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ANNUAL REGISTER

OF THE

Indiana State Normal School,

1881-82

CONTAINING

A PROGRAMME OF THE COURSE OF INSTRUCTION,

AND A

CATALOGUE OF THE OFFICERS AND STUDENTS.

1881-82.

TERRE HAUTE, IND.

INDIANAPOLIS:

WM. B. BURFORD, STATE PRINTER.

1882.



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COURSE OF INSTRUCTION.

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

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

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

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

COURSE OF STUDY.

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

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

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

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

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

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

Second. A knowledge of Psychology.

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

Fourth. A knowledge of the *actual school*, gained by intelligent and systematic observation, under the immediate direction of the teacher of methods, of the work done in the eight grades of the training schools.

Every exercise observed must be interpreted by the students.

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

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

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

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

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

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

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

HOW THESE RESULTS ARE ATTAINED.

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

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

Hence the necessity for differing courses of instruction.

REGULAR COURSE OF STUDY.

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

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

The strictly professional work of these three terms consists;

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

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

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

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

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

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

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

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

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

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

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

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

COURSE FOR GRADUATES OF HIGH SCHOOL.

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

Such students can complete the course in two years.

COURSE FOR GRADUATES OF COLLEGES AND UNIVERSITIES.

Graduates from the classical course of our Colleges and Universities, and those having equivalent scholarship, will make a thorough review of the common school branches, and will make a professional study of the same, and complete all the professional work set forth above. Satisfactory evidence, in addition, that they have completed the course of study in the College, or that they have equivalent scholarship, will entitle them to a graduating certificate from the Normal School.

Such students can complete the work in one year.

IMPORTANT CHANGES.

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

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

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

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

PROGRAMME OF THE REGULAR COURSE OF STUDY.

1st Term.	Observation in Training School. +	Reading. +	Arithmetic. +	Grammar. +	Penmanship. $\frac{1}{2}$ Term. Orthography. $\frac{1}{2}$ Term.	+
2d Term.	Theory of the School. +	Reading. X	Arithmetic. +	Grammar. +	Geography. +	
3d Term.	Methods in Reading and Number. +	Physiology. +	Arithmetic. and Book-keeping. +	Grammar. +	Geography. T	Latin. (Optional.)
4th Term.	Psychology (Intellect). +	U. S. History. +	Algebra.	Composi- tion. ?	Geography. $\frac{1}{2}$ Term. Music. $\frac{1}{2}$ Term. +	Latin. +
5th Term.	Psychology (Intellect). ✓	U. S. History and Civil Government. ?	Algebra.	Music.	Drawing.	Latin. ?
6th Term.	Psychology (Sensibilities and Will).	Methods in Geography, Grammar, and Compositi'n.	General History. +	Rhetoric. +	Physics. X	Latin. +
7th Term.	Observation and Practice in Training Schools. +		General History. +	Themes.	Chemistry.	Latin. +
8th Term.	Organization and Classificati'n of Schools and School Law.	Observation and Practice in Training Schools.	<i>How to Teach</i> ?	English Literature.	Lectures in Astronomy and Geology.	Latin.
9th Term.	Philosophy and History of Education.		Geometry.	Grad. Thesis.	Botany.	

COLLEGE AND HIGH SCHOOL GRADUATES.

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

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

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

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

The following letter from Professor W. H. Payne, of the Chair of Education in Michigan University, to our State Superintendent of Public Instruction, is inserted here in order that the teachers of our State may know the estimate placed upon the work done in this school by one whose ability to judge will be unquestioned.

LETTER FROM DR. PAYNE.

The following letter was written to the Superintendent of Public Instruction after the visit of Professor Payne to the State Normal School:

UNIVERSITY OF MICHIGAN, }
February 18, 1882. }

Hon. John M. Bloss, Superintendent of Public Instruction of Indiana:

As you know I have recently made an extended visit to the State Normal School at Terre Haute for the purpose of observing the facilities it offers for the professional training of teachers, I deem it due to you to state in brief some of the conclusions that have resulted from this examination. In a Normal School worthy of the name, and worthy of public confidence and support, the professional instruction should be at least co-ordinate with the academic instruction.

In a State like Indiana, where a high grade of academic instruction is accessible to all who wish to obtain it, there is no use for a Normal School if it does not furnish that special training that distinguishes the teacher from the mere scholar. There are reasons why these professional schools must continue to instruct their pupils in the ordinary branches of learning, but if they are true to their mission they must superadd a body of public school doctrine and training in the most improved methods of school management.

From my examination of the Indiana State Normal School I learn, contrary to my expectations, that this professional work is even more than a co-ordinate feature, both in the thought of the school and in the work that it is actually doing.

The professional functions of the school are not only clearly conceived as a whole, but the subordinate parts are clearly worked out by the individual instructors. The method of practice work is very admirable, and I scarcely see how it can be improved in quality.

The pupil is not only taught his subject, but, by observation, practice and competent criticism, he is also taught how to teach this subject.

In one phase of the proposed work of school I feel a special, almost a personal, interest, because, in its purpose and scope, it is similar to the work in which I am engaged. I mean the facilities offered to the gradu-

ates of High Schools and Colleges for attaining a high grade of professional instruction as a preparation for occupying the higher places in the public school service of the State.

This is not only a move in the right direction, demanded by the progressive spirit of the times, but, so far as I know, is peculiar to your Normal School, and is a most creditable fact in current educational history. I sincerely hope that this new movement will be generally welcomed by educated young men and women of Indiana who are ambitious to rise in the new profession. If I might counsel such, my advice would be to pass from High School and College into this professional school, where a knowledge of subjects may be supplemented by that peculiar knowledge that is strictly professional, and without which the teacher must be merely empirical.

Very respectfully,

W. H. PAYNE,

Of the Chair of Education in Michigan University.

GROWTH OF THE SCHOOL.

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

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

TIME REQUIRED TO COMPLETE THE COURSE.

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

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

SHORT COURSE.

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

CONDITIONS OF ADMISSION.

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

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

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

EXPENSES.

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

There are good facilities for self-boarding and for club boarding in the city, at a cost of \$2.50 to \$3.00 per week. Nearly all of the students board in clubs, thus reducing their entire expenses to \$2.50 per week, for good accommodations. The expenses of many do not exceed \$2.00 per week.

WHAT TO DO ON ARRIVING.

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

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

BOOKS.

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

LIBRARIES.

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

LOCATION OF THE SCHOOL.

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

ATTENTION

Is called to the following statements :

1. Tuition is free.
2. The instruction is thorough and organic.
3. The discipline is such as to lead the pupil to self-government and to the formation of a worthy character.
4. Two good literary societies are in successful operation.
5. *Observation and Practice in the Training Schools*—Students are required to observe until they can accurately report and interpret the meaning of each exercise, and to practice teaching, under criticism, until they can plan and conduct recitations and manage classes efficiently.
6. Capable under-graduates obtain good situations at good salaries.
7. Graduates are commanding from \$50 to \$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 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 1st.

The winter term begins December 5th, and ends March 15th.

The spring term begins March 20th, and ends June 15th.

There will be a vacation during the holidays, extending from December 22d to January 2d.

OUTLINES OF INSTRUCTIONS.

The design of the publication of the following outlines of instruction is to exhibit to the reader what is thought to be the method in each subject and to suggest an order of study to those who may wish to better prepare themselves to do the work of the school. 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.

OUTLINES OF INSTRUCTION.

PROFESSIONAL WORK.

I. DIVISIONS.

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

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

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

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

II. SUBDIVISIONS.

The first of the divisions consists of three parts:

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

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

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

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

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

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

III. PURPOSE OF THE WORK.

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

IV. ORDER OF PROCEDURE.

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

2. A Recitation.
 - a. An organism.
 - b. Requisites.
3. The Mind.
 - a. General stages of development.
 - b. Principal sources in obtaining knowledge.
4. The "Legal Branches."
 - a. Why fundamental.
 - b. Their relative places in the common school course.
5. Observation of Lessons in the Practice Schools.
 - a. Interpretation of their thought in the light of their presentation.
 - b. Preparation of plans for the lessons observed.
6. Education.
 - a. In the full sense.
 - b. In a more restricted sense.
 - c. In the narrowest sense.
7. The Institutions of Society other than the school.
 - a. Parts.
 - b. Fundamental principle.
 - c. Contribution to man's education.
8. The school.
 - a. Origin.
 - b. Necessity.
 - c. Fundamental principle.
 - d. Purpose.
 1. Scholarship.
 2. Moral education.
 - a. Nature.
 - b. Scope.
 - c. The field for it presented by the school.
9. Reading and Number.
 - a. Definition.
 - b. Logical analysis.
 - c. Matter appropriate for the common schools.

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

10. Geography, Grammar and Composition.

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

3. Arrangement of matter.

4. Method.

11. Reading, Number and Practice work.

(It is the purpose—

1. To reconsider at this stage, portions of Reading and Number in the light of the work in Psychology.

2. To confer specific preparation for the succeeding practice work.)

a. Selection of the parts to be considered.

b. Arrangement.

c. Discussion of plans of presentation for a given stage of development.

d. Presentation of these lessons by students.

e. Discussion of the lessons as presented.

f. Discussion of plans of presentation of the same work in other stages of development.

g. Presentation of these lessons by students.

h. Discussion of the lessons as presented.

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

a. Observation until—

1. They comprehend the organization and general management of the schools.

2. They are able to decide upon the thought of a lesson from its presentation.

b. Practice.

1. In preparing plans for lessons; *i. e.*, in determining and stating accurately—

a. That which is dealt with in the lesson—the *Subject*.

b. The object of the lesson viewed as an individual lesson—the *Special Design*.

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

- d. That knowledge kindred to the subject, possessed by the pupils, which the teacher employs both to arouse and retain the interest and attention, and also to explain the new knowledge—the *Basis*.
 - e. The mental steps to be taken by the mind of the pupil, or the ideas to be successively presented in order that the design indicated may be attained—the *Steps*.
 - f. The means best adapted to accomplish the design indicated—*Adaptation of Means to Design*.
- 2. In presenting the lessons planned as above indicated, under criticism of the teachers of the practice schools and the teacher of methods until they are able to do efficient work in conducting recitations.
 - 3. In dealing with the different practice schools both as individual schools and as parts of a school system until an accurate knowledge of all records and reports is shown, and the ability to manage schools successfully is manifested.

SCHOLASTIC WORK.

STUDY OF WORDS.

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

I. A general survey of the subject:

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

- (5) All the language studies;
 - (6) Indirect;
 - (7) All other studies.
4. How this knowledge is gained:

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

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

5. Organic relation of this knowledge to other branches.

- (1) Conditional to other studies.
- (2) Other studies a means to increased knowledge of words.

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

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

III. Study of word work in Common Schools.

1. Ends to be gained:

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

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

3. Means to be used in teaching this matter.

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

- (1) To aid students to make the best use of the work in the different departments as means in perfecting and enlarging their vocabularies.
- (2) To stimulate to further study of words as a distinct part of language.
- (3) To aid in giving an adequate conception of the importance of the study of words in the Common Schools, and to give some preparation for the intelligent direction of this study.

READING.

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

I. DESIGN OF THE WORK.

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

II. MEANS.

The nature of literature is discussed with the view of determining how its different forms may be used as a means of securing each of the several purposes indicated above, based upon the proposition that literature which is the product of a particular faculty of its author's mind is adapted to stimulate that faculty in the mind of the reader.

At the beginning, selections are studied which express, in the language of the understanding, the ideal, or beautiful side of those phases of life with whose actual side the student is supposed to be familiar, making his experience the basis of the work. Later, selections are made which represent, in the language of the imagination, phases of life further removed from the student's experience. The study of language and thought in the first part of the work is made the basis of that done in the more advanced stage.

The study of authors is pursued in connection with their works.

III. CLASSIFICATION OF KINDS OF READING.

1. On basis of subject matter, reading is divided into thought, emotional and ethical reading.
2. On basis of organs employed, into silent and oral reading.
The logical dependence is shown of:
 - a. Thought, emotional and ethical reading.
 - b. Silent and oral reading.

IV. SILENT READING.

This includes:

1. The study of individual ideas:
 - a. The study of words addressed to the understanding:
 1. Derivation.
 2. Generally accepted meaning.
 3. Meaning in the context.

(NOTE—More exhaustive instruction is given in this part of the work in orthography, which is treated as a separate subject.)

- b.* The study of words addressed to the imagination; or figures of thought :
 - 1. Those based on the relation of similarity.
 - 2. Those based on the relation of dissimilarity.
 - 3. Those based on the relations of substance and quality; whole and part.
 - 4. Those based on the relations of time and place; cause and effect.
- 1. Students are required to analyze the figures of thought occurring in the selections studied, and to classify them on the basis of the relations expressed.
- 2. The study of the relations of individual ideas to each other, and to the thought of the composition as a whole :
 - a.* In narration, the relations of subject; time and place; purpose, cause and effect; whole and part; likeness and unlikeness.
 - b.* In description, the relations of substance and attribute; time and place; whole and part; likeness and unlikeness.
 - c.* In exposition, the relations of cause and effect, in the form of reason and conclusion :
 - 1. In induction.
 - 2. In deduction.

V. ORAL READING.

1. Sources of expression.

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

- a.* A good composition.
- b.* Adaptation of the composition to the experience and literary attainments of the reader.
- c.* Mastery of the thought and language.
- d.* A vivid imagination; or the power to form a clear mental picture of every object introduced in description, and to put one's self in the place of every character introduced in narration.

- e.* Appreciation; or right feeling.
 - f.* Direct address; or the consciousness of reading to the intellect, sensibility or will of an audience for the purpose of instructing, exciting or persuading.
 - g.* Earnestness; or a strong desire to accomplish one's purpose.
 - h.* Attention and sympathy of an audience.
 - i.* Self-abandonment; or a full surrender of one's self to the spirit of the composition.
 - j.* Self-control.
2. Elements of expression.

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

a. Pronunciation:—

1. Articulation :

a. Vowels :

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

b. Consonants.

2. Syllabication.

3. Accent.

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

b. Emphasis :

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

c. Slides; or inflections :

- 1. Classification.
- 2. Uses.

d. Rhetorical pause.

e. Pitch.

f. Quality of voice.

g. Force.

h. Stress.

i. Volume.

j. Form.

- k. Rate.
- l. Movement.
- m. Melody.

Of the two terms which the work occupies the first is devoted exclusively to silent, the second to oral reading.

ENGLISH GRAMMAR.

FIRST GENERAL DIVISION—SENTENCES.

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

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

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

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

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

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

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

VIII. Classes of sentences with respect to the number and the relation of the propositions—1. Simple. 2. Compound—a. Definition; b. Relation between the thoughts expressed by the members—addition, opposition, alternation, reason and conclusion; c. Punctuation—(1.) Principles governing; (2.) Modification of principles. 3. Complex—a. Definition; b. Kinds of clauses used in forming—(1.) Principal; (2.) Subordinate—(a.) Substantive—1'. Definition; 2'. Forms—Usual form and direct quotation; 3'. Uses of each; 4'. Punctuation—Of principal clause when it breaks up the subordinate, of substantive clause irregularly placed, of substantive clause ending in a verb and followed by same verb, of appositive clause; (b.) Adjective—Classes—1'. Those adjective in form only; 2'. Those adjective in form and meaning—Restrictive and explanatory; 3'. Conjunctive words used; (c.) Adverbial—1'. Definition; 2'. Ideas expressed by.

IX. Sentences containing 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—1. Number—What it denotes, number and names; what each denotes; rules for making the plural; in what sense Substance, Proper, Abstract and Collective nouns have number. 2. Gender—What it denotes; number and names; when each should be used; ways of showing; what nouns are inflected to make the feminine from the masculine; gender of collective nouns. 3. Case—What it denotes; when

each should be used; Possessive how formed—of singular nouns; of plural nouns; of compound words; of words implying common possession; of explanatory modifiers. 4. Person.

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

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

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

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

VII. Prepositions and Conjunctions.

VIII. Feeling words and expletives—nature and uses.

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

UNITED STATES HISTORY.

I. PRELIMINARY TOPICS.

1. General nature of the subject of History, its subject-matter.
How distinguished from art, science and literature.
2. Value of History—
 - a. As an information—giving subject.
 - b. As a disciplinary study.

3. Powers and faculties of the mind chiefly exercised.
4. Place of United States History in that of the world.
5. Special reasons for studying History of United States.
6. General method of studying subject.

II. ABORIGINAL PERIOD.

1. Bounds—1492.
2. Physical features of North and South America, and the necessary influence of these upon the progress of discovery, settlement and *civilization* in America.
3. Early inhabitants of America.
 - a. Races, and where located.
 - b. Government, social life, religion.
 - c. Grounds of their claims to territory.
4. Theories as to the origin of the early inhabitants of America.

III. PERIOD OF DISCOVERY.

1. Bounds—1492-1607. Why so fixed.
2. Discoveries and conquests of the Spanish, English, French and Dutch.
3. Conflicting claims to territory.
4. Law of Nations regulating disposition of newly discovered territory.
5. Conditions in the Old World during this period favorable to maritime enterprise.

IV. PERIOD OF SETTLEMENT.

1. Bounds—1607-1689.
2. When, where and by whom each of the original thirteen colonies was settled.
3. Character of the people first settling each of the colonies, and their object in coming to America.
4. Time and boundaries of each grant of territory, and by whom made.
5. Character of the English colonies.
6. Kinds of government established.
7. Principal Indian wars.
8. Objects of the mother country in establishing colonies.

V. PERIOD OF INTER-COLONIAL WARS.

1. Bounds of the period—1689-1763.
2. Time and causes of each.
3. Principal events in each.
4. Results of each.
5. General condition of the colonies at the close of this period,
in respect to—
 - a. Education,
 - b. Religion,
 - c. Commerce,
 - d. Agriculture,
 - e. Manufactures,
 - f. Slavery,
 - g. Manners and morals, etc.
6. Attitude of the colonies toward English government.

VI. REVOLUTIONARY PERIOD. 1763-1789.

1. European idea of government.
2. American idea of government.
3. Causes of the war.
4. Important campaigns of the war.
5. Origin and adoption of the Declaration of Independence and
the Articles of Confederation; other political topics.
6. Results of the war.
7. The Constitution of the United States.
 - a. Historical origin and adoption.
 - b. Study of the document itself in all its parts.
8. Formation of political parties at the close of the period.
9. General condition of the United States at the adoption of
the Constitution.

VII. PERIOD OF ADMINISTRATIONS. 1789-188-.

Principal events of each administration.

VIII. GENERAL REVIEW OF WHOLE SUBJECT.

Note.—By reference to the Course of Study it will be observed that of the four terms in the course devoted to History, two are given to the history of the United States and two to General History. Heretofore only one term has been given to the latter. It is believed that the change made effects a more equitable division of the time between the two subjects, and will afford a better preparation for teaching history in the schools.

To accomplish the work in United States history in two terms, it is proposed to make it somewhat general upon the earlier periods—including the period before discovery, and those of discovery, settlement and intercolonial wars. It will be the aim to dwell chiefly upon those subjects of these periods that stand closely related to the subsequent history of the United States, influencing it greatly, or in any way explaining its course. This entire period lying back of our existence as a nation it is proposed to study from the standpoint of active necessary participants in the Nation's current history, rather than from the point of view of the antiquarian.

The greater portion of the time will be given to the study of the political topics of the Revolutionary period, the Constitution itself, and to the leading events and epochs of our national career under the Constitution.

NATURAL SCIENCE.

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

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

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

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

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

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

PHYSIOLOGY.

The plan of work followed embraces:

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

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

PHYSICS.

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

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

CHEMISTRY.

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

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

BOTANY.

Botany is presented in the spring term in such manner as shall best direct the student from the books to plants as living things. Free use is made of the microscope and knife in the examination of plants. Particular advantage is taken of the opportunity which botany so admirably presents for disciplinary exercise in classification. The following order is pursued:

1. The development of the plant from the germ.
2. Morphology of the parts of a plant.

3. Analysis of plants.
4. Identification of common trees and herbs in field and forest, with limited consideration of their economic value.
5. How plants grow.

GEOLOGY AND ASTRONOMY.

These subjects are treated by lecture during the winter term.

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

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

ARITHMETIC.

I. GENERAL VIEW.

1. Mathematics defined in a general way, as the department of human knowledge which exhibits the properties and relations of extension and number.
 - a. A brief discussion of the realms of space and time—as furnishing the conditions for constructing the various branches of mathematical science.
2. *The basis of number in general.*
 - a. The conditions for number science.
 - b. The mental act involved in forming the notion of number.
3. *The basis of number in particular.*
 - a. *The unit*—defined as the mental product which arises from viewing an object with reference to the attribute, or mark of *oneness*, only.

II. NUMBER CLASSIFICATION.

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

III. NUMBER REPRESENTATION.

1. *The Roman Notation*.
 - a. Characters used.
 - b. Their signification.
 - c. Their relation.
 - d. Limit.
 - e. Principles.
2. *The Arabic Notation*.

Three systems embraced.

 - a. The decimal.
 - b. The fractional.
 - c. The compound.

Each discussed under the same heads as the Roman.

IV. NUMBER REDUCTION.

- | | |
|------------------------|-----------------------|
| 1. <i>Descending</i> . | 2. <i>Ascending</i> . |
|------------------------|-----------------------|
- a. Each defined and applied to numbers expressed in—
 - (1.) The decimal scale.
 - (2.) The fractional form.
 - (3.) Varying scales.

V. NUMBER PROCESSES.

1. SYNTHESIS.

a. Addition.

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

b. Multiplication.

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

c. Composition.

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

d. Involution.

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

2. ANALYSIS.

a. Subtraction.

- (1.) The mental act.
- (2.) Relation to addition.

- (3.) Minuend, subtrahend, remainder, and difference defined, each in the light of its office.
- (4.) Principles involved.
- (5.) Subtraction of numbers expressed in the decimal scale.
- (6.) Subtraction of numbers expressed in the fractional form.
- (7.) Subtraction of numbers expressed in varying scales.
- b. *Division.*
 - (1.) The mental act.
 - (2.) The relation of division—
 - a. To subtraction.
 - b. To multiplication.
 - (3.) The terms—dividend, divisor, quotient, and ratio defined, each in the light of its office.
 - (4.) Principles of process and of relation.
 - (5.) Division of numbers expressed in decimal scale.
 - (6.) Division of numbers expressed in fractional form.
 - (7.) Division of numbers expressed in varying scales.
- c. *Disposition, or factoring.*
 - (1.) Its relation as a phase of division.
 - (2.) Principles involved.
 - (3.) Tests given and elucidated.
- d. *Evolution.*
 - (1.) Relation to involution.

VI. APPLICATIONS.

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

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

STUDENTS.

NAMES AND POSTOFFICE ADDRESSES.

SENIORS.

(When no State is mentioned, Indiana is implied.)

EMMA ADAMS	Rockville, Parke County.
W. B. CREAGER	Sullivan, Sullivan County.
G. H. CARRAWAY	Sugar Creek, Hancock County.
ELLA DWIGGINS	Rensselaer, Jasper County.
A. E. DAVISSON	Lafayette, Tippecanoe County.
W. S. DOMER	North Manchester, Wabash County.
S. C. FULMER	Walkerton, St. Joseph County.
H. W. GRAHAM	Kewanna, Fulton County.
C. F. GROSJEAN	Terre Haute, Vigo County.
E. M. C. HOBBS	Salem, Washington County.
LAURA KESLER	Terre Haute, Vigo County.
L. C. LAWRENCE	New Harmony, Posey County.
J. A. MITCHELL	Carbon, Clay County.
Z. B. MCCLURE	Marshall, Parke County.
BAILEY MARTIN	Delphi, Carroll County.
A. E. MOWRER	North Manchester, Wabash County.
LIZZIE MOHLER	Huntington, Huntington County.
ROSE MURPHY	Terre Haute, Vigo County.
D. M. NELSON	Remington, Jasper County.
CATHARINE O'NEILL	Indianapolis, Marion County.
A. A. PARKER	Euclid, Ohio.
FANNIE A. RHODE	Attica, Fountain County.
M. FRANCES RHODE	Attica, Fountain County.
HATTIE RHEA	Eminence, Morgan County.
MARY M. SMITH	Terre Haute, Vigo County.
H. B. SHAFER	North Manchester, Wabash County.
MARY TRUEBLOOD	Salem, Washington County.
EMOGENE A. TURNER	Turkey Creek, Steuben County.
MINNIE L. WAGNER	Terre Haute, Vigo County.
ANDREW WHITELEATHER	Willwood, Kosciusko County.

JUNIORS.

EDITH AUSTIN	Terre Haute, Vigo County.
STRATTON L. APPLEMAN	Bushy Prairie, LaGrange County.
KATIE CAMPBELL	Terre Haute, Vigo County.
C. M. CARPENTER	Manchester, Dearborn County.
HATTIE CUTTER	Roanoke, Huntington County.
C. W. CROUSE	Clay City, Clay County.
SAMUEL DUVALL	Youngstown, Vigo County.
MARION GRIFFIN	St. Omer, Decatur County.
C. A. JACKSON	Terre Haute, Vigo County.
EMILY KEITH	Edwardsport, Knox County.
NANNIE LAWRENCE	Terre Haute, Vigo County.
CARRIE D. MONICAL	Brooklyn, Morgan County.
IDA MELVIN	Terre Haute, Vigo County.
ETTA PHELPS	Remington, Jasper County.
LENA SHEETS	Greencastle, Putnam County.
EUGENIE SCOTT	Terre Haute, Vigo County.
C. F. SUTER	Aurora, Dearborn County.
H. M. SMITH	LaGrange, LaGrange County.
ROSA TUECKE	Richmond, Wayne County.
P. V. VORIS	Pleasant, Switzerland County.
CLARA N. VANNYCE	Lebanon, Boone County.
MARY M. VANNYCE	Lebanon, Boone County.
MATTIE L. WILLIAMS	Putnamville, Putnam County.
EDITH E. WILLIAMS	Rolling Prairie, Laporte County.
W. H. WARVEL	North Manchester, Wabash County.
W. O. WARRICK	Sullivan, Sullivan County.
JESSIE B. WELLS	Oquawha, Henderson County.

SECTION I.

MARY BOOMER	Vermillion, Illinois.
G. G. CAZIER	Brunfield, Noble County.
MOLLIE W. CRITCHFIELD	Stilesville, Hendricks County.
LIZZIE CAMPBELL	Williamsburg, Wayne County.
ANNETTE E. FERRIS	Bennett's Creek, White County.
MARY FOLEY	Shielfield, Hamilton County.
R. J. HORTON	Yankeetown, Warrick County.
S. FRANK HANES	Williamsport, Warren County.
RUSHA E. HADLEY	Amo, Hendricks County.
B. P. HALL	Bloomington, Monroe County.

SECTION I—Continued.

A. C. HUNNICUTT	Economy, Wayne County.
JENNIE HADLEY	Watseka, Ill.
HANNAH JONES	Terre Haute, Vigo County.
MARY E. JURGENS	Richmond, Wayne County.
LIDA LEIVE	Richmond, Wayne County.
GUSSIE LONG	Terre Haute, Vigo County.
FRANK F. MOORE	Rochester, Fulton County.
E. M. MORRISON	New London, Howard County.
CAROLINE MOODEY	Newpoint, Decatur County.
MIL0 W. NETHERCUTT	Logansport, Cass County.
W. R. NESBIT	Sullivan, Sullivan County.
LAURA RAY	Nelson, Vigo County.
T. J. SHEA	Lexington, Scott County.
ANNIE L. WRENN	Terre Haute, Vigo County.
LOLA YOUNG	Casey, Illinois.

SECTION II.

W. P. ALEXANDER	Anoka, Cass County.
J. M. BROWN	Clayton, Hendricks County.
JOSIE BRIGGS	Edwards, Vigo County.
MATTIE CHADWICK	Terre Haute, Vigo County.
OLLIE COOPER	Mt. Vernon, Posey County.
MARY B. COX	Morocco, Newton County.
MARCUS DICKEY	Rigdon, Grant County.
AMELIA FERA	Terre Haute, Vigo County.
ANNA GREENLEAF	Terre Haute, Vigo County.
F. G. HECKER	Linn Grove, Adams County.
NANNIE KNIGHT	Delphi, Carroll County.
MARY KESLING	Logansport, Cass County.
MARY A. LINDLEY	Sylvania, Parke County.
JOHN R. LYTLE	Terre Haute, Vigo County.
L. B. NUSBAUM	Wakarusa, Elkhart County.
J. W. F. SMITH	Fulton, Fulton County.
ADDIE TURNER	Neoga, Cumberland County.
CARRIE VAN PELT	Indianapolis, Marion County.
M. C. WALLS	Clayton, Hendricks County.
W. H. WIGGINTON	New Mexico, Miami County.
DOIT YOUNG	Casey, Illinois.
JAMES BUSHELL	Dana, Vermillion County.

SECTION III.

B. S. AIKMAN	Toronto, Vermillion County.
ROSE B. ALEXANDER	Anoka, Cass County.
CARRIE ARMSTRONG	Terre Haute, Vigo County.
W. H. ASHLEY	Jamestown, Boone County.
LUCY BISHOP	Riley, Vigo County.
HORACE BANISTER	Dora, Wabash County.
ALEXANDER CALDWELL	West Lebanon, Warren County.
F. M. CHRISTMAS	Ditney, Warrick County.
SALLIE M. COTNER	Logansport, Cass County.
EDA CUTLER	Brookston, White County.
DELLA CARSON	Cicero, Hamilton County.
M. C. CHESTNUT	Rochester, Fulton County.
JUDITH DARROCH	Bellmore, Parke County.
JOHN ENGLE	Annapolis, Parke County.
AMANDA ELLIOT	Dublin, Indiana.
SUE L. FERRIS	Burnett's Creek, White County.
ANNA H. GENTRY	Ellettsville, Monroe County.
NANNIE HUNTER	Terre Haute, Vigo County.
J. G. HIESBURNER	Lusk Springs, Parke County.
ELMER HENRY	Greentown, Howard County.
MARY HENRY	McCutehanville, Vanderburgh County.
EMMA HAYNES	Prairieton, Vigo County.
EMMA A. HASLET	Terre Haute, Vigo County.
EVA HARPER	Lizton, P. O., Hendricks County.
E. V. KERR	Clermont, Marion County.
ELEANOR KEMP	Colomo, Parke County.
JESSE LEWIS	Bellemore, Parke County.
MAY LONG	Cynthiana, Parke County.
S. V. MURPHY	Terre Haute, Vigo County.
F. S. MORGANTHALER	Huntingburgh, Dubois County.
G. J. NICHOLS	Petersburg, Pike County.
A. I. NANEY	Rockport, Spencer County.
OSCAR POLHEMUS	Sharon, Delaware County.
A. H. PURDUE	Yankeetown, Warrick County.
NAOMI PAINTER	Monrovia, Morgan County.
J. E. REED	Muncie, Delaware County.
MAY SMELSER	Richmond, Wayne County.
GEORGE SAND	North Liberty, St. Joseph County.
C. E. SHIRLEY	Lebanon, Boone County.
GEORGE W. THOMPSON	Gosport, Owen County.
H. W. WALLS	Clayton, Hendricks County.
ETTIE WHITELEATHER	East Liverpool, Ohio.
ROSE WILLIS	Terre Haute, Vigo County.

SECTION IV.

J. P. BRUNTON	Romney, Tippecanoe County.
J. F. BRILES	Westfield, Hamilton County.
MARY C. BOWEN	Danville, Hendricks County.
VIOLET BOWMAN	Monroeville, Allen County.
LIZZIE BINFORD	Carthage, Rush County.
ELLA CHAPPELL	Carthage, Rush County.
BELLA CULBERTSON	Mooreville, Switzerland County.
CARRIE C. CULBERTSON	Mooreville, Switzerland County.
A. LOUISE CAMPBELL	Terre Haute, Vigo County.
FLORA CUPPY	Hindsboro, Illinois.
ETTA DE BOLT	Richmond, Wayne County.
HANNAH H. DENBO	Logansport, Cass County.
L. E. DEAL	Brushy Prairie, La Grange County.
MARY E. FOULKE	Cory, Clay County.
THERESA GARDNER	Hindsboro, Illinois.
ALMA GOSSETT	Goldsmith, Tipton County.
A. R. GILMORE	Boggestown, Shelby County.
MILO S. GIPSON	Kirklin, Clinton County.
ELLA J. HARVEY	Pleasantville, Sullivan County.
MARY HARPER	Indianapolis, Marion County.
NELLIE F. HUGGINS	Delphi, Carroll County.
DORA HOPE	Ireland, Dubois County.
D. H. LUTZ	Normanda, Tipton County.
W. P. LONG	Orange P. O., Fayette County.
A. L. MCBRIDE	Desota, Dallas County.
LUCIE L. MAHIN	Ireland, Dubois County.
A. F. MAY	Petersville, Bartholomew County.
P. T. MILLER	Evansville, Vanderburgh County.
C. F. OLDHAM	Lyons Station, Fayette County.
LIZZIE RICHARDSON	Rensselaer, Jasper County.
G. W. ROACH	Wallace, Fountain County.
EMILY STOKES	Bellmore, Parke County.
MARY A. SEVERINGHAUS	Terre Haute, Vigo County.
GEORGE STUDEBAKER	Young America, Cass County.
W. D. SHIELDS	Alaska, Morgan County.
LILLIE STIMSON	Terre Haute, Vigo County.
ALLEN SHEWMAN	Kokomo, Howard County.
A. SAILOR	Attica, Fountain County.
IDA SEYBOLD	Jessup's Station, Parke County.
SARAH E. TARNEY	Auburn, DeKalb County.
MARIAN TAYLOR	Oxford, Ohio.
W. J. WALKER	Greenfield, Hancock County.
CLARA WILSON	Terre Haute, Vigo County.

SECTION V.

SAMUEL BAER	Liberty Mills, Wabash County.
B. S. BOTHWELL	Clay City, Clay County.
FRANKIE BALCH	Terre Haute, Vigo County.
LELIA BROUILLETTE	Vincennes, Knox County.
BARNEY BLACKBURN	Evansville, Vanderburgh County.
CLARA BUTLER	Crawfordsville, Montgomery County.
C. D. BERRY	Wabash, Wabash County.
MARY BENBOW	Stilesville, Hendricks County.
FANNIE BATTY	Nyesville, Parke County.
MINERVA COLTRIN	Terre Haute, Vigo County.
SAMUEL FINCH	North Liberty, St. Joseph County.
EVA M. FISHER	Shelbyville, Shelby County.
JESSIE FULLER	Terre Haute, Vigo County.
ELLA GORDON	Hanover, Jefferson County.
W. E. GREENLEE	Reno, Hendricks County.
MINNIE M. GARD	Frankfort, Clinton County.
LUCY GOSSETT	Goldsmith, Tipton County.
ANNA E. GOFF	Russellville, Montgomery County.
IDOLETTA HARDISTY	Terre Haute, Vigo County.
O. B. HULTZ	Alamo, Montgomery County.
BELLE E. JONES	Eaglesfield, Clay County.
G. W. JESSUP	Bellmore, Parke County.
FANNIE KENT	Shelbyville, Shelby County.
MATTIE LINDSEY	Terre Haute, Vigo County.
WALTER G. LYNN	Livonia, Washington County.
J. H. MITCHELL	Carbon, Parke County.
LOUISE B. MEYER	Cincinnati, Ohio.
CLARA MURRY	Indianapolis, Marion County.
H. W. MONICAL	Brooklyn, Morgan County.
BRENTON NICHOLS	Newport, Vermillion County.
HATTIE NOWLIN	Terre Haute, Vigo County.
G. M. NABER	North Manchester, Wabash County.
WALTER PAVEY	Antioch, Huntington County.
LOUISE K. PRATT	Terre Haute, Vigo County.
ALICE QUIGO	Indianapolis, Marion County.
J. F. RICHARDSON	Boonville, Warrick County.
W. H. SANDERS	Hadley, Hendricks County.
ENNIS SHIRLEY	New Goshen, Vigo County.
G. B. SIPE	Deerfield, Randolph County.
J. W. SIMS	Terre Haute, Vigo County.
LILLIE STINES	Richmond, Wayne County.

SECTION V—Continued.

HATTIE STUART	Knightstown, Henry County.
ELLA THORNBURGH	Garfield, Montgomery County.
O. L. VORIS	Pleasant, Switzerland County.
FLORA WARD	St. Marys, Vigo County.
ALBERT WHEAT	Rossville, Parke County.
SICILY E. WOODARD	Fort Scott, Kansas.

SECTION VI.

J. S. ARMSTRONG	New Winchester, Hendricks County.
LIZZIE ARNOLD	Huntington, Huntington County.
MAYNETTE AUSTIN	Terre Haute, Vigo County.
U. G. BALLARD	Clermont, Marion County.
J. D. BRANT	Eureka, Spencer County.
M. A. BOBO	Cloverland, Clay County.
ELIZABETH A. BRADFORD	Port Gibson, Mississippi.
L. C. BOYD	Richmond, Wayne County.
ALBERT BREWER	Pleasantville, Sullivan County.
JOSEPHINE BERRY	Indianapolis, Marion County.
HIRAM BAER	Pittsburg, Carroll County.
ALICE S. BAER	Liberty Mills, Wabash County.
JOHN BAUSMAN	Culver's Station, Tippecanoe County.
H. E. CARMINE	Pleasant P. O., Switzerland County.
EMILY CULBERTSON	Edwardsport, Knox County.
JENNIE CULBERTSON	Edwardsport, Knox County.
EMMA COX	Morocco, Newton County.
L. W. CUNNINGHAM	New Carlisle, St. Joseph County.
BERTIE CARTER	Lawrenceville, Illinois.
MELISSA CHAMBERS	Coffee, Clay County.
SALLIE E. CRAIG	Romney, Tippecanoe County.
C. B. CASE	Groveland, Putnam County.
ELMA CAZIER	Brunfield, Noble County.
O. F. DAVIS	Vincennes, Knox County.
REBECCA C. DEMPSEY	Danville, Hendricks County.
FANNIE DAVIS	Rochester, Fulton County.
FRANCIS M. DAVIS	Macy, Miami County.
ALLIE EDWARDS	Rochester, Fulton County.
SATTIE FREELAND	Edwardsport, Knox County.
S. B. FLORA	New Harrisburg, Wabash County.
DENNIE GRIFFIN	Washington, Daviess County.

SECTION VI—Continued.

JENNIE GLEZEN	Ireland, Dubois County.
EMMA GRIEST	Garfield, Montgomery County.
FANNIE HEMPER	Kokomo, Howard County.
ADDIE HEMPER	Kokomo, Howard County.
CLARA A. HURST	Mt. Meridian, Putnam County.
MARY HACKLEMAN	Carthage, Rush County.
MAGGIE M. HILL	Carthage, Rush County.
JEHU HANSELL	Bainbridge, Putnam County.
HALEY HARGIS	Ascension, Sullivan County.
TILLIE HIESBRUNNER	Lusk's Springs, Parke County.
CHLOE E. HARVEY	Coloma, Parke County.
C. E. HEDGE	Jamestown, Boone County.
DELLA HAMILTON	Thomas, Pennsylvania.
LAURA HALDERMAN	Roann, Wabash County.
EDWARD HANNAH	Clayton, Hendricks County.
ANNA JOHNSTON	Vincennes, Knox County.
ELLA JONES	Terre Haute, Vigo County.
EMMA KENDALL	Frankfort, Clinton County.
KATE KYLE	Terre Haute, Vigo County.
NATTIE P. LANE	Terre Haute, Vigo County.
LOLA MOSS	Centre Point, Clay County.
KATE M. MOORE	Greenwood, Johnson County.
ALEXANDER MCGLOSSON	Booneville, Warrick County.
MAGGIE E. McNAUGHTON	Indianapolis, Marion County.
G. A. MUSGRAVE	Cope, Morgan County.
FLORA MORGAN	Prairie Creek, Vigo County.
B. F. MOORE	Flowerville, White County.
H. F. McCool	Chandler, Warrick County.
G. B. NISWONGER	Kokomo, Howard County.
ELLA V. OVIATT	Kendallville, Noble County.
WINIFRED ODELL	Terre Haute, Vigo County.
MACK OVERPECK	Terre Haute, Vigo County.
ANNA G. OLCOTT	Patriot, Switzerland County.
E. O'CONNOR	Bramble P. O. Marion County.
EMMA PITCHER	Williamsport, Warren County.
CHARLES PICKERING	Middletown, Henry County.
J. M. POGUE	Monon, White County.
W. H. ROUNDTREE	Patoka, Gibson County.
EMILIE C. REIMAN	Terre Haute, Vigo County.
W. F. ROTH	Spring Station, Spencer County.
MARY STUBBLEFIELD	Delectable Hill, Pike County.

SECTION VI—Continued.

JASPER L. STOCKING	Booneville, Warriek County.
J. P. STRICKLER	North Manchester, Wabash County.
H. H. STEVENS	New Salem, Rush County.
SYLVIA SMITH	Terre Haute, Vigo County.
PHILANDER SCUDDER	Greenfield, Hancock County.
J. B. THOMAS	Delectable Hill, Pike County.
C. I. THOMAS	Harrisburg, Fayette County.
LIDA THOMPSON	Leesburg, Kosciusko County.
LISETTE WILSON	Lewisville, Henry County.
JENNIE WHEELER	Yankeetown, Warriek County.
MARY E. WHITE	Raysville, Henry County.
KATE WALTON	Paris, Illinois.
ALONZO YATES	Moore's Prairie, Illinois.
F. V. YEAGER	Prairie Creek, Vigo County.

SECTION VII.

FLORA ALLISON	Worthington, Green County.
ELLEN AMES	Carbon, Clay County.
W. E. ALEXANDER	Montpelier, Blackford County.
J. I. ALGER	Wabash, Wabash County.
ETHEL AVERY	Troy, Perry County.
H. S. ALVEY	Derby, Perry County.
ANNA BLACKBURN	Evansville, Vanderburgh County.
ELLA BOGARD	Terre Haute, Vigo County.
M. E. CHAPPELL	Delectable Hill, Pike county.
MARY E. CLEGG	Henryville, Clarke County.
TILLIE COX	Coloma, Parke County.
MALISSA CASSADAY	Terra Haute, Vigo County.
MAECIA CARREE	Terre Haute, Vigo County.
BESSIE O. CUSHING	New Carlisle, St. Joseph County.
WELLINGTON CASSADAY	
JESSE DUNN	New Augusta, Marion county
W. T. DOBBINS	Fortsville, Hancock County.
MAGGIE A. DILLING	Hagerstown, Wayne County.
OSCAR T. DUNAGAN	Centre Point, Clay County.
CHARLES DENTON	Hymera P. O., Sullivan County.
W. L. FOXWORTHY	Greencastle, Putnam County.

SECTION VII—Continued.

AGNES FERRIS	Worthington, Greene County.
JENNIE GARRIOTT	Scottsburg, Scott County.
NAOMI GLICK	Terre Haute, Vigo County.
EVA GREEN	Knightstown, Henry County.
J. W. GILLASPIE	Jamestown, Boone County.
HERBERT GILHAMS	Brighton, LaGrange County.
BELLE GLOVER	Terre Haute, Vigo County.
EUNICE HENLEY	Carthage, Rush County.
ROXANA A. HAWORTH	Rockville, Parke County.
FANNIE HENDERSON	Centerville, Wayne County.
M. S. HOLMAN	Kokomo, Howard County.
C. S. HOOVER	Garfield P. O., Pennsylvania.
FLORENCE JACK	Kokomo, Howard County.
J. E. LOCKE	Kokomo, Howard County.
G. M. LUTTRELL	Memphis, Ohio.
A. E. MALSHARY	Romney, Tippecanoe County.
IDA B. MOORE	Moran, Clinton County.
MARY L. MORRILL	Plymouth, Marshall County.
EFFIE A. NEWBERN	Amboy, Miami County.
S. EMMA NEWBY	Spiceland, Henry County.
CHARLES M. PIERCY	Kokomo, Howard County.
SETH T. PARSON	Xenia, Miami County.
J. S. POSTAL	Muncie, Delaware County.
E. F. PITTENGER	Sharon, Delaware County.
FRANCIS PATMORE	Riley, Vigo County.
MAGGIE RYAN	Millhousen, Decatur County.
W. H. RANDEL	Bainbridge, Putnam County.
ISAAC A. STITT	Peru, Miami County.
ETNA V. STAFFORD	Mulberry, Clinton County.
ANNA M. SELVAGE	North Indianapolis, Marion County.
O. C. SMITH	Kokomo, Howard County.
LENA SCHAIRLEY	Attica, Fountain County.
ANNA TULLIS	Attica, Fountain County.
JEPHTHA L. THOMAS	Bowling Green, Clay County.
J. B. WISELY	Vandalia, Owen County.
ALICE WHITAKER	Terre Haute, Vigo County.
AMY C. WELD	Indianapolis, Marion County.
ELLA E. WHICKAR	West Point, Tippecanoe County.
KATIE M. WIGHT	Henryville Clark County.
J. A. WATSON	Yankeetown, Warrick county.
C. E. YOUNG	Jamestown, Boone County.

SECTION VIII.

J. C. ASHLEY	Jamestown, Boone County.
ADALINE ALLEN	Coloma, Parke County.
ALICE ALEXANDER	Terre Haute, Vigo County.
R. T. ASHLEY	Jamestown, Boone County.
J. C. BARKER	Russell's Mills, Parke County.
HATTIE BYERS	Greensboro, Henry County.
SALOME BLAKE	Portland Mills, Parke County.
JESSIE BOWSER	Terre Haute, Vigo County.
J. W. BLACK	Terre Haute, Vigo County.
E. P. CONRAD	Zionsville, Boone County.
ROLLIN CHARLTON	Pleasant P. O., Switzerland County.
CARRIE COLVIN	Webster, Wayne County.
ELLA CAZIER	Malvern, Iowa.
ANNA CROUSE	Cloverland, Clay County.
H. M. CLOYD	Atherton, Parke County.
KATE CLARK	
BELLE DYER	Terre Haute, Vigo County.
ZIMMI DOUGAN	Belleville, Hendricks County.
W. L. DENMAN	Alamo, Montgomery County.
A. W. DAZEY	Pleasant Hill, Montgomery County.
CLARA DYER	Worthington, Green County.
ELSIE DRAKE	Prairie Creek, Vigo County.
LIZZIE N. EDMONDS	Pleasantville, Sullivan County.
ANNA J. EDMONDS	Pleasantville, Sullivan County.
S. G. FETROE	Coal City, Owen County.
MARY E. FLANNIGAN	Elizabethtown, Bartholomew County.
J. M. FARRIS	Medaryville, Pulaski County.
J. T. GRAVES	Monon, White County.
W. B. HENWOOD	Centerville, Wayne County.
ANNA E. HAWKINS	Franklin, Johnson County.
ANNIE HUNNICUTT	Carthage, Rush County.
ELIZABETH I. HOLMES	Romney, Tippecanoe County.
R. S. HAMMOND	Taylorsville, Bartholomew County.
KATE L. HELD	Williamsport, Warren County.
CORDELIA B. HOY	Alexandria, Louisiana.
OSA E. HARTLEY	Cory, Clay County.
ROENNA E. HURST	Mt. Meridian, Putnam County.
LEOLAH HALL	Clayton, Hendricks County.
MELISSA C. HOLLOWELL	Pecksburg, Hendricks County.
ELEANOR B. HIPP	La Gro, Wabash County.
MELVINA HOLMES	Pulaski, Pulaski County.

SECTION VIII—Continued.

LOUIS G. HUDSON	Linden, Montgomery County.
W. C. HAGEE	Joppa, Hendricks County.
LIZZIE HOLADAY	West York, Illinois.
MARY HENSLEY	
S. L. JACKSON	Dana, Vermillion County.
LAURA B. KEERAN	New Era, DeKalb County.
FRANCIS M. KLINGENSMITH	New Augusta, Marion County.
MARTHA KIRKPATRICK	New Richmond, Indiana.
ELMA KELLY	Hazel Dell, Illinois.
ANNA LEE	Terre Haute, Vigo County.
D. C. LUSK	Annapolis, Parke County.
W. H. MCHATTON	Morea, Illinois.
JESSIE F. MARTIN	Liberty Mills, Wabash County.
FRANK McKEY	Russell's Mills, Parke County.
MATTIE MANN	Southport, Marion County.
LAURA MILAM	Vincennes, Knox County.
MOLLIE MITCHELL	Carbon, Clay County.
MAGGIE E. MILLER	Mansfield, Parke County.
MARGARET NEWTON	Roseville, Parke County.
ISAAC NEWTON	Roseville, Park County.
J. W. NUSBAUM	Wakarusa, Elkhart County.
LEONI E. NANCY	Rockport Spencer County.
ROBERT N. NORTON	South Toledo, Ohio.
LOLA J. ODELL	Terre Haute, Vigo County.
J. L. OSBORN	Stilesville, Hendricks County.
MOLLIE E. PETER	Moran, Clinton County.
C. S. PRICHARD	Newburgh, Warrick County.
ALLIE PETERS	Carthage, Rush County.
EDITH REEVES	Terre Haute, Vigo County.
GERTIE REEVES	Terre Haute, Vigo County.
S. J. RICHARDS	Flat Rock, Illinois.
E. V. RAGLAND	Stilesville, Hendricks County.
FLORA ROBINSON	Kokomo, Howard County.
MOLLIE RANNELLS	Rochester, Fulton County.
EMORY SELDOMBRIDGE	
LENA SMITH	Terre Haute, Vigo County.
F. E. SIMS	Columbus, Indiana.
J. L. SMITH	Dana, Vermillion County.
H. L. SHORT	Clayton, Hendricks County.
ELLA SHANAHAN	Salem, Washington County.
FLORA SMITH	Cynthiana, Posey County.

SECTION VIII—Continued.

ANNIE M. SPRAGUE	Bridgeton, Parke County.
JESSIE C. SHOETRIDGE	Indianapolis, Marion County.
ETHEL SWAIN	Annapolis, Parke County.
BETTIE TRUMAN	Bedford, Iowa.
ELIZABETH THOMAS	Sullivan, Sullivan County.
P. N. VANDENBARK	Grant City, Henry County.
V. L. VAWTER	Mooney, Jackson County.
LAURA WELKER	Terre Haute, Vigo County.
IZA WILLIAMSON	Indianapolis, Marion County.
AUGUSTA WALZ	Grandview, Illinois.
LULU WARBRITTON	New Market, Montgomery County.
PHAIRIS E. WORREL	Clayton, Hendricks County.
C. C. WALLS	Stilesville, Hendricks County.
J. M. YERGER	Garfield, Pennsylvania.

SECTION IX.

LOU ALLEE	Mt. Meridian, Putnam County.
C. M. ARMSTRONG	Spartanburg, Randolph County.
C. H. ALEXANDER	Chandler, Warriek County.
H. S. ALDRIDGE	Summit Grove, Vermillion County.
G. L. BOWER	New Washington, Clark County.
EVA BROWN	Terre Haute, Vigo County.
LOUISA BAILEY	Westfield, Illinois.
J. C. CHRIST	Coffee P. O., Clay County.
KATE CRYDER	Paris, Illinois.
EFFIE CUPPY	Hindsboro, Illinois.
MAGGIE COYLE	Needham Station, Johnson County.
MARTHA B. DEETER	Terre Haute, Vigo County.
C. W. DAVIS	Summit Grove, Vermillion County.
SARAH DRAKE	Prairie Creek, Vigo County.
LIZZIE DAVIS	Terre Haute, Vigo County.
LON ESTHER	Lebanon, Missouri.
ELLA FEENEY	Napoleon, Ripley County.
MRS. IDA A. HUDSON	Linden, Montgomery County.
H. G. HELFRICH	Dayton, Tippecanoe County.
ALBERT HAGEE	Joppa, Hendricks County.
ALONZO HOWARD	Terre Haute, Vigo County.
JULIA HOWARD	Terre Haute, Vigo County.
H. L. JENNINGS	Greensburg, Decatur County.

SECTION IX—Continued.

SALLIE L. JONES	Pimento, Vigo County.
FANNIE E. KELLEY	Reelsville, Putnam County.
LULU MINICK	Walton, Cass County.
ELLA B. MADDOX	Prairieton, Vigo County.
LAURA N. NANEY	Rockport, Spencer County.
DORA O'HAIR	Paris, Illinois.
EMMA V. PRIMMER	Mauckport, Harrison County.
H. T. ROBERTS	Greenfield, Hancock County.
SARAH C. RISINGER	Carlisle, Sullivan County.
IDA L. SIMS	Terre Haute, Vigo County.
DAVID SCOTT	Freedom, Owen County.
J. S. SHIELDS	Eminence, Morgan County.
ADDIE L. TOWERS	West Point, Tippecanoe County.
AMELIA WILLIAMS	Terre Haute, Vigo County.
EMMA WHITE	Terre Haute, Vigo County.

POST GRADUATES.

ADDIE R. BROWN	Terre Haute, Vigo County.
L. B. GRIFFIN	Washington, Daviess County.
MARY KING	Terre Haute, Vigo County.
J. T. PERIGO	Yankeetown, Warrick County.

COLLEGE GRADUATE COURSE.

P. H. KIRSCH	Crawfordsville, Montgomery County.
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SUMMARY.

Whole number of ladies	310
Whole number of gentlemen	219
Total	529

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.
Leslie Harrah	Worthington, Ind.
Mary A. Oakey	Terre Haute, Ind.
William W. Parsons	Terre Haute, Ind.
Mary B. Powner	Greensburg, Ind.
Howard Sandison	Terre Haute, Ind.
Fannie E. (Scott) Burt	Terre Haute, Ind.
Hattie Scott	Terre Haute, Ind.

CLASS OF 1873.

Mary O. Andrews	Franklin, Ind.
Fannie (Bain) Salsich	Died, 1882.
Mary L. (Clark) Hewitt	Terre Haute, Ind.
Maggie Cox	Terre Haute, Ind.
Lucy Delano	Terre Haute, Ind.
Ada Glick	Terre Haute, Ind.
Lucy V. Gosney	Indianapolis, Ind.
Fannie (Hewitt) Simmons	Terre Haute, Ind.
Alice (Hodgin) Stephens	Rushville, Ind.
Albert T. Jacquith	Died, 1874.
Anna Matthews	Richmond, Ind.
Elisha B. Milam	Vincennes, Ind.
Samuel S. Parr	Davenport, Iowa.
Lida A. Powers	Greensburg, Ind.
Michael Seiler	Terre Haute, 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	Plymouth, Ind.
Thomas S. Price	Robinson, Illinois.
Lawrence W. Stewart	Died, 1882.
Amy E. Wales	Indianapolis, Ind.
Ruama W. Wales	Indianapolis, Ind.
Sarah A. (McCann) Wallace	Terre Haute, Ind.
John Williamson	Carmel, Ind.

CLASS OF 1875.

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

CLASS OF 1876.

Virginia K. Allan	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.
Marcie Mitchell	Terre Haute, Ind.
Annie Moore	Hanover, Ind.
Sarah E. Osley	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	Terre Haute, Ind.
Ida (Dodson) Mace	Ann Arbor, Michigan.
Joseph H. Ewbank	McCordsville, Ind.
Frances Harris	Knightsville, Ind.
Charles R. Harrison	Died, 1879.
Cora Hill	Terre Haute, Ind.
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. Biadshaw	Mexico, Ind.
Josephine Boyd	Chambersburg, Ind.
Ettie Crowe	Jeffersonville, Ind.
Mary E. De La Bar	Keithsburg, Illinois.
George Grosjean	Terre Haute, Ind.
Samuel M. Hutzel	Callin, Ind.
Oscar L. Kelso	Bruceville, Ind.
Samuel P. McCrean	Murray, Ind.

CLASS OF 1879—Continued.

Harriet E. Miller	Terre Haute, Ind.
Joseph Studebaker	Pittsburg, Ind.
Ruth Woodward	Colma, Ind.

CLASS OF 1880.

Emily Barnett	Kewanna, Ind.
Wilson H. Cox	Bloomington, Ind.
Lydia Dwiggin	Rensselaer, Ind.
Caroline Furber	Shelbyville, Ind.
Charles F. Fox	Memphis, Ind.
Margaret Gamble	Connersville, Ind.
Jasper Goodykoontz	Shiellville, Ind.
Ruth Gentry	Stilesville, Ind.
Elwood W. Kemp	Franklin, Ind.
Mary E. King	Terre Haute, Ind.
Clova A. Lawrence	Terre Haute, Ind.
William R. Mail	Clinton, Ind.
Commodore P. Mitchell	Medaryville, Ind.
Arnold Tompkins	Worthington, Ind.
Jane S. Thompkins	Worthington, Ind.
Malissa (Vanduyn) Mitchell	Long, Illinois.
Harriet (Wilkes) Parsons	Terre Haute, Vigo Co.

CLASS OF 1881.

Mary J. Anderson	Charlotte, Mich.
Lillie Buck	Rolling Prairie, Ind.
Mrs. Fannie Beach	Terre Haute, Ind.
George W. Cox	New Lisbon, Ind.
Marry M. Carter	Coal Bluff, Ind.
George W. Dealand	Perryville, Ind.
Lillie Gray	Callin, Ind.
Ella Goodsell	South Milford, Ind.
L. B. Griffin	Washington, Ind.
A. W. Hadley	Watseka, Ills.
Mary E. Hathaway	Muncie, Ind.
Charles E. Hodgin	Richmond, Ind.

CLASS OF 1881—Continued.

Ida G. Jordan	Richmond, Ind.
Wm. D. Kerlin	Richmond, Ind.
Elijah I. Kerlin	Richmond, Ind.
Maggie Lawrence	Frankfort, Ind.
Luella Long	Rochester, Ind.
Mattie J. McConnell	Ligonier, Ind.
Mary V. Mustard	Frankfort, Ind.
S. B. McCracken	Carroll, Ind.
Sallie Overman	Mitchell, Ind.
Eugenie Patterson	Frankfort, Ind.
James B. Ragan	North Salem, Ind.
Jennie Throop	Worthington, Ind.
Helen Weiss	Charleston, Ills.