

FIRST ANNUAL CATALOGUE
OF THE
Central Normal College
AND
COMMERCIAL INSTITUTE,
LADOGA,
MONTGOMERY COUNTY, INDIANA.

DEPARTMENTS:
Preparatory, Teachers', Commercial, Collegiate.

THE
LARGEST AND BEST EQUIPPED NORMAL SCHOOL
OF ITS AGE IN THE UNITED STATES.

1877.

INDIANAPOLIS:
JILFORD & CARLON, PRINTERS.
1877.

ECONOMY IN OUTLAY.

Tuition per term of 11 weeks (in advance).....	\$8.00
Room rent for furnished room, per week.....	.40
Carpet per week, extra.....	.10
Table board per week.....	1.75 to 2.00
Private board, with furnished rooms, per week.....	2.75 to 3.00
Self-boarding per week.....	1.00
Best maple and hickory wood per cord (full length).....	2.50
Room rent and board per term of 11 weeks.....	32.00
" " " " per year of 44 "	125.00

EXTRA BRANCHES.

The *German Language* is taught by a native German. Tuition per term only \$2.

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Students should bring all their text-books with them. Books can be purchased in Ladoga far below the regular price.

EXPENSES LESS THAN AT ANY OTHER INSTITUTION OFFERING EQUAL ADVANTAGES.

Why spend time and money for that which is not practical when you can receive at the Normal, **JUST WHAT YOU NEED, WITH MUCH LESS OUTLAY?**

FACULTY FOR 1877-'78.

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Coombs, J. V.	Lebanon, "	Robe, Oliver	New Corner, Ind.
Huron, A. Kate	Avon, "	Schurr, John	Wurtemberg, Prussia.
Halstead, Eva	Rensselaer, "	Sayler, Marcus	Gratis, O.
Marshall, Lizzie	Ludlow, Vt.	Trotter, Smith	Plainfield, "

UNDER-GRADUATES.

*Ewer, N. B.	Lee, N. H.	Miller, Katie	Bainbridge, Ind.
Harvey, Mrs. Celia	Mooreville, Ind.	Symmonds, Wm.	Elvaston, Ill.
Johnson, C. W.	Ladoga, "		

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Burk, DeLou.	Ladoga, "	Stuart, George	Phillipstown, Ill.
Cutler, S. M.	Troy, "	Stuart, J. E.	Phillipstown, "
Huron, Mary	Avon, "	Sherrill, J. E.	Mt. Meridian, Ind.
Horn, Leroy	Phillipstown, Ill.	Selby, J. N.	Tunnelton, "
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Priest, C. C.	Bainbridge, Ind.	Warfel, Frank	Clermont, Ind.

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Beeler, Wm.	Midway, "	Davis, Alice	Mooreville, "
Ballard, Mary E.	Centre Valley, "	Eddingfield, W. T.	New Ross, "
Blasdel, Joseph	Guilford, "	Francis, Mrs.	Edinburg, "
Bell, J. D.	Clarksburg, "	Francis, Dr.	Edinburg, "
Bowen, Mollie	Danville, "	Fudge, Peter M.	Eaton, O.
Bowen, Clara	New Maysville, "	Gibson, Anna M.	Georgia, Ind.
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Cooper, Julia	Avon, "	Gest, H. C.	Cloverdale, "
Cohon, Cora	Whitesville, "	Herod, Rachel	Ladoga, "
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Hart, M. M.	Cloverdale, "	Price, J. P.	Mt. Erie, Ill.
Ham, Hattie	Albion, Ill.	Quick, Lida	Boston Store, Ind.
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Halstead, Eva	Rensselaer, "	Stone, J. C.	Logan, O.
Haltom, Frank	Eminence, "	Sutton, Eva	Waveland, Ind.
Hubler, H.	Young America, "	Swain, G. L.	Muncie, "
Jay, L. E.	New Burlington, O.	Scott, W. H.	Belle Union, "
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Marshall, Lizzie	Ludlow, Vt.	Schenck, A. B.	Clayton, "
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Neeley, I. L.	Mauckport, "	Smith, S. L.	Jeffersonville, Ill.
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Nygewander, J. D.	Springfield, O.	Williams, C. O.	Amo, "
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Porter, Mattie	Ladoga, "	Young, Mattie	Parkersburg, Ind.
Persons, E. L.	Marseilles, Ill.	Young, Millie	Parkersburg, "

Buchanan, Jacob	Ladoga, Ind.	King, Geo. W.	Ladoga, Ind.
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Blair, Mellie	Crawfordsville, "	Lee, O. P.	Lizton, "
Brier, Laura	Earl Park, "	Largent, Nan	Crawfordsville, "
Bone, Charles	Potato Creek, "	Mahorney, J. P.	Ladoga, "
Burroughs, Lillie	Rensselaer, "	Martin, Dora B.	Potato Creek, "
Branson, George	Mansfield, "	Milligan, J. A.	Greencastle, Ind.
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Divine, Anna	Crawfordsville, "	Merritt, Wm.	Avon, "
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Dill, Mary	Ladoga, "	McPheters, Alice	Jamestown, "
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Chase, Jennie	Parkersburg, "	Pattison, Mollie C.	New Ross, "
Chase, Carrie	Parkersburg, "	Peterson, Esther J.	Potato Creek, "
Carrington, Lizzie	Danville, "	Phillips, J. N.	Amo, "
Coulter, Sam.	Mace P. O., "	Penticost, Etta	Mt. Meridian, "
Clevenger, Arthur	Crawfordsville, "	Reeves, Wm. M.	Brown's Valley, "
Cox, Emily	Darlington, "	Shoptaugh, G. P.	Putnamville, "
Cowger, Alice	New Market, "	Sidner, T. J.	Brown's Valley, "
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Edwards, Henry	Crawfordsville, "	Snyder, J. G.	Cedar Rapids, Iowa.
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Grubb, Joseph	Crawfordsville, "	Shaver, Alice	New Ross, "
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Hills, Chas.	Crawfordsville, "	Torrence, Georgia	Sunman, "
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Kersey, Jennie	Darlington, "	Vancleave, L. T.	New Market, "

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Dent, D. S.....	Ladoga, "	Hanna, Allie.....	Waveland, "
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Hunt, Ella.....	Clayton, "	Nicholson, Anna.....	Ladoga, "
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Harshbarger, George....	Ladoga, "	Price, J. N.....	Mt. Erie, "
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Harney, George.....	Ladoga, "	Rose, May.....	Ladoga, Ind.
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Hertzsch, Lizzie.....	Jeffersonville, "	Randle, R. R.....	Pleasant Grove, "
Higgins, W. G.....	Lebanon, "	Robinson, J. O.....	Lebanon, "
Harris, Anna.....	Albion, Ill.	Stover, Leaton.....	Ladoga, "
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Helm, L.....	Greensburg, Ind.	Smith, W. F.....	Ladoga, "
Higgins, A. N.....	New Brunswick, Ind.	Sheets, Minnie.....	Mt. Pherson, Ill.
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Hart, M. M.....	Cloverdale, "	Seiger, J. C.....	Ind.
Innis, J. A.....	Tipton, "	Stone, Edgar.....	Ladoga, "
Jackson, Ida.....	Ladoga, "	Sperry, Ida.....	New Ross, "
Jones, O. L.....	Bainbridge, "	Smith, S. L.....	Jeffersonville, "
Knox, Emma.....	Ladoga, "	Sperry, Sallie.....	New Ross, "
Lane, Bladen.....	Ladoga, "	Shannon, Bettie.....	Fincastle, "
Lane, B. O.....	Ladoga, "	Thomas, R. L.....	Ladoga, "
Leetham, C. F.....	Greensburg, "	Trotter, Jennie.....	Plainfield, "
Laughlin, Eva.....	Ruraldale, "	Tanner, Emmeline.....	Ladoga, "
Lumb, W. H.....	Mt. Erie, Ill.	Thomas, Lucy.....	Ladoga, "
McGinnis, Thomas.....	Ladoga, Ind.	Timmonds, Lillie...	Jeffersonville, "
McMannis, O. S.....	Ladoga, "	Wilson, Gertie.....	Ladoga, "
Myers, W. H.....	Ladoga, "	Wilson, William.....	Ladoga, "
Miller, Eva.....	Ladoga, "	Wilson, Henry.....	Ladoga, "
Miller, Clara.....	Ladoga, "	Wilson, J. C.....	Parkersburg, "
Mutz, Emma.....	Edinburg, "	Warbritton, Cynthia...	Ladoga, "
Montgomery, Anna.....	Ladoga, "	Waters, T. M.....	Eaton, Ohio.
Moore, W. A.....	Elwood, "	Williamson, Matt.....	Linden, Ind.
Minnemann, A.....	New Ross, "	Williamson, Mina.....	Linden, "
Miller, Emma.....	Mauckport, "	Widener, Sadie.....	Boston Store, "
Mauck, Julia.....	Mauckport, "	Yeagley, Jennie.....	Ladoga, "
McBroom, J. S.....	Middle Fork, "	Yeates, Frank.....	Bainbridge, "

*If your name has been omitted, please inform us of the fact.

CURRICULUM OF THE CENTRAL NORMAL COLLEGE. TEACHERS' ELEMENTARY COURSE.

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ANNUAL CATALOGUE OF

	MATHEMATICS.	SCIENCES.	LANGUAGE.	COMPOSITION AND HISTORY.	FORENSICS, ETC.	DRILLS.	TEACHING.
FIRST TERM. 11 Weeks.	Arithmetic.	Geography and Map Drawing.	English Gram'r.	Letter Writing.	Debating and Parliamentary Law.	Penmanship.	Training in Methods and Practice.
SECOND TERM. 11 Weeks.	Arithmetic and Algebra.	Physiology.	English Gram'r.	Narration and Description.	Debating and Parliamentary Law.	Drawing.	Training in Methods and Practice.
THIRD TERM. 11 Weeks.	Algebra.	Nat. Philosophy.	Rhetoric or Latin.	History of U. S.	Debating and Parliamentary Law.	Elocution.	Training in Methods and Practice.
FOURTH TERM. 11 Weeks.	Algebra.	Botany or Chemistry.	Rhetoric or Latin.	History and Constitution of U. S.	Debating and Parliamentary Law.	Vocal music.	Training in Methods and Practice.
FIFTH TERM. 4 Weeks.	Arithmetic.	Geography.	Grammar.				

Training in Methods.

SCIENTIFIC COURSE.

	MATHEMATICS.	SCIENCES.	LATIN.	LITERATURE.	COMPOSITION AND HISTORY.	FORENSICS.	DRILLS
FIRST TERM. 11 Weeks.	Geometry and Algebra.	Botany and Geology.	Latin Grammar. Caesar.	American Poets.	History of England and Essays.	Debating.	Elocution and Rhetoric.
SECOND TERM. 11 Weeks.	Trigonometry with Applications.	Physiology.	Cesar.	Shakespeare.	History of France and Essays.	Debating.	Elocution and Rhetoric.
THIRD TERM. 11 Weeks.	Analytical Geometry Differential Calculus.	Nat. Philosophy with Experiments.	Virgil.	Prosody and English Poets.	History of Rome and Essays.	Debating.	Elocution and Rhetoric.
FOURTH TERM. 11 Weeks.	Integral Calculus with Applications. Astronomy.	Chemistry with Experiments.	Sallust.	Milton.	History of Greece and Essays.	Debating.	Elocution and Rhetoric.
FIFTH TERM. 4 Weeks.	Astronomy.	Reviews.					

Training in Methods.

CLASSIC COURSE.

	METAPHYSICS, ETC.	LATIN.	GREEK.	LITERATURE.	HISTORY.	FORENSICS, ETC.	DRILLS.
FIRST TERM. 11 Weeks.	Mental and Moral Science.	Cicero.	Greek Grammar. Xenophon.	Roman Literature.	Outlines of Ancient History.	Debating and Lectures by the Pupil.	Elocution and Rhetoric.
SECOND TERM. 11 Weeks.	Logic. Pure and Applied.	Horace.	Homer.	Grecian Literature.	Outlines of Ancient History.	Debating and Lectures by the Pupil.	Elocution and Rhetoric.
THIRD TERM. 11 Weeks.	Criticism with Essays.	Livy.	Æschylus.	New Testament in the Original.	Outlines of Medieval History.	Debating and Lectures by the Pupil.	Elocution and Rhetoric.
FOURTH TERM. 11 Weeks.	Political Economy.	Tacitus.	Sophocles.	New Testament in the Original.	Outlines of Modern History.	Debating and Lectures by the Pupil.	Elocution and Rhetoric.
FIFTH TERM. 4 Weeks.	Reviews.						Orations

Training in Methods.

This course of study has been prepared with direct reference to the needs of those desiring a thorough practical education.

FOR PROOF THAT IT MEETS THOSE NEEDS WE REFER TO OUR STUDENTS.

Read the Analysis of Curriculum and Remarks on the different Departments.

CENTRAL NORMAL COLLEGE.

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THE CURRICULUM ANALYZED.

The Teachers' Elementary Course is the Scientific Preparatory. The Scientific is the Classical Preparatory. Thus a person loses no time after completing one course in preparation for the next higher. The NORMAL COURSE is a unit composed of three parts, each complete in itself.

The Teachers' Course requires one year of forty-eight weeks for its completion. The student is then qualified to teach in the Common Schools or to take the Scientific Course. Some persons can complete the Teachers' Course in less time, but in nearly every case the full time can be spent very profitably upon the branches enumerated.

It will be observed by those capable of judging that the curriculum embraces those subjects which give the best discipline to the mind and at the same time prepare the individual for the most effective life-work. The pupil is taught to live, to act, to investigate, to think, by the only rational method—by actually performing the processes *living, acting, investigating, thinking*.

The Normal is composed of six schools or departments of study.

I. NATURAL SCIENCES.

If you would educate the child properly you must begin with the senses. The Natural Sciences appeal directly to the avenues of sight, hearing, touch, taste and smell. That teacher who neglects a careful preparation in subjects so full of illustrations and so fraught with interest to the children, shuts out from his library a volume whose every page teems with a life which animates dead forms and puts into recitations a spirit and an understanding before unknown.

Natural Science forms one regular study for two years, and includes Geography (Descriptive, Political, Mathematical and Physical), Anatomy, Physiology, Hygiene, Natural Philosophy, Chemistry, Botany, Geology and Zoology.

Natural Sciences Illustrated—Apparatus.—This department is liberally supplied with *new apparatus*, including two excellent skeletons, a German manikin, models of the Ear, Eye, Brain, Nerves, Skin, Heart and Lungs; a microscope, magnifying 160,000 areas, a Tellurian, Terrestrial and Celestial globes, maps and charts (Geographical, Historical, Anatomical and Chemical); a frictional electrical machine, a magnetic battery, two air-pumps and other philosophical apparatus sufficient to perform over 200 experiments;

chemical apparatus, both simple and complex, for the performance not only of all the experiments mentioned in the ordinary text-books, but many others more interesting and instructive.

The Students Perform the Experiments Themselves, and thus learn the practical use of Apparatus and the theory of phenomena more thoroughly than is possible by any other method.

Geology is illustrated by a good cabinet, to which the pupils have daily access. Excursions are made to the natural formations, specimens are collected and labeled, and thus each student begins a cabinet for himself. Large Crinoids, the finest Corals, beautiful Geodes, and other specimens of less value are found near Ladoga.

In the study of Botany the pupils go to the fields and gardens, gather flowers, analyze them, press and label them, thus forming for themselves nuclei of Herbariums of common and rare plants, to which they can afterward add with great satisfaction and profit.

Pupils are not drummed and drilled over the long hard names in Physiology without knowing their meaning, but are taught to dissect the heart, the lungs, the liver, the stomach, the brain, the eye, and thus learn practically the structure and functions of these important and interesting organs.

II. MATHEMATICS.

The department of Mathematics includes Arithmetic, Algebra, Geometry, Trigonometry, Analytical Geometry, Calculus and Mathematical Astronomy.

By sense-perception, observation and attention the mind is stored with facts. The phenomena of passing events, the objects of external nature are examined and their properties and relations determined and collected. By reasoning from the known to the unknown, by comparison and generalization, these facts are arranged methodically, results obtained, conclusions drawn and new truths developed. Nothing can take the place of mathematical study and drill for the development of this power. Mathematics form one regular study for two years.

We call especial attention to the fact that Geometry and Trigonometry are followed in our course by an application of their principles to mensuration of surface and solids; that the formidable Calculus is at once applied in mechanics. Thus the principles of each are fixed far more securely than is possible by their exclusive study.

III. LANGUAGE.

Let a person be ever so well versed in Mathematics and Sciences, in History and Literature, unless he is able to express his thoughts, to impart his knowledge to others by the use of correct and appropriate language, he is not educated. Language extends through the entire course and includes: English Grammar, Rhetoric, Latin, Greek, Composition in its various forms, Elocution, Debating and Lectures by the pupil.

We know of no other institution where pupils have so much drill in public speaking. The entire course is so conducted as to enable each individual pupil to express his own thoughts in concise and elegant language. Hum-drumming over the rules of Grammar, memoriter recitations of Latin and Greek, hateful essay-writing, stiff and formal delivery, listening or sleeping under the metaphysical lectures of the Professors, committing Rhetorics to memory, are not permitted to profane a normal recitation room, or the study room of a normal student. The use of language is learned by using it, the rules of Grammar by their applications, composition by the expression of thought, and elocution by reading and speaking. Thus the student becomes master of *himself* and can use his knowledge.

IV. LITERATURE AND HISTORY.

The student is carefully drilled in the History of his own country, the story of its growth and development, the underlying principles of its government. After the pupil has been taught how to study History and how to remember it, he devotes one term to each of the following countries: England, France, Rome and Greece. Throughout the entire course, much attention is given to the *philosophy of history*, the *progress of the race in thought, institutions and actions*. The subject is no longer a mass of dry, disconnected facts, but a plan and a progress subject to certain fixed and unalterable laws.

It is not unfrequently the case that pupils go through college—graduate—are able to tell you anything about Homer, Thucydides, Æschylus, Virgil or Horace, but know nothing whatever about our own Bryant, Longfellow, Whittier or Lowell; and perhaps are lamentably ignorant of Shakspeare and Milton. Such *whitewashing* is without excuse. To understand the literature of our own language is of incalculably more importance than to be able to read the ancient classics with the greatest degree of fluency. No part of our course is more appreciated than that devoted to the English and American poets. (See Course of Study.)

V. METAPHYSICS, ETC.

For real breadth of culture, refinement of taste and practical utility, the subjects of Mental and Moral Science, Logic, Criticism and Political Economy must always stand pre-eminent. These branches are so taught in the Normal as to awaken a lively interest, to broaden and deepen the noblest convictions, and to leave a lasting impress upon the character and life.

VI. PEDAGOGICS.

No difference how much a person may know or how well he is able to tell it, he is unfit to teach until he has learned the principles of mind development, correct and natural methods of leading the child or learner where he may grasp the truths of Science, Mathematics and Language for himself. The course includes the History of Education, the Origin and Growth of the School System, the Science and Art of Teaching and Government—School Law and Human Nature. (See remarks on Teachers' Department.)

PREPARATORY DEPARTMENT.

This department meets the needs of all persons not prepared for either of the regular courses.

BEGINNING CLASSES ARE FORMED IN ALL THE COMMON BRANCHES AT THE COMMENCEMENT OF EACH TERM.

Many persons suppose they should learn everything possible in the district school before going beyond its limits. Making this mistake, they study the same subjects winter after winter, virtually losing their time, and, generally, all hope of an education. Here they have an opportunity to complete studies and take up others more advanced, something impossible in the district school.

Persons desiring to attend the Normal should come at once and not wait to be better prepared by attending some common school or academy. Time and money are always saved by preparing for either of the Normal Courses in the Normal itself. Besides an utter waste of time by attempting preparation where Normal advantages can not be obtained, the person is so crippled in his methods of thought and study as to render it almost impossible for him to compete with those who have acquired the true spirit of work and investigation.

THERE ARE ADVANCED CLASSES IN ALL THE COMMON BRANCHES EVERY TERM.

In these the investigations are thorough and searching, and the pupils are drilled in the illustration and demonstration of every subject.

PREPARATORY STUDENTS CAN STUDY ANY OF THE HIGHER BRANCHES FOR WHICH THEY ARE PREPARED.

Pupils select their own studies, guided by the advice of the teachers. Advice is always given with direct reference to the purposes and inclinations of the pupil.

We have no sympathy with the silly and sentimental idea that pupils should study certain branches just for the MENTAL DISCIPLINE (?) to be derived from them without reference to any bearing upon their life-work. Every subject is taught with reference to the REAL DEMANDS OF LIFE.

Objective Drawing, Penmanship, Vocal Music, Debating and Composition without extra tuition. Our pupils not only receive regular instruction in these very important subjects, but are drilled in their practical applications by experienced teachers.

THERE ARE CLASSES SUITED TO THE ADVANCEMENT OF ALL.

Pupils can enter at *any time* and find classes adapted to their wants. No pupil is kept back on account of the slow or less advanced, but all are permitted to go forward as rapidly as they are able. Those who have been hindered in their progress by *inflexible class regulations* will not fail to appreciate the advantage here enjoyed. Pupils have been received every week during the year. They have been properly classified in every case. Whenever it is necessary new classes are formed, though it be in the middle of the term.

TEACHERS' DEPARTMENT.

This department sustains precisely the same relation to the profession of teaching that schools of Law and Medicine sustain to *their* respective professions.

A TEACHERS' TRAINING CLASS ORGANIZED EVERY TERM.

Since we recognize the necessity of a workman's understanding the material upon which he is to labor, the investigations of this class lead to a careful analysis of the mental powers.

A THOROUGH AND COMPREHENSIVE TRAINING IS GIVEN IN THE PHILOSOPHY OF METHODS.

No time is spent in mere theorizing, but those plans and expedients already tested by careful experiment engage our attention.

SCHOOL GOVERNMENT RECEIVES ESPECIAL STUDY.

It is not sufficient that a teacher know how to *impart instruction*. Unless he has the power to govern, he is a failure. Wholesome government and correct teaching are shown to be inseparably linked together. Contrary to the prevailing opinion, *if one is lacking the other must be also.*

THE INDIVIDUALITY OF OUR PUPILS IS PRESERVED AND STRENGTHENED.

Every teacher must be himself. Our students are drilled in processes of log-

ical thought, by which they become *inventors of methods and plans* suited to the particular schools they are called to teach.

THE TEACHERS' COURSE.

Besides the training in methods and government, the Teachers' Course includes a comprehensive review of Orthography, Grammar, Arithmetic, Geography, Physiology, U. S. History, Algebra, Rhetoric, Natural Philosophy, Constitution U. S., and Morals; practical drills in Penmanship, Objective Drawing, Map Drawing, Elocution, Letter Writing, Composition, Debating and Vocal Music. *The instruction is professional in tone, organic in character and practical in results.* Our system is based upon these nine principles of Pestalozzi:

1. Activity is a law of childhood: accustom the child to *do*—educate the hand.
2. Cultivate the faculties in their natural order: first form the mind and then furnish it.
3. Begin with the senses, and never tell a child what he can discover for himself.
4. Reduce each subject to its elements: one difficulty at a time is enough for a child.
5. Proceed step by step—be thorough.
6. Let every lesson have a point.
7. Develop the idea, then give the term.
8. Proceed from the known to the unknown.
9. Synthesis, then analysis; not the order of the subject, but the order of nature.

DEMAND FOR TRAINED ABILITY IN THE SCHOOL-ROOM.

The people now demand an equivalent for the princely sums expended upon the public schools. This they will receive a hundred fold by dispensing with third-rate talent and employing only first-class teachers. The time is not far distant when *live teachers* will not be brought into competition with *drones*. A number of persons trained in this Institution are already filling good positions with credit to themselves and with satisfaction to their employers. We are receiving letters from Directors and Trustees every week, asking for trained teachers. The reason for this is self-evident. Our students are prepared to meet the actual difficulties of the school-room. How to organize my school; how to get a good start; how to gain the respect and confidence of my pupils and patrons; how to make study more attractive than idleness; how to illustrate the lessons and make them interesting; how to cure tardiness and irregularity, by preventing them; how to manage "hard cases"—these and a host of other questions which present themselves to the mind of every true teacher are discussed and answered in a practical manner.

DIPLOMAS

Are awarded to those who successfully complete the Teachers' Course.

CLASSICAL AND SCIENTIFIC

THE SCIENTIFIC COURSE

Can be entered by any one having completed the Common Branches, Algebra and Rhetoric. An equivalent for Higher Algebra and Rhetoric will be received, provided the individual bring up these subjects during the year.

Nothing is ever lost by careful and thorough preparation.

THE CLASSICAL COURSE

Is for those who have completed the Scientific Course here, or its equivalent elsewhere. But any branch in either course may be taken by any member of the school. A selected course, consisting of a part of both, can be pursued if desired.

ADVANTAGES OF A REGULAR COURSE.

It is *well known* that teachers who have taken a regular course of study enjoy a decided *superiority* over those who have not, for reasons that will readily suggest themselves to any intelligent mind; and the consequent rapid increase of their salaries, makes it a matter of *economy* for teachers to prepare themselves thoroughly for their work.

DIFFICULTIES REMOVED.

The time usually required in Colleges and Normal Schools, renders it next to impossible for the great majority ever to take any regular course. The chief cause of this unnecessary expense of time and money, is the lame and *unbusiness-like methods of instruction and study*. By substituting for this childish, unscientific practice of cramming the pupil, a system of thorough, exhaustive and manly investigation and independent thought, and for the spirit of drudgery and shirking, an enthusiastic devotion to study from the love of it, *less than half the time* is required, and a better preparation for the real demands of a successful life secured.

Diplomas are awarded to those completing either of the courses satisfactorily, and acquiring a true spirit of study and investigation.

COMMERCIAL DEPARTMENT.

BOARD OF TEACHERS.

W. F. HARPER, Principal.

COMMERCIAL LAW AND ELOCUTION.

J. H. WOODRUFF,

BOOK-KEEPING AND PENMANSHIP.

FRANK P. ADAMS,

ENGLISH GRAMMAR AND COMMERCIAL ARITHMETIC.

Miss DORA LIEUELLEN,

COMMERCIAL CORRESPONDENCE.

AIMS.

PREPARATIONS FOR BUSINESS—PRACTICAL, THOROUGH, COMPLETE.

The urgent demand for earnest, live, thorough-going men and women, equipped and ready for business as it really is to be found to be in the mart and in the bank, never was so great as in these times of unexampled activity and sharp competition in every department of industry and enterprise.

It is the constant aim and the highest pride of this institution to send out intelligent, efficient, **HABITUAL WORKERS** thoroughly informed in every department of business.

THE QUALIFICATION OF TEACHERS.

The fact that Book-keeping is here taught *with reference to actual business*, makes it the more invaluable to teachers. At the same time the *wants* of the teacher are kept constantly in view, and the best methods of teaching the branch presented in *theory and practice* in our classes.

COURSE OF STUDY.

Single Entry Book-keeping, Double Entry Book-keeping, Partnership, Simple Commission, Compound Company Business, Steamboating, Railroading, Hotel Keeping, Manufacturing, Banking, with the use of currency for the transaction of actual business, Commercial Correspondence and Business Forms, Commercial Calculations, Commercial Law.

SUPERIOR ADVANTAGES AND FACILITIES.

FOR AUXILIARY BRANCHES.

The great failure of commercial colleges consists in merely giving a bare knowledge of Book-keeping, it being a well-known fact that their graduates take pains to conceal their diplomas when trying to obtain situations. Here teachers can pursue both the Teachers' and the Business Course *at the same time*. Others can take any branches in the curriculum desired.

So far from interfering in the least with the progress in Book-keeping, this course is found, on the other hand, to furnish a discipline, a healthy stimulus and a restful variety of work that can not fail to give greater progress even in Book-keeping itself, in addition to the manifest advantages derived from the study of the other branches.

FOR CULTURE AND DISCIPLINE.

The *Normal Method* tolerates neither the commercial college hobby of exclusively individual instruction, nor that other extreme, of exclusively class instruction; but ever adapts itself to the wants of the pupil and the demands of the subject taught.

Again, the social advantages flowing from associations with so noble a company of both sexes, and the moral safety enjoyed among the good people of LADOGA, are features that must recommend themselves at once. *Money* is used by the students in gaining a *practical* as well as *theoretical* familiarity with transactions in all branches of business.

FOR ECONOMY IN TIME AND EXPENSE.

The advertised rate of tuition at most commercial colleges is from \$30 to \$50; here it is only \$16 for a full course of two terms. Expense for books and stationery can be reduced nearly one-half, and board more than one-half.

OBTAINING SITUATIONS IN BUSINESS.

The best security for finding a situation is a thorough preparation for business. No pains are spared to fit every graduate, not only to obtain a position, but what is of more consequence, to *hold* it at pleasure at an *increasing salary*. We thus make the *Diplomas*, which are granted to all who complete the course satisfactorily, valuable as testimonials of real merit.

GENERAL ITEMS.

NON-SECTARIAN CHARACTER OF THE SCHOOL.

Although the entire atmosphere and influence of the school is that of simple, genuine, Christian Religion, the teachers are members of several different churches, and no denominational influences or restrictions are imposed upon students.

Students will hardly fail to find congenial church connections. The M. E., Baptist, Disciple and Presbyterian churches are all represented in the village, and welcome all members of the school to their services.

A semi-weekly prayer meeting has been sustained by the students all the year, with gratifying results.

The morals of the pupils are carefully guarded. Such is the spirit of high moral sentiment in the school that it is almost impossible for a pupil to fall into evil habits or dissolute company.

LIBRARY AND READING ROOM.

The Library has been so much used, and the students have received so much benefit from it, we are buying a great many new and valuable works. The Library already contains two sets of Chambers' New Encyclopedia, Cyclopaedia Britannica, Cyclopaedia of Education, Appleton's Annuals, Lippincott's Dictionary of Biography and Mythology, Pronouncing Gazetteer of the World and Cabinet Histories, Smith's Bible Dictionary, Hitchcock's Analysis, Hildreth's U. S., Hallam's Literature of Europe, Constitutional History and Middle Ages, Hume's and Macauley's England, Gibbon's Rome, Smith's Greece, Plutarch's Lives, Spark's Biographies, Universal History, Carrington's Battles of the Revolution, Geological Surveys of Indiana and Ohio, Draper's and Dalton's Physiologies, Leidy's and Gray's Anatomies, Dana's Geologies, Tenney's Zoology; a teachers' library, containing such works as Page's Theory and Practice, Sheldon's Object Lessons, Holbrook's Normal Methods and School Management, Wickersham's School Economy, North-

end's Teachers' Assistant, Cobb's Corporal Punishment, History of Education, Ogden's Science of Education and Art of Teaching, Barnard's Methods for Primary Schools and School Architecture, Everett's Practical Education, and several hundred other works on Sciences, Art, Literature, Mathematics, History and all subjects connected with the course.

Students have access to the Library at all hours of the day, and are waited upon by an obliging Librarian. They are taught how to USE BOOKS and how to INVESTIGATE SUBJECTS. This POWER is worth ten times as much as the knowledge itself.

The Reading Room is regularly supplied with the Indianapolis daily papers, New York Semi-weekly Tribune, Chicago Standard, Cincinnati Standard, Indiana School Journal, Ohio Educational Monthly, National Teachers' Monthly, Chicago Teachers' Weekly, Popular Science Monthly, Scribner's Monthly, The Atlantic, Harper's, The Phrenological Journal, and a number of other papers and magazines.

"WHAT CLASSES DO YOU HAVE?"

A TEACHERS' TRAINING CLASS is one of the leading features. In this class methods of teaching the common branches and plans of school government are carefully developed with special reference to the natural growth of the mind. The difficulties which every teacher must meet receive specific attention.

ORTHOGRAPHY.—Great care is taken to make good spellers. This sadly-neglected branch receives daily attention.

READING AND ELOCUTION.—Pupils not only receive a thorough drill in the principles of *good reading*, but also constant practice in the management of the voice, expression, gestures and every department of a free and easy delivery.

ARITHMETIC.—There are always at least three grades of classes in Arithmetic: one beginning at the first of the subject, another at *Fractions*, and the third at *Percentage*.

ENGLISH GRAMMAR.—There are two classes in Grammar: the first an elementary class, commencing at the beginning; the second an advanced class, which discusses the principles systematically and masters the difficulties and intricacies of the language.

GEOGRAPHY AND MAP DRAWING.—These subjects are so conducted as to enlist the attention and arouse the energies of all.

PHYSIOLOGY is thoroughly taught by outlining, illustrations and actual dissections.

U. S. HISTORY.—"I never liked history before," is a frequent remark from members of our classes. In teaching History we have two grand aims: one, to secure a *thorough acquaintance with the subject*; the second, to awaken an intelligent appreciation and a *love for historical study*, to INSPIRE a *propelling en-*

thusiasm that will carry the pupil beyond the class-room into a *LIFE-STUDY* of History.

ALGEBRA.—There are three grades of classes in Algebra. The first commences at the beginning; the second at Simple Equations, the third at Quadratics.

RHETORIC.—There are two classes in Rhetoric—one beginning, another for those prepared to pursue the subject in its higher, more enticing forms. It is to be deplored that the study of this *superlatively useful* and truly fascinating branch is so generally neglected. To correct this fault, especial efforts are made to render it the most highly useful possible. To any one, especially if he has been so unfortunate as to have studied text-books on Rhetoric entirely or chiefly, the study will be *novel* and *exciting*, and the daily practical drills here enjoyed can not fail to open up an entirely new field whose value it would not be easy to compute.

LATIN is taught in a variety of classes adapted to the needs of pupils. There are never less than three classes, sometimes five. Pupils *thoroughly versed* in English Grammar can, in one term, begin to read Cæsar, while in two terms they can master his most difficult constructions and translate his most intricate sentences with rapidity, ease and certainty; just what students in the *Normal* are now doing.

BOOK-KEEPING, in both *Single* and *Double Entry*, from the simplest principles and entries, through *Partnership*, *Simple Commission*, *Banking*, etc., etc., to the complicated entries of *Compound Company Business*. Throughout the entire course, constant connection is made with the affairs of real business, with the aim of meeting the great demand for a *practical* as well as *theoretical* business education.

PENMANSHIP by one of the finest penmen in the country.

DRAWING upon a plan *differing* in many *important features* from that in use in any other institution.

DEBATING and PARLIAMENTARY LAW.

VOCAL MUSIC, *beginning* and *advanced*.

INSRUMENTAL MUSIC by a teacher who thoroughly understands the art and how to teach it.

GERMAN by a refined and educated native of Wurtemberg, Prussia.

CLASSES IN SCIENTIFIC AND CLASSICAL COURSES ACCORDING TO CURRICULUM.

THERE are classes for every possible degree of advancement. WE ALWAYS PROVIDE CLASSES FOR EVERY ONE IN ATTENDANCE.

1876-'77.

Has gone far beyond our most sanguine expectations. The majority of the students have been practical teachers, and the work accomplished has elicited words of commendation and grateful surprise from all. This remarkable success has been due to several CAUSES:

1. The teachers work with an untiring zeal for the progress of each individual pupil.
2. The custom, so prevalent in many institutions, of "cutting" pupils in recitation for awkwardness or difference of opinion is not *tolerated* in this school.
3. Every pupil is made perfectly at home by the kindly, good-humored feeling which pervades the recitations and all the intercourse of the teachers with the students, and the students with each other.
4. No difference how poor a pupil, how backward in his studies or how uncouth in his manners, he finds himself just as much respected as the wealthiest Nabob, the wisest Solomon or the most polished gentleman.
5. No pains have been spared to bring the expenses within the reach of the poorest. From an extensive acquaintance with schools, we are confirmed in the belief that no other school gives equal accommodations at figures so low. \$32 pays tuition, room-rent and board for one term of eleven weeks. \$125 pays the same bills for one year of forty-four weeks.
6. THE INSTITUTION IS BASED UPON ITS MERITS. ALTHOUGH WE HAVE PROPOSED FROM THE FIRST TO REFUND MONEY IN CASE OF DISSATISFACTION, NO ONE HAS YET APPLIED FOR IT.
7. The spirit of antagonism between town and school, so very unpleasant in many places, is wholly unknown here. The citizens of Ladoga give their hearty support to the Normal, and it is the universal remark with students who have been to other schools that they have never been treated with such respect and genuine courtesy as by the people of Ladoga. As indicative of the esteem with which they hold the school and the students, the following resolution was unanimously passed by a large and enthusiastic meeting of the solid business men of the town and community.
Resolved, That as citizens of Ladoga and vicinity we fully appreciate the efforts of the Faculty of the Normal School in their labors to promote its success and usefulness, and are proud of its rapid growth, its judicious management, and the spirit of life and energy it has infused into society, and we pledge ourselves to stand by its Faculty and uphold them, by our means and influence, to support the school by our patronage, AND PROVIDE BUILDINGS SUITABLE FOR ANY EMERGENCY THAT MAY ARISE. *We welcome students to our town, and shall always use our heartiest endeavors to make their stay as pleasant and homelike as possible.*
8. Students are received and regarded as ladies and gentlemen. Every one is placed upon his honor and his individual *manhood* developed.

1877-'78.

Believing that without the highest grade of *professional* skill in the classroom all other arrangements are useless, we have secured a Faculty that will not suffer from comparison with any Normal School Faculty in the country.

The Principal has charge of the classes in Mental Science, Higher Mathematics, Latin, Elocution, and Training in Theory and Practice.

Prof. F. P. Adams, late Principal of the East Kentucky Normal School—Natural Sciences, English Literature, Grammar and Greek.

Prof. Adams is a thorough scholar and an accomplished gentleman. He graduated with high honors at Lebanon, Ohio; and also at Medina, Ohio, under the scholarly instruction of Ohio's best teacher, Prof. H. N. Carver. Prof. Adams is making a grand mark in the school by his intrinsic worth, his geniality of disposition and his superior qualities of head and heart. HE HAS PROVEN HIMSELF PERFECT MASTER OF THE SITUATION.

Miss Dora Lieuellen has established an enviable reputation in the Normal. By her indomitable energy and untiring perseverance, she has accomplished a work of which any teacher might well feel proud. She remains at the head of the Rhetoric and History Department. This is hailed with delight by all old students.

Mr. John Schurr needs no introduction to Normalites. His students consider him without a superior in anything he teaches. Mr. Schurr is never so much himself as when leading a class through the intricacies of Mathematics or drilling upon the principles of his native language.

Miss A. Kate Huron teaches Arithmetic and Algebra, and gives instruction in Primary Methods. Miss Huron's thorough Normal course in the Indianapolis Training School, in the Lebanon, Ohio, Normal, and in the Central Normal College, her natural qualifications and extensive experience, render her unusually well fitted for her position.

Mr. Marcus Sayler is special teacher of Physiology. Mr. Sayler's perfect acquaintance with the subject and his peculiar tact in presenting it have made his class one of the most popular in the institution.

Mr. J. H. Woodruff's success has been a matter of much delight to all of his friends. Indeed he stands without a rival as a teacher of Penmanship and Drawing. Mr. Woodruff's happy faculty of managing a class, and his genial good nature, make him scores of friends.

Mr. J. F. Stephens trains the voices in happy song. The gentleman is a good singer, and has taken a special course in Music in preparation for this position. He gives satisfaction to all.

Mrs. Dr. Wilson gives instruction in Instrumental Music. Mrs. Wilson is recognized as one of the best musicians in this part of the State.

The Library has been much enlarged.

A large Geological Cabinet has been arranged in a convenient shape for students to examine and study the specimens.

One room is devoted to apparatus. This has been properly arranged for experimentation. Every member of the school has an excellent opportunity to experiment to any extent he may desire. The Laboratory is under the control of a teacher who takes great pleasure and care in instructing in the use of apparatus.

LOCATION.

LADOGA is a growing, enterprising village of fifteen hundred inhabitants, situated on the Louisville, New Albany and Chicago Railroad, forty miles west of Indianapolis, forty miles south of Lafayette, and twenty miles north of Greencastle.

For healthfulness of location LADOGA is UNSURPASSED in the State.

The Normal School Buildings are situated in a beautiful grove of several acres, in a retired part of town.

STATISTICS.

Number of Teachers employed.....	9
Number of Graduates Scientific Course (1877).....	12
Under-Graduates Scientific Course.....	5
Number of Graduates Teachers' Course.....	16
Under-Graduates Teachers' Course.....	146
Number of Graduates Business Course.....	3
Number of Under-Graduates Business Course.....	13
Number in Preparatory Department	131

* Total number enrolled.....335

If any persons notice errors in names or postoffice addresses, they will confer a great favor by writing us immediately.

We solicit correspondence in regard to the school. All inquiries are answered at once. We take great pleasure in giving full information.

After reading this Catalogue, please hand it to your neighbor.

Special inducements will be given to clubs from the same locality.

Remember that we guarantee satisfaction.

Remember that we guarantee the most for the money.

Remember that our Teachers are all experienced and successful in their work.

Remember that you can take a Special Course in any subject you may select, without extra tuition.

Remember that if you are sick, while at the Normal, you will receive just as good care as at home, without charge.

Upon arriving at Ladoga, inquire at once for the Normal School. Come without delay to the Principal's office, where you will find some one to answer your inquiries and to enter your name upon the roll.

No one need fear that he will not obtain room and board, as our facilities in this direction are almost unlimited.

Address for further information,

W. F. HARPER,

Principal Central Normal,

Ladoga, Montgomery County, Ind.

*On account of having to send the names to the printers before the close of the year, about forty are unavoidably omitted from this estimate.