The Annual Catalogue

1907-1908.
The Annual Catalogue

of

Indiana Central University

1907-1908.

WITH ANNOUNCEMENTS FOR 1908-1909

Published Quarterly by the Indiana Central University, University Heights, Indianapolis.

Entered February 3, 1908, Indianapolis, Ind., as Second-Class Matter.
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<tr>
<td>Students Enrolled</td>
<td>58-60</td>
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COLLEGE CALENDAR.

1908-1909.

1908.

April 1, Wednesday—Spring term began.
May 12, Tuesday—Term of 12 weeks for Teachers and others begins.
June 11, Thursday—Examinations begin.
June 12, Friday, 8 P. M.—Anniversary of Literary Societies.
June 13, Saturday, 8 P. M.—Concert by Department of Music.
June 14, Sunday, 10 A. M.—Baccalaureate Service.
   6 P. M.—Campus Praise Service.
   8 P. M.—Annual Address before Christian Associations.
June 15, Monday, 2 P. M.—Annual Meeting of Board of Trustees.
   8 P. M.—Alumni Association Meeting.
June 16, Tuesday, 2:30 P. M.—Class Day Exercises.
   8 P. M.—Concert by Arion Quartette.
June 17, Wednesday, 10 A. M.—Commencement Exercises
June 22, Monday—Summer term of six weeks begins.
July 31, Friday—Summer term closes.
September, 15, Tuesday—Examination and Registration begins.
September 16, Wednesday—Fall term instruction begins.
November 26-27—Thanksgiving Recess.
December 16, Wednesday—Examinations begin.
December 18, Friday—Fall term closes.

1909.

January 5, Tuesday—Winter term opens.
January 6, Wednesday—Instruction begins.
March 24, Wednesday—Examinations begin.
March 26, Friday—Winter term closes.
March 30, Tuesday—Spring term begins.
June 16, Wednesday—Commencement Exercises.
THE CORPORATION.

BOARD OF TRUSTEES.

Representatives from the White River Conference.

<table>
<thead>
<tr>
<th>Name</th>
<th>Residence</th>
<th>Term Expires</th>
</tr>
</thead>
<tbody>
<tr>
<td>Samuel Wertz</td>
<td>Columbus</td>
<td>1910</td>
</tr>
<tr>
<td>Isaiah R. Good</td>
<td>Marion</td>
<td>1910</td>
</tr>
<tr>
<td>Millard F. Dawson</td>
<td>Oakland</td>
<td>1909</td>
</tr>
<tr>
<td>Charles L. Gard</td>
<td>Lafontaine</td>
<td>1909</td>
</tr>
<tr>
<td>John T. Roberts</td>
<td>University Heights</td>
<td>1908</td>
</tr>
<tr>
<td>James E. Shannon</td>
<td>Marion</td>
<td>1908</td>
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</table>

Representatives from the Saint Joseph Conference.

<table>
<thead>
<tr>
<th>Name</th>
<th>Residence</th>
<th>Term Expires</th>
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</thead>
<tbody>
<tr>
<td>John W. Hindbaugh</td>
<td>Fulton</td>
<td>1910</td>
</tr>
<tr>
<td>Henry H. Barsh</td>
<td>Huntington</td>
<td>1910</td>
</tr>
<tr>
<td>John Simons</td>
<td>Peru</td>
<td>1909</td>
</tr>
<tr>
<td>John N. Snell</td>
<td>Flora</td>
<td>1909</td>
</tr>
<tr>
<td>Charles Raymond</td>
<td>Huntington</td>
<td>1908</td>
</tr>
<tr>
<td>Joseph A. Cummins</td>
<td>Pierceton</td>
<td>1908</td>
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</tbody>
</table>

Representatives from the Indiana Conference.

<table>
<thead>
<tr>
<th>Name</th>
<th>Residence</th>
<th>Term Expires</th>
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</thead>
<tbody>
<tr>
<td>Jacob E. Walls</td>
<td>University Heights</td>
<td>1910</td>
</tr>
<tr>
<td>Henry E. Ward</td>
<td>Odon</td>
<td>1910</td>
</tr>
<tr>
<td>Lyman L. Schoonover</td>
<td>Washington</td>
<td>1909</td>
</tr>
<tr>
<td>John F. Zimmerman</td>
<td>Wickliffe</td>
<td>1909</td>
</tr>
<tr>
<td>A. W. Arford</td>
<td>Odon</td>
<td>1908</td>
</tr>
<tr>
<td>Henry Wright</td>
<td>Corydon</td>
<td>1908</td>
</tr>
</tbody>
</table>

TRUSTEES-AT-LARGE.

<table>
<thead>
<tr>
<th>Name</th>
<th>Residences</th>
<th>Term Expires</th>
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<tbody>
<tr>
<td>William L. Elder</td>
<td>Indianapolis</td>
<td>1909</td>
</tr>
<tr>
<td>George M. Mathews</td>
<td>Chicago, Ill</td>
<td>1908</td>
</tr>
<tr>
<td>Addison C. Harris</td>
<td>Indianapolis</td>
<td>1907</td>
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## Officers

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>John T. Roberts</td>
</tr>
<tr>
<td>Vice-President</td>
<td>Joseph A. Cummins</td>
</tr>
<tr>
<td>Secretary</td>
<td>Samuel Wertz</td>
</tr>
<tr>
<td>Treasurer</td>
<td>John A. Cummins</td>
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</tbody>
</table>

## Executive Committee

<table>
<thead>
<tr>
<th>Member</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>John T. Roberts</td>
<td>J. A. Cummins</td>
</tr>
<tr>
<td>Joseph A. Cummins</td>
<td>J. F. Zimmerman, W.</td>
</tr>
<tr>
<td>Barsh</td>
<td>Ervin, J. T.</td>
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## Endowment Committee

<table>
<thead>
<tr>
<th>Member</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>M. F. Dawson</td>
<td>J. T. Roberts</td>
</tr>
<tr>
<td>J. H. Walls</td>
<td>W. C. Brandenbrug</td>
</tr>
<tr>
<td>R. J. Dearborn</td>
<td>S. Wertz, H. W. Wolfe</td>
</tr>
<tr>
<td>E. E. Ward</td>
<td>H. Barsh</td>
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## Advertising

<table>
<thead>
<tr>
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<th>Name</th>
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<tbody>
<tr>
<td>J. T. Roberts</td>
<td>J. A. Cummins</td>
</tr>
<tr>
<td>J. F. Zimmerman</td>
<td>W. C. Brandenbrug, S.</td>
</tr>
<tr>
<td>W. Wolfe, H. W.</td>
<td>Ervin, J. T.</td>
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## Faculty

<table>
<thead>
<tr>
<th>Member</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>J. A. Cummins</td>
<td>J. F. Zimmerman, L.</td>
</tr>
<tr>
<td>L. Schoonover</td>
<td>Ervin, J. T.</td>
</tr>
<tr>
<td>S. Wertz</td>
<td>H. Barsh</td>
</tr>
</tbody>
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## Building and Grounds

<table>
<thead>
<tr>
<th>Member</th>
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</tr>
</thead>
<tbody>
<tr>
<td>J. T. Roberts</td>
<td>J. A. Cummins, Jr., E.</td>
</tr>
<tr>
<td>E. E. Richards</td>
<td>H. R. Munnaw</td>
</tr>
<tr>
<td>M. F. Dawson, A. G.</td>
<td>H. W. Hindbaugh, Henry</td>
</tr>
<tr>
<td>Barsh</td>
<td>W. Wright</td>
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## Contingent Fund

<table>
<thead>
<tr>
<th>Member</th>
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<tbody>
<tr>
<td>A. W. Arford, C. L.</td>
<td>Gard, J. W.</td>
</tr>
<tr>
<td>Gard, J. W.</td>
<td>Hindbaugh, Henry</td>
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## Auditing Committee

<table>
<thead>
<tr>
<th>Member</th>
<th>Name</th>
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<tbody>
<tr>
<td>S. Wertz, H. H.</td>
<td>Barsh, J. F. Zimmerman</td>
</tr>
<tr>
<td>S. Wertz, L. L.</td>
<td>Schoonover, J. Simon,</td>
</tr>
<tr>
<td>H. H. Barsh, S. B.</td>
<td>Ervin, Andrew C.</td>
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<table>
<thead>
<tr>
<th>Custodian</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrew C. Simmons</td>
<td></td>
</tr>
</tbody>
</table>
FACULTY.

JOHN TAYLOR ROBERTS, President and Business Manager.

B. S., Hartsville College, 1887; M. S., ibid, 1890; Union Biblical Seminary, 1894; D. D., Harriman University, 1901; Ph. D., ibid, 1903. Teacher in Public Schools two years; in the pastorate five years; Presiding Elder eleven years; President of Indiana Central University since 1905.

HERVIN ULYSSES ROOP, Philosophy and English, and Dean of the University.

A. B., Lebanon Valley College, 1892; A. M., ibid, 1894; LL. D., ibid, 1904; Graduate student in Philosophy and Pedagogy, University of Wooster, 1892-95; Ph. D., ibid, 1895; Student in National School of Oratory, Philadelphia, Pa., 1895-96; Graduate student in Philosophy and Education, Cornell University, summer semester, 1894; in Clark University, 1895; graduate student in Philosophy, Pedagogy and Hebrew, University of Pennsylvania, from 1895 to 1897; visited leading Universities and Public Schools in England and Continental Europe, 1906; completed Theological Course in Union Biblical Seminary in 1906; and graduate student in Philosophy, Education and Theology, Yale University, 1906-07. Taught in public schools three years; English and Pedagogics in Cumberland Valley State Normal School, Shippensburg, Pa., three years; English and History, Rittenhouse Academy, Philadelphia, Pa., one year; State (Pa.) Superintendent Sabbath School Normal work, one year; President and Professor of Philosophy and Education, Lebanon Valley College, Pa., from 1897 to 1906. Member of the American Academy of Political and Social Science; and of the American Association for the Advancement of Science. Elected to present position June, 1907.

WILLIAM CARTER BRANDENBURG, Principal Teachers' Training Department.

Indiana State Normal School, 1894; A. B., Westfield College, 1896; Principal of Schools, Greenup, Illinois, 1896-99; Superintendent of Public Schools, Veedersburg, Indiana, 1899-1905; present position since 1905.
JOHN ABIJAH CUMMINS, Science and Ethics.
A. B., Otterbein University, 1887; A. M., ibid, 1890; Superintendent of Public Schools, Syracuse, Indiana, 1887-89; Instructor in Botany and Chemistry, North-Eastern Ohio Normal College, 1889-90; President of North-Eastern Ohio Normal College, 1890-97; Superintendent of Public Schools, Greenwich, Ohio, 1897-1902; Graduate Student in Philosophy and Pedagogy, University of Chicago, 1902; Superintendent of City Schools, Albion, Indiana, 1903-05; present position since 1905.

RUFUS JOHNSTON DEARBORN, History and Economics.
Graduate of Indiana State Normal School, 1900; A. B., Indiana University, 1904; Superintendent of City Schools, La Follette, Tennessee, 1900-01; Superintendent of Public Schools, Oakland City, Indiana, 1902-05; present position since 1905.

AUSTIN WALLACE INMAN, Elementary English and Algebra.
Indiana State Normal, 1905; A. B., Indiana University, 1906; graduate student Chicago University, 1906-07; Assistant History Indiana Normal; elected June, 1907.

ORA FAY SHATTO, Latin and French.
Ph. B., Otterbein University, 1899. Taught in Public Schools, Butler, Ind., three years; present position since 1907.

IRBY J. GOOD, German and Beginning Latin.
Student Otterbein and Indiana Central Universities; present position since 1907.

J. ERNEST PADDOCK, College Pastor and English Bible.
M. A. L., Iowa Christian College (Non-resident Course), 1905; A. B., Westfield College, 1906; B. D., Union Biblical Seminary, 1907; in the pastorate seven years; present position since 1907.

SIMON BILLINGS ERVIN, Greek.
A. B., Hartsville University, 1878; A. M., ibid, 1881; D. D., Lane University, 1888; Principal of Schools, Newbern, Indiana; President of Lane University, and Professor of Mental and Moral Science, 1883-87; Instructor in Theology, and College Pastor at Hartsville, three years; Presiding Elder, five years; Instructor in English Bible and College Pastor, Indiana Central University, 1905-07; elected in 1907.
NINA BLAKELY, Pianoforte.

Conservatory of Music, Valpariso, Indiana, 1905; Teachers' Course of Music, Northern Indiana Normal College; student Indianapolis Conservatory of Music two years; present position since 1905.

HARRY C. GAST, Commercial Work.

Graduated from private normal 1896, in voice, harmony and public school music. Was chairman of public commission for the Indiana State Music Teachers' Association, 1904-'06. Was a member of the executive committee on music for the Northern Indiana Teachers' Association, 1906-'07. Supervisor of Music in the public schools in Brookston, Ind., 1902-'04. Supervisor of Music and commercial work in Montpelier, Ind., 1904-'06. Present position since June, 1907.

WILLIAM F. MEYER, Manual Training.

Student Ohio Mechanical Institute three years.

MARTHA FELLER KING, Drawing.

Assistant drawing teacher in Shortridge High School, and in the grades, Indianapolis.
THE INSTITUTION.

The Aim.—It is the aim of the institution to provide a liberal and thorough education, where all the teachers are scholarly, Christian men and women and the environment most stimulating. The college stands for complete manhood and womanhood. It teaches that all true education proceeds from God and must do so in order to lead to him; that Christian education is one of the central forces of Christ's kingdom, a power that is kindred to God's creative energy, for it builds up the whole being in the fair proportions of the Divine ideal. Education is accepted as a part of the redemptive work, in that it sets a supremely worthy object of life and culture before the student, and gathers about him the purest and most potent incentives to its attainment, and thus lifts him to a broader and worthier life. Living loyalty to a living God is the cornerstone of all education worthy of the name. Such loyalty makes a man judicious in the choice between right and wrong, and leads to self-control and to reverence for the inherent laws of his nature as well as for those that emanate from Heaven. Such an education develops conscience in the individual until he does the right because it is right; it produces self-command of all of his powers, and he becomes the highest product of education, an accomplished gentleman.

Historic Facts. The initiative in the founding of Indiana Central University was taken by the White River Conference at its annual session held in 1902, Marion, Indiana. A resolution was passed to establish a college at Indianapolis, Indiana, if one other conference in the state would vote co-operation. Two weeks later the Saint Joseph Conference voted to co-operate. These two conferences elected the following trustees, who, according to the Articles of Incorporation were the incorporators: "Wm, Karstedt, Joseph Snell, J. W. Hindbaugh, John Simons, John T. Roberts, O. F. Landis, J. E. Newell, A. R. Nicholas and M. F. Dawson." They met on the sixth day of October, 1902 and organized Indiana Central University, under and in accordance with the provisions of an act of Legislature, providing for the organization of educational and religious associations.

In the year 1903 the Indiana Conference voted to co-operate and elected trustees.

Mr. William L. Elder, of Indianapolis, proposed to donate eight acres for campus purposes and $40,000 in money on certain
conditions. The proposition was accepted, the work was undertaken and consummated. On June thirteenth, 1906, the trustees received a deed for the property, and on June nineteenth, 1907, it was dedicated. The property is valued at $70,000.

Government. The University is governed by a Board of Trustees, twenty-one in number, divided into three classes, each serving three years. The Board controls the affairs of the institution, administering the finances, appointing its instructors, conferring its degrees and determining its general policy. One regular meeting is held each year, during commencement week, while continuous control of the affairs of the college is exercised through an executive committee.

GROUNDS AND BUILDINGS.

The College campus is a beautiful grove about one mile from the city limits and one mile and a half from Garfield Park, at the crossing of the Louisville Division of the Pennsylvania Lines and the Indianapolis, Columbus and Southern Traction line.

The College building is a brick structure 125x170 feet; four stories, including the basement. The building contains thirteen large class rooms, two society halls, five office rooms, two library rooms, rooms for laboratories, assembly room and the Kephart Memorial Auditorium.

Equipment. The institution is equipped throughout in the most modern style. Recitation rooms are large and well lighted and heated. Electric lights and steam heat are furnished from plants owned by the college.

Laboratories. The chemical laboratory is one of the best of its kind. It is modern in its equipment and furnishes the means by which a thorough understanding of the subject may be acquired.

Each student is assigned a desk and a limited amount of apparatus. He performs the experiments intended to illustrate the various facts and principles of chemical science. A written report of all work done in the laboratory, giving the conditions of each experiment, a concise description of the operations and a statement of his conclusions make up a part of each student's requirements.

The physical laboratory occupies a separate room, and is supplied with an extensive supply of apparatus to illustrate the subjects of general physics.

In this department the student is required to acquaint himself with the various forms of apparatus and their application in the illustration of the principles of the subject.

Drawings and descriptions of each experiment are required.

The geography department occupies a separate room. This department is provided with a large number of political and relief maps, relief forms, globe, a set of Harvard models, barometer, rain
gauge, temperature apparatus, sand-table, etc.

The department of physiology and zoology is provided with an articulated skeleton, charts, several microscopes with accessories, over a hundred prepared specimens, anatomical models of the brain, heart, ear, and eye, together with a valuable manikin.

Botany is studied with the aid of dissecting microscopes, high grade, compound microscopes of the Bausch and Lomb manufacture a microtome, stains and mounting materials. Various collections of the plant products are at the disposal of students in this branch of science.

The department of manual training has recently been added to meet the new demand growing out of the requirements for public school teachers. A large, well-lighted room has been devoted to this department, and manual training sets have been installed to accommodate a limited number of students.

LIBRARY AND READING ROOM.

The Library contains a valuable collection of standard works, encyclopaedias, dictionaries and other works of reference upon the varied fields of knowledge. By gift and purchase, frequent additions are made to the list of books in the different departments. Large additions were made during the past year.

With the Library is connected a Reading Room, provided with issues of the current press and with the leading periodicals of the day. The library and reading room are open daily and in the charge of one of the members of the faculty.

A card catalogue with the Dewey Decimal Classification is being arranged.

MISCELLANEOUS.

Location. Indiana Central University is healthfully located at University Heights, a pleasant and growing suburb of Indianapolis, which city is in the intellectual, literary, commercial and geographical center of the State. The railroads radiating in every direction from our city and the growing system of interurban cars make it the most easily accessible point in Indiana. The institution is reached by taking the Greenwood and Columbus electric cars.

College Year. The college year comprises three terms and two vacations, the arrangement of which will be understood by reference to the calendar.

Matriculation and Registration. Matriculation is regarded as a pledge on the part of the student to obey all the rules of the institution, and is permitted only on that condition. All students must register at the opening of the college year for the work of the whole year.
RELIGIOUS TRAINING.

Religious training is regarded as essential to a thorough education. The Institution, being founded in the interest of Christ and Christian scholarship, assumes for its work the joint culture, by all proper means, of both intellect and heart. More than ninety per cent. of the students are communicant members of the church, and a Christian spirit underlies and animates the instruction in the different departments. But, beyond this, special provision is made for more direct and positive Christian influence.

Each school morning, a regular service is held in the college chapel, at which the students are required to be present. At this service there is singing, reading of scripture, and prayer. Members of the Faculty conduct this service.

A students' prayer meeting is held once a week, and opportunities for Bible study and mission study are offered by the Christian associations in addition to those afforded by the regular curriculum.

A Bible Normal class is conducted to train Sunday school teachers. The course extends over one year and a diploma is granted to all who complete the course.

All resident students of the college are required to attend public worship every Sunday.

The religious life during the past year has been earnest and helpful, and patrons may feel satisfied that high moral influences are being exerted constantly over their children.

Christian Associations. The College has flourishing Young Men's and Young Women's Christian Associations, which hold regular weekly devotional services and conduct special courses of Bible and mission study, often in charge of members of the Faculty.

These organizations frequently are visited by the general secretaries, who infuse enthusiasm into the work. Membership is voluntary, and the success of the organizations is an almost certain index of the natural condition of the religious life of the institution.

These societies hold numerous socials and entertainments and thus contribute incalculably to the pleasure of the student body.

Literary Societies. Excellent opportunities for literary improvement and parliamentary training are afforded by the Societies of the College. There are two of these societies—one sustained by the young ladies, the Philalethean, and one by the young men, the Philomusian. Each society has a well furnished hall and meets every Friday evening. These societies are considered valuable agencies in College work, and students are advised to unite with one of them.
The Athletic Association is composed of all students and others connected with the University who pay the required athletic fee. It elects besides its own officers, the managers of the various athletic teams.

The direct supervision of athletics is in the hands of the Committee of the Association, called the Executive Board of Athletics. The board is composed of seven members, as follows: Two members of the Faculty; the president of the Association, who is ex-officio president of the board; the baseball, football and basketball managers and the treasurer of the Association.

Discipline. It is earnestly desired that students may be influenced to good conduct and diligence by higher motives than fear of punishment. The sense of duty and honor, the courteous and generous feelings natural to young men and women engaged in literary pursuits, are appealed to as the best regulators of conduct. Manliness and womanliness are primarily essential to the highest and best development. For a student to violate the rights of other students or the rules of good conduct, will subject him to private or public reproof, and if necessary to suspension or expulsion as the faculty may decide. The faculty also reserves the right to require the withdrawal of any student whose conduct or whose work is not satisfactory. Good conduct will always be rewarded. In fact, it has its own reward.

Every unexcused absence from any college duty, failure or misdemeanor of a student, is reported to the faculty, and a record is made of the same.

Classification. The maximum number of hours, conditioned, permitted for Senior standing is four; for Junior standing four, for Sophomore six, and for Freshman—to be decided for individual student by the committee on Classification.

The permitted number of extra hours of work above that prescribed by the curriculum is limited by the student's record for previous years as follows:

(a) Majority of A's, nothing less than B—no limit.
(b) Majority of B's, nothing less than C—four hours.
(c) Lower record than (b)—no extra hours.

Class Standing. The scholarship of students is determined by result of examinations and daily recitations combined. The grades are carefully recorded.

Reports of standing will be made to parent or guardian at end of each term when desired by them, or when the Faculty deems it expedient. The standing is indicated generally by classification in six groups, as follows:

A—signifies that the record of the student is distinguished.
B—signifies that the record of the student is very good.
C. signifies that the record is good.
D. signifies the lowest sustained record.
E. (conditioned) imposes a condition on the student. Conditions incurred in January must be made up before June; conditions incurred in June must be made up in September. Failing to make up a condition at the time appointed is equal to a record F.
F. (failed completely) signifies that the student must drop or repeat the subjects, and cannot be admitted to subjects dependent thereon.

If the student's record as a whole is poor, he may be required to repeat certain subjects, to repeat the year, or to withdraw.

The degree of bachelor of arts is conferred, by a vote of the board of trustees on recommendation of the Faculty, upon students who have satisfactorily completed any of the groups.

The degree of Master of Arts is conferred on candidates of good moral character, who, having received the Bachelor's degree from this or any other college of good standing, shall comply with any of the requirements indicated below:

1. One year's study in residence at the college, or at any approved college with presentation of thesis.
2. Three years' study in absentia in lines of work approved by the Faculty with presentation of a thesis and examination at the college.

Persons who desire to make application for the degree of Master of Arts shall communicate with the faculty by the beginning of the Spring Term of the year in which they desire to obtain the degree.

GENERAL EXPENSES.

College and Academy.

Matriculation Fee, payable in advance \$ 1.00 a year
Tuition—For required number of hours 33.00 a year
Fall Term \$14.00
Winter Term 12.00
Spring Term 12.00

Additional hours of work will be charged for at the rate of $1.00 for each hour per term.

Library Fee \$ 1.00 a year

Graduation Fee, payable 30 days before commencement 5.00

Fees for Teachers' Training Department are the same as in the College and the Academy.

Laboratory Fees, Per Term.

Chemistry \$3.00
Physics 3.00
Biology 3.00
Botany ........................................ 2.00
Physiology ...................................... 2.00
Elementary Physics ............................ 2.00

All tuition and incidental fees are due in advance.

**Department of Music.**

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<td>Voice, 1 lesson per week</td>
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<tr>
<td>Harmony, 2 class lessons per week</td>
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<td>4.00</td>
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<td>Musical History, 2 class lessons per week</td>
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<tr>
<td>Chorus Singing</td>
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**Use of Piano for Practice.**

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**Commercial Department.**

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<td>9.00</td>
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<tr>
<td>Commercial Diploma, shorter course</td>
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<td>Shorthand Diploma</td>
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DEPARTMENTS OF INDIANA CENTRAL UNIVERSITY.

Indiana Central University comprises the following Departments well organized for service:

The College of Liberal Arts,
in which are offered five Groups of Studies leading to the degree of Bachelor of Arts. The Groups bear the names of the leading subjects included in them. They are: The Classical Group, the Philosophical-Educational Group, the Chemical-Biological Group, the Historical-Political Group, and the Modern Language Group.

The Teachers' Training Department,
in which are offered courses affording special opportunities to teachers.

The Academy,
which provides a four years' course in preparation for college, embracing, in addition to the common English branches, three years.

The School of Commerce,
in which are offered up-to-date courses and other features required in a complete business education.

The School of Music,
which offers full courses in instrumental and vocal music, and grants diplomas to those who complete either of the courses.
COLLEGE OF LIBERAL ARTS.

Admission to Freshman Class.

There are three methods of Admission to College:

I. From the Academy without examination.

II. By Certificate. Graduates from any of the commissioned high schools of Indiana, or any other state, will be admitted without examination. Grades and Certificates from other colleges of good standing will be accepted for admission to higher college classes.

Graduates from non-commissioned high schools and other students deficient in their work for College entrance may enter without examination suitable classes in the Academy to remove such deficiency.

III. By Examination. Candidates for the Freshman class not provided with certificates as mentioned above will be examined in the preparatory subjects.

Each student upon entering the University is asked to present a certified statement from his Superintendent or Principal, specifying the courses pursued successfully and the time devoted to each. Students entering with advanced standing from other schools will present a similar statement, and also, when required, a certificate of honorable dismissal from the school previously attended.

In order to secure a commission from the State Board of Education and consequent recognition of its work by higher institutions, a high school must require all graduates to have pursued a course of four years of not less than eight months each along certain specified lines. These lines are approximately as follows: English, three years; Mathematics, three years; Foreign Languages, three years; History, two years; Science, two years; Elective subjects, three years.

Admission of Teachers

Teachers not graduates of commissioned high schools who hold at least a two years' license to teach in the common schools of the state, and have actually taught not less than eighteen months, may receive credit for the electives in the Requirements for Admission. The study and discipline involved in the work of teaching will be recognized as an equivalent for the elective entrance subjects.

High school teachers of this state may receive credit for any branch, required for admission to college, which they have taught.
for eighteen months, and on which they have received a grade in the
state or county examination of not less than ninety per cent.

When such credits as the above are desired a statement setting
forth the above required facts and signed by the superintendent,
under whom the teaching was done, must be presented.

Admission to the Freshman class by certificate is in all cases
provisional. If the student fails to sustain himself he will be re-
quired to accept whatever other classification may be found to be
requisite.

Commissioned High Schools. The following is the list of commissioned high
schools, with the names of the present superin-
tendents:

Akron, John D. Heighway.
Albany, A. L. Ellabarger.
Albion, W. H. Menaugh.
Alexandria, Oscar M. Pittinger.
Amboy, J. E. Clifford.
Arno, Elmer Merrill.
Anderson, J. B. Pearcy.
Andrews, M. A. Taylor.
Angola, E. V. Shockley.
Arcadia, E. A. Woods.
Argos, C. L. Hottel.
Ashley, W. N. Faulkerson.
Atlanta, E. S. Maple.
Attica, C. L. Wagner.
Auburn, H. S. Hippensteel.
Aurora, J. R. Houston.
Bedford, J. B. Fagan.
Bicknell, B. E. Myers.
Bloomfield, Ray Beeman.
Bloomington, W. H. Sanders.
Bluffton, P. A. Allen.
Boonville, C. E. Clarke.
Boswell, J. W. Todd.
Bourbon, E. B. Rizer.
Brazil, C. C. Coleman.
Bremen, Luther T. Platt.
Bristol, Z., B. Leonard.
Broad Ripple, Paul Coughlin.
Brook, E. E. Vance.
Brookville, J. W. Stott.
Brookston, Carl D. Garlough.
Brownstown, J. A. Linker.
Burnettsville (Burnett's Creek
P. O.) A. A. Mouser.
Butler, Harry R. Bean.
Cambridge City, Lee Ault.
Cannelton, Hardin Whitmarsh.
Carlisle, L. R. Asbury.
Carmel, John W. Starn.
Carthage, Otis Hockinson.
Cayuga, Colfax Martin.
Centerville, E. E. Oldaker.
Chalmers, Flora Roberts.
Charlestown, H. G. Knight.
Chester ton, S. H. Roe.
Churubusco, Joe E. Colborn.
Cicero, F. M. Starr.
Clark's Hill, Louis Hillman.
Clinton, O. C. Pratt.
Clayton, G. R. Smith.
Colfax, S. H. Watson.
College Corner, C. C. Gallespie.
Columbia City, M. W. Deputy.
Columbus, T. F. Fitzgilbon.
Connersville, G. M. Wilson.
Converse, Isaac Cripe.
Corydon, E. Taylor.
Covington, H. S. Kaufman.
Crawfordsville, L. N. Hines.
Crown Point, F. F. Heighway.
Dana, E. E. Davis.
Danville, M. S. Mahan.
Darlington, J. T. Harriman.
Decatur, William Beachler.
Delphi, E. L. Hendricks.
Dublin, P. V. Voris.
Dunkirk, C. E. Vinzant.
East Chicago, E. N. Canine.
Eaton, S. D. Morris.
Edinburg, E. A. Humke.
Elkhart, Ellis H. Drake.
Elwood, C. S. Meek.
Evansville, Frank W. Cooley.
Evansville, (colored) Frank W. Knox, W. F. Ellis.
Farmersburg, E. A. O'Dell.
Farmland, Omar Caswell.
Flora, E. J. Todd.
Fortville, Albert Reep.
Fort Wayne, J. N. Study.
Fountain City, O. L. Voris.
Fowler, Ira P. Rinker.
Frankfort, E. S. Monroe.
Frankfort, E. S. Monroe.
Franklin, A. O. Neal.
Frankton, Charles O. Todd.
Galveston, Elbert Day.
Garrett, F. M. Merica.
Gas City, J. H. Jeffery.
Gaston, C. L. Clawson.
Goodland, H. A. Henderson.
Goshen, Lillian E. Michael.
Gosport, R. B. Duff.
Grass Creek, W. E. Nickels.
Greencastle, H. G. Woody.
Greenfield, W. C. Goble.
Greensburg, E. C. Jerman.
Greentown, L. E. Hildebrand.
Greenwood, M. J. Fleming.
Geneva, Robert Poer.
Hagerstown, Chas. Woollard.
Hamlet, Fletcher A. Ogle.
Hammond, C. M. McDaniel.
Hartford City, W. A. Myers.
Hebron, M. E. Dinsmore.
Helton, J. C. Stahl.
Hobart, G. H. Thompson.
Hope, W. P. Shortridge.
Huntingburg, J. P. Richards.
Huntington, W. P. Hart.
Idaville, Frank McCraig.
Indianapolis, C. N. Kendall.
Jasper, W. E. Wellman.
Jeffersonville, C. M. Marble.
Jonesboro, F. J. Kimball.
Kendallville, D. A. Lambright.
Kentland, J. C. Dickerson.
Kewanna, A. M. Arnold.
Kirklin, T. H. Stonecipher.
Knightstown, R. M. Elrod.
Kokomo, R. A. Oggy.
Ladoga, J. F. Warfel.
Lafayette, R. F. Hight.
Lagrange, J. M. Geiser.
Lapel, I. V. Busby.
Laporte, John A. Wood.
Lawrenceburg, Jesse W. Riddle.
Lebanon, H. G. Brown.
Liberty, T. W. Records.
Ligonier, W. C. Palmer.
Lima, A. W. Nolan.
Linden, A. S. Fraley.
Linton, J. H. Haseman.
Logansport, A. H. Douglass.
Loogootee, A. G. Cato.
Lowell, W. A. Deys.
Lynn, A. G. Morris.
Madison (colored), W. A. Jessup.
Madison, W. A. Jessup.
Marion, B. F. Moore.
Markle, J. E. First.
Martinsville, J. E. Robinson.
Matthews, E. J. Ashlangu.
Michigan City, Lewis W. Keeler.
Middletown, J. W. Kendall.
Mishawaka, J. F. Nunor.
Mitchell, J. H. Hoskinson.
Monon, C. W. Pratt.
Montezuma, Glen C. Tolin.
Monticello, J. W. Hamilton.
Montpelier, L. E. Kelley.
Mooresville, W. C. Pidgeon.
Morristown, Chas. H. Stirling.
Mt. Vernon, E. G. Bauman.
Mulberry, Hugh McLane.
Muncie, G. L. Roberts.
McCordsville, O. W. Jackson.
Morocco, W. O. Schanlaugh.
New Albany, C. A. Prosser.
Nappanee, Chas., F. Miller.
New Augusta, F. C. Senour.
Newburgh, Wm. Jordan.
New Carlisle, L. O. De Camp.
New Castle, J. C. Weir.
New Harmony, M. V. Mangrum.
New Market, C. E. Kelley.
Newport, Jos. F. Gonnaely.
Noblesville, E. L. Holton.
North Judson, A. E. Wickizer.
North Manchester, E. B. Gibbs.
North Salem, Geo. A. Keeney.
North Vernon, G. P. Weedman.
Oakland City, F. D. Churchill.
Odon, A. T. Mayfield.
Onward, C. H. Reider.
Orleans, Alvin C. Payne.
Owensville (conditioned), C. Boren.
Onward, C. H. Reider.
Paoli, C. W. Dodson.
Farker, Carl H. Mote.
Pendleton, E. D. Allen.
Pennville, Albert Porter.
Peru, A. A. Campbell.
Petersburg, Sylvester Thompson.
Pleasant Lake, John E. Lung.
Plainfield, J. F. Evens.
Plymouth, R. A. Randall.
Portland, Grant E. Derbyshire.
Poseyville, Herbert Keninet.
Princeton, Harold Barnes.
Redkey, H. W. Bortner.
Remington, Fred J. Breeze.
Rensselaer, L. N. Warren.
Richmond, T. A. Mott.
Rising Sun, E. Z. Scott.
Roachdale, Roann, J. F. Hines.
Roannooke, B. H. Smith.
Rochester, A. L. Whitmer.
Rochester Township High School, W. H. Banta.
Rockport, F. S. Morganthaier.
Rockville, John A. Linebarger.
Rolling Prairie, F. R. Farnam.
Rossville, W. W. Mershon.
Royal Center, A. L. Frantz.
Royerton, J. P. O'Mara.
Rushville, J. H. Scholl.
Russiaville, N. F. Hutchison.
Salem, Frank A. Gause.
Sandborn, R. M. Hogue.
Scottsburg, Thos. J. Kirby.
Salma, R. V. Hindehaw.
Seymour, H. C. Montgomery.
Shelbyville, J. H. Tomlin.
Sheridan, E. J. Llewelyn.
Shipshewana, H. H. Keep.
Shioals, O. H. Griest.
South Bend, Calvin Moon.
South Whitley, W. W. Strain.
Spencer, C. T. Gray.
Stockwell, F. F. Shaffer.
Star City, I. N. Stanley.
F. Sullivan, J. W. Holton.
Summitville, C. E. Greene.
Swayzee, J. O. James.
Terre Haute, W. P. Morgan.
Thorntown, E. T. Woodward.
Tipton, C. F. Patterson.
Topeka, Ora L. Smith.
Union City, O. H. Blossom.
Union Mills, J. B. Thompson.
Upland, W. S. Painter.
Valparaiso, A. A. Hughart.
Van Buren, J. W. Blue.
Veedersburg, Edwin C. Dodson.
Vevay, E. M. Danglade.
Vincennes, R. I. Hamilton.
Wabash, Miss Adelaide S. Baylor.
Wakarusa, Walter J. Brinson.
Walkerton, S. J. Shadle.
Walton, R. E. Ballenger.
Walnut Grove, M. G. Burton.
Wanatah, E. H. Richardson.
Warren, R. J. Walters.
Warsaw, J. J. Early.
Washington, W. F. Axtell.
Waterloo, W. H. Roper.
Wayland, H. M. Dixon.
Wayneton, E. E. Vanscoyoc.
West College Corner, C. E. Gillespie.
Westfield, Guy Cantwell.
West Lafayette, E. W. Lawrence.
West Lebanon, H. Maud Hetzel.
West Newton, Everett McClain.
Whiting, John C. Hall. Windfall, Herman Wimmer.
Williamsport, S. C. Hanson. Wolcott, L. E. Wheeler.
Winchester, O. R. Baker. Young America, A. E. Bond.
Zionsville, J. H. Stonecipher.

Approved
Fitting Schools. The following is the list of approved fitting schools adopted by the faculty:
Fairmount Academy, Fairmount, Winona Academy, Winona, Ind.
Spiceland Academy, Spiceland, Ind. Westfield Academy, Westfield, Ind.

Specific Requirements.
The following paragraphs will show what is accepted as full preparation for college entrance in the several subjects:

(1) English Composition. To meet this requirement, sustained and regular practice in writing is necessary, extending throughout the high-school course, and including constant correction by the teacher, and frequent revision by the student. No applicant will be accepted in English whose work is notably defective in point of spelling, punctuation, grammar, idiom or paragraph structure.

(2) English Literature. For entrance in 1908 the requirements are as follows:

(a) For general reading—Shakespeare's Merchant of Venice and Macbeth; The Sir Roger de Coverley Papers in The Spectator; Irving's Life of Goldsmith; Coleridge's Ancient Mariner; Scott's Ivanhoe and The Lady of the Lake; Tennyson's Gareth and Lynette, Lancelot and Elaine, and The Passing of Arthur; Lowell's Vision of Sir Launfal; George Elliot's Silas Marner.

(b) For careful study—Shakespeare's Julius Caesar; Milton's Lycidas, Comus, L'Allegro and Il Penseroso; Burke's Speech on Conciliation with America; Macaulay's Essay on Addison and Life of Johnson.

For entrance in 1909-11 the requirements are as follows:

(a) For general reading—Group 1 (two to be selected); Shakspere's As You Like It, Henry V., Julius Caesar, Merchant of Venice, Twelfth Night.

Group 2 (one to be selected): Addison's The Sir Roger de Coverley Papers; Bacon's Essays; Bunyan's Pilgrim's Progress. Part I; Franklin's Autobiography.

Group 3 (one to be selected): Chaucer's Prologue; Goldsmith's Deserted Village; Palgrave's Golden Treasury (First Series). Books II and III; Pope's Rape of the Lock; Spenser's Faerie Queene (Se-

Group 4 (two to be selected): Blackmore's Lorna Doone; Dick-
ens's Tale of Two Cities; Elliot's Silas Marner; Mrs. Gaskell's Cran-
ford; Goldsmith's Vicar of Wakefield; Hawthorne's House of
Seven Gables; Scott's Ivanhoe; Scott's Quentin Durward; Thackeray's Henry Esmond.

Group 5 (two to be selected): Carlyle's Heroes and Hero-Worship; De Quincey's Joan of Arc, and The English Mall Coach; Emerson's Essays (Selected); Irving's Sketch Book; Lamb's Essays of Ella; Ruskin's Sesame and Lilies.

Group 6 (two to be selected): Arnold's Sohrab and Rustum; Browning's Selected Poems; Byron's Mazeppa and Prisoner of Chillon; Coleridge's Rime of the Ancient Mariner; Longfellow's Courtship of Miles Standish; Lowell's Vision of Sir Launfal; Macaulay's Lays of Ancient Rome; Palgrave's Golden Treasury (First Series), Book IV; Poe's Poems; Scott's Lady of the Lake; Tennyson's Gareth and Lynette, Lancelot and Elaine, and The Passing of Arthur.

(b) For careful study—Burke's Speech on Conciliation with America, or Washington's Farewell Address and Webster's First Bunker Hill Oration; Macaulay's Life of Johnson, or Carlyle's Essay on Burns; Milton's Minor Poems; Shakespeare's Macbeth.

Too much emphasis cannot be laid on the necessity, especially in the preparation, of the work assigned for careful study, of persistent drill looking toward the attainment of thoroughness, accuracy and exactness. Both the entrance examination and (in the case of students provisionally admitted on certificate) the work of the first term may be expected to test definitely these qualities.

Mathematics. The student should have a thorough, usable knowledge of Algebra through quadratics, and of Plane and Solid Geometry.

Foreign Language. Greek, Latin, French or German will be accepted as entrance language. The student must have completed at least three years' work in some one of these languages, and four years is much to be desired.

The requirements in the various languages are as follows:

Greek. Ball's Elements of Greek, or an equivalent; Xenophon's Anabasis, four books; Homer's Iliad or Odyssey, four thousand lines; Pearson's Composition, or an equivalent; Jebb's Introduction to Homer.

Latin. Elements of the language; Caesar, four Books; Cicero, five Orations; Vergil, four books; Composition. For guidance in this work see the circular of the State Board of Education addressed to Commissioned High Schools.

French. The equivalent of courses 1, 2 and 3, as outlined under the Department.

German. The equivalent of courses 1, 2 and 3, as outlined under the Department.
Schools offering French or German are referred to the Report of the Committee of Twelve for guidance.

History. The entrance requirements are not less than two years of History above the common school requirement. Wherever possible the Report of the Committee of Seven on the Study of History in the Schools (Macmillan) should be followed. There should be considerable collateral reading and practice in map drawing.

Science. A year's experimental work each in two of the following sciences: Botany, Zoology, Geology, Chemistry, Physics. In addition to the textbook in use, the school should have several other texts and laboratory manuals on hand and refer to them constantly.

Advanced Standing. Students entering with advanced standing from other colleges of high standard and presenting a detailed statement of their work will receive credit therefor. Graduates from Commissioned High Schools who have done post-graduate work after graduation will receive credit therefor.

Special Students. Students of mature age who wish to pursue certain studies without being candidates for a degree will be permitted to enter such classes as they are prepared to enter. However, should such students later wish to become candidates for a degree it will be necessary for them to comply with the requirements for a degree.

REQUIREMENTS FOR GRADUATION.

The college year is divided into three terms. One recitation of fifty-five minutes duration per week throughout a term constitutes a college credit of one hour. Students are expected to carry four subjects with four such recitations each per week, thus receiving a credit of sixteen hours per term and one hundred and ninety-two hours in four years. Under certain conditions students may be permitted to carry more or fewer than four subjects per term.

The following outline of courses is given in carefully arranged groups. Each group comprises (1) dominant subjects, which adapt the courses to the needs of particular classes of students and afford special preparation for professional study; (2) related subjects, which give the breadth and symmetry requisite in a liberal education; (3) studies common to all the groups and required of all students.

Elective courses are printed in Italics. The numeral to the right of each subject refers to the course described under Departments of Instruction.
# OUTLINE OF COURSES.

The numeral to the right of each subject refers to the course described under Departments of Instruction.

## FRESHMAN YEAR

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<td>Biological</td>
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*Note: This table represents the course outline for the freshman year. The categories and subjects listed are typical of a college curriculum, focusing on a balance of liberal arts, sciences, and specialized courses.*
### Sophomore Year

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<thead>
<tr>
<th>Group I</th>
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**Electives:**
- Latin
- Greek
- German 2
- Biology 1
- Chemistry 1

*Biology and Chemistry are required of all students in this group.
### JUNIOR YEAR

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- Group I: Classical
- Group II: Philosophical
- Group III: Chemical
- Group IV: Historical
- Group V: Modern Language

*If Physics is not taken here it must be elected in Chemistry 1. Senior year. Biology primarily intended for students preparing for study of medicine.*

Electives:
- Political Science 1, 2, 3
- History 4, 5, 6
- Biology 1
- Chemistry 1
- Physics 1

Electives:
- Political Science 1, 2, 3
- Education 7, 8, 9, 10
- English 6, 7, 8
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**Electives:**
- Latin 4
- English 6, 7 and 8
- Astronomy 1
- Geology 1
- Physics 1
- Chemistry 1
- History 4
- Physics 1
- Biology 2, 3
- Chemistry 2
- Astronomy 1
- Geology 1
- Biology 4
- Philosophy 15
- English 6, 7 and 8
- Astronomy 1
- Geology 1
DEPARTMENTS OF INSTRUCTION.

The work of the College of Liberal Arts is organized under fifteen departments of instruction, as follows:

I. Philosophy and Education.
II. English Language and Literature.
III. Greek Language and Literature.
IV. Latin Language and Literature.
V. German Language and Literature.
VI. French Language and Literature.
VII. History and Political Science.
VIII. English Bible.
IX. Mathematics.
X. Astronomy.
XI. Chemistry.
XII. Physics.
XIII. Biological Sciences.
XIV. Geology.
XV. Public Speaking.

1. PHILOSOPHY AND EDUCATION.

The general philosophical subjects and the professional educational subjects are mutually reciprocal and supplementary, since they are essentially mental in nature. The State Teachers' Training Board recently ruled that teachers seeking professional credits in the standard accredited colleges of the State may apply general philosophical credits in History of Philosophy, Logic, Psychology and Ethics,—not to exceed one-third of the required number,—toward their professional training.

In accordance with these facts, the work of the Department of Philosophy and Education has been so organized and unified that anyone seeking training for the teaching profession may easily find the required number of professional courses, and at the same time may have the advantage of a general philosophical training. Those desiring to major regularly in Philosophy may take one-third of their credits from among the professional-educational courses. The systematic pursuit of the courses of study as correlated and arranged below will give the student a splendid grasp of the facts of the mind and of life.

1. Introductory Psychology—Four hours. Fall Term.

This course is intended to give the student a knowledge of the normal adult mind. It aims to teach him to observe his own mental processes, and to become familiar with the main facts upon which
the science is based. Hence, observation and introspection are encouraged. Since it is assumed that an elementary knowledge of psychology per se should be acquired before “applied psychology” is studied, this course is required also of all students who wish to pursue the subject of Educational Psychology. Text, Angell’s Psychology.

2. Logic.—Four hours. Fall Term.

This course considers the laws of thought in the light of development and actual procedure. Especial emphasis is laid on the formal and material fallacies, both in Inductive and Deductive reasoning. Text, Creighton’s Introductory Logic.

3. Experimental Psychology.—Four hours. Winter Term.

This course is open to all students who have had course 1. The theories of mental experience advanced in course 1 are experimentally tested and elaborated by constant reference to one’s own mental states and processes. Laboratory work. Text, Tichener’s Experimental Psychology.

4. Educational Psychology.—Four hours. Winter Term.

This course aims to present a system of functional psychology as applied to the work of the school room. The subject is presented genetically. An attempt is made to ascertain the native endowments of the child. The psychological principles involved in instinct, impulse, play, habit, attention, association, imagination, conception, judgment, reasoning, et cetera, are deduced, and their application to the educative process pointed out. Lectures, recitations, reports and discussions. Texts, Horne’s Educational Psychology and Kirkpatrick’s Fundamentals of Child Study.

5. Experimental Psychology.—Four hours. Spring Term.

This course is a continuation of course 3, the two forming a complete whole. See course 3 for description.

6. Educational Psychology.—Four hours. Spring Term.

This course is a continuation of course 4, the work of the two terms forming a complete whole. Any student desiring to take this term’s work should have the work of the first term also. See description of course 4.

7. The Philosophy of Education.—Four hours. Fall Term.

This course seeks to determine the meaning of education. The educative process is defined from the standpoint of the individual and of society. The various educative agencies, such as the home,
the school, the state and the church, are considered in their relation to the individual and to society. The course attempts to give a general theoretic basis for the more specific questions which are considered in following courses. Text, Horne's Philosophy of Education.

8. The Science of Education.—Four hours. Winter Term.

This course aims to present a study of Method in Education. The chief question which the normative science of Education asks,—How ought education to proceed,—is fully discussed. Text assigned readings and discussions.

9. History of Education.—Four hours. Winter Term.

The aim of this course is to make a brief elementary study of the evolution of education, from an historical point of view. Davidson's History of Education is used as a guide. Supplementary lectures are given, and readings required from the Educational Classics, the Great Educator Series and other related works.

10. The Art of Education.—Four hours. Spring Term.

This course considers briefly the subjects of school organization and school management, after which the more practical phases of teaching are discussed. Such subjects as play, discipline, punishment and incentive furnish topics for special readings, reports and discussions.

11. School Administration.—One hour. Spring Term.

Lectures, reports and discussions. Chancellor's text is used as a guide.

12. History of Philosophy, Ancient and Medieval.—Four hours. Fall Term.

A study of the development of philosophical thought to the time of Bacon, with its bearing upon the civilization of the world.


A study of the general field of Modern Philosophy with special attention to the origin, progress and present tendencies of philosophic inquiry.

14. Ethics.—Four hours. Spring Term.

Both Theoretical and Practical Ethics are considered. In the first, a critical and constructive view of the various theories is presented. Under the latter is considered the application of the prin-
ciples to social problems and to Christian civilization.

15. A System of Philosophy.—Two hours. Throughout the year.

The aim of this course is to acquaint the student with some of the great systems of philosophy and to give a systematic drill in philosophic thinking.

II. ENGLISH LANGUAGE AND LITERATURE.

The work of the English department aims at three things: (a) ability to write clear, straightforward, idiomatic English; (b) comprehensive knowledge and intelligent appreciation of the field of English Literature as a whole; (c) exact and thorough knowledge of certain stages in the development of the language and, in the literature, of certain selected periods, representative literary types and masterpieces and individual writers.

1. Rhetoric and Composition.—Two hours. Throughout the year.

This course includes a thorough study of rhetoric and extensive writing of short and long themes. There will be lectures and conferences. Considerable reference work will be required. Required of all Freshmen.

2. English Composition and History of English.—One hour. Fall and Winter terms.

This course includes the writing and delivery of an oration each term, and lectures on the history of the English language.

3. Argumentation.—One hour. Spring term.

This course includes brief drawing, oral and written arguments. Baker's Specimens of Argumentation. Courses (2) and (3) are open to all sophomores who have had English 1.

4. The History of English Literature.—Four hours. Fall and Winter terms.

This course aims to give a comprehensive survey of the history of English literature by means of lectures, critical readings and outside reading of representative works. The following is the reading list for 1908-1909:

Beowulf (selections) (*) Chaucer: Prologue, Knight's Tale, Nun's Priest's Tale; Malory: King Arthur, Books I. and II.; (*) Spenser: Faerie Queen, Book I.; Shakespeare: As You Like It, (*) Hamlet, Richard the Third, The Tempest; Marlowe: The Jew of Malta; Ben Jonson: The Alchemist; Bacon's Essays (selected); Milton: Paradise Lost, Books I. and II.; Sonnets; Dryden: Palamon and Arcite, (*) Alexander's Feast; Swift: Gulliver's Voyage to Lilliput;
Pope: (*) Essay on Man; Johnson: Milton; Goldsmith: She Stoops to Conquer. The Traveller. The Deserted Village; Gray’s Elegy; Burns: Cotter’s Saturday Night and (*) other poems. Lamb’s Essays (selected); Carlyle: Hero as Prophet. In Page’s British Poets of the Nineteenth Century, are studied representative poems of Wordsworth, Coleridge, Scott, Byron, Shelley, Keats, Landor, Tennyson, The Brownings, Clough, Arnold, Rossetti. Morris, and Swinburne. Scott’s Kenilworth, Dicken’s Tale of Two Cities, Thackeray’s Vanity Fair, and George Elliot’s Adam Bede are studied with outlines furnished. Works marked (*) and the nineteenth century poets are read as a whole or in part in class; other works read outside and merely discussed in class.

5. The History of American Literature.—Four hours. Spring term.

Course 5 follows course 4, the two forming a complete whole. Similar methods are applied to the study of American literature. An amount of reading similar to that of course 4 is required. Required of all Juniors.

6. Literary Criticism and the Novel.—Four hours. Fall term.

This course includes an introduction to the laws, methods and principles of literary criticism, and a study of the use, development and present tendencies of the English novel. The course requires the careful reading and criticism of selections from the novels of Dickens, Thackeray and George Elliot. Required of Seniors in Modern Language group. Elective for others.

7. Shakespeare and the Drama.—Four hours. Winter Term.

This course is devoted to the critical study of several of Shakespeare’s plays, followed by the reading of a number of plays illustrating the development of Shakespeare’s dramatic art and his place in the Elizabethan literature. Required of all Seniors in the Modern Language group. Elective for all others.

8. Nineteenth Century Poetry.—Four hours. Spring Term.

This course gives special attention to Wordsworth, Tennyson, and Browning. Required of Seniors in Modern Language group. Elective for all others.

III. GREEK LANGUAGE AND LITERATURE.

1. *Elementary Greek. Elements of the language. Hall’s Elements of Greek Review and Greek Prose Composition. Fall and Winter terms, four hours. Open to all students.

2. *Xenophon, Anabasis, four books. Composition based on the text. Goodwin, Greek Grammar; Smith, Anabasis; Pearson, Greek Prose Composition. Spring and Fall terms, four hours. Open
to those who have passed in Course 1.

3. *Homer, Iliad and Odyssey. Translation of three books of the Iliad and five of the Odyssey, metrical reading, brief survey of Homeric life and antiquities. Winter and Spring terms, four hours. Open to those who have passed in Course 2.

4. *Aeschylus and Sophocles, selected plays; Herodotus, Histories, selections: Plato, selections. Lectures and assigned readings on the history of Greek literature. Throughout the year, four hours. Open to those who have passed in Course 3.

5. *Euripides and Aristophanes, selected plays; Demosthenes, Olynthiacs and Philippics, or De Corona; Thucydides, Histories, selections. Lectures and assigned readings on Greek life. Throughout the year, three or four hours. Open to those who have passed Course 3.

6. Greek Testament. Selections. Open for one hour throughout the year, to those who have passed in Course 1, and for 2 hours to those who have passed in Course 3.

*Required of students in Classical group.

IV. LATIN LANGUAGE AND LITERATURE.

1. *Cicero de Amicitia and de Senectute; Livy, Selections; Terence, Andria or Phormio. Composition and Grammar. Throughout the year, four hours. Open to all Freshmen. Required of all in Classical group.

2. Horace, Odes and Epodes; Tacitus, Agricola and Germania; Pliny, Selected Letters. Composition, Roman Life. Throughout the year, four hours. Open to those who have completed Course 1.

3. Tacitus, Histories; Horace and Juvenal, Satires; Cicero de Natura Deorum with collateral work in Lucretius de Rerum Natura. Palaeography, History of Latin Literature. Throughout the year, four hours. Open to those who have completed Course 2.

4. Plautus and Terence, Selected Comedies; Elegiac Poets: Cicero de Oratore, and Tacitus, Dialogues. History of Latin Language. Throughout the year, four hours. Open to those who have passed in Course 2.

V. GERMAN LANGUAGE AND LITERATURE.


2. *Schiller's Wilhelm Tell; Goethe's Hermann und Dorothea; Lessing's Minna von Barnhelm; Freytag's Die Journalisten. Composition and grammar. Throughout the year, four hours.

3. *Lessing's Nathan der Weise; Sudemann's Frau Sorge; Schiller's Maria Stuart; von Kienzle's Deutsche Gedichte. History of German Literature. Throughout the year, four hours.

4. *Goethe's Iphigenie, Egmont; Schiller's Wallenstein:
Scheffel's Trompeter von Saekkingen; Fulda's Der Talisman. Historical German Grammar. Throughout the year, four hours.
*Required of all students in Modern Language group. Elective for others.

VI. FRENCH LANGUAGE AND LITERATURE.


2. *Reading, Translation. Composition, Dumas's L'Evasion du Duc de Beaufort; Balzac's Le Cure de Tours; Pailleron's Le Monde ou l'on s'ennuie; Canfield's French Lyrics. Fraser and Squair. Throughout the year, four hours. Open to those who have completed Course 1.

3. *Racine's Athalie; Moliere's Le Misanthrope; Corneille's Le Cid; Beaumarchais's Le Barbair de Seville; Fortier's Literature Francaisee. Throughout the year, four hours. Open to those who have completed Course 2.

*Required of all students in Modern Language group. Elective for others.

VII. HISTORY AND POLITICAL SCIENCE.

1. *History of Greece, to the death of Alexander the Great, with a brief survey of the history of Oriental Nations. Emphasis will be laid on Greek institutions, interstate relations, art, philosophy, literary and social topics. Fall term. three hours.

2. *History of Rome, to the Empire of Charlemagne. Institutional life, social and economic problems; the provinces and their government: the growth of Roman law; Christianity. Winter term, three hours.

3. *Medieval History.—Empire of Charlemagne to the close of the 15th century. Feudalism, Ecclesiastical institutions; Struggles between the Empire and the Papacy; the rise of towns and their institutions; the rise of modern states. Spring term, three hours.

4. *Modern European History.—A brief study of European countries since 1500, designed to complete the outline of general history begun in courses 1, 2 and 3. The Reformation; The Old Regime; Revolution and Reaction; Democracy and Expansion. Fall term, four hours.

5. *American Colonial and Constitutional History to 1800.—Discovery and exploration; Colonization; Colonial Englishmen; Colonial Americans; Internal Development; Revolution; Federation; Constitution. Winter term, four hours.
6. *American Constitutional History since 1800.—National development; Sectionalism; Civil war; Reorganization; The new Republic; The twentieth century. Spring term, four hours.
   NOTE.—Collateral reading, special reports and map drawing in all courses in history.
   *Required of all students in Historical Political group. Open to others.

1. *Political Economy.—An introduction to the leading principles of economic science. Industries, consumption, production, exchange, money and credit, monopolies, wage system, expenditures and revenues. Fall term, four hours.

2. *Public Finance.—A study of revenues and expenditures of various political units, local, state and national; and the leading features of financial administration, taxation and public debt. Winter term, four hours.

3. *Municipal Problems.—History of municipal organization in the United States; the position of the city; the sphere of municipal activity; the relation of the city to the state; European cities vs. American cities; Municipal government and political parties; Modern municipal organization. Spring term, four hours.
   *Required of all students in Historical-Political group. Open to others.

VIII. ENGLISH BIBLE.

In the Dresden gallery of royal gems is a silver egg. Touch a spring, and it opens, disclosing a golden chicken; touch the chicken, it opens disclosing a crown studded with gems; touch the crown, it opens disclosing a magnificent ring which just fits the prince's finger. So it is with the rich treasures contained in the Bible. The Book presents ever-increasing revelations of beauty, richer and grander than the gems from any royal gallery. He who opens the Bible with an honest heart in search of truth and salvation, is sure to enter a land flowing with milk and honey, where the fruits ripen regularly and the soft breezes are wafted homeward as the incense ascends from the altar of the heart's devotion.

It is the best book in the world's library, and circulates to-day in over 450 languages at the rate of over 10,000,000 copies a year, reaching over 12,000,000 people. The Bible may be printed in many languages, yet the fact of the real need of its study remains as before. Books, unless studied, will not supply the need which exists.

(a) The Need of Bible Study.

It is a sad fact, that in many homes, the Bible is the neglected book of the household. Many have held, and are still holding to the idea, that it is a book to instruct people in the art of dying.
No greater mistake than this is likely to be made. It is the one book dealing with present-day problems; the art of right living. Many persons do not study it, because they say they do not understand it. It should be studied as we would study any other book. There is no more reason for thinking we should be able to comprehend its great truths without careful and painstaking study, than that we should be able to master other books without study.

(b) Reasons for Studying the Bible.
1. Because of what it is, a selected literature.
2. It is a record of the spiritual experiences of men.
3. It reveals high ideals and produces Christ-like characters.
4. It is the word of God to man, and if obeyed, will lead man to God.

I. How We Got Our Bible.
1. A study of the different versions.
   (a) Sources of our Bible. (b) Ancient Manuscripts. (c) Ancient versions and quotations. (d) Early English versions. (e) Wycliffe's Version. (f) Tyndale's Version. (g) The Bible after Tyndale's Days. (h) The Revised Version.

II. The Old Testament.

1. Fall Term.
   (a) Studies in the Four Gospels.
2. Winter Term.
   (a) The Pauline Epistles.
3. Spring Term.

The course requires three years' work to complete it. Two years are required to complete the Old Testament, and one year for the New.

Two years' work are required for graduation, four terms of which must be taken in the Old Testament and two in the New. More work may be elected if desired.

The work is so correlated that prophecies set forth in the Old Testament are shown to have been fulfilled in the New.

An outline of each book is worked out in connection with its geographical and historical setting, and the contemporaneous literature.

This work is given in the Freshman and Senior years of the college course. Others desiring to pursue the work must first obtain permission from the Faculty. A four-hour course will be offered to students in the other departments.
IX. MATHEMATICS AND ASTRONOMY.

1. Advanced Algebra. This course consists of a brief review of the quadratic equation, ratio and proportion, series, indeterminate coefficients, continued fractions, logarithms, permutations, combinations, theory of equations. Four hours a week for the Fall term. Required of Freshmen in all groups.

2. Trigonometry, Plane. Trigonometric functions and definitions, goniometry, solution of right and oblique triangles, and trigonometric equations. Four hours a week for the Winter term. Required of Freshmen in all groups.

3. Trigonometry, Spherical. Development of formulas, solution of right and oblique spherical triangles, applications to the celestial sphere. Four hours a week for the Spring term. Required of Freshmen in all groups.

4. Analytical Geometry. Loci and their equations, equations of the straight line, circle, parabola, ellipse, hyperbola, systems of co-ordinates, higher plane curves. Four hours a week throughout the year. Courses 2 and 3 are prerequisites for this course.

5. *Differential Calculus. Courses 2, 3 and 4 are prerequisites to this course. Much drill is required in this course to familiarize the student with a new field. Four hours a week for the Fall term.

6. *Integral Calculus. This course is a continuation of Course 5. Applications of calculus to geometry and mechanics receive special attention. Four hours a week for Winter term.


*Required of all students in Chemical-Biological group. Elective for others.

X. ASTRONOMY.

1. General Astronomy.—Two hours. Throughout the year.
This course is designed for students who wish to study the subject as a part of a liberal education. Elective in Senior year of all groups.

XI. CHEMISTRY.

1. General Chemistry.—Six hours. Throughout the year.
The aim in this course is to acquaint the student with the general principles which underlie the subject and to give him skill in the use of apparatus. He is required to submit a written report upon all laboratory work, and is encouraged to be systematic and accurate. Each student has his own supply of
apparatus, which is supplemented by a general stock. The non-metallic elements are studied the first half of the year and the metallic elements the second half.

2. Qualitative Analysis.—Six hours. First half year. It is the object of this course to furnish the student with the best methods of qualitative analysis. Prerequisites, Course 1. Special attention is given to the analysis of air, water, the more common metallic elements and acids.

3. Qualitative Analysis.—Six hours. Second half year. Students who have completed Courses 1 and 2 are permitted to enter for this course. The work is largely laboratory, supplemented by lectures and quizzes. Both the volumetric and the gravimetric methods of analysis are used in determining salts, alloys and commercial products. A good chemical balance and other equipment for accurate work are provided.

XII. PHYSICS.

The course in Physics is offered to those who wish a more extended course than offered in Elementary Physics. The instruction is given by means of text book and lectures. The subject is illustrated by experiments in the laboratory, and the solution of problems. To enter upon the work of this course the student must have completed mathematics through Trigonometry, and the study of Analytical Geometry is recommended. Four hours a week throughout the year. The work by terms is indicated below:

First Term.—Mechanics and Heat.

Mechanics.—Laws of motion; falling bodies, projectiles, statics, energy, moment of inertia, hydrostatics, capillarity, hydraulics.

Heat.—Heat phenomena, changes in volume, temperature state, convection, conduction, radiation and thermodynamics.

Second Term.—Vibration and Waves, Sound and Light.

Vibration and Waves.—Wave motion, velocity, harmonic and complex waves, reflection and refraction, interference and diffraction.

Sound.—Analysis musical instruments.

Light.—General phenomena, reflection and refraction, optical instruments, pispersion, diffraction, double refraction, velocity, color, the eye and color sensation.

Third Term.—Magnetism, Electrostatics, Electrodynamics.

Magnetism.—Permanent and induced, magnetic force and induction.

Electrostatics.—Phenomena and measurement.

Electrodynamics.—Production, action and laws of currents, other electrical phenomena.
XIII. BIOLOGICAL SCIENCES.

1. Botany.—Five hours. Throughout the year.
   This course is devoted to general Botany. Laboratory work is
   required. Students are required to collect and preserve fifty
   plants. This or a parallel course in Zoology is required.

2. Vegetable Histology.—Four hours. Fall term.
   This is a course in Vegetable Histology, open to students who
   have had Course 1.

3. Vegetable Taxonomy.—Four hours. Winter and Spring terms.
   This course and course 2 are chify laboratory Courses. They
   will be supplemented by frequent lectures. Reports upon special
   topics are required of each student.

4. Economic Entomology.* Four hours.
   This is an advanced course in Economic Entomology and is
   open to students who have had Course 1.

XIV. GEOLOGY.

Two hours throughout the year.
This subject is studied under the general heads of Dynamical,
Structural and Historical Geology. Topics for special investiga-
tion are assigned to members of the class. Open to Seniors in all
groups.

XV. DEPARTMENT OF PUBLIC SPEAKING.

The art of public speaking rests upon certain laws of nature,
and it is the purpose of the department to present the work with this
aim in view. The value of public speech is recognized and empha-
sized as a most powerful agency and as an avenue to usefulness.

In the instruction special stress is laid upon originality and
the development of individuality. Elocution is taught as the oral
interpretation of literature—and a high standard of selections is
maintained. The full course consists of three years—including the
required year in the College. Students with previous training may
finish it in less time.

COURSE OF STUDY.

First Year. (Required—Freshman Year.)
Elocution.—Types of literary interpretation. Principles of ex-
pression. Modulation, emphasis, pitch, tone, quality, gesture, simple
calisthenics, breathing, readings, extempore speaking.
Interpretation and analysis of classics: Longfellow's Miles
Standish, Dickens's Christmas Carols, Orations of Washington and
Lincoln, Tennyson's Enoch Arden, Goldsmith's She Stoops to Con-
quered, Shakespeare's As You Like It. No text book.

Second Year. (Special Work.)
Tone production, oral exercises, physical culture, emotional development, vocal psychology, gesture and pantomime, analysis of standard works, reading and recitation of selections, private work. Text: Southwick's Elocution and Action.

**Third Year. (Special work.)**

Philosophy of expression, history of oratory, melody and speech, advanced voice development, dramatic training, characterization, monologues, cuttings from standard authors, oration work, extempore speaking, interpretation of Shakespeare, Browning, etc., private work. Text: Raymond's Orator's Manual.

**PRIVATE LESSONS.**

Persons who do not desire to graduate or take an entire course may arrange for lessons singly or by the term. In this case the work will be arranged to suit the individual needs of the student.
THE SUMMER SESSION.

The Summer Session will begin June 22 and close July 31. It will be under the direction of the Dean, and the members of the faculty of the University will constitute the corps of instructors. The College library and the laboratories will be utilized in connection with the work.

The purposes of the Summer Session are as follows:

First. To offer to teachers and students preparing themselves to teach, (a) Work in all the common school branches, (b) Training in general methods of instruction in those branches, (c) Training in practical school management, (d) Instruction in the general principles of Pedagogy.

Second. To afford deficient college and academy students the opportunity to make up their deficiencies.

Third. To place within the reach of any intelligent, capable persons who are unable to enter upon an extended college course, the opportunity of spending six weeks in the pursuit of special lines of study under very favorable conditions.

The work of the Summer School will be of the same quality and grade in every subject as the work of other terms, and will be open to both sexes.

Credit toward graduation will be given for the work done to an amount not exceeding eight college hours; that is, two college terms in one subject or one term in each of two subjects.

REVIEW OF COMMON BRANCHES DURING SUMMER SESSION.

Students may get a thorough review of the common school branches—Arithmetic, Grammar, Physiology, U. S. History and Reading. Tuition for the five branches is but $6 for the full term's work.

The Latin and Science courses for the three years are set forth in the Teacher's Training Department, pp. 46-48.

HISTORY.

First Year.

Fall Term.—Ancient History.—Oriental History, Rise of Hellas, Decline of Hellas, Macedonian supremacy, Roman kingdom, Early
Roman republic, Spread of Hellenic culture, Roman Empire, Roman papacy and establishment of Medieval empire.

Winter Term.—Medieval History.—The Empire and Papacy, Crusades, Rise of National States, The Renaissance.

Spring Term.—Modern European History.—The Reformation. The Old Regime, Revolution and Reaction, Democracy and Expansion.

Second Year.


Spring Term.—Civics.—General Character of American Government, State and Local Government, National Government. The selection of public officials; town, county, and city government; constitutional powers; The Judiciary; Congress: The Executive Departments.
TEACHERS' TRAINING DEPARTMENT.

ADMISSION.

Graduates of commissioned or certified non-commissioned high schools or those who have an equivalent scholarship will be admitted to all classes in this Department.

For a description of the professional work, see Courses 1-15 of Philosophy and Education in the College.

GEOGRAPHY.

No school subject has such a bewildering mass of facts from which the teacher is to draw his material as that of Geography. And because of this condition there is great danger of becoming lost and whiling away the time and energy of the child on non-essentials. To avoid this and at the same time take advantage of the richness of material lying all about us as a basis for becoming familiar with the large world-whole, the following courses are followed:

1. The work begins with the immediate country or territory around the school and is pushed out in a general way so far as a careful considering of the following six or seven subdivisions warrant:

   (a) The food products and the occupations connected with them.
   (b) The building materials and related trades.
   (c) Clothing materials used, manufacture, etc.
   (d) Local commerce, building of roads, bridges, railroads, waterways, etc.
   (e) The local surface features. Streams, hills, woods, moulded on the sand table and in the drawing of maps.
   (f) Town and county government. The court house, town or city hall, council or board and other officers, their duties and manner of selection.
   (g) Climate and seasons. Use of rain-gauge, barometer, study of weather maps, keeping of daily weather records. The sun, wind, storms, heat.

   This course extends through one term of daily recitations and
is devoted to a study of Indiana, the U. S. and North America.

It is to be noted that while this course is primarily home-geography in considering the six or seven principles above, the child is naturally pushed out to China, South America, Australia and the other divisions of the world.

2. The work in course one is made the basis of European geography. While Europe is small compared with some of the other continents, it has a greater number of valuable and instructive geographical topics than any other continent. This is due to the varieties of physical structure, the many different nationalities, and the high degree of civilization attained.

The underlying thought of the entire work in geography is that the mass of facts is to be learned incidentally and in their natural subordination to the real centers of geographic thought.

French, English, Russian and other European countries' interests or possessions are used as the natural starting point in the study of Asia.

3. Course three is a consideration of Africa, Australia and South America. Again European, as well as North American, influences and possessions form the basis for the study of these continents.

**LANGUAGE, GRAMMAR, COMPOSITION.**

1. Language.—The aim of this course is to smooth the path of the teacher in the first four years of the grades as much as it is possible to do in one term.

Topics considered: Origin of language, development of the alphabet, origin and development of English, growth and change in the form of English words; roots, stems, compounds, and affixes. Appreciation of the child's difficulties in acquiring language; equipment in language of a child of six years, and how to utilize and increase it. Aims; means—story, picture, poem, nature study, manual expression, reading lesson. **Written work**—arousing impulse to express graphically by presenting conditions for the stimulation of thought; selection of the subject; correction of syntax; paragraphing, and how to develop original, independent thought.

2. Grammar.—The thought and its elements; the sentence and its parts. Classes of sentences on basis of purpose; classes on basis of number and relation of thoughts expressed.

3. Grammar.—Thought material, classes of words, modifiers, predicates; words in simple, compound and complex sentences; modifiers which each kind of word may take; the phrase and clause, with classes and uses of each.

4. Grammar.—Parts of speech; properties of parts of speech, with emphasis on the infinitive and the participle.

5. **Composition and Rhetoric.**—Fundamental processes, the sentence and the paragraph; scope of invention—basis in mental
aptitudes and habits; general process in the ordering of material; reproduction of the thought of others. Invention dealing with ob-
served objects. Selections in both prose and poetry, to enable the stu-
dent to discover for himself the laws and principles of discourse.

A great deal of theme writing is required, in addition to an
essay of from 1,500 to 2,500 words, in both courses in Composi-
tion and Rhetoric.

Coursés—Coursés five and six cannot be taken before courses
two, three and four have been completed.

The work in this entire department is presented from the stand-
point of the teacher, hence is entirely different from that of the same
courses in high school Latin.

1. Beginning Latin—The Roman pronunciation is used. Con-
stant drill on accentuation and pronunciation; paradigms, simple con-
structions. The reading of connected Latin discourse with English
mood, conditional, concessive, final, and result clauses. Latin
direct discourse is studied in its relation to English indirect dis-
course. The comparative view of Latin and English.

2. Cæsar—Two terms. Drill on use of various cases, sub-
junctives, gerunds, gerundives, indirect discourse. Life of Cæsar:
the geography of Italy and Gaul; history of the age. Books I, II, IV,
and the historically interesting portions of V, VII. Historical and
literary worth and value of Cæsar's Commentaries. Composition
This will include a preliminary glance at Old English and its de-
velopment into modern English.

Cicero, related history, geography, and biography. Thought analysis
of orations. Written review of two orations in smooth English and its de-
velopment into modern English.

4. Vergil—Two terms. Related geography, history, biog-
raphy, and mythology. The Augustan Age. Elementary principles
of verification and scansion. Literary value of the Aenid. Greek
and Roman mythology. Three-hour course throughout the year. This course is offered those who expect to teach High
School Latin. Some of the points that will be emphasized are

Discussion of problems growing out of the teaching of High School Latin, and a consideration of the lines of collateral work most helpful to teacher and pupil.

Persons electing Latin will be required to take at least six terms.

GERMAN.

1. Elementary German.—Fall term, grammar; winter term, reader, composition, and grammar; spring term, Hauff, Tales. A five-hour course.

Joyner-Meissner German Grammar.

2. Schiller, Wilhelm Tell; Goethe, Hermann und Dorothea; Lessing, Minna von Barnhelm; Freytag; Die Journalisten.—Composition and grammar throughout the year. A five-hour course.

3. Lessing, Nathan der Weise; Sudermann, Frau Sorge; Schiller, Maria Stuart; von Klenze, Deutsche Gedichte.—History of German literature. A five-hour course.

READING.

This course has been planned and is executed with special reference to the needs of the teacher. These needs are conceived as being (1) that he should thoroughly understand how thought and feeling are expressed; (2) that he should have a definite graded method of instruction, in which the simple comes before the complex, and in which one element at a time is presented and illustrated by numerous examples until it is firmly fixed in his consciousness.

The psychology of expression receives due consideration and the general principles of literary interpretation are worked out in selections taken from “Curry’s Reading.”

1. The work of this course consists of a detailed study of the elements of vocal expression,—time, pitch, quality, and force. The student is made to feel and to see that these elements taught as such are worse than wasted effort and energy—a positive injury. But when the child “gets the thought, holds the thought, and gives the thought” these elements under skillful questioning are correctly and appropriately rendered.

Attention is given to the adaptation of literature to the nature and needs of the child.

2. The development of “taste” through good literature; characteristics of good literature; need of specific aim in each recitation.

The following are some of the selections studied, however, special reasons often change the order or even the selection. The Great Stone face, The Vision of Sir Launfal, The Day is Done, Thana-
topsis, Merchant of Venice, Macbeth, The Prisoner of Chillon, Soharb and Rustum, Building of the Ship, Snow-Bound, etc.

**PHYSIOLOGY.**

No subject should appeal to the student more strongly than this one, for none is so intimately connected with his well-being. To further increase this interest the greater part of the time given to this subject is spent in the laboratory. Where with special models of the eye, the ear, the brain, and the heart together with an articulated skeleton, a German manikin, numerous histological slides and other accessories the student is required to verify the statements of the text as well as to work out set problems given.by the instructor.

The work extends throughout three terms of daily recitations. The students are required to keep permanent note-books, recording histological slides.

The topics considered are taken up in about the following order: The cell, the osseous, muscular, and nervous systems; the blood: food,—digestion, circulation, absorption, and excretion; the special senses; school hygiene,—the school room, school building and grounds, sanitation, eyesight and hearing, conditions conducive to healthful mental work, and diseases which concern the school.

**ZOOLOGY.**

Collection and study of insects; principles of classification developed by comparing and contrasting several kinds of insects. The Crayfish, studied alive and then dissected, as type of Crustacea. External characteristics of birds. Analysis of birds, (Jordan's Manual). Study of the following animals alive; dissections as types: (1) Earthworm (Vermes); (2) Mussel (Mollusca); (3) Perch (Pisces); (4) Frog (Batrachia); (5) Snake (Reptilia); (6) Pigeon (Aves); (7) Rabbit or cat (Mammalia); (8) Study of a few Protozoa; (9) Study of Starfish and Sea-urchin (Alcoholic).

Drawings and descriptions of animals studied preserved in permanent note-books.

**BOTANY.**


Notes and drawing of plants studied.

With the exception of Physiology all the science work may be continued in the college after this first year of preliminary work has been satisfactorily completed.
PHYSICS.

The aim is to give the student as thorough a knowledge of general physics as possible in one year. He is required to verify the principles and laws of the science in the laboratory. The electric plant of the college is convenient for the student's use in electricity. If desired, advanced work may be taken in this department of the College, after the completion of this elementary course.

The work of this year considers the following subjects: Mechanics and heat, sound and light, magnetism and electricity.

CHEMISTRY.

The work of this department of the Teachers Training School is done under the instructor of Chemistry in the College. The field covered is in general about the following: Inorganic Chemistry, with special attention to terminology, chemical equations, laws of chemical reaction, relation of chemistry to other sciences, qualitative analysis of metals and non-metals, volumetric and organic chemistry, toxicology, uranalysis, and water analysis.

From one to three years work is offered.

MATHEMATICS.

1. Arithmetic.—Psychology of number—value to teacher, origin, definition. Its prominence in the past and the present. Fundamental operations; psychologic processes of each, their relation and correlation. Denominate numbers, measures, and multiples; fractions; Metric and English systems of weights and measures; involution and evolution.

2. Arithmetic.—Industrial problems; percentage and its applications, and mensuration.

3. Algebra.—Fundamental operations; theory of exponents; theory of limits; arithmetical, geometrical, and harmonical progression; logarithms; the general theory of equations; indeterminate equations of the first degree.

This course requires three terms of daily recitations.

4. Geometry.—In this course two terms are given to plane and one to solid geometry. The entire text is completed, including the original and independent exercises.

Wentworth's Revised is made the basis of the work. Persons desiring to continue their Mathematics may do so in this department of the college.

DRAWING.

Molding of simple objects, nuts, fruits, etc. Drawing of colored objects with crayons, as buds, leaves, etc. Paper cutting and pasting. Blackboard and pencil illustrations in literature. Animal and human forms at rest and in action. Perspective of large coarse,

MUSIC.

The work is as follows: Elementary harmony, theory of public school music, ear training, sight reading, melody writing, high school chorus directing.

PHYSICAL TRAINING.

The purpose is to furnish relief from mental effort, to develop a robust physique, to correct unequal development and faulty carriage of the body, to secure in some measure gracefulness, and to prepare the student to assist his own pupils, when he becomes teacher, physically as well as mentally.

Free gymnastics through the year. During the Winter Term and the latter part of the Fall Term, apparatus work with pulleys, on bars, ladders, ropes and poles will be given. Games for children and other light work during the Spring Term and the first half of the Fall Term.

ELEMENTARY WOODWORKING.

1. Care of tools and division into groups. Miscellaneous tools and methods of work. Structure of, marking of, and adaptability of various woods.
   Classification of trees. Effect of environment. Felling timber, transportation of logs, processes of sawing and seasoning; warping, decay, and preservation. Strength of timber in tension, compression, shear and under transverse loads.

2. Carpentry; joints connecting timber in the direction of their length and at right angles; miscellaneous joints. Panel, frame, joints between panel and frame. Pins, wedges, keys, dowels, nails, brads, tacks, screws, glue.

   The pupil is thrown on his own resources as much as possible, each one being encouraged to work out his ideas in wood after submitting drawings to the instructor.

   Problems are also given the student and he is required to work them out.

ENGLISH.

The work in this department covers three years of study, including Rhetoric and Composition, and English Literature.

First year, Fall term. Rhetoric and Composition, using Scott and Denny as text, three days a week throughout the term. Burke's speech on Conciliation; Macaulay's Essay on Addison; two days a week throughout the term.
Winter term. Rhetoric and Composition, Scott and Denny continued, three days a week. Macaulay's Essay on Milton; Macaulay's Essay on Samuel Johnson, two days a week.

Spring Term. Rhetoric and Composition, Scott and Denny continued, three days a week. Chaucer's Prologue, two days a week.

Second year, Fall term: Rhetoric and Composition, using Genung's Practical Elements as a basis, two days a week. History of English Literature, Johnson, three days a week.

Winter term. Rhetoric and Composition, Genung, continued, two days a week. History of English Literature, Johnson, three days a week.

Spring term. Rhetoric and Composition, Genung, two days a week. History of English Literature, Johnson, three days a week.

Third year, Fall term. Composition, one day a week. Milton's Minor Poems, four days a week.

Winter term. Composition, one day a week. Shakespeare's Julius Caesar and Macbeth, four days a week.

Spring term. Composition, one day a week. History of American Literature, Johnson, four days a week.

This class-room work is to be supplemented with collateral readings, including such general readings as are required for college entrance.

MATHEMATICS.

1. Algebra. Five hours throughout the year. The student is expected to master the fundamental operations and become familiar with the language of Algebra. The work extends through quadratic equations.

2. Geometry. Five hours throughout the year. At the first the student is lead to proper geometric conceptions and to accuracy of statement. Care is taken to train the logic faculty. The course includes both plane and solid geometry.
THE ACADEMY.

In order to accommodate those students who have not had the advantage of a high school training or for any other reason are deficient in their preparatory work, the Academy has been established in connection with the University. For the present the instruction will be in charge of the regular faculty of the University. Those students who are deficient in the common branches will be permitted to enter classes in the Teachers' Training Department and remove such deficiency, but will receive no credit in the Academy for such work. The Academy will offer a four years' course as outlined below:

In certain cases the student may be allowed to substitute a modern language for Latin, although the latter is strongly recommended. Also equivalents may be allowed for some of the other work if circumstances make it advisable in individual cases, but in the main the course as outlined will be required.
### OUTLINE OF COURSES.

The figures near each subject designate the number of hours a week.

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<td>Medieval History</td>
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<td>French or Greek . .</td>
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*English, Latin, French, German or Greek or Commercial Arithmetic may be elected throughout the year.*
DEPARTMENT OF COMMERCE.

This Department offers three courses of study:
1. A four years' course leading to the degree, Bachelor of Commerce.
2. The Shorter Business Course.
3. The Shorter Course in Shorthand and Typewriting.

1. The Degree Course.

In view of the fact that there is a constantly increasing demand for people fitted to fill high class commercial positions, it has seemed proper to establish a school to fit young men and women for such positions. This School in connection with the Departments of the College of Liberal Arts offers a four years' course with the same entrance requirements as those in connection with the College of Liberal Arts and leading to the degree of Bachelor of Arts in Commerce. Students majoring in Commerce will be expected to take the same required work as other students and certain additional required work as outlined below, after which they will elect enough other work to satisfy the required 192 hours.

The additional required work will be as follows:
Third Year. English, throughout the year; Political Economy, two terms; History of Commerce, one term; Accounting, throughout the year; Commercial Law, Commercial Arithmetic, Commercial Geography, each one term.
Fourth Year. English, throughout the year; Transportation, one term, Public Finance, two terms; Stenography and Typewriting, throughout the year; elective, throughout the year.

Some attention will be given to spelling in connection with the work in English. Also drill in Penmanship will be offered for those needing it, but without credit. In certain cases other work may be substituted for the work of Stenography and Typewriting.

It is strongly urged that students in this School devote as much time as possible to work in the Departments of English, Modern Languages, and History and Economics in the College of Liberal Arts.

Students who wish to do special work in any of the subjects offered in this school will be given a certificate at the conclusion of such work, stating what they have done, but no diploma or degree will be given unless the entire course is completed.
2. The Shorter Business Course.

The course is designed for young men and women who have not the time and means to complete the longer course, and who wish to prepare for the position of bookkeeper or office assistant. The student receives the same instruction in this course, in the subjects named, that is given in the longer course. They are members of the actual business department, and make transactions at the bank and offices.

Fall Term—Business Practice (including Bookkeeping), Business Correspondence, Commercial Law, Penmanship.

Winter Term—Business Practice (including Bookkeeping), Penmanship, Civics.

Spring Term—Corporation Accounting, Banking, Penmanship, Political Economy.

A Certificate is given on completion of the above course. Some students can finish this course in less than a year.

SHORTHAND COURSE.

Diploma Given.

This is a one year course designed to fit young men and women for good paying positions as stenographers. There is always a lack of competent stenographers. This course is complete in itself, and a high standard of excellency is required. Students are encouraged to report the lectures and addresses that are given at the College. Students can enter at any time.

Course.

Fall Term—Theory of Shorthand, Elementary Dictation, Business Correspondence, Typewriting.

Winter Term—Dictation (Business Letters), Typewriting.

Spring Term—Advanced Dictation (Legal Forms), Typewriting. Many students finish this course in less than a year. In both of our shorter courses, grades are required in all common branches.
DEPARTMENT OF MUSIC.

PIANO FORTE.

Preparatory.—Schmidt’s Finger Exercises; scales; Koehler, Op. 190, 151; Loeschorn, Op. 65; pieces by Gurlitt, Streabbug, etc. observations and experiments, and the making of drawings from the First Year.—Scales and arpeggios; Heller, Op. 45; Duvernoy, Op. 120; Czerny’s Studies; compositions by Grieg, Lichner, Godard, etc.

Second Year.—Octave studies; scales and arpeggios; Heller, Op. 46, 47; Clementi Sonatos; Cramer Etudes; compositions by Schubert, Schumann, Raff, Mendelssohn, etc.

Third Year.—Kullak’s Octave Studies; daily work in technic; Chopin Studies; sonatas and concertos by Mendelssohn, Weber, Beethoven, etc., and other compositions by the leading masters.

For graduation in the Piano Course there is required: One year in Harmony, one year in Musical History, one year in Language other than English.

VOICE.

Preparatory.—Voice Production: Abt, Practical Singing Tutor; easy songs.

Collegiate.—First Year. Voice Production—Concone, 50 Studies; Max Spicker, Masterpieces of Vocalization, Books I and II; songs.

Second Year.—Voice Production—Concone, 25 Studies, 15 Studies; 40 Studies for bass; Spicker, Books III and IV; songs.

Third Year.—Voice Production—Panofka; Bordogni; Lamperti; songs from opera and oratorio.

For graduation in voice, one year each of Piano, Harmony, Musical History, and French, German or Italian will be required in addition to the work outlined in Voice Culture. The student will also be required to pass examination in sight singing, and to write a thesis.

The Voice Department also offers work in chorus and sight singing. Each class meets once a week. In the former, practice is given in selections from good composers, and in choir singing; in the latter, the rudiments of music are studied, and progressive work
given in reading music.

Appropriate certificates will be granted persons completing two or more years in the School of Music.

Upon the completion of the required work, the student will receive a diploma.

Recitals. Recitals are given by the music students each term, affording opportunity for public performance. The students have the opportunity also of hearing much first class music in the city.

Each student is expected to pay for music studies and pieces at the time of receiving them.
LIST OF STUDENTS FOR 1907-1908.

From September 17—April 10.

Edwin T. Aldrich .................................................. Teheran, Ill.
Edna Anise Ashton .................................................. Peru, Ind.
Leni Askin ........................................................... Southport, Ind.
Warren G. Bailey .................................................... Marion, Ind.
Roy Barkes ........................................................... Grandview, Ind.
Ira Beanblossom ...................................................... Mauckport, Ind.
James Bruce Beck .................................................... Gwynville, Ind.
Floyd Eldon Bechtel ................................................. Huntington, Ind.
Artie Benjamin ....................................................... Indianapolis, Ind.
Bertha Blue ........................................................... Burket, Ind.
Alberta Brandenburg ................................................. Indianapolis, Ind.
Eulalie Bradford ..................................................... VanBuren, Ind.
Harry Burchard ....................................................... Hartford City, Ind.
Edith B. Ruskirk ...................................................... Sheldon, Ind.
Lulu May Cline ....................................................... Southport, Ind.
Verna Coblechtz ..................................................... Dayton, Ohio.
Bruce Croas ........................................................... Southport, Ind.
Carl Croas .............................................................. Southport, Ind.
Lucille Cummins ...................................................... Southport, Ind.
Nellie Cummins ....................................................... Pierceton, Ind.
Byron L. Curd ........................................................ Southport, Ind.
Ralph A. Curd ........................................................ Southport, Ind.
Carrie E. Dawson ..................................................... Oakland, Ind.
Onner Mable Drake .................................................. Indianapolis, Ind.
Lawrence E. Eaton ................................................... Frankfort, Ind.
Aimira Blanche Ervin ............................................... Indianapolis, Ind.
Ella Fisher ............................................................. Southport, Ind.
Nellie Elizabeth Fouts .............................................. Indianapolis, Ind.
Charles W. Garret .................................................. Pennville, Ind.
Taylor G. Garriot .................................................... Scottsburg, Ind.
Inez M. Gatewood .................................................. Rushville, Ind.
Carrie Anna Goebel ................................................ Indianapolis, Ind.
Arby J. Good .......................................................... Marion, Ind.
Lavina Good .......................................................... Marion, Ind.
William H. Good .................................................... Marion, Ind.
Omer M. Greene ...................................................... Southport, Ind.
<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
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<tbody>
<tr>
<td>Kathryn G. Hamlin</td>
<td>Acton, Ind.</td>
</tr>
<tr>
<td>Laura Hendricks</td>
<td>Southport, Ind.</td>
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<tr>
<td>Ada Hicks</td>
<td>Southport, Ind.</td>
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<tr>
<td>Frank F. Hodson</td>
<td>Letts, Ind.</td>
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<tr>
<td>Austin Wallace Inman</td>
<td>Odon, Ind.</td>
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<tr>
<td>Omer Ellsworth Jenkins</td>
<td>Cyclone, Ind.</td>
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<tr>
<td>Rex. K. John</td>
<td>Annville, Penna.</td>
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<tr>
<td>Arley D. Johnson</td>
<td>Losantville, Ind.</td>
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<tr>
<td>Fred W. Karstedt</td>
<td>Indianapolis, Ind.</td>
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<tr>
<td>Floyd E. Keener</td>
<td>Marion, Ind.</td>
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<td>Harrison Guy Kennedy</td>
<td>Gwynville, Ind.</td>
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<td>John W. Kerner</td>
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<td>Hilda Kirkoff</td>
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<tr>
<td>Lena Leota Kitt</td>
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<td>Anna Kreitline</td>
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<td>Emma Charlotte Lackey</td>
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<td>Amtha Lane</td>
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<td>Albert T. Lawrence</td>
<td>Westport, Ind.</td>
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<td>Minnie Viola Leyse</td>
<td>Decatur, Ind.</td>
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<td>Bay Blaine Lopp</td>
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<td>Edward G. Marburger</td>
<td>Deedsville, Ind.</td>
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<tr>
<td>Elsie Emma Marchand</td>
<td>Larwill, Ind.</td>
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<td>Flossie Marchand</td>
<td>Larwill, Ind.</td>
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<tr>
<td>Addie Pearle Marchand</td>
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<td>Charles P. Martin</td>
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<td>Glade McClish</td>
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<td>Leslie McClain</td>
<td>Whiteland, Ind.</td>
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<td>Carl Everett Medsker</td>
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<td>William F. Meyer</td>
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<td>Mary Elizabeth Morgan</td>
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<td>Winifred Morgan</td>
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<td>Trix Iva Neidigh</td>
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<td>Loren S. Noblitt</td>
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<td>Theodore H. Reed</td>
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<td>Fay Pichhart</td>
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<td>Georgia A. Richer</td>
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<td>Myrtle V. Robertson</td>
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<td>Otto Rowe</td>
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<td>Mary Julia Ryan</td>
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<td>Nettie B. Sanford</td>
<td>Greenfield, Ind.</td>
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</table>
Anna A. J. Schuster .................................................. Indianapolis, Ind.
James Blaine Seymour ............................................... Whiteland, Ind.
Julius C. Shrigley .................................................... Indianapolis, Ind.
Hazel Scott ........................................................... Indianapolis, Ind.
Herschel Scott ........................................................ Indianapolis, Ind.
Ruby Myrtle Stafford ................................................ Millgrove, Ind.
Chauncey M. Scotton .................................................. Greenfield, Ind.
Eimer S. Stewart ...................................................... St. Paul, Ind.
Ethel Pauline Stucker ................................................ Veedersburg, Ind.
Letha Sutton ........................................................... Indianapolis, Ind.
Norris Sutton .......................................................... Indianapolis, Ind.
Myrtle Maude Templeton ............................................. Indianapolis, Ind.
Ethel Gertrude Thomas ................................................ Indianapolis, Ind.
Roy C. Truex ............................................................ Freetown, Ind.
Lemul Van Treese ...................................................... Letts, Ind.
Clarence Wallace ....................................................... Indianapolis, Ind.
Helen Ward ............................................................. Indianapolis, Ind.
Emma Walls ............................................................. Indianapolis, Ind.
Minnie Walls ............................................................ Indianapolis, Ind.
Clinton O. Wilson ...................................................... Indianapolis, Ind.
Elva Ethier Wheeler .................................................. Cortland, Ind.
May White ............................................................... Cortland, Ind.
Gertrude Wolcott ...................................................... Southport, Ind.
Verna N. Zimmerman ................................................ Wickliffe, Ind.

Total enrollment to April 14th ..................................... 108