

HISTORY OF THE INDIANA STATE TEACHERS COLLEGE

by

Max P. Allen

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Max P. Allen

CHAPTER I

BACKGROUND AND EARLY HISTORY OF THE SCHOOL

Early Attempts to Provide Professional Education

Indiana had yet to reach her twenty-first birthday when the first attempts were made to provide professional training for teachers. In 1834 the Wabash Manual Labor College and Teachers' Seminary was incorporated with the power of conferring degrees and granting diplomas.¹ The same year saw the incorporation of the Indiana Teachers' Seminary, to be located in Jefferson county.² These were private enterprises which little affected present-day state training facilities.

In the late '30s and the '40s the attempts of Indiana University to offer courses for the training of teachers failed because of inadequate financial support. In 1852 the trustees of that institution established a Normal Department which was sustained at intervals more or less successfully until 1873.³ On the whole it seemed that the pioneer inhabitants of the state lived blissfully unaware of the advantages of a teachers' school supported by the government.

¹ Acts of Indiana General Assembly, 1834, pp. 57-59.

² Ibid., pp. 334-335.

³ Will E. Edington, "Evolution of the Indiana Pedagogue and the Common School System," Normal Advance, June, 1912, p. 255; Fassett A. Cotton, Education in Indiana (Indianapolis, 1904), p. 114.

✓
The Spotswood Memorial

To Doctor Edmund Traverse Spotswood goes the credit for starting the agitation in the legislature for a state normal school.⁴ No direct action came, however, from his memorial of 1855 which said in part: "Resolved, That the Committee on Education be instructed to inquire into the expediency of establishing a State Normal School, in which persons who design making teaching a profession shall receive instruction free of charge."⁵ It must have been considered of more than ordinary importance, even though not acted upon. For it was the custom for merely the number and name of a bill to be recorded when referred to a committee. Yet this resolution was recorded in full.

⁴Dr. Spotswood came to Indiana in 1840 from Virginia where his family had been prominent since colonial days. He received his medical degree from Rush Medical College in 1851. He was elected to the General Assembly in 1854 from Vermillion county on an independent ticket. In addition to the memorial cited above, he also introduced one favoring prohibition. He moved to Terre Haute in 1887, spending the latter part of his life with his daughter, Mrs. Harry B. Rhoads. By a rare coincidence he died in 1917 on the anniversary of the establishment of the Indiana State Normal School. During his residence at Terre Haute he frequently visited the school. In fact some people came to believe that he alone was responsible for its establishment. Such was not the case. As he himself remarked, "I am given a great deal of credit for the Indiana State Normal School, but more credit is due to Judge Rhoads who did what I couldn't do, that is, get the resolution which I introduced through the legislature." (This information was secured from an interview with Mrs. Rhoads and from an unpublished autobiography of Dr. Spotswood, the quotation being found on page 12 of the latter).

⁵Indiana House Journal, 1855, p. 160.

Recommendations of State Superintendents

Caleb Mills, Indiana's renowned educator, at one time recommended that teacher training be accomplished by means of county institutes and teachers' associations, deeming the establishment of a normal school not then desirable.⁶ Later he outlined a comprehensive system of a rather hybrid nature. He suggested that "a suitable Faculty of teachers...approved by the State Board of Education...shall perform a specific amount and kind of service...substantially the following: teach sixteen weeks in the winter and twelve weeks in the summer; spend six weeks in the spring and six in the autumn in conducting Teachers' Institutes of a week each in the several counties of their respective districts".⁷

A few years later State Superintendent Samuel L. Rugg declared that "we shall never realize that completeness of qualification of teachers which we desire, and which is due our system,...and which has become a first and commanding necessity, until the State adopts and carries into effect some plan for normal school instruction for her teachers, by which she can properly educate, train, and improve them in the science and practice of teaching".⁸

⁶Annual Report of the State Superintendent of Public Instruction, 1855, p. 23; idem, 1856, p. 13.

⁷Idem, 1857, pp. 31-36.

⁸Idem, 1860, pp. 22-23.

So, at the outbreak of the Civil War, agitation had attained considerable prominence. All that was needed was the proper statutory enactment.

House of Representatives Bill No. 119

The bill which was to actually result in the creation of a normal school was introduced in the lower house of the legislature on February 3, 1865, by Judge B. E. Rhoads.⁹ Later this gentleman's nephew married the daughter of Dr. Spotswood, thus, in a way, keeping in the family all the honor that might accrue from the bringing about of the establishment of the school.

After being numbered 119 the measure started through the legislative mill with hundreds of others. In fact there were so many that a special session was necessary to complete the unfinished business. Perhaps it was due to this condition that House of Representatives Bill No. 119 received only brief consideration at the various stages. Or it might have been the old story of entertaining angels unawares! At any rate, it became a law on December 20, 1865, having undergone no changes of any consequence.¹⁰

⁹Indiana House Journal, 1865, p. 297.

¹⁰Acts of Indiana General Assembly, Special Session, 1865, pp. 140-142.

Location of the School

Among other things the original act provided that the school should be located "at such place as shall obligate itself for the largest donation," specifying \$50,000.00 as the minimum amount acceptable.¹¹

It is said that seven cities claimed to have been the birthplace of Homer. In this instance Terre Haute has the undisputed claim to being the birthplace of the Normal School. Apparently the other cities of the state made no attempt to secure the institution.¹² But then money is seldom plentiful immediately following a war. Moreover, it must be remembered that these events antedated the organization of Chambers of Commerce.

J. M. Olcott, the city superintendent of schools, did more than any other citizen to bring the school to the banks of the Wabash.¹³ The city council could make the donation of \$50,000.00 only on the petition of a majority of the property holders and householders within the corporation. A contemporary declared that "Olcott prepared the papers, and carried them in person

¹¹ Ibid., Sec. 6.

¹² Annual Report of the State Superintendent of Public Instruction, 1866, p. 43; W. W. Parsons, "First Half Century of the Indiana State Normal School," Indiana State Normal School Bulletin, Vol. 13, June 1920, p. 17.

¹³ W. H. Wiley, History of Education in Terre Haute. (An unpublished manuscript in the possession of the Fairbanks Memorial Library), ch. 8, p. 36.

throughout the length and breadth of the town, and succeeded."¹⁴

The ordinance which eventually qualified the city to be the site of the school was passed on May 1, 1866.¹⁵ Two weeks later it was announced that the Board of Trustees of the Normal School (which had been operating since 1866 under the presidency of John Ingle, Jr.) had accepted the offer of Terre Haute.¹⁶

On June 9, 1866, Mayor Lange was empowered to execute to the Trustees a deed to Out Lot 43 on the east side of Sixth Street, between Mulberry and Eagle Streets, commonly known as the Seminary Lot.¹⁷ This action complied with an agreement entered into on May 9, 1866, between the Trustees and the city. In return for the donation of the site, which was valued at \$25,000.00, the city was given the use of the east side of the prospective building for a high school and superintendent's office. This agreement endured for seventeen years, although it was never officially enacted by the legislature.¹⁸

It is interesting to note that the city was unable to sell all of the \$50,000.00 bond issue which had been brought about by the efforts of Superintendent Olcott, as pointed out previously.

¹⁴Ibid., p. 37..

¹⁵Council Record, No. 2, p. 382.

¹⁶Ibid., p. 387.

¹⁷Ibid., p. 398.

¹⁸W. H. Wiley, op. cit., pp. 34-35.

On July 16, 1867, W. R. McKeen, treasurer of the council, reported that only half of the bonds had been disposed of. Accordingly it was arranged to liquidate the amount remaining by appropriations from special funds.¹⁹

In 1867 the legislature appropriated an additional \$50,000.00 to be expended in the construction of the building on the condition that the city of Terre Haute would agree "to forever maintain and keep up one-half of the necessary repairs incident to keeping in proper order the building or buildings and the grounds of the same".²⁰ The city entered into this new agreement on April 16 of the same year.²¹

Laying of the Corner Stone

The laying of the corner stone of the building on August 13, 1867, attracted an enormous crowd. Owing to the extreme heat the addresses were held at Dowling Hall. Prominent men present included Senator Oliver P. Morton, Governor Conrad Baker, General Nathan Kimball; Ex-State Superintendent of Public Instruction George Hoss, Professor Richard Edwards, Mayor Cookerly, a General Steele, John Ingle, Jr., an Honorable Mr. Tebbs, W. R. McKeen, Honorable John G. Crain, Honorable W. E. McLean, Honorable B. W. Hanna, James Farrington, and J. M. Olcott.

¹⁹Council Record, No. 2, p. 520.

²⁰Acts of Indiana General Assembly, 1867, pp. 177-178.

²¹Council Record, No. 2, p. 479.

John Ingle, Jr., presided at the meeting. Short speeches were made by Governor Baker, Senator Morton, and Honorable B. W. Hanna. Cuqua's Cornet Band supplied the music. Professor Richard Edwards, President of the Illinois State Normal University, gave the main address. At the conclusion of the formal program numerous articles were placed in the corner stone, including the petition signed by fifteen hundred citizens asking the council to make the bid for the school, copies of the school law, several reports of various kinds, a history of Terre Haute, etc. Such a momentous occasion naturally occupied considerable newspaper space.²² Yet when the school actually opened a few years later the Terre Haute journalists practically ignored the matter.

Description of the Building

By the latter part of 1869 the building had attained a fair degree of completion. It was a four-story structure, similar in architecture to the present Gerstmeyer High School building. "It stood on the east side of the tract of land donated by the city to the state, and the remainder of the lot was one immense pile of sand, broken stone, and debris, with two or three narrow paths leading from the street to the front door.... The basement and fourth story were unplastered and wholly in the rough. The second and third stories were plastered and floored, most of the doors and windows were in place, and the usual trim -

²²Terre Haute Weekly Express, August 14, 1867.

casings, baseboards, etc. - had been put in before the building fund was exhausted. There was no money left to complete the buildings or even to clear the ground and lay the walks to the doors. There were no lighting fixtures of any kind, and, so far as the building was heated, it was by means of a few large, rough cannon stoves. The halls were as cold as outdoors itself."²³

But at least in one way the building had a noble beginning. For one of the contractors (Robert Buckell) left Terre Haute in 1876 and returned to England, where he became mayor of Oxford, received an honorary degree from Oxford College, and was knighted by King Edward.²⁴

Opening Day

"The sixth day of January, 1870, was a cold, raw, bleak day...when fewer than a score of prospective students, all but two or three from Terre Haute and Vigo County, made their way up the narrow winding paths between the sand hills on either side and offered themselves as students with whom to begin the work of teacher-training in Indiana. As a matter of necessity in part, no doubt, they were all accepted and the school made its start. With the present entrance conditions, not more than three or four of these applicants could have been admitted.

²³W. W. Parsons, op. cit., p. 18.

²⁴Terre Haute Tribune, July 10, 1907, p. 8 (Grace Davis, of the Fairbanks Memorial Library, brought this information to the writer's attention).

"The school had only the most necessary furniture and absolutely no equipment with which to begin its work. It did not have the semblance of a laboratory, not a map, not a piece of apparatus of any description, and its library consisted of a Bible and one unabridged dictionary (which had been donated). It was a very near approach to the log with Hopkins at one end and Garfield at the other, the unfortunate difference being that neither Mark Hopkins nor James A. Garfield was on the ground.... A shelter from the weather, it is true, but without any of the facilities, appliances and conditions which are now regarded as essential to school work; and perhaps worst of all, no popular sympathy with the idea and thought of professional training.... The whole spirit, atmosphere and environment were as negative and discouraging as the building and grounds were barren, bleak, and forbidding."²⁵

From the above quotation it is evident that the experiment was not being conducted with guinea pigs.

Faculty²⁶

Five of the earliest members appear to have been more outstanding than the rest. First must be listed President William A. Jones, 1869-1879, instructor in didactics and history. A

²⁵W. W. Parsons, op. cit., p. 19.

²⁶Compiled, for the most part, from school catalogues, the writings of W. W. Parsons, and interviews with Grace Davis.

native of Connecticut, he came in the '60s to Illinois, where his success at Aurora attracted the attention of Barnabas C. Hobbs, who was an ex-officio member of the Board of Trustees of the Indiana State Normal School by virtue of his position as State Superintendent of Public Instruction. Concerning the President the Trustees made the following statement: "William A. Jones... was selected on account of the confidence reposed in him by competent men to judge fitness for such a position, and for so important an object. He has shown himself equal to our anticipations. The general order, course of study, the proficiency of the students, the entire management of the Institution, is exceptional."²⁷

The other four included Amanda P. Funnelle, instructor in methods of primary training, 1870-1881; Mary A. Bruce, instructor in English grammar and composition, 1870-1879; Nathan Newby, instructor in mathematics, 1870-1872, 1881-1890; Lewis H. Jones, instructor in natural science, orthoepy, and reading, 1870-1874. Two of the original members resigned before the end of the first year, the one being a Miss Newell, whose chief claim to fame appears to have been her trip to Europe which resulted in her being one of Mark Twain's characters in Innocents Abroad, and the other a Professor Bosworth, one time teacher in St. Agnes Female Academy.

²⁷ Annual Report of the State Superintendent of Public Instruction, 1870, p. 85 (For a brief biography, consult an article by S. M. Keltner in the Normal Advance, Feb. 2, 1928, pp. 1 and 5).

Students

During the first few decades the students were of a rather uncultivated type, to say the least. Thus of the seventy-one who attended the first year, more than three-fourths were making their initial venture beyond the elementary school (although half of them had already taught).²⁸ Eight years later nearly half of the incoming students had not completed the study of elementary geography, while the same might be said of two-fifths in regard to arithmetic and three-fifths in regard to English grammar; more than four-fifths wrote illegible hands with noticeable blind spots in spelling, organization, and neatness.²⁹ These deficiencies were attributed to the limited educational facilities offered to children in rural districts.³⁰

Since nine-tenths of the Normal School students were the offspring of farmers and mechanics, it was quite evident that the institution was "a part of the common school system and not a university maintained by the taxpayers for the education of the children of the wealthy or professional classes".³¹ Moreover, in view of the tendency of the students to become rural teachers, it was declared that the school "is making its influence felt

²⁸ W. A. Jones, Report of 1871, p. 7.

²⁹ Idem, 1878, p. 8.

³⁰ Ibid., p. 9.

³¹ Ibid., p. 3.

where that influence is most needed, viz., in the ungraded country schools".³² President Jones firmly believed "in the right of the children in the country to a good common education".³³

The character of the students, on the whole, has been well summarized by the statement that although "'they had a rustic woodland air, and were wildly clad' they had the stuff in them, and...believed that the chief object of a student is to get his lessons and perform the tasks assigned to him".³⁴

Board of Visitors

Shortly after the establishment of the school the Indiana solons saw fit to pass a law providing for a board of visitors (three in number) to visit the school each term, view exercises and conditions, and report annually to the Board of Trustees. For these services there was a compensation of five dollars per day plus traveling expenses to be paid out of the State treasury.³⁵ The various men who received this appointment from the State Board of Education were, for the most part, school superintendents and executives of higher institutions of learning. To them considerable credit must be given for the source material contained in their reports and for their recommendations in the interests

³² G. P. Brown, Report of 1880, p. 18.

³³ W. A. Jones, op. cit., p. 11.

³⁴ W. W. Parsons, op. cit., p. 25.

³⁵ Acts of Indiana General Assembly, 1873, p. 199.

of the school. At times, perhaps, they had eyes and saw not, ears and heard not, yet in most instances they appear to have been well-meaning school men who probably embarrassed the legislature considerably by their incessant reports on the poverty and needs of the Indiana State Normal School. By mutual consent of the Governor and the Board of Trustees the Board of Visitors was abandoned during the World War.³⁶

Policy of President Jones

Less than a century ago scholarship was commonly considered to be the only qualification for teaching that could be acquired by instruction. With the opening of the Normal School the doctrine of scientific pedagogy began to gain headway in the state. In contrast to the "loose methods, formal instruction and slavery to textbooks so prevalent in the schools of that day" President Jones insisted that in his school there be "thoroughness in teaching and logical organization of subject matter".³⁷ To him and the early faculty members the credit has been given for establishing the State Normal School "on the doctrine that there is a rational foundation for all educational procedure, that it is possible to discover these rationally determined principles and to train men and women in the conscious application of these in all their work as teachers".³⁸ Perhaps a few of his associates

³⁶ Cyril C. Connelly, Controller of Indiana State Teachers College.

³⁷ W. W. Parsons, op. cit., p. 20.

³⁸ Ibid., p. 21.

who are still living will recall one of his favorite remarks, i. e., "the fact in the thing, the law in the mind, the method in both".³⁹

General View of the Early Period

The school began operations under poor physical conditions, as has been pointed out previously. Cast-iron coal stoves used to warm the rooms prevented effective ventilation, and on cold days they failed to make the temperature of large rooms comfortable.⁴⁰ The equipment was meager and tended to remain so. Four years after the establishment of the school the legislature had not yet provided money for the purpose of buying books and apparatus.⁴¹ In addition to other trials and tribulations, the authorities found "constant embarrassments from a lack of means ...in building a suitable and permanent fence around the Normal School lot" considering that "a common wood fence is...of doubtful propriety or expediency".⁴² Their request for an iron fence was destined, like so many others, to remain unanswered.

A religious atmosphere seemed to permeate these early days, due, in a measure at least, to the pious nature of the President. Chapel exercises were compulsory; each student brought his Bible. Sectarianism was avoided but prayer was frequently in-

³⁹Will D. Anderson, "History of Indiana State Normal School," Normal Advance, June, 1913, p. 5.

⁴⁰W. A. Jones, Report of 1870, p. 15.

⁴¹Idem, 1874, p. 24.

⁴²Idem, 1876, p. 5.

dulged in.

"Lack of individual liberty, narrow-prescribed course of study, hampered facilities, high standard of work, limited the attendance but gave the institution a stamp of 'thoroughness'."⁴³

Side Lights

A brief digression at this point perhaps will bring out a few of the conditions with which the new school was confronted. In the fifties male teachers received about \$23.00 per month for their services, ladies several dollars less. School was in session less than three months during the year. A decade later salaries increased nearly fifty per cent on the month while a school term of four or five months was not uncommon.⁴⁴ As a matter of fact times were changing, but not without occasional criticism, such as the following:⁴⁵

Farmers in 1776

"Men to the plow
Wife to the cow,
Girl to the yarn
Boys to the barn
And all dues settled."

Farmers in 1866

"Men a mere show
Girls at piano
Wife, silk and satin,
Boys, Greek and Latin,
And all hands gazetted."

⁴³Will D. Anderson, op. cit., p. 4.

⁴⁴Will E. Edington, op. cit., p. 258.

⁴⁵Anonymous, Terre Haute Weekly Express, April 10, 1867,

Terre Haute had no fine buildings on Main Street, most of them being one-story shacks and hovels. A distinguished former resident on a return visit after an absence of forty years remarked that he could "see one great difference in the place, that is, the absence of cows and pigs from the streets".⁴⁶

⁴⁶Sir Robert Buckell, Terre Haute Tribune, August 12, 1911, p. 1.

CHAPTER II

THE ADMINISTRATIONS OF G. P. BROWN, W. W. PARSONS, AND L. N. HINES

In accordance with the Carlyle method of writing history, the account of the last half century or so of the Normal School will nominally at least be centered around its several presidents. Mention has been made in a previous chapter of the successful pioneering done by President William A. Jones. His successors, although varying considerably in personal characteristics, have, on the whole, been capable, sincere educators. Naturally they have at times made mistakes and received even harsh criticism. Yet the evidence points out that in the final analysis their actions were guided by the interests of the school. This history makes no particular effort to rank them as to the degree of success attained by each. On the other hand it is to be deplored that some have been given so much more recognition than others. Certainly no one man may be accurately considered responsible for the present condition of the institution.

George P. Brown 1879-1885

President Jones resigned his position on May 16, 1879.¹

¹Sanford M. Keltner, "Biography of W. A. Jones," Normal Advance, Feb. 2, 1928, p. 1.

He was succeeded by George P. Brown, who previously had been superintendent of schools at Richmond and Indianapolis.²

The first president has commonly been depicted as being particularly interested in professional training while the second one has been presented as a firm believer in liberal, or classical, education.³ In a general way this may have been true. Yet President Brown certainly looked with favor upon professional training, judging from his declaration that it was time "for such a modification of the course as shall provide for a more thorough and systematic instruction in the science and art of teaching than is now given".⁴ But he also believed that children should get more than "mere knowledge", and that "more attention should be given to good behavior and ethical training in the common schools".⁵

President Brown, in his first report on the needs of the school, remarked: "A magnificent building was erected by the State but was never completed..... No appropriation has ever been made by the State for the purchase of books for the school. The State Normal School has no laboratory, no cabinet or museum, and but very meager physical apparatus.... There are few

²Will D. Anderson, "History of Indiana State Normal School," Normal Advance, June, 1913, p. 7.

³Ibid., p. 8; C. C. Oakey, Greater Terre Haute and Vigo County (Chicago, 1908), Vol. 1, p. 348.

⁴G. P. Brown, Report of 1880, p. 22.

⁵Ibid., p. 24.

high schools in the state that have not superior facilities for the teaching of the physical sciences."⁶ In justifying the expenditure of public money for the training of teachers, he argued thus: "The people have as great an interest in the education of those who are to render them immediate service, as does the teacher, as they have in the education of those who are to serve them indirectly, as does the lawyer and the physician."⁷

During this period the point was first emphasized that the institution was "neither a High School, an Academy, nor a College; but...a Technical School, having for its distinctive purpose instruction in the art of teaching".⁸ Moreover beginning students were informed in no uncertain terms that "there is no short and easy road to the science and art of teaching".⁹

It often took considerable scheming to keep the school from perishing on account of lack of funds. In one instance, in order to hire the additional teachers required by an enrollment of 228 students, it was necessary to make a general reduction in the salaries of faculty members.¹⁰ And it was not uncommon for W. R. McKeen, the Treasurer of the Board of Trustees, to advance money from his own pocket to meet pressing obligations.¹¹

⁶ Ibid., p. 20.

⁷ Ibid., p. 21.

⁸ Catalogue, 1880-1881, p. 5.

⁹ Ibid., p. 8.

¹⁰ Murray Briggs, Report of 1881, p. 8.

¹¹ Idem, 1884, p. 8.

Modern advertisers little realize that the use of testimonials is an old device employed long ago by the Indiana State Normal School. For in an early catalogue was printed the following letter, written by three graduates of other schools: "We, the undersigned, students pursuing the professional course of instruction in the Indiana State Normal School, recommend this course to our fellow college graduates who intend to engage in teaching. The work is of a strictly professional character... and is invaluable to all who aspire to enter immediately upon the duties of principal or superintendent of graded schools. It is a course of instruction widely different from that pursued in the college, and the superior facilities for illustration afforded by this institution add much to the value of the theoretical study of the science of teaching."¹²

Summary of Brown's Work

"The courses of study were broadened and extended, larger appropriations were secured for maintenance, fuller account was taken of and more credit given for the work of the high schools which had greatly multiplied by this time, and more was done to popularize the school and to bring its work to the attention of the people of the state. Moreover, to a considerable extent the extreme and somewhat abstract terminology adopted and employed in the early days of the school was abandoned to give place to

¹²Catalogue, 1883-1884, p. 23.

the language more current in educational literature and circles. President Brown was a man of keen educational insight, and of extended, varied and successful experience in all kinds of public work. This...knowledge...enabled him to bring the work of the Normal School into closer harmony with the schools of the state and in this way he rendered a very great service."¹³

William Wood Parsons 1885-1921

To William Wood Parsons goes the distinction of being intimately connected with the Normal School longer than any other individual. After completing high school at Tuscola, Illinois, he entered the Terre Haute institution on opening day, January 6, 1870, and was a member of the graduating class of 1872. From 1876 until his death in 1925 he held successively the positions of teacher, vice president, president, and president emeritus in his Alma Mater.¹⁴ Chimes were installed in the school two years after his death as a memorial to him and his co-workers because they had "molded the educational ideals for thousands of students and set a high standard for the profession of teaching throughout the State and Nation".¹⁵ During the dedicatory exercises the eulogies were so lavish that a cynic might have at times marveled at the ability of mortals to attain such perfection. At any rate

¹³W. W. Parsons, "First Half Century of the Indiana State Normal School," Indiana State Normal School Bulletin, Vol. 13, June, 1920, p. 26.

¹⁴Indiana State Teachers College Bulletin, Vol. 23, April, 1930, p. 1.

¹⁵Indiana State Normal School Bulletin, Vol. 21, June, 1927, p. 13.

the work which had been started by William A. Jones and continued by George P. Brown did not languish under the tutelage of William W. Parsons, who has rather aptly been termed "Defender of the Faith".¹⁶ He was characterized by a strict observance of rules and regulations, considerable financial and executive ability, unusual political sagacity, and strong determination. Although he was given practically a free hand by the Board of Trustees in directing the administration of the school, "the members of the Faculty enjoyed academic freedom to the full" and at faculty meetings the "open discussions were decidedly democratic".¹⁷

Summary of Parsons' Work

In view of the "steady expansion and development of Indiana's educational system" President Parsons has pointed out that at the time he began his administration "the new problem which confronted the school was to extend its course of study, increase its teaching force, multiply and enlarge its equipment and facilities, and in every way meet these growing demands".¹⁸ The degree to which he succeeded may be judged by the material presented later under various topics. On the pages immediately following will be discussed briefly the outstanding events of his administration.

¹⁶Mary Moran, "A Great Pioneer," Ibid., p. 39.

¹⁷Ibid., p. 34.

¹⁸W. W. Parsons, op. cit., p. 27.

His personal qualities have well been summed up thus: He "did his own thinking, formulated his own policies, and executed programs of his own making.... He was imperial, but not imperious; honored by his students; and respected by his colleagues.... I have known no one anywhere who could more readily marshal his forces, more completely man the situation, and more certainly win the day than could Dr. Parsons. He was apt to stand for what he believed to be clearly right and entirely defensible, and then he never spared the pains and labor necessary to a complete understanding and mastery of details. Thus equipped and prepared, his comprehensive and forceful presentations were invincible. Mr. Parsons was a masterful man,...a great executive for fifty years in the high calling of counselling, instructing, and inspiring youth."¹⁹

The Fire of 1888

On the morning of April 9, 1888, a fire destroyed the entire school plant, the loss being estimated at about \$225,000, of which \$189,000 represented the value of the original building.²⁰ "All that was left was the smoking, broken walls of the building-- six hundred earnest students, about thirty teachers, and the intangible but real something that I want to call the spirit of the

¹⁹ Elmer Burritt Bryan, "Your Student of a Former Generation Pays Loving Tribute," Indiana State Normal School Bulletin, Vol. 21, June, 1927, p. 72.

²⁰ Terre Haute Evening Gazette, April 9, 1888, p. 1 (Contains also an early history of the school).

Indiana State Normal School."²¹ In fact the departure of many of the students was checked only by the promises of President Parsons and Vice President Howard Sandison at the railroad stations that the school work would continue the next day.²² Through the courtesy of the churches and private citizens of Terre Haute temporary rooms were made available. By the end of three weeks the second floor of the city high school was sufficiently equipped and conditioned to serve as quarters until the end of the school year. These expenses were borne by the city school trustees.²³

Steps were taken immediately to erect another building on ~~the old foundation~~. A committee composed of Mayor Kolsem, R. S. Tennant, W. R. McKeen, William Mack, and T. C. Mendenhall set about raising funds.²⁴ As a result of a petition signed by more than twelve hundred citizens, the ~~city council of Terre Haute~~ on April 17 appropriated \$25,000 for the school.²⁵ This was done by a unanimous vote, while there was only one dissenting vote on July 3 when an additional \$25,000 was appropriated.²⁶ At the next session of the legislature a total of \$100,000 was ~~ap-~~propriated as follows: \$60,000 for the restoration of the

²¹ W. W. Parsons, op. cit., p. 27.

²² Mary Moran, op. cit., p. 32.

²³ Catalogue, 1888-1889, p. 48.

²⁴ H. C. Bradsby, History of Vigo County (Chicago, 1891), p. 541.

²⁵ Council Records, No. 11, p. 224.

²⁶ Ibid., p. 364.

building; \$13,000 for the boiler house; \$15,000 for the library; \$5,000 for scientific apparatus, et.; \$5,000 for furniture; and \$2,000 for incidentals.²⁷ This money was used to complete the new building which, although unfinished, had opened its doors for the fall term of 1888.²⁸

Other Buildings

Additional grants totaling \$70,000 were made in 1893²⁹, 1895³⁰, and 1897³¹ by the General Assembly for the construction of what has commonly been known as North Hall. So by 1895 the school had two four-story buildings, the one 199x150 feet, the other 100x100 feet. The former contained an assembly room with a seating capacity of 300, a chapel seating 1000, class rooms, president's office, cloak rooms, etc. The features of the latter included two gymnasias on the first floor, a library of the second, laboratories on the third, and a meeting place for the literary societies on the fourth. Hence it was claimed with pride that "there are few, if any, normal schools in the United States that are more fully equipped in all their departments for work than is this institution".³²

²⁷ Acts of Indiana General Assembly, 1889, p. 20.

²⁸ Interview with George Ira Kisner, Terre Haute attorney.

²⁹ Acts of Indiana General Assembly, 1893, p. 366.

³⁰ Idem, 1895, p. 313.

³¹ Idem, 1897, p. 304.

³² Catalogue, 1895-1896, p. 9.

Buildings which came later will be considered more fully elsewhere. They consist of a training school, constructed in 1904; library building, 1910; vocational building, 1915; science building and student building, 1917; practice house, 1920; women's dormitories, 1924 and 1929; and a physical education building, 1928.³³ On March 24, 1903, the school purchased some land near Seventeenth and Thompson Streets for \$4,500 to be used as an athletic field.³⁴ This was sold to the city of Terre Haute on September 7, 1909 for \$12,500.³⁵ In the same year another tract, known as Parson's Field, was acquired at a cost of \$7,500.³⁶ The northwest corner of the land used is not owned by the school but is merely leased.³⁷ For more than a decade the school has operated a seven-acre farm near Allendale.³⁸

³³ Indiana State Teachers College Bulletin, Vol. 23, June, 1930, p. 31.

³⁴ Vigo County Deed Record, No. 108, p. 572.

³⁵ Idem, No. 127, p. 353.

³⁶ Ibid., p. 348.

³⁷ Interview with J. Carlton Hannah, Publicity Manager of Indiana State Teachers College.

³⁸ Interview with Louis J. Rettger, Vice-President of Indiana State Teachers College.

Special Terms

In addition to the regular fall, winter, and spring terms (in recent years known as quarters), there have been several special terms, some of which have become permanent features of the institution.

A summer session of the Normal School was held from July 13 to August 10, 1870, with an enrollment of one hundred fifty-two.³⁹ A regular summer term was not established, however, until more than two decades later. In 1894 a "summer term of science" was organized, with more than a hundred students attending. The following year the curriculum included mathematics as well as science. Then in 1896 practically all the departments were represented, the enrollment exceeding three hundred.⁴⁰ Originally only six weeks in length, the summer term soon was lengthened. From 1912 until 1923 it was twelve weeks in length. At this time school attendance on Saturdays made possible a reduction to ten weeks. The following year the summer session was split into two terms, each five weeks long. The first summer term regularly has an enrollment of more than two thousand students, thereby exceeding that of other schools of higher learning in Indiana.⁴¹

³⁹W. A. Jones, Report of 1870, p. 9.

⁴⁰Catalogue, 1896-1897, p. 65ff.

⁴¹Indiana Yearbook, 1929, p. 554.

From 1907 until 1915 and from 1917 until 1919 there existed a "second-spring" term, beginning in the latter part of April or the early part of May. From 1911 until 1913 there was a "third-spring" term beginning late in May. These two terms, twelve weeks in length, have been represented since 1924 by a "mid-spring" term of six weeks.⁴²

Opposition from the Non-State Schools

In the late '90s "Private schools and church schools united in an effort to block public taxation and legislative appropriations of public funds for institutions of higher learning."⁴³ They also objected to the granting of life licenses to Normal School graduates.⁴⁴ President Parsons naturally defended the cause of the state institutions. In a public hearing held by the legislature between the contending factions "He hurled a veritable philippic at his opponents. His logic and his eloquence completely overwhelmed them.... From that day scarcely a chirp was heard against the state schools."⁴⁵ As often happens, the result of the attack was "beneficial and redounded to the good of the

⁴² Unless otherwise indicated this material has been secured from school catalogues and from the office of the Registrar.

⁴³ Lawrence McTurnan, "Parsons and Sandison," Indiana State Normal School Bulletin, June, 1927, p. 56.

⁴⁴ W. W. Parsons, "Statements Made Before the Educational Committees of the General Assembly," Normal Advance, Feb., 1897, p. 67.

⁴⁵ Lawrence McTurnan, op. cit., p. 57.

state schools".⁴⁶ Some idea of the situation may be gleaned from the following:

The Fisherman's Story⁴⁷

"Been ter the Legislature, and uv all the times I've seed, This'n was the beatenist fer skule-men and their greed. They introduced a william, I mean the men outside Who have a little hobby and want us all ter ride. It wuz concernin' learnin' a gittin' along ter fast And stayin' with a feller as long as life 'ud last. There was Valpo, Wabash, Marion, Danville, Princeton, Tri-State, Butler, Earlham, Merom; then some not 'up ter date'. The minners went ter 'poolin' 'and tryin' to combine To net the one called I. S. N., then make her stummick-shine. She quickly caught the net, sir, and flopped her biggest fin, Then 'fore I skeercely knowed it, she wuz pullin' minners in. Just how the thing wuz ended you needn't question me, Fer I kum home ter supper and didn't go back ter see."

College Course⁴⁸

Near the beginning of the twentieth century some enterprising "Normalite" declared that the school should have a glee club, a band, an orchestra, a college fraternity, "the best college baseball team in Indiana", and "a place where we could go to give school yells to our heart's content without disturbing people who are so fortunate as to live near the Normal".⁴⁹ In typical student fashion he overlooked the fact that to have a college, a college course is necessary.

⁴⁶Normal Advance, April, 1897, p. 110.

⁴⁷Idem, Feb., 1897, p. 75.

⁴⁸Unless otherwise indicated this discussion is based on an article by F. S. Bogardus, entitled "College Course," appearing in the Normal Advance, June, 1908, pp. 305-306.

⁴⁹Normal Advance, March, 1901, p. 135.

In 1907 the General Assembly recognized the high school as an integral part of the common school system.⁵⁰ Accordingly, in the spring of 1907, President Parsons appointed a committee composed of professors Schlicher, U. O. Cox, Kelso, Mutterer, Sandison, and Bogardus to draw up a college course which would provide training for teaching in the high school. As a result the Normal School began offering a standard four-year course in the fall of 1907, awarding a bachelor of art's degree to those completing it. Thus the institution definitely became more than a normal school, although it remained one in name long after this time. A more detailed consideration of the curriculum of the new course will be made in another chapter.

"Scrapping Teachers"

No effort has been made to find the time when sport writers first started calling the Normal School athletes the "scrapping teachers". But perhaps the expression arose during the World War when so many of the boys scrimmaged for Uncle Sam.

Upon the entry of the United States into the war "to make the world safe for democracy" the Board of Trustees placed the entire equipment of the school at the service of the nation.⁵¹ From the first the school supported the movement in toto. The Indiana State Normal Red Cross Unit, headed by Mary Moran and

⁵⁰Acts of Indiana General Assembly, 1907, pp. 323-324.

⁵¹Normal Advance, April 10, 1917, p. 1.

Mary McBeth, was organized on April 18, 1917, and soon had most of the "co-eds" working in one of its twenty-seven sections.⁵² Two weeks later the faculty decided to grant seniors credit for either farm work or military service. More than one hundred students left immediately, after fulfilling the proper registration required.⁵³ In less than a month the school raised more than its \$2,000 quota for the national Y. M. C. A. fund of \$35,000,000.⁵⁴ A service flag presented to the school by the Trustees on December 5 contained one hundred sixty-six stars.⁵⁵ Early in 1918 two military companies of fifty each were formed under Cyril C. Connelly.⁵⁶ By the cadet appointments made in the spring Raymond Warmoth became captain of Company A and Frank Grove of Company B.⁵⁷ It was arranged to offer a course in telegraphy and wireless for all conscripted men, while John B. Wisely organized a Boys' Working Reserve for the fellows too young to go to war.⁵⁸ In order to save coal the authorities curtailed the intermission periods and eliminated chapel so that school might be dismissed early in the afternoon; the library

⁵²Idem, April 24, p. 1.

⁵³Idem, May 8, p. 1.

⁵⁴Idem, Nov. 20, p. 1.

⁵⁵Idem, Dec. 11, p. 1.

⁵⁶Idem, Jan. 15, 1918. p. 1.

⁵⁷Idem, March 19, p. 1.

⁵⁸Idem, Jan. 15, p. 1.

closed at 2 P. M. and did not open at all on Saturdays.⁵⁹ Funds raised during the spring of 1917 made possible the adoption of several French war orphans.⁶⁰ Men in actual service kept in touch with the activities of the school by means of letters written by a Soldier's Committee, of which Rose Cox was chairman.⁶¹ The French Blue Devils who visited Terre Haute on May 31, 1918, attracted a record crowd to the exercises held on the "campus" of the school.⁶² Numerous stirring addresses were made, prominent in the list being those of William L. Bryan⁶³, Ida M. Tarbell⁶⁴, and Frederick G. Mutterer⁶⁵. In fact it appears that mild-mannered, cultured professors hurled forth denunciations of the imperial government of Germany that would have excited the admiration of the western governor who offered to ride in blood up to his horse's bridle in the interests of free silver. About the time of the signing of the Armistice, a Students' Army Training Corps had been established under Lieutenant L. H. Rockewell, using the top floor of North Hall for a barracks.⁶⁶ The "scrap-

⁵⁹ Idem, Jan. 22, p. 1.

⁶⁰ Idem, May 21, p. 1.

⁶¹ Idem, Nov. 26, p. 1.

⁶² Idem, May 28, p. 1. (The writer attended this affair, little realizing that he was a potential student and historian of the school).

⁶³ Idem, Jan. 8, p. 1.

⁶⁴ Idem, Feb. 5, p. 1.

⁶⁵ Idem, Feb. 12, pp. 1 and 3.

⁶⁶ Idem, Nov. 26, p. 1.

ping teachers" were still "doing their bit". Eight hundred and eighty-eight students and professors eventually were represented on the service flag.⁶⁷

Muncie Normal⁶⁸

In the winter of 1918 the Ball Brothers of Muncie offered to donate to the Indiana State Normal the school property known as the Muncie National Institute. This included a large building located in the center of a ten-acre tract, a dormitory, and additional land to the amount of sixty acres. The Board of Trustees accepted the offer and the school was designated as the Indiana State Normal, Eastern Division. Since that date the institution has grown rapidly by virtue of grants from the legislature amounting to \$878,310 and private gifts valued at almost a million dollars, having many new buildings and a campus about twenty times as large as the one at Terre Haute.⁶⁹ On December 1, 1924, it received its own president in the appointment of Benjamin J. Burris. The administration of the two schools has been conducted separately since that time except for a few months in 1927 between the death

⁶⁷ Interview with Rose M. Cox, Professor of English, Indiana State Teachers College.

⁶⁸ Indiana State Normal School Bulletin, Vol. 12, Sept., 1918, p. 14ff.

⁶⁹ Interview with Linnaeus N. Hines, President of Indiana State Teachers College.

of President Burris and the appointment of L. A. Pittenger.⁷⁰

Linnaeus Neal Hines 1921-

Upon the retirement of William Wood Parsons from the presidency of the school in the summer of 1921 the Board of Trustees selected Linnaeus Neal Hines to fill the position.⁷¹ The latter had served as State Superintendent of Public Instruction from 1919 until October 1, 1921, when he assumed his new duties.⁷² His academic training probably surpassed that of any of his predecessors while his educational experience has been broad and not unmixed with practical politics.

It has been his policy to build up the standards of teacher training in the state with the comparatively limited funds available. His ideal has been to provide a place where young people may be thoroughly grounded in the informational side and in methods of teaching; to insure that graduates will be able to obtain positions; and to make the Indiana State Normal School as good as any in the country.⁷³

The work of President Hines is unfinished and is too near at hand to offer the proper perspective for evaluating it. Yet

⁷⁰Ibid.

⁷¹Indiana State Teachers College Bulletin, Vol. 23, June, 1930, p. 11.

⁷²Who's Who in America, 1930-1931, p. 1097.

⁷³Interview with Linnaeus N. Hines.

judging from the developments which already have taken place he deserves to be ranked as one of the most successful executives the institution has ever had. The constructive accomplishments of his administration will now be discussed briefly.

Recent Changes⁷⁴

The year 1927 saw the establishment of a Graduate School offering work leading to first-grade administrative licenses and to the ~~master of art's degree in Education~~. In the following year a Junior College was organized, consisting of the freshman and sophomore classes, and a Senior College, comprised of upper classmen. In 1929 the school became officially designated as the Indiana State Teachers College.⁷⁵ At the same time a change in the entrance rules made possible the entry of students not seeking to become teachers provided they paid a term fee of \$20.00 in addition to the regular fee of \$15.50 (non-residents of the state continued to pay an additional fee of \$12.00).⁷⁶

Buildings constructed during this period are considered elsewhere. They include a dormitory and a physical education building. Money for other buildings is available from an act passed in 1927, but sites are lacking.⁷⁷

⁷⁴Unless otherwise indicated this material is taken from the Indiana State Teachers College Bulletin, Vol. 23, June, 1930, pp. 31-33.

⁷⁵Acts of Indiana General Assembly, 1929, p. 74.

⁷⁶Normal Advance, May 16, 1929, p. 1.

⁷⁷Interview with Linnaeus N. Hines.

Higher Academic Standards for the Faculty

Although members of the faculty usually have had considerable teaching experience, in many cases they have been deficient in academic training. Hence President Hines has emphasized the need of securing advanced degrees, a process that has been going on now for some time, and which has evoked comments not always flattering. But at least it has borne fruit in the recognition given Indiana State Teachers College by accrediting agencies. In February, 1930, it was admitted to the highest rank of teachers' colleges without condition by the American Association of Teachers Colleges.⁷⁸ It also has been raised to the full rank of an accredited college by the North Central Association of Colleges and Secondary Schools.⁷⁹

Several years ago it received an invitation to become an institutional member of the American Council on Education.⁸⁰ This offer was accepted in the spring of 1930.⁸¹

The present policy is to hire as professors or associate professors only those who have earned doctor's degree and to require the master's degree from all teachers added to the regular faculty. All are required to have three years' experience in the

⁷⁸Ninth Year Book of the American Association of Teachers Colleges, 1930, p. 20.

⁷⁹North Central Association Quarterly, June, 1930, p. 67.

⁸⁰Letter written on May 28, 1927 by C. R. Mann, Director of the American Council on Education.

⁸¹Interview with Linnaeus N. Hines.

public schools, while there is a graduated scale of the requirements in regard to graduate study, study of education, and experience in college teaching.⁸²

Finances

References has been made repeatedly to financial problems, but no specific statement has been given regarding the school's income, so the matter will be traced from the beginning down to the present.

Under the original act the school was allowed an annual fund of \$10,000;⁸³ then came a raise to \$15,000 with an allowance of \$2,000 for incidental expenses.⁸⁴ Ten years later the legislature provided for an appropriation of \$20,000,⁸⁵ and in 1891 increased it to \$30,000.⁸⁶ This system continued until 1895 when a bill was enacted levying a tax of one-sixth of one mill on every dollar of taxable property in the state. The proceeds were divided among the three state schools, the share of the Indiana State Normal School being thirty per cent of the total.⁸⁷ Soon afterward the state began to require itemized financial reports.⁸⁸

⁸²Rules Adopted by the State Normal Board on May 15, 1928.

⁸³Acts of Indiana General Assembly, 1865, p. 142.

⁸⁴Idem, 1873, p. 199.

⁸⁵Idem, 1883, p. 1679.

⁸⁶Idem, 1891, p. 311.

⁸⁷Idem, 1895, p. 171.

⁸⁸Idem, 1899, p. 412.

In 1903 the levy was changed to two and three-fourth cents on the hundred dollars, with the Terre Haute institution receiving three-elevenths of the proceeds.⁸⁹ Under the seven-cent levy of 1913 the share became proportionately smaller, being only one-fifth of the total.⁹⁰ In 1909 and 1911 the school had received additional grants of \$25,000 and \$24,375, respectively, in lieu of an increase of the tax levy.⁹¹ Shortly after the World War the tax levy was lowered to five cents on the hundred dollars (as a result of the Goodrich Tax Bill), the shares of the state schools remaining at the ratio of two, two, and one.⁹² A similar division was made of a one-cent levy passed as a temporary measure.⁹³ The amount received from year to year varied under the several levies. The largest accruing from that of 1895 was \$69,000; from that of 1903, \$142,000; from that of 1913, \$315,000; and from that of 1921, \$530,662.80.⁹⁴ After 1918 the maintenance of the Muncie Normal had to come from the share assigned to the Indiana State Normal. This condition checked the building program of the latter as arranged under the levy of 1913, which was to cover both maintenance and construction of buildings.

⁸⁹ Idem, 1903, p. 155.

⁹⁰ Idem, 1913, p. 505.

⁹¹ Idem, 1909, p. 471; Idem, 1911, p. 268.

⁹² Idem, 1921. p. 15.

⁹³ Ibid., p. 302.

⁹⁴ The first three figures were taken from an article by W. W. Parsons in the Normal Advance, Dec. 15, 1920; the fourth was furnished by Cyril C. Connelly.

Since 1925 a new system has been employed. At that time the Indiana State Normal of Terre Haute received an individual appropriation of \$315,000 in lieu of the tax levy of 1921.⁹⁵ This was raised to \$360,000 in 1927.⁹⁶ (Since 1929 it has remained at \$425,000! The division at Muncie received \$400,000.⁹⁷

Mention also must be made of an improvement fund created in 1927 for a ten-year period from the proceeds of a tax of two cents on the hundred dollars. The share of the teacher training schools is only one-twentieth less than that of either Purdue or Indiana, a more comparable division than usual.⁹⁸

Statistics⁹⁹

Land

Estimated value at time of gift by the city of Terre Haute	\$ 55,000.00
Value of city donation of 1927	30,000.00
Actual cost of additional purchases of land	244,869.00
Total value at time of gift or purchase	329,869.00
Natural increase of land in value	119,528.50
Present value of land	\$449,397.50

⁹⁵Acts of Indiana General Assembly, 1925, p. 551.

⁹⁶Idem, 1927, p. 380.

⁹⁷Interview with Cyril C. Connelly.

⁹⁸Acts of Indiana General Assembly, 1927, p. 245.

⁹⁹These statistics were taken from the Balance Sheet of the Indiana State Teachers College for September 30, 1929.

Buildings

<u>Name</u>	<u>Original Cost</u>	<u>Present Valuation</u>	<u>Increase in Value</u>
Main Bldg. and Annex	\$200,000.00	\$283,000.00	\$ 85,000.00
Training School	75,000.00	127,000.00	52,000.00
Library	100,000.00	236,000.00	136,000.00
Vocational Bldg.	100,000.00	206,000.00	106,000.00
Science Hall	115,000.00	193,000.00	78,000.00
Boiler House	97,000.00	97,000.00	
Student Bldg.	9,000.00	9,000.00	
Practice House	10,000.00	10,000.00	
Women's Residence Hall	120,000.00	120,000.00	
Phys. Educ. Bldg.	240,000.00	240,000.00	
Total Original Cost	\$1,066,000.00		
Present Day Value		\$1,521,000.00	
Natural Increase in Value			\$455,000.00

Miscellaneous

Investments of Endowments & Trusts	None
Estimated Value of Equipment & Supplies	\$360,000.00

Attendance by Terms¹⁰⁰

	<u>Fall</u>	<u>Winter</u>	<u>Spring</u> ¹⁰¹	<u>Mid-101 Spring</u>	<u>Summer</u>	<u>First Summer</u>	<u>Second Summer</u>
1870		40	66		152		
1874-'75	143	146	218				
1879-'80	200	218	372				
1884-'85	301	320	583				
1889-'90	358	359	671				
1894-'95	598	680	981		110		
1899-'00	479	501	1087		536		
1904-'05	452	463	1222		751		
1909-'10	543	589	1165	410	774		
1914-'15	696	762	1265	975	920		
1919-'20	573	576	971		1376		
1924-'25	1232	1209	1160	738		2235	1311
1929-'30	1392	1347	1261	668		2110	1245

¹⁰⁰ Secured from school catalogues and the Registrar's office. (Sources do not entirely agree on these data. The most logical have been selected).

¹⁰¹ These originally existed as the First Spring and Second Spring Terms, respectively.

CHAPTER III

CONDITIONS OF ADMISSION, FEES, CURRICULA, AND DEPARTMENTS

Conditions of Admission

Section ten of the original act provided four conditions "requisite to admission to the privileges of instruction in the Normal School".¹ These included a minimum age of eighteen for males and sixteen for females, good health, "satisfactory evidence of undoubted moral character", and a pledge to teach twice as long as the period spent as a student at the school. The Board of Trustees was given authority to impose additional conditions. No further legislative enactment occurred on the subject until 1929.² But the school catalogues reveal several developments, evidently the work of the Board.

The first catalogue, besides stating the conditions mentioned above, further required prospective students to possess average intellectual ability, to pass a "fair examination in Reading, Spelling, Geography, and in Arithmetic through Percentage", to write a legible hand, and to "be able to analyze and parse simple sentences".³ No important changes were made

¹Acts of Indiana General Assembly, 1865, p. 141.

²Idem, 1929, pp. 74-75.

³Catalogue, 1870-1871, p. 13.

for many years, although occasionally the conditions were reworded.

In the latter part of the '80s, it was announced that advanced standing would be given to graduates of high schools, colleges, and universities but that "other persons wishing to be excused must pass thorough and satisfactory tests".⁴

At the same time Physiology was included in the list of subjects of which a "fair knowledge" was required. The question naturally arises, "How was this knowledge demonstrated?"

About 1890 it was the custom to give entrance examinations on spelling, writing, reading, English grammar, geography, United States history, physiology, and arithmetic. Usually there were ten questions, only five of which had to be answered. The following are examples of the types of questions asked:⁵

Spelling - Missouri, psychical, granary, icicle.

Writing - Make all the capitals in which the reverse oval, or capital fold, may be used. What use of the black-board should be made in teaching?

Reading - Which is the more important, "silent" or "oral" reading? Interpret the following sentence: Life is a school.

Grammar - Analyze or diagram: An old clock one summer's morning stopped. Write two examples of the class, the collective, the mass, and the abstract noun.

⁴ Idem, 1888-1889, p. 47.

⁵ These were selected at random from the school catalogues.

Geography - Why is August a warmer month than June?

History - Which section of the country had the best school system at the time of the Declaration of Independence?

Physiology - What should be the approximate temperature of a school room? Why should the skin be kept clean?

Arithmetic - For what sum must I give my note in bank, payable in 4 months at 10%, to obtain \$300?

While often quite elementary, the questions emphasized the pedagogical viewpoint. And perhaps a few would puzzle the modern generation!

Gradually the standards were raised. The practice of admitting without examination persons holding teaching licenses began early in the '90s.⁶ Soon afterward a very comprehensive set of rules was laid down.⁷ In the fall and winter terms entrance was granted only to college graduates and undergraduates, graduates of high schools and academies, holders of teaching licenses, and persons making an average grade on entrance examination that would entitle them to a license if taken under a county superintendent. In the spring term of 1895 only college and high-school graduates, former students having at least five credits, and holders of three-years' or two-years' county licenses were admitted. Those having only an elementary education were required to do preparatory work for which no credit was allowed toward graduation. It was "strongly advised that all persons secure

⁶ Idem, 1892-1893, p. 73.

⁷ Idem, 1894-1895, p. 82.

the grade of license required before presenting themselves for admission".⁸

Since there was really only one basic course at the school, exemptions were given according to previous training.⁹ College graduates and holders of life state licenses were admitted without examination to the senior class; holders of sixty-months' licenses to the junior class; holders of thirty-six-months' licenses and high-school graduates to the sophomore class; holders of twelve- and twenty-four-months' licenses, together with graduates of non-commissioned high schools to the freshman class; holders of six-months' licenses to the preparatory course (a distinction conferred soon after on elementary-school graduates);¹⁰ all others were required to take the regular entrance tests mentioned previously. Later those admitted to the freshman class included holders of twenty-four-, twelve-, and six-months' licenses, graduates of non-commissioned high schools, and persons having completed at least three years of work in a commissioned high school.¹¹

Beginning with 1907, graduation from a commissioned high school was necessary for entrance on the college course, while graduation from a certified high school was sufficient for most

⁸ Idem, 1895-1896, p. 45.

⁹ Biennial Report, 1900, pp. 14-15.

¹⁰ Report of 1901, p. 13.

¹¹ Catalogue, 1904-1905, p. 23.

of the elementary courses. Equivalent scholarship might be demonstrated by examination.¹² Only mature people were allowed to make up scholastic deficiencies at the Normal School.¹³

For a time graduates of certified high schools were required to do extra work; at first this amounted to two terms,¹⁴ but soon it was reduced to one term.¹⁵ Finally, in 1927, unconditional admittance was given only to graduates of commissioned high schools, although graduates of certified high schools and teachers in service before 1908 were given a reasonable time after entry to secure high-school equivalency diplomas.¹⁶

Section ten, which had served so long as the basis for entrance requirements, was repealed in 1929. Aside from requiring graduation from a commissioned high school or its equivalency, the Legislature entrusted to the Board of Trustees complete jurisdiction over the matter of entrance requirements.¹⁷ The present requirements, which have been in force for two years, are as follows:¹⁸

¹²Idem, 1907-1908, p. 24.

¹³Indiana State Normal School Bulletin, Vol. 13, Jan., 1920, p. 25.

¹⁴Catalogue, 1923-1924, p. 57.

¹⁵Idem, 1924-1925, p. 50.

¹⁶Idem, 1927-1928, p. 33.

¹⁷Acts of Indiana General Assembly, 1929, p. 75.

¹⁸Indiana State Teachers College Bulletin, Vol. 24, March, 1931, p. 39.

1. Good health, as demonstrated by physical examination.
2. Satisfactory evidence of moral character.
3. Graduation from a commissioned high school or its equivalency.
4. A written pledge to teach at least two years in the public schools of Indiana. (The signing of this pledge may be waived by those not desiring to become teachers who pay the additional fees required).
5. "A willingness on the part of the applicant to submit to any proper rules for the good government of the college."

Fees

The first Scotchman who was attracted to the school by the enticing words "tuition free" but upon investigation found numerous fees will no doubt be interested in an explanation of this apparent anomaly. As a matter of fact the law makers probably had only one intention when they decreed that "tuition in the Normal School shall be free to all residents of Indiana who fulfill the four conditions set forth in section ten of this act, and such conditions as the Board may require".¹⁹

In 1879, owing to an "insufficient appropriation" (the school receiving \$2,000 instead of the \$3,000 expected for inci-

¹⁹Acts of Indiana General Assembly, 1865, p. 142.

dental expenses), a janitor's fee of one dollar per term was levied.²⁰ It was an annual feature until 1891, when it gave way to a library fee of one dollar per term, with no explanation given, not even to the janitors.²¹ Soon the new fee was doubled.²² It remained at two dollars per term until 1918, when it was raised to two and one-half dollars, fifty cents going to the athletic association.²³ Some ten years earlier the practice had been established of charging non-resident students an additional term fee of twelve dollars.²⁴ In 1920 the library fee was raised to five dollars per term, four dollars going to the library fund and one dollar to the athletic association.²⁵

The library fee gave way to a contingent fee of fifteen dollars per term.²⁶ The money derived from this source was divided thus: three and one-half dollars to the library fund, one dollar to the health fund, two dollars to the physical education fund, and the remainder to the general fund for the upkeep and improvement of buildings.²⁷

²⁰ Catalogue, 1878-1879, p. 26.

²¹ Idem, 1890-1891, p. 67.

²² Idem, 1894-1895, p. 85.

²³ Indiana State Normal School Bulletin, Vol. 12, Sept., 1918, p. 25.

²⁴ Catalogue, 1908-1909, p. 19.

²⁵ Idem, 1920-1921, p. 30.

²⁶ Idem, 1922-1923, p. 46.

²⁷ Ibid., p. 47.

Several changes have been made in the contingent fee. The share of the library fund has been cut thirty-five cents per term, this sum going to the school paper.²⁸ An increase of fifty cents per term in the contingent fee made possible the establishment of a student-activities fund.²⁹ Recently the departmental, laboratory, and physical education fees were abolished and the contingent fee raised to twenty dollars per term, the amount already paid by graduate students.³⁰ There remain, however, the diploma fee of ten dollars to be paid by candidates for the Master's degree; an auditor's fee of five dollars per term to be paid by "persons properly qualified who desire to sit in one or four classes without participating in the recitation and without receiving formal credit"; breakage fees to be paid for misuse of equipment; the "Senior Annual" fee of five dollars; and various penalty fees.³¹ Students not seeking teacher training are required to pay an additional fee of twenty dollars per term.³²

Curricula

The curricula at the Indiana State Teachers College have passed through three fairly distinct stages. The first lasted from 1870 until 1906 and was characterized by an emphasis on the

²⁸Idem, 1923-1924, p. 52.

²⁹Idem, 1926-1927, p. 46.

³⁰Indiana State Teachers College Bulletin, Vol. 24, March, 1931, p. 57.

³¹Ibid., pp. 58-59.

³²Normal Advance, May 16, 1929, p. 1.

training of elementary school teachers. From 1906 until 1923 the institution had a tendency to "go collegiate" and to be interested mainly in developing secondary teachers. Since 1923 the program of studies has been better unified and coordinated, attending to the needs not only of grade and high-school instructors but, recently at least, to those of executives and administrators in the public schools. Each of these periods will now be considered.

Curricula 1870-1906

Originally the school offered two courses.³³ The first was quite elementary, being designed for students not well trained even in such subjects as English, geography, arithmetic, reading, physiology, spelling, writing and music. It included some professional training.

Students who could "pass a satisfactory examination in the branches required by law to be taught in the common schools", and those who had pursued the elementary course five terms were permitted to enter on the Advanced Course.³⁴ It corresponded roughly to a high-school course, except that it required only two years for completion and contained such subjects as mental philosophy, principles of morals, lectures on the order of intellectual development, and lectures on the organization and

³³Catalogue, 1870-1871, p. 11.

³⁴Ibid., p. 12.

classification of schools on the basis of mental development. Students who desired to study either Latin or German were compelled to attend an additional year.³⁵ Incidentally, the terms were irregular in length, the first being fifteen weeks, the second eleven, and the third thirteen. Evidentially they became similar in length, but a twelve-weeks' term did not become standardized until 1907.³⁶

By 1875 the elementary course had been raised to eight terms. The course of study included grammar and composition, orthoepy, reading, rhetoric, English literature, themes, physics, geography, physiology, botany, chemistry, geology and zoology lectures, arithmetic, book-keeping, algebra, geometry, United States history, civics, general history, theory, methods, morals, psychology, orthography, penmanship, drawing, and music.³⁷ A post-graduate course was temporarily established to enable those completing the regular course to become high-school teachers or administrators.³⁸

Then came the establishment of a short course of four terms, which provided a rapid review of elementary subjects and some professional training.³⁹ Two years later it was reduced to three terms and continued to be offered for many years.⁴⁰

³⁵ Ibid., p. 13.

³⁶ Idem, 1906-1907, p. 22.

³⁷ Idem, 1875-1876, p. 16.

³⁸ Ibid., p. 20.

³⁹ Idem, 1878-1879, p. 23.

⁴⁰ Idem, 1880-1881, p. 10.

Meanwhile the increased attention allotted to professional work and to the natural sciences necessitated an attendance of nine terms by "average" students, while those taking Latin were required one or two extra terms.⁴¹ College graduates could cover the regular course of three years in one year and high-school graduates could do so in two years.⁴² Early in the '80s the courses of nine and ten terms became known as the Regular English Course and the English and Latin Course, respectively.⁴³ About this time came the announcement of a special one-year course for high-school graduates "to take the place of a city training school".⁴⁴ The old post-graduate course was also revived; its curriculum included Latin or German, literature, algebra, physics, general history, geometry, chemistry or astronomy, philosophy of education, trigonometry, and zoology or geology.⁴⁵ Most of the students no doubt looked with favor on the new policy of taking four subjects per term instead of five.⁴⁶ The English and Latin Course attained the eminence of requiring an attendance of four years.⁴⁷

⁴¹Ibid., p. 7.

⁴²Idem, 1881-1882, pp. 9-11.

⁴³Idem, 1882-1883, pp. 17-19.

⁴⁴Idem, 1883-1884, p. 24.

⁴⁵Ibid., p. 25.

⁴⁶Idem, 1885-1886, p. 17.

⁴⁷Idem, 1886-1887, p. 37.

No courses were added for about two decades; then came one which allowed students to do a year or more of work in subjects in which they were particularly interested.⁴⁸

Indeed, by the end of the first period the curricula had practically degenerated to a single four-year course, which might be completed in from one to four years, depending on previous training and licenses held, as pointed out earlier in this chapter.

Curricula 1906-1923

In 1906 the Normal School embarked on a comprehensive program of providing training not only for elementary teachers but also for teachers of special and high-school subjects. The curricula included a two-year course for rural teachers; three-year courses in education, English, Latin, German, Latin and German, history, music, drawing, manual training, and science; five four-year courses; and a four-year college preparatory course which qualified those completing it to prepare for entering college while earning a Normal School diploma.⁴⁹

The following year the General Assembly passed acts which terminated most of these courses before they had scarcely been inaugurated. It declared that high schools were part of the public school system.⁵⁰ It enacted a minimum wage law, at the

⁴⁸Idem, 1904-1905, p. 24.

⁴⁹Idem, 1905-1906, p. 3.

⁵⁰Acts of Indiana General Assembly, 1907, p. 323.

same time defining the various classes of teachers.⁵¹ Toward the end of the session it placed the state course of study in the control of the State Board of Education, ordering that a regular system of normal school instruction be arranged.⁵²

The curricula reflecting the laws of 1907 prevailed so long that they will be presented rather fully. They included the following eight courses.

1. Twelve-weeks' course for teachers of "Class A". The subjects covered were educational psychology, observation and study in the Training Schools, methods, one term's work in any of the common branches, vocal music, penmanship, and drawing or manual training.⁵³

2. Twenty-four-weeks' course for teachers of "Class B". It closely resembled the twelve-weeks' course, but also contained the study of the history of education and additional work in psychology and in the common branches.⁵⁴

⁵¹Ibid., pp. 146-148.

⁵²Ibid., p. 451.

⁵³Catalogue, 1906-1907, p. 33.

⁵⁴Ibid., p. 34.

3. Three-year course for teachers of "Class C".

It required three terms of psychology, two terms of arithmetic, rhetoric, reading, geography, methods, observation, practice, and physical culture, one term of physiology, penmanship, school organization, history of education, manual training or school economics, vocal music, drawing, and nature study, and gave as electives Latin, German, algebra, geometry, trigonometry, physics, chemistry, botany, zoology, English literature, American literature, and history. Completion of this course and two years of successful teaching qualified for a life license.⁵⁵

4. Two-year course for teachers of district and town schools. This was merely an abridgement of the three-year course, providing no work in nature study nor school organization, requiring one term less of psychology, and allowing only two elective subjects. Completion of the course qualified for teaching three years "without license".⁵⁶

5. Preparatory course. Non-high school graduates might take it to make up scholastic deficiencies.⁵⁷

⁵⁵Ibid., p. 35.

⁵⁶Ibid., p. 37.

⁵⁷Ibid., p. 38.

6. College-graduate course. It included three terms of educational psychology, experimental psychology, and philosophy of education, two terms of methods, observation, and practice, and one term of school law, history of education, and school organization and administration. Those completing it were entitled to a diploma from the Normal School.⁵⁸

7. Four-year Normal course. This had five variations which were developments of the old English and Latin course.⁵⁹

8. College course. A total of thirty-six credits had to be earned, thirteen being electives and the rest required, the latter consisting of nine credits in professional work, two in mathematics (not required after 1908), three in science, five in Latin or German, two in English literature and composition, and two in European or American history. Nine credits had to be earned in a major subject, also. Up to 1917 each student attended three classes per day, five days per week. Since that time it has been four classes per day, four times per week. Students graduated on this course were awarded an A.B. degree and after two years of successful teaching a diploma which gave a life license to teach in the public schools of Indiana.⁶⁰

⁵⁸Ibid., p. 40.

⁵⁹Ibid., pp. 46-50.

⁶⁰Ibid., p. 41.

The next major change came in 1917 when all courses leading to graduation were placed on a basis of four years, forty-eight credits being required (the students now taking four subjects per term instead of three).⁶¹ Since the curricula met a fate not unlike the curricula of 1906, the courses will not be presented in detail. They included a four-year Normal course, together with twelve- and twenty-four-weeks' abridgements; a four-year college course, distinguished by the introduction of the idea of major and minor subjects; four-year courses in agriculture, domestic economy, and industrial arts, made up of considerable technical, as well as professional and academic, training; the long-established college-graduate course, containing less professional requirements than formerly; and an indefinite course for persons not candidates for graduation who might select such work as they were "prepared to do profitably".⁶² The regular two-year elementary course, temporarily abandoned, was soon revived.⁶³

There was further legislation in 1919.⁶⁴ Accordingly the

⁶¹Idem, 1916-1917, p. 29.

⁶²Ibid., pp. 30-39.

⁶³Indiana State Normal School Bulletin, Vol. 11, July, 1918, p. 59.

⁶⁴Acts of Indiana General Assembly, 1919, pp. 753-758.

four-year Normal course was dropped, courses for "Class A" and "Class B" teachers and the regular elementary and the college courses retained, while two-year courses were added for the preparation of teachers or supervisors of music, drawing, penmanship, manual training, physical culture, domestic science, agriculture, and "kindergartening".⁶⁵ Soon after came the announcement of the establishment of extension courses.⁶⁶

At the end of the second period the courses were as follows: a general Bachelor of Science course, "integral parts" of which included a one-year course for rural-school teachers, a two-year course for primary-school teachers, a two-year course for elementary-school teachers, two-year courses in special subjects, and a three-year junior-high-school course; four-year college course (A. B. degree); four-year industrial arts and vocational courses (B. S. degree); four-year course in home economics; four-year course in commerce (B. S. degree); and a three-year commerce course.⁶⁷

⁶⁵Indiana State Normal School Bulletin, Vol. 13, July, 1919, p. 29.

⁶⁶Normal Advance, Dec. 15, 1920, p. 1.

⁶⁷Catalogue, pp. 66-88.

Curricula 1923-1931

The educators constituting the Indiana Educational Commission, appointed by the Governor, bestowed scanty praise on the curricula of the Normal School. They pointed out that the attention given to the training of high-school teachers since 1906 had "affected unfavorably the training of elementary teachers - the function for which the school was started and which is even now the most important it can perform".⁶⁸ In fact, at least one member of the commission proposed reducing the school to this single function.⁶⁹ The time allotted to Spanish, physics, chemistry, and vocational work was considered unwarranted because of the relative unimportance of these subjects in the high school.⁷⁰ The regular elementary course came in for criticism because it admitted elective work in college subjects and failed to provide specialized elementary training.⁷¹ The Commission concluded that the Normal School had "drifted from its primary function and obligation - the training of elementary teachers" and that it was "dominated by departmental and collegiate interests, and is in need of thorough reorganization".⁷²

⁶⁸Public Education in Indiana, 1923, p. 65.

⁶⁹Interview with Linnaeus N. Hines.

⁷⁰Public Education in Indiana, 1923, p. 69.

⁷¹Ibid., p. 70.

⁷²Ibid., p. 72.

The ideas of the commission were reflected in the license law of 1923 which stated very specifically the requirements for various licenses and placed the teacher-training institutions in the position of following minutely the curricular regulations of the State Board of Education.⁷³ The curricula resulting from this act include the following six courses.

1. Two-year rural-school teachers' course. It required six credits in professional work, four in history and geography, two in literature, arithmetic, agriculture or home economics, reading, and grammar and composition, one in drawing and handwork, community civics, physiology, and music, and non-prepared work in music, penmanship, spelling, physical education, library science, and drawing.⁷⁴

2. Two-year primary course. It contained eight terms of professional training, two in literature, one in composition, word study and arithmetic, handwork, nature (community and home), primitive people and pioneer life, nature study, music, history, geography, physical education, story telling and dramatization, civics, physiology, and drawing, together with non-prepared work in the same subjects as required by the two-year rural course.⁷⁵

⁷³Acts of Indiana General Assembly, 1923, pp. 36-50.

⁷⁴Catalogue, 1923-1924, p. 84.

⁷⁵Ibid., p. 85.

3. Two-year intermediate and grammar-grade teachers' courses. These required six and one-half credits in professional subjects, two in grammar and composition, arithmetic, reading, and literature, one in music, physiology, civics, drawing and handwork, and nature study, one-half in drawing and music, four in history and geography, and the usual non-prepared subjects.⁷⁶

4. Special elementary-school teachers' courses for licenses in music, art, agriculture, home economics, manual training, and physical education.⁷⁷

5. Four-year courses in special subjects (B. S. degree), such as art, commerce, home economics, industrial arts, music, and physical education.⁷⁸

6. Regular four-year courses (A. B. or B. S. degrees). Students on this development of the original college course were required to earn seven professional credits, twelve general academic credits (two in English, two in history, three

⁷⁶Ibid., p. 86.

⁷⁷Ibid., p. 88.

⁷⁸Ibid., pp. 101-111.

in science, and if a candidate for the A. B. degree five in foreign language), and enough elective credits to make forty-eight after working out majors in two subjects such as English, mathematics, Latin, French, social studies, science, agriculture, industrial arts, home economics, music and art, physical education, and commerce. The requirements for major subjects varied from eight to sixteen credits.⁷⁹

No basic changes have been made in the 1923 curricula. Several additions have been made, however. They include a two-year course for teachers of exceptional children, emphasizing training in psychology and handicraft;⁸⁰ four-year courses in art and music, music and art, and for general supervisors;⁸¹ the establishment of a graduate school providing training to meet the requirements of superintendents', supervisors', high-school principals', and elementary-school principals' licenses, first grade;⁸² four-year courses for elementary teachers, junior-high-school teachers, elementary principals, and general supervisors;⁸³ and four-year academic courses for students not seek-

⁷⁹ Ibid., pp. 95-96.

⁸⁰ Idem., 1924-1925, p. 86.

⁸¹ Idem., 1925-1926, p. 202.

⁸² Idem., 1928-1929, p. 135.

⁸³ Ibid., p. 213.

ing teachers' licenses.⁸⁴

In conclusion, the present curricula are as follows: courses for training teachers for the elementary grades and for elementary principals and supervisors; regular courses for training high-school teachers; courses leading to administrative licenses, second grade, for high-school principals and superintendents; courses for training teachers and supervisors of special subjects such as art, commerce, home economics, industrial arts, music, and physical education; academic courses for students not seeking teacher training; and graduate courses leading to administrative licenses, first grade, for principals, supervisors, and superintendents.⁸⁵

Departments

Departments did not exist in the early days in the formal sense of the word. Most of the faculty members taught several subjects; indeed the whole school compared none too favorably with a small township high school of the present era.

⁸⁴Idem, 1929-1930, p. 135.

⁸⁵Indiana State Teachers College Bulletin, Vol. 24, March, 1931, pp. 65-121.

The writer found no accurate date for the establishment of departments, although some evidence is available which indicates that they were in existence in the latter part of the '70s.⁸⁶ In the later discussions on individual departments, the date 1870 will be advanced for the origin of those which were represented at that time on the program of studies.

Early in the '80s appeared the following announcement: "Each department in the school is in the charge of a specialist, who has made a thorough study of his subject."⁸⁷ Eight departments were listed - Education, English, Language, Natural Science, History, Geography, Mathematics, Ancient and Modern Languages, and Art.⁸⁸ Through the years the establishment of new departments increased the total to more than three times the original number.⁸⁹

The multiplicity of departments existing in 1923 provoked little enthusiasm on the part of the members of the Indiana Educational Commission. They pointed out that "a large number of more or less disconnected departments, each striving to magnify its own importance," interfered with the development of "a single, unifying educational policy".⁹⁰ In the reorganization which took

⁸⁶ Howard Sandison, "Sketch of the Pedagogical Department," Normal Advance, October, 1897, pp. 3-7; Indiana State Teachers College Bulletin, Vol. 23, April, 1930, p. xxii.

⁸⁷ Catalogue, 1883-1884, p. 26.

⁸⁸ Ibid., p. 27.

⁸⁹ Interview with Linnaeus N. Hines.

⁹⁰ Public Education In Indiana, 1923, p. 70.

place the following departments were evolved: Education, English, Science, History and Economics, Foreign Languages, Mathematics, Industrial Arts, Home Economics, Music, Art, Commerce, Physical Education (Women), Physical Education (Men), and Library and Library Sciences.⁹¹

Few changes have been made since the reorganization, the most important being the division of the department of Foreign Languages into separate departments of Romance Languages and of Latin and German.⁹²

A brief account of each of the departments will now be presented. An attempt will be made to give a complete and accurate list of the faculty members who have been hired on a yearly-contract basis. The information has been compiled carefully from school catalogues, articles in the school papers, interviews, and the Alumni Register (Indiana State Teachers College Bulletin, Volume 23, April, 1930). In the many cases where these sources do not agree as to dates and other matters the writer has accepted what appeared to be most logical. Further complications have resulted from the fact that some teachers have taught in several departments, others have served as assistants in the spring and summer before becoming regular faculty members, and still others have been regular members at irregular intervals. It has been the intention not to

⁹¹Catalogue, 1923-1924, pp. 125-190.

⁹²Indiana State Teachers College Bulletin, Vol. 22, June, 1929, p. 225.

include spring and summer assistants, owing to unreliable information available, nor those who did most of their work in the Training School. The dates advanced do not necessarily mean continuous service, but merely indicate the beginning and ending of the teachers' connection with the school.

Art - 1881

Ethel Bray 1922-1927
 Evalyn G. James 1928-1929
 June Reynerson 1926- (Present Dep't. Head)
 George W. Thompson 1881-1894
 William T. Turman 1894-
 L. Viola Waller 1926-1927

Although writing has always been offered by the school and drawing has been offered since 1875, the work for several years was conducted by teachers of other subjects, one being Samuel S. Parr. George W. Thompson became the first regular teacher so employed.⁹³

The department of Art originally had control of the subjects of music, drawing, penmanship, and elocution, the last named soon being taken over by the department of English.⁹⁴ Near the close of the '80s the two departments of Music and of Drawing and Penmanship supplanted the department of Art.⁹⁵ The official

⁹³Interview with William T. Turman

⁹⁴Catalogue, 1883-1884, p. 22.

⁹⁵Idem, 1886-1887, p. 43.

name again became department of Art in 1923.⁹⁶ At this time the Commerce department took over the teaching of penmanship.⁹⁷

Commerce - 1918

Vachel Breidenbaugh 1930-
 Kate Browning 1923-
 Irma Ehrenhardt 1929-
 Marion G. Glascock 1930-
 Frank Grove 1922-
 George F. Leonard 1927-1929
 Marie Rucker 1925-1929
 Helen Wood 1928-
 Shepherd Young 1918- (Present Dep't. Head)

Since 1918 the school had a commercial department in which instruction is given in stenography, typewriting, bookkeeping, commercial arithmetic, commercial law, and kindred subjects.⁹⁸ This department has occupied the fourth story of North Hall since its establishment except for a brief period during the World War when the space was used as a barracks by the Students' Army Training Corps. The head of the department has the active management of the school book store.⁹⁹

⁹⁶Catalogue, 1923-1924, p. 191.

⁹⁷Interview with William T. Turman.

⁹⁸Catalogue, 1917-1918, p. 14.

⁹⁹Interview with Shepherd Young.

Education - 1870

Rudolph Acher 1917-
Edward L. Abell 1921-
Benton E. Barringer 1924-1925
Charles H. Bean 1903-1914
Elsie Bender 1928-1929
Thomas J. Breitwieser 1914-1919
Harold Bright 1930-
George P. Brown 1879-1885
Howard W. Byrn 1911-
Edwin N. Canine 1925-
Albert R. Charman 1883-1917
Albert L. Crane 1919-1920
Florence R. Dearborn 1922-1929
Robert K. Devericks 1926-
Helen Ederle 1923-
Earl C. Franklin 1929-1930
Amanda P. Funnelle 1870-1881
Minnie L. Graves 1898-1899
Fay Griffith 1920-
Cephas Guillett 1909-1910
John W. Jones 1927-
William A. Jones 1870-1879
Joy M. Lacey 1913-
Joseph L. McBrien 1921-1924
Andrew MacPhail 1920-1921
Virgil R. Mullins 1924-
William W. Parsons 1885-1921
Alvin C. Payne 1921-
Earl E. Ramsey 1925-(Present Dep't. Head)
Mary D. Reed 1930-
Howard Sandison 1881-1917
John Raymond Shannon 1927-
Paul G. Silas 1930-
Francis M. Stalker 1892-1929
Helen F. Staples 1922-1924
Lenna E. Smock 1929-
Sarah E. Tarney 1887-1892
Ernest L. Welborn 1917-
Gladys Young 1925-1927

Before 1888 and after 1923 there has been a department of Education. Between these dates it had the following divisions: History and Science of Education, 1888-1890; Mental Science and Methods, 1888-1893; History and Philosophy of Education, 1890-1897; Psychology, 1893-1917; History of Education, 1897-1923; Philosophy of Education, 1904-1905; Methods, Observation, and Practice, 1905-1920; Educational Psychology, 1917-1923; Principles and Practice of Teaching, 1920-1921; Principles of Education, 1921-1923; Observation and Supervised Teaching, 1922-1923; Rural Education, 1922-1923; Primary Education, 1922-1923.¹⁰⁰

English - 1870

Eva Anderson 1924-1926
 Mary J. Anderson 1887-1906
 Charles B. Bacon 1909-1923
 Mary A. Bruce 1870-1879
 Charlotte Schweitzer Burford 1903-1910
 Joseph Carhart 1878-1884
 Erle E. Clippinger 1904-1918
 Mabel H. Coddington 1930-
 Anna E. Cox 1913-1915
 Rose M. Cox 1900-1909; 1923-
 Elizabeth Crawford 1907-
 William B. Creager 1886-1889
 Marjorie B. Cuppy 1914-1915
 Charles M. Curry 1892-1925
 Ethel Daum 1922-
 Willis C. Dewey 1873-1874
 Edward M. Gifford 1926-
 Thomas H. Grosvenor 1896-1897
 John E. Hankins 1929-1930
 Sarah K. Harvey 1921-

¹⁰⁰ Catalogues, 1870-1923 (Many of these dates are merely approximations).

Miriam Huber 1922-1924
 Albert E. Humpke 1884-1890
 James L. Lardner 1907-1909
 Mary McBeth 1922-
 Leslie H. Meeks 1928- (Present Dep't. Head)
 Victor C. Miller 1912-
 Ida B. Moore 1887-1894
 Mary Moran 1894-
 William W. Parsons 1876-1885
 Hazel T. Pfennig 1923-
 Willard H. Robinson 1930-
 Rose M. Small 1926-
 Sarah Swihart 1907-1912
 Arnold Tompkins 1890-1893
 Edith Whitenack 1894-1904
 John B. Wisely 1894-
 William B. Woods 1883-1893

Branches of this department have been quite numerous, scil., English Language, 1883-1887; English Grammar and Composition, 1887-1888; Higher English and Literature, 1887-1888; Grammar, Composition, and Literature, 1888-1891; Reading, 1888-1891; Grammar and Composition, 1891-1894; Reading, Rhetoric, and Literature, 1891-1894; Reading and Literature, 1894-1902; Grammar, Rhetoric, and Composition, 1894-1895; Grammar and Composition, 1895-1913; Literature, 1902-1907; Reading and Public Speaking, 1907-1921; English and American literature, 1907-1923; Public Speaking and Oral English, 1921-1923; English, 1911-1923.¹⁰¹

¹⁰¹ Catalogues, 1870-1931 (Many of these dates are merely approximations).

Home Economics - 1915

Frieda A. Bach 1922-1924
 Dorothy Eaton 1927-
 Madelon Gallagher 1921-1927
 Louise Gillum 1924-
 Pearl Hoppes 1927-
 Minnie L. Irons 1915-1924
 Harriet Joslin 1914-1915
 Anne Marold 1930-
 Geneva Nugent 1920-1926
 Ethel Lee Parker 1918-1921
 Florence Quilling 1928-1929
 Ivah M. Rhyan 1908- (Present Dep't. Head)
 Grace L. Willits 1918-1920

Regular vocational instruction for women began in 1911, but the department of Domestic Economy was not created until 1915, adequate space being made available by the completion of the new vocational building. Since 1918 it has been known as the department of Home Economics. In 1915 it instituted the policy of training teachers under the Smith-Hughes Act. From 1918 until 1930 it operated a school cafeteria. A practice house has been maintained since 1920 where "girls are taught the ideals and responsibilities of a home and the true appreciation of home life". Originally this work was carried on at 672 Eagle Street. When this site was taken for the gymnasium, the work was transferred to 665 Mulberry Street. Since 1929 the building formerly used by the school physician at 618 Eagle Street has been maintained as a practice house.

102 Interview with Ivah M. Rhyan.

Industrial Arts - 1905

Harold A. Huntington 1928-
Denman Kelley 1921-1925
Merit L. Laubach 1905- (Present Dep't. Head)
Arthur H. Luehring 1915-
Donald Reel 1930-
O. E. Sink 1914-1918
Reuben H. Snitz 1915-
John C. Tranbarger 1925-
George K. Wells 1925-1928

Training in vocational subjects originally was offered in one room of the basement of the Training School with very limited equipment. Soon the whole basement was taken over as well as part of the basement of the main building. The department of Manual Training and Mechanical Drawing continued from 1905 until 1911. Then it became known as the department of Manual Training and Domestic Science. A separate department for the latter was created in 1915.¹⁰³ The present vocational building, valued at \$100,000, was completed in 1915. The expenses of building and installing the splendid equipment were met with money derived from the tax levy of 1913.¹⁰⁴

¹⁰³Interview with Merit L. Laubach.

¹⁰⁴Interview with Cyril C. Connelly.

Latin and German - 1881

Hermann B. Boisen 1874-1876
 Rose M. Cox 1909-1918
 Etta Mae Foltz 1893-1894
 Alpheus McTaggart 1884-1894
 Frederick G. Mutterer 1902-
 M. Estella Norton 1881-1884
 Elizabeth A. Rose 1894-1901
 Anna B. Sankey 1896-1902
 John J. Schlicher 1896-1918
 Frederick H. Weng 1903- (Present Dep't. Head)
 Jeannette Winbigler 1897-1900

Latin and German were taught in the school at irregular intervals before 1881, and the new department by that name has been in existence only since 1929. The date 1881 has been selected as the one for the origin of the department because Latin, at least, has been offered regularly since that time. There have been the following divisions in the department: Ancient and Modern Languages, 1881-1887; Latin, 1887-1900; German, 1893-1900; Latin and German, 1900-1905; Latin, 1905-1923; German, 1905-1914; German Languages and Literature, 1914-1918; Foreign Languages, 1923-1929 (including Romance Languages as well as Latin and German).¹⁰⁵

¹⁰⁵ Catalogues, 1870-1929 (Many of these dates are merely approximations).

Library - 1892

Ruth Adamson 1920-1921
 Hazel R. Armstrong 1917-
 Dean Ulen Bond 1922-
 Edna Brown 1912-1928
 Helen M. Crane 1906-1913
 Arthur Cunningham 1890-1928
 Edna Darrow 1914-1917
 Cora F. Davis 1906-1908
 Estella Deam 1923-1924
 Carabelle Greiner Dickey 1908-
 Cecile Evans 1924-1928
 Edwin M. Fitzroy 1929- (Present Dep't. Head)
 Helen Gilbert Gillum 1884-1890
 Clara Hadley 1915-1920
 Harry Huntwork 1925-
 E. Ruth Jones 1920-1922
 Mary L. E. Jones 1896-1901
 Anna C. Keating 1899-1926
 Helen G. Layman 1901-1904
 Mabel E. Marshall 1905-1920
 Christine V. Openshaw 1930-
 Marie Reiman Orton 1924-
 Blanche Banta Ramsey 1926-1929
 Ruth Mildred Richart 1928-
 Mary G. Taylor 1896-1898
 Ruth Tobey 1923-1924
 Lucile Viehe 1920-
 Robert Wright 1924-1927
 Mary Zollinger 1909-1910

As has been pointed out in an earlier chapter, the school began operations with very limited library facilities. However, in 1876, it was announced that there were "good reference libraries in the school to which students have access without charge".¹⁰⁶ Soon after mention was also made of a general library.¹⁰⁷

¹⁰⁶ Catalogue, 1875-1876, p. 18.

¹⁰⁷ Idem, 1878-1879, p. 27.

By 1888 four thousand volumes had been accumulated, valued at \$10,000. Of this amount Chauncey Rose had paid \$4,000, the State \$500, the trustees of the Hopkins Memorial Fund \$125, and the remainder had been taken out of the appropriations for incidental expenses. The fire which destroyed the main building at this time proved to be no respecter of books and they also perished.¹⁰⁸

Prior to 1890 the duties of librarian were discharged by various faculty members and by the President's secretary, who also was clerk and registrar. Then Arthur Cunningham of DePauw was appointed to the distinct position of librarian, being made a regular member of the faculty two years later as head of the new Library department.¹⁰⁹ In his first report he mentioned that about half of the appropriation of \$15,000 had been spent; that the library contained over five thousand volumes as well as twenty current American and English magazines and a similar number of newspapers; that the books had been arranged according to decimal classification; and that work had been begun on a catalogue.¹¹⁰

In 1907 the General Assembly appropriated \$99,970 for a "fire-proof library".¹¹¹ It was planned in such a way as to pro-

¹⁰⁸Biennial Report, 1888, p. 28.

¹⁰⁹Idem, 1904, p. 17.

¹¹⁰Catalogue, 1890-1891, pp. 63-65.

¹¹¹Acts of Indiana General Assembly, 1907, p. 664.

vide safety, large storing capacity (ultimately for two hundred fifty thousand volumes), comfort of the readers, convenience of administration, and architectural beauty.¹¹² Since the dedication of the new building in 1910 the library has grown to the point where it contains about one hundred thirty-seven thousand volumes and three hundred-eighty periodicals.¹¹³ It is the third largest in the state, being exceeded only by the libraries of Indiana University and Notre Dame.¹¹⁴

Mathematics - 1870

Lewis B. Aiken 1872-1875
 James H. Baxter 1905-1918
 Lizzie S. Byers 1887-1894
 Elizabeth Long Cunningham 1889-1895
 Frank R. Higgins 1897-
 Oscar L. Kelso 1894-1924
 Walter P. Morgan 1901-1906
 Inez Morris 1924-
 Nathan Newby 1870-1872; 1881-1890
 Charles L. Pulliam 1894-1900
 Walter O. Shriner 1928- (Present Dep't. Head)
 Cyrena Stirwalt 1925-1929
 James M. Wilson 1875-1881

Mathematics has consistently been one department.¹¹⁵

¹¹²Catalogue, 1907-1908, p. 69.

¹¹³ Interviews with Carabelle Greiner Dickey and Edwin G. Fitzroy.

¹¹⁴Indiana Yearbook, 1928-1929, p. 570.

¹¹⁵Catalogues, 1870-1931.

Music - 1887

Carrie B. Adams 1887-1895
 Julia G. Botsford 1911-1915
 Robert Brown 1874-1875
 William H. Bryant 1921-
 Amelia A. Meyer 1922-
 Laura Minturn 1908-1911
 William H. Paige 1870-1873
 Lella A. Parr 1900-1908
 Beatrice O. Sanders 1895-1900
 Michael Seiler 1873-1874
 Anton Shide 1880-1887
 Lowell M. Tilson 1915- (Present Den't. Head)
 Lorena Tomson 1929-

Originally a part of the department of Art, the department of Music has remained unchanged since 1887. Instruction in music has been offered, however, throughout the history of the school.¹¹⁶

Physical Education (Men) - 1897

Birch Bayh 1917-1923
 David A. Glascock 1924-
 Roy Goodlad 1930-
 John P. Kimmell 1897-1911
 Walter E. Marks 1927-
 Glenn H. Stanbaugh 1928-1929
 Arthur L. Strum 1923- (Present Dep't. Head)
 A. F. Westphal 1912-1917
 Bertram E. Wiggins 1911-1912

The school made no serious effort to provide physical training until the construction of North Hall in the '90s.¹¹⁷

¹¹⁶Ibid.

¹¹⁷Idem, 1895-1896, p. 47..

Indeed adequate facilities were not available until the completion of the new gymnasium in 1930. This was financed by grants of \$150,000 from the Legislature, \$77,000 from the improvement levy of 1927, \$10,000 from the athletic association, and \$30,000 from the city of Terre Haute (the last-named being spent for a site).¹¹⁸

Physical Education (Women) - 1897

Neva M. Anderson 1928-1929
 Helen Woody Annakin 1923-1925; 1929-1930
 Edith Bailey 1910-1918
 Bertha Curry 1903-1908
 Florence M. Curtis 1924- (Present Dep't. Head)
 Miriam DuVall 1930-
 Ruby J. East 1927-
 Donaldine Grass 1925-1928
 Edith Hamilton 1908-1910
 Edith M. Love 1898-1903
 Lillian Sanger 1919-1924
 Alice Wright Wisely 1897-1898

Mary Josephine Anderson, who was active in establishing the Women's League and Mansion House, did much toward the establishment of facilities for women's physical training at the school, Edith Whitenack and Mary Moran also being interested in the project. At first classes were held in Chapel Hall. Later space was provided in the basement of North Hall, and equipment was procured from the defunct Coates College. A separate department for women was created in 1917.¹¹⁹

¹¹⁸ Interview with Cyril C. Connelly.

¹¹⁹ This discussion is based on an interview with Rose M. Cox and an article in the Normal Advance, December 11, 1924, p. 3.

Romance Languages - 1917

Erwin H. Bohm 1930-
 Alice Cameron 1929-1930
 Rose M. Cox 1918-1923
 Martha Royse 1925-1926
 Ruth Shirley 1927-
 Harry V. Wann 1917- (Present Dep't. Head)

Romance Language became a department in 1917. In 1921 it was divided into the two departments of French and Spanish. These became a part of the department of Foreign Languages in 1923. The present department of Romance Languages was organized in 1929.¹²⁰

Science - 1870

William P. Allyn 1924-
 Eli F. Brown 1880-1883
 Edwin M. Bruce 1905-
 Rupert O. Butterfield 1895-1896
 Ulysses O. Cox 1905-1920
 Fred Donaghy 1909-
 Charles R. Dryer 1893-1914
 Rush Emery 1871-1872
 Barton W. Evermam 1886-1891
 Amanda P. Funnelle 1870-1871
 Robert G. Gillum 1886-1923
 Dona Gayler Graam 1921-
 J. Bernard Hershman 1928-
 Cyrus W. Hodgkin 1874-1875
 Charles F. Hoick 1896
 Roscoe R. Hyde 1907-1917
 Oliver P. Jenkins 1883-1886
 Marion A. Johnson 1928-1929
 Lewis H. Jones 1870-1874
 Clarence A. Kuhner 1930-
 William A. McBeth 1897-1924

¹²⁰Interview with Harry V. Wann.

James J. Mackell 1921-
 Bessie Noyes 1929-
 Samuel S. Parr 1878-1881
 Wendell L. Perkins 1924-
 Otho J. Price 1925-1926
 Louis J. Rettger 1891- (Present Dep't. Head)
 Floyd Riggs 1929-
 Bernard Schockel 1913-
 Michael Seiler 1872-1873; 1881-1896
 Etta Selsam 1929-
 Josiah T. Scovell 1872-1881
 Benjamin H. Smith 1921-
 Charles H. Spurgeon 1923-1929
 Oliver S. Thompson 1906-1909
 Paul D. Wilkinson 1921-

Divisions of the present department of Science during the various periods include the following: Natural Science, 1870-1889; Biology and Geology, 1889-1893; Physics and Chemistry, 1889-1915; Biology, 1893-1905, Physiology, 1905-1923; Zoology and Botany, 1905-1913; Geography, 1870-1907; Geography and Geology, 1907-1923; Zoology, Botany, and Agriculture, 1913-1914; Agriculture and Biology, 1914-1919; Chemistry, 1915-1923; Physics, 1915-1923; Zoology, Botany, and Agriculture, 1919-1921; Biology and Agriculture, 1921-1923. The reorganization of 1923 brought all these into one department - Science.¹²¹

The school had long failed to provide enough space for this department. Conditions were alleviated, however, in 1917 with the construction of Science Hall, at a cost of approximately \$115,000.

¹²¹Catalogues, 1870-1923 (Many of these dates are merely approximations).

The money for this purpose did not come from a special appropriation but from the tax levy of 1913 which had been designed to cover regular expenses and also make possible a building program.¹²²

Social Studies - 1870

V. Dewey Annakin 1926-
 Frank S. Bogardus 1904-1931
 Fred E. Brengle 1928-
 Cyrus W. Hodgin 1874-1881
 William A. Jones 1870-1879
 Elwood Kemp 1882-1914
 Robert LaFollette 1922-1923
 William O. Lynch 1908-1918
 Clement T. Malan 1922-
 Waldo F. Mitchell 1931- (Dep't. Head Elect)
 William W. Parsons 1881-1882
 Raymond J. Reece 1927-
 Charles Roll 1913-
 Lucy M. Salmon 1883-1887

History existed as a separate department until 1904. Since that date it has undergone the following revisions: United States History and Civil Government, 1904-1918; European History, 1904-1914; European History and Economics, 1914-1918; History and Economics, 1918-1928; since 1928 - Social Studies.¹²³

¹²²Interview with Cyril C. Connelly.

¹²³Catalogues, 1870-1928; F. S. Bogardus, "Changes in the History Department," Normal Advance, Jan., 1914, pp. 94-95.

Officers of Administration ¹²⁴

President

William A. Jones 1869-1879
 George P. Brown 1879-1885
 William W. Parsons 1885-1921
 Linnaeus N. Hines 1921-

President Emeritus

William W. Parsons 1921-1925

Vice President

William W. Parsons 1883-1885
 Howard Sandison 1887-1917
 Louis J. Rettger 1931-

Dean

Frank S. Bogardus 1922-1931
 John W. Jones 1931-

Dean of Women

Dean of Men

Martina Erickson Parsons 1905-1910	A. F. Westphal 1914-1915
Charlotte Schweitzer Burford 1910-	Frederick H. Weng 1915-1920
	Birch E. Bayh 1920-1921
	Frederick H. Weng 1921-

Controller

Cyril C. Connelly 1929-

Registrar

Directors

Minnie E. Hill 1899-1917	Robert K. Devericks (Of Studies) 1926-
Cyril C. Connelly 1917-1929	J. Carlton Hannah (Of Publicity) 1928-
Robert K. Devericks 1929-	John W. Jones (Of Research) 1927-
	Virgil R. Mullins (Of Extension, Placement, and Alumni) 1924-

Secretary to the President

Helen Gilbert Gillum 1884-1890
 Minnie E. Hill 1890-1899
 Emma A. Smith 1899-1929
 Hazel Alverson 1929-1930
 Margaret E. Wisely 1930-

CHAPTER IV

STUDENT ACTIVITIES

This chapter corresponds, at least in a limited degree, to the Department of Interior in the national government. It contains valuable information which unfortunately is lacking in unity. Ten topics will be considered: athletics, debating, dramatics, music, organizations, provisions for living facilities, publications, student building, student council, and success of alumni. Possibly the list should have been more extensive, including, for example, material on the student activities program, radio broadcasting, etc. Arbitrarily, however, the discussion will be limited to the topics mentioned above.

Athletics

Owing to the lack of proper facilities, little attention was given to sports in the early days. Not until 1895 (gymnasium space being made available in the newly-constructed North Hall) did athletics in any formal sense originate.¹ At this time the school became a member of the Indiana Intercollegiate Athletic Association, practice for the state field meet being held on a

¹Interview with Louis J. Rettger.

commons on North Third Street.² In the following spring the baseball team "won its first great victory...when, dressed in overalls and straw hats, the players met and succeeded in completely defeating the crack Polytechnic team".³ About the same time were organized a tennis club and a wheel club, the latter being designed no doubt to aid the track team, for cycling was a regular feature of field meets in the '90s.⁴ For more than two decades the expenses of athletics were borne by an athletic association formed during the year 1896-1897.⁵ Since membership was optional with the students, only a limited amount of money was available.

Early in 1903 the athletic association, "in order to encourage our students to take an active part in athletics", voted to "hereafter confer upon its members the privileges of wearing certain school emblems". Two awards were established. The first was a large "N", either white or yale-blue, to regular varsity performers, managers, and any one making three hundred fifty or more points in a pentathlon. The second was a monogram, inscribed "ISN", to members of any team, winners of first place in an inter-class field meet, and any one making at least three hundred points in a pentathlon. The power of selecting the athletes

²Normal Advance, June, 1897, p. 164.

³Idem, p. 162.

⁴Idem, April, p. 112.

⁵Idem, October, 1897, p. 16.

eligible for these awards was placed in the hands of the managers of the varsity teams and the physical director, the latter having been an addition to the faculty in 1897.⁶

Soon after came the purchase of an athletic park, located near Seventeenth and Thompson Streets, the original Parsons Field.⁷ It was supposed to be made quite an establishment, with a quarter-mile track, baseball and football grounds, besides a space in the center for field athletics, and four tennis courts. The grandstand was to be "a spacious structure with baths and dressing rooms underneath" and it was thought the "club houses planned" would "probably supply rooms for reading and parlor games".⁸

Despite the efforts mentioned above, "one of the most deplorable facts in our school" continued to be "the lack of interest among the student body for athletics".⁹ Perhaps the condition resulted from the fact that Parsons Field, even in its palmyest days, failed to be little more than a baseball "diamond".¹⁰ After a few years it was sold to the city of Terre Haute and the present Parsons Field acquired.¹¹

⁶Idem, Feb., 1903, pp. 93-94.

⁷Vigo County Deed Record, No. 108, p. 572.

⁸Normal Advance, April, 1903, p. 138.

⁹Idem, March, 1904, p. 115.

¹⁰Ibid., p. 118.

¹¹For details as to prices and dates consult Chapter II, p. 27.

Limited finances handicapped the development of athletics until after the World War. Since the year 1918-1919 a part of the contingent fee has been employed for athletic purposes, at first fifty cents per student, then a dollar, and finally two dollars. Hence it has been made possible to award sweaters, as well as letters, to the athletes.¹² Various medals are presented to those outstanding in the several sports.¹³ Since 1928 more than two hundred "I" tickets have been issued to varsity performers entitling them to admission to all "home" contests.¹⁴

The athletic association sponsored the first Blue and White Day on December 6, 1919.¹⁵ It has become quite an elaborate affair, now taking two days instead of one, and since 1924 has regularly been held during the football season.¹⁶ Some of the features of a typical Blue and White Day include the following: bonfire and pep session, theatre party, chapel, faculty reception, color rush, organization luncheons, athletic contests, meeting of former varsity players, banquet, and dance.¹⁷

¹²Interview with Birch E. Bayh, Director of Physical Education in the Terre Haute Public Schools.

¹³Indiana State Teachers College Bulletin, March, 1931, pp. 150-151.

¹⁴Interview with Arthur L. Strum, Head of the Physical Education Department, Indiana State Teachers College.

¹⁵Interview with Birch E. Bayh.

¹⁶Normal Advance, November 21, 1924. p. 1.

¹⁷Idem, November 10, 1927, p. 1.

No account of athletics at the institution can ignore the rivalry with Rose Polytechnic Institute. Those who remember the animosities of a decade or so ago between the two schools will no doubt be surprised by an account of a baseball game played in the '90s, Rose losing by a score of 17-12. It seems to have been characterized by "the gentlemanly conduct, fair and skillful playing on the part of the Normal team" and "the heathenish courtesy, premeditated rascality, and nauseous behavior on the part of the Polytechnic students and team generally". In a gentle joust after the game "the Normalites took a firm stand and the obsolete Sullivan training of the R. P. I's. was met by Corbett's revised bone and sinew of the Normal Students". The manager of the losing team was not censured, however, "as he evinced a willingness to do the fair thing and deplored the nauseating conduct of his fellow students".¹⁸

The following yells were used during this period by the two schools.¹⁹

"Oats and Hay
Normal Jay".

"Chew tobacco!! Chew tobacco!!
Chew! Chaw! Brawl!
Rose Polytechnic
Can't play ball!"

"Blest Nervana!
Indiana.
Hurroo! Hurrah!
Huzzoo, Huzzah.
Ho-o-roo! Ho-o-rah!
The Old State Normal,
Hip! Hurrah."

¹⁸ Idem, April, 1896, p. 96.

¹⁹ Ibid.

The athletic development at the rival schools is fairly well represented by a compilation of the results of the various contests.²⁰

Games won by Indiana State - Rose

Football

1898-1904	1	2
1920-1930	$\frac{3}{4}$	$\frac{1}{3}$

Basket Ball

1901-1918	5	18
1919-1931	$\frac{23}{28}$	$\frac{3}{21}$

Track (Dual Meets)

1903-1915	3	6
1919-1930	$\frac{4}{7}$	$\frac{3}{9}$

Baseball

1896-1918	12	28
1919-1925	$\frac{14}{26}$	$\frac{2}{30}$

Tennis

Prior to 1923 - No information.		
1923-1925	2	0

Totals

1896-1918	21	54
1919-1931	$\frac{46}{67}$	$\frac{9}{63}$

Athletics for women has been confined largely to intramural activities. On March 22, 1902, a women's basket ball team opposed a girl's team from the Shelburn High School in the first

²⁰Completely accurate information is unavailable; the figures listed above have been carefully compiled from school papers and annuals, Terre Haute papers, and interviews. The World War marks a turning point in the athletic development of the two schools.

public exhibition of the kind in the city.²¹ The following year contests were held with several other schools, including Short-ridge High School, Charleston Normal, and DePauw University. Official action terminated inter-school games at this time.²² They were revived temporarily after the World War by Lillian Sanger. Since 1923 they have been abandoned except for occasional hockey games with the students of St. Mary-of-the-Woods. Much attention has been given, however, to intramural activities, including basket ball, tennis, apparatus and tumbling, volley ball, swimming, baseball, dancing, hiking, bowling, roller skating, cycling, horseshoes, and golf. These have been, and still are, purely extra-curricular, being merely sponsored by the Women's Physical Education Department. But they are organized and controlled by the students, the governing body consisting of the Women's Athletic Association, organized in its present form in 1924. A point system serves as the basis for awarding membership, pins, monograms, letters, and sweaters.²³

Debating

Debating ranks as one of the oldest student activities of the school, a debating club existing as early as 1872.²⁴ The

²¹Normal Advance, April, 1902, p. 153.

²²Interview with Maybelle Steeg Lammers, donor of the Maybelle Steeg Lammers Award (A gold bar pin presented annually to an outstanding student in the Women's Physical Education Department).

²³Interview with Florence M. Curtis, Head of the Department of Physical Education for Women.

²⁴Catalogue, 1872-1873, p. 22.

Junta Debating Club, organized about 1884, functioned for several years.²⁵ During the latter part of the '90s interclass debates became regular features, usually representatives from the Senior and Freshman classes opposing those from the Junior and Sophomore classes. In these days little space was given to intercollegiate sports by Terre Haute newspapers, yet several columns were devoted to announcing the annual inter-class debate, presenting even the pictures and biographies of the contestants.²⁶ Some appreciation of the unique position held by debating may be had by considering in detail an account of the inter-class debate of 1904. A "very enthusiastic" group of students "gathered in Normal Chapel Hall to witness again that yearly struggle between the classes - the inter-class debate". They arranged themselves by classes. "Loud and long were the yells and songs...Finally, when the debaters appeared, it seemed the old Normal Chapel Hall was doomed to fall like the walls of Jericho." The negative side was victorious on the question "Resolved, that the United States was justifiable in her attitude toward Columbia in the recent Panama affair...Upon the report of the judges, the Juniors and Sophomores immediately carried their representatives from the platform, while the defeated Seniors and Freshman 'folded their banners like the Arabs and as quietly stole away'."²⁷

²⁵ Interview with John B. Wisely, Professor of English, Indiana State Teachers College.

²⁶ Terre Haute Evening Gazette, March, 21, 1902, p. 4.

²⁷ Normal Advance, April, 1904, p. 147.

Gradually debating became both intramural and intermural. The former consisted of inter-society debates, supplanting for the most part the debates between classes. In slightly more than a decade there arose four men's organizations which were devoted primarily to debating - Forum, Ciceronian, Daedalian, and Trojan. An oratorical and debating league was formed on May 28, 1908 for the promotion and regulation of oratorical contests and inter-class and inter-society debates.²⁸ Between 1909 and 1925 are recorded nineteen of the latter, eleven being won by the Daedalians, five by the Ciceronians, and three by the Trojans.²⁹ Such contests have not been held in recent years, giving rise to the question "Why...did first one debating society and then another get high hat, take on Greek names or actions, and disappear into oblivion?"³⁰

Intermural debating has passed through several stages. From 1908 until 1916 there existed the Inter-State Debating League, composed of the normal schools at Terre Haute, Indiana, Oshkosh, Wisconsin, and Normal, Illinois.³¹ In 1916 the Oratorical League of the first-named institution voted to withdraw from the association "owing to unprofessional practices against our debating teams".³² For a few years contests were held annually with Normal

²⁸Idem, June, 1908, p. 418.

²⁹Idem, 1909-1925

³⁰Letter written by Fred A. Shannon, Professor of History, Kansas Agricultural College.

³¹Interview with John B. Wisely.

³²Normal Advance, May 30, 1916, p. 1.

College, Ypsilanti, Michigan. Since 1922 Indiana State Teachers College has been a member of the Indiana Intercollegiate Debating League. Occasionally debates have been held with schools from other states and from Canada. Several attempts have been made to establish intermural debating for women. On the whole, however, their forensic activities have been more of an intramural nature. The following men have served as debate coaches: James L. Lardner, 1908-1909; Charles B. Bacon, 1909-1923; John B. Wisely, 1923-1929; John E. Hankins, 1929-1930; Willard H. Robinson, 1930-1931. Debaters are awarded pins for their efforts, and since 1929 the outstanding one each year has received the Jardine Medal.³³

Dramatics

Melpomene and Thalia have long had their devotees at the North Sixth Street institution. Prior to 1922 dramatics existed entirely as an extra-curricular activity, being carried on by the various classes and societies, with little assistance or supervision from the faculty. During the last decade, however, it has been largely curricularized. Notable exceptions have been plays produced by the Senior class and by the Sycamore Players. The latter was organized in 1924.³⁴

³³Interview with John B. Wisely.

³⁴Secretary's book of the Sycamore Players.

Music

Definite information in regard to music is lacking for the early history of the school. Probably the first endeavor in this line consisted of a choir.³⁵ Pictures are extant of the choir of 1897³⁶, of the orchestra of 1898³⁷, and of the band of 1904³⁸. These have been curricularized for many years.³⁹ In recent years the department of Music has sponsored the May Festival and the singing of the Messiah.⁴⁰

Organizations

Organizations have been departmental, forensic, fraternal, literary, political, religious, scholastic, and social in nature. An attempt has been made to compile a complete list of the various organizations according to the period when they came into existence.⁴¹

³⁵ Interview with John B. Wisely.

³⁶ Normal Advance, June, 1897, p. 166.

³⁷ Idem, June, 1898, p. 209.

³⁸ Idem, June, 1904, p. 208.

³⁹ Interview with William H. Bryant, Assistant Professor of Music, Indiana State Teachers College.

⁴⁰ Interview with Lowell M. Tilson, Head of the Department of Music, Indiana State Teachers College.

⁴¹ Compiled from catalogues, newspapers, annuals, and interviews (Many of the organizations existed irregularly and under different names).

1871-1881

Electic Literary Society
 Philomathean Literary Society
 Debating Club

1882-1891

Y. M. C. A.
 Y. W. C. A.
 Junta Debating Club

1892-1901

German Club
 Free Silver Club
 Gold Club
 Normal Literary Society
 Married People's Club
 Scientific Temperance Study Club
 Women's League
 S. A. W.
 English Club
 Men's Social Club
 Bosom Jasptamd
 I. O. O. F.
 D. of R.

Hottentot Club
 Omega Sigma Chi
 C. T. N.
 Schwesterschaft
 Hymethis
 Fin de Sicle
 Alpha
 Golden Rod
 Honorary Section
 Junior Pie Club
 Forum

1902-1911

Honorary Alpha
 Delta
 Myosotis
 Athenian
 Gamma Gamma
 Sigma Beta
 Jefferson Club
 Ieta
 Theta
 Herculean Club
 Narcissus
 Lambda Delta Phi
 Zeta Zeta
 Mu Zeta
 Delta Sigma
 St. Thomas Aquinus Club
 Candidas
 Pi Zeta
 Oct Tette Club

Chi Delta Chi
 Mystic
 Zeit Geist
 Der Deutsche Verein
 Pastime Club
 The Assembly
 Kappa Kappa
 Chresto
 Alethenai
 Psi Theta
 Biological Club
 Delta Lambda Sigma
 College Club
 Le Ceygjas
 Tau Beta
 Girls' Glee Club
 Rosa Bonheur Club
 Phi Sigma Tau
 Epsilon Delta

1912-1921

Equal Suffrage League
 Mozart Club
 Camp Fires Girls
 Alpha Sigma Tau
 New Constitution Club
 Science Club
 Wilson Club
 Republican Club
 Debs' Club
 Social Studies Club
 Red Cross Unit

Music Club
 Psychological Research Assn.
 Normal Alumni Club
 Normal Press Club
 Masonic Club
 "N" Men's Association
 Home Economics Club
 Hiking Club
 Commerce Club
 Normal Stars
 Le Cercle Francais

1922-1931

Spanish Club	League of Women Voters
Boosters' Club	Men's League
Philharmonic	Jackson Club
Indiana Pioneers	Debating Society
Phi Delta Psi	Mathematics Club
Classical Club	Omega Kappa Phi
Pals	Art League
"N" Women's Association	Graduate Club
Athenaeum	Delta Theta Phi
Open Forum	Nautilus
Sycamore Players	Primary Club
Bok Club	Letter-Men's Club
Foursquare	Poet's Club
Kappa Delta Pi	Alpha Gamma Mu
Eastern Star	Alpha Sigma Phi

Provisions for Living Facilities

In the '70s it was estimated that students could obtain "board, including fuel and lights,...in good families at \$3.50 to \$4.50 per week", and that "by renting and boarding themselves" they could "reduce their expenses to less than \$2.50 per week".⁴² By the middle of the '80s it had become customary for them to board in clubs, "thus reducing their entire expenses to \$2.50 per week for good accommodations".⁴³ These clubs varied in size from ten to fifty, the principal figure being the purveyor. He secured boarders, purchased supplies, collected weekly bills, and paid a fixed sum per week to the landlady for each boarder. He received his board free and all that he could save by good management.⁴⁴ The clubs did not go out of existence until after the

⁴² Catalogue, 1870-1871, p. 13.

⁴³ Idem, 1886-1887, p. 45.

⁴⁴ William O. Lynch, "The Founding of the Normal Advance," Normal Advance, December, 1910, p. 65.

World War. One of the favorite pastimes of contemporary journalists was the ridiculing of the purveyors and their bills of fare, as is evidenced by the following:

"We had oatmeal and potatoes for breakfast, potatoes and oatmeal for dinner, and both for supper - when any was left from dinner or breakfast. Of course we had a good many other eatables off and on, but these were the staples."⁴⁵

Excerpts from a chronicle of 1900-1901.⁴⁶

"September 25. A new student succeeds in eluding all purveyors and reaches the Normal building unharmed...

April 1. Purveyors greet first arrivals...

April 3. Purveyors become cold and haughty and dictate terms to hungry students."

As a matter of fact, barring a few isolated cases, the true situation is set forth in this fashion by a former purveyor:⁴⁷

"I do not know what the experiences of the student body are now but at that time (1916) we had a group of students who enjoyed being associated together and we were able to work up a great deal of spirit in our club. In fact at various times we had a baseball team which played the team of another club as well as basket ball."

The steps by which it has been made possible to provide living accommodations for women have been several. In the '70s Chauncey Rose of Terre Haute offered to "grant \$100,000 in aid of deserving young ladies while attending the Institution should

⁴⁵ Idem, March, 1896, p. 76.

⁴⁶ Idem, June, 1901, pp. 261-262.

⁴⁷ Letter written by Raleigh R. Stotz, of the Mutual Benefit Life Insurance Company, Newark, New Jersey.

\$10,000 be supplemented by the State to aid in building a suitable boarding house". The General Assembly did not accept the offer.⁴⁸ Nothing was done about the matter for many years despite the agitation carried on. From 1904 until 1910, at the suggestion of Mary Josephine Anderson, the school maintained a dormitory at Sixth and Chestnut Streets, known as Mansion House.⁴⁹ Agitation on the subject in recent years was carried on vigorously by Dean Burford. The first wing of Residence Hall was constructed from funds made available by the tax levy of 1921.⁵⁰ It was dedicated on October 19, 1925.⁵¹ Four years later, by means of a special bond issue, the building was completed. It has a capacity of two hundred. Room and Board costs eight dollars per week. All non-resident freshman and sophomore women are required to reside in Residence Hall. A similar requirement holds for junior and senior women as long as rooms are available. The personnel of the dormitory since its establishment includes the following: Mary Gray, Head of Women's Residence Hall and Dietitian, 1925-1926; Helen Reeve, Head of Women's Residence Hall and Assistant Dean of Women, 1926- ; Florence Mirick,

⁴⁸Biennial Report, 1876, p. 4.

⁴⁹Normal Advance, October 21, 1925, p. 1.

⁵⁰Interview with Cyril C. Connelly.

⁵¹Normal Advance, October 21, 1925, p. 1.

Dietitian, 1926-1930; Olivia Meier, Acting Dietitian, 1930- ;
 Adelaide Mills Kipp, Nurse and General Assistant, 1930- .⁵²

Three of the fraternities maintain houses accommodating about seventy-five men. Non-resident students not living in Residence Hall nor in the fraternity houses must secure rooms approved by the Dean of Men or Dean of Women.⁵³

Several miscellaneous items merit consideration. Students have access to the Senior loan fund, the Parsons-Sandison Living Memorial fund, the McGregor loan fund, and the Women's Clubs' fund.⁵⁴ Since 1923 the school has employed a physician to safeguard the health of the students.⁵⁵

Publications⁵⁶

Editors of the Indiana Statesman (Normal Advance)

J. Howard Wagner 1895-1896
 J. W. Guiney 1896
 J. J. McKinney 1896-1897
 R. M. Elrod 1897-1898
 John M. Nash 1898-1899
 Edwin L. Holton 1899-1900
 Frank W. Thomas 1900-1901
 O. W. Douglas 1901-1902
 B. L. Vawter 1902-1903
 Curtis A. Hodges 1903-1904
 W. M. Tucker 1904
 C. R. Humston 1904-1905

⁵²Interview with Charlotte Schweitzer Burford, Dean of Women.

⁵³Indiana State Teachers College Bulletin, March, 1931, p. 59.

⁵⁴Indiana Statesman, June 11, 1930, p. 1.

⁵⁵Normal Advance, June 4, 1923, p. 1.

⁵⁶The material presented under this heading has been secured from school papers, annuals, and interviews.

Leon Metzinger 1905-1906
 Cecil A. Grayson 1906-1907
 Will E. Edington 1907-1909
 William L. Connor 1909-1910
 Ernest L. Welborn 1910-1911
 William Grose 1911-1912
 Ralph C. Shields 1912-1913
 Edwin J. Hemmer 1913-1914
 Carl N. Miller 1914-1915
 Alfred M. Meyer 1915-1916
 Harvey G. Dickson 1916-1917
 Lloyd S. Brumbaugh 1917
 J. Carlton Hannah 1917
 D. G. Lingle 1917
 Clara Strasburger 1917-1918
 Myrtle Miller 1918-1919
 Mary Hollis 1919-1920
 Myrtle Bray 1920-1921
 Ruth C. Briggs 1921-1922
 Hazel Pigg 1922-1923
 James C. Farmer 1923-1924
 Cecil Puckett 1924
 Marguerite Cushman 1925
 Alexander Jardine 1925-1926
 Will Weng 1926-1927
 William Jardine 1927-1928
 Eldon Johnson 1928-1929
 Josephine Moon 1929-1930
 Avola Watkins 1930-1931

The school paper, known until May 16, 1929 as the Normal Advance, existed as a monthly edition until March 9, 1915. Since then it has been issued weekly. It has gradually increased in size, being raised to four columns on October 12, 1915; to five columns on October 14, 1919; and to six columns on October 9, 1925. Since the latter date it has been printed by the College Print Shop. Summer editions have been printed since 1924. It was supported by popular subscription until 1923. At that time the practice arose of assessing each student thirty-five cents (recently raised to fifty cents) per term for its support, the money being paid as a part of the contingent fee.

WYOMING STATE
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Editors of the Sycamore

Prior to 1916 - The Editors of the School Paper

Benjamin F. Stephenson 1916
 Walter O. Shriner 1917
 Mary McBeth 1918
 Lucile Viehe 1919
 Robert E. Strickler 1920
 Mary Hollis 1921
 Mary Ruth Donovan 1922
 Olive Spencer 1923
 R. Emmet Burke 1924
 Margaret L. Vaughan 1925
 Hazel B. Harrigan 1926
 Mae Snyder 1927
 Herschell H. Lammey 1928
 Miriam DuVall 1929 and 1930
 Mary Edythe Johns 1931

The June issue of the school paper gradually evolved into an annual, the price raising from twenty-five cents in 1895 to two and one-half dollars in 1931. It has become quite an expensive undertaking, being financed by advertising, donations from organizations, class assessments, and subscriptions.

Student Building

For many years there was a student-union movement. It culminated in the organization of the State Normal School Students' Association, February 8, 1917.⁵⁷ Students, alumni, faculty, and friends of the school waged a campaign to acquire funds for the purchase of the Martin residence at 671 Eagle Street. The build-

⁵⁷Normal Advance, February 27, 1917, p. 1.

ing, after being purchased by the Board of Trustees, was remodeled and equipped, the work being planned by a committee composed of Dean Burford, Mrs. W. W. Parsons, Mrs. J. B. Wisely, and Professors Rose Cox and Frederick H. Weng.⁵⁸ It has served as a center for the social life of the students. Matrons who have been in charge of it include Fannie S. White, 1918-1919, Elizabeth Rose, 1919-1920, and Jennie Parker, 1920-⁵⁹

Student Council

After the World War agitation for a student council became quite pronounced. Definite action was taken in 1922 as a result of a meeting held on March 22 by representatives of classes, organizations, and the faculty. At this time came the appointment of a constitutional committee, composed of John Donovan, Albert Orth, Clarence Lloyd, Eli Buesing, Olive Spencer, and Helen Ederle.⁶⁰ They drafted a constitution which was accepted, and went into effect in the fall of 1922. Originally the council had sixty members, but this number was reduced to thirteen in 1925. A committee composed of Lester Irons, Professor John R. Shannon, and Glenn Miller drafted a new constitution in 1929.⁶¹

⁵⁸Idem, April 30, 1918, p. 1.

⁵⁹Interview with Charlotte Schweitzer Burford.

⁶⁰Normal Advance, March 28, 1922, p. 1.

⁶¹Idem, March 14, 1929, p. 2.

In recent years the percentage of negro students at the school has been steadily increasing. Hence the major change in the constitution had to do with the personnel of the council. It was to be composed of fifteen members, of which four were to be from the Senior class, four from the Junior class, two from each of the under-classes, the presidents of Men's and Women's Leagues, and a representative of the negro students.⁶²

Success of Alumni

It is an old axiom that a tree is known by the fruit it bears. So it is with a school. Unfortunately, perhaps, no satisfactory system of evaluating success has yet been evolved. Undoubtedly many of the graduates of Indiana State Teachers College have become renowned. Some two-score have attained the eminence of being elected presidents of colleges and universities.⁶³ Recently Indiana State Teachers College had more representatives in Who's Who than any other normal school or teachers college.⁶⁴ Alumni have gained distinction in all phases of teaching as well as in other professions. But might not the school's greatest contribution have been the training of that large group of unheralded teachers whose fame has scarcely spread outside the the limits of their own class rooms!

⁶² Ibid.

⁶³ V. R. Mullins, "Alumni on College Faculties," Teachers College Journal, May, 1930, p. 145.

⁶⁴ Interview with Linnaeus N. Hines.

CHAPTER V

THE TRAINING SCHOOL

Its Origin

Provisions for observation and practice teaching are of basic importance in a teacher training institution. Hence, it is not surprising that the original act creating a normal school should also provide for a "Model School, wherein such pupils of the Normal School, as shall be of sufficient advancement, shall be trained in the practice of organizing, teaching, and managing schools".¹ This model school was to be divided into a primary department and a high school, the former to be used for practice teaching as well as for observation purposes, while the latter was designed only for presenting "model methods of teaching".² In this connection it is interesting to note the emphasis placed in the early period on the word "model". A local professional man who attended the school from 1870 until 1881 declares that neat little placards bearing the words "Model Training School" were always in evidence around the building and grounds.³

¹ Acts of Indiana General Assembly, Special Session, 1865, sec. 8, p. 141.

² George W. Hoss, Fourteenth Report of Superintendent of Public Instruction, 1866, pp. 43-49.

³ Interview with George A. Scott, Terre Haute attorney.

In 1870 the school convened for the first time with an elementary staff of two teachers, Sarah A. Donohue and Ruth Morris.⁴ In the second year of its existence it had an enrollment of one hundred forty-three pupils.⁵

Financial Difficulties

Strange as it may seem to the present generation, the financial resources of the Normal School in the '70s were limited in the extreme. Without the assistance of the city of Terre Haute it would have been practically impossible to have kept a training school in operation. It had been contemplated from the beginning for the city to pay the current expenses of the high school.⁶ In March, 1870, the city trustees agreed to pay a small percentage of the expenses of the elementary school for the rest of the year.⁷

model Because of lack of funds the model school operated on a tuition basis from the fall of 1870 until June, 1873.⁸ Theoretically this brought about a select school which failed to meet the requirements of a model training school system. Accordingly a brave effort was made during the succeeding year to maintain the practice department without fees. At this time the city schools were considerably crowded. For this reason and in order "to secure the advantages of a school of methods and practice

⁴ Catalogue, 1870-1871, p. 4.

⁵ Idem, 1871-1872, p. 15.

⁶ George W. Hoss, loc. cit.

⁷ W. H. Wiley, History of Education in Terre Haute, ch. 8, p. 2.

⁸ Ibid., p. 3.

for the public school teachers" a plan of joint control was agreed to in June, 1874, (to take effect on September 7, 1874) by the Terre Haute school trustees and the trustees of the Indiana State Normal School.⁹ Superintendent Wiley and President Jones placed the agreement in "successful" operation at the time specified.¹⁰ However, not until John T. Scott became treasurer of the Board of Trustees of the Normal School in 1885^{refer} was a financial settlement made. He pointed out in his report ^{TCS} that were it not for the fact that the city paid "one-half the janitor's salary, one-half the heating expense, and one-half the gas bill" (in addition to the regular salaries of the teachers) the school would be unable to run "one-half" a year on the \$2,000 allowed for incidental expenses.¹¹

General Conditions¹²

Although the work in constructing the building had been fairly well completed before school opened in 1870, no particular effort had been made to remove the debris which had accumulated. Ten years later President Brown described the school yard as a "barren waste" which "will not support any kind of vegetation and is as sterile as the desert of Sahara".¹³ At any rate this

⁹ Ibid., p. 4.

¹⁰ Ibid., p. 12.

¹¹ Biennial Report, 1876, p. 14.

¹² Unless otherwise indicated this account is based on the interview with George A. Scott.

¹³ Report of 1880, p. 20.

served for a playground, the girls taking the south side and the boys the north. Each room had as its source of drinking water a well located in the front yard and equipped with an iron-handled wooden pump. And while the teacher attended to the individual differences of the pupils, Robinson, the first janitor (and Grosjean, his successor), kept the building heated by individual coal stoves located in each room. Across the street from the school (east of the present site of the library) the veteran schoolmaster, "Benny" Hayes, conducted a private school, the members of which were considered as unsuitable playmates for the "model" children. But occasionally perhaps they cooperated in such community enterprises as the tearing down of an old picket fence which marred the landscape of the training school. It was indeed fortunate that the teachers "were of broad scholarship, liberal training in the philosophy of education, and much experience in teaching".¹⁴

Changes during the Eighties and Nineties

While Bryan and his followers were trying to "do something for silver", the training school moved along for the most part in time-worn channels. Its policy remained much the same as one principal gave way to another, including Albert L. Wyeth, Melville D. Avery, Margaret Cox, Louise Peters, Annie Thomas, Harriet Bardsley, Carrie Browder, Gertrude Strang, and Kate Moran.¹⁵

¹⁴W. H. Wiley, op. cit., p. 14.

¹⁵Interview with Mary E. Moran, Professor of English, Indiana State Teachers College.

Certain items, however, merit attention.

In 1884 Estelle Husted became the teacher of the newly organized kindergarten.¹⁶ She held this position for four years. The department then was closed until 1896 when it was reopened under May Manlove. After a period of five years it again went out of existence.¹⁷ Visual education was not neglected, for the pupils were permitted to view the burning of the school on April 9, 1888, from the roof of a building located on the present site of the public library.¹⁸

Owing to crowded conditions the Terre Haute high school withdrew from the Normal School building at the close of the school year, June, 1886.¹⁹ Cordial relations continued to exist between the city and Normal School authorities, however, as was evidenced by the fact that the whole training school was operated in four rooms of the first district building during the process of reconstruction after the fire.²⁰ It entered its new quarters at the beginning of the next school year and continued as of old, except for a brief period when lack of funds made it impossible to maintain the intermediate grades.²¹

¹⁶ Catalogue, 1884-1885, p. 21.

¹⁷ Idem, 1885-1901.

¹⁸ Interview with Dr. J. H. Cook, Terre Haute physician.

¹⁹ Catalogue, 1886-1887, p. 52.

²⁰ W. H. Wiley, op. cit., p. 16.

²¹ Catalogues, 1892-1896.

Observation and Practice

"The winter term was closing fast,
As through the Normal halls there passed
A youth, who bore 'mid scoff and jeer,
A face which said, 'The thing I fear -
Practice!'

.....
"'Try not the plan!' the alumnus said,
'The subject matter can't be read
Your steps with it to harmonize.'
Yet loud this voice between his sighs,
'Practice!'

.....
"'Oh, stay!' the maiden said, 'and rest
Thy weary head upon this breast.'
A tear stood in his bright blue eye,
But still he answered with a sigh,
'Practice!'

.....
"There in the twilight cold and gray,
Cheerless, hopeless, discouraged he lay;
And from the walls and those around,
There echoed to his dying sounds,
'Practice!'"²²

Although the above lines may be rather harsh, they give in some measure the impression of many "Normalites" regarding the department directed at various times by Amanda Funnelle, Howard Sandison, A. R. Charman, Ernest L. Welborn, and Edwin N. Canine.²³

So far little attention has been given to the purpose for which the training school was designed the provision of facilities for observation and practice. No doubt with the best of intentions the authorities early declared that "students are required to observe until they can accurately report and interpret

²²Anon., Normal Advance, Feb., 1896, p. 57.

²³Catalogues, 1870-1930 (For a discussion of present policy consult articles in the Teachers College Journal, Vol. 2, Sept., 1930, pp. 5-15).

the meaning of each exercise; to practice teaching under criticism until they can plan and conduct recitations and manage classes efficiently".²⁴ After being subjected to methods and observation courses the prospective teacher was given an opportunity to put what he had learned into "practice". Fortified with a lesson plan he set to work before the watchful eyes of his fellow students who observed and criticized the performance. Visitors who viewed a particular demonstration remarked that the regular teacher acted as "umpire" with the Professor of the Theory and Art of Teaching serving as a court of final appeal (a forerunner of Judge Landis, as it were). They questioned whether the critical part of the process was not "too thoroughly done".²⁵ The system has undergone minor changes but even today it is approached with the proverbial "fear and trembling".

A Separate Training School Building

Despite the removal of Terre Haute high school in 1886 and the construction of a new building after the fire, practice facilities still were deemed inadequate.²⁶ It had long been the custom for each teacher to have two grades in the one room. The plan of having each grade in a separate room with semi-annual

²⁴ Catalogue, 1875-1876, p. 19.

²⁵ Idem, 1882-1883, "Report of the Board of Visitors," p. 27.

²⁶ Idem, 1894-1895, p. 89; 1898-1899, p. 67.

promotion was clearly impossible in the old building.²⁷ Accordingly, in 1904, a four story "model" school building was erected at a cost of about \$100,000 (including the value of the site).²⁸ The idea of a teacher for each grade was tried in the school years 1905-1907 and then discontinued.²⁹

End of Joint Control

According to the terms entered into in 1874, "the agreement may be made null and void at the end of any school year by either party giving notice to the other on the first of May next preceding".³⁰ Steps were taken on January 26, 1907 by the State Normal Board of Trustees to dissolve the connection between the city and the training school.³¹ The move resulted, outwardly at least, from a desire to establish a high school in connection with the Normal School and improved financial conditions.³² On the other hand, the city school trustees seemed to have little appreciation of the value of this department to the other public schools

²⁷ Idem, 1898-1899, p. 70.

²⁸ For a complete description consult the Normal Advance, Feb., 1904, pp. 92-93; Feb., 1906, pp. 130-131.

²⁹ Catalogues, 1905-1908.

³⁰ W. H. Wiley, op. cit., p. 11.

³¹ W. W. Parsons, Normal Advance, Feb., 1907, p. 137.

³² W. H. Wiley, op. cit., p. 18.

and were willing to end "entangling alliances".³³ So the State of Indiana regained direct control over the Parsons School, the name given it on August 1, 1906.³⁴ ~~Henceforth entrance was not limited to pupils residing in the eleventh school district of Terre Haute.~~³⁵ During the years 1874-1907, thirty-two teachers were employed at the training school, twenty-three being promotions within the ranks of the city teachers and nine brought from other systems.³⁶

W. H. Wiley, former city superintendent, considered that this act of dissolution injured both parties; the city, because "it lost the prestige of connection with the great educational institution"; the Normal School, because from this time the training school became populated with a "select group".³⁷

The High School

J. O. Engleman 1907-1909
 G. F. Hanna 1909-1911
 Elizabeth Crawford 1911-1920
 Howard Byrn 1920-1921
 Alvin C. Payne 1921-1922
 Howard Byrn 1922-1927
 Earl E. Ramsey 1927- (Director)
 Olis G. Jamison 1928- (Principal)

³³ Ibid., p. 19.

³⁴ Ibid., p. 14.

³⁵ W. W. Parsons, op. cit., p. 137.

³⁶ W. H. Wiley, op. cit., p. 14.

³⁷ Ibid., p. 20.

In ¹⁹⁰⁷ ~~the~~ Normal School opened a "well-equipped" high school in order "to make the facilities for observation and practice as complete as possible".³⁸ For the most part it has had a classical curriculum designed to satisfy college entrance requirements. The enrollment of the high school and the grade school has been similar in number, usually making a total of about three hundred.³⁹ Recent developments include the establishment of a history museum (1924), of a history library (1927), and the installation of a radio (1930).⁴⁰

It has been the custom for the pupils of the training school to use the gymnasium and vocational facilities of the college. In 1900 President Parsons recommended a separate room for them at the library.⁴¹ This was done in 1910 with the construction of the present library building, although the position of children's librarian was not created until 1921.⁴²

Rural Training School

Since the training school did not offer proper facilities

³⁸ Catalogue, 1906-1907, p. 61.

³⁹ Interview with Elizabeth Crawford, Associate Professor of English, Indiana State Teachers College.

⁴⁰ Interview with Olis G. Jamison, Principal of the Training School.

⁴¹ Biennial Report, 1900, p. 18.

⁴² Interview with Carabelle Greiner Dickey, Reference Librarian, Indiana State Teachers College Library.

for prospective rural teachers, provisions were made in 1902 for the operation of a rural school. It was located at Chamberlain's Crossing, in Lost Creek Township, about six miles east of Terre Haute, on the national road. Incidental expenses and the salary of the teacher were paid jointly by the township and the trustees of the Indiana State Normal School while the salary of the janitor was paid by the latter.⁴³

In 1911, at the time of the construction of the Glenn high school, the whole faculty (bear in mind that this was a one-room rural school) was transferred to a location nearer Terre Haute in the vicinity of the present Rose Poly site.⁴⁴ Gertrude A. Robinson, succeeded in turn by Elizabeth A. Underwood, Joy Muchmore, and Elizabeth Denehie, guided the destinies of this adjunct to the training school.⁴⁵

After giving up the rural school, arrangements were made with the superintendents of Vigo and Sullivan counties to provide the necessary accommodations for rural practice students.⁴⁶ This idea had been suggested several years previously.⁴⁷

⁴³Biennial Report, 1902, "Report of the President," pp. 31-33.

⁴⁴Interview with Ermin Pettiford, Terre Haute mail carrier.

⁴⁵Catalogues, 1902-1920.

⁴⁶Idem, 1922-1923, p. 22.

⁴⁷Biennial Report, 1916, p. 16.

Additional Facilities

For several years the training school has been inadequate for practice purposes. Accordingly, in 1922, the board of trustees contracted with the city of Terre Haute for the use of the Hook and Voorhees schools, the consideration being \$10,000. The latter school was operated for a brief period but the former until 1927. Then arrangements were made to secure the control of the Deming school, at a cost of \$7,500. One year, however, only \$5,000 was paid while the amount for 1930-1931 was set at \$10,000. The city also granted permission to send practice students to other schools when necessary. Hence considerable practice work has been carried on in some of the junior and senior high schools. In cases of this kind the Normal School deals directly with the regular teachers in payment for their services as critic teachers.⁴⁸

The policy toward colored practice students has been rather inconsistent. Thus in the late '70s and early '80s they were permitted to observe but not to practice.⁴⁹ Around 1900 the privilege (if that be the correct terminology) was granted one

⁴⁸Interview with Charles F. Grosjean, Assistant Superintendent of the Terre Haute Public Schools.

⁴⁹Interview with Wesley Stewart, former Principal of the Booker T. Washington School.

year and denied the next.⁵⁰ During the World War they practiced at the rural training school as well as the training school. For the past decade they have done their work at the Booker T. Washington and Lincoln schools.⁵¹

A New Training School

Some generations ago the board of visitors declared "that an additional training school building is an imperative need and should be supplied at the earliest opportunity".⁵² A legislative enactment in 1927 made a building program possible. It levied two cents per one hundred dollars of taxable property for a period of ten years, the amount to be divided among the state schools.⁵³

On January 7, 1929, the trustees of the school made plans for the construction of a new training school "to be located on property to be purchased close to the present campus".⁵⁴ If the school had to purchase the site, the amount of money available for the building would be correspondingly smaller. Accordingly, on June 11, 1930, representatives of thirty civic organizations

⁵⁰ Interview with Morton L. Lewis, Principal of the Lincoln School.

⁵¹ Interview with Charles T. Hyte, Principal of the Booker T. Washington School.

⁵² Biennial Report, 1910, p. 27.

⁵³ Acts of Indiana General Assembly, 1927, pp. 245-247.

⁵⁴ Normal Advance, Jan. 16, 1929, pp. 1 and 4.

met at the school, Anna Sherwood presiding, and started a movement to bring about the donation of a site by the city.⁵⁵ As late as June, 1931, however, the agitation had not been successful.

⁵⁵ Interview with Myrtle Printy Allen, President of Terre Haute League of Women Voters.

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____ "First Half Century of the Indiana State Normal School" (Delivered on Founders' Day at Terre Haute, 1920), Indiana State Normal School Bulletin, June, 1920, pp. 15-30. A valuable source of information.

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Keltner, Sanford M., "Biography of W. A. Jones," Normal Advance, February 2, 1928, pp. 1 and 5. A sympathetic sketch of

the first president, the man "who laid broad and deep and enduring the foundation of professional teaching in the common schools of the State of Indiana".

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Bryan, Elmer B., "Your Student of a Former Generation Pays Loving Tribute," Indiana State Normal Bulletin, Vol. 21, June, 1927, pp. 71-72. A sincere, accurate memorial.

Canine, Edwin M., "The Administration of Student Teaching in Indiana State Teachers College," Teachers College Journal, September, 1930, pp. 5-11. A discussion on present conditions.

Cunningham, Arthur, "Indiana State Normal School Library," Municipal and Institutional Libraries of Indiana (W. E. Henry, Editor), Indianapolis, 1904, pp. 140-143. Some details on the origin and development of the library.

_____ "The New Library of the Indiana State Normal School,"

- Normal Advance, January, 1896, pp. 38-40. A description of the library soon after it was moved into North Hall.
- Edington, Will E., "Evolution of the Indiana Pedagogue and the Common School System," Normal Advance, June, 1912, pp. 237-258. A good presentation, unusual, as far as the school paper is concerned, in that sources of information are cited.
- ____ "Indiana State Normal School, 1870-1908," Normal Advance, June, 1908, pp. 261-301. The first extensive history of the school ever attempted, evidently based on catalogues and interviews with faculty members. It contains a group picture of the faculty for 1898-1899, eight pictures of buildings, and about ninety pictures of individual faculty members.
- Hines, Linnaeus N., "Indiana State Normal School," Terre Haute Tribune, October 25, 1925, pt. 3, sec. 2, p. 94. A good resume of the school's history.
- Lynch, William O., "The Founding of the Normal Advance," Normal Advance, December, 1910, pp. 63-66. An intimate article by the associate editor of the first staff.
- McBeth, William A., and Schockel, Bernard H., "History of Geography at Indiana State Normal," Normal Advance, May 5, 1920, p. 3. Interesting sketches on the various members of the department.
- Moran, Mary E., "A Great Pioneer," Indiana State Normal School Bulletin, June, 1927, pp. 27-39. A well-written eulogy.
- Mullins, Virgil R., "Alumni on College Faculties," Teachers

College Journal, May, 1931, pp. 145-149. Interesting information on the success of some of the former students of the school.

Parsons, William W., "Indiana State Normal School," Normal Advance, October, 1907, pp. 2-5. Similar to his other writings and speeches on the subjects. In all of them he places the date for the Spotswood memorial at 1858, three years too late.

Public Education in Indiana. Report of the Indiana Education Survey Commission, New York, General Education Board, 1923, pp. 235-253. A critical survey on teacher training with suggestions for improving conditions.

Sandison, Howard, "Indiana State Normal School - a Brief Sketch," Normal Advance, May, 1897, pp. 115-117. An orthodox discussion which does not bring any new material to light.

____ "Sketch of the Pedagogical Department," Normal Advance, October, 1897, pp. 3-7. Particularly valuable as a source of information concerning the administration of practice teaching and the personnel of the training school in the '70s and '80s.

Wells, Frank L., "Supervised Teaching in the Indiana State Teachers College," Teachers College Journal, September, 1930, pp. 12-15. The title is self explanatory.

V. Public Documents.

Acts of the Indiana General Assembly, 1834-1929. Employed freely to get the legal background and status.

Annual Reports of the State Superintendents of Public Instruction, 1853-1870. Although at first not interested, and possibly even opposed, the state superintendents became converted to the idea of a normal school before the close of the '50s. Thence they took an important part in the agitation for it.

Indiana House Journals, 1855-1865, Herein may be found the development which transpired between the Spotswood memorial and the passage of the Act of 1865 creating the Indiana State Normal School.

Indiana Senate Journal, 1865. Investigation discloses the fact that the Act of 1865 did not cause any prolonged discussions in either House.

Indiana State Normal School Reports, 1870-1916. These contain the reports of the President of the Board of Trustees, of the President of the Indiana State Normal School, of the Board of Visitors, and occasionally of other officials. They are a very valuable source of information.

Indiana Yearbook, 1917-1929. Especially useful for statistical information.

Terre Haute Council Records, Nos. 2 and 11 and Ordinance Record, No. 1. These contain the proceedings and acts of the city council which have to do with the various donations made

by the city to the school.

Vigo County Deed Records. The writer contemplated making a chart of all the land owned by the school, indicating the date purchased and the price. After spending considerable time at the county courthouse mulling over the Deed Records, he decided that this would be almost work enough for a thesis in its self and abandoned the project.

VI. Newspapers

Indiana Statesmen (Normal Advance), 1895-1931. One of the most valuable sources of information.

Terre Haute Evening Gazette. A source of information for the '80s and '90s.

Terre Haute Tribune. Useful for recent history.

Terre Haute Weekly Express. A source of information for the '60s and '70s.

VII. General Histories.

Boone, Richard G., A History of Education in Indiana, New York, D. Appleton & Co., 1892, pp. 386-391. Valuable for the material offered on the agitation for a normal school.

Cotton, Fassett A., Education in Indiana - an Outline of the Growth of the Common School System Together with Statements Relating to the Condition of Secondary and Higher Education in the State and a Brief History of the Educational Exhibit, Indianapolis, 1904, pp. 515-520.

Personalities are ignored.

- Dunn, Jacob P., Indiana and Indianans - a History of Aboriginal and Territorial Indiana and the Century of Statehood, Chicago, American Historical Society, 1919. Its chief merit as a reference on this topic consists in the material presented on teacher training in the '50s.
- Moore, Edward E., A Century of Indiana, Chicago, American Book Co., 1910, pp. 249-264. Included because of its concise discussion on the development of education in Indiana.
- Smith, William H., The History of the State of Indiana from the Earliest Explorations by the French to the Present Time, Indianapolis, B. L. Blair Co., 1897, pp. 513-571. Chapter 18, "History of Schools and Colleges," rather fails to live up to its title, but contains some interesting statutory and biographical information.
- Smart, James H., The Indiana Schools and the Men Who Have Worked in Them, Cincinnati, Wilson, Hinkle & Co., 1876, pp. 46, 125-127, 187-193. Not especially brilliant despite the fact that the author "being one year older than his native State... witnessed its rapid transition from a wilderness, mainly inhabited by savages, to a rank in civilization and intelligence surpassed by but few of her sister states".

VIII. Miscellaneous

- Bradsby, H. C., History of Vigo County, Indiana, with Biographical Selections, Chicago, S. B. Nelson & Co., 1891, pp. 539-543. Plenty of details but not particularly accurate.

Indiana State Teachers College Bulletins, especially Vol. 21, June, 1927 and Vol. 23, April, 1930. The former has to do with the Chimes memorial. The latter is better known as the Alumni Register.

Indiana State Normal School Catalogues, 1870-1927. Probably the most valuable source of information on the subject.

Illustrated Historical Atlas of Vigo County, Chicago, W. T. Andreas, 1874. Especially of interest because of the drawing of the Normal School on page twenty-three.

Oakey, C. C., Greater Terre Haute and Vigo County Closing the First Century's History of City and County, Chicago, Lewis Publishing Co., 1908, Vol. 1, pp. 346-350. Based on an interview with Howard Sandison. Presents, in an intimate way, a brief but accurate early history.

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