1880

Catalog, 1880-1881

Indiana State University

ANNUAL REGISTER

OF THE

1880-81 INDIANA

STATE NORMAL SCHOOL,

CONTAINING

A Programme of the Course of Instruction,

AND A

CATALOGUE OF THE OFFICERS AND STUDENTS.

1880–81.

TERRE HAUTE, IND.

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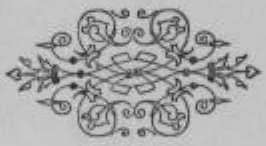

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The names of the Faculty are arranged in the order of seniority of appointment.

ANNOUNCEMENT.

PRELIMINARY STATEMENT.

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 come into the mind 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.

GROWTH OF THE SCHOOL.

The State Normal School was organized January 6, 1870, with a corps of five teachers. The attendance was small and continued to be small for a number of years. The high standard of work required of students was persistently maintained against many discouragements. The administration of the school has always held that if the common schools were to become efficient, and accomplish the purpose of their creation, they must be taught by thoroughly qualified teachers. These qualifications can be secured only by earnest and continued study. The teacher must know the subjects he is to teach and he must know the process of the mind's growth and the laws of its action. This is necessary in order that he may select the proper matter to be taught in the different stages of the child's development and may adopt the proper methods of instruction for each stage. Time is therefore a necessary condition of obtaining a professional education. There is no short and easy road to the science and art of teaching. This knowledge, like every other attainment of real value, comes through earnest and long-continued study and practice.

Convinced of the truth of these propositions, the State Normal School has steadily and persistently insisted upon thorough, honest work by its students, and has been content to wait for results. The wisdom of this course is now made manifest by the acknowledged superiority of the work done by the graduates of this school.

The late Superintendent of Public Instruction, Hon. James H. Smart, in his recent Report, says: "Wherever I go I find that the Normal graduates are doing the best kind of work, and I think, that to their efforts is due in a large measure the rapid advancement which our schools have made during the last few years."

Another evidence of the wisdom of this course and of the appreciation of it by the public, is found in the fact that the attendance has increased from a total yearly enrollment of 106 to an enrollment of 1006 students.

The following is a tabular statement of the total enrollment for the three terms in each year, and of the average enrollment for each term, since the organization of the school:

	Total yearly enrollment.	Average enrollment for each term.
In 1870 (Two terms)	106	53
In 1870 71	153	51
In 1871-72	290	97
In 1872-73	398	133
In 1873 74	534	178
In 1874-75	507	169
In 1875-76	422	141
In 1876-77	468	156
In 1877-78	779	260
In 1878-79	795	265
In 1879 80	790	263
In 1880-81	1006	336

THE COURSE OF INSTRUCTION.

Attention is especially called to the revised Course of Instruction presented in this Register.

The chief points of difference between this and the course of study as published in former catalogues, is:

1. In the greater prominence that is given to the strictly professional work of the course. Students are required to pursue at least one professional study each term in the course, and in some of the terms two such studies are required.

2. More prominence is given to the study of the Natural Sciences than formerly. The numerous applications made in the different departments of industry of the facts and principles of many of these sciences, make it necessary that the teacher should have at least an elementary knowledge of them.

3. A knowledge of the elements of music is required of all who pass through the course.

4. After an attendance of two terms students may elect to begin the study of Latin; but if Latin be elected it must be studied continuously for the number of terms indicated, and it will work an increase in the time required to complete the course, of from one to two terms, in the case of most students.

A careful study of the programme will show that two things have been aimed at:

1. To give to each student who may leave the school at the end of any term the instruction that will be of most value to him; and—

2. To make the studies of each term the best preparation for the work of the following terms.

This is illustrated in part by the professional course of instruction. The first term is devoted to observation of the work done in the first three grades of school and to the study of this under the instruction of the teacher of primary methods. The purpose is to lead the student to form standards of order, of instruction, and of the necessary physical conditions of a school; such as ventilation, heating, cleanliness, seating, apparatus, and the like.

In the next term the student studies the theory of the school, when he learns to interpret what he has observed in the preceding term, and is led to see more clearly the purpose of the school, the reasons for the methods pursued, and the bearing of the different subjects taught therein upon the future well-being of the pupil.

The third term is devoted to the study of methods in reading and primary arithmetic, or number, together with observation and practice.

Should the student leave the school at the end of the first, the second, or the third term, he will have received that kind of professional instruction that will be of the greatest immediate value to him.

The next three terms are devoted to the study of the mind; first, with a view to discover those principles and laws that must be observed in imparting instruction; and, second, to learn the principles that should determine the methods of teaching "Good Behavior." Following this is a study of methods of instruction in geography, grammar and composition, based upon the psychological knowledge previously acquired.

Then follows a term of instruction in the classification, gradation and management of graded and ungraded schools, and a study of the School Law and of the legal status of the teacher in his relations to pupils and to parents.

The last term in the course is given to the study of the philosophy and history of education, and of the biographies of great teachers.

PROGRAMME OF THE COURSE OF STUDY.

First Term....	Observation in Training School. Orthography.	Reading.	Arithmetic.	Grammar.	Penmanship, ½ Term. Geography, ½ Term.	
Second Term..	Theory of the School.	Reading.	Arithmetic.	Grammar.	Geography.	
Third Term ...	Methods in Reading and Number.	Physiology.	Arithmetic and Book-keep'g	Grammar.	Geography.	Latin* (Optional)
Fourth Term.	Psychology (Intellect).	U. S. History.	Algebra.	Composit'n.	Geography, ½ Term. Music, ½ Term.	Latin.
Fifth Term.....	Psychology (Intellect).	Civil Governm't and Constitut'n.	Algebra.	Music.	Drawing.	Latin.
Sixth Term.....	Psychology (Sensibilities and Will).	U. S. History.	Observation and Practice in Training Schools.	Rhetoric.	Physics.	Latin.
Seventh Term	Methods in Geography, Grammar and Composition.	General History.		Themes.	Chemistry.	Latin.
Eighth Term..	Organization and Classification of Schools and School Law.	Observation and Practice in Training Schools.		English Literature.	Lectures in Astronomy and Geology.	Latin.
Ninth Term...	Philosophy and History of Education.		Geometry.	Themes.	Botany.	

* See page 8, first paragraph.

TIME REQUIRED TO COMPLETE THE COURSE.

The course of instruction can be completed by a student of average ability, who enters with a good preparation, 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 earnestly 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 U. S. 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 $2.00 to $2.50 per week. Nearly all of the students board in clubs, thus reducing their entire expenses to $2.50 per week, for the best 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 systematic, philosophic, 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 wages.
7. Graduates are commanding from $50 to $140 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 of 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 occupation.

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 6th, and ends December 2d.

The winter term begins December 6th, and ends March 15th.

The spring term begins March 21st, and ends June 16th.

There will be a vacation during the holidays, extending from December 23d to January 3d.

OUTLINES OF INSTRUCTION.

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. Under-graduates 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.

These are outlines of scholastic work. A single outline of professional work in methods in geography is presented to show the nature of the instruction in methods. The next Register will probably contain a full exposition of the professional instruction given in the school.

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 Derivation,
        Affixes,
        Stem,
        Root,
    (2) As Parts of Language,
      a Of Sentences, [See Grammar.]
      b Of Discourse, [See Reading, Composition and Literature.]
      c Of a 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.

I.

The purpose of the work in this department is—

1. To give the student skill in comprehending the language and form of literature.

2. To strengthen the judgment to discern the necessary thought relations of discourse, and to form the habit of testing and organizing information, from whatever source derived.

3. To give conscious possession of the tools of thought which the mind must use in all its investigations.

4. To cultivate the imagination and to furnish it with images of beauty and high ideals of character.

5. To stimulate rational feeling.

6. To influence the will to choose "the good, the true and the beautiful."

7. To form an appreciation of good language and the habit of using it.

8. To cultivate the organs of speech and secure skill in oral expression.

In realizing these ends the work divides and sub-divides itself into parts or steps, viz:

II.

SILENT READING, OR COMPREHENSION.

1. The use of the dictionary in determining the meaning of words.

2. The study of figurative language.
   (a) Figures of *speech*.
   (b) Figures of *thought*:
      (1) Figures based upon the principle of *similarity*;
      (2) Figures based upon the principle of *dissimilarity*;
      (3) Figures based upon the principle of *association*.

3. The conscious application of the laws of thought to the form and content of discourse as a whole; or the application of the following questions which are based upon the laws of thought:

   (a) What is the author's subject, and what are its attributes? (Attributes as here used means an inherent quality of a thing; or, a quality which can not be separated from the thing itself in space or time.)
   (b) Where did the subject exist?
   (c) When did it exist?
   (d) What caused it to exist?
   (e) For what purpose did it exist?
   (f) What effect did it produce?
   (g) Of what parts was it composed? (Part as here used is intended to designate a member of an organic thing which can be separated from the thing in space or exist independently of it in time.)

(h) Of what whole was it a part? or, to what class of things did it belong, by reason of its possessing attributes or relations in common with them?

(i) What was it like?

(j) What was it unlike?

4. The conscious reproduction of pictures addressed to the imagination.

Selections for study are made from classical literature such as are especially adapted to the realization of the various purposes indicated.

Students supplement their recitation work in silent reading, by reading either individually or in voluntary reading clubs books drawn from the library.

III.

ORAL READING, OR EXPRESSION.

1. Pronunciation:—
   (a) Articulation:
      (1) Vowels:
         (a) In accented syllables;
         (b) In unaccented syllables.
      (2) Consonants;
         (b) Syllabication.
         (c) Accent.
         (d) Diacritical marks and the use of the dictionary in determining the pronunciation of words.
2. Emphasis:
   (a) What to emphasize;
   (b) How to emphasize.
3. Slides:
   (a) Classification;
   (b) Uses.
4. Rhetorical pause.
5. Pitch.
6. Quality of voice.
7. Force.
8. Stress.
9. Volume.
10. Form.
11. Rate.
12. Movement.

IV.

Drill in expressing *thought* and *feeling* by a correct application of the elements of expression indicated above. Students are furnished an

opportunity to supplement the recitation work in this branch of reading by appropriate exercises in the literary societies connected with the school and by reading original themes before the entire school.

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 the predicate, called the relation, or connecting element.

IV. Classes of predicates—1. In respect to meaning—(a) Substantive; (b) Attributive. 2. In respect to form—(a) Combined with assertion; (b) Uncombined.

V. 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.

VI. 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. 4. Imperative—(a) Definition; (b) Punctuation.

VII. 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. 3. Complex—(a) Definition; (b) Kinds of clauses used in forming—Substantive, adjective, adverbial.

VIII. Sentences containing Participial 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) Conjunctions; (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—(a) Number—belongs to what classes of nouns, in what sense substance, proper and abstract nouns have number, number and names, what each denotes, rules for making the plural; (b) Case—What it denotes, number and names, when each should be used; (c) Gender—Number and names, what each denotes; ways of making the feminine from the masculine; (d) Person.

III Pronouns—1. Definition; 2. Comparison and contrast with nouns; 3. Classes—(a) Personal; (b) Relative or conjunctive; (c) Interrogative; 4. Properties; 5. Syntax.

IV. Adjectives—1. Definition; 2. Classes—(a) Predicate; (b) Modifying—(a) Limiting; (b) 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. Verbs—1. Definition; 2. Classes—(a) According to meaning; (b) According to method of forming past tense and perfect participle; 3. Properties—voice, person and number, tense, mood; 4. Modifiers; 5. Syntax.

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 form.

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 a state of the intelligence, the feelings, or the will. Enlightenment 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.

GEOGRAPHY.

Geography is the study of the earth in its present condition as the home of man.

INTRODUCTORY.

As the earth is composed of matter, some facts and principles pertaining to matter must be well understood before Geography can be studied intelligently.

1. Define matter, a body, and a surface.

2. Define and discuss rest, motion, and force.

3. From divisibility develop the fact that bodies are made up of particles or molecules.

4. Discuss briefly the different kinds of attraction, stating in a general way the laws of attraction.

5. Define heat from its effects, and compare it and its effects with attraction and its effects.

6. Discuss the subjects of radiation, reflection, absorption, convection and diathermancy.

7. Discuss the conditions which make bodies good radiators, reflectors or absorbers of heat.

8. Define temperature and explain the principle of the thermometer.

9. Discuss those conditions that modify the intensity and distribution of the heat one body may receive from another.

10. Discuss the peculiar properties of liquids and gases.

11. Discuss the principles necessary to explain motions in liquids and gases.

12. Discuss briefly the solar system, the nebular theory, and the geological history of the earth, for the purpose of gaining a better idea of the present condition of the earth.

13. Study the geometrical concepts necessary to understand what is called mathematical geography.

GEOGRAPHY PROPER.

14. Study the form, motions, and position of the earth as modifying the intensity and distribution of the heat received from the sun.

15. Discuss latitude and longitude.

16. Discuss seasons, zones, and other things depending on the revolution and declination of the earth.

17. Study surface as modifying the ideas of distribution of heat already gained.

(a) The division of the surface into a land and a water surface, and the divisions of these surfaces.

(b) A study of the outline of each grand division; as an aid in this work a map of each should be drawn.

(c) A general discussion of forms of relief, mountains, plateaus and low-plains.

(d) A study of the forms of relief in each grand division, mapping the mountains of Asia and Europe.

18. Climate.

(a) Composition and average temperature of the air.

(b) The air as modifying the temperature of the surface of the earth and so modifying its own temperature.

(c) The causes, location, and direction of regular winds.

(d) The causes, location, direction, and time of the exceptional winds in each grand division.

(e) The circumstances which modify the quantity of water-vapor in the air.

(f) The circumstances under which moisture condenses.

(g) The character of winds as to moisture and temperature.

(h) The general distribution of rain-fall.

(i) The distribution of rain-fall in each grand division.

(j) General discussion of storms.

19. Inland waters:

(a) A general discussion of rivers, lakes, etc.

(b) The study of the inland waters of each grand division, giving special attention to the drainage of every important slope.

20. Study of the sea:

(a) Composition of water, depth, etc.

(b) Tides; their cause and motions.

(c) Currents; their causes, direction, and influence.

21. Isothermal lines, and the location of important ones.

22. The conditions for plant life.

23. The conditions for animal life.

24. Isothermal zones.

25. The distribution of plants and animals.

Other subjects usually included in political geography belong properly to history and will be considered in that department.

HISTORY.

I.

STUDY OF MAN.

1. Physical characteristics.
2. Languages—general classification.
3. Races—location and characteristics.
4. Religion—most important forms.
5. Industry—most important branches.
6. Government—most important forms.
7. Modes of living.
8. Grades of culture.
9. Location and present condition of principal political divisions.

II.

UNITED STATES HISTORY.

I. 1. Definition of the subject.
   2. Plan of study.
   3. Division of the subject.

II. 1. Comparison and contrast of North and South America in respect of position, outline, surface, climate, and productions, for the purpose of determining their relative fitness for the home of prosperous and highly civilized nations.
   2. The native inhabitants of America and their civilization:
      (a) Mound Builders.
      (b) Esquimaux.
      (c) Indians of the United States.
      (d) Ancient Mexicans.
      (e) Ancient Peruvians.

III. 1. Historical events in the Old World, preparing for the discovery of the New:
      (a) The crusades.
      (b) Travels of Marco Polo and others, by land, to the east.
      (c) Explorations of Prince Henry, of Portugal, by sea.
      (d) Improvement of the mariner's compass.
      (e) Invention of printing.
      (f) Beginnings of the Reformation.
      (g) Political condition of Europe in the fifteenth century.

2. Law of nations concerning claims to newly-discovered territory. Principles underlying it.
3. Foundation of claims in America by European nations.

IV. Confirmation of claims by settlement:
1. Royal grants to territory, and settlements made by English, French, and Spanish.
2. Motives of governments, corporations, and individuals in projecting and planting colonies.
3. Colonial system of the times.
4. Charters of English colonies compared and contrasted.
5. People and institutions of the different colonies.
6. Virginia and Massachusetts viewed as exponents of different civil, social and religious systems.
7. Lack of common sympathy among the colonies seen and accounted for.

V. Intercolonial Wars:
1. The different wars of this period arranged in order of time.
2. Causes, events and results of each.
3. Results of the period as a whole in changing boundaries of English, French, and Spanish claims to territory, and in promoting unity among the English colonies, preparing them for independence.

VI. Period of Revolution:
1. Condition of colonies at beginning of period.
2. Parts of the period:
   (a) Parliamentary struggle.
   (b) Revolutionary war.
   (c) Historical development of the constitution.
3. Nature, relations, and office of each part.
4. Causes, campaigns, and results of the war.
5. Declaration of Independence and other political measures of the period.
6. Treaty closing the war.
7. Results of the period as a whole.

VII. Constitution of the United States:
1. Principles of civil government.
2. History of the Constitution in the light of the events that produced it.
3. Study of the Constitution itself.

VIII. National development:
1. Organization of the government under the Constitution.
2. Presidential administrations to 1861.

3. History of political parties, and of the great compromises.
4. Increase and distribution of population. Blending of nationalities—benefits and dangers of this.
5. Growth of industries. Influence of inventions and scientific discoveries.
6. Progress in popular education.
7. Separation of church and state. Multiplication of religious denominations.
8. Growth of sectionalism between North and South.

IX. The civil war:
1. Its causes found in previous periods.
2. Its principal campaigns examined.
3. Its results: (a) On the North and on the South. (b) On the country as a whole.

X. Attempts at reconstruction, and other events since the Civil War.

XI. Review and discussion of methods of teaching United States history.

III.

GENERAL HISTORY.

I. Europe and its inhabitants:
1. Geographical characteristics of Europe.
2. Races of Europe, and of those countries whose history was early connected with that of Europe.

II. Greece and its inhabitants:
1. Geographical adaptation of Greece to the development of civilization.
2. History of the Greeks traced to their conquest by the Romans.

III. The growth of Rome:
1. Geography of Italy.
2. Inhabitants of Italy.
3. Rome as a monarchy, as a commonwealth, and as an empire.

IV. Decline of Rome.

V. Roman Empire in the East.

VI. Foundation and growth of modern nations of Europe.

VII. Age of the crusades.

VIII. Decline of the two empires.

IX. Period of the Reformation and religious wars.

X. English and French revolutions.

XI. Recent events in the history of Europe.

ARITHMETIC.

I. INTEGRAL NUMBER.

A. Unit.
A′. Number.
a. How originally made.
b. Processes.
a′. Addition.
a″. Sum.
b″. Principle of Addition.
c″. Constant Addition.
a‴. Multiplication.
1. { Multiplicand. Multiplier. Product.
b′. Subtraction.
a″. { Minuend. Subtrahend. Remainder.
b″. Principle of Subtraction.
c″. General problems of subtraction.
d″. Division.
a‴. { Dividend. Divisor. Quotient.
b‴. General problems of division.
c′. Necessity for a System of Numbers.
a″. Decimal System.
a‴. { Naming of Numbers. Writing of Numbers.
b‴. Analysis of processes with number thoughts in a system.
1. Addition.
2. Subtraction.
3. Multiplication.
1′. Multiplier less than 10.
2′. Multiplier a power of 10.
3′. Multiplier consisting of more than one order of unit.
4. Division.
1′. Divisor less than 10.
2′. Divisor a power of 10.
3°. Divisor consisting of more than one order of units.

c. Classification of numbers.
  a'. Prime.
    a''. Table of prime numbers to 100.
  b'. Composite.

d. Relations of Numbers.
  a'. Factor.
    a''. Prime Factor.
    b''. Common Factor.
      a'''. Greatest Common Factor.
  b'. Multiple.
    a''. Common Multiple.
      a'''. Least Common Multiple.
  c'. Principles of Factoring.
  d'. Factoring of Numbers.
    a''. Tests for 1, 3, 4, 5, 9, 11 and 25.
    b''. How to be sure that a number is prime.
  e'. Methods of finding G. C. F.
    a''. By factoring one of the numbers.
    b''. By factoring the difference of two of the numbers.
    c''. By Division.
  f'. Finding of Least Common Multiple.

II. FRACTIONAL NUMBER.

B. Unit.

A'. { Integral. / Fractional.

a. Unit of Division.

b. Denominator and Denomination of fractional unit.

B'. Number.

a. { Integral. / Fractional.

a'. Classified with reference to unit of division.
  a''. Simple.
  b''. Compound.
b'. Naming of Fractional Numbers.
c'. Writing of Fractional Numbers.
  a''. Common Fractions.
  b''. Decimal Fractions.
d'. Principles of Fractions.
e'. Processes.
a''. Reduction.
  a'''. To Lower Denomination.
    1. Integral, or mixed, to fractional number.

2. Fractional numbers, in lowest terms, to common denomination.
1'. To highest common denomination.
3. Common fractions, in lowest terms, to Decimal fractions.

b'''. To higher denomination.
1. Fractional numbers to integral or mixed number.
2. To lowest terms.

c'''. Compound to simple.

b''. Addition.
a'''. Of fractions of the same denomination.
b'''. Of fractions of different denomination.
c'''. Of mixed numbers.

c''. Subtraction.
a'''. Of fractions of the same denomination.
b'''. Of fractions of different denomination.
c'''. Of mixed numbers.

d''. Multiplication.
a'''. Multiplier integral.
b'''. Multiplier fractional.

e''. Division.
a'''. Divisor integral.
b'''. Divisor fractional.

d''. Application of above processes in Percentage.
a'''. Problems not involving time.
1. To find a given per cent. of a number.
2. To find what per cent. one number is of another number.
3. To find a number of which a given number is a given per cent.
1'. These problems applied in Profit and Loss, Commission, etc.

b'''. Problems involving time.
1. Given Prin., Rate and Time, to find Int.
2. Given Prin., Time and Int., to find Rate.
3. Given Prin., Rate and Int., to find Time.
4. Given Rate, Time and Int. or Amt., to find Prin.
1'. These problems applied in Discount, Exchange, etc.

III. COMPOUND DENOMINATE NUMBERS.

A. Attributes of Objects.
A′ Measurement.
a. Quantity.
a′. Expressed by Numbers.
a″. Concrete and Abstract Numbers.
a‴. Denominate Numbers.
1. Simple.
2. Compound.
1′. Used in expressing the measure of,
1″. Time.
1‴. Natural Units.
a. Derived Units.
2‴. Calendars.
a. Julian: Gregorian.
2″. Extent.
1‴. Line.
a1. Ancient Units.
a2. Defects.
b1. Standard unit of English Long Measure.
a2. Derived Units.
2‴. Surface.
a1. Plane Surfaces.
a2. Unit of Measure—Square.
a3 Squares used.
a4. Relation of Squares.
b2. Mensuration of Plane Surfaces.
3‴. Solid.
a1. Rectangular Solids.
b1. Unit of measure—Cube.
a2. Cubes used.
a3. Relation of these cubes.
a4. Cubic Measure,
b4. Wood Measure.
c4. Lumber Measure.
d4. Measure of Capacity.
a5. Dry Measure.
b5. Liquid Measure.
c1. Mensuration.
4‴. Circumferences.
a1. Primary Units.
a2. Derived Units.

5‴. Angles
a1. Primary Unit.
a2. Derived Units.
b1. Relations of arcs to angles.
a2. Measurement of angle through arcs.
3″. Force.
1‴. Gravitation.
a1. Weight.
a2. Troy.
a3. Standard Unit.
a4. Derived Units.
b2. Avoirdupois.
a3. Standard Unit.
a4. Derived Units.
4″. Value.
1‴. Exchange Value.
a1. Trade.
a2. Barter.
b2. Commerce.
a3. Medium of exchange—Money.
a4. Requisites.
a5. Gold and Silver.
a6. Coin.
b4. Promissory Notes.
a5. Paper Money.
c4. U. S. Currency.
a5. Standard Units.
a6. Derived Units.
b5. National Bank Notes.
c5. Treasury Notes.
2′. Reduction of Compound Denominate Numbers.
3′. Application of Compound Denominate Numbers in Longitude and Time.
4′. Metric System.

IV. RATIO AND PROPORTION.

A. Relation of two numbers.
A′. Ratio.
a. Arithmetical.
b. Geometrical.
a′. Equation.
a″. Proportion.
a‴. Principle.
1. Application of this principle in solution of practical problems.
c. Analytical solution of problems usually solved by proportion.

NATURAL SCIENCE.

The course of study embraces the elements of the following branches of natural science: Physiology, physics, chemistry, botany, astronomy and geology. To each of the first four of these subjects a term of thirteen weeks is given, requiring careful daily preparation by the student. The last two are presented together in one term in the form of lectures. The instruction in each branch aims to present clearly the elementary facts of the subject, and to impress forcibly the relations that exist as the fundamental principles of the science.

Special attention will be given to the following practical features of science instruction:

1. The ready and easy manipulation of experiments.
2. The construction of inexpensive, useful apparatus.
3. The preparation of gross material for class illustration, particularly in chemistry, botany and physiology.
4. Freehand blackboard sketching.

Physiology is introduced by tracing the animal kingdom through its stages of development, in the light of comparative anatomy. This, in part, atones for the omission of zoology from the course of study. The study of anatomy is made as complete as may be done by the use of the scalpel and microscope in the examination of recent material derived from slaughtered animals. Students are required to examine hearts, lungs, intestines, glands, muscles, bones, brain, nerve, eyes, etc. In the general review of the organic processes of the body the nervous system receives special attention. Practical school and home hygiene is carefully treated.

Physics is presented in both its phenomenal and mathematical phases. Attention is directed mainly toward:

1. Tracing cause and effect in the action of physical force upon matter, and determining and stating the fundamental laws of such action.
2. The applications of natural law in the construction of simple machines and in recent important inventions.

In chemistry the class is instructed in the elements of inorganic chemistry—phenomenal and theoretical. Attention is given to the chemistry of common things. Brief investigation is made of the relations of chemistry to important industries. Students are required to practice in the laboratory in the preparation of experiments, and in simple analysis with blowpipe and wet re-agents.

Botany is presented in such a manner as may best direct the student from the book to plants as living things. 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 flowers.
4. Identification of common trees and plants in field and forest, with limited statements of their economic value.

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 present 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.

The institution is supplied with a limited amount of suitable apparatus and gross material for illustration. The supply will be considerably increased within the ensuing school year, and the museum and laboratory will be organized for thorough practical work.

The museum needs valuable specimens of minerals and fossils. Contributions will be thankfully received. Only such specimens are valuable as are taken from "fixed position" in the earth, and which are accompanied by minute descriptions of position. Those having material for exchange will confer a favor by corresponding with the institution.

DRAWING.

I. Aim: 1. To furnish the mind with the elementary conceptions of form belonging to drawing. 2. To cultivate the feeling of harmony in relation to sensuous forms. 3. To train the hand and eye. 4. To suggest lines of preparation. 5. To fit the pupil for this sort of work in the public schools. 6. To give all the practical skill possible.

II. Scope of the course: 1. Geometrical drawing. 2. Freehand dictation exercises. 3. Freehand copy work. 4. Straight-line perspective. 5. Drawing from objects. 6. Some study of the principles underlying design.

III. Geometrical drawing—fifty-five problems: 1. To bisect lines and arcs. 2. To erect perpendiculars. 3. To construct and divide angles. 4. To draw parallel lines. 5. To construct triangles, quadrilaterals and polygons. 6. To find the center of circles and triangles. 7. To inscribe and circumscribe the triangle, quadrilateral and polygon. 8. To construct triangles, quadrilaterals and polygons on a given base. 9. To draw tangents. 10. To find altitudes. 11. To find proportional lines. 12. To construct ellipses.

IV. Freehand dictation exercises: One hundred and eight problems. 1. Placing points and lines in squares. 2. Drawing straight-line figures. 3. Drawing curve-line figures.

V. Freehand copy work: 1. Conventionalized ivy leaf. 2. Same in horizontal repetition. 3. Same in vertical repetition. 4. Same in central repetition. 5. Conventionalized honeysuckle or anthemion. 6. Same in antifix. 7. Same in lotus and anthemion combined. 8. Anthemion molding. 9. Cow's head. 10. Dog. 11. Horse. 12. Human head.

VI. Straight-line perspective: 1. Its principles and conditional ideas. 2. To put in perspective—(a) a square, (b) a cube, (c) triangular and other like prisms, (d) a cylinder, (e) a room, (f) a monument, consisting of pedestal, shaft and apex, (g) a stretch of railroad track and embankment.

VII. Drawing from objects: 1. A pitcher. 2. A vase. 3. A group of books. 4. A group of objects having an irregular outline. 5. A bunch of foliage.

VIII. Study of the principles of design, with a view to understanding and appreciation rather than production. 1. Principles—(1) Primary: (a) Repetition, (b) alternation, (c) symmetry, (d) progression, (e) confusion; (2) secondary: (a) consonance, (b) contrast, (c) radiation, (d) gradation, (e) complication. 2. Analysis of figures containing an application of these principles. 3. Drawing original illustrations.

PROFESSIONAL WORK.

METHODS IN GEOGRAPHY.

The aim of this work is to enable students to make a conscious application of their knowledge of the subject of geography and their knowledge of the science of mind in determining methods of instructing children.

STEPS.

1. A logical analysis of the subject to show the fundamental parts of the subject-matter and their relation of necessary dependence.
2. A psychological analysis of the subject-matter to find:
   (a) The different kinds of mental products of which the subject-matter is composed.
   (b) The intellectual processes through which the mind must form these products; and hence,
   (c) The organic relations of these products, and hence of the parts of the subject-matter.
   (d) The sources of knowledge of the subject; what parts of the subject-matter are supplied from without by means of observation and testimony, and what parts from within by reflection.
   (e) The different phases of knowledge of the subject, growing out of the different stages of mental development. The application of the categories, or laws of thought most prominently used in organizing matter in each phase of the work.

   First.—Presentative or Preparatory Phase. Gather material for forming conceptions and elementary concepts.

   Second.—Representative Phase. Organize the matter gained in the first phase under the relations of whole and part, space, substance and attribute; and add new matter.

   Third.—Reflective Phase. Analyze the whole thus gained and reconstruct under the higher relations of cause and effect, and design.
3. Consideration of the special conditions of common school work.
   (a) Attainments of pupils in different grades as to knowledge and mental discipline.

(b) Relative amount of time given to geography in the common school course.

(c) Average age at which pupils leave school.

In the light of "1," "2," and "3," determine—

(a) What should be the purpose in teaching geography in the lower grades; first, as to knowledge, second, as to habits of thought and speech.

(b) What matter should be selected, and how arranged for the different grades.

(c) What methods to use in teaching this matter; i. e., what steps must be taken and what means used at each step.

STEPS.

First.—Supply conditions: subjective, interested attention; objective, proper time, place, apparatus, etc.

Second.—Find what pupils already know and direct to sources for further information.

Third.—Direct the thought of pupils in forming the various products.

Fourth.—Test the results of the pupils' thinking. Correct and supplement, if need be.

Fifth.—Fix results permanently in memory, in accurate forms of language; organize with knowledge already possessed, under the laws of thought.

MEANS.

Means used by pupils must always be the knowledge already possessed and their own mental activity.

MEANS USED BY THE TEACHER.

Oral instruction.

(a) Questions varied to suit the purpose; to lead the pupils to observe, to remember, to imagine, to compare and contrast, to generalize, to reason, to move from particular facts to general truths, and from general truths to their verification in particular facts.

(b) Vivid descriptions and clear explanations; use of maps, globes, specimens.

Systematic text-book instruction and use of reference books.

4. Observation and discussion of lessons in geography in different grade in the training school; criticism lessons given by members of the class.

NAMES OF STUDENTS

Who Have Been in Attendance at the Indiana State Normal School During the Scholastic Year Beginning September 7, 1880, and Ending June 17, 1881. No Name is Inserted of Any Person Who Has Not Been in Actual Attendance at Least One Month.

[Where the State is not given, Indiana is implied.]

A SENIOR.

Mary J. Anderson .....Charlotte, Mich.
Lillie Buck.....Rolling Prairie, Laporte county.
Mrs. Fannie Beach .....Terre Haute, Vigo county.
George W. Cox.....New Lisbon, Henry county.
Mary M. Carter.....Coal Bluff, Clay county.
Geo. W. Dealand.....Terre Haute, Vigo county.
Lillie Gray.....Catlin, Parke county.
Ella Goodsell.....South Milford, Lagrange county.
L. B. Griffin.....Washington, Daviess county.
A. W. Hadley.....Watseka, Illinois.
Mary E. Hathaway.....Muncie, Delaware county.
Chas. E. Hodgin .....Richmond, Wayne county.
Ida G. Jordan.....Richmond, Wayne county.
Wm. D. Kerlin.....Richmond, Wayne county.
Elijah I. Kerlin .....Richmond, Wayne county.
Maggie Lawrence.....Danville, Illinois.
Luella Long.....Rochester, Fulton county.
Mattie J. McConnell .....Ligonier, Noble county.
Mary V. Mustard .....Odell, Tippecanoe county.
S. B. McCracken.....Carroll, Carroll county.
Sallie Overman .....Mitchell, Lawrence county.
Eugenie Patterson.....Covington, Fountain county.
James B. Ragan.....North Salem, Hendricks county.
Jennie Throop.....Paoli, Orange county.
Helen Weiss .....Charleston, Illinois.

B SENIOR.

Jennie Blasdel.....New Alsace, Dearborn county.
Lillie Bradshaw .....E. Liverpool, Ohio.
Caroletus Cooper.....Rochester, Fulton county.
Fannie Christy.....Terre Haute, Vigo county.

W. S. Domer.....North Manchester, Wabash co.
Orton W. Dudgeon.....Rochester, Fulton county.
C. M. Boggess.....Brazil, Clay county.
Albert E. Davisson.....Sugar Grove, Tippecanoe county.
Rose Murphy.....Terre Haute, Vigo county.
Zimri McClure.....Marshall, Parke county.
J. A. Mitchell.....Carbon, Clay county.
Lillie D. Moore.....Huntington, Huntington county.
D. M. Nelson.....Remington, Jasper county.
Hattie Rhea.....Eminence, Morgan county.
Mary M. Smith.....Terre Haute, Vigo county.
H. B. Shaffer.....North Manchester, Wabash co.
Margaret Thompson.....Terre Haute, Vigo county.
Eva Wilson.....Steam Corner, Fountain county.
A. A. Parker.....Euclid, Ohio.
Andrew Whiteleather.....Millwood, Kusciusko county.
Andrew J. Wilson.....Montezuma, Parke county.
Charles Webster.....Terre Haute, Vigo county.

A JUNIORS.

Emma Adams.....Rockville, Parke county.
Ella Dwiggins.....Rensselaer, Jasper county.
E. M. C. Hobbs.....Salem, Washington county.
Adelpha Inks.....Terre Haute, Vigo county.
Charles A. Jackson.....Terre Haute, Vigo county.
Laura Kesler.....Terre Haute, Vigo county.
Catherine O'Neill.....Indianapolis, Marion county.
Lettie J. Poe.....Plymouth, Marshall county.
Ida Westfall.....Terre Haute, Vigo county.
Jessie B. Wells.....Oquawka, Illinois.

B JUNIORS.

A. R. Charman.....Centreville, Wayne county.
C. W. Crouse.....Clay City, Clay county.
J. M. Gray.....Booneville, Warrick county.
Charles F. Grosjean.....Terre Haute, Vigo county.
Anna Lewis.....Alpine, Fayette county.
Bailey Martin.....Delphi, Carroll county.
Lizzie Mohler.....Huntington, Huntington county.
Dora Poindexter.....Terre Haute, Vigo county.
Mary H. Royal.....Tell City, Perry county.
Joe Stephenson.....Elizabethtown, Bartholomew co.
Kate Woodmansee.....Indianapolis, Marion county.
George H. Caraway.....Sugar Creek, Hancock county.

SECTION I.

Amne Allen.....Coloma, Parke county.
Mary Boomer.....Vermillion, Illinois.
J. W. Bateman.....Boonville, Warrick county.
E. A. Bourn.....Little Point, Morgan county.
A. F. Congeton.....Cory, Clay county.
Harriet Cox.....Brooklyn, Morgan county.

Annie L. Cotton.....Troy, Perry county.
J. T. Clifford.....Connersville, Fayette county.
B. F. Ewbank.....Guilford, Dearborn county.
Jacob Ernest.....Lindon, Montgomery county.
Mary Foley.....Shielville, Hamilton county.
Marion Griffin.....St. Omer, Decatur county.
H. W. Graham.....Kewanna, Fulton county.
Nannie Hunter.....Terre Haute, Vigo county.
Ella M. Jones.....Poplar Grove, Howard county.
Maria Johnson.....Terre Haute, Vigo county.
Nannie Lawrence.....Danville, Illinois.
L. C. Lawrence.....Mt. Vernon, Posey county.
Mary A. Lindley.....Sylvania, Parke county.
E. H. Little.....Clayton, Hendricks county.
Ida Melvin.....Terre Haute, Vigo county.
Milo W. Nethercutt.....Curveton, Cass county.
Ida Phillips.....Plainfield, Hendricks, county.
William F. Reynolds.....Williamsburg, Wayne county.
Louisa C. Ruff.....Terre Haute, Vigo county.
Frankie Rhode.....Attica, Fountain county.
Fannie Rhode.....Attica, Fountain county.
Iduna Smith.....Greenfield, Hancock county.
Aura E. Smith.....Logansport, Cass county.
V. T. Wiley.....Waverly, Morgan county.
Mattie Whiteleather.....East Liverpool, Ohio.
Jacob C. Wolf.....Terre Haute, Vigo county.
Alice Yeakle.....Terre Haute, Vigo county.

SECTION II.

Edith Austin.....Terre Haute, Vigo county.
Stratton Appleman.....Brushy Prairie, Lagrange county.
James E. Bushell.....Hartford, Vigo county.
H. L. Boyd.....Noblesville, Hamilton county.
Ambrose Blasdel.....Yorkville, Dearborn county.
Maggie Champer.....Rochester, Fulton county.
Oscar Chrisman.....Gosport, Owen county.
Hattie Cutter.....Roanoke, Huntington county.
Cora Campbell (deceased).....Terre Haute, Vigo county.
Mollie Critchfield.....Stilesville, Hendricks county.
Mary Cox.....Plainfield, Hendricks county.
Katie Campbell.....Terre Haute, Vigo county.
W. B. Creager.....Sullivan, Sullivan county.
William T. Carter.....Boonville, Warrick county.
Marcus Dickey.....Rigdon, Grant county.
Sadie B. Frey.....Seymour, Jackson county.
Mattie Grishaw.....Sharpsville, Tipton county.
Anna Greenleaf.....Terre Haute, Vigo county.
Lincoln Godlove.....Sharon, Delaware county.
John M. D. Hudelson.....Princeton, Gibson county.
Charles B. Jared.....Grandview, Illinois.
Ida Melvin.....Terre Haute, Vigo county.
Carrie Monical.....Brooklyn, Morgan county.
Georgie McIlvain.....Richland, Rush county.

Anna McClure.....Terre Haute, Vigo county.
Mary McIlvain.....Richland, Rush county.
Caroline E. Moody.....Newpoint, Decatur county.
A. P. Moss.....Ashboro, Clay county.
William, J. McCoy.....New Philadelphia, Washington co.
Mary Murray.....Indianapolis, Marion county.
Enos M. Morrison.....Rossville, Clinton county.
Frank F. Moore.....Rochester, Fulton county.
Lizzie Phelps.....Remington, Jasper county.
Howard Royal.....Tell, Perry county.
Charles F. Suter.....Aurora, Dearborn county.
Eugenie Scott.....Terre Haute, Vigo county.
Hiram F. Storm.....Lizton, Hendricks county.
John R. Stahl.....Newport, Vermillion county.
Jacob Sheatsley.....Walkerton, St. Joseph county.
Rebecca Skeeles.....Evansville, Vanderburgh county.
J. L. Shadinger.....Peru, Miami county.
B. F. Stephenson.....Lebanon, Boone county.
Mary Trueblood.....Salem, Washington county.
Kate Veazy.....Charlestown, Clark county

SECTION III.

James M. Brown.....Cartersburgh, Hendricks county.
Herbert Briggs.....Edwards, Vigo county.
Della Carson.....Cicero, Hamilton county.
Lizzie Campbell.....Williamsburgh, Wayne county.
Emily Carey.....Carmel, Hamilton county.
Harry M. Case.....Gilead, Miami county.
George W. Cheney.....Moran, Clinton county.
Milton W. Coffin.....Walton, Cass county.
Martin Fesler.....Ovid, Madison county.
Laura Ferguson.....Terre Haute, Vigo county.
Ella Gibson.....Richmond, Wayne county.
Eva Hall.....Darwin, Illinois.
Lizzie Hawley.....Conneaut, Ohio.
Alice Hadley.....Watseka, Illinois.
Richard J. Horton.....Yankeetown, Warrick county.
A. C. Hunnicutt.....Economy, Wayne county.
Carrie Irwin.....Remington, Jasper county.
Lucy Jacks.....Lena, Parke county.
Winthrop Jones.....Edwards, Vigo county.
Anna A. King.....Wabash, Wabash county.
Louisa K. Pratt.....Terre Haute, Vigo county.
Florence Morrison.....Rossville, Clinton county.
Arthur T. Moon.....Farmer's Inst., Tippecanoe co.
A. E. Mowrer.....North Manchester, Wabash co.
Bella L. Morris.....Louisville, Ky.
Leander B. Nusbaum.....Wakarusa, Elkhart county.
Lizzie Phelps.....Remington, Jasper county.
Amanda Parris.....Renssalaer, Jasper county.
Mary Rifenburg.....Hobart, Lake county.
Hattie Sheets.....Greencastle, Putnam county.
Lena Sheets.....Greencastle, Putnam county.

H. M. Smith.....LaGrange, LaGrange county.
Emogene I. Turner.....Turkey Creek, Steuben county.
Pearle Tomlinson.....Litchfield, Illinois.
Addie Turner.....Neoga, Illinois.
Ida M. Tucker.....Indianapolis, Marion county.
Mary Van Nice.....Lebanon, Boone county.
Clara H. Van Nice.....Lebanon, Boone county.
Rose Willis.....Terre Haute, Vigo county.
Edith Williams.....Rolling Prairie, LaPorte county.
W. H. Warvel.....North Manchester, Wabash co.
W. O. Warrick.....Sullivan, Sullivan county.
Anna Wood.....Dale, Spencer county.
Clinton Walls.....Clayton, Hendricks county.
P. V. Voris.....Pleasant P. O., Switzerland co.

SECTION IV.

Jennie Adams.....Rockville, Parke county.
Wm. H. Ashley.....Jamestown, Boone county.
Amelia Adams.....North Vernon, Jennings county.
J. M. Allen.....Rochester, Fulton county.
D. L. Brookie,.....Frankfort, Clinton county.
Josie Briggs.....Burnett's P. O., Vigo county.
Nettie Black.....Terre Haute, Vigo county.
Emma Campbell.....Williamsburg, Wayne county.
Alice Clapp.....Indianapolis, Marion county.
A. J. Cook.....Denver, Colorado.
Ollie Cooper.....Mt. Vernon, Posey county.
Maggie Duffy.....Terre Haute, Vigo county.
Lillie Drifmeyer.....Richmond, Wayne county.
Samuel Duvall.....Coal Bluff, Vigo county.
John Engle.....Annapolis, Parke county.
Ella Eppert.....Brazil, Clay county.
Robert E. Gray.....Indianapolis, Marion county.
Willis G. Holloway.....Clayton, Hendricks county.
Rusha Hadley.....Amo, Hendricks county.
Sallie Highman.....New Harmony, Posey county.
B. P. Hall.....Bloomington, Monroe county.
J. W. Harpole.....Opolis, Kansas.
Mary E. Jurgens.....Richmond, Wayne county.
Emily Kieth.....Edwardsport, Knox county.
Ella Kemp.....Coloma, Parke county.
Gussie Long.....Terre Haute, Vigo county.
Lida Leive.....Richmond, Wayne county.
Wm. Thos. Loehr.....Palestine, Kosciusko county.
Caddie McCoy.....New Philadelphia, Washington co.
Mary E. McMurtry.....Rockville, Parke county.
Mary T. McClure.....Connersville, Fayette county.
Addie C Moon.....Farmers' Institute, Tippecanoe co.
J. H. Mitchell.....Carbon, Clay county.
W. R. Nesbit.....Sullivan, Sullivan county.
Sarah Reese.....Indianapolis, Marion county.
Geo. W. Swindler.....Belleville, Hendricks county.
Josie Sanders.....New Harmony, Posey county.

Isaac G. Sinclair.....Atherton, Vigo county.
Lillie Stimson.....Terre Haute, Vigo county.
Rosa H. Teucke.....Richmond, Wayne county.
Edward Tierney.....Six Mile P. O., Jennings county.
H. W. Walls.....Clayton, Hendricks county.
Clara Willson.....Terre Haute, Vigo county.
Rebecca I. Wood.....Dale, Spencer county.
Jennie Ward.....St. Mary's, Vigo county.
Anna Wren.....Terre Haute, Vigo county.
Josie Wolf.....Terre Haute, Vigo county.

SECTION V.

Scott Aikman.....Toronto, Vermillion county.
Mattie Benbow.....Stilesville, Hendricks county.
Lucy Bishop.....Riley, Vigo county.
Flora Bunker.....Danville, Hendricks county.
Kate Beeson.....Plainfield, Hendricks county.
Kizzie Brown.....Pimento, Vigo county.
Chas. D. Berry.....Wabash, Wabash county.
Milo D. Chestnut.....Rochester, Fulton county.
D. M. Campbell.....Georgetown, Illinois.
Minerva Coltrin.....Terre Haute, Vigo county.
Mary B. Cox.....Morocco, Newton county.
Nettie Conover.....Terre Haute, Vigo county.
Belle M. Creager.....Sullivan, Sullivan county.
Stella Davis.....Pana, Illinois.
Simon P. Domer.....Milford, Kosciusko county.
C. E. Davis.....North Salem, Hendricks county.
Mary Emrick.....Rochester, Fulton county.
Winifred Elliot.....Seymour, Jackson county.
Nettie E. Ferris.....Burnettsville, White county.
Annie E. Goff.....Russellville, Montgomery county.
Rosa M. Gibson.....Kirklin, Clinton county.
Lizzie E. Griest.....Indianapolis, Marion county.
Jennie Hall.....Jefferson, Clinton county.
Wm. M. Heward.....Walton, Cass county.
Frank Hanes.....Attica, Fountain county.
Sallie Harris.....Rockport, Spencer county.
John M. Hartsmeyer.....Williamsburg, Wayne county.
Jennie Hadley.....Wateseka, Illinois.
Ernest E. Helm.....Winamac, Pulaski county.
Minda Hicklin.....Nelson, Vigo county.
Susie Harding.....Cambridge City, Wayne county.
Jehu Hansell.....Bainbridge, Putnam county.
Emma Haslett.....Terre Haute, Vigo county.
Dora Hope.....Ireland, Dubois county.
George W. Isham.....Monticello, White county.
Hannah Jones,.....Indianapolis, Marion county.
Laura Kilgore.....Stockwell, Tippecanoe county.
W. S. Lamar,.....Buffaloville, Spencer county.
Staley M. Landry,.....Galveston, Cass county.
J. R. Lytle,.....Terre Haute, Vigo county.
Mary McCaughey,.....Blue Grove, Fulton county.

Ada Mattox,.....Clayton, Henry county.
Francis Montgomery,.....Terre Haute, Vigo county.
Julia Mooney,.....Vincennes, Knox county.
William H. Miller.....Rockport, Spencer county.
Ella M. O'Conner,.....Lafayette, Tippecanoe county.
Isaac Purcell,.....Washington, Daviess county.
Naomi Painter,.....Monrovia, Morgan county.
Chas. B. Ragsdale,.....Washington, Daviess county.
George W. Roach,.....Wallace, Fountain county.
Nellie Reagan,.....Terre Haute, Vigo county.
Annie Stevenson,.....Terre Haute, Vigo county.
Louisa Severin,.....Aurora, Dearborn county.
Fannie Stretch,.....Battle Ground, Tippecanoe county.
Lena Stewart,.....Terre Haute, Vigo county.
May A. Smelser,.....Richmond, Wayne county.
Lizzie M. Strain,.....Summit Grove, Vermillion co.
John R. Summerfruit,.....Hartford, Ohio county.
C. E. Shirley,.....Lebanon, Boone county.
John W. F. Smith,.....Fulton, Fulton county.
Thomas J. Shea,.....Lexington, Scott county.
Marian Taylor,.....Oxford, Ohio.
Clara Tompkins,.....Oliver, Ill.
George W. Thompson,.....Gosport, Owen county.
Carrie VanPelt,.....Indianapolis, Marion county.
Tena VanNice,.....Thorntown, Boone county
Harvey B. Voris,.....Pleasant, Switzerland county.
Kate Walton.....Terre Haute, Vigo county.
Emma J. Woodard.....Coloma, Parke county.
Dora K. Waggener.....Franklin, Johnson county.
Lizzie Whicker.....Stilesville, Hendricks county.
Ettie Whiteleather.....E Liverpool, Ohio.
W. H. Wiggington.....New Mexico, Miami county.
Doit Young.....Casey, Illinois.
Lola Young.....Casey, Illinois.

SECTION VI.

Geo. W. Armstrong.....Ontario, Illinois.
Laura Axton.....Rockport, Spencer county.
Ida Axton.....Rockport, Spencer county.
Mattie Benbow.....Stilesville, Hendricks county.
Ella Bogard.....Terre Haute, Vigo county.
Hiram F. Baer.....Pittsburg, Carroll county.
Minnie Brooks.....Shelbyville, Shelby county.
Kizzie Brown.....Pimento, Vigo county.
A. Louisa Campbell.....Terre Haute, Vigo county.
Nettie Conover.....Terre Haute, Vigo county.
Mary Cunningham.....Athol Center, Mass.
A. R. Hensley.....Waterman, Parke county.
Emma Haynes.....Prairieton, Vigo county.
Nellie F. Huggins.....Delphi, Carroll county.
Franklin G. Haecker.....Linn Grove, Adams county.
J. W. Keisling.....Kokomo, Howard county.
Leona Lisman.....Carlyle, Sullivan county.

Alice A. Miller.....Rockport, Spencer county.
Mary R. Miller.....Rockport, Spencer county.
Flora Morgan.....Prairie Creek, Vigo county.
P. T. Miller.....Evansville, Vanderburgh county.
Annie Robbins.....Sullivan, Sullivan county.
Sylvia Smith.....Terre Haute, Vigo county.
Ida Seybold.....Jessup's Station, Parke county.
J. W. Swindler.....Belleville, Hendricks county.
Marian Taylor.....Oxford, Ohio.

SECTION VII.

Emma Armstrong.....New Harmony, Posey county.
Ethel E. Avery.....Troy, Perry county.
Mary Allen.....Cloverdale, Putnam county.
Minnie Brooks.....Shelbyville, Shelby county.
Ida Blackburn.....Goodland, Newton county.
Jennie Bernethey.....Idaville, White county.
H. C. Bryan, jr.....Battle Ground, Tippecanoe co.
Alexander Caldwell.....West Lebanon, Warren county.
A. L. Clarke.....Dale, Spencer county.
S. A. Carson.....Monticello, White county.
Eli V. Collins.....Scotland, Illinois.
Allie M. Crowder.....Delphi, Carroll county.
Maggie Cory.....Mt. Summit, Henry county.
Jennie Culbertson.....Edwardsport, Knox county.
Eda Cutler.....Brookston, White county.
F. M. Christmas.....Ditney, Warrick county.
Lucinda Dungan.....Connersville, Fayette county.
L. O. Dale.....Dora, Wabash county.
Arvilla Dyar.....Kokomo, Howard county.
Fannie Davis.....Rochester, Fulton county.
E. L. Doan.....Valley Mills, Marion county.
B. G. Edmondson.....Jasonville, Greene county.
Mollie Fretageot.....New Harmony, Posey county.
William H. Fail.....Vincennes, Knox county.
Anna H. Gentry.....Ellettsville, Monroe county.
A. R. Gilmore.....Boggstown, Shelby county.
Mary Henry.....McCutchanville, Vanderburgh co.
Joseph M. Hand.....Hannah's Creek, Union county.
Lizzie Hertsch.....Jeffersonville, Clark county.
C. E. Hedge.....Jamestown, Boone county.
Elmer Henry.....Greentown, Howard county.
Oliver B. Hulse.....Ladoga, Montgomery county.
W. H. C. Isham.....Smithson, White county.
J. W. Imes.....Monticello, White county.
Annie Lyons.....Brook, Newton county.
Ida Lewis.....Shelbyville, Shelby county.
Jesse Lewis.....Bellmore, Parke county.
Mary McGarvey.....Rockport, Spencer county.
S. C. Miller.....English, Crawford county.
F. S. Morgenthaler.....Huntingburgh, Dubois county.
B. F. Moore.....Flowerville, White county.
Gilbert Niswonger.....Jewel, Howard county.

Americus I. Naney.....Rockport, Spencer county.
George S. Nichols.....Petersburg, Pike county.
Ella Olmstead.....Evansville, Vanderburgh county.
Emma Pitcher.....Williamsport, Warren county.
J. Milton Pogue.....Monon, White county.
Zella Ross.....Blountsville, Henry county.
William H. Rife.....Peru, Miami county.
Jasper L. Stocking.....Boonville, Warrick county.
Sally Sharp.....Cynthiana, Posey county.
George Studebaker.....Young America, Cass county.
George Sand.....North Liberty, St. Joseph county.
W. H. Trogdon.....Vermillion, Illinois.
James B. Thomas.....Delectable Hill, Pike county.
A. B. Ulrey.....Liberty Mills, Wabash county.
Rosa Wiley.....Waverly, Morgan county.
Bessie Warvel.....North Manchester, Wabash co.
Susie R. Wilson.....Shelbyville, Shelby county.

SECTION VIII.

Elzie Alexander.....Gilead, Miami county.
W. H. Armstrong.....Terre Haute, Vigo county.
James N. Bare.....Burnettsville, White county.
Mary Benbow.....Stilesville, Hendricks county.
Minnie Bieghle.....Laurel, Franklin county
Ellia I. Bond.....Green's Fork, Wayne county.
Fannie Baker.....Terre Haute, Vigo county.
Olive Brittain.....Ireland, Dubois county.
J. T. Bell.....Rosedale, Parke county.
Samuel A. Bare.....Liberty Mills, Wabash county.
D. G. Baney.....Gilead, Miami county.
Horace D. Bannister.....Dora, Wabash county.
Leora Carson.....Evansville, Vanderburgh county.
Belle Cheadle.....Austin, Minnesota.
Mollie Cheek.....Terre Haute, Vigo county.
Anna Combs.....Mulberry, Clinton county.
Stella H. Conger.....Shelbyville, Shelby county.
Gifford Cooper.....Johnsburg, Dubois county.
Carrie Cutler.....Brookston, White county.
Francis W. Davis.....Macy, Miami county.
Ida Deacon.....Hope, Bartholomew county.
Emma Derling.....Poseyville, Posey county.
Will H. Dalgleish.....Pleasant P. O., Switzerland co.
Belle Ensminger.....Evansville, Vanderburgh county.
Allie Edwards.....Rochester, Fulton county.
Emma D. Eversole.....Terre Haute, Vigo county.
Asbury Elliott.....Hooversburg, Miami county.
B. F. Fuquay.....Wheatland, Knox county.
Sue Ferris.....Burnettsville, White county.
A. E. Fish.....Terre Haute, Vigo county.
Clara Fisher.....Rockville, Parke county.
Anna Frazier.....Terre Haute, Vigo county.
Sattie Freeland.....Edwardsport, Knox county.
Scott Griffin.....St. Omer, Decatur county.

Milo S. Gipson.....Kirklin, Clinton county.
May Hackleman.....Carthage, Rush county.
Edward High.....Williamsport, Warren county.
E. W. Hartsock.....Ligonier, Noble county.
Mary Hoffman.....Terre Haute, Vigo county.
Anna Hall.....Glen Hall, Owen county.
Emma Haslet.....Terre Haute, Vigo county.
Maggie M. Hill.....Carthage, Rush county.
Eva Jolley.....Poseyville, Posey county.
Emma Kendal.....Colfax, Clinton county.
Emma Leass.....Denison, Texas.
R. Clara Lewis.....Coloma, Parke county.
Emma Meighen.....Rily, Vigo county.
Frank Montgomery.....Terre Haute, Vigo county.
Mary Wells.....Brookston, White county
Katie Mitchell.....Terre Haute, Vigo county.
John B. Mason.....Hagerstown, Wayne county.
Mrs. L. W. Montgomery.....Bloomington, Monroe county.
Mary Reona Moberly.....Ellettsville, Monroe county.
J. C. Mullen.....Terre Haute, Vigo county.
Sallie Moore.....Andersonville, Franklin county.
M. E. Mason.....Cambridge City, Wayne county.
John McGuire.....South Bend, St. Joseph county.
Katie Neukom.....Harrisburgh, Illinois.
Relda Osborn.....Economy, Wayne county.
Aloria Ogdon.....Rockville, Parke county.
Charles Pickering.....Middletown, Henry county.
Jennie Perkins.....Alpine, Fayette county.
A. H. Purdue.....Yankeetown, Warrick county.
Julia J. Russell.....Lebanon, Warren county.
D. E. Rogers.....Vincennes, Knox county.
William N. Reid.....Terre Haute, Vigo county.
Emma B. Shealey.....Delphi, Carroll county.
J. P. Strickler.....North Manchester, Wabash co.
Ellsworth Stark.....Soonover, Vigo county.
J. W. Sparks.....Hoboken, Huntington county.
Edgar B. Stone.....Terre Haute, Vigo county.
George W. Schmidt.....Holland, Dubois county.
W. H Scott.....Terre Haute, Vigo county.
Allen Shewmon.....Kokomo, Howard county.
John Sullivan.....Pana, Illinois.
Frank S. Tracy.....Birmingham, Miami county.
Jennie Tweedie.....Vermillion, Illinois.
Lizzie Wilson.....Terre Haute, Vigo county.
M. Womer.....Terre Haute, Vigo county.

SECTION IX.

A. D. Avery.....Troy, Perry county.
Alice F. Baer.....Liberty Mills, Wabash county.
Hattie S. Badger.....Shelburn, Sullivan county.
Albert Brewer.....Pleasantville, Sullivan county.
Urban G. Ballard.....Clermont, Marion county.
Ben S. Bothwell.....Clay City, Clay county.

Ella Bogard.....Terre Haute, Vigo county.
Tillie Cox.....Coloma, Parke county.
Emily Culbertson.....Edwardsport, Knox county.
May Cunningham.....Athol Center, Massachusetts.
Laura Carroll.....Elizaville, Boone county.
Addie Cash.....Terre Haute, Vigo county.
Henry E. Carnine.....Pleasant, Switzerland county.
Mollie Carr.....New Harmony, Posey county.
Judith Darrock.....Bellmore, Parke county.
Belle Dyar.....Terre Haute, Vigo county.
Oscar F. Davis.....Vincennes, Knox county.
Alfred Ellison.....Middletown, Henry county.
S. N. Finch.....North Liberty, St. Joseph county.
Daniel W. Farquher.....Kasson, Vanderburgh county.
Samuel Flora.....New Harrisbug, Wabash county.
Albert Gilmore.....Pleasantville, Sullivan county.
Tillie Hirsbrunner.....Lusk's Springs, Parke county.
Eva Heizer.....Irvington, Marion county.
Ella J. Harvey.....Pleasantville, Sullivan county.
Anna Johnston.....Vincennes, Knox county.
Lucy Johnston.....Vincennes, Knox county.
E. N. Kerr.....Clermont, Marion county.
May Long.....Cynthiana, Posey county.
Lizzie McGarvey.....Rockport, Spencer county.
Ida Meyzeek.....Terre Haute, Vigo county.
Lacie Morris.....Eugene, Vermillion county.
Charles Martin.....Rockport, Spencer county.
Alice Miller.....Rockport, Spencer county.
Mary R. Miller.....Rockport, Spencer county.
Annie Myers.....Rockport, Spencer county.
R. D. Newton.....Rockport, Spencer county.
J. R. Pennington.....Corydon, Harrison county.
Elmer F. Pittinger.....Sharon, Delaware county.
Francis H. C. Patmore.....Riley, Vigo county.
Alice Quigg.....Indianapolis, Marion county.
N. H. Roundtree.....Patoka, Gibson county.
John F. Richardson.....Boonville, Warrick county.
Douglass Roberts.....Terre Haute, Vigo county.
John E. Reed.....Muncie Delaware county.
E. J. Richardson.....Boonville, Warrick county.
O. M. Spear.....Alpha, Scott county.
Ola Shirley.....New Goshen, Vigo county.
Charles I. Thomas.....Harrisburg, Fayette county.
Etta Thomas.....Terre Haute, Vigo county.
Wm. P. Wantland.....Paris, Illinois
Emma White.....Terre Haute, Vigo county.
Sicily E. Woodard.....Fort Scott, Kansas.
Sallie Wallace.....Monticello, White county.
E. L. Youngblood.....Boonville, Warrick county.

SECTION X.

Alice Alexander.....Terre Haute, Vigo county.
Elizabeth A. Bradford.....Port Gibson, Mississippi.
Pem Blasdel.....New Alsace, Dearborn county.
E. M. Bailey.....Staunton, Clay county.
John Bausman.....Culver's Station, Tippecanoe co.
Jessie Bowser.....Terre Haute, Vigo county.
Eva B. Brown.....Terre Haute, Vigo county.
Douglas Brewer.....Marco, Greene county.
Anna B. Blackburn.....Evansville, Vanderburgh county.
Mattie Clements.....Williamsburg, Wayne county.
S. A. Carson.....Terre Haute, Vigo county.
James G. Cox.....Coloma, Parke county.
Emma B. Guernsey.....Terre Haute, Vigo county.
Marcellus Gwynn.....Fortville, Hancock county.
Anna M. Heifley.....Terre Haute, Vigo county.
John G. Hirsbrunner.....Lusk's Springs, Parke county.
Scott R. Holmes.....Rockport, Spencer county.
Anna Inman.....South Bend, St. Joseph county.
Ella Jones.....Terre Haute, Vigo county.
Lizzie M. Kerlin.....Richmond, Wayne county.
Kate Kyle.....Terre Haute, Vigo county.
Mattie Lindsey.....Terre Haute, Vigo county.
Lulu Morrill.....Terre Haute, Vigo county.
Ethel McArthur.....Terre Haute, Vigo county.
Samuel H. Moudy.....Cumberland, Illinois.
Charles L. Niles.....Hartford, Ohio county.
Clara B. Ormsby.....Indianapolis, Marion county.
John S. Postal.....Muncie, Delaware county.
William F. Rust.....Holland, Dubois county.
Ennis Shirley.....New Goshen, Vigo county.
Rhoda Starkey.....Fairbanks, Sullivan county.
J. W. Swindler.....Belleville, Hendricks county.
Anna Stuart.....Terre Haute, Vigo county.
Job Springer.....Springport, Henry county.
Mrs. Bettie Truman.....Bedford, Iowa.
Jennie Tislow.....Petersburg, Pike county.
Carrie Wood.....Merom, Sullivan county.
Ella Wright.....Cambridge City, Wayne county.
Florence Ward.....St. Mary's, Vigo county.
Albert Wheat.....Rossville, Parke county.
Jennie Wheeler.....Yankeetown, Warrick county.
Alonzo Yates.....Dahlgreen, Illinois.

SPECIAL CLASS.

Marion Allen.....Greencastle, Putnam county.
A. V. Anderson.....Stockwell, Tippecanoe county.
Marie Allen.....West Newton, Marion county.
Wm. Arnett.....Martz, Clay county.
J. P. Brunton.....Romney, Tippecanoe county.
E. C. Cottingham.....Noblesville, Hamilton county.
Alice M. Canfield.....Alexandria, Madison county.

Will. Cottingham	Noblesville, Hamilton county.
Emmet Charters	Peru, Miami county.
Lizzie Gritton	Hymera, Sullivan county.
J. M. Graves	Monrovia, Morgan county.
Neva Hardin	Lebanon, Boone county.
Jessie Highfield	Richmond, Wayne county.
Wm. Haskell	Clinton, Vermillion county.
Frank Hostetler	Peru, Miami county.
Eli K. Hoober	Springport, Henry county.
W. W. Kellams	Gentryville, Spencer county.
Emma Mattox	Terre Haute, Vigo county.
Cynthia A. McGuire	South Bend, St. Joseph county.
Rose Murphy	Terre Haute, Vigo county.
Sada D. Puckett	Bainbridge, Ohio.
S. M. Patton	Hymera, Sullivan county.
Mazie Sanders	Terre Haute, Vigo county.
J. W. Thompson	Leesburg, Kosciusco county.
A. Dessa Van Dake	Lebanon, Boone county.
Mary C. White	Raysville, Henry county.
Emma Wright	Terre Haute, Vigo county.
Lisette Wilson	Lewisville, Henry county.

SUMMARY.

Whole number of ladies		331
Whole number of gentlemen		257
Total		588
Number enrolled in Training School—		
Boys	91	
Girls	106	
		197
Grand Total		785

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.....Ann Arbor, Michigan.
Hattie Scott.....Terre Haute, Ind.

CLASS OF 1873.

Mary O. Andrews.....Cambridge City, Ind.
Fannie (Bain) Salsich.....Terre Haute, Ind.
Mary L. (Clark) Hewitt.....Terre Haute, Ind.
Maggie Cox.....Terre Haute, Ind.
Lucy Delano.....Terre Haute, Ind.
Ada Glick.....Cambridge City, 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.....Terre Haute, Ind.
Lida A. Powers.....Greensburg, Ind.
Michael Seiler.....Knightstown, Ind.
Charlotte J. Stimson.....Terre Haute, Ind.
William L. Welch.....Washington, Pa.
Mattie Woodard.....Richmond, Ind.
Reba Woodard.....Died, 1874.
Minnie Young.....Muncie, Ind.

CLASS OF 1874.

Mattie (Bennett) Adams.....Martinsville, Ind.
Alice (Crandell) Graff.....Terre Haute, Ind.
Mattie (Curl) Dennis.....Wilmington, Ohio.

James W. French.....Mt. Vernon, Ind.
Mattie Harris.....Died, 1875.
Sarah E. Pierce.....Indianapolis, Ind.
Thomas S. Price.....Robinson, Illinois.
Lawrence W. Stewart.....Petersburg, Ind.
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.....Shelbyville, Ind.
James C. Black.....Hope, Ind.
Emma E. Carter.....Jeffersonville. Ind.
Ada F. (Hall) Sammis.....Terre Haute, Ind.
Rosanna P. Lindsey.....Indianapolis, Ind.
William H. Mace.....Ann Arbor, Michigan.
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.
Alma 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.....Logansport, Ind.

CLASS OF 1878.

Lorenzo D. Barnes.....Logansport, Ind.
Addie Brown.....Terre Haute, Ind.
Ella Burke.....Rockville, Ind.
Morgan Caraway.....Ladoga, Ind.
Lizzie K. Chambers.....Shelbyville, Ind.
Ida (Dodson) Mace.....Ann Arbor, Michigan.
Joseph H. Ewbank.....McCordsville, Ind.

Frances Harris	Knightsville, Ind.
Charles R. Harrison	Died, 1879.
Cora Hill	Sheldon, Illinois.
Rachel King	Indianapolis, Ind.
Kate Purdy	Logansport, Ind.
Alpheus Reynolds	Perrysville, Ind.
Alice Rupp	Dana, Ind.
Sallie Scott	Terre Haute, Ind.
Mary G. Taylor	Madison, 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	Burnettsville, Ind.
Samuel M. Hutzel	Catlin, Ind.
Oscar L. Kelso	Bruceville, Ind.
Samuel P. McCrea	Murray, Ind.
Harriet E. Miller	Terre Haute, Ind.
Joseph Studebaker	Pittsburg, Ind.
Ruth Woodward	Colma, Ind.

CLASS OF 1880.

Emily Barnett	Kewanna, Fulton co.
Wilson H. Cox	Bloomingdale, Parke co.
Lydia Dwiggins	Rensselaer, Jasper co.
Caroline Furber	Milton, Wayne co.
Charles F. Fox	Memphis, Clark co.
Margaret Gamble	Orange, Fayette co.
Jasper Goodykoontz	Shielville, Hamilton co.
Ruth Gentry	Stilesville, Hendricks co.
Elwood W. Kemp	Coloma, Parke co.
Mary E. King	Terre Haute, Vigo co.
Clova A. Lawrence	Terre Haute, Vigo co.
William R. Mail	Vincennes, Knox co.
Commodore P. Mitchell	Medaryville, Pulaski co.
Arnold Tompkins	Grandview Illinois.
Jane S. Tompkins	Grandview, Illinois.
Malissa Vanduyn	Long, Illinois.
Harriet Wilkes	Terre Haute, Vigo co.