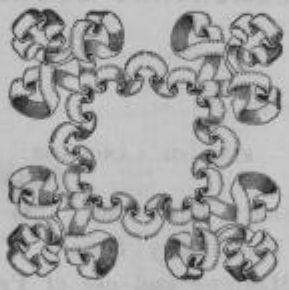
CLASS D.

Effie Burt.
Mamie Bannister.
Emma Condit.
Willie Davis.
Mary Duncan.
Charlie Eppinghausen.
Nicholas Eppinghausen.
Eliza Hudson.
Anneta Hudson.
Cliff Hour.
Frank Herrick.
Bayless Hanna.
Laura Hunt.
Joey Hunt.
Arthur Knoder.
Anna Lee.
Clara Miller.
Della Miller.
Florrie O'Boyle.
Freddie Paige.
Cora Patrick.
Harry Ross.
Clark Smith.
Stella Standeford.
Louis Treat.
George Winehart.

Total, 72.

SUMMARY.

| | |
|---|---|
| Number of pupils in Primary Model School | 72 |
| Number of pupils in Intermediate Model School | 56 |
| Number of pupils in Normal School | 228 |
| Total | 356 |



# COURSES OF INSTRUCTION.

## ELEMENTARY COURSE.

*First Term*—(15 weeks.)

ENGLISH LANGUAGE:

1. Use of Dictionary, embracing: (a) Webster's Notation, (b) Drill on the Elementary Sounds of the Language, (c) Orthography, (d) Meaning and use of Prefixes and Suffixes, (e) Etymological Analysis of Words.

2. Exercises in Thinking, and in Expressing what is Thought.

GEOGRAPHY:

(a) Lessons in Form, (b) Fundamental ideas of Mathematical Geography, (c) Use of the Globe.

ARITHMETIC:

(a) Fundamental Ideas and Principles of the Subject, and the order of their Dependence. (b) Practice in the Art. Special attention to forms for the solution of Problems, and to Accuracy and Rapidity.

MIND:

Elements of Mental Science.

PENMANSHIP.

BEHAVIOR.

*Second Term*—(11 weeks.)

ENGLISH LANGUAGE:

1. (a) Continuation of (1) in First Term, (b) Reading.

2. (a) Continuation of (2) in First Term; (b) the Judgment—its Elements; the Sentence—its Elements; (c) Origin and Marks of each Part of Speech.

GEOGRAPHY:

The Earth as an Organic Whole. (See Syllabus.)

ARITHMETIC:

Continued. (See Syllabus.)

ELEMENTS OF NATURAL PHILOSOPHY.

ELEMENTS OF ETHICAL SCIENCE.

BEHAVIOR.

*Third Term*—(13 weeks)

ENGLISH LANGUAGE:

1. (a) Continuation of (1) in First Term; (b) Analysis and Reading of selected pieces.

2. (a) Continuation of (2) in First Term; (b) the Phrase and the Clause; (c) the Noun and the Pronoun, their Classification, Inflection, etc.

GEOGRAPHY:

Study of the Continents, and Mapping.

ARITHMETIC:

Continued. (See Syllabus.)

ELEMENTS OF BOTANY.

ELEMENTS OF ETHICAL SCIENCE.

BEHAVIOR.

*Fourth Term*—(15 weeks.)

ENGLISH LANGUAGE:

1. Continuation of (1), (b) Third Term of First Year.

2. (a) Continuation of (2) in First Term of First Year; (b) the Adjective and the Verb, their Classification, Inflection, etc.; (c) other Classes of Words.

GEOGRAPHY:

Detailed Study of the United States; Mapping.

ARITHMETIC:

Finished.

ELEMENTS OF ZOÖLOGY.

ELEMENTS OF ETHICAL SCIENCE.

BEHAVIOR.

*Fifth Term*—(11 weeks.)

ENGLISH LANGUAGE:

1. Occasional Reading of Selected Pieces; Study of English Literature.

2. (a) Continuation of (2) in First Term of First Year; (b) Grammatical Properties of Style.

UNITED STATES HISTORY.

ELEMENTS OF ALGEBRA.

ELEMENTS OF PSYCHOLOGY.

ELEMENTS OF PHYSIOLOGY.

BEHAVIOR.

*Sixth Term*—(13 weeks.)

ENGLISH LANGUAGE:

1. Occasional Reading of Selected Pieces; Study of English Literature.

2. Practice in the Investigation and Treatment of *Themes*.

UNITED STATES HISTORY.

ELEMENTS OF ALGEBRA.

ELEMENTS OF PSYCHOLOGY.

ELEMENTS OF PHYSIOLOGY.

*Seventh Term.*

Examination of the Studies of the Course with a view of determining,

*First*, *What* to teach, and
*Second*, *How* to teach it.

Observation in the Model Schools, and Practice in Teaching, under Criticism.

# ADVANCED COURSE.

The object of this Course is to qualify fully those who shall graduate from the Elementary Course for teaching in the most responsible positions in the Public High Schools of the State.

FIRST TERM (15 weeks.)—Higher Algebra, General History, Chemistry, Latin.

SECOND TERM (11 weeks.)—Algebra completed and Geometry begun; General History, Physics, Latin.

THIRD TERM (13 weeks.)—Geometry, General History, Latin. A more extended study of Botany and Zoölogy. Special attention to the practical utility of these sciences, and to the geographical distribution of animals and plants.

FOURTH TERM (15 weeks.)—Geometry completed; Trigonometry and its applications. Elements of Mineralogy and of Geology. Special attention to the distribution and uses of specific Minerals. Latin and German.

FIFTH TERM (11 weeks.)—Astronomy, Latin, German. A more extended study of English Literature than that in the Elementary Course.

SIXTH TERM—(13 weeks.)—Conception of the State; its end or purpose. Conception of the school; its origin in the necessity of the State; its end or purpose; its essential requisites that it may attain this end. Application of the principles of Mental Science to the determination of methods of teaching the different subjects during the different periods of mental development. Latin and German continued. The study of Greek may be substituted for that of German.

## LITERARY SOCIETIES.

Of these there are three; the Eclectic, the Philomathean and the Debating Club. Each Society is well organized, well conducted and holds weekly meetings. Each is an important auxiliary to the course of general culture in the Institution. The object of each is to train its members in thinking, in speaking and in writing.

## CONDITIONS OF ADMISSION.

Pupils, if females, must be sixteen years of age; if males, eighteen. They must possess good moral character and average intellectual abilities. 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 in Arithmetic through Percentage. They must write a legible hand, and be able to analyze and parse simple sentences.

### EXPENSES.

*Tuition is free.*

Board, including *fuel* and *lights*, can be obtained in good families at $4 to $5 per week, according to the *quality* of the accommodations desired.

By renting rooms and boarding themselves, students reduce their expenses for boarding to less than $2.50 per week. Some even as low as $1.50.

There are several clubs for self-boarding.

# REMARKS.

1. A careful study of the contents of this catalogue will enable the majority of persons to gain the information they need in reference to the State Normal School.

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

3. 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.

4. 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 classed.

Those who enter a few days *after* the beginning of a term, take, in their examination, the time of teachers which should be given to instruction.

Besides, those who are tardy at entering, find it difficult to "make up" lost lessons.

5. Students are admitted, and new classes formed at the beginning of each term; *but*, in future, no student will, *as a rule*, be admitted to a new class thus formed, who shall not present himself for examination within two weeks from the beginning of a term.

6. Every student admitted to the Institution will be required to give satisfactory evidence of good moral character, and of fair intellectual abilities.

The personal appearance and the conduct of the individual, together with a letter from some responsible citizen of known integrity, to whom the bearer is personally known, will be taken as evidence in reference to character.

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

8. Students *are* admitted for *one term.*

9. For the benefit of those teachers who can attend the Normal School but *one* term, and whose maturity of mind and scholarship qualify them to receive it, a special course of study and of instruction in methods of Teaching, and in the principles of organizing, classifying and managing schools, will be planned at the begining of each fall and spring terms. This course will be such as shall meet the wants of the classes entering at the time.

10. Those desiring other information respecting the Normal School, *than that contained in this Catalogue*, are requested to write to the President.

11. No *adequate* idea of either the matter or the method of instruction in this institution can be conveyed on paper.

The Syllabuses commencing on the next page are printed for the purpose of conveying *some* idea of the subject matter of instruction, and of the order of it.

# SYLLABUSES.

## ORTHOEPY AND READING.

I. Voice viewed as a means of making known to others our thoughts, emotions and volitions.

1. Breathing.
2. Vocalization.
3. Articulation.
4. Organic relation of elementary sounds.
5. Phonic analysis of words.
6. Webster's Notation.

II. Elements of voice.

1. Pitch.
   (*a*) Trasitions.
   (*b*) Inflections.
2. Force.
3. Quality.
4. Time.
5. Emphasis.

III. Interpretation of recorded thought.

IV. Natural relations between thought and its oral expression, giving rise to—

V. Delivery.

# OUTLINE OF COURSE IN GEOGRAPHY.

## ELEMENTARY COURSE.

I. MATHEMATICAL AND ASTRONOMICAL GEOGRAPHY—.

1. Position of the earth.
2. Form.
3. Size.
4. Motions.
   - (*a*) Daily Motion.
     - Position of axis.
     - Direction of motion.
     - Time of motion.
     - Proofs of motion.
     - Effects of motion.
   - (*b*) Yearly Motion.
     - Orbit of the earth.
     - Direction of motion.
     - Time of motion.
     - Proofs of motion.
     - Effects of motion.
   - (*c*) Problems with Globe.
     - Latitude.
     - Longitude.

II. PHYSICAL GEOGRAPHY—

The earth studied as an organic whole.

1. Parts—
   - (*a*) Surface:
     - Nature of.
     - Divisions.
     - Relation of Parts.
     - Representation.

(*b*) Atmosphere:
Conditions.
Relation to animal and vegetable life.

(*c*) Productions:
Kinds.
Distribution.
Importance to man.

2. Inhabitants:
Nature in relation to the earth.
Division into races.
Distribution.

III. PHYSICAL AND POLITICAL GEOGRAPHY—

Study of Continents individually.

1. Physical character.
Position.
Size.
Form.
Relief. } Representation by mapping.
Coutour. } Representation by mapping.
Inland Water. } Representation by mapping.
Climate.
Productions:
Mineral.
Vegetable.
Animal.

2. Inhabitants:

(*a*) Races:
Native Character.
Distribution and Number.

(*b*) Political Divisions:
Natural resources:
Facilities for carrying on the different occupations.

Climate as affecting the character of the people.
Present condition:
Important industries.
Cities:
Location.
Size.
Importance.
Artificial means of communication.
Government.
Education.
Religion.

Study of Continents collectively.
Nature of a continent defined.
General comparison and contrast of continents.
Relation of continents in the general progress of civilization.

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## UNITED STATES HISTORY.

I. The continent of North America; its physical features; its vegetable and animal life contrasted with those of the Old World; its human inhabitants and their civilization.

II. Conditions of the leading countries of Europe at the close of the 15th century. Ideas of Geography at that time.

III. Origin of English, Spanish and French claims to territory in the New World, and principles involved.

IV. Colonization—

1. By the French.
2. By the Spanish.
3. By the English.

Motives of the different nations in colonization.

Motives of the English corporations and of individuals in their efforts at colonization.

Comparison and contrast of the ancient English charters.

Settlements made under these charters and institutions established.

V. Wars of the Colonies—their causes and effects.

SUB-TOPICS:

Population of the Colonies at the beginning of the Revolution.

Nationalities and races represented.

Territory occupied and claimed by the English.

Territory occupied and claimed by the Spanish.

Condition of—

Agriculture.

Commerce.

Manufactures.

Education.

Religion.

Manners and customs.

Trial by jury; its origin and idea.

"The civil power no control over the religious opinions of men."

Freedom of speech and of the press.

VI. The Revolution—its causes, campaigns and results.

The Declaration of Independence an exponent of the political ideas that had been formed in the minds of the colonists.

The confederation—its defects.

VII. The Constitution—some of its principles.

The Administrations from 1789 to 1861.

Important events in each.

The history of political parties.

Population, distribution of.

Nationalities and races represented.

Agriculture, manufactures, commerce, mining, inventions, popular education, religion.

VIII. The Civil War—its leading facts.

XI. Principles of our Government best understood in the light of their history.

Importance to the citizen of a knowledge of the history of our Government.

*Idea* of a Nation.

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## ARITHMETIC.

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I. NOTATION: ITS DERIVATION AND DEFINITION—

(*a*) Different methods of Notation considered.

(*b*) The terms: Scale, Order, and Period, defined and applied.

(*c*) Numeration and Reading numbers distinguished and defined.

II. ADDITION—

(*a*) The classes Concrete and Abstract considered, and the the terms Sum, Addition, Axiom, and Principle, discussed and defined.

(*b*) Exercise in addition, to secure accuracy and rapidity.

III. MULTIPLICATION—

(*a*) Discussion of, and definitions determined for, Constant Addition, Multiplication, Multiplicand, Multiplier, Product, Multiple, Factor, Power and Root.

(*b*) Application.

IV. SUBTRACTION—

(*a*) Discussion of, and definitions determined for, Subtraction, Minuend, Subtrahend, Remainder, and Difference.

(*b*) Application.

V. DIVISION—

(*a*) Discussion of, and definitions determined for, Division, Dividend [Multiple] Divisor, Quotient, and Remainder.

(*b*) Application.

VI. MEASURES OF NUMBERS—

(*a*) Factoring.

(*b*) Properties of Numbers.

(*c*) Greatest Common Divisor.

VII. MULTIPLES, OR MEASURED NUMBERS—

(*a*) Least Common Multiple.

VIII. FRACTIONS—

(*a*) Terms and classes considered.

(*b*) Common Fractions.

(*c*) Decimal Fractions.

IX. COMPOUND NUMBERS—

(*a*) Measures of Duration, Extension and Degree discussed and classified.

(*b*) Exercise in Addition, Subtraction, Multiplication, Division, and Reductions under each measure.

X. RATIO AND PROPORTION—

(*a*) Terms, Kinds and Classes considered.

(*b*) Exercise upon problems involving Partitive, Simple, Compound and Medial Proportions.

XI. PERCENTAGE AND ITS APPLICATIONS.

XII. EQUATION OF PAYMENTS, AND PARTNERSHIP.

XIII. POWERS AND ROOTS, AND THEIR APPLICATION.

XIV. REVIEW AND METHODS.

(*a*) An investigation of the nature of Arithmetic—of the necessary principles which form its basis and give it rank as a science, and of its utility, not only as an instrument in the acquisition of knowledge, but as a means of securing mental discipline.

(*b*) The relation which the parts of the subject sustain to one another; also, the relation which the different faculties of the mind sustain to these parts determined, and methods for teaching deduced therefrom.

## COURSE OF INSTRUCTION

FOR THE

# PRIMARY DEPARTMENT OF THE MODEL SCHOOL.

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The course of instruction for the Primary Department, embraces a period of four years, and includes the following subjects:

1. Language Studies:
   - Reading.
   - Spelling, Phonic and Orthographic.
   - Composition Exercises, Oral and Written.
   - Printing and Writing.
2. Mathematical Studies:
   - Number.
   - Size.
   - Form.
   - Drawing.
3. Courses of Lessons on:
   - Color.
   - Common Objects.
   - Human Body.
   - Animals.
   - Place, preparatory to Geography.
4. Geography:
   - Lessons on City and State; Map-drawing.
   - Text Book studied.
5. Vocal Culture:
   - Phonic Drill.
   - Music—Rudiments of.
6. Light Gymnastics.

## COURSE OF INSTRUCTION

FOR THE

# Intermediate Department of the Model School.

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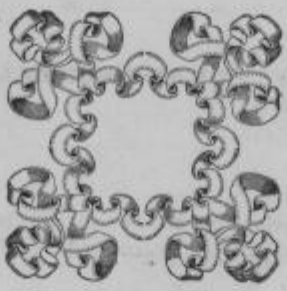
The course of instruction for the Intermediate Department, embraces a period of four years, and includes the following subjects:

1. Language Studies:
   - Reading.
   - Spelling, Phonic and Orthographic.
   - Definitions.
   - Composition.
   - Writing.
2. Mathematical Studies:
   - Arithmetic.
   - Elementary Geometry.
   - Drawing.
3. Course of lessons preparatory to the study of Natural Sciences:
   - Botany.
   - Zoölogy.
   - Physiology.
   - Physics—Simple Experiments.
   - Chemistry—Simple Experiments.
   - Mineralogy.
4. Geography.
5. History.
6. Familiar talks about the Mind and the Principles of Morals.
7. Vocal Culture:
   - Music—Study of Rudiments.
   - Rhetorical Drill.
8. Gymnastics.



# THE OBJECT AND FIELD OF THE NORMAL SCHOOL DEFINED.

## THE OBJECT OF THE NORMAL SCHOOL.

AN ACT to create a State Normal School, and declaring an emergency. (Approved, December 20, 1865.)

SECTION 1. *Be it enacted by the General Assembly of the State of Indiana*, That there shall be established and maintained, as hereinafter provided, a State Normal School, *the object of which shall be the preparation of teachers for teaching in the common schools of Indiana.*—CONSTITUTION OF INDIANA.

### THE FIELD OF THE NORMAL SCHOOL.

The following matter, taken from the President's reports to the Superintendent of Public Instruction for 1870 and 1872, will answer many questions which arise in the minds of those who desire more specific information concerning the Normal School than is to be found elsewhere in this Catalogue:

It is a favorite idea with some educators, that the time will come when other Schools than the Normal, will give the scholas-

tic education needed, and the Normal School will confine itself to instruction and training in the theory and practice of teaching. It may be doubted whether that time will *ever* come, and for the following reasons:

The sciences required to be taught in the Schools, are evolved from a few concepts and principles; the *science* of Arithmetic may be *learned* by beginning with its rules and their applications, and going backward to the principles on which its rules are based, or, it may be *created* by the mind, by first attaining its principal concepts and principles, and from these determining what its rules and their applications *must* be. The latter may be called the logical, and the former the chronological order. The teacher, to teach with the best success, needs to understand the mode of attaining the science by both processes. The child, having attained a few concepts of number, begins arithmetical processes under the guidance of rules, or of a teacher who develops rules, entering as deeply into their meaning, as his maturity of mind and mental vigor will permit. If the teacher has a *logical* knowledge of the subject, *i. e.*, if he has attained the concepts, principles and laws of the science, and the order of their dependence, he will gradually lead the pupil back of rules and processes, to form in his own mind the concepts, and to perceive the principles by which rules and processes are determined. This position the pupil may attain, if he has the maturity and vigor of mind, and if he pursues the subject long enough.

Again: out of the little portion of the earth's surface one has seen, and by the aid of pictorial representations, and verbal descriptions, the imagination constructs a conception of the globe, with its surface elevations, their positions, forms and relations. In like manner he gains a knowledge of the animals and plants peculiar to the different zones, the minerals and their distribution, and the occupations of men. The conceptions of the globe thus formed by any number of persons, will not be

precisely alike, nor will any one conception agree, except in general outline, with the external reality; hence the importance to the teacher of understanding whence the material comes that his mind uses in forming its idea of the globe, and of his collecting and using that material to correct and perfect his knowledge thereof. I think, if the teacher has not in his own mind, a rational conception of the globe, and knows not the means and processes by which such a conception can be attained, he will lead his pupils to form an idea of it no more definite than his own. His teaching will be diffuse, if not pointless, when it should be coherent and pointed.

In these remarks I have indicated the kind of knowledge of the subject the teacher should have, and why. Is it practicable for the Common Schools of different grades, and for the higher Schools to give this education in the legal branches? The average age of our High School scholars is about sixteen years. Suppose it to be eighteen. For the past two or four years, the students have been studying the "*higher branches.*" If they have made use of the common branches, they have used them only as tools. They have not stopped to *make* their tools, nor to ask *how* they are made, nor *what* made them. Their knowledge of those branches was acquired under fourteen or sixteen years of age; a time at which their minds were too immature to attain that knowledge of the subjects needed by the teacher.

The student entering the High School, begins an "*ambitious curriculum.*" He is immature in body and in mind; the course of study embraces many subjects; each subject receives attention a limited time; and he is fitted to enter no deeper into the present studies than he did into those of the lower course. When he graduates, his mind, in relation to the common branches, is in the state in which it was when he entered the High School, with this difference: that all, save the conceptions and principles which were thoroughly apprehended, have faded out of sight. He may have more maturity, more information, more

culture. He ought to have. If he proposes to himself the profession of teaching, he needs to use his augmented power in gaining a broader and deeper knowledge of the things which he is to teach.

If we go to the *higher* Schools, the case is the same. A knowledge of the higher branches can not be made a substitute by the teacher for a knowledge of the common branches.

I have assumed, in the above remarks, that the instruction in the different grades of Schools, is all that it should be—adapted to the mental development of the pupil—and conducted by professional teachers. On this assumption, it appears that an important part of Normal School work is instruction in the *eight* branches. But when it is remembered that most of the instruction in the Common Schools, is given by those who have had no special preparation for teaching, whose highest claim to the teacher's office is some practical knowledge of the things taught, much more is it necessary to instruct the pupils of such teacher thoroughly in the legal branches when they enter the Normal School.

The opinion still largely prevails, that a fair practical knowledge of the legal branches, is a sufficient qualification to teach. But it is not enough for the teacher to know, even thoroughly, the things he is to teach; he must know something of the faculties and powers of that nature which he is to teach; a higher knowledge, perhaps, and one which is more strictly professional.

All science is the product of mind. The teacher should know the faculties of mind chiefly exercised in learning a given science. Each faculty may contribute its products. It is of importance that these products be distinguished from each other; that their relations be known, and that the order in which the different faculties can give their products, be known. This knowledge attained, the teacher can determine the order in which, and the method by which, the parts of a subject should be presented.

There are transition periods in the growth of a mind. "Human nature is the same in all ages of the world; but not at all ages of the individual." There is a time when sense perception, a time when memory and imagination, and a time when abstraction and reason are the leading forms of mental action. The teacher needs to recognize these periods, so as to adapt his instruction to the state of the child's development. All this has reference to the intellect, and to intellectual education.

The teacher has to do with the moral nature of the child. There are motives which can be presented to a pupil's mind that will lead him to form a character morally courageous, self-reliant, patient, truthful, kind, considerate, benevolent. There are other motives which can be presented, that will lead to the formation of a character proud, selfish, unamiable, deceitful, arrogant. *Character* is more than *scholarship*. That teacher's work which develops the latter at the expense of the former, is a sad failure.

From these statements and explanations it will be seen that the field of the Normal School is a *distinct* one; that its field is occupied by no other school; that it is the rival of no other school; that its specific function is an important one in the School System of the State.

### OUTLINE OF THE "IDEA."

*First*—Students enter by examination, and are classed according to ability and attainments.

*Second*—Students are led to a *thorough* understanding of the *subjects* which they are to teach—*i. e.*, if they have the capacity and energy to master them; if they have not, after a fair trial, they are kindly notified that it will be better to try some other occupation.

*Third—Study of the Mind.*

(*a*) Classification of its faculties.

(*b*) Their relation of dependence.

(*c*) Their products.

(*d*) The law and order of mental development.

*Fourth—Education.*

(*a*) Its nature.

(*b*) Kinds; (1) physical; (2) intellectual; (3) moral; (4) æsthetic.

(*c*) Methods by which each kind is secured.

*Fifth*—Examination of School studies, with a view of dermining what parts of each subjects are products of the different faculties, and from this standpoint determining the order of presenting the different subjects, and the methods of presentation at different stages of mental development. Also, the relative value of the different subjects as matter of useful information, and as means of discipline.

*Sixth—The "Idea" of the School.*

(*a*) Its origin.

(*b*) Its necessity.

(*c*) Its true ends.

(*d*) Its proper organization to meet these ends.

(*e*) Its relation to the progress of civilization.

*Seventh—Observation and Practice in Model Schools by the Students.*

(*a*) Observation till the student can accurately report and interpret the meaning of each exercise.

(*b*) Practice in teaching under criticism until the student can plan and conduct recitations and manage classes *efficiently.*

*The management of the Institution conforms to the intent of the law by which it was created.*

FACTS SHOWN BY STATISTICS.

*First*—The majority of persons who enter a Normal School are between twenty and thirty years of age, and have, therefore, considerable maturity of mind, and are somewhat fixed in their

habits—have some stability of character. This, with another fact, that the pupil must have good health as one of the legal qualifications for admission, indicates that the students are capable of close and continued application under proper regulations. They are at an age when they are supposed to have some well-defined purpose in view.

*Second*—The majority of our students are wholly dependent on their own *previous* industry and economy for the means of supporting themselves while attending the school. If the expense of tuition were added to the expenses which they now sustain, the number of their class—the *self-sustaining*—would be smaller. If the Legislature would make a special appropriation for paying the *necessary* expenses of this class of students in traveling to and from the Normal School, or for providing boarding halls at which board could be furnished at a low price, or for purchasing the needed text-books—if any one or all of these expenses could be defrayed in part by a special appropriation of the Legislature—it would not be a *mis*-appropriation. It would largely increase the attendance of the class named. Those who, under adverse circumstances, show energy of character enough to save means by which to pay their expenses at the Normal School for one or two terms, and who, by their attendance, show an aspiration to better fit themselves for teaching, and who are quite willing to pledge themselves to teach in the common schools twice as long as they are members of the Normal School, would certainly not be unworthy recipients of the State's encouragement and assistance.

*Third*—Nearly *seventy-three* per cent. of our students have received *only* such education as our *common schools* give; and sixty-eight per cent. of the whole number have held licenses to teach. These two facts forcibly suggest that the *common schools* themselves are furnishing the State with a large majority of its 12,000 teachers. Statistics in addition to those cited might be given to show conclusively that the majority of the teachers of

the State have received only a common school education. In relation to this fact, the Normal School may be seen to be both a practical and a logical necessity.

*Fourth*—Classed on the basis of occupation, it is observed that fifty-seven per cent. of the parents of the students are farmers; eighteen per cent. are mechanics. Seventy-five per cent. of the whole number of students come from the two classes—farmers and mechanics.

# CALENDAR FOR 1873-'74.

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FALL TERM begins September 9, and continues 15 weeks.

WINTER TERM begins January 6, and continues 11 weeks.

SPRING TERM begins March 31, and continues 13 weeks.