

TWELFTH ANNUAL CATALOGUE

OF THE

CENTRAL

NORMAL COLLEGE

—AND—

COMMERCIAL INSTITUTE,

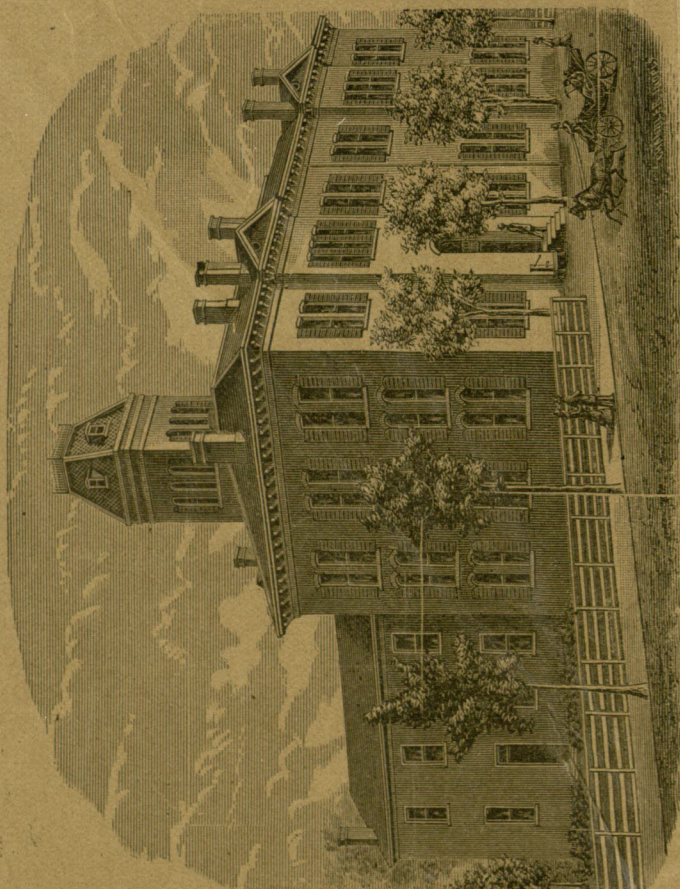
For the School Year of 1887-'88.

WITH ANNOUNCEMENTS FOR '88-'89.

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DANVILLE,

HENDRICKS COUNTY, IND.



THE CENTRAL NORMAL COLLEGE.

FACULTY.

MRS. FRANK P. ADAMS, President.

MISS A. KATE HURON,
Latin, Algebra, Arithmetic, Teachers' Training, and in Special Charge of Teachers Class.

MISS CEDORA LIEUELLEN,
Rhetoric, Literature, Civil Government, United States and General History, and in Special Charge of the Scientific Class.

G. DALLAS LIND,
Natural Sciences, Art of Illustration, Drawing, and in Charge of Preparatory Medical Department and Laboratory.

G. L. SPILLMANN,
German, Greek, Latin and Geography.

C. A. HARGRAVE, Secretary,
Higher Mathematics, Surveying and Engineering, and Algebra.

JONATHAN RIGDON,
Metaphysics, Logic, Political Economy, English Grammar, Commercial Arithmetic, and in Special Charge of the Classic Class.

A. J. KINNAMAN,
Geometry, Algebra, Physical Geography, English Grammar, Reading, Parliamentary Law and Debating.

G. T. PATTISON,
Book-keeping, Commercial Law, Arithmetic, and in Charge of the Commercial Department.

G. A. McQUOWN,
Vocal Music and Physiology.

A. M. WAGNER,
Penmanship, Telegraphy, Phonography and Type-Writing.

MISS ANNE KROUT,
Instrumental Music—Piano and Organ.

E. A. TUTTLE,
Voice Culture, Harmony, Violin, Cornet, Guitar, etc., and Director of Brass Band and Orchestra.

EXPENSES.

We spare no pains in providing for our pupils good, substantial accommodations, at the very lowest prices. It is confidently believed that no school in the land furnishes as *good board and pleasant rooms* at as low a cost as does the Central Normal.

We receive a great many letters asking if it is possible to obtain good board and pleasant rooms at the prices quoted in our Catalogue, asking, in substance, if these are not the occasional instead of the general rates. In answer to this it is just to us to say that we do not quote the lowest rates at which many of our pupils board. We give only the prices which the majority pay and are satisfied with; also, the prices at which we guarantee that all may positively be accommodated. If one or two dingy, poorly ventilated rooms in the outskirts of town can be rented for 20 cents a week, are we justified in advertising room rent at 20 to 50 cents per week? The reader will recognize that as a mere unfair catch. When pupils come here they are not told that *all the rooms of a certain price are taken*, and that they will have to pay a *little more* for board than advertised. No, sir; we hold ourselves strictly responsible for our advertisements, and strive honestly to fulfill them in every case.

The following are the regular rates for tuition and board:

Tuition per term of ten weeks, in advance.....	\$ 8 00
Tuition per Review Term of eight weeks, in advance.....	6 00
Tuition two terms of ten weeks each, in advance.....	15 00
Tuition four terms of ten weeks each, in advance.....	27 00
Tuition five terms, forty-eight weeks, in advance.....	32 00
Tuition in Commercial Department.....	see page 24
Tuition in Telegraphy per term ten weeks, in advance.....	5 00
Tuition in Instrumental Music, ten weeks (20 lessons), in advance.....	10 00
Tuition in Phonography, ten weeks, in advance.....	6 00
Tuition in Type-Writing.....	5 00
Table board per week, in clubs.....	1 50
Table board per week, if paid in advance for a term.....	1 40
Table board per week, in private families.....	1 75 to 2 00
Popular price of table board per week.....	1 50
Room rent per week, two students in a room (room furnished, carpeted and kept in order, and in private family), <i>not to exceed</i> to each student.....	50

The prices are positive, and any failure on our part to fulfill them will be made good by payment of the pupil's traveling expenses to and from school. See special yearly and term propositions, page 14.

Tuition is in no case refunded.

All time lost, except the last week of the term, can be made up at any future time. Students, on leaving school, should secure a due-bill for unexpired tuition.

ROLL OF STUDENTS.

GRADUATES OF CLASSIC CLASS, 1888.

Boyd, George A.....	Oregon, Mo.	Joseph, J. A.....	Brown, O.
Burris, W. P.....	Henry, Ind.	Miller, D. V.....	Parke, Ind.
Compton, C. A.....	Wabash, Ill.	Orr, J. E.....	Randolph, Ind.
Courtney, Agnes.....	Hendricks, Ind.	Robinson, Lou.....	Hendricks, Ind.
Crane, G. M.....	Rush, Ind.	Shelley, Jennie.....	Preble, O.
Dudgeon, J. W.....	Rush, Ind.	Strickland, C. W.....	Gibson, Ind.
Greene, Anna.....	Hendricks, Ind.	Thornton, S. E.....	Buffalo, Neb.

GRADUATES OF SCIENTIFIC CLASS, 1888.

Atchison, W. E.....	Delaware, Ind.	James, Ida.....	Jasper, Ill.
Barker, E. F.....	Hendricks, Ind.	Lackey, G. W.....	Lawrence, Ill.
Boyle, A. G.....	McLean, Ky.	*Lienhart, Mollie.....	Christian, Ill.
Baldrige, E. M.....	Morgan, O.	Means, C. W.....	Shelby, Ind.
Cory, W. L.....	Delaware, Ind.	Obear, James.....	Carroll, Ind.
Connor, S. A.....	Jasper, Ill.	Penquite, Ella.....	Pettis, Mo.
Cross, Elsie.....	Scioto, O.	Reek, Henry.....	Mason, Mich.
Conway, J. W.....	Butler, Ky.	Senour, W. E.....	Kenton, Ky.
Craig, H. A.....	Boone, Ind.	Sherer, A. H.....	Preble, O.
*Collings, H. P.....	Parke, Ind.	Truscott, Lillian.....	Wabash, Ill.
Foresman, R. B.....	Newton, Ind.	Webster, Anna.....	Parke, Ind.
Given, O. M.....	Switzerland, Ind.	Whitenack, Ressie.....	Hendricks, Ind.
Gwaltney, J. S.....	Warrick, Ind.		

*Special Science.

GRADUATES OF THE TEACHERS' CLASS, 1888.

Alter, D. O.....	Rush, Ind.	Huron, Lulu.....	Hendricks, Ind.
Clark, T. J.....	Audrain, Mo.	Irvin, M. Lillie.....	Hardin, Ky.
Cooper, Mary E.....	Hendricks, Ind.	Lydy, J. W.....	Clinton, Ind.
Daniel, J. A.....	Putnam, Ind.	Ploughe, M. L.....	Tipton, Ind.
Decker, J. W.....	Cumberland, Ill.	Rector, Pearl.....	Clay, Ind.
Dunn, Walter.....	Clark, Ill.	Sarff, Joseph W.....	Randolph, Ind.
Finley, H. M.....	Morgan, O.	Wiseheart, W. H.....	Hendricks, Ind.
Fulk, Joseph R.....	Phelps, Neb.		

GRADUATES OF THE COMMERCIAL DEPARTMENT, 1887-88.

Alter, D. O.....	Rush, Ind.	Gibson, Lillie.....	Lancaster, Neb.
Andwan, J. L.....	Dearborn, Ind.	Hull, E. A.....	Kenton, Ky.
Baum, N. E.....	Clinton, Ill.	Hoover, Andrew.....	Henry, Ind.
Best, W. H.....	Northampton, Pa.	Humphries, E. M.....	Livingston, Ill.
Blagrove, W. E.....	Daviess, Ind.	Hursh, Charles.....	Tippecanoe, Ind.
Blair, Flora.....	Hendricks, Ind.	Hentzel, George.....	St. Clair, Ill.
Burgoyne, C. T.....	Marion, Ind.	Ingman, W. M.....	Andrew, Mo.
Boyt, T. E.....	Johnson, Ill.	Judy, C. S.....	Preble, O.
Cottingham, J. D.....	Hamilton, Ind.	Jones, Milton.....	Warren, Ind.
Cunningham, Benj.....	Madison, Ind.	Jamison, Wallace.....	Jefferson, Ind.
Canedy, C. A.....	Wabash, Ill.	Kagey, B. F.....	Piatt, Ill.
Crider, Clayton.....	Whitley, Ind.	Kemper, F. C.....	Gasconade, Mo.
Clark, T. J.....	Audrain, Mo.	Kilman, W. H.....	Benton, Ind.
Culbertson, Peter.....	Clay, Ind.	Link, Horace.....	Edgar, Ill.
Dunn, Walter.....	Clark, Ill.	Linch, P. G.....	Decatur, Ind.
Elmore, C. E.....	Montgomery, Ind.	Lee, L. M.....	Clark, Ill.
Edgington, Otis.....	Delaware, Ind.	Moffett, N. R.....	Edgar, Ill.
Fish, R. W.....	Ohio, Ind.	Morrison, L. J.....	Huntington, Ind.
Fleming, Charles.....	Blackford, Ind.	Morgan, O. R.....	Massac, Ill.
Fulk, Joseph R.....	Phelps, Neb.	Maxwell, J. B.....	Wabash, Ill.
Glass, C. C.....	Whitley, Ind.	Moss, G. L.....	Bond, Ill.

Moyer, E. A.....	Douglas, Ill.	Snyder, H. M.....	Douglas, Ill.
McClain, B. W.....	Hendricks, Ind.	Sears, T. M.....	Hendricks, Ind.
Powell, T. E.....	Tippecanoe, Ind.	Stratton, Mattie.....	Marion, Ind.
Ross, H. E.....	Coles, Ill.	Seaborn, John M.....	St. Francis, Ark.
Runyan, C. C.....	Henry, Ind.	Tucker, G. W.....	Tippecanoe, Ind.
Rupp, Lena.....	Jackson, Ind.	Thomas, J. M.....	Hendricks, Ind.
Roush, M. T.....	Mason, W. Va.	Wade, J. E.....	Morgan, Ind.
Ryner, W. E.....	Hendricks, Ind.	Wilson, Etta.....	Tippecanoe, Ind.
Slater, P. A.....	Coles, Ill.	Whinrey, E. A.....	Vermillion, Ill.
Slater, T. D.....	Coles, Ill.	Zuelley, Robert.....	Perry, Ill.

PREPARATORY MEDICAL CLASS, 1887-88.

Adams, W. T.....	Hendricks, Ind.	Graham, W. A. M.....	Peoria, Ill.
Alexander, Will P.....	Cass, Ind.	Hollinger, Curt.....	Darke, O.
Berauer, J. M.....	Dearborn, Ind.	Maxwell, J. B.....	Wabash, Ill.
Blake, Geo. S.....	Parke, Ind.	Meade, C. C.....	Gibson, Ind.
Boyd, G. A.....	Oregon, Mo.	Mülchi, Will.....	Perry, Ind.
Chittum, J. D.....	Douglas, Ill.	Neier, O. C.....	Putnam, Ind.
Collings, H. P.....	Parke, Ind.	Parker, J. H.....	Rush, Ind.
East, A. L.....	Lawrence, Ind.	Plumer, J. A.....	Peoria, Ill.
George, W. E.....	Johnson, Ind.	Ruse, A. O.....	Marion, Ind.
George, F. J.....	Piatt, Ill.	Yost, H. S.....	Marion, W. Va.

SHORT-HAND.

Cocke, W. F.....	Fayette, Tenn.	McClain, B. W.....	Hendricks, Ind.
Chadwick, A. R.....	Shelby, Ind.	Murphy, Lizzie.....	Hamilton, Ind.
Daniels, J. A.....	Putnam, Ind.	Nelson, Ella.....	Putnam, Ind.
Dudgeon, J. W.....	Rush, Ind.	Ott, Albert.....	Perry, Ind.
Downard, Anna.....	Hendricks, Ind.	Pickhardt, Jno.....	Dubois, Ind.
Downing, J. D.....	Logan, Ill.	Penquite, Ella.....	Pettis, Mo.
Eastes, Ina.....	Hendricks, Ind.	Runyan, Clay.....	Henry, Ind.
Forman, H. W.....	Clark, Ky.	Reed, Anna.....	Shelby, Ill.
Foland, W. E.....	Hancock, Ind.	Roush, M. T.....	Mason, W. Va.
Gwaltney, J. S.....	Warrick, Ind.	Seigler, Pearl.....	Mason, Ill.
Houk, Marion.....	Clay, Ind.	Thompson, Julia.....	Hendricks, Ind.
Harrison, J. E.....	Owen, Ind.	Wamsley, Mary.....	Randolph, W. Va.
Ingman, W. M.....	Andrew, Mo.	Wade, J. E.....	Morgan, Ind.
Judy, C. S.....	Preble, O.	Williams, Mrs. Alice.....	Vermillion, Ill.
Johnson, Carrie.....	Douglas, Ill.	Wilkinson, Phoebe.....	Hendricks, Ind.
Juedeman, W. H.....	Gasconade, Mo.	Watkins, Lizzie.....	Madison, Ind.
Kendall, May.....	Hendricks, Ind.	Webb, Fannie E.....	Franklin, Ill.
Liebhardt, Ina.....	Wayne, Ind.	Whicker, Frantz.....	Hendricks, Ind.
Martin, E. D.....	Fayette, Ind.	Wynant, Ida.....	Hendricks, Ind.
Mason, J. E.....	Union, Ind.	Weston, Alfred.....	Hendricks, Ind.
Marks, C. K.....	Tippecanoe, Ind.	Wagner, J. J.....	Wayne, Ind.

TELEGRAPHY.

Boggs, J. C.....	Tippecanoe, Ind.	Cummins, Allie.....	Jasper, Ill.
Cornell, J. J.....	Tippecanoe, Ind.	Edwards, E. J.....	Tippecanoe, Ind.
Clements, Herdis F.....	Posey, Ind.	Faulk, J. M.....	Sullivan, Ind.
Crank, L. W.....	Lemhi, Idaho.	Gobert, Frank.....	Coles, Ill.
Judy, C. S.....	Preble, Ohio.	Ott, Albert.....	Perry, Ind.
Juedeman, W. H.....	Gasconade, Mo.	Phillips, W. H.....	Clay, Ind.
Marks, J. L.....	Tippecanoe, Ind.	Patterson, Mary.....	Moultrie, Ill.
Marshall, J. L.....	Christian, Ill.	Potter, L. L.....	Posey, Ind.
Mason, J. E.....	Union, Ind.	Thornburgh, T. S.....	Tippecanoe, Ind.

TYPE-WRITING.

Alter, D. O.....	Rush, Ind.	Dudgeon, J. W.....	Rush, Ind.
Bell, Esther.....	Hendricks, Ind.	Downing, J. D.....	Logan, Ill.
Chadwick, A. R.....	Shelby, Ind.	Eastes, Ina.....	Hendricks, Ind.

Edwards, E. J.....	Tippecanoe, Ind.	Pickhardt, John.....	Dubois, Ind.
Harrison, J. E.....	Owen, Ind.	Reed, Anna M.....	Shelby, Ill.
Hursh, Charles.....	Tippecanoe, Ind.	Seigler, Pearl.....	Mason, Ill.
Houk, Marion.....	Clay, Ind.	Snyder, H. M.....	Douglas, Ill.
Juedeman, W. H.....	Gasconade, Mo.	Slater, T. D.....	Coles, Ill.
Judy, C. S.....	Preble, Ohio.	Sears, T. M.....	Hendricks, Ind.
Liebhardt, Ina.....	Wayne, Ind.	Thompson, Julia.....	Hendricks, Ind.
McClain, B. W.....	Hendricks, Ind.	Wagner, J. J.....	Wayne, Ind.
Martin, E. D.....	Fayette, Ind.	Wade, J. E.....	Morgan, Ind.
Nelson, Ella.....	Putnam, Ind.	Watkins, Lizzie.....	Madison, Ind.
Ott, Albert.....	Perry, Ind.	Wynant, Ida.....	Hendricks, Ind.

INSTRUMENTAL MUSIC DEPARTMENT, 1887-88.

PIANO.

Acton, Glen.....	Hendricks, Ind.	Rand, Elsa.....	Limestone, Tex.
Adams, Ida.....	Kenton, Ky.	Rice, H. F.....	Powell, Ky.
Bayne, Albert J.....	Clinton, Ind.	Ross, Emma.....	Clark, Ind.
Beall, Hannie.....	Preble, O.	Roudebush, Kate.....	Hamilton, O.
Bell, Hattie.....	Hendricks, Ind.	Shinn, C. A.....	Lawrence, Ill.
Bell, Helen.....	Hendricks, Ind.	Stewart, Maisie.....	Switzerland, Ind.
Bryant, Florence.....	Hendricks, Ind.	Stewart, Rose.....	Switzerland, Ind.
Craig, H. A.....	Boone, Ind.	Swern, Minnie.....	Clark, Ill.
Griffie, Mrs. Emma.....	Scott, Ky.	Swofford, Henri.....	Jackson, Ill.
Hargrave, Mrs. Nettie.....	Hendricks, Ind.	Tomlinson, Minta.....	Logan, Ill.
Henry, Florence.....	Benton, Ind.	Varner, John.....	Montgomery, Ill.
Langston, Effie.....	Johnson, Ind.	Wamsley, Mary.....	Randolph, W. Va.
Marsh, Anna.....	Hendricks, Ind.	Webb, Fanny.....	Franklin, Ill.
Marsh, Victoria.....	Hendricks, Ind.	West, Ethel.....	Hendricks, Ind.
Mills, Mrs. Sarah K.....	Warrick, Ind.	Yost, Rosa.....	Marion, W. Va.
Patterson, Mary.....	Moultrie, Ill.		

ORGAN.

Alexander, Lota.....	Randolph, Ind.	Orr, Walter.....	Hancock, Ind.
Buckles, Ora.....	Logan, Ill.	Roberts, Nannie.....	Douglas, Ill.
Buckles, Harry.....	Logan, Ill.	Rupp, Lena.....	Jackson, Ind.
Clark, T. J.....	Audrian, Mo.	Smith, Belva.....	Moultrie, Ill.
Cory, Mrs. Ida E.....	Delaware, Ind.	Squire, Lizzie.....	Logan, Ill.
French, Lizzie.....	Newton, Ind.		

VIOLIN.

Andrus, C. S.....	Wabash, Ill.	Keller, H. W.....	Spencer, Ind.
Blake, G. S.....	Parke, Ind.	Laudig, H. M.....	Hamilton, Ind.
Berauer, J. M.....	Dearborn, Ind.	Orr, J. E.....	Randolph, Ind.
Baker, G. C.....	Bond, Ill.	Parker, J. H.....	Rush, Ind.
Canedy, C. A.....	Wabash, Ill.	Pierson, Chas.....	Hendricks, Ind.
Frazier, S. D.....	Edgar, Ill.	Seitz, H. S.....	Vinton, O.
George, W. E.....	Johnson, Ind.	Sarff, Jos.....	Randolph, Ind.
Houk, Marion.....	Clay, Ind.	Wagner, J. J.....	Wayne, Ind.
Johnson, J. G.....	Randolph, Ind.		

GUITAR.

Combs, Kate.....	Logan, Ill.	Perkins, L. J.....	Johnson, Ind.
Downing, J. D.....	Logan, Ill.	Palmer, P. E.....	Butler, Ky.
Foresman, R. B.....	Newton, Ind.	Sims, D. R.....	Jasper, Ind.
Greene, Alex.....	Hendricks, Ind.	Seaborn, John M.....	St. Francis, Ark.
King, Mary.....	Hendricks, Ind.	Tinder, J. W.....	Hendricks, Ind.
Neiger, John.....	Hendricks, Ind.		

CORNET.

Alexander, Harry.....	Randolph, Ind.	Hamilton, J. L.....	Putnam, Ind.
Bayne, Albert.....	Clinton, Ind.	Link, Horace.....	Edgar, Ill.
Brown, Abe.....	Randolph, Ind.	Murray, G. F.....	Randolph, Ind.
Craig, H. A.....	Boone, Ind.	Montgomery, W. E.....	Gibson, Ind.
Carver, O. R.....	Putnam, Ind.	Simmons, Orville.....	Randolph, Ind.
Duncan, Alva.....	Tippecanoe, Ind.	Walker, S. D.....	Parke, Ind.
Forman, H. W.....	Clark, Ky.	Worsham, J. T.....	Rush, Ind.
Hunt, Elmer.....	Hendricks, Ind.		

OTHER INSTRUMENTS.

Clayton, F. B.....	Shelby, Ind.	Folsom, E. M.....	Warrick, Ind.
Cone, R. L.....	Hamilton, O.	Lollar, Erastus.....	Randolph, Ind.
Forman, T. T.....	Clark, Ky.		

VOICE CULTURE.

Briscow, G. A.....	Floyd, Ind.	Marks, C. K.....	Tippecanoe, Ind.
Gadberry, G. P.....	Warren, Mo.	Overhiser, Eliza.....	Marion, Ind.
Houk, Marion.....	Clay, Ind.	Roudebush, Kate.....	Hamilton, O.
Jeffries, Lou.....	Hendricks, Ind.		

HARMONY.

Orr, J. E.....	Randolph, Ind.
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FINE ART.

Adams, Mrs. Ora.....	Hendricks, Ind.	Johnson, Carrie.....	Douglas, Ill.
Adams, Effie.....	Hendricks, Ind.	Lienhart, Mollie.....	Christian, Ill.
Beall, Hannie.....	Preble, O.	Rein, Carrie.....	Hendricks, Ind.
Brewer, Vangie.....	Hendricks, Ind.	Ross, Emma.....	Clark, Ind.
Brewer, Mary.....	Hendricks, Ind.	Reynolds, Mamie.....	Hendricks, Ind.
Combs, Kate.....	Logan, Ill.	Richeson, Carrie.....	Logan, O.
Chase, Lecca.....	Hendricks, Ind.	Roberts, Nannie J.....	Douglas, Ill.
Conrad, Belle.....	Hendricks, Ind.	Swern, Minnie.....	Clark, Ill.
Cory, Mrs. Ida E.....	Delaware, Ind.	Tevis, Belle.....	Tipton, Ind.
Graham, Lilline.....	Bartholomew, Ind.	Truscott, Lillian.....	Wabash, Ill.
Henley, Mrs. Will.....	Hendricks, Ind.	Whitenack, Ressie.....	Hendricks, Ind.
Homan, Mrs. J. B.....	Hendricks, Ind.	Webster, Anna.....	Parke, Ind.
Harlan, Helen.....	Hendricks, Ind.	Wamsley, Mary.....	Randolph, W. Va.
Hinks, Lina.....	Hendricks, Ind.	Wagner, Rome V.....	Wabash, Ind.
Hoadley, Anna.....	Hendricks, Ind.		

SURVEYING AND ENGINEERING DEPARTMENT, 1887-88.

Atchison, W. E.....	Clinton, Ind.	Craig, H. A.....	Boone, Ind.
Adams, W. E.....	Washington, Idaho.	Cross, Elsie.....	Scioto, O.
Barker, E. F.....	Hendricks, Ind.	Daniel, J. A.....	Putnam, Ind.
Baldrige, E. M.....	Morgan, O.	Davis, J. D.....	Washington, Ind.
Boyle, A. G.....	McLean, Ky.	Foresman, R. B.....	Newton, Ind.
Bowen, E. T.....	Hendricks, Ind.	Gwaltney, J. S.....	Warrick, Ind.
Brincefield, Ivy.....	Cape Girardeau, Mo.	Hinshaw, J. E.....	Randolph, Ind.
Cory, W. L.....	Delaware, Ind.	James, Ida E.....	Jasper, Ill.
Connor, S. A.....	Jasper, Ill.	Lackey, G. W.....	Lawrence, Ill.
Conway, J. W.....	Butler, Ky.	Lienhart, Mollie.....	Christian, Ill.
Collings, H. P.....	Parke, Ind.	Means, C. W.....	Shelby, Ind.
Obear, Jas.....	Carroll, Ind.	Stivers, N. B.....	Lawrence, Ill.
Penquite, Ella.....	Pettit, Mo.	Tinder, Jno. W.....	Hendricks, Ind.
Reek, Henry.....	Mason, Mich.	Truscott, Lillian.....	Wabash, Ill.
Sherer, A. H.....	Preble, O.	Webster, Anna.....	Parke, Ind.
Shewman, C. E.....	Preble, O.	Whitenack, Ressie.....	Hendricks, Ind.

GENERAL ROLL, 1887-88.

Acton, Glen.....	Hendricks, Ind.	Bennett, Edwin M.....	Tipton, Ind.
Adams, W. E.....	Washington, Idaho.	Begeman, Ivy.....	Knox, Ind.
Adams, J. E.....	Franklin, Ill.	Berryman, Mollie.....	Johnson, Ind.
Adams, W. T.....	Hendricks, Ind.	Bixby, H. E.....	Edgar, Ill.
Adams, Effie.....	Hendricks, Ind.	Billings, H. D.....	Montgomery, Ind.
Adams, Ida.....	Kenton, Ky.	Binford, E. J.....	Hancock, Ind.
Adams, Samuel.....	Kenton, Ky.	Bixler, Etta.....	Gibson, Ind.
Adams, Minnie.....	Kenton, Ky.	Blake, G. S.....	Parke, Ind.
Akers, Melvin.....	Warren, Ind.	Blackman, S. J.....	Saline, Ill.
Albin, Ida M.....	Putnam, Ind.	Blair, Flora.....	Hendricks, Ind.
Alexander, Wm. P.....	Cass, Ind.	Blagrove, W. E.....	Daviess, Ind.
Alexander, Lota.....	Randolph, Ind.	Blackford, Frank.....	Preble, O.
Alexander, Harry.....	Randolph, Ind.	Bowen, E. T.....	Hendricks, Ind.
Alter, D. O.....	Rush, Ind.	Boyle, Anna.....	Posey, Ind.
Allen, A. D.....	Montgomery, Ill.	Boyle, A. G.....	McLean, Ky.
Allen, Sheridan.....	Daviess, Ind.	Boyd, Geo. A.....	Oregon, Mo.
Allen, Jas. A.....	Bond, Ill.	Boyd, Romulus.....	Putnam, Ind.
Alley, Kate.....	Hendricks, Ind.	Boyce, O. F.....	Hancock, Ind.
Amsbury, Sennie.....	Tipton, Ind.	Boyt, T. E.....	Johnson, Ill.
Andwan, John.....	Dearborn, Ind.	Bonner, Asa A.....	Martin, Ind.
Andrus, Chas. S.....	Wabash, Ill.	Boggs, J. C.....	Tippecanoe, Ind.
Appleby, A. J.....	Hendricks, Ind.	Bower, M. O.....	Preble, Ohio.
Armstrong, B. M.....	Harrison, Ind.	Bower, D. S.....	Clark, Ind.
Atchison, Wm. E.....	Delaware, Ind.	Boren, Wesley.....	Posey, Ind.
Atkins, Jessie.....	Marion, Ind.	Boling, Alice.....	Decatur, Ind.
Austin, C. S.....	White, Ill.	Bond, S. A.....	Clinton, Ind.
Ayers, J. W.....	Hendricks, Ind.	Boulden, N. V.....	Clinton, Ind.
Ayers, Mirinda.....	Hendricks, Ind.	Bovard, S. G.....	Scott, Ind.
Baughn, R. A.....	Gibson, Ind.	Borall, C. F.....	Grant, Ind.
Bailey, Ida.....	Posey, Ind.	Booher, Daniel.....	Shelby, Ind.
Bayne, Albert.....	Clinton, Ind.	Booher, Henry.....	Shelby, Ind.
Bartley, Orra.....	Hendricks, Ind.	Brincefield, Ivy.....	Cape Girardeau, Mo.
Barnhart, B. C.....	Clay, Ind.	Brown, W. S.....	Iowa, Iowa.
Bachelor, W. W.....	La Salle, Ill.	Brown, W. L.....	Lincoln, Mo.
Baber, Bessie.....	Boone, Ind.	Brown, J. N.....	Warren, Ind.
Barker, E. F.....	Hendricks, Ind.	Brown, E. E.....	Carroll, Ind.
Baum, Newton E.....	Clinton, Ill.	Brown, Frank.....	Randolph, Ind.
Baldrige, E. M.....	Morgan, O.	Brown, Abe.....	Randolph, Ind.
Barwick, H. M.....	Preble, O.	Brines, J. R.....	Wabash, Ill.
Bash, Viola.....	Grant, Ind.	Brines, W. M.....	Wabash, Ill.
Baker, G. C.....	Bond, Ill.	Briscoe, C. F.....	Harrison, Ind.
Ballard, G. O.....	Johnson, Ind.	Briscoe, S. T.....	Harrison, Ind.
Beall, Hannie.....	Preble, O.	Briscoe, G. A.....	Floyd, Ind.
Beale, J. G.....	Rush, Ind.	Britton, Wallace E.....	Montgomery, Ind.
Belles, Willie M.....	Monroe, Mo.	Bress, Wm.....	Madison, Ill.
Bell, Hattie.....	Hendricks, Ind.	*Brumfield, J. H.....	Gibson, Ind.
Bell, Helen.....	Hendricks, Ind.	Brookshire, C. Laverne.....	Henry, Ind.
Bell, Izetta.....	Hendricks, Ind.	Bridges, Walter G.....	Hancock, Ind.
Bell, Esther.....	Hendricks, Ind.	Bryant, Florence.....	Hendricks, Ind.
Beighle, Roscoe W.....	Ford, Ill.	Brewer, Elias.....	Hendricks, Ind.
Beardsley, Will.....	Warrick, Ind.	Brewer, Vangie.....	Hendricks, Ind.
Beard, Jas. A.....	Clinton, Ind.	Brewer, Mary.....	Hendricks, Ind.
Best, Wm. H.....	Northampton, Pa.	Branom, I. M.....	Hamilton, Ind.
Bess, P. M.....	Calhoun, Ill.	Burris, W. P.....	Henry, Ind.
Bess, Mary S.....	Butler, O.	Burgess, J. C.....	Wayne, Ind.
Benedict, Nellie.....	Boone, Ind.	Burntrager, L. M.....	Clinton, Ind.
Beeler, John E.....	Spencer, Ind.		
Berauer, J. M.....	Dearborn, Ind.		

* Deceased.

Bumgardner, W. S.	Vigo, Ind.	Coffin, O. M.	Hancock, Ind.
Burton, Fred W.	Owen, Ind.	Cook, Charles Z.	Hendricks, Ind.
Bussell, Marshall	Hancock, Ind.	Cook, Cora	Hendricks, Ind.
Burgoynes, C. T.	Marion, Ind.	Conrad, Belle	Hendricks, Ind.
Buckles, Harry	Logan, Ill.	Courtney, Agnes	Hendricks, Ind.
Buckles, Ora	Logan, Ill.	Coucher, Elba M.	Miami, Ind.
Buckles, Ella	Logan, Ill.	Cone, R. L.	Hamilton, Ohio.
Butcher, Charles B.	Monroe, Ind.	Cone, Harvey	Hamilton, Ohio.
Burch, E. F.	Green, Ind.	Cottingham, J. D.	Hamilton, Ind.
Buchanan, Sue E.	Logan, Ill.	Cox, L. T.	Jennings, Ind.
Burt, Alphonso	Decatur, Ind.	Cox, May	Posey, Ind.
Bunnel, Anna	Marion, Ind.	Crooks, Harry E.	Clay, Ind.
Canby, O. K.	Wayne, Ind.	Crooks, S. L.	Spencer, Ind.
Campbell, Ada C.	Grant, Ind.	Crank, L. W.	Lemhi, Idaho.
Campbell, J. A.	Henderson, Ky.	Cryder, Clayton	Whitley, Ind.
Canedy, C. A.	Wabash, Ill.	Crane, G. M.	Rush, Ind.
Caldwell, J. E.	Athens, O.	Cross, Ella	Scioto, Ohio.
Cantwell, Ellsworth	Owen, Ind.	Crews, Hattie	Hendricks, Ind.
Carver, Oscar R.	Putnam, Ind.	Craig, H. A.	Boone, Ind.
Carter, John W.	Bartholomew, Ind.	Cruze, J. F.	Montgomery, Ill.
Carter, Charles D.	Howard, Ind.	Crowder, G. B.	Spencer, Ind.
Carnes, Henry	Johnson, Ind.	Cutsinger, Julia	Shelby, Ind.
Carmack, Maud	Clinton, Ind.	Cunningham, Ben	Madison, Ind.
Cardwell, Alva	Tipton, Ind.	Cummins, Nan	Jasper, Ill.
Cartwright, Alice	Posey, Ind.	Cummins, Allie	Jasper, Ill.
Chittum, J. D.	Douglas, Ill.	Cutler, J. T.	Spencer, Ind.
Chamness, Josie	Johnson, Ind.	Culbertson, Peter	Clay, Ind.
Christian, James	Tippecanoe, Ind.	Davis, J. D.	Washington, Ind.
Cheely, Emma	Marion, Ind.	Davis, Frank	Tipton, Ind.
Christie, Ella	Hendricks, Ind.	Davis, Cora	Fayette, Ind.
Chilcote, Roy	Douglas, Ill.	Dance, Anna	Hancock, Ind.
Chase, Lecca	Hendricks, Ind.	Daniel, J. A.	Putnam, Ind.
Chadwick, A. R.	Shelby, Ind.	Daggy, Lottie	Hendricks, Ind.
Clements, Annie D.	Davidson, Tenn.	Daily, S. M.	Posey, Ind.
Clements, Herdis F.	Posey, Ind.	Daugherty, James	Posey, Ind.
Clark, May	Putnam, Ind.	Darrel, Paschal E.	Johnson, Ind.
Clark, T. J.	Audrain, Mo.	Decker, John W.	Cumberland, Ill.
Clark, Howard	Daviess, Ind.	Dewese, Noah	Parke, Ind.
Clayton, F. B.	Shelby, Ind.	Derrough, E. E.	Champaign, Ill.
Cloud, B. M.	Blackford, Ind.	Deberry, W. W.	Scott, Ind.
Clampitt, E. E.	Boone, Ind.	Dobson, John F.	Madison, Ind.
Clampitt, Rachel	Boone, Ind.	Downard, Anna	Hendricks, Ind.
Clem, William	St. Joseph, Ind.	Downen, S. T.	Posey, Ind.
Collins, G. T.	Johnson, Ind.	Downing, J. C.	Logan, Ill.
Coblentz, Thomas D.	Randolph, Ind.	*Driscoll, Rosa L.	Manatee, Fla.
Cory, Mary H.	Delaware, Ind.	Drumm, Dellard	Delaware, Ind.
Cory, W. L.	Delaware, Ind.	Duvall, J. G.	Union, Ind.
Cory, Mrs. Ida E.	Delaware, Ind.	Dunn, Walter	Clark, Ill.
Cocke, W. F.	Fayette, Tenn.	Dunn, Anna	Clark, Ill.
Cooper, Mary	Hendricks, Ind.	Dudgeon, J. W.	Rush, Ind.
Cooper, Emma	Hendricks, Ind.	Duncan, Alva	Tippecanoe, Ind.
Combs, Kate	Logan, Ill.	Eakin, Louisa F.	Bond, Ill.
Conway, J. W.	Butler, Ky.	Eakin, Mattie L.	Fayette, Ill.
Conway, W. F.	Butler, Ky.	Eastes, Ina	Hendricks, Ind.
Compton, C. A.	Wabash, Ill.	East, Alma M.	Lawrence, Ind.
Cope, M. Bell	Hendricks, Ind.	East, A. L.	Lawrence, Ind.
Cornell, J. J.	Tippecanoe, Ind.	East, W. G.	Lawrence, Ind.
Connor, S. A.	Jasper, Ill.	Easley, J. B.	Montgomery, Ill.
Connor, Mrs. Minnie E.	Jasper, Ill.		
Collings, H. P.	Parke, Ind.		

* Deceased.

Edgington, W. O.	Crawford, Ill.	Graham, Lilline	Bartholomew, Ind.
Edgington, Otis	Delaware, Ind.	Graham, Lola	Bartholomew, Ind.
Edwards, E. J.	Tippecanoe, Ind.	Gray, Wilber	Brown, Ind.
Ehrlich, Jacob	Clay, Ind.	Griest, W. G.	Clark, O.
Eikenberry, J. C.	Preble, Ohio.	Grist, Minnie M.	Hancock, Ind.
Ellison, W. M.	Hancock, Ind.	Grigg, J. H.	Bond, Ill.
Elliot, J. H.	Hancock, Ind.	Greene, Nannie	Hendricks, Ind.
Elmore, Charles A.	Montgomery, Ind.	Greene, Minnie S.	Hendricks, Ind.
Ensey, Clayton	Parke, Ind.	Greene, Anna B.	Hendricks, Ind.
Ernsperger, Ruth	Fulton, Ind.	Greathouse, Charles	Posey, Ind.
Eschelman, S. A.	Cass, Ind.	Griffie, Mrs. J. Emma	Scott, Ky.
Evans, C. F.	Christian, Ill.	Grimslade, Wilson E.	Howard, Ind.
Evans, Albert	Delaware, Ind.	Grimes, Luther M.	Monroe, Ind.
Fangman, Carrie	Dearborn, Ind.	Guenther, Louis E.	Davis, Ky.
Faulk, J. M.	Sullivan, Ind.	Guilliams, Fred L.	Putnam, Ind.
Fawkner, Julia	Hendricks, Ind.	Gwaltney, J. S.	Warrick, Ind.
Ferguson, Oscar B.	Cass, Ind.	Hayworth, Naoma J.	Hendricks, Ind.
Ferguson, L. S.	White, Ill.	Hayworth, Effie B.	Hendricks, Ind.
Fears, Olive	Coles, Ill.	Hall, Ed	Hendricks, Ind.
Finch, L. M.	Clark, O.	Hall, Oren I.	Putnam, Ind.
Fields, George	Clay, Ind.	Hall, Mattie	Hendricks, Ind.
Fifer, O. B.	Clark, Ind.	Hargrave, Mrs. Nettie	Hendricks, Ind.
Fisher, Leander	Miami, Ind.	Hadley, Clara B.	Hendricks, Ind.
Finley, H. M.	Morgan, O.	Hamlin, Lee	Montgomery, Ill.
Fish, R. W.	Ohio, Ind.	Handley, C. A.	Edgar, Ill.
Flynn, William	Hendricks, Ind.	Harlan, Victor C.	Hendricks, Ind.
Flint, A. M.	Brown, Ind.	Harlan, Charles	Boone, Ind.
Fleming, Charles	Blackford, Ind.	Harlan, Helen	Hendricks, Ind.
Foresman, Bruce	Newton, Ind.	Harrison, J. E.	Owen, Ind.
Fontain, Osee	Randolph, Ind.	Hale, A. S.	Owen, Ind.
Folsom, E. M.	Warrick, Ind.	Harold, A. R.	Hancock, Ind.
Foland, Edith L.	Hancock, Ind.	Harvey, Gulie	Grant, Ind.
Foland, W. E.	Hancock, Ind.	Harrell, Samuel	Shelby, Ind.
Forman, T. T.	Clark, Ky.	Harrell, Edward	Shelby, Ind.
Forman, H. W.	Clark, Ky.	Harpole, Lafe	Warrick, Ind.
Forman, Fred	Edgar, Ill.	Harpole, C. B.	Warrick, Ind.
French, Lizzie	Newton, Ind.	Hanahan, J. H.	Marion, Ind.
French, Sallie	Posey, Ind.	Hawkins, Charles A.	Shelby, Ind.
French, Ria	Posey, Ind.	Harmon, Edna	Parke, Ind.
Frazier, S. D.	Edgar, Ill.	Hamilton, David	Tipton, Ind.
Frazier, Harry O.	Rush, Ind.	Hamilton, James L.	Putnam, Ind.
Freeman, G. W.	Shelby, Ill.	Hause, C. C.	Clark, O.
Fankboner, Maggie	Grant, Ind.	Hagler, O. E.	Huntington, Ind.
Fulk, Joseph R.	Phelps, Neb.	Hansel, I. M.	Hendricks, Ind.
Fullerton, Belle	Gibson, Ind.	Hampton, Loretta	Hendricks, Ind.
Gadberry, George P.	Warren, Mo.	Hazelton, William	Wabash, Ill.
Gard, William S.	Clay, Ind.	Hageman, Belle	Effingham, Ill.
George, F. J.	Piatt, Ill.	Heath, L. S.	Crawford, Ill.
George, W. E.	Johnson, Ind.	Heath, A. B.	Preble, O.
Givens, J. D.	Dallas, Tex.	Henley, Mrs. Will	Hendricks, Ind.
Given, O. M.	Switzerland, Ind.	Hensley, Joseph	Monroe, Ind.
Gingrich, Emma	Fayette, Ind.	Herst, Ernest	Marion, Ind.
Gibson, Lillie	Lancaster, Neb.	Henderson, M. C.	Huntington, Ind.
Gillespie, J. F.	Greenbrier, W. Va.	Hentzel, George C.	St. Clair, Ill.
Gifford, J. Sherman	Howard, Ind.	Helm, J. M.	Massac, Ill.
Glass, Chester	Whitley, Ind.	Henry, Mrs. Sarah	Benton, Ind.
Glascok, J. L.	Hancock, Ind.	Henry, Florence	Benton, Ind.
Gobert, Frank	Coles, Ill.	Hinshaw, Ellsworth	Randolph, Ind.
Graham, I. S.	Coles, Ill.	Hill, Minnie	Hendricks, Ind.
Graham, William	Peoria, Ill.	Hicks, J. E.	Putnam, Ind.

Higgins, E. S.	Shelby, Ind.	Jones, Wm.	Brown, Ind.
Hinks, Lina	Hendricks, Ind.	Johnson, Snyder	Morgan, Ind.
Hinds, S. A.	Edgar, Ill.	Johnson, Hezzie	Morgan, Ind.
Hines, Joseph A.	Monroe, O.	Johnson, Sylvanus	Posey, Ind.
Hollensbee, Edward	Ripley, Ind.	Johnson, Maggie	Morgan, Ind.
Hollowell, Charles L.	Hendricks, Ind.	Johnson, Rosa	Hancock, Ind.
Homan, Mrs. J. B.	Hendricks, Ind.	Johnson, G. T.	Parke, Ind.
Houk, Marion	Clay, Ind.	Johnson, Carrie	Douglas, Ill.
Hoppenrath, W. H.	Madison, Ind.	Johnson, Emma	Morgan, Ind.
Hollis, C. S.	Effingham, Ill.	Johnson, Hugh	Marion, Ind.
Hoadley, Willie O.	Hendricks, Ind.	Johnson, J. G.	Randolph, Ind.
Hoadley, Anna	Hendricks, Ind.	Joseph, J. A.	Brown, O.
Howard, Jessie J.	Edgar, Ill.	Judy, C. S.	Preble, O.
Howard, Ammi	Johnson, Ind.	Juedeman, W. H.	Gasconade, Mo.
Hodkins, Mattie	Hamilton, Ind.	Kagey, B. F.	Piatt, Ill.
Holmes, H. W.	Grant, Ind.	Keller, Henry W.	Spencer, Ind.
Houston, Volney L.	Lawrence, Ind.	Kemper, F. C.	Gasconade, Mo.
Hope, William	Hancock, Ind.	Kepner, Frank B.	Cass, Ind.
Hollinger, Curt	Darke, O.	Kennedy, Cora A.	Hendricks, Ind.
Hoskinson, William	Warrick, Ind.	Kendall, Abbie J.	Hendricks, Ind.
Howe, William	Butler, O.	Kendall, May	Hendricks, Ind.
Holland, W. A.	Livingston, Ill.	Kendall, Nora	Tipton, Ind.
Hoover, Andrew	Henry, Ind.	Kegerries, T. A.	Blackford, Ind.
Humphrey, G. L.	Harrison, Ky.	Keen, J. L.	Sullivan, Ind.
Humphries, Edward M.	Livingston, Ill.	Kernodle, W. W.	Boone, Ind.
Hull, H. A.	Richland, Ill.	Kirtley, Lewis	Tipton, Ind.
Hull, E. A.	Kenton, Ky.	Killen, Frank W.	Hendricks, Ind.
Hurt, G. G.	Montgomery, Ind.	Kilman, W. H.	Benton, Ind.
Hurt, G. D.	Boone, Ind.	Kinnard, L. D.	Madison, Ind.
Hurt, Laura	Boone, Ind.	King, Mary	Hendricks, Ind.
Hunter, Allie	Ohio, Ind.	Knauer, J. W.	Putnam, Ind.
Huron, Mary	Hendricks, Ind.	Knisely, M. S.	Marion, Ind.
Huron, Lulu	Hendricks, Ind.	Konrath, Geo.	Mercer, O.
Hurst, Flora	Putnam, Ind.	Krull, Henry G.	Dearborn, Ind.
Hurst, James W.	Hendricks, Ind.	Kumler, Lizzie	Howard, Ind.
Hurst, E. M.	Putnam, Ind.	Kumler, Mattie	Howard, Ind.
Hursh, Charles E.	Tippecanoe, Ind.	Lauber, Albert	Randolph, Ill.
Hursh, Carrie	Tippecanoe, Ind.	Lacy, Howard	Marion, Ill.
Hungate, Mabel	Johnson, Ind.	Lackey, G. W.	Lawrence, Ill.
Hunt, John A.	Madison, Ind.	Lathom, John	Gibson, Ind.
Hunt, Elmer	Hendricks, Ind.	Lawrence, Lizzie	Hendricks, Ind.
Iliff, I. E.	Miami, Ind.	Laudig, Harvey	Hamilton, Ind.
Inman, A. W.	Martin, Ind.	Lamkins, W. F.	Monroe, Ind.
Ingman, W. M.	Andrew, Mo.	Langston, Effie	Johnson, Ind.
Irwin, M. Lillie	Hardin, Ky.	Lane, Wm.	Boone, Ind.
Jamison, Wallace	Jefferson, Ind.	Lambert, India	Hendricks, Ind.
Jarrard, Fronia	Decatur, Ind.	Lambert, Florence	Hendricks, Ind.
Jay, Alice	Grant, Ind.	Larrabee, Frank	Hancock, Ind.
James, Ida	Jasper, Ill.	Leak, C. C.	Hendricks, Ind.
Jacobs, Henry F.	Spencer, Ind.	Leak, T. R.	Hendricks, Ind.
Jenkins, Pleasant	Floyd, Ind.	Leak, G. W.	Hendricks, Ind.
Jenkins, James	Clay, Ind.	Leak, S. O.	Hendricks, Ind.
Jennings, Julia	Marion, Ind.	Leak, L. Ora	Hendricks, Ind.
Jeffries, Hattie	Hendricks, Ind.	Leary, E. M.	Hancock, Ind.
Jeffries, Lou	Hendricks, Ind.	Leachman, W. E.	Hendricks, Ind.
Jones, George	Clianton, Ind.	Lee, Lenna	Clark, Ill.
Jones, J. L.	Edgar, Ill.	Lee, James	Madison, Ind.
Jones, Milton	Warren, Ind.	Lisher, Anna B.	Shelby, Ind.
Jones, T. E.	Jackson, Ind.	Linch, Perry C.	Decatur, Ind.
Jones, Mrs. Ettie	Jackson, Ind.	Liebardt, Ina	Wayne, Ind.

Liddle, Emma E.	Clay, Ind.	McLean, Grace	Henry, Ind.
Linder, J. O.	Coles, Ill.	McLeod, J. N.	Hendricks, Ind.
Link, Horace	Edgar, Ill.	McManaman, Mary	Marion, Ind.
Lindley, Anna	Bond, Ill.	McNew, Chas. S.	Bond, Ill.
Lienhart, Mollie	Christian, Ill.	McReynolds, C. W.	Howard, Ind.
Lippincott, E. T.	Coles, Ill.	McReynolds, Wesley	Howard, Ind.
Lloyd, C. E.	Hamilton, Ind.	McRey, P. W.	Howard, Ind.
Lloyd, Geo. K.	Putnam, Ind.	Means, Clarence	Shelby, Ind.
Loucks, Charley	Tipton, Ind.	Meloy, Florence	Scott, Ind.
Lovett, E. H.	Henry, Ind.	Merryman, Maggie	Ohio, Ind.
Lollar, Erastus	Randolph, Ind.	Meade, C. C.	Gibson, Ind.
Lockridge, Geneva	Hendricks, Ind.	Miller, R. E.	Hunt, Tex.
Long, Lida	Putnam, Ind.	Mills, Mrs. Sarah K.	Warrick, Ind.
Loyd, I. E.	Tipton, Ind.	Miller, Daniel V.	Parke, Ind.
Lowe, W. W.	Decatur, Ind.	Miller, Abe	Parke, Ind.
Lowe, Catherine	Decatur, Ind.	Minnick, Cora	Wabash, Ind.
Luse, C. J.	Grant, Ind.	Millikan, M. V.	Henry, Ind.
Ludders, J. M.	Cass, Ind.	Moore, James	Fayette, Ind.
Lycan, Wm. H.	Edgar, Ill.	Moler, Stella M.	Putnam, Ind.
Lyon, M. O.	Tippecanoe, Ind.	Moler, Levi S.	Putnam, Ind.
Lydy, J. W.	Clinton, Ind.	Mousty, Mary	Floyd, Ind.
Major, Grace A.	Shelby, Ind.	Morris, Joseph F.	Shelby, Ind.
Mabis, A. J.	Dearborn, Ind.	Morris, Mrs. C. A.	Massac, Ill.
Marvel, Olla	Gibson, Ind.	Morris, Hiram	Martin, Ind.
Magaw, J. G.	Bartholomew, Ind.	Morrison, L. J.	Huntington, Ind.
Margason, Kemp	Douglas, Ill.	Moffett, N. R.	Edgar, Ill.
Maxwell, J. B.	Wabash, Ill.	Moffett, Owen E.	Coles, Ill.
Maxwell, Jessie	Wabash, Ill.	Mohr, Daniel C.	Spencer, Ind.
Marsh, Victoria	Hendricks, Ind.	Moss, G. L.	Bond, Ill.
Marsh, Anna L.	Hendricks, Ind.	Montgomery, W. E.	Gibson, Ind.
Marsh, E. E.	Newton, Ind.	Montgomery, C. L.	Christian, Ill.
Marshall, J. L.	Christian, Ill.	Montgomery, Essie	Posey, Ind.
Martin, E. D.	Fayette, Ind.	Moyer, E. A.	Douglas, Ill.
Mabe, Lorenzo	Hendricks, Ind.	Morgan, Belle	Hendricks, Ind.
Mastem, Edith	Hendricks, Ind.	Mosier, Jennie	Morgan, Ind.
Mason, Wayne	Hendricks, Ind.	Morgan, O. R.	Massac, Ill.
Mason, J. E.	Marion, Ind.	Mulchi, W. H.	Perry, Ind.
May, W. H.	Madison, Ind.	Murray, G. F.	Randolph, Ind.
Martindale, M. U.	Marion, Ind.	Murray, W. M.	Becker, Minn.
Martindale, H. C.	Greene, Ind.	Murphy, Thomas	Macoupin, Ill.
Martin, John S.	Lawrence, Ill.	Murphy, Lizzie	Hamilton, Ind.
Marks, Alice	Tippecanoe, Ind.	Murfin, A. H.	Hancock, Ind.
Marks Cora B.	Tippecanoe, Ind.	Murfin, W. R.	Hancock, Ind.
Marks, John L.	Tippecanoe, Ind.	Newlin, Leroy	Crawford, Ill.
Marks, C. K.	Tippecanoe, Ind.	Neel, Edward	Vermilion, Ind.
Massena, J. L.	Grant, Ind.	Nelson, I. P.	Blackford, Ind.
McAdams, Mattie	Hendricks, Ind.	Nelson, Ella	Putnam, Ind.
McAdams, Carrie	Hendricks, Ind.	Nelson, Cora	Putnam, Ind.
McAndrews, John A.	Lawrence, Ill.	Newton, Thomas	Shelby, Ill.
McCormack, W. E.	Madison, Ind.	Neier, O. C.	Putnam, Ind.
McClure, Flora A.	Clark, Ind.	Neiger, John	Hendricks, Ind.
McClain, Ethel	Hendricks, Ind.	Norris, Sherman	Coles, Ill.
McClain, B. W.	Hendricks, Ind.	Nicoson, M. J.	Clay, Ind.
McCollum, E. O.	Kenton, Ky.	Newell, David	White, Ill.
McCutchan, Ella	Vanderburgh, Ind.	Nolan, W. G.	Randolph, Ind.
McDermit, Chas	Madison, Ind.	Norman, W. F.	Bartholomew, Ind.
McElthaney, David	Harrison, Ky.	Obear, James	Carroll, Ind.
McGregor, G. H.	Gibson, Ind.	Obear, A. D.	Carroll, Ind.
McGrail, J. Q.	Howard, Ind.	Oliphant, Anna	Gibson, Ind.
McJohuston, May	Vanderburgh, Ind.	Orr, Oscar A.	Gibson, Ind.

Orr, John E.....Randolph, Ind.
 Orr, Walter T.....Hancock, Ind.
 Osborne, J. L.....Hendricks, Ind.
 Ott, Albert.....Perry, Ind.
 Overton, Gertrude.....Posey, Ind.
 Overhiser, Eliza.....Marion, Ind.
 Patterson, Alvah W.....Hendricks, Ind.
 Patterson, Mary.....Moultrie, Ill.
 Parrish, Edgar.....Edgar, Ill.
 Parrish, G. A.....Shelby, Ind.
 Parks, Ed. S.....Morgan, Ind.
 Payne, Albert.....Parke, Ind.
 Patton, Wilber H.....Washington, Ind.
 Page, Metta E.....Richland, Ill.
 Page, Eva M.....Richland, Ill.
 Palmer, P. E.....Butler, Ky.
 Painter, J. W.....Delaware, Ind.
 Painter, G. W.....Delaware, Ind.
 Parker, J. H.....Rush, Ind.
 Peregrine, A. D.....Scott, Ind.
 Perry, Mary.....Vanderburgh, Ind.
 Peters, D. O.....Clinton, Ind.
 Peters, Allen.....Madison, Ind.
 Peal, Fannie F.....Davidson, Tenn.
 Percy, Hallie.....Putnam, Ind.
 Percy, H. H.....Morgan, Ind.
 Perkins, L. J.....Johnson, Ind.
 Penquite, Ella V.....Pettis, Mo.
 Phillips, W. J.....Jefferson, Ind.
 Phillips, M. E.....Madison, Ind.
 Phillips, T. M.....Edgar, Ill.
 Phillips, Wm.....Clay, Ind.
 Phoebe, J. B.....Lincoln, Mo.
 Pierson, Charles.....Hendricks, Ind.
 Pinson, H. S.....Vermillion, Ind.
 Piatt, Harry.....Logan, Ill.
 Pierce, E. M.....Clay, Ind.
 Pierce, Elmer.....Clay, Ind.
 Pinkstaff, Charles L.....Lawrence, Ill.
 Pickhardt, John.....Dubois, Ind.
 Ploughe, M. L.....Tipton, Ind.
 Plumer, J. A.....Peoria, Ill.
 Plumer, Wm.....Peoria, Ill.
 Pollock, Maud.....Clark, Ind.
 Pollock, Florence.....Clark, Ind.
 Potter, Lewis.....Posey, Ind.
 Powell, Thomas M.....Tippecanoe, Ind.
 Polk, Edward.....Johnson, Ind.
 Price, W. A.....Gibson, Ind.
 Price, Wm.....Clinton, Ind.
 Price, C. H.....Lawrence, Ill.
 Prater, J. E.....Bond, Ill.
 Pugh, Jennie.....Marion, Ind.
 Pugh, Madie.....Marion, Ind.
 Quigg, W. H.....Randolph, Ind.
 Ratcliff, W. E.....Putnam, Ind.
 Ratcliff, Mattie.....Putnam, Ind.
 Rader, C. M.....White, Ind.
 Rand, Thora.....Limestone, Tex.
 Rand, Elsie.....Limestone, Tex.

Rawley, F. S.....Parke, Ind.
 Reek, Henry.....Mason, Mich.
 Reed, Anna M.....Shelby, Ill.
 Reed, David E.....Putnam, Ind.
 Reichard, Frank.....Hendricks, Ind.
 Reynolds, J. C.....Marion, Ill.
 Reynolds, J. F.....Hendricks, Ind.
 Reynolds, Mamie.....Hendricks, Ind.
 Rector, Pearl.....Clay, Ind.
 Rees, Maggie.....Morgan, Ind.
 Rhodes, Oliver M.....Wayne, Ind.
 Richardson, C. C.....Warrick, Ind.
 Rigdon, Walter.....Grant, Ind.
 Rigdon, Addie.....Grant, Ind.
 Ring, Wm. F.....Logan, Ill.
 Ring, Fannie.....Logan, Ill.
 Richeson, Carrie.....Logan, O.
 Rich, John L.....Kenton, Ky.
 Rice, Alonzo.....Shelby, Ind.
 Rice, H. T.....Brown, Ky.
 Richman, C. J.....Hancock, Ind.
 Ritter, J. W.....Davies, Ind.
 Rondebush, Kate.....Hamilton, O.
 Ross, Edward.....Coles, Ill.
 Ross, James.....Shelby, Ind.
 Ross, Emma.....Clark, Ind.
 Robinson, Lou.....Hendricks, Ind.
 Roush, M. T.....Mason, W. Va.
 Rothermel, Elmer.....Hancock, Ind.
 Rogers, Henry.....Hancock, Ind.
 Rose, C. F.....Shelby, Ind.
 Robertson, M. F.....Monroe, Ind.
 Robb, Lura.....Effingham, Ill.
 Roberts, Fitz.....Hendricks, Ind.
 Roberts, Gertrude.....Hendricks, Ind.
 Roberts, Nannie J.....Douglas, Ill.
 Runyan, C. C.....Henry, Ind.
 Ruse, Asa O.....Marion, Ind.
 Rupp, Lena.....Jackson, Ind.
 Rye, C. O.....Adams, O.
 Ryner, W. E.....Hendricks, Ind.
 Sawyer, Ida.....Morgan, Ind.
 Saxton, J. G.....Shelby, Ind.
 Sarff, J. W.....Randolph, Ind.
 Scott, Lula.....Howard, Ind.
 Scott, W. H.....Hamilton, Ohio.
 Scruggs, Blanche T.....Rush, Ind.
 Schleich, T. F.....Fairfield, Ohio.
 Schilling, F. M.....Effingham, Ill.
 Searce, Harry M.....Hendricks, Ind.
 Schwartz, John.....Clark, Ill.
 Scotten, Minnie.....Hendricks, Ind.
 Scales, T. M.....Warrick, Ind.
 Seaborn, J. M.....St. Francis, Ark.
 Seitzinger, A. G.....Lawrence, Ill.
 Seitzinger, Stella.....Lawrence, Ill.
 Selmier, Henrietta.....Clark, Ind.
 Sedgewick, J. E.....Morgan, Ind.
 Seybold, Dempsey.....Parke, Ind.
 Seitz, H. S.....Vinton, Ohio.

Sedam, Addie.....Switzerland, Ind.
 Sears, T. M.....Hendricks, Ind.
 Senour, Wilford.....Kenton, Ky.
 Seigler, Pearl.....Mason, Ill.
 Shewman, C. E.....Preble, Ohio.
 Shepherd, O. A.....Putnam, Ind.
 Shuler, J. W.....Fountain, Ind.
 Shelley, Jenny L.....Preble, Ohio.
 Shelley, Clara.....Preble, Ohio.
 Shelhorn, F. E.....Decatur, Ind.
 Shrader, Frank.....Wabash, Ill.
 Shroll, Emma.....Shelby, Ill.
 Shinn, C. A.....Lawrence, Ill.
 Sherer, A. H.....Hendricks, Ind.
 Shugrue, Mike.....Hendricks, Ind.
 Shaw, Anderville.....Shelby, Ind.
 Simmons, Orville.....Randolph, Ind.
 Sims, D. R.....Jasper, Ind.
 Slater, T. D.....Coles, Ill.
 Slater, P. A.....Coles, Ill.
 Smith, Will.....Posey, Ind.
 Smith, Maggie.....Knox, Ind.
 Smith, E. E.....Boone, Ind.
 Smith, Harry C.....Douglas, Ill.
 Smith, Lewis.....Boone, Ind.
 Smith, Belva.....Moultrie, Ill.
 Smock, C. O.....Carroll, Ind.
 Snider, Lincoln.....Putnam, Ind.
 Snyder, Hilary.....Douglas, Ill.
 Sommerville, Ernest R.....Howard, Ind.
 Springer, F. M.....Rush, Ind.
 Spaulding, Lizzie.....Putnam, Ind.
 Spain, W. A.....Gibson, Ind.
 Squire, Lizzie.....Logan, Ill.
 Stout, W. H.....Jennings, Ind.
 Stevenson, Ora.....Champaign, Ill.
 Stork, J. M.....Pike, Ind.
 Stuehrk, Henry.....Perry, Ind.
 Stillwell, W. E.....Gibson, Ind.
 Stoker, J. N.....Boone, Ind.
 Stroup, Charles R.....Shelby, Ind.
 Stalcup, G. A.....Davies, Ind.
 Staley, S. C.....Hancock, Ind.
 Stoughton, C. M.....Shelby, Ind.
 Strickland, M. M.....Gibson, Ind.
 Strickland, Hettie.....Moultrie, Ill.
 Strickland, C. W.....Gibson, Ind.
 Stivers, Niles B.....Lawrence, Ill.
 Stewart, E. G.....Montgomery, Ind.
 Stewart, Rozella D.....Switzerland, Ind.
 Stewart, Maise E.....Switzerland, Ind.
 Stratton, Mattie.....Morgan, Ind.
 Surber, Marietta.....Hendricks, Ind.
 Swofford, Henrie.....Jackson, Ill.
 Swern, Minnie.....Clark, Ill.
 Symmonds, J. M.....Hendricks, Ind.
 Taylor, D. W.....Mineral, W. Va.
 Taylor, J. R.....Johnson, Ind.
 Tevis, Belle.....Tipton, Ind.
 Tee, Mrs. Emma G.....Carroll, Ind.

Tee, Eurie.....Carroll, Ind.
 Thompson, A. A.....Brown, Ohio.
 Thompson, Julia.....Hendricks, Ind.
 Thompson, Mattie.....Hendricks, Ind.
 Thompson, May.....Parke, Ind.
 Thompson, Lulu.....Hendricks, Ind.
 Thompson, Lottie.....Hendricks, Ind.
 Thomas, John.....Clay, Ind.
 Thomas, J. M.....Hendricks, Ind.
 Thomas, H. L.....Hancock, Ind.
 Thornton, S. E.....Buffalo, Neb.
 Thornburg, T. S.....Jewell, Kan.
 Tinder, John W.....Hendricks, Ind.
 Tindall, Urus E.....Shelby, Ind.
 Tierney, Rosa.....Jennings, Ind.
 Tomlinson, Minta M.....Logan, Ill.
 Tout, A. Kate.....Hendricks, Ind.
 Toomire, Lesta.....Miami, O.
 Trippett, Sherman.....Gibson, Ind.
 Trotter, E. H.....Marion, Ind.
 Trotter, Greta.....Hendricks, Ind.
 Truscott, Lillian.....Wabash, Ill.
 Tresslar, E. A.....Johnson, Ind.
 Trueblood, Willie.....Hendricks, Ind.
 Trueblood, Elma.....Hendricks, Ind.
 Tucker, A. Lena.....Tippecanoe, Ind.
 Tucker, W. G.....Tippecanoe, Ind.
 Turner, Albert.....Clinton, Ind.
 Turner, W. D.....Clark, Ill.
 Turner, Ed.....Clark, Ill.
 Turpin, B. N.....Logan, Ill.
 Twitty, John W.....Martin, Ind.
 Tyler, Wm. A.....Wayne, Ill.
 Tyner, Nettie.....Blackford, Ind.
 Varner, John.....Montgomery, Ill.
 Vaughn, T. C.....Putnam, Ind.
 Vermillion, J. Q.....Putnam, Ind.
 Vice, Julia.....Putnam, Ind.
 Waddell, Sam.....Logan, Ill.
 Waddell, Nellie.....Logan, Ill.
 Wamsley, Mary.....Randolph, W. Va.
 Wade, J. E.....Morgan, Ind.
 Wadsworth, H. H.....Pendleton, Ky.
 Wagner, R. V.....Wabash, Ind.
 Wagner, C. H.....Bartholomew, Ind.
 Wagner, Harry.....Bartholomew, Ind.
 Wagner, J. J.....Wayne, Ind.
 Watson, Lou E.....Hardin, Ky.
 Watson, B. F.....Vigo, Ind.
 Watson, Virgil S.....Hendricks, Ind.
 Watkins, Lizzie B.....Madison, Ind.
 Warner, Joseph.....Vermillion, Ind.
 Walter, William E.....Butler, O.
 Watts, U. S.....Monroe, Mo.
 Wallace, C. T.....Union, Ky.
 Walker, S. D.....Parke, Ind.
 Weddle, Maggie.....Putnam, Ind.
 Webb, Fannie.....Franklin, Ill.
 Westerfield, R. W.....Shelby, Ind.
 Westerfield, G. G.....Shelby, Ind.

West, William E.....	Champlain, Ill.	Williams, Mrs. Alice...	Vermilion, Ill.
West, O. P.....	Johnson, Ind.	Williams, Lucy.....	Lawrence, Ind.
West, Ethel.....	Hendricks, Ind.	Winslow, John N.....	Hancock, Ind.
Weston, Alfred.....	Hendricks, Ind.	Winslow, Mrs. Mellie C..	Hancock, Ind.
Webster, Anna M.....	Parke, Ind.	Wiedner, Calvin.....	Clinton, Ind.
Weir, John.....	Crawford, Ill.	Wininger, W. M.....	Daviess, Ind.
Weaver, A. J.....	Decatur, Ind.	Wigginton, C. N.....	Coles, Ill.
Weesner, Lizzie.....	Marion, Ind.	Wilkinson, Clinton.....	Fountain, Ind.
Weis, Lewis G.....	Dearborn, Ind.	Wilkinson, Phoebe.....	Hendricks, Ind.
Welsh, W. D.....	Johnson, Ind.	Wiseheart, W. H.....	Hendricks, Ind.
Whitenack, Ressie.....	Hendricks, Ind.	Wiley, Bertha.....	Hendricks, Ind.
Whitenack, Edith.....	Johnson, Ind.	Winkler, Sophia.....	Knox, Ind.
Whinrey, E. A.....	Vermilion, Ill.	Winsted, J. O.....	Hendricks, Ind.
Whicker, Franz.....	Hendricks, Ind.	Willis, D. M.....	Posey, Ind.
White, Noah L.....	Cass, Ind.	Woolf, C. G.....	Fayette, Ind.
White, Geraldine.....	Hendricks, Ind.	Wood, Charles J.....	Preble, O.
White, Glyndon.....	Hendricks, Ind.	Worsham, J. T.....	Rush, Ind.
White, Mrs. Dee.....	Hendricks, Ind.	Wright, S. E.....	Orange, Ind.
Wilson, C. S.....	Gibson, Ind.	Wright, J. E.....	Gibson, Ind.
Wilson, Etta.....	Tippecanoe, Ind.	Wright, U. A.....	Putnam, Ind.
Wilson, W. B.....	Henry, Ind.	Wynant, Ora.....	Marion, Ind.
Wilson, A. J.....	Hendricks, Ind.	Wynant, Ida.....	Hendricks, Ind.
Wilson, Hattie.....	Tippecanoe, Ind.	Yeo, C. L.....	Morgan, Ind.
Williams, S. C.....	Rush, Ind.	Yost, H. S.....	Marion, W. Va.
Williams, Ward.....	Hendricks, Ind.	Yost, Rosa D.....	Marion, W. Va.
Williams, Luther.....	Hendricks, Ind.	Zehner, John.....	Lawrence, Ill.
Williams, Rosa.....	Bond, Ill.	Zimmerly, A. Z.....	Edgar, Ill.
Williams, J. H.....	Posey, Ind.	Zuelly, Robert.....	Perry, Ind.
Williams, Philip E.....	Vermilion, Ill.		

IMPORTANT IN EXPENSES.

Read this carefully several times before going elsewhere.

THE BOARD FURNISHED THE STUDENTS IN ALL CASES IS AT THE RESIDENCES OF PRIVATE FAMILIES. Companies of from ten to twenty board in numerous parts of town at \$1.50 per week. By paying in advance by the term it can be secured at \$1.40 per week. These arrangements are much more pleasant than rooming and boarding in the large, noisy, and, in many cases, dingy dormitories of other places. The home-like influences around our students, and quietude in their studies, make the entire tone and atmosphere of the school different from what they otherwise would be. *In selecting a school give this point due consideration.* It virtually amounts to half the year's work.

By self-boarding many pupils reduce their expenses for board. Good facilities can be had by those who prefer to board themselves. Rooms can usually be furnished for this purpose without extra cost. We might add, however, that this does not generally prove satisfactory, since table board can be had at so small a price. The reduction that can be made is not a proper recompense for the time that must be devoted to the preparation of meals.

SPECIAL OFFER FOR A YEAR IN ADVANCE.

\$100,

If paid in advance, will pay for board, room rent and tuition for one year of forty weeks.

\$27,

In advance, will pay for the same for one term of ten weeks.

\$120,

In advance, will pay for the same one year, five terms, forty-eight weeks, including the summer term.

In accepting any one of these three propositions, the pupil will be entitled to a good room (two students in a room) in a private family, to good board and to tuition in any of the regular departments of the school. The special departments are those of phonography, telegraphy, type-writing, instrumental music, and actual business. To these the above propositions will not admit.

The part which is devoted to tuition will in no case be refunded, though loss of time, except the last week of the term, can be made up at any time afterward. But if pupils, for any cause whatever, wish to discontinue the arrangements, they will be charged 50 cents a week for a room and \$1.50 for board for the time passed, and the balance will be refunded.

RATE PER WEEK.

Many persons wish to know about what their total expenses will be per week, so we insert the following tabulated statement:

Good club board in private family, per week.....	\$1 50
Private table board, per week.....	\$1 75 to 2 00
Room rent, two students in a room, per week, to each student.....	50
Tuition (must be paid by the term in advance) per week.....	80
Light and fuel, per week.....	5 to 25

Total.....\$2 85 to \$3 55

It will thus be seen that the total expenses are about what will be paid for table board alone in most places.

THE ACCOMMODATIONS.

Some institutions are advertising club board at less than \$1.50 per week, but we prefer to keep up the price and give satisfaction. We could conduct a boarding club at \$1 per week as well as any one else, did we not care too much for the welfare of our students. Situated as we are, so near to the great wholesale houses of Indianapolis, our provisions are bought at close margins, and everything that can be bought for the money received is devoted to keeping up the table and in securing *efficient, reliable cooks*. For our farm products we do not depend on Hendricks county alone, though it is not surpassed by any. In one hour's time we can secure from the markets of Indianapolis the product of any county.

The Rooms are such as are found in the dwellings of a county seat. Each one is furnished with carpet, stove, coal bucket or wood-box, bed, bedding, chairs, study table, washstand, bowl, pitcher, mirror, etc. In many cases lamp and towels are furnished. Bring your toilet articles, such as comb, brush, towels, etc. A lamp can be bought for a few cents if you have none that can be brought conveniently. In no college town are light and fuel furnished with the room. These cost as little here as elsewhere. Our wood and coal dealers are reliable, and sell at reasonable prices. The rooms are cared for daily by the family, which care consists of sweeping the carpet, making the bed, etc. This is not usually done for lady students, since they almost invariably prefer to care for their own rooms.

THESE ARE REALLY THE BEST OFFERS EVER MADE BY AN INSTITUTION, INASMUCH AS THEY INCLUDE GOOD ROOMS IN PRIVATE FAMILIES.

We guarantee that all who desire it shall be accommodated at the advertised rates.

In any case of failure to fulfill our advertisements, we shall cheerfully pay the traveling expenses incurred both ways.

See 2d page of catalogue.

TESTIMONIALS.

The ministers of Danville and the principal of the public schools receive numerous letters making inquiry about the College. Knowing this fact, we thought it would be well to publish their opinions concerning us, so that all who receive this circular may know them. We have never before printed testimonials, and do so now rather hesitatingly, yet it certainly will be a source of satisfaction to parents whose children come here to know what the good ministers of Danville think of the school.

DANVILLE, IND., October 8, 1885.

It gives me great pleasure to bear testimony to the high character of the Central Normal College. The teachers are first-class and are doing thorough and successful work. They succeed in infusing an earnest spirit of study into their students; and the courses of study are so full and varied as to admirably fit their graduates not only for the ordinary avocations of life, but those who take the full courses for the higher.

Many of the advantages enjoyed here are not found in institutions of much greater pretensions. I speak from personal knowledge, having witnessed recitations and frequent public exercises, as well as having been present at the graduation of several classes and mingling more or less with the professors and students daily.

N. S. DICKEY,

Pastor of Danville Presbyterian Church.

DANVILLE, IND., February 28, 1888.

After more than two years of close observation, both in chapel and class-room, my conclusion is that few schools do better work, and that none have a more efficient corps of teachers, than the Central Normal College. Both the management and instruction are worthy of highest commendation. The lectures and other entertainments brought by the College have driven from the town all low variety shows and entertainments, by implanting a desire for something better. I give the school a hearty approval.

THOS. PENICK,

Pastor of Danville Cumberland Presbyterian Church.

DANVILLE, IND., March 1, 1888.

The work done by an educational institution is the living epistle which announces its worth in every place where such work is known. If "what it has done" is to be the standard by which to determine its capacity for doing in the future, then the Central Normal College has a bright future. In the great struggle which young men and women are making for intellectual development this college has been an efficient helper. For those who are seeking the mental culture for which it provides I do not think a better place will be found.

A. J. FRANK,

Pastor Christian Church, Danville, Ind.

I have had six months' observation, as a citizen of Danville, of the general deportment and conduct of the Central Normal College. The faculty has impressed me as being sincerely and wholly devoted to the interests of the college. The students have been quiet, orderly and studious. The general statements of the catalogue in regard to board, instruction, and the moral and helpful influence of our city I understand to be true.

FEBRUARY 29, 1888.

DELOSS M. WOOD,

Pastor M. E. Church, Danville, Ind.

DANVILLE, IND., March 3, 1888.

I take great pleasure in certifying that during a stay of five months in this place I have formed a very favorable and pleasant acquaintance with the Central Normal College situated here. The general exercises, public entertainments given by the different classes, and the general class work in the different departments are strongly marked with energy and enthusiasm, both by the pupils and teachers. Any one who may desire to avail himself of the benefits of its ample advantages will find in the officers and teachers those who are not only thoroughly competent, but those, also, who will take great pleasure in imparting an efficient drill, and in every way possible rendering his stay here both pleasant and profitable.

THOS. C. BROWN,

Pastor of Friends Church, Danville, Ind.

DANVILLE, IND., March 3, 1888.

When I came to this city I was very much prejudiced against private normal schools. A residence of five years has enabled me to examine the work of the Central Normal College with care.

I take pleasure in saying that frequent visits to every department of this institution have not only removed my former prejudice, but I find in its place a warm sympathy for faculty and students, feeling convinced that the young gentleman or lady who is willing to work will find Danville, Ind., an excellent place for the development of individuality, cultivation of power and the acquisition of knowledge. The opportunities for instruction are good, the faculty first-class, and the students year by year stepping into the very best positions.

MILTON J. MALLERY,

Supt. Danville City Schools.

Catalogues sent free by Mrs. F. P. Adams, Danville, Ind.

CENTRAL NORMAL COLLEGE AND COMMERCIAL INSTITUTE, DANVILLE, INDIANA.

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This institution was organized September, 1876, with only forty-eight students in attendance. Of these, thirty had been students under the same teachers in other institutions. From the first the school has steadily improved in numbers and increased in its facilities, until it is now one of the most efficient and popular schools in the whole country. No school, we believe, has a more faithful, energetic and efficient faculty, and more practical, effective and attractive methods of instruction, more desirable facilities in the various departments, a better record for doing all and more than it promises, and rendering universal satisfaction to the pupils, their parents and their friends.

The question may be asked: **What has given this School its High Position and Universal Popularity?**

1. The Location is one of the best to be found. It is easy of access, being only twenty miles from the great railroad center, Indianapolis. The town is situated on high ground, has a natural drainage, and is noted for its beauty and healthfulness, together with the morality, temperance, industry and intelligence of the people. Danville has six vigorous churches, five well-sustained Sunday-schools, strong Masonic, Odd-fellows and Knights of Pythias lodges, but there is **not a licensed drinking place within ten miles of the town.**

2. Our Faculty is able, efficient, experienced and "Normal." We do not employ a cheap or inexperienced teacher. We have no kin-folks that must be retained on the Board of Instruction, regardless of fitness or success; no one who must be retained on account of "friends" on the Board of Trustees. The teachers are employed by the President of the institution, on account of their special adaptation for their work, and the interest they take in the welfare of the pupils.

3. Every Department has been brought to a high state of excellence. Every needed facility has been provided. More different classes are sustained than in any other school of equal size.

4. The Methods of instruction are up with the times. The methods here used are those which are everywhere taking the place of "humdrum" and "routine."

5. We furnish our pupils rooms in private families at as low, or lower, rates than they are furnished in large dormitories elsewhere. The difference is immeasurably in our favor. We have been able to do this by special contract with the citizens to furnish rooms, carpeted and kept in order, at not to exceed **fifty cents** per week to each pupil. Nearly every family in town provides rooms for two or more. Note this special advantage, giving the pupil home-like influences and quiet.

6. Expenses are lower here than elsewhere. Economy in the expenses of the student is a leading feature.

THE BUILDING.

Our building (see cut) is large, well lighted and ventilated, and pleasantly located, overlooking the beautiful valley of White Lick Creek. It contains a chapel, which has a commodious stage fitted with curtain, scenery, etc., and seventeen other rooms, nearly all of which are used for recitations. With the exception of the chapel and one large room for drawing, all the rooms are seated with chairs, thus securing to the student a comfortable seat during the recitations, which are one hour in length. We are located in the edge of the town, so that the class work is not disturbed by any noise from the business streets. Around the building is a beautiful, well-shaded campus, which, being well sodded with blue grass, adds much to the comfort and attractiveness of the situation.

COURSES OF STUDY IN CENTRAL NORMAL COLLEGE.

NAMES OF COURSES.		FIRST TERM, 10 Weeks.	SECOND TERM, 10 Weeks.	THIRD TERM, 10 Weeks.	FOURTH TERM, 10 Weeks.	FIFTH TERM, 8 Weeks.
TEACHERS'. 48 Weeks. See page 20.	Daily Studies.	Arithmetic, Grammar, Geography, History.	Algebra, Arithmetic, Physiology, Rhetoric.	Algebra, Rhetoric, Physical Geography.	Algebra, Philosophy and Botany, Plane and Solid Geometry.	Common Branches Reviewed.
	Drills.	Debating, Letter Writing, Penmanship.	Debating, Drawing.	Debating, Reading, Vocal Music.	Debating, School Government, Vocal Music.	Penmanship, Teachers' Training, Drawing.
SCIENTIFIC. 48 Weeks. See page 21.	Daily Studies.	Geometry, Botany, Zoology, Latin.	Trigonometry, Physiology, Caesar.	Analytical Geometry, Natural Philosophy, Virgil.	Calculus, Chemistry, Virgil.	Astronomy, Surveying and Engineering.
	Semi-Weekly Studies.	English Literature, History of Greece and Rome.	English Literature, Prosody, History of Germany.	American Literature, History of France.	American Literature, History of England.	General Reviews and Teachers' Training.
	Weekly Drills.	Constitutional History, Debating on Grecian and Roman Themes.	Constitutional History, Debating on Ethical Themes.	Constitutional History, Debating on Political Themes.	Constitutional History, Mock Senate.	Preparation of Graduating Orations.
CLASSIC. 48 Weeks. See page 22.	Daily Studies.	Metaphysics, Cicero, Greek Lessons.	Logic, Horace, Xenophon.	Political Economy, Livy, Homer.	Criticism, Tacitus, Eschylus.	Moral Science, Greek Testament, Reviews.
	Miscellaneous.	Essays and Debating.	Essays and Debating.	Essays and Debating.	Debating and Essays on the History of Philosophy.	Methods and Reviews, Graduating Orations.
	Daily Studies.	Geometry, Botany and Zoology, Latin.	Trigonometry, Physiology, Caesar.	Natural Philosophy, Virgil, Political Economy.	Chemistry, Virgil or Reviews, Laboratory Practice.	Astronomy, Surveying and Engineering.
SPECIAL SCIENCE. 48 Weeks. See page 22.	Semi-Weekly Studies.	English Literature, History of Greece and Rome.	English Literature, Prosody, History of Germany.	American Literature, History of France.	American Literature, History of England.	General Reviews and Teachers' Training.
	Weekly Drills.	Constitutional History, Debating on Grecian and Roman Themes.	Constitutional History, Debating on Ethical Themes.	Constitutional History, Debating on Political Themes.	Constitutional History, Mock Senate.	Preparation of Graduating Orations.

NAMES OF COURSES.		FIRST TERM, 10 Weeks.	SECOND TERM, 10 Weeks.	THIRD TERM, 10 Weeks.	FOURTH TERM, 10 Weeks.	FIFTH TERM, 8 Weeks.
PREPARATORY MEDICAL. 48 Weeks. See page 22.	Daily Studies.	Anatomy (Gray), Botany and Zoology, Latin.	Anatomy (Gray), Physiology and Hygiene, Caesar.	Physiology (Flint), Natural Philosophy, Virgil.	Physiology (Flint), Chemistry, Virgil.	Reviews.
	Daily Drills.	Reading, Penmanship, Debating (weekly).	Elocution, Drawing, Debating.	Dissections, Debating.	Drawing, Field Work, Debating.	Laboratory Practice, Field Work, Dissections.
SURVEYING ENGINEERING. 20 Weeks. See page 23.	Daily Studies.	Surveying (Land, Ditches and Pikes), Grammar, Geometry, Natural Philosophy.	Advanced Leveling (Railways, Ditches, Pikes, Streets, Pavements), Trigonometry, Chemistry, or Geology.			
	Drills.	Penmanship, Drawing, Maps, Plats, etc.	Drawing, (Linear and Perspective), Reading, Letter Writing.			
COMMERCIAL. 20 Weeks. See page 24.	Daily Studies.	Book-keeping, Arithmetic, Grammar, Commercial Law.	Book-keeping, Arithmetic, Grammar.			
	Drills.	Penmanship, Debating, Letter-writing.	Penmanship, Reading and Spelling, and Debating.			

EXPLANATIONS.

THE TEACHERS' or PREPARATORY MEDICAL COURSE can be commenced at any time. The SCIENTIFIC, SPECIAL SCIENCE and CLASSIC COURSES can be commenced at the beginning of the term. We have classes of different grades in both subjects. These courses of studies are the product of much thought and experience. They present decided improvements over any similar courses that have been put in the consideration of students. They combine with the practical a very essential theoretical part. The proper discipline of the intellectual powers has been kept steadily in view. We call attention to the strong course in the common branches—the basis of all success. Next to the prominence given to literary culture and the natural sciences. The course in higher mathematics is practical, and contains an amount of drill that can hardly be dispensed with. The course in Latin and Greek is just what the student needs who does not have time and money to take a course of study in the older colleges and universities. Such can not well dispense with this course. Many persons take our Scientific Course preparatory to entering college. This saves them much time and gives them a habit of study, investigation and independent thought that in many cases they would not otherwise obtain. Study these courses carefully and ascertain if they do not contain just what you desire.

Students can enter any of the above classes without examination and without having taken that which precedes, providing the desired study does not presuppose a knowledge of the preceding. While the above are given as regular courses of study, it is not necessary to take two or three branches that you do not want in order to secure the one desired.

The changes made in our curriculum are few, but they are the result of careful study, and will render our courses of study more practical and symmetrical.

THE CURRICULUM EXPLAINED.

COMMON SCHOOL AND MISCELLANEOUS COURSE.

This does not appear in the curriculum, because it includes all the classes enumerated on the preceding pages, and in addition many more. It meets the wants of those who are not sufficiently advanced to enter the classes of the Teachers' Course, and those who can not remain in school long enough to complete a regular course. It includes elementary classes in the common branches, all the classes in the regular courses, several grades in German, the natural sciences, etc. From this large number of classes, from forty to seventy each term, the student is allowed perfect liberty in selecting his program. We recognize the fact that many more persons desire a few terms of rapid, practical work, than will ever complete a regular course, hence we offer the above excellent advantage. *Where a regular course can be taken it is far better to do so.* Many persons make a mistake by remaining too long in the common schools. They would save time by coming at once to the Normal to prepare for a regular course. The drill in analysis, investigation, original expression, can not be so effectively received in the common schools. The benefit of our extensive apparatus and library can not be overestimated in this connection.

TEACHERS' COURSE.

(See Curriculum, page 18.)

The Teachers' Course includes careful study and drills in Arithmetic, Grammar, Descriptive and Physical Geography, United States History, Physiology, Algebra (3 terms), Rhetoric (2 terms), Natural Philosophy, Botany, Plane and Solid Geometry, Reading, Vocal Music, Debating, Penmanship, Drawing, Letter Writing and Methods of Organizing and Conducting Schools. In the latter study the order of the mind's development, common sense methods of managing children and grown pupils, and the elements of a true teacher, are thoroughly discussed.

No special grade of advancement is required of those who join this department. Good work done elsewhere is often accepted, and the student is not compelled to waste his time upon branches with which he is already familiar. The studies need not be taken in the exact order laid down in the curriculum. *Those who receive diplomas in this course will be expected to remain during the spring and summer terms preceding graduation.* The time required varies with the advancement and abilities of the pupil. A year, sometimes more, frequently less, will suffice.

The absolute necessity of progress, originality, tact, ingenuity, integrity, sincerity and tireless industry is strikingly impressed on all. The work is characterized by spirited discussions and searching criticisms, together with frequent experience meetings.

There is a growing demand for teachers who have given themselves thorough and careful training, who have studied the best methods of teaching and governing, who understand human nature, can turn difficulties into advantage, and are abreast of the spirit of the age.

Diplomas will be granted to those who complete the course satisfactorily, give evidence of ability to teach and manage a school successfully, and who hold a twelve months' license, or its equivalent.

SCIENTIFIC COURSE.

(See Curriculum, page 18.)

One of the strong features of this institution is the Scientific Course, and its emphatic indorsement is the result of earnest study and successful experience. Year after year our graduates go into the field, competing successfully with those who have spent twice as much time in preparation. Many of them secure the best positions, and retain them in nearly every instance at advanced salaries.

Preparation for this course requires a good knowledge of all the common branches, including Rhetoric and Algebra. Four main divisions comprise most of the work—Mathematics, Natural Sciences, Latin, and English Literature and General History. In Mathematics the first term is devoted to Plane and Solid Geometry. No stupid memorizing of propositions is tolerated. Step by step the pupil is taught to analyze the proposition, to comprehend clearly what is embodied in the hypothesis, and to note carefully the logical processes employed in establishing the conclusion.

Trigonometry is studied the second term. In addition to the work done in the ordinary teaching of this branch, the class is introduced to the Transit, taught to measure angles in the field, estimate distances, and apply practically all the principles given in the text-books.

The third and fourth terms are devoted to Analytical Geometry and Calculus. The discussion of the conic sections, and the elementary applications of Calculus to a graduated series of examples, afford an excellent drill to pupils conversant with Algebra, Geometry and Trigonometry. Eight weeks are devoted to Surveying. With an excellent set of instruments, and daily personal instruction under a practical surveyor, pupils readily master all the principles embraced in Common and Higher Land Surveying.

The year's work in the Natural Sciences gives excellent advantages. Our facilities for illustration have been very extensively increased. Arrangements have been made for the pupils of this course to construct apparatus for their own future use. In addition to the above illustrative work, there will be given valuable drills in original experiments, field work, observation and classification. In this department we have a specialist, whose labor in past years has been eminently satisfactory, and promises much for the future.

In Latin special attention is given to the roots of words of English derivatives. By this means the student is enabled to enlarge his vocabulary, and gain an accuracy in the use of language not to be obtained in any other way. The members of the class are trained to be careful critics, close translations are required, and the pronunciation and construction of all words are fully investigated.

General History.—This is a year's course of well systematized investigation by means of topical recitation, debates on historical themes, and bi-weekly essays read and discussed with special care. The first term is spent upon Grecian and Roman history, and an extra term is given to the study of each of the countries, Germany, France and England.

Constitutional and Political History of the United States. Much enthusiasm is manifested in these weekly discussions.

Literature.—Two terms are devoted to English and two to American literature. The environments, contemporaries and masterpieces of a limited number of the great authors are studied. The fifth term, prosody or the mechanical part of poetry receives attention.

Debating.—New sections are formed from the class every term. Careful thought is given to the work. In these weekly debates the student obtains a self-control that could not be obtained from an elocutionary drill, and also acquires a habit of investigation that is well worth the year's labor.

The degree of Bachelor of Science is conferred on graduates in this course.

CLASSIC COURSE.

(See Curriculum, page 18.)

The Classic Course receives students who have completed the Scientific Course, or an equivalent, and requires forty-eight weeks, thus ending a three years' continuous course. The Classic year embraces Latin, Greek, Mental and Moral Philosophy, Logic, Political Economy, Criticism, Forensics, General History and Mythology. Special attention is given to the history of the various systems of philosophy, ancient and modern, and to the biographies of the great philosophers of the world.

The Classic Course is an important feature of the Normal curriculum. The pupil, having given himself, in the Scientific year, a thorough training in the Sciences, Literature, Latin and Mathematics, needs to supplement his development by a full, strong year in Latin and Greek authors, Metaphysics, Ethics, Criticism, Political Science and Logic. The work in this course is not intended for teachers alone. It fits one for any calling or business, and is a valuable, and, in reality, essential, preparation for any of the professions. It is a good foundation for any work in life, on account of the breadth of culture it gives, the power of concentration and exhaustive investigation.

The degree of Bachelor of Arts is conferred on the Classic graduates.

SPECIAL SCIENCE COURSE.

(See Curriculum, page 18.)

There is a growing demand for scientific instruction. People are rapidly becoming more interested also in English Literature. The Special Science Course has been established with the Natural Sciences, Applied Mathematics and English Literature as the most prominent features. A reference to the course of study, page 18, will show the time devoted to these subjects. We have included, also, four terms in Latin. Excellent opportunities will be given for field work in Botany and Geology; for laboratory practice in Chemistry; for the manufacture of apparatus in Philosophy; for general reading, and the study of History and Literature. Abundant apparatus will be supplied free of cost.

As will be observed, this course is identical with the Scientific Course, except the substitution in the third and fourth terms of Political Economy and Natural Science for Analytical Geometry and Calculus.

The degree of Bachelor of Science is conferred on graduates in this course.

PREPARATORY MEDICAL COURSE.

(See Curriculum, page 19.)

Our Preparatory Medical Course is designed to lay a good foundation for the study and practice of medicine, but by no means is it to be considered a substitute for a course in a regular medical college. G. Dallas Lind, who is a graduate in medicine, and has had five years' experience as a physician, has special charge of the pupils of this course. He devotes one hour a day to the special work of the class in advanced anatomy and physiology. The pupils study, also, the Natural Sciences with the Scientific Class, and are expected to take Latin at least two terms. A term in Greek is of great benefit in the study of medicine, and most of the students in this course take advantage of our Greek classes.

Certificates are given to those who complete the course. These certificates are accepted by medical colleges as evidence of a year's study of medicine, and since they certify to having studied the sciences allied to Anatomy and Physiology, are of greater weight than a physician's certificate of a year's reading in his office.

The class meets every Monday for an hour's special drill in some subject connected with the physician's work. Attention is given to the dissection of animals, experiments in chemistry and urine analysis, and work with the microscope. The drills received in outlining will materially aid the pupils in taking notes of lectures and reading medical treatises.

The majority, if not all, of the medical colleges of the United States admit as candidates for graduation only those who have taken two full courses of lectures, and have studied medicine three years, or have taken a three years' graded course. The usual plan is for the student to read a year in the office of a physician, and then attend two courses of lectures, reading at home in the interval between the courses.

There are serious objections to the plan of reading in the office of a physician. First, the student meets with works on materia medica, surgery, theory and practice of medicine, etc., and being permitted to visit patients occasionally and see the work of the physician, he is inclined to become opinionated, and neglects to lay a good foundation in the study of anatomy and physiology. Secondly, the ordinary physician is usually too busy to give much time to his pupil, and the latter must struggle along with his text-books as best he can. He has not the stimulus to study which the necessity of preparation for recitation and the contact with fellow-pupils would give him, and he has not the advantages of class drill and the explanations and suggestions of a teacher who devotes his time to the subject of teaching.

Medical colleges lay great stress upon a thorough knowledge of anatomy and physiology as a preparation for thorough work in surgery, theory of practice and medicine, etc. In the colleges these subjects are taught almost entirely by lectures and dissections. Unless the pupil has had a good preliminary drill in these branches he will find it difficult to follow the lecturer, and will be obliged to do much reading while attending lectures, thus consuming time that should be devoted to the study of his notes upon the other branches which are the subjects of the lectures.

When a student is listening to six or seven one-hour lectures per day he does not feel inclined to read Gray or Flint. The work of our Preparatory Medical Course in anatomy and physiology is very thorough. It is not a mere smattering, such as one may get from a common school text-book. Dr. Lind's experience as a practicing physician enables him to give many valuable hints to the medical student, and to answer many a question which may occur incidental to the work in anatomy and physiology.

SURVEYING AND ENGINEERING COURSE.

(See Curriculum, p. 19.)

Our facilities to impart rapid, thorough, practical business instruction in this direction are unsurpassed. Good instruments, daily practice, individual instruction under a practical Surveyor and Engineer, together with our direct and Normal methods of teaching, render our course far superior to that given in most other institutions.

In Land Surveying especial attention is given to the different methods of estimating areas, running out old lines, dividing up and laying out land, ascertaining magnetic variations by establishing meridians, constructing perimetric and topographical plats, and in fact all the various kinds of work, the many phases of which none save a practical working Surveyor can comprehend. This is work that can not be learned from books alone; it requires careful attention and personal supervision in the field.

Higher Surveying and Engineering embrace a course correspondingly complete in all the applications of Leveling, Grading, Cross Sectioning, Estimating Earthwork, Curvature, Adjustments, and the general work pertaining to Railroad Engineering. The pupils are sectioned for field work into squads of four to six, and each performs in turn his part as transitman, flagman, chain-

man, etc. Special attention is here given to Topographical representations, and important abbreviated processes.

Two weeks from the time of beginning the study the student will be able to survey a farm, compute the area, and make a neat and accurate plat of the survey. Some of the higher applications of Land Surveying are left until the second term's work, when the student is studying trigonometry. The leveling instrument is introduced to the class during the first term, several ditches and gravel roads being surveyed and platted. *Special attention throughout the course is paid to the work now demanded of a county surveyor.*

The work of the second term is varied to meet the demands of the class, regular railroading occupying about half the term. Simple, compound and reversed curves are laid out on the ground. Computations are made for parabolic vertical curves. Open ditches, sewers, pavements, switches, etc., are put in by actual field-work. A topographical plat of Danville is made. Frequently the class has time to survey and plat a tract of land by contours. Special work is given in Lettering in connection with advanced Penmanship.

Our pupils in this course have excellent advantages in drawing, and fine results have been accomplished.

A plat of each field, farm, ditch or railroad surveyed must be presented to the teacher for examination. These plats are required to be worthy of being filed with the records of any county, and thus the student forms right habits of preserving his work.

THE COMMERCIAL COURSE.

A business education is now demanded of every person. In every vocation there are numerous business transactions. A knowledge of business paper, of the workings of a bank, and of some ready method of keeping accounts, is essential. A careful training in business habits will save many people from financial ruin. Farmers, mechanics, teachers and all other persons are constantly in danger of buying worthless notes, and of being swindled in numberless ways. A few months spent in a good commercial school give a knowledge of commercial law and business paper that reduces the danger of making mistakes to a minimum.

A business course to be practical must contain more than book-keeping, penmanship and arithmetic. These three are in many cases all that a commercial school will give. We have not based our work on these alone. We do not consider an ability to flourish birds an essential to a good business education. We include in our course a practical knowledge of Book-keeping, Commercial Law, English Grammar, Arithmetic, Penmanship, Reading, Spelling, Drawing, Debating, Letter-Writing and Actual Business. Both single and double-entry book-keeping are taught. Ample practice is given in writing notes, drafts, checks and receipts. Each graduate must be able to write a good letter, both of friendship and business. Especial attention is given in every part of the work to business habits and business principles. Promptness, accuracy and neatness are impressed upon the student in every task. These three things are essential to business success.

The work is under the direction of Professor G. T. Pattison, a graduate of the Central Normal College, and an experienced and popular teacher. He has given careful attention to this department, and is familiar with the plans and methods which have made it one of the most successful and popular business colleges in the West.

The plan of Actual Business has been fully tested here and found to be wonderfully successful. Under no consideration would we be without it. Those schools that condemn it are making a mistake. It is not child's play, but stern work. Every transaction requires the payment of money or the giving of a note or check. In no other way can the various forms of business paper be learned by the student. He buys and sells according to a fluctuating market report, and must be ever on the alert. Every transaction also requires an entry

in the journal of the student. These are all transferred to regular ledger accounts. At the beginning of each week a complete balance-sheet of the preceding week's work must be presented to the teacher. This is real work, and very different from the mere copying of accounts from the text-book. It will at once be seen that our graduates have a great advantage over those who have not this actual work.

Several hundred dollars have been expended in fitting Commercial Hall with banks and offices. Two cities are represented. These are connected by telegraphic lines and a mail route. Business is transacted in person by telegraph or by mail. By the last method the student gets an excellent drill in writing orders for goods and in remitting bank drafts in payment.

The pupil works in—

An Insurance Office, where he studies the interesting and complicated laws that govern Insurance Business; he also organizes an Insurance Company, insures property, reinsures in other companies, appoints agents, pays losses, declares dividends, and performs other work done by insurance companies.

Mercantile Office, where he trades in all kinds of merchandise, takes and gives notes, "breaks up," is sold out at auction; in fact, meets with successes and failures the same as in the actual business of life.

Thus he goes on, through the Commission Office and Wholesale House, to the last establishment in the course, the Bank. Here he fills every office in the regular bank, acting successively as teller, clerk, cashier, book-keeper, etc. He deals in all kinds of bonds, commercial paper, draws drafts, receives drafts, lends and borrows money, discounts notes, and, in fact, does all kinds of banking business.

The department has grown to be very popular, and is attracting a large number of excellent gentlemen and ladies every term. The expenses are much less here than in many other schools. Do not let a slight traveling expense keep you away. Students come here from Pennsylvania for this course, and save money by so doing. Another great advantage over other commercial schools is our admirable location. The temptations for evil associates are absent here. Many young men are ruined by being sent to cities to attend commercial colleges. Here there are no licensed drinking places, no gambling rooms, no theaters, no vicious element on the streets. Each student is provided with a pleasant room in a private family. Parents, in selecting schools for their children, must not overlook these especial advantages.

Two terms are required to complete the course.

Tuition for first term.....	\$10 00
Tuition for second term.....	8 00
Tuition, in advance, for both terms...	17 00

The extra amount on the first term is to cover expenses in the Actual Business Department. It entitles the student to sixteen weeks in that department. We provide day-books, journals, ledgers, notes, checks, drafts, merchandise and currency, all of which cost money. Several hundred thousand dollars in college currency will be in use every term, the actual value of which will be over one hundred dollars. It will at once be seen that the extra charge is very reasonable. Other schools charge five dollars for advantages no better than ours.

Diplomas are conferred on those who complete the course.

DEPARTMENT OF MUSIC.

Our music classes, both vocal and instrumental, are in charge of teachers of ability and successful experience. In both excellent advantages are given. We do not profess to have a musical conservatory, but we do profess to teach that which the business men and women of the age wish to know concerning music. Our idea has been to give students the opportunity of beginning and continuing their musical studies along with their literary studies. The two

should go together. That this idea is an acceptable one to the public is shown by the liberal patronage given to the department. The teachers employed are not only good musicians, but successful teachers. Many skilled performers have no ability in imparting their knowledge. Many local music teachers, though able to render difficult music at sight, are such poor instructors that, when their pupils come here, they must be started over again. Do not make this mistake. Unless you are certain your local teacher is efficient, come here at once to begin the subject. Under the headings—Instrumental Music and Vocal Music—full information is given.

INSTRUMENTAL MUSIC.

PIANO AND ORGAN: This department has been brought to a high standard of excellence, and will be improved from year to year. The character of the work has been such that many students have come here each year for that alone. There are many young persons who wish to continue their music at the same time as their literary education, and it is mainly for such persons that we sustain this department. So many are hurried off to conservatories before their general education is such that they can be successful as teachers of music. The student in music here has two advantages not found in a music school: (1) The opportunity of entering other classes, (2) expenses are less than half. The instruction, as far as we can see, is just as satisfactory and just as effective. Students not only make rapid general progress, but become accurate in reading the notes and precise in keeping time. The instruction is all private, there being no class work. Our teacher of piano and organ has had experience in teaching, and is an enthusiastic, painstaking instructor. Her entire time is at the service of the department. Music of any grade will be taught.

Tuition in Instrumental Music, \$10 per term of ten weeks. This includes twenty lessons. An instrument (piano or organ) for practice, \$2 per term, the student being allowed the use of the instrument two hours each day. Students in this department are admitted free of charge to the Vocal Music classes. This is a great aid in learning the time and the rudiments of music. Correspondence is solicited.

VIOLIN, CORNET, GUITAR, ETC.—Prof. E. A. Tuttle, a musician of many years' experience, has been employed to give instruction on military band and orchestral instruments. He will also give private lessons or teach classes in Voice Culture as applied to vocal music and Harmony.

The tuition charges are as follows:

Private lessons, one hour in length, 50 cents.

Class lessons, two in a class, 25 cents to each student.

Where possible, larger classes will be conducted and the charges made less.

The tuition must be paid by the term in advance.

Prof. Tuttle is an accomplished musician, having studied in the Musical Conservatory, at Warren, O. He is also a most successful teacher. His department was organized in November, 1887, and has shown that there is a greater demand for it than we thought existed. It is not sustained, however, for those who wish to devote all their time to music, though such would in many cases be more profited by coming here than by going to some expensive musical conservatory. We sustain it for those who wish to devote some time to music while securing a literary education. The two should go together. One or two lessons per week in music will not interfere with the progress of the student in his other studies. In fact, we have found that in most cases they assist. The necessary practice gives a needed recreation. Parents are always delighted to have their children perform upon some instrument, and we know that many a father or mother will urge upon the son or daughter to take advantage of this opportunity while here. A violin, cornet, guitar, flute or clarinet costs but a few dollars, but any one of them, even moderately well learned, will add many

hours of pleasure to the owner. There is hardly a Sabbath-school in the country that will not gladly accept, and in many cases pay well for, the services of a violinist or cornetist. Here is a great opportunity for young men to be of use to the community in which they live. Daily instruction in the rudiments of music can be had free in the vocal music classes. This adds much to the progress of the beginner on an instrument.

The college owns a set of brass instruments, and for six years has sustained a military band. These instruments are usually assigned at the beginning of the school year to students who expect to remain all the year. There is no charge made for the use of one of these horns. Frequently one or more will not be in use. A letter of inquiry will always ascertain if a free instrument can be had. Persons bringing their own instruments can enter the band at any time. The band meets twice per week under the leadership of Prof. Tuttle, and no extra charge will be made for the instruction received. This is absolutely free to all who are taking literary classes. Easy music is used at the first of the year, but the grade is increased rapidly. Toward the close of the year some fine music is learned. Prof. Tuttle is one of the very best cornetists in Indiana, and band leaders will find it profitable to be under his charge a term.

An orchestra is also sustained. Any one bringing an instrument will be admitted to this free of charge, providing he can play the music that is being used at the time when he arrives. Whenever possible young orchestras will be organized and taught at reasonable prices.

The guitar can not be classed with band or orchestral instruments, but about as many desire instruction on it as on the violin. It is a delightful instrument for the home, and can be readily mastered. It is especially adapted for the use of ladies. Classes are sustained every term.

Write to us concerning instruction on any instrument. If we can not meet your wants we will promptly tell you so.

READING.

No department is better sustained, and in none is more effective and appreciative work done than in that of reading. The exercises are so graded as to meet the wants of all. The elementary sounds of the language are analyzed, and the student is thoroughly drilled upon them. Critical attention is given to the diacritical marks. Exercises are frequently given distinguishing between *enunciation* and *articulation*. A careful analysis of the thought expressed by the author is made in every recitation. The pupils are drilled in the use of synonyms, and taught to express the ideas in original language.

Attention is given to the derivation of words, and to grouping those having the same root into families.

The classes have regular and frequent drills in voice culture, in the qualities and forms of voice, in emphasis, stress, movement, force and modulation. The adaptation of the voice to the style of the selection is made a specialty. Declamations and recitations are criticised by the class and then by the teacher. Perception of the thought is made the first essential. Vocal expression is treated as a science, receiving that careful and analytical treatment which the importance of the subject demands. The highest results have been attained.

LITERATURE.

We give unusual advantages in this line. One teacher devotes all her time to the subject of Rhetoric, Literature and History. Probably no school in the country gives so much attention to Literature in all its phases. Many of our pupils feel that the drill given them in this department alone amply compensates for all the time and money expended in the institution.

In addition to the regular work laid down in the curriculum, Miss Lieuel-

len meets the pupils two or three times a week to read poems, essays and plays, and to hold interesting discussions upon the biographies, religions, habits and peculiarities of the authors. She has acquired a great amount of information in her studies and reading, and these miscellaneous voluntary exercises are attended by a large number of pupils, who thus acquire a permanent taste for literary study.

These semi-weekly readings, "half-hour" exercises, "familiar talks," etc., as they are called, take but very little of the pupil's time, and afford an exceedingly pleasant and profitable hour of recreation. Many of our pupils have introduced the same kind of work into their own schools with great success and satisfaction.

TELEGRAPHY.

Our pupils in this department have met with excellent success, both in learning the art and in securing positions. Expenses here are lower than elsewhere, even in a railroad office as a "sub," while the progress is rapid. There are at least two grades of classes each term. Frequently a young man who has been learning in an office several months comes in, and invariably our pupils of as many weeks can both write and receive faster. It is not necessary to pay a large tuition in order to learn this business. Expenses here are less than half what they would be in a special school of Telegraphy, and the student learns more rapidly and becomes just as thorough. Instruments are provided, and daily instruction is given by a practical operator. Pupils are instructed in telegraphic book-keeping, message forms and train orders. Messages and orders are handled in the most practical manner. All matters pertaining to batteries and the placing of instruments receive careful attention. The department is under charge of a regular member of the Faculty, and not, as in many schools, of some student. The student here has access to all the literary classes of a large college; an advantage not to be overlooked. Tuition in Telegraphy, \$5 for one term of ten weeks.

TYPE-WRITING.

The Type-writer is rapidly finding a place in the offices of business men of all classes. No live man of business, who has any considerable correspondence, will long be without this time and labor-saving machine. A new field of labor is thus opened, wherein many persons of both sexes find pleasant and profitable employment. Short-hand writers are in almost all cases required to use the type-writer. Book-keepers find a knowledge of its use a most valuable auxiliary. Recognizing these facts, we have arranged to give students the very best advantages for becoming proficient in the use of the type-writer. The latest improved Remington perfected machines and the best caligraphs will be provided for the use of students. The expense of taking the course with us will be found to be but a fraction of that incurred in most other institutions in doing the same work.

Tuition, \$5 per term.

PHONOGRAPHY.

Short-hand is demanded everywhere. To meet the demand we have provided a regular teacher of the subject. From two to three grades are organized each term. Elias Longley's system has been selected, since it is the simplest and best. Prof. Wagner, the teacher in charge, has had several years' experience as a teacher of Phonography, and his pupils have been, without exception, highly pleased with his instruction. He is an enthusiastic Normal teacher, and his classes make rapid progress. The students, as soon as able, have ample actual work by reporting the speeches made at chapel exercises and in the de-

bating societies. A great advantage we have over special schools of short-hand is that our students can at the same time study Grammar, Rhetoric, Book-keeping, Letter-writing, or any of the other literary branches of the school. Short-hand writers must have a good general education. Inability in other branches causes the only failures here. In this way, also, more rapid progress is made in the art. The mind becomes tired when confined to one study all the time. By changing two or three times per day the student can really do more in the branch which he is making a specialty. Many of the graduates are filling positions that are both lucrative and honorable.

Address Prof. Wagner concerning this course. Tuition in Phonography, \$6 per term of ten weeks.

INCIDENTAL WORK.

The curriculum does not tell all that a school does for its students. Many times the surroundings, the miscellaneous exercises and personal influence of the teachers amount to far more than the regular studies of a course. It is a matter of fact that the incidental work here in Literature, Parliamentary Law and Debating makes our scientific course far more valuable than the same course in other similar institutions. Half the student's advancement depends on the interest his teachers take in him. What a fearful mistake is made in schools where there seems an impassable barrier between student and teacher! There is no unnatural reserve and dignity here. The direct influence of the teachers is all that could be desired.

The work in parliamentary usages and in societies, the reading circles, the experiments and talks at chapel exercises, the free musical, art and literary entertainments, the social advantages at reunions, the religious influences, must not be overlooked. Many students consider them worth the whole cost of their stay here. We shall continue to do all in our power in the way of general advancement and general culture.

DEBATING.

But few schools give proper prominence and care to this important art. The Central Normal has led so far in giving its students aid in public speaking. Every term the entire school is organized into "Debating Sections" for weekly meetings. The Classic, Scientific, Teachers', Commercial and Preparatory Medical Classes all have their sections for the discussion of special subjects pertaining to their studies. The Classics have metaphysical and literary themes; the Scientifics, historical, scientific and political themes; the Teachers', pedagogical and miscellaneous themes; the Commercial Classes, commercial themes; the Medical students, medical themes. These sections are under general charge of the teachers of the respective departments. There are strong reasons for giving so much importance to this work. The student is made familiar with the literature of his course, he develops a rare power of investigation, his language is wonderfully developed, he becomes composed when before an audience, he gains power of reflection as well as of rapid thought, the judgment is strengthened, the movements of the body become symmetrical and graceful, untold knowledge is acquired. This will in a great measure explain the fact that our graduates are leaders in independent thought and in public speaking wherever they go.

The above is, however, only a small part of what is done. In addition there are other sections enough to accommodate the body of the school. These are in charge of a special teacher, who meets them for discussions of Parliamentary Law, and assigns the questions for debate. A room, warmed and lighted if necessary, is assigned to each section, the members of which meet at the appointed time, organize, make out their programme, and then adjourn for one week, when they meet for the debate. The work is alternated so that each member will act as president, secretary or leader of debate at least once during

the term. If the section be small he will fill all of these places. This is just the drill that each young person should have. Success in debating is not confined to the gentlemen. Very frequently the ladies lead, becoming forcible speakers. Improvements are made in the management of this department each year. Each year we discover something that may be done to increase the efficiency of the work. The results are marvelous.

These sections meet on Monday, a day on which the regular classes of the school are not in session, and they thus do not interfere with the regular work of the student.

NATURAL SCIENCE.

Since the organization of the school special attention has been given to the Natural Sciences. A strenuous effort has been made to promote the growth of a desire for these studies. To further this end, teachers have been employed to devote their entire time to the department, laboratories have been furnished, and cabinets provided. The work is, as far as is profitable, in the field, investigating nature from her direct works. In Geology each student collects for himself a valuable cabinet. The boulder drift in the vicinity of Danville is rich in certain fossils and in minerals. In Botany a flower is analyzed every day. In Zoölogy excursions are made for insects, and the student learns how to preserve them. In Natural Philosophy and Chemistry nearly every recitation begins with one or more experiments, which are performed by the students themselves. Much of the apparatus is made by the class, and special attention is given to forms for cheap, yet satisfactory, apparatus.

We have classes in some of these branches every term, and in all of them when there is sufficient demand. See in the Scientific Course where they regularly appear. We feel that the advantages in the Sciences are not surpassed in any Normal school.

LETTER-WRITING.

Few young people realize the value of this study. Every one writes letters, and it is very important that they be free of errors. In conversation we can always explain those of our sentences that are not clear, and in many cases our grammatical errors will be overlooked. Not so in the letter. The obscure things there must remain unexplained, and the errors are left to make their proper impression on the correspondent. Many persons have lost good positions by not being able to write a creditable application.

Too much importance can not well be attached to the subject. We have a class each term, there being no extra charge for it. Instruction is given in both letters of friendship and of business. The members of all the regular courses are required to take the study, and all other students are urged to do so. Nearly all take advantage of the opportunity. A large majority learn in one term to write excellent letters.

GERMAN.

In many public schools German is now taught as a regular branch. In many communities it is a great convenience to understand the language, in order to do business with German neighbors. In all the cities and in many towns the stores must have German-speaking clerks. German is also a desirable study, because much of the best literature of the world is printed in that language. For the last reason it is considered in cultured society a great accomplishment to be able to speak, read and write the German language.

The above causes have created a demand for this study, and the Central Normal has not been behind in providing advantages. In most schools this language is only taught in connection with some regular course, or else the

student is compelled to pay extra tuition in order to get it. For years we have made no extra charge for German. All persons who pay the regular tuition are entitled to this study.

The work is in every sense superior. Both the "scientific" and "natural" methods of teaching the subject are employed. Two lessons per week are in the grammar, according to the former method, and three lessons per week in reading and conversation, according to the latter method. This makes a pleasant union of the two systems, and adapts the work to the wants of all students. The three parts of the study—reading, writing and speaking—should be carried on at the same time, and this is done here. In each grammar recitation the student goes to the blackboard, and writes in German script his own translations of English sentences. The work for these two days is purely scientific. The principles of language are discussed. Comparisons are made between the English and German constructions and words. Students of Greek and Latin may learn a great deal here concerning those languages. It is safe to say that a person never thoroughly understands one language until he has studied some other.

The recitations that are devoted to the natural method are conducted almost wholly in German. English is employed only in cases where the student fails to understand after the simplest explanations have been made in German. This seldom occurs, however, since the teacher has an especial ability in making his sentences from the student's vocabulary. Here the student must ask his questions, and recite in German. It is only by practice that any one can learn to speak a language. The readers used in this part of the work are admirably adapted to it. The author has used the words and phrases that are employed in the ordinary conversations of life. The student soon learns the necessary ones. Every term we have students who have spoken the language from childhood, and association with them aids the other members of the class in getting the proper pronunciation and accent.

Many persons wish to know just what can be accomplished in a certain time. This we can not answer. So much depends upon the student. Some persons will do ten times as much as others. This is certain, however, that as much can be done here as anywhere. Our work is arranged to meet the wants of students of any advancement. Two to three grades of classes are organized each term. Some who speak the language wish to learn to read and write it. Our classes suit them exactly. Others have learned to read it, but can not speak it. Our classes meet their wants, also. Some want to read standard German literature, with a review of grammar and some conversation. Our advanced class will exactly suit them. We are asked if one can learn to speak the language in one term. No. An excellent start can be made, and the amount learned must depend on the ability of the learner. In one year persons of average intelligence will be able to read the best literature, to teach it to beginners, or to take a position as a German-speaking clerk.

In every case much depends upon the teacher. It is folly for one who does not speak German to attempt to teach it. Prof. G. L. Spillmann will continue in charge of this department. He was born in Switzerland, of German parents, and while a child was educated in the native language. He came to America when twelve years of age, and has received a classical English education. He formerly taught one class each term in English grammar in this college, and for four years has taught Latin and Greek. For six years he has taught our German classes with the greatest success. His studies in the other languages especially fit him for this work. His teaching is pronounced superior by all who visit his classes.

LITERARY SOCIETIES.

Two regular literary societies continue during the school year. Both have halls in the College Building, and both do excellent work. Their meetings are once per week. In addition to these and the regular "debating sections," there are frequently societies organized for miscellaneous literary work. They

continue from one to three terms, giving the members ample opportunity in debating, essay-writing, declaiming, orating, etc. The two regular societies, both being incorporated under the laws of the state, charge slight term fees. To the others no expense is attached. The wants of every student will be amply met in this line. No other school does more for its students in literary work.

EXAMINATIONS.

No examinations are held to determine the standing of the student. It is taken for granted that he, his guardian, or his parent, knows what he desires to study, so we allow perfect liberty in selecting studies. All we ask is that the class work shall be done. If the student is found to be unable to carry the work selected, he is at once advised to enter classes more primary. The teachers are always willing to confer with students in regard to their studies, and this has proven to be more satisfactory than examinations in determining what work shall be taken up. The class record and the written work of the student decide his class standing. No time is spent in special preparation to pass the examinations. The entire time is devoted to vigorous prosecution of the work.

REUNIONS.

In a school of large size, where all the students are intent on doing all in their power, there is but little opportunity for becoming acquainted with classmates and others. It is apparent to the thinking person that the best results can not be reached unless the students know each other. In order that the school might be like a large family of brothers and sisters, the founders of it set apart certain evenings for social exercises. The entire school meets in the chapel once in two weeks for these reunions, as they are termed. A short programme of music, recitations, dialogues, readings, etc., is given from the stage, this lasting about one-half an hour. After that the meeting becomes an informal one, the time being spent in conversation, in promenading, in quiet games, etc. The meeting is in charge of a member of the faculty, and the conduct throughout is of the highest order. The teachers become more intimately acquainted with those in their classes, and meet others whom they do not have an opportunity of meeting elsewhere. Students meet those from their own districts and those from distant states. Young persons learn many lessons in etiquette, and are soon comfortable in the most polite society. The influence of these meetings can not be estimated. They are indispensable in a school like ours. With their aid many persons are kept in school who would otherwise become discouraged. Many young people here first see what an advantage it is to be able to meet strangers with ease, and they begin to cultivate the art of conversation. The proceedings of the entire evening are in the line of general culture. Many persons of fine book education are of but little value to a community, because they lack social qualities. They exert but little wholesome influence upon the young. The social qualities should be educated, and must be, if the highest results would be attained. This education should begin at an early age. We, therefore, wish to throw the young people in our charge together, and lead them on to a development of the social nature that will make them an honor to the community in which they reside.

GENERAL EXERCISES.

Each school day, at 8:30 in the morning, the students and teachers meet in the chapel for "Gen. Ex." as it is usually called. This is the only meeting of the day that asks for the attendance of all. The half-hour spent at this time is of great importance to each student, since much knowledge is gained and great enthusiasm acquired. It is like the assembling of a large family. The best feeling pervades. All go away feeling rested and encouraged.

The exercises are, indeed, "general." The programme varies greatly. Each morning there are a scripture reading and a prayer, preceded and followed by congregational singing. The scripture lessons set forth the principles of morality and religion in an attractive manner. The comments on the Bible lesson are intended to be in every sense practical. The singing is accompanied by piano, cornet, violin, clarinet, double bass viol, etc. The remainder of the time is devoted to the announcements of the day, to a brief summary of the news of the preceding day, to a discussion of some topic in science, literature or politics by one of the professors, etc. There is frequently an essay or oration by a member of a regular course. Many times there is a song, or a cornet or violin or piano solo. The birthdays of prominent men and women are observed by the reading of essays. The ministers of the town are frequent visitors, and they usually speak a few minutes. Other visitors are present nearly every week. On the whole, "Gen. Ex." is a feature of value. Here is the place to catch the true Normal spirit and enthusiasm. The attendance is entirely voluntary, but we are pleased to be able to say that a very large majority of our students attend regularly.

PRAYER-MEETINGS.

For about five years the students have held a daily prayer-meeting. This meeting is conducted in the library from one until half-past one o'clock each school day. There are always enough present to make the meeting of value. This is entirely in charge of students, though teachers frequently attend. Many look upon this as the most comforting and most profitable half-hour of the day. All religious sects meet here upon equal grounds. Although much attention is given to religious training throughout the school, there is perfect freedom from sectarianism.

THE LIBRARY.

The school is supplied with a large library, comprising the books needed by students for reference and general reading. Probably no school in the state provides a library so well adapted to needs of Normal students. Our pupils are admitted to the use of the library without charge, and are encouraged to consult it freely.

The Indianapolis *Daily Sentinel* of January 28, 1881, in a three-column special report of the Normal, contains the following extract:

"An excellent library, containing over 3,000 carefully selected volumes, in a commodious room amply supplied with desks and seats, is thrown open daily for the use of students, with a competent and obliging librarian at all times ready to assist in finding the required works. Here we find 130 volumes of encyclopedias; several standard lexicons; a universal pronouncing dictionary; natural and biographical history; extensive works on both the spoken and dead languages; standard works on philosophy, anatomy, chemistry, geology, mineralogy, botany, etc.; Gray's, Leidy's and Wilson's anatomies, advanced physiologies, standard works on literature, and many more invaluable books for study or reference, which we have not room to mention."

Since the writing of the above, many valuable works have been added to the library, including the *Encyclopedia Britannica*.

A Free Reading-Room has been established, containing all the leading magazines and papers. This is at all times open for the use of pupils, and is an advantage highly appreciated by them. Our library is used. Our pupils use it for their regular lessons, for their extra exercises, for their debating, etc., etc. Moreover, it is not a place of amusement, but of work. The library room is, in the strictest sense, a *place of business*.

APPARATUS.

We have a large and valuable collection of Geological Specimens, which our pupils use freely; but the classes are also taken to the geological fields and taught to make collections for themselves. In Botany the same plan is pursued. The pupils in Zoölogy study the animal kingdom largely from actual specimens. They also have free access to a large microscope. In Physiology we have the use of a manikin, several skeletons, dried and alcoholic specimens, charts and drawings. The pupils also dissect animals, and thus learn Anatomy more thoroughly. The Chemistry and Philosophy Classes are well supplied with apparatus, and are also taught to make use of the material they find around them. In Surveying and Engineering the pupils have the use of excellent instruments.

The value of apparatus when properly used should not be overlooked. It is not necessary, however, to have the most costly machines, or the finest obtainable specimens, in order to give the pupil the desired knowledge. Nearly all apparatus in Natural Philosophy and Chemistry can be, and is here, made by the students. One hundred geological specimens that can be handled and learned by the student are of more real use than one thousand securely locked in cases. We have an excellent working cabinet, and in addition very many other interesting specimens.

In Physiology we have two disarticulated skeletons, one in which many of the joints are attached by the natural ligaments, and one fine French articulated one. The students have daily access to the bones during study hours. By means of these, a manikin, charts, blackboard illustrations, the microscope, etc., the class advances with great certainty to an accurate knowledge of the human system.

A large microscope could hardly be dispensed with. Every term our students see the circulation of the blood in the web of a frog's foot; sections of various tissues of the body, including bone, villi of intestines, liver, etc.; blood cells; plant cells; parts of insects; water animalculæ, etc.

In the studies of Geography, History, Latin and Greek, maps are indispensable. We have a large set of maps of ancient countries, a fine set of the modern countries, political charts, geological surveys, surveys of public lands of United States, etc.

There is no charge for the use of apparatus.

Y. M. AND Y. W. C. ASSOCIATIONS.

Both the Young Men's and the Young Women's Christian Associations have strong societies in the school. Weekly meetings are held, both societies being provided with halls in the college building. Their work has proven a great help in the government, and in making new students feel at home. A daily prayer-meeting is held in the Library from 1 to 1:30, to which all students are invited. This is wholly in charge of the students, and they make it a success. Many young persons feel that this is the most valuable half-hour of the day. Though the school is not sectarian, yet the religious influences could not well be improved upon.

THE ALUMNI.

The graduates of the various courses of the Central Normal College number at least 700. In our limited space we can not publish their names. They are scattered into about all of the states and territories of the Union. Some are in foreign countries. But wherever they are we hear good reports from them and their work. We gladly base the reputation of the institution upon their successes. Many of them are teachers, and send us their oldest pupils year after year. To this is largely due the growth of the school. We hope to merit

the trust in the future. We are grateful to all for the many acts of kindness shown and the many words spoken in our behalf. We shall continue to send catalogues and circulars to all who wish them for distribution. If more convenient, send the addresses of your friends and we will mail the matter direct to them. We hope every graduate of former years who reads this will write us a letter. We want to know of your whereabouts and your work.

POSITIONS.

We are sometimes asked to guarantee a position for the student as soon as he may graduate. This we never do. We can not control positions throughout the country; neither can any other school. We do not propose to deceive any one by a promise that we may not be able to fulfill. Frequently we have calls for more graduates than we have ready for the work, but that is not always the case. We would much rather a student would never come here than to have him go away feeling that we had not carried out our agreement with him. We have made the rates of tuition very low, and make no allowance for expense in finding vacancies and in endeavors to secure them. Schools that charge exorbitant rates of tuition may well, and we understand do, devote half of it to this purpose. The same end can be reached in a cheaper manner, as our students can testify. Nearly all get good places without any expense whatever. There is always employment for worthy young men and young women. We cheerfully give every assistance in our power, and hundreds know that this assistance in most cases succeeds. Select a school for the merits of its instruction and have no fears for your future work.

OUR SCHOOL DAYS.

Regular classes are in session five of the six working days, our vacation day being Monday instead of Saturday. Students rest on Sunday, prepare lessons on Monday, and are ready for the work of Tuesday. Classes begin reciting at 6:30 in the morning and continue until 8 at night. This is necessary in order to accommodate the large number in attendance. Students study in their rooms, coming to the college only at times of recitation and chapel exercises. We thus avoid the stupefying practice of keeping students in a study room all day and marching them out like children to each recitation. The library is open at all times for those who may have but one hour between two classes. Here tables and chairs are arranged for the use of the student, and the hour can be profitably spent in study.

AGE DOES NOT DEBAR.

There are many persons who think themselves too old to go to school, though they would very much like to have the instruction. Many times a kind of false modesty prevents them from entering because they must go into classes with children. We exactly meet the wants of such persons. Our classes are so arranged, and the work so conducted, that the student of fifteen years goes side by side with the student of thirty-five years, and they do not think of comparing ages. There is no embarrassment, no reserve. We enroll students every term who have not been in school for six, eight, ten or in some cases for twelve years. Some have to begin at the very bottom, but progress in such cases is nearly always rapid. It is never too late to go to school. One of the noblest resolutions any person can make is to have an education, no matter whether such resolution be made at an early or a late period.

CARE OF THE SICK.

Students here have been most fortunate in having good health. There are but few cases of sickness. When a student is sick he receives careful attention. The citizens are kind, the teachers attentive and the students generous in volunteering as nurses. The best of care will be given to those who need it, and parents will be kept informed as to the condition of students who are in bad health. The experience of the school shows that Danville is a remarkably healthy place. The sick list has always been surprisingly small, considering the large number in attendance. The report of the Board of Health shows the same thing. The average yearly death rate for Indiana is 17 for each 1,000 persons, while for Danville it is 7 to 8 for each 1,000 persons. Many heads of families, recognizing this fact, move here to educate their children. No place can be found where all the surroundings are more favorable for the development of sound bodies and strong minds.

THE GOVERNMENT.

Such has been the general character of the school that the good order has been universally praised by the citizens and quite gratifying to the faculty. The government is not based on a system of spying or prying into the secrets of the pupils. They are treated as ladies and gentlemen, and not driven to trickery and deviltry by being continually suspected of evil.

They know the members of the faculty to be among their truest friends, and with this spirit in a school government is easy.

The general spirit of the institution, the quickening and beneficial effect of our methods, and the general enthusiasm of our work, are such that almost to a unit the whole school is impelled to the work for the very love of it, finding in employment their highest pleasure.

The school is opened each day with religious and general exercises. No one is required to attend these exercises, yet they are made so attractive that nearly all do attend them. The music for these exercises is congregational, and is led by the singing classes and the "Normal Orchestra."

Every exercise is made interesting by means of ten-minute talks, experiments, reports of the news, etc.

A daily prayer-meeting is sustained through the voluntary efforts of the pupils. Its influence is a powerful agent in the moral government of the school. The Y. M. C. A. and Y. W. C. A. have active organizations in the school. The faculty take a deep interest in the moral welfare and intellectual advancement of every pupil. Our pupils are all located in the homes of private citizens. *They are not packed away in large dormitories.* In order to secure the location of the school, the citizens of Danville agreed to throw open their homes, and furnish rooms at prices below the rates ordinarily charged in dormitories. Hundreds of new and pleasant rooms have been furnished in all parts of town, and our students are warmly welcomed to these accommodations.

PARENTS OF PUPILS WILL READILY DISCOVER THE ADVANTAGE AFFORDED IN POINT OF MORALS BY SURROUNDING ALL THE PUPILS WITH THIS HOME-LIKE INFLUENCE.

In order to show the results of this admirable system of government, we quote below from the correspondence of a Nebraska gentleman who visited the school. His letter was published in the *Southern Nebraskan*:

"It had never before been my pleasure to meet such a large number of young people whose interests seemed to be one, and my surprise can only be imagined, when I learned that the excellent order, the unity of purpose, and the good conduct that prevailed among the students, were not secured by 'strict' rules of 'stricter' professors, but were merely the result of a system of *self-government* by which each pupil is made to feel that nothing is at stake but his own manhood or womanhood. A very important factor in this self-government system is the

affectionate attachment which the students form for each other. No words of mine would give the reader any idea of this attachment, so I will not attempt a description of it; but it is safe to say that no children on leaving home for the first time exhibit more devotion to their father and mother than these young men and women show for each other on the morning of their departure for their respective homes.

"The treatment which a stranger receives from the students, faculty and citizens of Danville is not that which a stranger would expect, but he is at once made to feel that he has returned home."

THE CLASSES WE HAVE EVERY TERM.

We have a large faculty, and sustain more classes in proportion to the number of students than any other school of which we know. The Central Normal has become head-quarters for excellent advantages in all the branches of study. Students not only have the opportunity each term of reviewing any of the branches, but also of continuing in advance work. The work is so arranged that in nearly all these branches the student may enter at any time without disadvantage. This makes the school especially suitable for teachers and others who have regular employment for a portion of the year. No matter what time your school closes, or what time your farm work is done, you can enter here and take up valuable work at once. No matter in what line you wish to advance, your wants will surely be met.

Every term we sustain the following classes: Arithmetic (2 to 4 grades), Algebra (3 grades), Geometry, Trigonometry, Land Surveying, Civil Engineering, Book-keeping (2 grades), Commercial Law, Grammar (2 to 3 grades), Rhetoric (2 grades), Latin, (3 to 4 grades), German (2 or 3 grades), Physiology (2 grades), Political Geography, Physical Geography, History of U. S., Vocal Music (2 grades), Drawing (2 classes), Penmanship (2 to 3 classes), Training for Teachers, Reading, Debating, Letter-writing, Instrumental Music, Painting, Photography, Telegraphy and Type-writing.

Many of the classes in the regular courses are not included here. These are the ones that are sustained for those not in the regular courses. Every term we have from two to four classes in the Natural Sciences. All of these are mentioned in the curriculum, except Zoölogy, in which we have classes both the Spring and Summer terms. Can you think of anything in the line of a general education that we do not teach? We are determined to provide the very best advantages at the least possible expense to the student.

The work in most of the above classes is carefully and accurately explained in the following pages of this catalogue.

THEORY AND PRACTICE.

Too often these words are made to signify the "cut and dried" methods of some one unacquainted with the workings of our common and graded schools. The educational world is full of theories that appear plausible enough; and it is not until the practical teacher puts them to the test that their visionary character is discovered. We are endeavoring to substitute for the machine methods what may be termed intellectual or common-sense methods. Special attention is given to the philosophy of teaching and governing. In no other way can a teacher learn methods so rapidly and so thoroughly as by attending a well-organized institution where *teaching* and *governing* are practically illustrated by experienced and successful professional teachers. In addition to these advantages we have what we term a

TEACHERS' TRAINING CLASS.

This class is sustained every term, and is in charge of a teacher who has had experience in all grades of school work. Primary methods receive special attention. We can give the most emphatic testimony of hundreds of excellent teachers that their time spent in this one class has been of more value to them than a year's time spent in poorly equipped schools or the more irregular and temporary teachers' organizations.

It is the object of the Training Class to call into activity the latent powers of each member; to cultivate and develop into a perfect growth the abilities of each individual. The method that is a success for one may be a failure for another. Recognizing this fact, we do not place individuals into molds and apply pressure until, having acquired the proper shape, each comes forth like all the others, ready to go through a fixed, invariable routine of work.

Classes are formed in the various branches for the purpose of developing the best methods of presenting certain points. These classes are presided over by one member of the Training Class, the others, together with the teacher, acting as critics. By this means the defects in the teacher's method are carefully pointed out, kindly criticised, and thoroughly discussed.

Besides an extensive course of drills in primary work, attention is given to the illustration of difficult points in Physical Geography, Mensuration, and other departments of advanced teaching.

A careful discussion of the qualifications of the teacher, objects and methods of recitation, school organization and school management form a prominent feature in the class work.

All discussions and exercises are made as practical as it is possible to have them outside of actual school-room experience. Hundreds of our former pupils, now in the field, testify that the work in this class is far superior to that of a "Model school."

GRAMMAR.

We have regularly more grades and better advantages in Grammar than can be found elsewhere.

An Elementary Class is sustained for those who need such a drill. Almost the entire term is spent in parsing, beginning with the easiest words and passing gradually to those more difficult. Here a revelation is made to the student who has been accustomed to study a text-book by memorizing so many pages a day. He is here brought to see the elementary principles of the language, and soon learns that what he has always thought to be the most unsatisfactory and dull of all his studies is the most interesting. Teachers frequently enter this class to get the method of teaching.

A General Class is conducted for advanced students, and those desiring a complete review of the subject. About half the term is spent in parsing the different parts of speech, special attention being given to participles and infinitives. The last of the term is devoted to diagramming and analyzing. This is the grade that meets the demands of the greatest number of students, and is one of the most enthusiastic classes in the school. The student is not confined to a certain text, but is brought to rely upon his own judgment. The result is generally an energetic investigator and a careful thinker.

"Knotty Class." A third and peculiar grade, called the "Knotty Class," is frequently organized. It is for those who have had the general class or an equivalent. This third or highest class discusses critically the definitions of the several parts of speech, their classes, sub-classes and properties; parses difficult words and idioms, analyzes difficult sentences, gives especial attention to interrogatives and double relative pronouns, the passive voice and modes of the verb, and outlines and thoroughly discusses the construction of infinitives and participles. This class has sent forth some fine grammarians. It is believed that the work in Grammar is not equaled elsewhere in the State.

ARITHMETIC.

At least three grades are sustained in this subject. The first is elementary, and accommodates those who are not sufficiently advanced to begin the higher arithmetic. The work here is vigorous and emphatic, so that members of this class are very often leaders in the advanced work.

The Second Class begins Ray's Higher to go as far as percentage. This is the class for teachers who want methods, for always there is more trouble in teaching beginning than advanced students. The subjects are presented in the most logical manner, the student not being left in doubt as to what should be done.

The Third Class begins at percentage to complete the work. The "Hundred Per Cent." method is used, it having been found to be the most successful. Square and cube root are presented by means of demonstration. In mensuration a fine set of apparatus is used for illustration. The one who successfully finishes the work in this class will never be troubled in arithmetic.

A Fourth, or "Lightning Class," is frequently sustained. This reviews the difficult subjects of the entire book, giving the teacher the best possible opportunity to prepare for his school work or for examination in a short time. No one can fail to be accommodated in Arithmetic.

GEOGRAPHY.

The work in Geography is very popular. The lessons are assigned by topic list, the student being allowed to use any text-book. Every incentive is given for extended reading in the library in preparation of each lesson. Particular attention is given at the beginning of each term to Astronomical Geography. The work is not confined to a study of rivers, towns, lakes, mountains, etc. The history, the government, the people, the great men, the industries of each country, are discussed. Map drawing is taught in the most desirable manner. Those who take this study here make intelligent teachers of it.

PHYSICAL GEOGRAPHY.

In this there is a good class each term. Coming as it does as an introduction to the Natural Sciences, it is of especial value. Many a young person is here first taught to study the phenomena of nature, and to attempt to explain them. The subject is outlined. The teacher who has had a full term's work in this can make his teaching of Political Geography much more interesting.

HISTORY OF THE UNITED STATES.

This is one of the most enthusiastic classes in the school. The subject is outlined, and the important points so associated that they can be remembered. Political history is made prominent, and students of all parties express themselves pleased with the fairness of the discussions. A large number of reference books aid the student in preparing the lessons.

GENERAL HISTORY.

There is a year's course in this study, beginning with the fall term. The histories of Greece, Rome, Germany, France and England are taken up. Students can enter the work at any time. Each member of the class is required to write two essays per month on historical themes. These essays are read and criticised before a section of the class, so that the work includes composition as well as history.

READING.

The interest in this department can not be excelled. Such reading as is needed in the schools, in society, at home, receives special attention.

The first object of the Reading class is to teach a correct enunciation of sounds, pronunciation of words, the force of the diacritical marks and the different elementary sounds in the language.

The attention is next directed to the expression of the thought, including emphasis, slides or inflections, pitch, movement and qualities and forms of voice.

Opportunity is given once a week for drill in declamation to those who desire it.

Position, and change of position, gesture, and the general delivery, are carefully criticised by both class and teacher.

SPELLING.

We give due attention to this subject in the written work and blackboard exercises of every class. Every problem and every sentence placed upon the board is carefully inspected by both the class and the teacher. It is only by constant correction of this kind that a student will learn to be careful with his written work. In Letter-Writing and Rhetoric are also good places to break up the habit of bad spelling.

PENMANSHIP.

We give better advantages and more time to Penmanship than any other Normal of which we know. Plain and ornamental penmanship, pen-drawing, pen-flourishing, every term, in separate classes, without extra charge. Our teacher of Penmanship is not only a good penman, but understands well the art of teaching.

It is not worth while to go to a special school of penmanship and pay at tremendous prices in order to learn to write. The advantages here are just as good and at one-half the cost. Our classes turn out each year many excellent penmen. The work is so arranged that the student may advance as rapidly as he is able. You will be pleased with the instruction.

DRAWING.

The time is not far distant when a knowledge of drawing will be required of all teachers.

Any one who can learn to write can learn to draw. Some persons will learn faster than others. This is true in other branches of learning, as we all know. But no one need despair of learning to draw passably well. The majority may learn to draw correctly and artistically with considerable practice, after having had a good start by a proper course of instruction. A very small number may learn with little or no instruction. Ten weeks' class drill, working one hour each day, is ample time to give any one such a start as with more or less subsequent practice will produce surprising results. The principles of drawing are few and simple, and soon learned, yet no amount of practice without a knowledge of these principles will insure success. Some few get this knowledge intuitively, and such may be called natural-born artists. We have a few natural-born mathematicians and musicians, also. The great majority, however, must get this knowledge by proper instruction.

Dr. G. Dallas Lind has charge of the classes in drawing. His success may be measured by the work of his pupils. Nearly all of the pupils of the school take a ten weeks' course with him at some time during their stay here. He

does not keep his pupils ten weeks drawing straight lines and simple regular mathematical forms under the mistaken idea that they are laying a good foundation for the artist's work. Neither does he keep them copying pictures, and call that learning to draw. Copying pictures is one thing, drawing from nature another. Copying pictures, and enlarging or diminishing them, may be learned by his system in one week's time. About one week of the ten is occupied in this work of learning to copy and enlarge pictures. The remainder of the time is occupied in drawing from real objects, beginning with the three simple regular forms, a box, a cylinder and a sphere, and advancing by degrees to the various difficult modifications of these, as houses, windows, tables, fences, books, trees, and lastly to the more difficult plant forms and simple animal forms. When the weather permits the pupils go out sketching houses, trees, monuments, etc. A large collection of objects is provided to be used as models for indoor work, and occasionally sketching is done in the winter from the windows of the recitation rooms.

The art of copying and enlarging is practically applied by many of the pupils in drawing from the cuts in the large works on anatomy and physiology life-sized charts of the human body, and by others in map-drawing and enlarging pictures and designs for decorative purposes.

These advantages are entirely without extra cost to members of the school.

In addition to the general drawing classes, one or more of which is maintained each term without extra charge, there will be afforded opportunity to continue the work in private classes under *special tuition*. The following branches of art will be taught in private classes: Copying and enlarging in charcoal, pastel or crayon; sketching from nature with pencil, charcoal, crayon, pastel or water-colors; drawing and finishing by an original process in India ink and water-colors, maps and scientific charts. The scientific charts, especially those in Physiology, will be of great value to teachers, and considering the ease with which they can be made and the cost of material, the tuition for this work will prove a profitable investment.

ALGEBRA.

We have every term three grades of classes, all using *Schuyler's Complete Algebra*. The first is for beginners, and advances as far as Equations. The second begins here and goes to the Problem of the Lights. The third class begins at this place and completes the book. Thus we have three continuous terms in the subject. We recognize the fact that Algebra is essential in all the higher mathematics, and hence our aim is to make strong algebraists. That we succeed is clearly shown by the successful teachers of the subject sent out from the advanced class. Many students wait too long to begin this subject. It should be commenced at an early age and prosecuted with vigor. It is the most useful of all the mathematics.

HIGHER MATHEMATICS.

This department includes Geometry, Trigonometry, Analytical Geometry, Calculus and Astronomy, forming forty-eight weeks of continuous, well-graded work for those who attend the entire year. There are classes in Geometry and Trigonometry every term.

Many students make a mistake by studying Arithmetic too long. The best way to clear up difficult problems is to have a strong term in Plane and Solid Geometry. You will then never be bothered by Mensuration in Arithmetic. It is generally conceded that the best mental drill is derived from the demonstration of geometrical theorems. In no other study can the language and the thinking habits of the student be so surely made clear and concise. The work in the other studies mentioned above is in every sense practical and thorough. The Central Normal has established a reputation for making strong

classes in these studies, which reputation will be kept up. Our graduates are leading those of other schools in their ability to teach these subjects.

SURVEYING AND ENGINEERING.

The Central Normal has become head-quarters for those who wish to study either of these subjects. We have two excellent sets of instruments, one of which, manufactured by W. & L. E. Gurley, is the finest instrument for engineering that can be found in any Normal School. An abundance of field-work is given. The drill is made exceedingly practical. In short, the general feeling of those who know the facts is that this is the place for any one who wishes every desirable and possible advantage in land surveying, in any or all of its forms, and all the higher work in Civil Engineering. No extra charge for the Drawing, Field-work, use of instruments, or for any of the excellent advantages afforded.

LATIN.

We have four or more grades in Latin every term. No one can fail to be accommodated with a class of suitable advancement. We have five beginning classes every year, one each term. The department is in charge of Miss Kate Huron, whose qualifications for the work are superior, and by whose enthusiasm and eminent efficiency it has been made one of the strongest departments in the school. We have every reason to believe that, as a teacher of language, she is not approached in efficiency or popularity in any Normal School in the Mississippi Valley. The superiority of her work appears in the correctness of the pronunciation, the closeness and clearness of the translations, the accuracy of the constructions, the teaching of history and mythology in connection with the lessons, and the general interest taken by her pupils.

GREEK.

This subject is taught on a new plan. The declensions and conjugations have been learned in class by constant references to the grammar, rather than by the old way of committing to memory so many pages in connection with the translations. The method used has given excellent results.

In connection with the authors read in class, the history of Greece and Mythology will be studied. Every student in Greek ought to be provided with a Classical Atlas (Ginn & Heath's), some work on Mythology (Seeman's), and a History of Greece (Smith or Grote).

METAPHYSICS, LOGIC, ETC.

This is an important department of the Classic Course, and to many of our pupils it has been the main attraction. The class has access to excellent works on each subject, and their investigations cover a wide range of topics, including, prominently, the history of all systems of philosophy, and the biographies of eminent philosophers down to the present day. The pupils who have taken this work have shown pre-eminent development of the powers of the mind, and the ability to grapple with difficult questions. The teacher in charge has devoted much of his life in preparing for this work, and will prosecute it with vigor.

RHETORIC.

Two grades of classes are sustained every term. The work is exceedingly practical. It has present attainments for its basis and is progressive. Students

are taught to investigate and analyze themes carefully before attempting to write their essays. Their spoken and written, quoted and original sentences receive criticism, as do their personal bearing and delivery, both in class and before the public. No theme is ever assigned without a definite aim. The pupils are drilled thoroughly in writing essays. They also cultivate a taste for general literature, as they have semi-weekly readings from illustrious authors.

VOCAL MUSIC.

This department sustains two classes every term—beginning and advanced. The work is well graded, so that the student may take up and learn new music for himself after two terms in our classes.

In many cases instruction in Vocal Music consists mostly of theory. Here the student learns to *sing*, and not to discourse *about* music. The work is marked by the ability of the class to read notes, to keep exact time, and to give volume of voice. Our aim is to give the student a love for singing, ability to lead a class or congregation, and a voice precise in pitches. Teachers come here to prepare themselves to introduce the subject in their own schools. Ample opportunity is given at chapel exercises for congregational singing, and at reunions and societies for solos, duets, quartets, etc.

PHYSIOLOGY.

We have two grades of classes in Anatomy and Physiology every term. The subject is taught by the aid of outlines, extensive reference books, large charts, skeletons, models, and numerous dissections of animals. The outlines are carefully preserved by the pupils, and are very useful in after study and teaching. A new articulated skeleton has just been added, which was selected with great care in Cincinnati, from a large stock of imported skeletons. It shows the movements of many complex joints, has the processes well developed, shows distinct sutures, and gives excellent examples of Wormian bones, as well as other peculiarities.

The general class goes over the entire subject each term, and thus meets the wants of both those who wish to review the subject and those who are studying it for the first time. Any text can be used, but where the books differ, Gray is usually taken as authority. The student is not curbed in his desire to investigate the subject. The large works are placed before him and he is expected to read them. A subject is not left until all understand it. Many experienced teachers of Physiology find this one of the most valuable classes in the school. That the work is a success is shown by the excellent grades our students receive on examinations for teachers' license.

BOOK-KEEPING.

Two classes are sustained each term. Students are not compelled to take the entire Commercial Course in order to get this study, though in most cases it is better to do so. Though the work is completed in two terms, yet it is thorough in every respect. The Book-keeping that is used by our business men is what is taught here. You can in a short time learn the business for any firm. Many persons desire one term in the study and at the same time wish to advance themselves in some literary branch or in the higher mathematics. A regular commercial school can not meet their wants. We can do so exactly. If you wish to learn Book-keeping, here is the place to do so at the least expense.

PREPARATORY MEDICAL STUDIES.

While these are a part of a year's course, yet persons can enter them for any length of time. Those who may not have the means to stay the entire year are not deprived of this excellent advantage to prepare themselves for a medical college. Every year the standard for the general education of a physician is placed a little higher. Young persons must not make a mistake by rushing into the profession too soon. Prepare well and carefully. All experience teaches that this is the only certain way to distinction in any business. The work that can be taken here in language and science is worth the time spent, saying nothing of the superior advantages in Anatomy and Physiology. Write to Dr. Lind concerning your plans. He will cheerfully correspond with you about the work.

ANNOUNCEMENT.

THIRTEENTH YEAR.

The twelfth year of the Central Normal College has been one of the most prosperous in the history of the institution. We have had strong and vigorous support on the part of a large number of students, nearly all of whom have employed their time to the best advantage, and have made rapid progress.

Our faculty has been more united and successful in reaching the individual wants of the people, and deciding new and original plans to enhance the welfare of the classes. The result of a united effort in our faculty, heartily seconded by the school, is seen in the fact that the classes have done better work in every department, and the school has been more successful than ever before.

We have not had the largest school in the world, nor the oldest one in America, but we are proud that wherever our students go they are successful, that wherever the work of the Normal is known it is regarded as superior.

It is not to flooding the country with advertisements, but to the efforts and success of our students, that the Central Normal, in a large measure, owes its wonderful prosperity. Pupils have come here and have found a strong, painstaking, energetic faculty, good accommodations at the very lowest rates, and everything *just as advertised or better*. They have gone away and reported favorably on the work and prices, and above all, have been more successful in their own fields of labor. Hence they have sent their friends here to school, or have themselves returned, when possible, bringing others with them. The school has thus been built up with but little direct advertising on our part.

We enter upon the Thirteenth Year September 4th, with fresh and invigorating inspiration from the continued success of the past, with the assured attendance of a large band of earnest workers in every department, with improved courses of study, with the libraries and facilities for illustration, and the boarding and lodging accommodations increased, and with a large corps of teachers, who are *energetic, efficient and thoroughly* acquainted with Normal methods.

We emphasize, in addition, that pleasant relations exist between teachers and students, and between the citizens and the school. We have the support and co-operation of an intelligent community.

Character, and not wealth, determines the social standing in the school.

We desire that the Central Normal shall keep abreast of the times, and represent the highest thought of the age in the development of new plans and additional facilities. We feel justified in claiming that the school is an exponent of true Normal doctrine; that the work done is characterized by thoroughness of investigation, energy and common sense.

THOROUGHNESS VS. MASTERY.

The Central Normal College is an exponent of the true Normal idea, which, in the last quarter of a century, has revolutionized to a great extent the whole system of education, has turned monasticism into self-government, hatred of study into love of same, antagonism of pupils into co-operation and sympathy, blind force into living tact, stupidity into enthusiasm, dullness into vim and snap, and inefficiency into vigor and manliness.

Any institution that *crams* is *abnormal*, and such is the teacher who does not teach self-government and inspire his pupils with a love of their work. Thousands have gone from this school imbued with the "better way." What this age demands, and is receiving, is men and women who can do—what can accomplish results. What the schools should aid their pupils in acquiring is power and mastery. Many institutions are considered thorough because they are good at cramming; because the ideas of some author or teacher have been thoroughly committed. If this be thoroughness we had better strive for something else—the best word we can think of is "mastery." Mastery not of words, but thoughts; not of a certain book, but of the subject. This better teaching conduces to the grand element of success, self-reliance.

GROWTH OF THE SCHOOL.

A few years ago a large history of Hendricks County was published, in which the Central Normal College receives the attention due its prominence. The author, after tracing the school through its wonderful growth, much of which was made against adverse circumstances, concludes as follows:

"It seems but little less than marvelous that any institution of learning, independent of endowment of any kind, and unsupported by the state, could not only support itself, but could even grow and prosper under such calamities. Nevertheless, it is true that the present year (1885) has brought the largest returns of any in the history of the school, and at no time has there been more universal satisfaction on the part of those in attendance.

"Free from debt or incumbrance of any kind, supported by thousands of enterprising young ladies and gentlemen throughout this and other states, honored and respected at home and abroad, free from sectarianism and bigotry of every kind, located in one of the most charming, moral and healthful towns in the state, supplied with an excellent library and apparatus, and, above and beyond all, a faculty of enterprising, progressive and efficient teachers, the Central Normal College stands a living monument of those who have given the best efforts of their lives for its advancement, and a true exponent of independent thought, personal responsibility and Christian civilization."

WHAT CAN BE DONE IN ONE TERM.

Few persons realize how much can be done in so short a time as one term. Many young men and women who live on farms remain at home during the winter doing but little. They recognize the fact that they should go away to school, yet they think the time at their disposal so short that but little could be done. How wrong the idea! To all such we say, spend the time in school if it be but two months. It may open up a new world of enjoyment and profit to you.

With us in one term you can review four or five of the Common or Higher Branches; you can take up almost any Advance Work; you can learn to Keep Books for any ordinary business; you can get an excellent start in Natural Sciences; you can study Vocal or Instrumental Music; you can learn Land Surveying; you can have advantage of at least three grades of classes in both German and Latin; you will be associated with several hundreds of intelligent,

enterprising young men and women, whose influence for good can not be estimated; you can be a member of a thoroughly Normal Teachers' Training Class. In short, you can have all the advantages of a large college, thoroughly equipped with an able, experienced faculty, an extensive Library, plenty of apparatus, etc.

THE EXPENSE for one term is very slight. On page 2 you will find the expenses tabulated. See, also, page 15 for the Special Propositions.

YOU CAN ENTER at any time, but it is better to come at the opening of a term. On page 49 you will find the time of each term given.

THE CLASSES will certainly meet your wants. On page 37 you will find a list of those we organize every term. We have each term many others, so that if the ones you wish are not mentioned write to us concerning them. In every case your questions will be answered by letter.

BEFORE COMING to Danville, read carefully the instructions given on page 49.

THE INDEX is on page 50. It will enable you to find any subject that is mentioned in this catalogue.

IN EVERY CASE it is better for teachers and others of fair standing in the common branches to come at once to the Normal than to spend the time in local schools.

IN SELECTING A SCHOOL,

NOTE THE FOLLOWING FACTS:

1. You can reach Danville readily. It is forty minutes west of Indianapolis, on an important road, the I. & St. L.
2. You can not find a healthier locality. The town, in all respects, is admirably adapted to educational enterprises.
3. No county seat in the west is so free from evil influences—no saloons, no billiard-rooms, no vicious elements in society.
4. Seven churches, Masonic, Odd-fellows, Knights of Pythias, and Temperance organizations, and a strong moral and religious public sentiment, support us.
5. Our students represent the best of homes. They are earnest and upright, and maintain pleasant relations with the faculty and the citizens.
6. Our teachers are experienced, progressive and popular. They are all *bona fide* residents of Danville, and have become owners of homes, their investments representing nearly twenty-five thousand dollars.
7. Our students room in private homes, and are thus surrounded with good influences, and enabled to accomplish much more than when encompassed with the noise and confusion of large dormitories.
8. Our daily programme is large enough to accommodate all who come.
9. All classes will be sectioned until they are of proper size. Each student thus has an opportunity of reciting often and at length. Parents can send their children here with full assurance that they will receive prompt and proper attention.
10. We sustain more primary classes than any other similar school. You will not be required to take work that is too advanced for you.
11. We have extensive though not expensive apparatus for illustrating all subjects. This and our fine reference library, both of which are furnished free of charge to students, will enable you to advance more rapidly than you could in a poorly equipped school.
12. Expenses are less than elsewhere. Books are furnished at wholesale prices. Board is supplied at the lowest rates. We have no incidental fees.

13. The Commercial Department is one of the best in the land, and is sustained with the lowest cost to the student.

14. Students can select their own studies.

15. STUDENTS CAN ENTER AT ANY TIME.

16. In case of sickness pupils are carefully nursed.

17. The school is non-sectarian.

18. No distinction is made from a stand-point of wealth. Every pupil stands on his merits.

19. None but those working for the accomplishment of a purpose are desired for students.

20. Our patronage comes from many states of the Union and from nearly all the counties of Indiana. About one-tenth of all our students are from Hendricks county. This large local patronage shows that we are well appreciated where best known.

21. THE SCHOOL STANDS ON ITS OWN MERITS, AND EXPECTS TO LIVE BY BEING USEFUL.

A LETTER FROM ELDER CHASE,

FORMERLY PASTOR OF THE CHRISTIAN CHURCH OF DANVILLE, AND EX-DEPARTMENT COMMANDER AND AT PRESENT GRAND CHAPLAIN OF THE G. A. R. OF INDIANA.

Mrs. F. P. Adams, President Central Normal College, Danville, Ind.:

Permit me, after an experience of four years, to speak a word for the school of which we, who are residents of Danville, are so justly proud.

As a citizen and patron, I have a pride in the deserved prosperity of Central Normal College. Your wise Christian management of the institution has gone far to bring it up to its present state of prosperity.

The able corps of professors, devoted to their work, earnest and faithful in the discharge of duty, have won for them and for the school a meed of praise—generous it is true, but, in my judgment, merited.

During the past year it has been my pleasure to meet many old students in different western states, and, without a single exception, they were honored and respected for their ability and worth in the communities in which they were residing.

I can but regard the progress of the school phenomenal, and hope you may see it yet more and more a power for good in education and morals. I know you will never be satisfied, if there is a limit, until that limit shall be reached in each of these departments so absolutely essential to a useful life.

I am, with great respect, sincerely yours,

IRA J. CHASE.

TEXT-BOOKS.

In no case do we confine the student to a single text. In some classes, as in mathematics, book-keeping, or reading, it is necessary that all members be provided with the same author, but students are always encouraged to consult as many books as they can in preparing the lesson. In geography, history, physiology, the natural sciences, literature, etc., we adopt no special text-book, and the one you have will serve. You can hardly possess a book that will not be of use to you here. Be sure to bring all the books you have, even if you expect to remain but one term. You will not be compelled to buy a new book if the one you have can be used.

Books are not re-

We have a

the student is

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nary wear on a book that costs \$1 or less. On books used in some of the higher branches, in which we do not have classes every term, the reduction will be greater. Students usually prefer to keep such books, however, and this should be done in most cases. Books that are badly worn will of course be bought at reduced prices.

Money will not be returned for books, but other books will be given. To illustrate: The student buys an arithmetic and a grammar at the beginning of his first term here. At the close of the term, providing he does not wish to again use these books, he can trade them for an algebra and history by paying the few cents difference in price. Or it may be that the difference in price will be in favor of the student. He can then get another needed book, or else stationery or pencils, or anything that he may need in his work. In every case all that the returned book is worth will be given in trade. Good second-hand copies of many of the books will be generally on hand, so that the expense for books will be rendered a minimum. This arrangement will apply to the books used in the following subjects: Arithmetic, grammar, physiology, geography, history, reading, algebra, geometry, trigonometry, surveying, book-keeping, rhetoric, commercial law, Latin, Greek, German, physical geography, natural philosophy, botany, zoölogy, geology, chemistry, and some others.

N. B.—Our book dealers are not under obligations to buy books that have been purchased elsewhere.

PARLIAMENTARY LAW.

A study of the general rules governing the actions of Congress, and of smaller bodies, such as literary societies, institutes, conventions and business organizations, has become a prominent feature in connection with our debating. How to make motions and to proceed with them, how to be a successful chairman or secretary, or a useful member of an organization, are questions not only discussed, but the students fill the official positions, make motions and dispose of them in the presence of a teacher who continually questions and makes suggestions and criticisms, thus producing not simply theoretical, but practical parliamentarians.

Young men and women who aspire to being leaders in public affairs or in social and literary circles will find no place better than Danville for pursuing these studies. A great number of students go out from here each year who serve in the various offices of literary and other organizations with a degree of skill and success equaled only by that usually acquired through many years of practice and study.

DANVILLE, AND HOW TO REACH IT.

Danville is a pleasant, healthy little city of 2,500 inhabitants, and is the capital of Hendricks county. It is situated on high ground, has a natural drainage in all directions, and is noted for its beauty as well as for the morality, temperance, hospitality and intelligence of the people. The public buildings are commodious and handsome, the streets are well graveled and lined with shade trees; there are many elegant residences. In short, all things seem to unite in making this a desirable place in which to live or spend a few years. There is not a licensed drinking-house in the county; there are no places of gambling, no disreputable houses, no low theaters. In short, no college town in the west is so free from tendencies to draw the student away from his school work.

Danville is on the I. & St. L. R. R., twenty miles west of the great railroad subjects. The capital, from which we have a library, both daily trains. You can readily charge to students, will enable you to advance more rapidly to points west and south come direct to Danville.

12. Expenses are less than elsewhere. Books are furnished at the lowest rates. Board is supplied at the lowest rates. We have no incident.

WHAT TO DO WHEN YOU ARRIVE.

On arriving in Danville come at once to the college building, and inquire for the Secretary, who will usually be found in the Principal's office. He will be prepared to give you all information concerning rooms, boarding, classes, and other things concerning your stay here. We can save you all hotel bills and enable you to begin work at once. Your trunk should be left at the depot until you select a room, and thus you will save one transfer. We will do all in our power to make you comfortable, and a little co-operation on your part is all that is needed to insure complete satisfaction.

IN CONCLUSION.

When you have read all there is in this catalogue, ask yourself if any statements in it seem unreal or fanciful. The tendency of the times is to exaggerate and magnify in advertising, but our endeavor is to avoid that, and the testimony of those who come here is that things are found just as represented. It is a very easy matter to make a great display of the different departments of a school, publishing one teacher's name in five or six connections, perhaps; but that adds nothing to the real work of the school, and oftentimes disappoints and discourages the student who does not find things just as he was led to expect by the highly colored description. We want to be modest and fair in this matter, and hence our statements are as simple and brief as possible. We desire to say just enough to explain the nature and real worth of our work. The best testimonial we give you is the large number of earnest workers that are with us each year, and the fact that one-tenth of all are from the county in which we are located. If you come here and do not find the school just as represented we will gladly incur your traveling expenses. All we ask is a fair trial, and we solicit your correspondence.

Address all communications to

MRS. F. P. ADAMS, President,
Danville, Hendricks County, Ind.

CALENDAR FOR 1888-'89.

Fall Term opens Tuesday, September 4, 1888, and continues 10 weeks.

First Winter Term opens Tuesday, November 13, 1888, and continues 10 weeks.

Second Winter Term opens Tuesday, January 22, 1889, and continues 10 weeks.

Spring Term opens Tuesday, April 2, 1889, and continues 10 weeks.

Summer Term opens Tuesday, June 11, 1889, and continues 8 weeks.

Thirteenth Annual Commencement will occur Wednesday, Thursday and Friday, July 31 and August 1 and 2, 1889.

Each term closes on Thursday, and a vacation continues until Tuesday of the next week.

The Fall Term of 1889 will open the first Tuesday in September.

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If you do not find in this catalogue the information you desire, write to us. Your inquiries will be answered by personal letter.