1874

Catalog, 1874-1875

Indiana State University

INDIANA

STATE NORMAL SCHOOL,

TERRE HAUTE, IND.

FIFTH ANNUAL CATALOGUE

1874-75

OF THE

OFFICERS AND STUDENTS,

AND

PROGRAMME

OF THE

COURSES OF INSTRUCTION,

1874-75.

INDIANAPOLIS:
SENTINEL COMPANY, PRINTERS.
1875.

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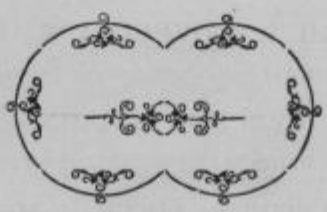
†First and Second Terms.

*Third Term.



NAMES OF STUDENTS

Who have been in attendance at the Indiana State Normal School during the scholastic year beginning September 9, 1874, and ending June 29, 1875. No name is inserted of any person who has not been in actual attendance at least one month.

ADVANCED COURSE.

JUNIOR CLASS.

Mary O. Andrews.....Marshall, Ill.
Ada Glick.....Terre Haute, Vigo Co., Ind.
Mattie Harris*†.....Terre Haute, Vigo Co., Ind.
Samuel S. Parr.....Bellair, Ill.
Howard Sandison.....Terre Haute, Vigo Co., Ind.
Fannie E. Scott.....Terre Haute, Vigo Co., Ind.
Hattie Scott.....Terre Haute, Vigo Co., Ind.
Michael Seiler.....Fairfield Centre, DeKalb Co., Ind.
Mattie Woodard*.....Richmond, Wayne Co., Ind.

*Fall term.

†Deceased, April 14, 1875.

ELEMENTARY COURSE.

SENIOR CLASS.

SECTION A.

Nancy J. Bowman.....Delphi, Carroll Co., Ind.
Jane Chase .....Kansas City, Mo.
Rudolph B. Davis.....Terre Haute, Vigo Co., Ind,
John Donaldson .....Eminence, Morgan Co., Ind.
Arrie M. Freeland.....Freelandville, Knox Co., Ind.
Benjamin A. Ogdon .....Roseville, Parke Co., Ind.
John J. Padrick.....Valley Mills, Marion Co., Ind.
T. Homer Taylor.....Boonville, Warrick Co., Ind.
Israel E. Youngblood.....Boonville, Warrick Co., Ind.

SECTION B.

Nancy J. Adkinson.....East Enterprise, Switzerland Co., Ind.
Virginia K. Allan .....Louisville, Ky.
Lydia M. Ashley.....Evansville, Vanderburgh Co., Ind.
Lorenzo D. Barnes.....Greensburg, Decatur Co., Ind.
Leander D. Boyd .....Stilesville, Hendricks Co., Ind.
Emma C. Carter .....Jeffersonville, Clarke Co., Ind.
Lou Alta Conner .....Freeport, Shelby Co., Ind.
Ann E. Dale .....Tipton, Tipton Co., Ind.
Rosanna P. Lindsay .....North Vernon, Jennings Co., Ind
William H. Mace .....Lexington, Scott Co., Ind.
Alfred H. Meal .....Waldron, Shelby Co., Ind.
Alice R. Palmer..... .....Franklin, Johnson Co., Ind.
John W. Paris .....Franklin, Johnson Co., Ind.
Jonathan Perigo.....Boonville, Warrick Co., Ind.
Oliver J. Taylor.....Yankeetown, Warrick Co., Ind.
Sarah J. Watson .....Terre Haute, Vigo Co., Ind.

JUNIOR CLASS.

SECTION A.

Katharine R. Baur.....Terre Haute, Vigo Co., Ind.
Joseph A. Boyer.....Powers, Jay Co., Ind.
Helen C. Davison.....Princeton, Gibson Co., Ind.
Anna B. Douglass.....Terre Haute, Vigo Co., Ind.
Julia C. Gorham.....Terre Haute, Vigo Co., Ind.
Adelaide F. Hall .....Terre Haute, Vigo Co., Ind.
Frances Harris.....Terre Haute, Vigo Co., Ind.
Mary E. Hill .....Lafayette, Tippecanoe Co. Ind.
Martha J. McGinnis.....Terre Haute, Vigo Co., Ind.
Scott Morris.....Terre Haute, Vigo Co.. Ind.
Minnie Neukom .....Terre Haute, Vigo Co., Ind.
George A. Ramsey.....Orange, Fayette, Co., Ind.
Mary R. Reed .....Terre Haute, Vigo Co., Ind.
Sarah A. St. John .....Terre Haute, Vigo Co., Ind.
Margaret Stevenson .....Terre Haute, Vigo Co., Ind.
Joseph Studebaker .....Logansport, Cass Co., Ind.
Isabella L. Vance .....Terre Haute, Vigo Co., Ind.
Mary Belle Van Voorhis .....Terre Haute, Vigo Co., Ind.
Burton T. Wharton.....Terre Haute, Vigo Co., Ind.

SECTION B.

James C. Black.....Indianapolis, Marion Co., Ind.
Clara Clayton .....Terre Haute, Vigo Co., Ind.
Margaret A. Gartrell.....Terre Haute, Vigo Co., Ind.
James W. Graham .. ..Franklin, Johnson Co., Ind.
Mary J. Love.....Elizaville, Boone Co., Ind.
Annie Moore..... .....Franklin, Johnson Co., Ind.
Harriet E. Naylor ..... Montezuma, Parke Co., Ind.
Jennie Patten.....Marshall, Clarke Co., Ill.
John F. Smith .....Owensville, Gibson Co., Ind.
Isaac H. Strain.....Summit Grove, Vermillion Co., Ind

SECTION I.

Elias Anderson.....Terre Haute, Vigo Co., Ind.
Charlotte Ball.....Bloomington, Monroe Co., Ind.

William H. Bass .....Indianapolis, Marion Co., Ind.
Charles E. Bickmore.....Rising Sun, Ohio Co., Ind.
Alma J. Boore..... .....Terre Haute, Vigo Co., Ind.
Olivia J. Bradshaw .....East Liverpool, Ohio.
Addie Carver .....Wabash, Wabash Co., Ind.
Alice Chaney..... .....Marion, Grant Co., Ind.
Evalene Caven.....Crawfordsville, Montg'y Co.,Ind
Sarah E. Denny .....Terre Haute, Vigo Co., Ind.
Nancy Belle Dolson..... ..... Pimento, Vigo Co., Ind.
Melvina Ewart.....Burnett, Vigo Co., Ind.
Henry F. Frazier.. .....New Paris, Elkhart Co., Ind.
John N. Harmon.. ....Elwood, Madison Co., Ind.
William R. Harrington.....Summit Grove, Vermil'n Co., Ind.
Albert E. Humke.....Wabash, Wabash Co., Ind.
Adelph Inks.....Terre Haute, Vigo Co., Ind
Maria A. Johnson ... .Terre Haute, Vigo Co., Ind.
Augusta Judd..... .....Fairland, Shelby Co., Ind.
Rosalie Kendall..... .....Terre Haute, Vigo Co., Ind.
Cornelia Loder.....Lewisville, Henry Co., Ind.
John W. Love.....Stockton, Owen Co., Ind.
William H. Malott.....Heltonville, Lawrence Co., Ind.
Margaret McGuffin .....Goshen, Elkhart Co., Ind.
Caleb Odell.....Clark's Prairie, Daviess Co., Ind
Sarah E. Oosley ..... Terre Haute, Vigo Co., Ind.
Ella Parry.. .....Richmond, Wayne Co., Ind.
Anna Rankin..... .....Terre Haute, Vigo Co., Ind.
Mattie Ray..... .. ..Attica, Fountain Co., Ind.
Lizzie Rhodenberger .....Mt. Vernon, Posey Co., Ind.
Alice Rupp .....Terre Haute, Vigo Co., Ind.
Sallie Scott ....Terre Haute, Vigo Co., Ind
Reba Silver .....Richmond, Wayne Co., Ind.
Mary Simpson.....Lebanon, Marion Co., Ky.
Etta Stewart.....Terre Haute, Vigo Co., Ind.
Jennie Throop.....Paoli, Orange Co., Ind,
Mary E. Warner.....Richmond, Wayne Co., Ind.
Nancy A. H. White.. .....Terre Haute, Vigo Co., Ind.
Ida B. Whitsett .....Lebanon, Boone Co., Ind.
V. T. Wiley.....Waverly, Morgan Co., Ind.
William B. Woods. Elizaville, Boone Co., Ind.

SECTION II.

Anna P. Anderson.....Terre Haute, Vigo Co., Ind.
Elizabeth E. Ash.....Petersburg, Pike Co., Ind.
Ella C. Burke.....Terre Haute, Vigo Co., Ind.
Horace N. Calkin.....Corunna, DeKalb Co , Ind.
Kate L. Cassell.....Greensburg, Decatur Co., Ind.
Laura Conner.....Terre Haute, Vigo Co., Ind.
Mary E. De LaBar.....Terre Haute, Vigo Co., Ind.
J. Ida Dodson.....Terre Haute, Vigo Co., Ind.
Minnie Grave.....Richmond, Wayne Co., Ind.
Cora Hill ....Terre Haute, Vigo Co., Ind.
John Hughes.....Freeport, Shelby Co., Ind.
Lida Johnson..... .Terre Haute, Vigo Co., Ind.
Jennie Kent..... .....State Line, Warren Co., Ind.
Napoleon B. Kiblinger.....Millersburg, Elkhart Co., Ind.
William P. Love.....Stockton, Owen Co., Ind.
John W. Modesitt.....Atherton, Vigo Co., Ind.
Lucy M. Montgomery.....Petersburg, Pike Co., Ind.
Caroline Murray.....Marion, Grant Co., Ind.
Mattie Pattison..... .....Lexington, Scott Co., Ind.
Hugh S. Quick.....Columbus, Bartholomew Co.,Ind.
Edgar Rankin.....Otto P. O., Clarke Co., Ind.
Thomas B. Robertson.....Staunton, Clay Co., Ind.
Mary S. Ross..... .....Westchester, Jay Co., Ind.
Joshua S. Sisson.....Princeton, Gibson Co., Ind.
Huron R. Southard.....Clinton, Vermillion Co., Ind.
Wesley Stuart .....Terre Haute, Vigo Co., Ind.
Lola J. Thompson.... .....Mt. Vernon, Posey Co., Ind.
Barton S. Wright.....Greencastle, Putnam Co., Ind.

SECTION III.

Laura Arbuckle.....Marshall, Clarke Co., Ill.
Frank P. Boles.....Chrisman, Edgar Co., Ill.
Ella Brown.....Clinton, Vermillion Co., Ind.
James Caldwell..... .....Robinson, Crawford Co., Ill.
Nancy Caldwell.....Robinson, Crawford Co., Ill.
Agnes Carey..... .....Delphi, Carroll Co., Ind.
Elizabeth Chambers.....Terre Haute, Vigo Co., Ind.
Leonora Dolson.....Pimento, Vigo Co., Ind.

Eliza Flannigan.....Azalia, Bartholomew Co., Ind.
Alice Greene.....Attica, Fountain Co., Ind. 1874 - 1875
Ella Holloway.....Terre Haute, Vigo Co., Ind.
Margaret McAllister.....Dupont, Jefferson Co., Ind.
William McIntire.....Marion, Grant Co., Ind.
Clara Miller.....Crawfordsville, Montg'y Co., Ind.
Marcia Mitchell.....Terre Haute, Vigo Co., Ind.
Sallie Mitchell.....Terre Haute, Vigo Co., Ind.
Thomas Modesitt.....Atherton, Vigo Co., Ind.
Fred D. Morton.....Evansville, Vanderb'gh Co., Ind.
Josephine E. Ogdon.....Roseville, Parke Co., Ind.
Mabell Pickard.....Bloomingdale, Parke Co., Ind.
Belle Powers.....Spring Hill, Decatur Co., Ind.
Ada Price.....Terre Haute, Vigo Co., Ind.
Flora Pritchard.....Burlington, Carroll Co., Ind.
Mary I. Pritchard.....Prairieton, Vigo Co., Ind.
Kate Purdy.....Terre Haute, Vigo Co., Ind.
Tunis J. Quick.....Columbus, Bartholomew Co., Ind.
Laura Ray.....Nelson, Vigo Co., Ind.
Alpheus Reynolds.....Greenfield, Hancock Co., Ind.
Nancy A. Royster.....Indianapolis, Marion Co., Ind.
Mattie Rupp.....Terre Haute, Vigo Co., Ind.
William T. Smith.....Terre Haute, Vigo Co., Ind.
Mary Stubblefield.....Petersburg, Pike Co., Ind.
Jessie Taylor.....Freelandville, Knox Co., Ind.
Nancy Witt.....Lena, Clay Co., Ind.
Mary E. Wright.....Plainfield, Hendricks Co., Ind.
Emma Youmans.....Roseville, Parke Co., Ind.
Maggie Youmans.....Roseville, Parke Co., Ind.
Alice Youngblood.....Boonville, Warrick Co., Ind.

SECTION IV.

Thomas G. Alford.....Loogootee, Martin Co., Ind.
Henry Blum.....Fort Branch, Gibson Co., Ind.
George Branson.....Mansfield, Parke Co., Ind.
Lizzie Bright.....Waterman, Parke Co., Ind.
William T. Brownlee.....Marion, Grant Co., Ind.
Norman S. Campbell.....Thorntown, Boone Co., Ind.
Ida T. Collins.....New Point, Decatur Co., Ind.
William R. Copper.....New Point, Decatur Co., Ind.

Rachel E. Cox.....Paoli, Orange Co., Ind.
Emily Dennis.....Economy, Wayne Co., Ind.
Benjamin F. Ewbank.....Guilford, Dearborn Co., Ind.
William W. Ferree.....New Harrisburg, Wabash Co., Ind.
John Getty.....Lafayette, Tippecanoe Co., Ind.
Harriet Ham.....Grayville, White Co., Ill.
Franklin P. Hardy.....Monticello, White Co., Ind.
Charles R. Harrison.....Martinsville, Morgan Co., Ind.
William A. Heddleson.....Gilead, Miami Co., Ind.
Melvina Hendron.....Perrysville, Vermillion Co., Ind.
Emily Hope.....Ireland P. O., Dubois Co., Ind.
Dosia Hope.....Ireland P. O., Dubois Co., Ind.
Alcinous B. Jemison.....Root, Allen Co., Ind.
Julius M. Jemison.....Root, Allen Co., Ind.
Eliza J. Jones.....Crawfordsville, Mont. Co., Ind.
Robert E. Jones.....Zionsville, Boone Co., Ind.
Benjamin Larew.....Portland Mills, Parke Co., Ind.
Mattie A. McCaslin.....Mt. Etna, Huntington Co., Ind.
William R. McIntosh.....Farmers' Station, Owen Co., Ind.
Maurice Markle.....Bowling Green, Clay Co., Ind.
James E. Mauck.....Princeton, Gibson Co., Ind.
Alice Miller.....Bridgeton, Parke Co., Ind.
John F. Morrison.....Greencastle, Putnam Co., Ind.
Emma C. Murphy.....Mansfield, Parke Co., Ind.
Naomi Painter.....Monrovia, Morgan Co., Ind.
Elmore S. Pettyjohn.....Terre Haute, Vigo Co., Ind.
Mary Riggs.....Perrysville, Vermillion Co. Ind.
Laura Rosborough.....Poseyville, Posey Co., Ind.
Martha Rosborough.....Poseyville, Posey Co., Ind.
John M. Siner.....Pimento, Vigo Co., Ind.
Edith Spottswood.....Perrysville, Vermillion Co., Ind.
David F. Strole.....New Goshen, Vigo Co., Ind.
Delma Tabler.....Vermillion, Ill.
Clifford Thomson.....Mt. Vernon, Posey Co., Ind.
Oscar Trippet.....Princeton, Gibson Co., Ind.
John Charles Ullrick.....Rob Roy, Fountain Co., Ind.
Laura Wallace.....Newport, Vermillion Co., Ind.
Mattie Whitaker.....Grayville, White Co., Ill.
Charles B. Wise.....New Point, Decatur Co., Ind.
Sarah M. York.....Robinson, Crawford Co., Ill.

SECTION V.

Emma J. Baldridge.....Ascension P.O., SullivanCo.,Ind.
John Bauer.....Mt. Vernon, Posey Co., Ind.
James H. Clark.....Terre Haute, Vigo Co., Ind.
Mattie Clearwater.....Terre Haute, Vigo Co., Ind.
Josephine Cluster .....Attica, Fountain Co., Ind.
Rhoda R. Connely .....Ripley, Vigo Co., Ind.
Emma G. Corse .....Crawfordsville,Montg'ryCo., Ind.
Annie Corse .....Crawfordsville,Montg'ryCo., Ind.
Josephine Eggleston.....Newport, Vermillion Co., Ind.
Lou Ferguson.....Terre Haute, Vigo Co., Ind.
Alice Finch.....Poseyville, Posey Co., Ind.
Anna M. Freeland.....Freelandville, Knox Co., Ind.
Jacob Gebhard, Jun.....New Alsace, Dearborn Co , Ind.
Caroline Gilman.....Terre Haute, Vigo Co., Ind.
Charles C. Gleiser.....Hope, Bartholomew Co., Ind.
Jennie A. Glezen.....Ireland, Dubois Co., Ind.
Ida A. Gordon.....Terre Haute, Vigo Co., Ind.
Francis M. Hall.....Terre Haute, Vigo Co., Ind.
Anna Hagenbaugh.....Clinton, Vermillion Co., Ind.
Sarah B. James.....Lexington, Scott Co., Ind.
Mary P. Jaquess.....Poseyville, Posey Co., Ind.
Millard F. Jones.....Clayton, Hendricks Co., Ind.
Aaron Keller. .....Weisburg, Dearborn Co., Ind.
Fannie Kelley.....Terre Haute, Vigo Co., Ind.
Florence Kent.....State Line, Warren Co., Ind.
Joseph W. Kersey.....Thorntown, Boone Co., Ind.
Isadora Kesler.....Terre Haute, Vigo Co., Ind.
Joanna Kinnick.....Greenwood, Johnson Co., Ind.
Samuel Kivett.....New Harmony, Posey Co., Ind.
Alvin Lenfesby..... Marion, Grant Co., Ind.
Mary Belle McClain.....Marion, Grant Co., Ind.
Cynthia McMaban.....Huntingburg, Dubois Co., Ind.
Lizzie McMahan.....Terre Haute, Vigo Co., Ind.
Anna Masters.....Boonville, Warrick Co., Ind.
Relious H. Modesitt.. .....Staunton, Clay Co., Ind.
Lizzie Powell.....Bentonville, Fayette Co., Ind.
Joseph A. Rogers.....Jacksonville, Greene Co., Ind.
Eura Southard.....Clinton, Vermillion Co., Ind.
Mary A. Staley .....Eminence, Morgan Co., Ind.

Andrew W. Stevens ..... Cynthiana, Posey Co., Ind.
Marshall S. Taylor..... Waverly, Morgan Co., Ind.
Mary C. Taylor..... Yankeetown, Warrick Co., Ind.
Hannah Tennis ..... Vermillion, Ill.
Jacob C. Thompson..... .....Evansville, Vanderburgh Co. Ind.
Matthew Tobey..... Riley P. O., Vigo Co., Ind.
Mattie E. Ward..... Indianapolis, Marion Co., Ind.
Charles Wiesehan..... Weisburg, Dearborn Co., Ind.
Alice Wilson..... Spencer, Owen Co., Ind.
Susie F. Wise ..... New Point, Decatur Co., Ind.
Grace Wood..... Mattoon, Ill.
Rebecca Wood..... Dale, Spencer Co., Ind.
John F. York..... Robinson, Crawford Co., Ill.

SUMMARY.

Number of Ladies	169
Number of Gentlemen	101
Total in Normal School	270
Total in Model Training Schools	223
Grand Total	493

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) Geometrical Forms; (b) Astronomy; (c) Mathematical Geography; (d) Use of the Globe and Map; (e) Problems in Latitude and Longitude.

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) Analysis of the Sentence; (c) Origin and Marks of each Part of Speech.

GEOGRAPHY.

(a) Heat; (b) The Nebular Theory; (c) Geological History of the Earth; (d) General Physical Geography, embracing:—(1) Land, (2) Water, (3) Air, and their relations to each other

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 Noun and the Pronoun, their Classification, Inflection, etc.

GEOGRAPHY.

Study of South America, Africa, Australia, and Asia, embracing: (a) Situation, Boundaries, Area; (b) Mapping—(1) Coast Line, (2) Mountains, (3) Inland Waters; (c) Climate—(1) Temperature, (2) Winds, (3) Rain-fall; (d) Productions—(1)

Mineral, (2) Vegetable, (3) Animal; (e) Political Divisions—(1) Situation, (2) Surface, (3) Climate, (4) Productions, (5) Population, (6) Races, (7) Religion, (8) Government, etc.

ARITHMETIC, FINISHED.

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.

Study of Europe and North America, following the plan pursued in studying South America, etc.

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. The *first two* days of the fall and spring terms will be devoted *exclusively* to the examination and classification of applicants for admission. Students who have been previously admitted will be in attendance on the morning of the third day (Friday) of these two terms.

5. 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.

6. 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.

7. 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.

8. 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.

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

10. 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 beginning of each fall and each spring term. This course will be such as shall meet the wants of the classes entering at the time.

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

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

13. Students should bring with them whatever standard text-books they have upon the subjects pursued, for the purpose of reference.

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*) Transitions.
   (*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. Definition of the Geometrical terms used.
2. Study of the Solar System.
3. Form of the Earth. Proofs of Form. Size.
4. Motions.

   (*a*) Rotation.
   - Proof.
   - Direction.
   - Time.
   - Effects.

   (*b*) Revolution.
   - Direction.
   - Time.
   - Effects.

5. Inclination of Axis. Effects. } Zones, Seasons, etc.
6. Problems with Globe and Map.
   - In Latitude.
   - In Longitude.

II. PHYSICAL GEOGRAPHY.

1. Study of the Earth as a whole.
   - Lessons on Heat.
   - The Nebular Theory.
   - Geological History of the Earth.
2. Study of the parts of the Earth.

   (*a*) Surface.
   - Land.
   - Natural Divisions.
   - Contour, and Forms of Relief.
   - Water.
   - Natural Divisions.
   - Contour and Surface.

(*b*) Atmosphere.
Composition.
Weight and Pressure.

3. Study of Land, Water, and Air in their relations to each other under the influence of Heat.
Winds.
Waves, Tides, and Currents.
Dew, Clouds, Rain, and Snow.
Climate; what is it, how modified.
Productions.

Mineral,	Nature.
Vegetable,	Distribution.
Animal,	Use.

4. Inhabitants.
Numbers.
Races.
Language.
Religion.
Modes of living.
Industries.
Government.

5. Study of the Grand Divisions.
Position.
Boundaries.
Area.
Surface.
Drainage.
Mineral productions.
Climate.
Soil.
Vegetable productions.
Animal productions.
Population.

III. GEOGRAPHY OF POLITICAL DIVISIONS.

Position.
Boundaries.
Area.
Surface.
Drainage.

Mineral productions.
Climate.
Soil.
Vegetable productions.
Animal productions.
Population.
Race.
Religion.
Industries.
Government.

IV. 1. Comparison and Contrast of Political Divisions.

2. Comparison and Contrast of Grand Divisions.

3. Relation of Grand Divisions to the General Progress of Civilization.

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.

IX. 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.

ARITHMETIC.

I. NOTATION: ITS DERIVATION AND DEFINITION.

Different methods of Notation considered.

The terms: Scale, Order, and Period defined and applied.

Numeration and Reading numbers distinguished and defined.

II. ADDITION.

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

Exercise in addition, to secure accuracy and rapidity.

III. MULTIPLICATION.

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

Application.

IV. SUBTRACTION.

Discussion of, and definitions determined for, Subtraction, Minuend, Subtrahend, Remainder, and Difference.
Application.

V. DIVISION.

Discussion of, and definitions determined for, Division, Dividend [Multiple], Divisor, Quotient, and Remainder.
Application.

VI. MEASURES OF NUMBERS.

Factoring.
Properties of Numbers.
Greatest Common Divisor.

VII. MULTIPLES, OR MEASURED NUMBERS.

Least Common Multiple.

VIII. FRACTIONS.

Terms and classes considered.
Common Fractions.
Decimal Fractions.

IX. COMPOUND NUMBERS.

Measures of Duration, Extension, and degree Discussed and classified.
Exercise in Addition, Subtraction, Multiplication, Division, and Reductions under each measure.

X. RATIO AND PROPORTION.

Terms, kinds and classes considered.
Exercises upon problems involving Partitive, Simple, Compound, and Medial Proportions.

XI. PERCENTAGE AND ITS APPLICATIONS.

Without time as a varying element.
With time as a varying element.

XII. EQUATION OF PAYMENTS AND PARTNERSHIP.

XIII. POWERS AND ROOTS, AND THEIR APPLICATION.

XIV. REVIEW AND METHODS.

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.

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.

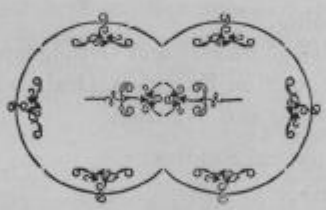
COURSE OF INSTRUCTION

FOR THE

PRIMARY DEPARTMENT OF THE MODEL SCHOOL.

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.

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.*—SCHOOL LAW 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 scholastic 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 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 cannot 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 determining what parts of each subject are products of the different faculties, and from this stand-point 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 numberof students come from the two classes—farmers and mechanics.

GRADUATES OF THE ELEMENTARY COURSE.

CLASS OF 1872.

Louise Barbour,
Susan W. Barbour,
Lessie Harrah,
Mary A. Oakey,
William W. Parsons,
Mary B. Powner,
Howard Sandison,
Fannie E. Scott,
Hattie Scott.

CLASS OF 1873.

Mary O. Andrews,
Fannie Bain,
Mary L. Clark,
Maggie Cox,
Lucy Delano,
Ada Glick,
Lucy V. Gosney,
Fannie Hewitt,
Alice Hodgin,
Albert T. Jaquith,
Anna Matthews,
E. B. Milam,
Samuel S. Parr,
Lida Powers,
Michael Seiler,
Charlotte J. Stimson,
William L. Welsh,
Mattie Woodard,
Reba Woodard,
Minnie Young.

CLASS OF 1874.

Mattie Bennett,
Alice Crandell,
Mattie Curl,
James French,
Mattie Harris,
Sarah E. Pierce,
Thomas S. Price,
Lawrence W. Stewart,
Amy S. Wales,
Ruama W. Wales,
Sarah A. Wallace,
John Williamson.